

Supplemental Tables to the NCES Report

Arts Education in Public Elementary and
Secondary Schools: 1999–2000 and 2009–10
(NCES 2012-014)

Description

These tables supplement the publication Arts Education in Public Elementary and Secondary schools: 1999–2000 and 2009–10 (NCES 2012-014).

The data are from a total of seven surveys that were administered during the 2009–10 school year. At the elementary school level, the study includes a survey of school principals and three teacher-level surveys, one each for self-contained classroom teachers, music specialists, and visual arts specialists. At the secondary school level, the study includes a survey of school principals and two teacher-level surveys, one each for music specialists and visual arts specialists. Where applicable, the tables present comparisons with data that were collected in the 1999–2000 school year.

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Detailed Tables for Elementary Schools and Teachers
2009–10 Survey Data

Elementary Schools

Table 1. Percent and standard error for public elementary schools reporting instruction designated specifically for various arts subjects, by school characteristics: School year 2009–10

School characteristic	Music		Visual arts		Dance		Drama/theatre	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	94	(0.9)	83	(1.3)	3	(0.7)	4	(0.5)
Enrollment size								
Less than 300	92	(2.1)	83	(2.8)	‡	(†)	2!	(1.2)
300 to 499	95	(1.0)	85	(2.2)	4	(1.2)	5	(1.1)
500 or more	94	(1.2)	82	(1.9)	4	(0.9)	3	(0.8)
Community type								
City	94	(1.6)	85	(2.1)	7	(1.5)	5	(1.4)
Suburban	95	(1.4)	89	(1.8)	2!	(0.8)	3!	(1.1)
Town	93	(2.4)	74	(4.0)	‡	(†)	‡	(†)
Rural	93	(1.9)	81	(2.8)	‡	(†)	3!	(1.0)
Region								
Northeast	97	(1.6)	98	(1.0)	5!	(1.8)	5!	(1.7)
Southeast	95	(1.3)	82	(2.7)	‡	(†)	‡	(†)
Central	98	(0.8)	89	(2.0)	1!	(0.7)	2!	(1.0)
West	88	(2.0)	70	(2.6)	5	(1.3)	6	(1.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	97	(1.5)	88	(2.3)	3!	(1.4)	‡	(†)
6 to 20 percent	98	(1.1)	86	(3.0)	‡	(†)	2!	(1.0)
21 to 49 percent	93	(2.0)	81	(2.4)	2!	(0.7)	4!	(1.3)
50 percent or more	91	(1.7)	80	(2.4)	5	(1.3)	5	(1.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	97	(1.3)	92	(1.6)	3!	(1.0)	4	(1.2)
26 to 50 percent	97	(1.2)	85	(2.8)	‡	(†)	3!	(1.2)
51 to 75 percent	94	(1.8)	78	(2.9)	4!	(1.2)	3!	(1.0)
76 percent or more	89	(2.0)	80	(2.9)	5	(1.2)	4!	(1.4)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Table 2. Among public elementary schools that offered instruction in various arts subjects, percentage distribution and standard error reporting selected program characteristics for the subjects: School year 2009–10

Program characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Frequency of instruction								
At least once a week	93	(0.8)	85	(1.3)	53	(7.7)	58	(9.8)
Every day.....	5	(0.6)	2	(0.5)	‡	(†)	‡	(†)
3 to 4 times a week	10	(1.1)	6	(1.1)	‡	(†)	‡	(†)
1 to 2 times a week	78	(1.3)	76	(1.7)	51	(7.7)	48	(9.8)
Less than once a week	7	(0.8)	15	(1.2)	47	(7.7)	42	(9.8)
Portion of school year instruction is offered								
Entire school year.....	93	(0.9)	87	(1.5)	48	(9.3)	46	(9.8)
Half the school year	3	(0.6)	5	(1.0)	20!	(8.4)	14!	(5.9)
One-quarter of the year	2	(0.4)	2	(0.5)	‡	(†)	17!	(6.9)
Less than one-quarter of the year	2	(0.5)	5	(0.8)	25!	(8.0)	23!	(8.7)
Other	#	(†)	#	(†)	‡	(†)	‡	(†)
Primary space used for instruction								
Dedicated room(s) with special equipment	77	(1.6)	68	(1.7)	24	(7.1)	34	(8.1)
Dedicated room(s) with no special equipment	6	(0.9)	8	(1.0)	‡	(†)	‡	(†)
Gymnasium, auditorium, or cafeteria	5	(0.9)	2!	(0.5)	66	(9.5)	28	(7.9)
Regular classrooms only	11	(1.3)	22	(1.7)	‡	(†)	30	(7.8)
Other	1!	(0.2)	1!	(0.3)	‡	(†)	‡	(†)
Type of instructor employed								
Full- or part-time arts specialist	91	(1.0)	84	(1.5)	57	(8.0)	42	(9.9)
Classroom teacher	12	(1.2)	21	(1.7)	31	(8.3)	47	(9.2)
Artist-in-Residence	2	(0.5)	4	(0.8)	36	(8.4)	18!	(6.5)
Other faculty member or volunteer	5	(1.0)	9	(1.2)	27	(7.8)	16!	(6.3)
Had district curriculum guide that teachers were expected to follow								
Yes	86	(1.2)	83	(1.5)	49	(11.1)	46	(7.3)
No	14	(1.2)	17	(1.5)	51	(11.1)	54	(7.3)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

NOTE: Respondents could report more than one type of arts instructors. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 3. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that they offered instruction at least once a week, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	93	(0.8)	85	(1.2)	53	(7.7)	58	(9.8)
Enrollment size								
Less than 300	94	(1.8)	84	(3.0)	100	(†)	100	(†)
300 to 499	94	(1.3)	87	(1.8)	55	(14.4)	43!	(15.1)
500 or more	90	(1.4)	83	(2.2)	40	(12.0)	58	(13.0)
Community type								
City	93	(1.8)	89	(2.5)	45	(10.0)	63	(14.1)
Suburban	90	(1.7)	84	(2.6)	‡	(†)	44!	(19.9)
Town	97	(1.4)	83	(3.4)	‡	(†)	‡	(†)
Rural	93	(1.6)	82	(2.5)	100	(†)	68	(20.1)
Region								
Northeast	94	(2.1)	91	(2.7)	84	(10.8)	62	(16.3)
Southeast	91	(1.7)	85	(2.4)	‡	(†)	73!	(36.0)
Central	99	(0.7)	89	(2.3)	‡	(†)	‡	(†)
West	86	(1.8)	74	(2.8)	40	(11.8)	59	(16.0)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	96	(1.7)	89	(2.9)	80	(23.8)	82	(22.0)
6 to 20 percent	97	(1.0)	86	(2.9)	‡	(†)	‡	(†)
21 to 49 percent	91	(1.8)	79	(2.6)	‡	(†)	59!	(23.0)
50 percent or more	89	(1.8)	85	(2.6)	50	(11.5)	58	(10.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.5)	90	(2.1)	‡	(†)	‡	(†)
26 to 50 percent	96	(1.2)	88	(2.4)	‡	(†)	68!	(23.9)
51 to 75 percent	88	(1.8)	78	(3.1)	74	(15.3)	64!	(20.1)
76 percent or more	93	(1.9)	84	(3.0)	53	(15.3)	76	(12.7)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 4. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that a typical student received instruction in the subjects throughout the entire school year, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	93	(0.9)	87	(1.5)	48	(9.3)	46	(9.8)
Enrollment size								
Less than 300	93	(1.9)	88	(2.5)	‡	(†)	71!	(33.4)
300 to 499	95	(1.3)	89	(1.9)	57	(13.8)	36!	(13.8)
500 or more	91	(1.3)	85	(2.0)	36!	(11.8)	48!	(15.3)
Community type								
City	94	(1.9)	89	(2.4)	52	(11.2)	58	(14.4)
Suburban	92	(1.7)	87	(2.2)	‡	(†)	44!	(20.0)
Town	95	(2.2)	88	(3.3)	‡	(†)	‡	(†)
Rural	93	(1.5)	86	(2.6)	‡	(†)	‡	(†)
Region								
Northeast	96	(1.5)	92	(2.6)	57	(16.9)	35!	(17.4)
Southeast	91	(2.2)	86	(2.7)	‡	(†)	100	(†)
Central	97	(1.0)	92	(1.8)	‡	(†)	57!	(19.4)
West	90	(1.7)	79	(2.7)	36!	(14.3)	40!	(16.3)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	93	(2.3)	87	(3.4)	‡	(†)	‡	(†)
6 to 20 percent	98	(1.0)	94	(1.8)	‡	(†)	‡	(†)
21 to 49 percent	93	(1.6)	88	(2.3)	‡	(†)	44!	(22.0)
50 percent or more	90	(2.1)	83	(2.8)	50	(12.7)	59	(12.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	96	(1.7)	92	(2.1)	‡	(†)	36!	(16.2)
26 to 50 percent	93	(1.8)	87	(2.3)	‡	(†)	‡	(†)
51 to 75 percent	95	(1.3)	88	(2.5)	51!	(18.1)	56!	(21.3)
76 percent or more	89	(2.8)	83	(3.3)	57	(15.0)	66	(15.0)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 5. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that dedicated rooms with special equipment were the primary space used for teaching the arts subjects, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	77	(1.6)	68	(1.7)	24	(7.1)	34	(8.1)
Enrollment size								
Less than 300	66	(4.0)	59	(3.9)	‡	(†)	‡	(†)
300 to 499	79	(2.0)	70	(2.1)	36!	(13.9)	‡	(†)
500 or more	82	(2.1)	72	(3.0)	‡	(†)	60	(13.6)
Community type								
City	71	(2.8)	64	(3.0)	28!	(10.4)	28!	(11.3)
Suburban	80	(2.7)	74	(2.9)	‡	(†)	56!	(21.1)
Town	81	(4.3)	68	(6.0)	‡	(†)	‡	(†)
Rural	76	(3.3)	64	(3.3)	‡	(†)	‡	(†)
Region								
Northeast	76	(3.8)	79	(3.5)	‡	(†)	‡	(†)
Southeast	75	(2.9)	71	(2.9)	‡	(†)	‡	(†)
Central	85	(2.7)	78	(2.7)	‡	(†)	‡	(†)
West	70	(2.9)	45	(3.9)	‡	(†)	41!	(15.4)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	77	(3.8)	69	(3.5)	‡	(†)	‡	(†)
6 to 20 percent	83	(2.7)	78	(3.2)	‡	(†)	‡	(†)
21 to 49 percent	79	(2.6)	67	(3.5)	‡	(†)	‡	(†)
50 percent or more	70	(2.9)	61	(2.7)	29!	(11.3)	42	(10.5)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	82	(2.9)	76	(2.8)	‡	(†)	47!	(16.7)
26 to 50 percent	84	(2.8)	75	(3.7)	‡	(†)	‡	(†)
51 to 75 percent	76	(2.5)	63	(3.4)	37!	(17.4)	44!	(16.9)
76 percent or more	65	(3.3)	59	(3.1)	31!	(14.3)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 6. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that arts specialists were employed to provide instruction in the arts subjects, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	91	(1.0)	84	(1.5)	57	(8.0)	42	(9.9)
Enrollment size								
Less than 300	86	(2.4)	78	(3.8)	100	(†)	‡	(†)
300 to 499	95	(1.2)	88	(1.9)	57	(10.3)	29!	(12.6)
500 or more	91	(1.5)	84	(2.3)	47	(11.7)	55	(13.8)
Community type								
City	93	(1.8)	86	(2.3)	62	(10.4)	41!	(15.0)
Suburban	94	(1.5)	86	(2.5)	‡	(†)	48!	(19.8)
Town	89	(3.2)	83	(4.0)	‡	(†)	77!	(26.7)
Rural	88	(1.9)	79	(3.3)	78!	(27.1)	‡	(†)
Region								
Northeast	96	(1.3)	96	(2.4)	72	(14.8)	30!	(14.8)
Southeast	93	(2.0)	92	(2.2)	100	(†)	‡	(†)
Central	95	(1.9)	93	(1.8)	‡	(†)	‡	(†)
West	83	(2.6)	56	(4.3)	44	(13.0)	52!	(16.4)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	93	(2.3)	88	(3.0)	80	(23.8)	‡	(†)
6 to 20 percent	96	(1.4)	90	(2.4)	‡	(†)	‡	(†)
21 to 49 percent	88	(2.5)	77	(3.3)	‡	(†)	51!	(22.3)
50 percent or more	90	(2.0)	81	(2.6)	67	(10.1)	54	(12.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	98	(0.9)	89	(2.4)	‡	(†)	47!	(16.7)
26 to 50 percent	93	(1.6)	87	(2.2)	‡	(†)	‡	(†)
51 to 75 percent	90	(2.0)	78	(3.0)	65	(16.7)	54!	(21.7)
76 percent or more	85	(3.1)	81	(3.2)	70	(13.6)	44!	(17.2)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 7. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that their district had a written curriculum guide that teachers were expected to follow, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	86	(1.2)	83	(1.5)	49	(11.1)	46	(7.3)
Enrollment size								
Less than 300	85	(2.7)	77	(3.4)	‡	(†)	‡	(†)
300 to 499	87	(1.8)	86	(2.3)	49!	(15.5)	38!	(12.6)
500 or more	87	(1.8)	85	(1.8)	61	(14.1)	60	(11.4)
Community type								
City	90	(1.8)	89	(2.4)	60	(13.0)	55	(12.1)
Suburban	88	(2.0)	86	(2.4)	‡	(†)	64	(14.3)
Town	82	(3.4)	72	(4.9)	‡	(†)	‡	(†)
Rural	84	(2.5)	79	(3.2)	‡	(†)	‡	(†)
Region								
Northeast	92	(1.8)	89	(2.2)	54!	(21.1)	41!	(14.2)
Southeast	87	(2.2)	87	(2.7)	‡	(†)	‡	(†)
Central	93	(1.4)	90	(1.9)	‡	(†)	73	(17.4)
West	76	(2.7)	68	(3.2)	45	(12.5)	38	(11.3)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	87	(2.8)	83	(3.1)	‡	(†)	‡	(†)
6 to 20 percent	89	(2.4)	86	(3.1)	57!	(21.1)	‡	(†)
21 to 49 percent	83	(2.8)	81	(3.0)	‡	(†)	45!	(16.2)
50 percent or more	87	(2.2)	83	(2.8)	60	(15.2)	56	(10.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	89	(2.4)	87	(2.7)	‡	(†)	47!	(17.4)
26 to 50 percent	89	(2.2)	82	(3.0)	‡	(†)	‡	(†)
51 to 75 percent	82	(2.4)	80	(2.9)	51!	(18.8)	55!	(16.9)
76 percent or more	86	(2.4)	83	(2.7)	67	(14.4)	56!	(17.2)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 8. Among public elementary schools that offered instruction in various arts subjects, average number and standard error for minutes per class period for various arts subjects, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public elementary schools	40	(0.3)	44	(0.3)	43	(2.5)	43	(1.7)
Enrollment size								
Less than 300	40	(0.7)	43	(0.7)	‡	(†)	45	(5.2)
300 to 499	40	(0.6)	44	(0.6)	45	(5.2)	44	(2.5)
500 or more	41	(0.5)	43	(0.6)	39	(3.1)	42	(2.0)
Community type								
City	42	(0.5)	45	(0.6)	44	(3.7)	43	(2.2)
Suburban	40	(0.7)	43	(0.6)	34	(5.4)	41	(3.1)
Town	38	(0.9)	43	(1.0)	‡	(†)	40	(6.3)
Rural	39	(0.6)	41	(0.6)	48	(10.0)	46	(2.6)
Region								
Northeast	41	(0.6)	43	(0.5)	54	(5.1)	49	(2.4)
Southeast	42	(0.7)	44	(0.8)	‡	(†)	37	(6.3)
Central	38	(0.7)	46	(0.7)	34	(3.3)	41	(2.8)
West	40	(0.7)	41	(0.8)	40	(2.7)	42	(2.6)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	39	(0.8)	42	(0.9)	40	(11.5)	44	(7.0)
6 to 20 percent	40	(0.7)	44	(0.7)	38	(4.5)	42	(4.3)
21 to 49 percent	39	(0.6)	43	(0.7)	36	(3.3)	45	(2.5)
50 percent or more	43	(0.6)	44	(0.6)	47	(3.9)	42	(2.4)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	40	(0.7)	43	(0.7)	35	(4.5)	43	(2.1)
26 to 50 percent	39	(0.7)	42	(0.6)	30	(0.0)	47	(5.2)
51 to 75 percent	40	(0.5)	43	(0.6)	51	(6.2)	40	(2.3)
76 percent or more	43	(0.6)	45	(0.7)	43	(3.1)	43	(2.8)

† Not applicable.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction designated specifically for music during regular school hours in the 2009–10 school year.

² Percents are based on the 83 percent of public elementary schools that reported instruction designated specifically for visual arts during regular school hours in the 2009–10 school year.

³ Percents are based on the 3 percent of public elementary schools that reported instruction designated specifically for dance during regular school hours in the 2009–10 school year.

⁴ Percents are based on the 4 percent of public elementary schools that reported instruction designated specifically for drama/theatre during regular school hours in the 2009–10 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 9. Percent and standard error for public elementary schools reporting various types of music instruction or classes during regular school hours, and of those schools, percent and standard error reporting the percent of students enrolled in the music subjects: School year 2008–09

Music subject	Offered subject		Percent of students enrolled ¹							
			25 percent or less		26 to 50 percent		51 to 75 percent		More than 75 percent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
General music	90	(1.1)	2!	(0.5)	1!	(0.4)	1!	(0.4)	96	(0.7)
Chorus	44	(1.5)	42	(2.4)	22	(2.2)	9	(1.4)	27	(2.5)
Band	44	(1.4)	51	(2.6)	30	(2.3)	11	(1.6)	7	(1.6)
Strings/orchestra	28	(1.3)	72	(2.8)	22	(2.6)	1!	(0.6)	5	(1.3)
Other music subjects	6	(0.8)	52	(7.2)	12	(3.5)	‡	(†)	34	(6.7)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the percentage of schools that offered instruction in each music subject (90 percent of schools that offered general music, 44 percent of schools that offered chorus, 44 percent of schools that offered band, 28 percent of schools that offered string/orchestra, and 6 percent of schools that offered other music subjects).

NOTE: Respondents were asked to report types of music instruction or classes offered during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 10. Percent and standard error for public elementary schools reporting that they offered various kinds of music instruction or classes during regular school hours, by school characteristics: School year 2008–09

School characteristic	General music		Chorus		Band		Strings/orchestra		Other music subjects	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	90	(1.1)	44	(1.5)	44	(1.4)	28	(1.3)	6	(0.8)
Enrollment size										
Less than 300	91	(2.1)	33	(3.4)	51	(3.8)	20	(3.1)	4!	(1.5)
300 to 499	91	(1.5)	47	(2.8)	44	(2.7)	33	(2.6)	6	(1.4)
500 or more	88	(1.8)	50	(2.0)	38	(1.8)	30	(1.9)	6	(1.0)
Community type										
City	88	(2.2)	44	(3.3)	37	(3.2)	44	(3.0)	6	(1.6)
Suburban	92	(1.6)	57	(2.9)	53	(2.7)	40	(2.9)	8	(1.6)
Town	89	(3.1)	35	(4.2)	31	(4.6)	10	(2.9)	3!	(1.3)
Rural	90	(2.1)	36	(2.6)	45	(2.5)	11	(1.9)	4	(1.1)
Region										
Northeast	97	(1.1)	67	(3.7)	72	(3.4)	45	(3.6)	4!	(1.3)
Southeast	91	(1.9)	49	(3.5)	21	(3.1)	18	(2.1)	7	(1.7)
Central	96	(1.3)	33	(3.2)	53	(3.3)	26	(2.8)	5	(1.5)
West	79	(3.0)	37	(2.5)	34	(3.0)	28	(3.7)	6	(1.3)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	97	(1.5)	38	(3.6)	58	(3.9)	15	(3.0)	3!	(1.3)
6 to 20 percent	96	(1.3)	46	(3.3)	45	(2.7)	29	(3.3)	5!	(1.8)
21 to 49 percent	87	(2.5)	42	(3.1)	40	(3.0)	34	(3.4)	6	(1.5)
50 percent or more	83	(2.2)	49	(2.5)	37	(2.5)	32	(2.7)	7	(1.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	93	(1.9)	52	(3.3)	58	(3.3)	41	(2.9)	5!	(1.4)
26 to 50 percent	95	(1.6)	45	(3.3)	49	(2.9)	22	(3.2)	7	(1.5)
51 to 75 percent	88	(2.0)	41	(2.9)	39	(3.3)	23	(2.6)	5	(1.3)
76 percent or more	84	(2.2)	41	(3.0)	30	(2.9)	29	(2.9)	7	(1.8)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked to report types of music instruction or classes offered during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 11. Among public elementary schools that offered various kinds of music instruction, percent and standard error reporting that 75 percent or more of the students were enrolled in the program, by the earliest grade at which the instruction was offered and school characteristics: School year 2008–09

Earliest grade offered instruction and school characteristic	General music ¹		Chorus ²		Band ³		Strings/orchestra ⁴		Other music subjects ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	96	(0.7)	27	(2.5)	7	(1.6)	5!	(1.3)	34	(6.7)
Earliest grade offered										
Second and under	97	(0.6)	62	(4.8)	‡	(†)	‡	(†)	55!	(16.9)
Third and fourth	87	(4.9)	20	(2.8)	6!	(2.0)	4!	(1.4)	29	(8.4)
Fifth and higher	75	(11.6)	16	(3.8)	8	(2.1)	‡	(†)	‡	(†)
Enrollment size										
Less than 300	95	(2.0)	34	(7.6)	14	(4.2)	‡	(†)	49!	(22.4)
300 to 499	97	(0.8)	33	(3.4)	4!	(1.4)	‡	(†)	44	(12.5)
500 or more	96	(0.8)	20	(2.5)	5!	(1.8)	6!	(2.0)	18!	(8.6)
Community type										
City	95	(1.5)	26	(3.8)	‡	(†)	5!	(2.1)	35!	(13.5)
Suburban	95	(1.6)	26	(3.1)	‡	(1.4)	4!	(1.6)	31!	(10.7)
Town	97	(1.3)	28	(6.5)	‡	(†)	‡	(†)	‡	(†)
Rural	98	(1.0)	30	(5.1)	16	(3.7)	‡	(†)	38!	(15.5)
Region										
Northeast	95	(1.8)	35	(4.6)	6	(1.7)	‡	(†)	‡	(†)
Southeast	97	(1.2)	19	(4.1)	‡	(†)	13!	(5.5)	‡	(†)
Central	98	(0.9)	26	(4.6)	6!	(2.4)	‡	(†)	46!	(16.9)
West	94	(1.6)	29	(4.7)	11!	(3.6)	5!	(2.3)	37!	(11.8)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	98	(1.5)	35	(6.6)	13	(3.7)	‡	(†)	‡	(†)
6 to 20 percent	98	(1.0)	31	(5.8)	‡	(†)	‡	(†)	‡	(†)
21 to 49 percent	98	(1.0)	27	(4.9)	‡	(†)	‡	(†)	31!	(13.3)
50 percent or more	93	(2.0)	21	(3.5)	7!	(2.6)	7!	(2.6)	33!	(10.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	97	(1.5)	36	(5.0)	8!	(2.7)	‡	(†)	36!	(16.1)
26 to 50 percent	99	(0.7)	29	(5.2)	9!	(3.0)	‡	(†)	47	(13.7)
51 to 75 percent	96	(1.1)	22	(3.6)	5!	(2.2)	5!	(2.6)	‡	(†)
76 percent or more	93	(2.1)	22	(4.0)	‡	(†)	8!	(3.4)	31!	(12.6)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 90 percent of public elementary schools that offered instruction in general music in the 2008–09 school year.

² Percents are based on the 44 percent of public elementary schools that offered instruction in chorus in the 2008–09 school year.

³ Percents are based on the 44 percent of public elementary schools that offered instruction in band in the 2008–09 school year.

⁴ Percents are based on the 28 percent of public elementary schools that offered instruction in strings/orchestra in the 2008–09 school year.

⁵ Percents are based on the 6 percent of public elementary schools that offered instruction in other music subjects in the 2008–09 school year.

⁶ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 12. Percent and standard error for public elementary schools reporting various ways in which dance or drama/theatre was taught or incorporated into other subject or curriculum areas, by school characteristics: School year 2009–10

School characteristic	Dance											
	Taught as a separate subject		Taught as part of the physical education program		Taught as part of the music curriculum		Activities and instruction are integrated into other curriculum areas		Other ways of teaching dance		Any integration with other subject or curriculum areas	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	3	(0.7)	44	(1.8)	37	(1.5)	29	(1.7)	5	(0.7)	61	(1.7)
Enrollment size												
Less than 300	‡	(†)	44	(4.0)	34	(3.3)	25	(3.4)	5!	(1.9)	57	(3.9)
300 to 499	4	(1.2)	41	(2.6)	42	(2.6)	34	(3.0)	4	(0.9)	64	(2.9)
500 or more	4	(0.9)	46	(2.3)	33	(2.3)	28	(1.9)	4	(1.0)	61	(2.3)
Community type												
City	7	(1.5)	39	(3.1)	36	(2.7)	32	(2.8)	6	(1.4)	59	(2.9)
Suburban	2!	(0.8)	47	(2.6)	38	(2.4)	31	(2.6)	5	(1.2)	65	(2.8)
Town	‡	(†)	35	(4.7)	38	(4.8)	27	(4.0)	5!	(2.5)	59	(5.2)
Rural	‡	(†)	48	(3.2)	34	(2.9)	26	(3.1)	3!	(0.9)	59	(2.9)
Region												
Northeast	5!	(1.8)	40	(3.7)	41	(3.4)	32	(3.1)	7	(1.6)	63	(3.6)
Southeast	2!	(0.8)	40	(3.3)	33	(2.8)	26	(2.6)	5	(1.2)	56	(3.4)
Central	‡	(†)	47	(3.2)	41	(2.4)	27	(3.4)	3!	(1.1)	64	(2.7)
West	‡	(†)	45	(3.2)	31	(2.8)	31	(2.8)	4	(1.3)	60	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	3!	(1.4)	53	(4.1)	41	(3.7)	32	(3.7)	3!	(1.3)	67	(3.7)
6 to 20 percent	‡	(†)	44	(3.7)	40	(3.5)	27	(2.9)	4!	(1.6)	61	(3.6)
21 to 49 percent	2!	(0.7)	44	(3.8)	38	(3.5)	30	(2.8)	5	(1.4)	64	(3.8)
50 percent or more	5	(1.3)	37	(3.0)	30	(2.6)	29	(2.6)	6	(1.1)	55	(2.7)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	3!	(1.0)	56	(3.8)	49	(2.8)	34	(3.1)	4!	(1.4)	73	(2.8)
26 to 50 percent	‡	(†)	47	(3.5)	34	(3.2)	30	(2.9)	5!	(1.6)	63	(3.6)
51 to 75 percent	4!	(1.2)	36	(3.2)	33	(3.0)	24	(3.0)	4	(1.2)	54	(3.2)
76 percent or more	5	(1.2)	38	(3.4)	31	(3.3)	30	(3.1)	5	(1.2)	55	(3.6)

See notes at end of table.

Table 12. Percent and standard error for public elementary schools reporting various ways in which dance or drama/theatre was taught or incorporated into other subject or curriculum areas, by school characteristics: School year 2009–10—Continued

School characteristic	Drama/theatre									
	Taught as a separate subject		Taught as part of the English/language arts curriculum		Activities and instruction are integrated into other curriculum areas		Other ways of teaching drama/theatre		Any integration with other subject or curriculum areas	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	4	(0.5)	29	(1.7)	46	(1.5)	6	(0.9)	53	(1.6)
Enrollment size										
Less than 300	2!	(1.2)	25	(3.2)	41	(3.6)	9	(2.3)	46	(3.5)
300 to 499	5	(1.1)	31	(2.3)	52	(2.7)	6	(1.2)	58	(2.7)
500 or more	3	(0.8)	29	(2.2)	44	(2.2)	5	(1.2)	53	(2.3)
Community type										
City	5	(1.4)	31	(2.9)	48	(2.1)	7	(1.5)	28	(1.5)
Suburban	3!	(1.1)	26	(2.4)	49	(3.3)	6	(1.3)	31	(1.6)
Town	‡	(†)	29	(4.2)	44	(4.9)	5!	(2.5)	13	(1.3)
Rural	3!	(1.0)	30	(2.8)	43	(2.8)	7	(1.8)	29	(1.5)
Region										
Northeast	5!	(1.7)	28	(3.5)	49	(3.6)	10	(2.2)	57	(3.7)
Southeast	‡	(†)	25	(2.3)	40	(3.3)	6	(1.7)	45	(3.5)
Central	2!	(1.0)	28	(3.0)	44	(3.0)	5!	(1.8)	51	(2.7)
West	6	(1.5)	33	(2.9)	51	(2.6)	6	(1.6)	59	(2.6)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	‡	(†)	38	(3.6)	46	(3.6)	7!	(2.2)	56	(3.8)
6 to 20 percent	2!	(1.0)	21	(2.8)	44	(3.4)	6	(1.8)	48	(3.4)
21 to 49 percent	4!	(1.3)	27	(2.7)	52	(3.5)	7	(2.0)	57	(3.5)
50 percent or more	5	(1.2)	30	(2.7)	43	(2.8)	6	(1.1)	52	(2.8)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	4	(1.2)	34	(3.0)	59	(3.5)	6!	(1.8)	65	(3.2)
26 to 50 percent	3!	(1.2)	30	(3.6)	50	(4.1)	5!	(1.7)	57	(4.1)
51 to 75 percent	3!	(1.0)	26	(3.0)	40	(2.5)	8	(2.0)	47	(2.5)
76 percent or more	4!	(1.4)	27	(2.7)	39	(3.1)	6	(1.4)	46	(2.8)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents could report more than one method of incorporating dance and drama/theatre in their program of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Table 13. Percent and standard error for public elementary schools reporting that they sponsored various supplemental arts education programs, by school characteristics: School year 2008–09

School characteristic	Artist-in-Residence/ Artist-in-the-School		Visiting artist(s)		Field trips to art galleries or museums		Field trips to arts performances		School performances or presentations	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	20	(1.4)	31	(1.4)	54	(1.7)	68	(1.7)	84	(1.2)
Enrollment size										
Less than 300	22	(2.9)	31	(3.6)	51	(4.3)	62	(3.7)	77	(3.3)
300 to 499	19	(2.3)	29	(2.5)	56	(3.4)	69	(2.6)	87	(1.5)
500 or more	19	(1.8)	31	(2.0)	55	(2.2)	70	(2.1)	86	(1.6)
Community type										
City	25	(2.8)	38	(2.9)	69	(3.0)	78	(2.6)	86	(2.3)
Suburban	19	(2.4)	28	(2.4)	58	(3.0)	72	(2.7)	88	(1.8)
Town	20	(3.1)	28	(3.8)	41	(4.7)	53	(4.7)	81	(4.2)
Rural	17	(2.4)	27	(2.5)	44	(3.3)	60	(3.6)	80	(2.7)
Region										
Northeast	32	(3.5)	39	(3.8)	63	(3.6)	75	(3.2)	88	(2.4)
Southeast	13	(2.2)	26	(2.6)	48	(3.2)	65	(2.9)	84	(2.6)
Central	19	(2.7)	30	(2.9)	52	(3.3)	63	(3.3)	82	(2.5)
West	18	(2.2)	29	(2.7)	56	(2.5)	69	(2.9)	83	(2.2)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	19	(3.3)	33	(3.8)	54	(4.1)	63	(4.6)	81	(3.1)
6 to 20 percent	20	(3.0)	30	(2.9)	45	(4.2)	67	(3.8)	89	(2.1)
21 to 49 percent	17	(2.5)	28	(2.6)	51	(3.1)	65	(3.1)	81	(2.3)
50 percent or more	22	(2.2)	31	(2.7)	64	(2.4)	73	(2.5)	84	(2.0)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	22	(2.7)	37	(3.1)	60	(2.9)	72	(3.4)	88	(2.1)
26 to 50 percent	17	(2.8)	29	(2.9)	50	(3.0)	66	(3.6)	82	(2.8)
51 to 75 percent	19	(2.3)	26	(2.8)	47	(3.1)	63	(3.2)	85	(2.0)
76 percent or more	21	(2.2)	31	(2.9)	63	(3.0)	70	(3.0)	80	(2.9)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about supplemental arts education programs in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Table 14. Among public elementary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the program, by school characteristics: School year 2008–09

School characteristic	Artist-in-Residence/Artist-in-the-School ¹								Visiting artist(s) ²							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source		School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	71	(3.5)	29	(3.7)	40	(2.9)	20	(2.7)	61	(3.0)	26	(2.6)	43	(3.0)	24	(2.2)
Enrollment size																
Less than 300	74	(8.2)	25	(6.7)	38	(8.3)	22!	(7.0)	59	(6.4)	31	(5.9)	35	(5.7)	23	(5.4)
300 to 499	74	(5.3)	29	(6.1)	44	(6.0)	22	(4.7)	59	(5.0)	27	(4.6)	54	(5.2)	26	(4.7)
500 or more	65	(5.6)	33	(5.3)	36	(4.7)	17	(4.1)	63	(3.4)	22	(4.1)	37	(3.5)	21	(3.2)
Community type																
City	78	(5.4)	31	(6.4)	29	(5.2)	14!	(4.6)	66	(5.3)	33	(5.9)	34	(5.8)	23	(4.1)
Suburban	65	(7.7)	24	(7.1)	48	(6.0)	21	(5.4)	56	(5.8)	18	(5.0)	58	(5.6)	14	(3.6)
Town	73	(9.5)	27!	(8.9)	28!	(8.4)	25!	(9.6)	67	(8.4)	30!	(8.9)	40	(7.4)	42	(9.0)
Rural	65	(7.6)	34	(8.0)	52	(8.7)	26	(6.5)	56	(6.4)	24	(5.2)	38	(5.7)	26	(5.0)
Region																
Northeast	80	(4.5)	24	(6.2)	47	(7.1)	12!	(3.8)	66	(4.7)	33	(6.3)	60	(5.4)	17	(4.5)
Southeast	65	(10.0)	48	(8.8)	31	(9.2)	17!	(7.2)	59	(6.3)	26	(6.7)	28	(6.6)	28	(4.6)
Central	67	(7.8)	13!	(5.1)	38	(7.3)	30	(7.3)	58	(5.4)	22	(4.6)	48	(7.2)	24	(5.6)
West	67	(6.2)	41	(7.5)	38	(7.0)	23	(5.9)	59	(5.2)	25	(6.3)	32	(6.6)	26	(4.6)
Percent combined enrollment of Black and other races/ethnicities⁶																
Less than 6 percent	71	(9.2)	23!	(8.3)	52	(9.6)	22!	(8.4)	53	(7.2)	22	(6.0)	49	(6.8)	22	(5.5)
6 to 20 percent	62	(8.2)	24!	(7.9)	55	(8.0)	23!	(8.0)	65	(5.6)	27	(5.9)	62	(5.3)	33	(5.9)
21 to 49 percent	65	(7.0)	33	(7.6)	42	(7.0)	22	(6.4)	60	(5.9)	19	(5.5)	40	(6.2)	18	(4.9)
50 percent or more	80	(5.4)	33	(5.9)	22	(5.7)	17	(4.5)	62	(4.9)	34	(4.9)	27	(4.6)	23	(3.8)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	63	(6.9)	16!	(5.3)	66	(8.6)	14!	(5.4)	51	(6.0)	23	(5.3)	62	(6.0)	19	(4.1)
26 to 50 percent	60	(9.0)	20!	(6.9)	53	(7.0)	27	(7.5)	62	(5.4)	16	(4.5)	57	(6.1)	27	(6.0)
51 to 75 percent	78	(6.0)	44	(6.6)	36	(8.1)	26	(5.9)	64	(5.6)	35	(5.9)	33	(5.8)	28	(4.7)
76 percent or more	78	(6.8)	34	(6.4)	9!	(4.0)	17	(4.3)	66	(5.8)	31	(6.1)	19	(4.6)	22	(4.4)

See notes at end of table.

Table 14. Among public elementary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the program, by school characteristics: School year 2008–09—Continued

School characteristic	Field trips to art galleries or museums ³								Field trips to arts performances ⁴							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source		School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	75	(1.9)	18	(1.7)	45	(1.7)	23	(2.0)	75	(1.9)	18	(1.5)	44	(2.4)	23	(1.7)
Enrollment size																
Less than 300	74	(5.0)	24	(4.5)	37	(5.8)	23	(4.5)	77	(4.5)	23	(3.9)	41	(5.7)	18	(3.4)
300 to 499	71	(3.2)	18	(2.5)	49	(3.2)	23	(3.0)	74	(2.7)	18	(2.6)	47	(3.6)	25	(2.4)
500 or more	79	(2.5)	14	(2.0)	45	(2.8)	22	(2.8)	73	(2.5)	15	(2.0)	43	(2.4)	23	(2.5)
Community type																
City	81	(2.7)	18	(2.7)	40	(3.8)	20	(3.1)	78	(2.8)	18	(2.8)	39	(4.2)	25	(3.3)
Suburban	72	(4.0)	16	(2.9)	52	(4.4)	19	(3.4)	71	(3.4)	16	(2.6)	51	(3.6)	19	(2.6)
Town	75	(8.2)	21	(5.8)	37	(7.2)	39	(7.0)	69	(7.2)	21	(4.9)	42	(6.4)	31	(5.5)
Rural	70	(5.2)	20	(3.7)	45	(4.6)	25	(4.1)	77	(3.5)	19	(2.6)	43	(4.4)	21	(3.5)
Region																
Northeast	74	(4.0)	19	(3.4)	47	(5.0)	22	(4.5)	72	(3.9)	17	(3.4)	51	(5.3)	17	(3.9)
Southeast	70	(4.0)	16	(3.3)	36	(4.4)	30	(4.5)	75	(3.3)	24	(3.1)	38	(4.4)	28	(3.5)
Central	78	(3.5)	19	(3.9)	44	(3.9)	21	(3.8)	73	(3.2)	14	(3.0)	44	(4.4)	21	(3.5)
West	77	(3.8)	19	(3.2)	49	(3.7)	20	(3.5)	77	(3.3)	17	(3.1)	44	(3.5)	20	(3.0)
Percent combined enrollment of Black and other races/ethnicities⁶																
Less than 6 percent	67	(4.7)	19	(4.4)	50	(4.8)	21	(4.9)	70	(4.4)	15	(3.5)	47	(5.4)	18	(4.1)
6 to 20 percent	73	(4.4)	22	(5.3)	46	(4.3)	33	(4.9)	79	(3.2)	18	(3.0)	46	(4.6)	23	(3.4)
21 to 49 percent	74	(4.4)	19	(4.0)	48	(4.4)	22	(3.6)	73	(4.3)	18	(3.1)	51	(4.1)	23	(3.9)
50 percent or more	81	(2.1)	15	(2.0)	39	(3.5)	19	(3.0)	76	(2.6)	19	(2.6)	36	(3.1)	25	(3.4)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	65	(4.2)	14	(3.3)	60	(4.6)	23	(4.1)	68	(3.9)	10	(2.7)	56	(4.4)	24	(2.9)
26 to 50 percent	72	(3.7)	19	(4.2)	53	(5.2)	21	(4.0)	72	(3.9)	13	(3.5)	54	(4.1)	18	(2.7)
51 to 75 percent	74	(4.7)	21	(3.5)	40	(3.6)	26	(4.2)	74	(3.5)	26	(3.3)	37	(3.5)	25	(3.7)
76 percent or more	87	(2.7)	18	(2.9)	30	(3.8)	21	(3.6)	83	(3.1)	21	(3.2)	31	(4.3)	24	(3.7)

See notes at end of table.

Table 14. Among public elementary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the program, by school characteristics: School year 2008–09—Continued

School characteristic	School performances or presentations ⁵							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	79	(1.7)	12	(1.2)	43	(2.0)	14	(1.2)
Enrollment size								
Less than 300	82	(3.3)	18	(3.2)	37	(4.4)	13	(2.8)
300 to 499	77	(2.9)	9	(1.7)	47	(3.1)	14	(1.8)
500 or more	78	(2.2)	11	(1.6)	42	(2.1)	14	(2.1)
Community type								
City	81	(2.7)	13	(2.2)	40	(2.9)	15	(2.4)
Suburban	74	(2.9)	10	(2.0)	56	(3.1)	15	(2.3)
Town	85	(4.3)	12	(3.3)	30	(4.8)	7 ¹	(2.6)
Rural	79	(3.1)	12	(2.2)	37	(3.8)	14	(2.3)
Region								
Northeast	75	(3.6)	12	(2.4)	56	(4.3)	15	(3.0)
Southeast	79	(3.6)	14	(2.6)	41	(3.2)	19	(2.5)
Central	84	(2.9)	8	(2.1)	35	(4.0)	8	(1.9)
West	77	(2.9)	13	(2.9)	43	(3.3)	15	(2.2)
Percent combined enrollment of Black and other races/ethnicities⁶								
Less than 6 percent	83	(3.9)	10	(2.7)	37	(4.1)	11	(3.0)
6 to 20 percent	82	(3.1)	11	(2.6)	48	(3.4)	11	(2.5)
21 to 49 percent	73	(3.9)	12	(2.1)	47	(4.0)	14	(2.4)
50 percent or more	79	(2.2)	14	(2.3)	39	(2.7)	18	(2.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	73	(3.2)	7	(2.2)	60	(3.9)	17	(3.0)
26 to 50 percent	76	(3.1)	9	(2.3)	47	(3.7)	10	(2.0)
51 to 75 percent	82	(2.7)	17	(2.6)	36	(3.6)	14	(2.3)
76 percent or more	84	(2.3)	13	(2.8)	30	(3.9)	14	(2.4)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

² Percents are based on the 20 percent of public elementary schools that sponsored Artist-in-Residence or Artist(s)-in-the-School.

³ Percents are based on the 31 percent of public elementary schools that sponsored visiting artists.

⁴ Percents are based on the 54 percent of public elementary schools that sponsored field trips to art galleries or museums.

⁵ Percents are based on the 68 percent of public elementary schools that sponsored field trips to arts performances.

⁶ Percents are based on the 84 percent of public elementary schools that sponsored school performances or presentations.

⁷ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about supplemental arts education programs and funding sources in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 15. Percent and standard error for public elementary schools reporting that they provided or sponsored curriculum-guided instructional activities in the arts outside of regular school hours, by school characteristics: School year 2009–10

School characteristic	School performances or presentations in the arts ¹		Individual or small group music lessons		Choir/band/marching band practice		Dance ²		Arts-related field trips ³		Other activities	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	75	(1.5)	39	(1.5)	46	(1.9)	12	(0.9)	61	(1.9)	2	(0.5)
Enrollment size												
Less than 300	73	(3.7)	41	(3.0)	38	(3.2)	12	(2.4)	59	(3.9)	‡	(†)
300 to 499	76	(2.3)	38	(2.4)	46	(2.6)	11	(1.4)	62	(2.5)	4	(1.0)
500 or more	75	(2.3)	39	(2.1)	51	(2.7)	13	(1.6)	62	(2.0)	2!	(0.6)
Community type												
City	78	(2.8)	43	(4.0)	46	(3.6)	18	(2.9)	67	(3.1)	3!	(1.1)
Suburban	75	(3.1)	44	(2.5)	54	(3.3)	13	(1.6)	60	(2.8)	3!	(0.9)
Town	71	(4.1)	29	(4.4)	44	(3.9)	5!	(2.1)	52	(4.2)	3!	(1.5)
Rural	74	(2.9)	36	(2.6)	39	(2.9)	10	(2.0)	61	(2.9)	2!	(0.7)
Region												
Northeast	80	(3.4)	54	(3.6)	52	(3.9)	13	(2.5)	60	(3.0)	3!	(1.1)
Southeast	71	(2.9)	35	(2.8)	45	(2.8)	10	(1.9)	63	(3.0)	2!	(1.0)
Central	79	(3.4)	43	(3.4)	47	(3.1)	11	(2.1)	61	(4.1)	3!	(1.1)
West	71	(2.7)	30	(3.3)	42	(3.3)	14	(1.9)	61	(3.1)	2!	(0.7)
Percent combined enrollment of Black and other races/ethnicities⁴												
Less than 6 percent	77	(3.5)	43	(3.8)	42	(3.7)	10	(2.0)	64	(4.0)	3!	(1.1)
6 to 20 percent	81	(2.4)	43	(3.2)	51	(3.7)	11	(2.4)	65	(3.0)	‡	(†)
21 to 49 percent	73	(2.9)	35	(2.7)	46	(3.2)	9	(1.6)	57	(3.3)	4!	(1.2)
50 percent or more	71	(2.9)	38	(3.4)	45	(3.3)	17	(1.9)	61	(2.9)	2!	(0.7)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	80	(2.7)	48	(3.4)	56	(3.5)	8	(1.8)	63	(3.1)	2!	(0.8)
26 to 50 percent	80	(2.3)	37	(3.0)	47	(3.7)	10	(2.0)	63	(3.5)	3!	(1.1)
51 to 75 percent	73	(3.0)	35	(3.2)	43	(3.4)	14	(2.1)	60	(3.8)	3!	(1.1)
76 percent or more	70	(3.2)	39	(3.5)	40	(3.5)	16	(2.3)	61	(3.6)	3!	(0.9)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was “School performances or presentations in the arts (e.g., concerts, plays, art shows).”

² The questionnaire wording was “Dance (e.g., lessons, team).”

³ The questionnaire wording was “Arts-related field trips (e.g., school trips to concerts, plays, museums).”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked to consider activities held before or after school, on weekends, or during the summer, only if the activities were guided by a curriculum. Extracurricular activities such as drama clubs were excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 16. Average number and standard error for the student arts events in public elementary schools and events attended by school principals, by school characteristics: School year 2008–09

School characteristic	Total student arts events		Student arts events attended by principals	
	Number	Standard error	Number	Standard error
All public elementary schools	5	(0.1)	4	(0.2)
Enrollment size				
Less than 300	4	(0.2)	3	(0.2)
300 to 499	5	(0.2)	5	(0.2)
500 or more	5	(0.2)	5	(0.1)
Community type				
City	5	(0.3)	5	(0.2)
Suburban	5	(0.3)	5	(0.2)
Town	4	(0.2)	4	(0.2)
Rural	4	(0.2)	4	(0.2)
Region				
Northeast	5	(0.3)	5	(0.3)
Southeast	4	(0.2)	4	(0.2)
Central	5	(0.2)	4	(0.2)
West	5	(0.3)	4	(0.2)
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	4	(0.2)	4	(0.2)
6 to 20 percent	5	(0.3)	4	(0.2)
21 to 49 percent	5	(0.3)	4	(0.3)
50 percent or more	5	(0.2)	4	(0.2)
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	6	(0.3)	5	(0.3)
26 to 50 percent	5	(0.3)	4	(0.2)
51 to 75 percent	4	(0.3)	4	(0.3)
76 percent or more	5	(0.3)	4	(0.2)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about student arts events in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 17. Percent and standard error for public elementary schools reporting a district-level arts coordinator, various ways that arts programs and instruction were assessed, and the inclusion of arts education in mission statements or school improvement plans, by school characteristics: School year 2009–10

School characteristic	District has specialist or coordinator who is responsible for the arts programs offered ¹		Principal evaluates the arts program in the same way other programs are evaluated ¹		School conducts standardized assessment of student achievement in the arts ¹		Principal evaluates full-time arts teachers in the same way other teachers are evaluated ²		Arts education is included in mission statements or school improvement plans	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	66	(1.7)	74	(1.4)	18	(1.4)	94	(0.9)	42	(1.5)
Enrollment size										
Less than 300	54	(4.3)	76	(3.8)	17	(3.3)	92	(2.5)	46	(3.8)
300 to 499	70	(2.8)	73	(2.3)	20	(2.3)	94	(1.6)	38	(2.3)
500 or more	71	(2.5)	73	(2.3)	18	(1.7)	95	(1.2)	43	(2.2)
Community type										
City	83	(2.4)	72	(2.7)	20	(2.2)	93	(1.9)	46	(3.3)
Suburban	74	(2.7)	72	(3.0)	21	(2.2)	93	(1.7)	40	(2.7)
Town	48	(4.2)	71	(4.4)	17	(3.6)	95	(2.6)	37	(4.2)
Rural	52	(3.5)	78	(3.3)	15	(2.6)	95	(1.6)	43	(3.1)
Region										
Northeast	77	(2.8)	84	(3.0)	19	(3.4)	95	(2.0)	48	(3.9)
Southeast	75	(3.2)	82	(2.1)	24	(2.8)	97	(1.3)	42	(3.0)
Central	58	(3.4)	79	(3.2)	11	(1.8)	97	(1.5)	37	(3.0)
West	60	(2.9)	56	(2.8)	21	(2.8)	88	(2.6)	43	(2.5)
Percent combined enrollment of Black and other races/ethnicities³										
Less than 6 percent	46	(3.9)	81	(3.8)	12	(2.6)	96	(1.8)	45	(3.7)
6 to 20 percent	69	(2.8)	80	(2.8)	19	(2.6)	93	(2.0)	40	(3.2)
21 to 49 percent	68	(3.1)	69	(2.9)	23	(2.9)	97	(1.9)	39	(3.2)
50 percent or more	75	(2.8)	69	(2.7)	18	(2.3)	91	(1.8)	45	(2.8)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	69	(3.7)	77	(2.8)	23	(3.3)	94	(1.8)	43	(3.4)
26 to 50 percent	62	(3.2)	74	(3.1)	16	(2.5)	96	(1.7)	45	(3.3)
51 to 75 percent	61	(2.8)	71	(2.5)	15	(2.2)	92	(2.0)	39	(3.4)
76 percent or more	74	(3.2)	74	(3.3)	21	(3.2)	94	(1.8)	41	(2.9)

¹ Percents are based on the 97 percent of public elementary schools that reported instruction in the arts during regular school hours in the 2009–10 school year.

² Percents are based on the 75 percent of public elementary schools that reported having a full-time arts specialist at the school in the 2009–10 school year.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 18. Among public elementary schools that reported having an arts specialist, percent and standard error reporting that arts specialists contributed to various arts-related management decisions, by school characteristics: School year 2009–10

School characteristic	Input in arts education programs						Included on site-based management/school improvement teams or leadership councils	
	Arts curriculum offered		Allocation of arts funds		Hiring of arts staff			
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	74	(1.7)	64	(1.9)	36	(1.7)	73	(1.7)
Enrollment size								
Less than 300	75	(4.3)	62	(4.4)	30	(3.5)	66	(4.5)
300 to 499	77	(2.4)	66	(2.6)	41	(2.6)	76	(2.6)
500 or more	70	(1.9)	63	(2.4)	35	(2.7)	74	(2.2)
Community type								
City	66	(3.3)	58	(4.0)	29	(3.4)	73	(2.8)
Suburban	77	(2.2)	67	(3.0)	44	(3.1)	72	(3.2)
Town	82	(4.2)	72	(4.9)	40	(4.9)	71	(4.1)
Rural	75	(3.2)	63	(3.3)	32	(2.8)	73	(3.2)
Region								
Northeast	79	(2.7)	66	(3.6)	38	(3.6)	75	(3.8)
Southeast	62	(3.6)	64	(2.9)	27	(2.8)	78	(2.9)
Central	85	(2.4)	67	(3.0)	44	(2.9)	83	(2.5)
West	69	(3.0)	60	(4.0)	33	(3.3)	56	(3.7)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	79	(3.4)	61	(3.8)	38	(4.0)	78	(3.5)
6 to 20 percent	81	(2.7)	70	(3.4)	44	(3.4)	76	(3.1)
21 to 49 percent	76	(2.7)	70	(2.9)	36	(3.7)	71	(3.1)
50 percent or more	63	(3.2)	56	(3.4)	28	(2.9)	67	(2.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	83	(2.6)	72	(2.8)	42	(3.8)	72	(3.3)
26 to 50 percent	80	(3.0)	68	(3.3)	43	(3.0)	72	(3.2)
51 to 75 percent	70	(3.2)	61	(3.4)	34	(3.1)	72	(3.2)
76 percent or more	63	(3.9)	55	(3.7)	24	(2.7)	73	(3.1)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 92 percent of public elementary schools that reported having an arts specialist at the school in the 2009–10 school year. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 19. Percent and standard error for public elementary schools reporting that they were currently undergoing various arts initiatives, by school characteristics: School year 2009–10

School characteristic	Expansion of arts curriculum/ offerings		Integration of arts with other academic subjects ¹		Integration of technology into arts instruction/ learning		Expansion/ improvement of arts facilities ²		Hiring of additional specialists/ instructors in the arts		New/expanded partnerships with community organizations ³		Other initiatives	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools ...	23	(1.4)	72	(1.6)	67	(1.8)	22	(1.5)	6	(0.7)	32	(1.6)	1!	(0.4)
Enrollment size														
Less than 300	19	(3.6)	65	(4.0)	63	(3.7)	18	(2.8)	4!	(1.7)	33	(3.6)	‡	(†)
300 to 499	25	(2.2)	75	(2.1)	66	(2.5)	25	(2.3)	6	(1.3)	32	(2.5)	1!	(0.5)
500 or more	23	(2.2)	75	(2.1)	70	(2.5)	22	(2.0)	7	(1.0)	32	(2.1)	1!	(0.6)
Community type														
City	31	(3.4)	78	(2.8)	72	(3.0)	28	(3.3)	11	(1.9)	41	(3.7)	‡	(†)
Suburban	21	(2.1)	76	(2.3)	69	(3.0)	20	(2.3)	5	(1.5)	29	(2.6)	1!	(0.6)
Town	14	(3.2)	65	(4.1)	54	(4.4)	15	(2.8)	3!	(1.5)	27	(4.0)	‡	(†)
Rural	20	(2.2)	67	(3.2)	65	(3.1)	22	(2.9)	3!	(1.1)	29	(2.9)	2!	(0.7)
Region														
Northeast	28	(2.9)	82	(2.9)	71	(3.2)	23	(3.6)	4!	(1.4)	36	(3.6)	‡	(†)
Southeast	19	(2.7)	76	(2.6)	70	(3.1)	22	(2.8)	6	(1.5)	35	(3.6)	2!	(1.0)
Central	16	(2.7)	64	(3.1)	67	(3.5)	23	(2.7)	3!	(1.0)	29	(2.5)	‡	(†)
West	27	(2.9)	71	(3.0)	61	(3.7)	20	(2.6)	9	(1.7)	31	(2.7)	‡	(†)
Percent combined enrollment of Black and other races/ethnicities⁴														
Less than 6 percent	18	(3.1)	64	(3.9)	64	(3.9)	20	(3.2)	‡	(†)	24	(3.5)	‡	(†)
6 to 20 percent	23	(2.9)	74	(3.4)	69	(3.6)	20	(3.1)	2!	(0.9)	31	(2.9)	‡	(†)
21 to 49 percent	18	(2.2)	74	(2.7)	66	(3.7)	18	(2.3)	6	(1.4)	31	(3.3)	2!	(0.9)
50 percent or more	29	(3.0)	75	(2.5)	68	(3.0)	28	(3.0)	11	(1.7)	38	(2.9)	‡	(†)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	23	(2.9)	77	(3.2)	73	(3.5)	18	(2.8)	4	(1.1)	28	(3.3)	‡	(†)
26 to 50 percent	18	(3.0)	73	(3.4)	68	(3.4)	18	(2.7)	3!	(1.0)	32	(2.8)	2!	(1.0)
51 to 75 percent	22	(2.3)	69	(3.2)	61	(3.2)	25	(2.7)	5	(1.3)	28	(2.7)	‡	(†)
76 percent or more	27	(3.3)	70	(3.0)	67	(3.1)	25	(3.0)	12	(2.2)	40	(3.2)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was “Integration of arts with other academic subjects (e.g., language arts, reading, social studies).”

² The questionnaire wording was “Expansion/improvement of arts facilities (e.g., rooms, dedicated space, equipment).”

³ The questionnaire wording was “New/expanded partnerships with community organizations/entities for support in arts instruction.”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 20. Among public elementary schools that offered instruction in the arts, percentage distribution and standard error reporting the extent to which support for arts instruction was adequate: School year 2009–10

Type of support	Very adequate		Somewhat adequate		Somewhat inadequate		Very inadequate	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Funding	19	(1.1)	42	(1.6)	21	(1.4)	19	(1.4)
Facilities (e.g., classroom, storage, display)	39	(1.8)	35	(1.6)	14	(1.0)	13	(1.3)
Materials, equipment, tools, and instruments	33	(1.6)	44	(1.6)	15	(1.1)	8	(0.9)
Instructional time for the arts	31	(1.7)	41	(1.6)	17	(1.3)	11	(1.2)
Number of arts specialists	33	(1.5)	31	(1.7)	19	(1.3)	17	(1.2)
Arts professional development for teachers/specialists	23	(1.2)	36	(1.7)	25	(1.5)	17	(1.2)
Student interest on demand	45	(1.8)	43	(1.7)	9	(0.9)	3	(0.6)
Parent or community support	38	(1.5)	42	(1.5)	15	(1.0)	5	(0.8)

NOTE: Percents are based on the 96 percent of public elementary schools that reported instruction in the arts during regular school hours in the 2009–10 school year. Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 21. Among public elementary schools that offered instruction in the arts, percentage distribution and standard error reporting that the support for arts instruction was somewhat or very adequate, by school characteristics: School year 2009–10

School characteristic	Funding		Facilities (e.g., classroom, storage, display)		Materials, equipment, tools, and instruments		Instructional time for the arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	61	(1.7)	73	(1.4)	78	(1.3)	72	(1.6)
Enrollment size								
Less than 300	55	(4.0)	67	(3.3)	74	(3.2)	68	(3.9)
300 to 499	63	(2.4)	75	(2.2)	80	(2.3)	76	(2.6)
500 or more	63	(2.2)	76	(2.2)	78	(2.0)	71	(2.3)
Community type								
City	57	(3.3)	71	(2.8)	79	(2.3)	71	(3.2)
Suburban	69	(3.0)	79	(2.4)	80	(2.6)	73	(2.8)
Town	60	(4.8)	78	(3.6)	83	(3.3)	69	(5.0)
Rural	56	(3.3)	68	(3.2)	72	(3.2)	73	(3.3)
Region								
Northeast	72	(3.1)	77	(3.5)	84	(2.9)	84	(3.1)
Southeast	57	(2.7)	72	(3.0)	74	(2.7)	73	(2.8)
Central	70	(2.4)	80	(2.3)	87	(2.2)	82	(2.7)
West	48	(3.4)	65	(3.1)	67	(3.1)	55	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	62	(3.9)	71	(3.5)	79	(3.1)	80	(3.5)
6 to 20 percent	68	(2.9)	81	(2.6)	83	(2.2)	78	(3.6)
21 to 49 percent	58	(3.4)	73	(3.2)	75	(3.0)	64	(3.2)
50 percent or more	57	(3.0)	70	(2.9)	75	(2.3)	69	(2.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	72	(3.1)	81	(2.6)	82	(2.4)	83	(2.6)
26 to 50 percent	63	(3.2)	73	(2.6)	79	(2.0)	71	(2.8)
51 to 75 percent	56	(3.2)	71	(2.6)	78	(2.7)	68	(3.4)
76 percent or more	54	(3.4)	70	(3.2)	72	(2.6)	69	(3.5)

See notes at end of table.

Table 21. Among public elementary schools that offered instruction in the arts, percentage distribution and standard error reporting that the support for arts instruction was somewhat or very adequate, by school characteristics: School year 2009–10—Continued

School characteristic	Number of arts specialists		Arts professional development for teachers/specialists		Student interest or demand		Parent or community support	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	64	(1.7)	59	(1.7)	88	(1.0)	80	(1.2)
Enrollment size								
Less than 300	60	(4.3)	55	(4.6)	83	(2.8)	75	(3.1)
300 to 499	69	(2.4)	60	(2.9)	88	(1.6)	81	(2.0)
500 or more	62	(2.3)	61	(2.4)	90	(1.5)	82	(1.8)
Community type								
City	63	(3.6)	57	(2.9)	88	(2.1)	75	(2.8)
Suburban	68	(2.9)	63	(3.1)	92	(1.6)	87	(2.2)
Town	59	(4.9)	47	(4.2)	89	(3.1)	78	(4.2)
Rural	64	(3.1)	61	(3.6)	83	(2.2)	78	(2.8)
Region								
Northeast	80	(3.1)	68	(3.4)	94	(2.0)	85	(2.8)
Southeast	62	(2.8)	64	(3.3)	85	(2.4)	75	(2.8)
Central	75	(3.2)	66	(2.6)	89	(2.0)	81	(2.6)
West	45	(3.1)	43	(3.3)	85	(2.0)	79	(2.6)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	73	(3.7)	65	(4.4)	87	(2.3)	81	(3.0)
6 to 20 percent	70	(3.8)	62	(3.6)	92	(1.8)	88	(2.0)
21 to 49 percent	56	(3.0)	53	(3.6)	84	(2.5)	79	(2.7)
50 percent or more	61	(2.7)	57	(3.1)	88	(1.9)	74	(2.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	74	(2.6)	66	(3.5)	95	(1.5)	92	(1.8)
26 to 50 percent	69	(3.1)	62	(3.7)	87	(2.4)	84	(2.5)
51 to 75 percent	59	(3.5)	53	(3.3)	86	(2.0)	76	(2.6)
76 percent or more	56	(3.5)	55	(3.7)	83	(2.4)	70	(2.7)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 96 percent of public elementary schools that reported instruction in the arts during regular school hours in the 2009–10 school year. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 22. Percent and standard error for public elementary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09

School characteristic	Music							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	27	(1.4)	35	(2.0)	21	(1.3)	16	(1.2)
Enrollment size								
Less than 300	25	(3.6)	33	(3.8)	22	(3.4)	15	(3.2)
300 to 499	27	(2.2)	36	(2.7)	18	(2.4)	15	(2.1)
500 or more	29	(2.6)	35	(3.0)	23	(2.0)	17	(2.0)
Community type								
City	29	(3.1)	38	(3.4)	25	(2.6)	18	(2.3)
Suburban	23	(2.3)	31	(2.6)	18	(2.4)	17	(2.3)
Town	24	(3.7)	28	(4.8)	17	(4.0)	13	(3.0)
Rural	30	(3.3)	38	(3.6)	21	(2.5)	14	(2.5)
Region								
Northeast	19	(3.1)	22	(2.8)	14	(2.6)	13	(2.5)
Southeast	29	(2.8)	40	(2.9)	23	(2.3)	19	(2.9)
Central	26	(3.0)	36	(3.6)	23	(2.8)	11	(2.7)
West	31	(3.0)	38	(3.1)	21	(2.7)	20	(2.1)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	26	(3.8)	34	(3.9)	15	(2.5)	13	(3.2)
6 to 20 percent	29	(3.1)	38	(3.6)	27	(3.3)	16	(2.8)
21 to 49 percent	26	(2.4)	33	(3.0)	19	(2.4)	17	(2.7)
50 percent or more	27	(2.2)	34	(3.0)	22	(2.2)	16	(2.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	28	(3.9)	39	(4.4)	19	(3.6)	17	(2.7)
26 to 50 percent	26	(2.6)	31	(3.3)	20	(3.0)	14	(2.1)
51 to 75 percent	27	(2.7)	35	(3.2)	23	(2.8)	13	(2.2)
76 percent or more	27	(2.7)	35	(3.6)	22	(2.8)	19	(3.1)

See notes at end of table.

Table 22. Percent and standard error for public elementary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Visual arts							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	24	(1.5)	31	(1.8)	18	(1.3)	14	(1.4)
Enrollment size								
Less than 300	22	(3.6)	29	(3.9)	21	(3.4)	15	(3.7)
300 to 499	22	(2.0)	30	(2.4)	17	(1.9)	13	(1.6)
500 or more	27	(2.5)	32	(2.6)	18	(2.1)	14	(1.7)
Community type								
City	30	(3.2)	36	(3.2)	23	(2.8)	14	(2.3)
Suburban	21	(2.5)	28	(2.6)	16	(2.3)	15	(2.5)
Town	17	(3.3)	24	(4.3)	15	(3.8)	10!	(3.1)
Rural	23	(3.0)	31	(3.6)	18	(2.5)	14	(2.7)
Region								
Northeast	19	(2.9)	22	(2.9)	16	(3.2)	13	(2.6)
Southeast	29	(2.9)	36	(3.2)	20	(2.5)	17	(2.5)
Central	20	(2.4)	28	(2.8)	19	(2.7)	11	(2.6)
West	26	(2.9)	34	(3.4)	18	(2.4)	15	(2.2)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	20	(3.2)	25	(3.8)	15	(2.5)	11	(2.7)
6 to 20 percent	25	(2.8)	33	(3.5)	23	(3.3)	17	(3.0)
21 to 49 percent	24	(2.5)	33	(3.3)	18	(2.7)	14	(2.8)
50 percent or more	25	(2.5)	30	(2.7)	17	(2.1)	13	(1.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	29	(3.4)	38	(3.9)	18	(3.3)	17	(2.8)
26 to 50 percent	21	(2.6)	28	(3.2)	18	(3.1)	14	(2.3)
51 to 75 percent	20	(2.2)	25	(2.6)	18	(2.2)	10	(1.9)
76 percent or more	26	(2.6)	33	(3.2)	20	(2.6)	16	(2.9)

See notes at end of table.

Table 22. Percent and standard error for public elementary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Dance							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	7	(0.9)	4	(0.8)	4	(0.6)	2	(0.5)
Enrollment size								
Less than 300	6	(1.8)	‡	(†)	3!	(1.6)	‡	(†)
300 to 499	8	(1.6)	5	(1.2)	5	(1.1)	3!	(0.8)
500 or more	6	(1.4)	4	(1.0)	4	(0.8)	3	(0.7)
Community type								
City	10	(2.0)	5	(1.4)	7	(1.7)	6	(1.5)
Suburban	6	(1.5)	3!	(1.0)	3	(1.0)	2!	(0.7)
Town	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Rural	7	(1.5)	4!	(1.5)	3!	(1.3)	‡	(†)
Region								
Northeast	6!	(1.7)	‡	(†)	4!	(1.6)	3!	(1.4)
Southeast	4	(1.2)	4!	(1.2)	3!	(1.0)	‡	(†)
Central	7	(1.4)	2!	(0.9)	3!	(1.1)	2!	(0.9)
West	10	(2.3)	6!	(1.9)	6	(1.4)	3!	(1.1)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	7	(2.0)	4!	(1.7)	‡	(†)	‡	(†)
6 to 20 percent	8	(2.2)	3!	(1.4)	6!	(1.8)	‡	(†)
21 to 49 percent	5	(1.3)	2!	(0.9)	4!	(1.1)	2!	(0.9)
50 percent or more	8	(1.6)	5!	(1.4)	4	(1.2)	4	(1.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	6!	(2.0)	‡	(†)	4!	(1.8)	‡	(†)
26 to 50 percent	7	(1.7)	4!	(1.1)	3!	(1.0)	‡	(†)
51 to 75 percent	6	(1.7)	3!	(1.0)	4	(1.1)	2!	(0.7)
76 percent or more	9	(1.8)	5	(1.6)	5	(1.4)	4!	(1.4)

See notes at end of table.

Table 22. Percent and standard error for public elementary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Drama/theatre							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	7	(1.0)	6	(1.0)	6	(0.8)	4	(0.7)
Enrollment size								
Less than 300	6!	(2.1)	7!	(2.1)	8!	(2.4)	5!	(1.7)
300 to 499	8	(1.2)	5	(1.1)	6	(1.1)	4	(1.0)
500 or more	6	(1.4)	5	(1.3)	5	(0.9)	3	(0.7)
Community type								
City	8	(1.7)	6	(1.5)	9	(1.8)	5	(1.5)
Suburban	4	(1.1)	3!	(1.0)	4!	(1.2)	3!	(1.0)
Town	4!	(1.7)	4!	(1.7)	‡	(†)	‡	(†)
Rural	9	(2.0)	8	(2.1)	6	(1.8)	4!	(1.3)
Region								
Northeast	5!	(1.7)	5!	(1.9)	6!	(1.8)	5!	(1.7)
Southeast	6	(1.6)	4!	(1.4)	6	(1.7)	3!	(1.1)
Central	5	(1.4)	3!	(1.1)	6!	(1.7)	2!	(0.9)
West	9	(2.4)	9	(2.4)	6	(1.6)	5!	(1.4)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	7	(2.0)	8	(2.3)	6!	(2.0)	3!	(1.2)
6 to 20 percent	5!	(1.6)	5!	(1.9)	7	(1.9)	‡	(†)
21 to 49 percent	9!	(2.8)	6!	(2.4)	6	(1.5)	6	(1.6)
50 percent or more	6	(1.3)	4	(1.2)	5	(1.4)	4	(1.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	8	(2.0)	8	(2.2)	7!	(2.2)	4!	(1.6)
26 to 50 percent	6	(1.6)	5	(1.4)	5!	(1.7)	2!	(1.0)
51 to 75 percent	6!	(1.9)	5!	(1.6)	5	(1.3)	3	(1.0)
76 percent or more	7	(1.8)	5	(1.4)	6	(1.7)	5!	(1.6)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Questionnaire wording was “Materials (e.g., arts equipment, instruments).”

² Questionnaire wording was “Facilities for arts events (e.g., concerts, art shows).”

³ Questionnaire wording was “Undesignated funds (i.e., to be used for any related activity).”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about support from outside sources during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 23. Percent and standard error for public elementary schools reporting partnerships or collaborations with various outside artists or entities to help meet the school's arts education goals, by school characteristics: School year 2008–09

School characteristic	Individual artists and craftspeople		Cultural or community organizations ¹		Museums or galleries		Performing arts centers ²		Community school of the arts		Colleges and universities		Other artists or entities	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	31	(1.4)	42	(1.7)	29	(1.6)	26	(1.4)	7	(0.9)	18	(1.4)	2	(0.5)
Enrollment size	31	(3.5)	44	(3.8)	29	(3.2)	20	(3.1)	7	(1.9)	18	(2.9)	1	(0.9)
Less than 300	31	(2.8)	41	(2.7)	29	(2.8)	25	(2.2)	6	(1.3)	17	(2.0)	‡	(†)
300 to 499	30	(2.0)	44	(2.2)	30	(2.3)	31	(2.2)	8	(1.3)	18	(1.8)	‡	(†)
500 or more														
Community type	38	(3.4)	52	(3.1)	45	(3.6)	40	(3.1)	9	(1.7)	25	(2.8)	‡	(†)
City	25	(2.9)	39	(3.5)	24	(2.5)	27	(2.6)	7	(1.6)	11	(2.3)	‡	(†)
Suburban	31	(4.0)	44	(4.9)	22	(4.4)	15	(3.9)	5	(2.3)	15	(3.0)	1	(1.0)
Town	30	(2.8)	37	(2.8)	25	(2.8)	18	(2.6)	‡	(†)	18	(2.8)	1	(0.6)
Rural														
Region	32	(2.9)	42	(3.7)	26	(3.6)	22	(3.5)	6	(1.7)	13	(2.4)	3	(1.4)
Northeast	30	(3.1)	50	(3.2)	36	(3.3)	28	(2.7)	9	(1.7)	19	(2.3)	2	(0.8)
Southeast	27	(2.8)	37	(3.1)	28	(3.6)	23	(2.8)	5	(1.5)	17	(2.5)	‡	(†)
Central	35	(3.5)	42	(3.0)	28	(2.5)	30	(2.6)	8	(1.8)	19	(2.3)	‡	(†)
West	31	(3.5)	44	(3.8)	29	(3.2)	20	(3.1)	7	(1.9)	18	(2.9)	1	(0.9)
Percent combined enrollment of Black and other races/ethnicities³														
Less than 6 percent	29	(3.6)	34	(4.5)	26	(3.6)	17	(2.9)	‡	(†)	18	(3.5)	1	(0.9)
6 to 20 percent	30	(3.0)	42	(3.5)	28	(2.8)	23	(3.5)	6	(1.5)	13	(2.7)	‡	(†)
21 to 49 percent	32	(2.7)	43	(3.1)	24	(2.4)	27	(3.0)	6	(1.4)	18	(2.3)	‡	(†)
50 percent or more	31	(2.5)	48	(2.8)	37	(2.7)	33	(2.4)	8	(1.5)	20	(2.2)	‡	(†)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	31	(3.3)	40	(3.0)	25	(2.9)	22	(3.1)	9	(2.3)	14	(2.8)	‡	(†)
26 to 50 percent	31	(3.0)	39	(3.3)	27	(3.6)	27	(2.8)	5	(1.3)	16	(2.6)	1	(0.8)
51 to 75 percent	27	(2.8)	41	(3.4)	25	(2.4)	24	(2.6)	5	(1.3)	17	(2.1)	‡	(†)
76 percent or more	34	(2.9)	50	(3.0)	40	(3.4)	32	(3.1)	9	(2.0)	22	(2.8)	2	(0.9)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was "Cultural or community organizations (e.g., community theatre, arts councils)."

² The questionnaire wording was "Performing arts centers (e.g., concert halls)."

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about partnerships or collaborations with outside artists or entities during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Table 24. Percent and standard error for public elementary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10

School characteristic	Music							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	61	(1.6)	34	(1.6)	25	(1.5)	47	(1.6)
Enrollment size								
Less than 300	55	(3.8)	30	(3.6)	18	(3.3)	41	(3.7)
300 to 499	66	(2.6)	38	(2.1)	28	(2.5)	54	(2.5)
500 or more	61	(2.5)	34	(1.8)	26	(1.6)	45	(2.4)
Community type								
City	66	(2.5)	51	(3.1)	29	(3.2)	49	(2.7)
Suburban	64	(2.9)	35	(2.9)	30	(2.5)	46	(2.7)
Town	52	(4.8)	20	(4.1)	20	(3.7)	43	(4.6)
Rural	59	(3.1)	25	(2.9)	18	(2.7)	48	(2.6)
Region								
Northeast	71	(3.2)	38	(3.6)	33	(4.6)	53	(3.3)
Southeast	64	(3.0)	38	(3.7)	28	(2.6)	49	(3.2)
Central	68	(3.3)	34	(3.0)	24	(2.9)	53	(3.3)
West	47	(3.2)	29	(2.6)	18	(2.5)	36	(2.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	69	(4.3)	27	(3.3)	18	(2.7)	54	(4.3)
6 to 20 percent	63	(3.0)	33	(2.9)	29	(2.8)	49	(3.2)
21 to 49 percent	58	(3.2)	35	(3.5)	24	(2.7)	44	(3.2)
50 percent or more	58	(3.1)	39	(3.1)	26	(2.6)	44	(3.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	66	(3.4)	37	(3.2)	31	(3.3)	50	(3.3)
26 to 50 percent	64	(4.1)	29	(3.2)	25	(2.7)	52	(3.9)
51 to 75 percent	58	(3.0)	34	(3.5)	20	(2.6)	45	(2.9)
76 percent or more	58	(3.3)	37	(3.3)	25	(3.1)	42	(3.5)

See notes at end of table.

Table 24. Percent and standard error for public elementary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Visual arts							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	59	(1.7)	33	(1.6)	23	(1.6)	43	(1.6)
Enrollment size								
Less than 300	54	(3.9)	26	(3.8)	22	(3.2)	39	(3.9)
300 to 499	61	(2.4)	36	(2.4)	25	(2.4)	48	(2.3)
500 or more	59	(2.6)	35	(2.0)	22	(1.9)	42	(2.4)
Community type								
City	65	(3.0)	48	(3.6)	27	(3.3)	45	(2.9)
Suburban	65	(3.1)	37	(3.0)	29	(3.1)	46	(2.7)
Town	46	(4.5)	21	(3.7)	19	(3.7)	37	(4.0)
Rural	52	(2.7)	21	(2.5)	16	(2.4)	42	(2.9)
Region								
Northeast	68	(3.9)	38	(4.2)	31	(4.3)	53	(3.6)
Southeast	63	(3.3)	37	(3.3)	28	(2.7)	44	(3.0)
Central	61	(3.2)	30	(3.2)	20	(2.7)	47	(3.7)
West	48	(3.4)	30	(3.2)	18	(2.6)	34	(2.7)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	62	(4.3)	25	(3.0)	18	(2.5)	48	(4.8)
6 to 20 percent	60	(3.3)	28	(2.9)	26	(2.7)	47	(3.3)
21 to 49 percent	54	(3.3)	33	(3.2)	23	(2.8)	37	(2.7)
50 percent or more	60	(3.1)	41	(3.2)	25	(2.6)	44	(3.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	65	(3.6)	34	(3.0)	28	(3.2)	50	(3.5)
26 to 50 percent	60	(3.7)	27	(3.4)	24	(3.0)	47	(3.5)
51 to 75 percent	54	(3.1)	30	(3.3)	18	(2.7)	38	(2.5)
76 percent or more	58	(3.4)	40	(3.2)	24	(3.4)	40	(3.5)

See notes at end of table.

Table 24. Percent and standard error for public elementary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Dance							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	15	(1.2)	9	(0.9)	5	(0.6)	10	(1.0)
Enrollment size								
Less than 300	10	(2.7)	6!	(2.1)	4!	(1.3)	7	(2.0)
300 to 499	20	(2.1)	11	(1.6)	8	(1.4)	13	(1.9)
500 or more	15	(1.8)	9	(1.4)	5	(1.0)	8	(1.2)
Community type								
City	24	(2.7)	15	(2.4)	9	(1.7)	15	(2.1)
Suburban	15	(2.3)	9	(1.7)	5	(1.3)	8	(1.7)
Town	7	(2.6)	‡	(†)	‡	(†)	3!	(1.3)
Rural	12	(2.1)	6	(1.4)	5	(1.2)	10	(1.9)
Region								
Northeast	22	(3.3)	16	(3.0)	8	(2.4)	11	(2.5)
Southeast	13	(2.3)	6	(1.5)	5	(1.4)	8	(1.7)
Central	10	(2.3)	5!	(1.5)	4!	(1.1)	7	(2.0)
West	18	(2.2)	10	(1.9)	5	(1.2)	12	(1.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	15	(2.7)	6!	(1.7)	3!	(1.2)	9	(2.3)
6 to 20 percent	14	(2.4)	7	(1.9)	7	(1.7)	10	(2.1)
21 to 49 percent	13	(2.0)	9	(1.8)	4!	(1.3)	9	(1.9)
50 percent or more	19	(2.3)	12	(1.9)	7	(1.2)	11	(1.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	15	(2.2)	8	(1.5)	4	(1.2)	10	(2.1)
26 to 50 percent	17	(2.9)	10	(2.4)	6	(1.4)	10	(2.0)
51 to 75 percent	12	(2.0)	8	(1.6)	4	(1.1)	7	(1.4)
76 percent or more	18	(2.5)	11	(1.9)	7	(1.4)	12	(2.1)

See notes at end of table.

Table 24. Percent and standard error for public elementary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Drama/theatre							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	17	(1.3)	10	(0.9)	5	(0.7)	10	(0.9)
Enrollment size								
Less than 300	15	(3.1)	8	(2.4)	4!	(1.6)	8	(2.2)
300 to 499	20	(2.1)	12	(1.5)	7	(1.4)	14	(1.8)
500 or more	15	(1.7)	10	(1.3)	5	(0.9)	8	(1.3)
Community type								
City	22	(2.8)	16	(2.5)	7	(1.7)	14	(2.3)
Suburban	16	(2.2)	10	(1.9)	6	(1.4)	8	(1.5)
Town	11	(2.9)	6!	(2.2)	3!	(1.5)	5!	(1.7)
Rural	16	(2.6)	7	(1.7)	4	(1.3)	11	(2.1)
Region								
Northeast	20	(3.1)	14	(2.6)	7	(2.0)	10	(2.1)
Southeast	12	(2.3)	6	(1.6)	5	(1.4)	7	(1.6)
Central	15	(2.5)	8	(1.8)	6	(1.5)	10	(2.2)
West	20	(2.4)	12	(2.1)	5	(1.2)	13	(1.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	18	(3.0)	7	(1.9)	‡	(†)	11	(2.7)
6 to 20 percent	14	(2.4)	7	(1.7)	6	(1.6)	8	(2.1)
21 to 49 percent	16	(2.2)	12	(2.1)	6	(1.7)	9	(1.6)
50 percent or more	18	(2.4)	12	(1.8)	6	(1.3)	11	(1.9)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	17	(2.6)	10	(1.5)	6	(1.6)	9	(1.9)
26 to 50 percent	17	(2.5)	8	(2.3)	5!	(1.4)	10	(1.9)
51 to 75 percent	15	(2.4)	9	(1.9)	5	(1.2)	10	(1.8)
76 percent or more	19	(2.0)	13	(1.9)	6	(1.5)	12	(2.0)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

† Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 2009," FRSS 100, 2009–10.

Elementary School Teachers

Table 25. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting their teaching status in relation to arts education instruction, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist				Classroom teacher			
	Taught music full time		Taught music part time		Taught visual arts full time		Taught visual arts part time		Included arts instruction in classroom program		Taught music, visual arts, dance, or drama as a separate subject in the classroom	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	88	(1.1)	12	(1.1)	83	(1.4)	17	(1.4)	88	(1.4)	16	(1.5)
Enrollment size												
Less than 300	80	(3.2)	20	(3.2)	71	(4.6)	29	(4.6)	88	(3.4)	17	(3.9)
300 to 499	91	(1.5)	9	(1.5)	84	(2.1)	16	(2.1)	87	(2.5)	13	(2.2)
500 or more	91	(1.4)	9	(1.4)	89	(1.5)	11	(1.5)	88	(1.9)	18	(1.9)
Community type												
City	91	(2.0)	9	(2.0)	89	(2.2)	11	(2.2)	85	(2.5)	20	(3.1)
Suburban	89	(2.1)	11	(2.1)	83	(2.3)	17	(2.3)	89	(2.3)	20	(2.7)
Town	90	(2.8)	10	(2.8)	82	(4.0)	18	(4.0)	86	(3.8)	8!	(2.7)
Rural	85	(2.4)	15	(2.4)	79	(2.7)	21	(2.7)	88	(2.6)	12	(2.4)
Region												
Northeast	87	(2.5)	13	(2.5)	87	(2.9)	13	(2.9)	92	(3.1)	12	(3.1)
Southeast	93	(1.8)	7	(1.8)	89	(2.3)	11	(2.3)	83	(3.0)	11	(2.2)
Central	90	(2.2)	10	(2.2)	85	(2.1)	15	(2.1)	88	(2.7)	11	(2.2)
West	85	(2.3)	15	(2.3)	66	(3.7)	34	(3.7)	89	(2.4)	27	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	87	(3.7)	13	(3.7)	78	(3.6)	22	(3.6)	88	(3.6)	12	(2.7)
6 to 20 percent	89	(2.1)	11	(2.1)	84	(2.8)	16	(2.8)	90	(2.1)	15	(2.8)
21 to 49 percent	83	(2.6)	17	(2.6)	83	(2.8)	17	(2.8)	89	(2.3)	15	(3.0)
50 percent or more	93	(1.5)	7	(1.5)	86	(2.5)	14	(2.5)	85	(2.6)	20	(2.7)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	85	(2.4)	15	(2.4)	81	(2.6)	19	(2.6)	90	(2.5)	16	(2.9)
26 to 50 percent	88	(2.3)	12	(2.3)	82	(3.1)	18	(3.1)	88	(2.5)	18	(2.7)
51 to 75 percent	90	(2.3)	10	(2.3)	83	(2.6)	17	(2.6)	92	(2.0)	17	(2.8)
76 percent or more	93	(1.7)	7	(1.7)	90	(3.1)	10!	(3.1)	80	(3.6)	15	(2.7)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 26. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the number of years of teaching experience, by school characteristics: School year 2009–10

School characteristic	Music specialist								Visual arts specialist							
	3 or fewer years		4 to 9 years		10 to 19 years		20 or more years		3 or fewer years		4 to 9 years		10 to 19 years		20 or more years	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	13	(1.4)	25	(1.5)	28	(1.6)	35	(1.8)	17	(1.3)	27	(1.6)	31	(1.7)	25	(1.7)
Enrollment size																
Less than 300	19	(3.5)	20	(3.2)	27	(4.0)	33	(4.1)	17	(3.5)	28	(3.5)	30	(3.8)	26	(4.4)
300 to 499	12	(2.3)	26	(2.6)	27	(2.6)	36	(3.2)	17	(2.5)	25	(2.7)	31	(2.8)	27	(2.4)
500 or more	11	(2.0)	26	(2.2)	29	(2.2)	34	(2.5)	16	(1.7)	29	(2.7)	31	(2.4)	24	(2.1)
Community type																
City	14	(2.4)	28	(2.8)	27	(3.1)	31	(3.3)	15	(2.1)	29	(2.6)	34	(2.8)	22	(2.6)
Suburban	10	(2.3)	26	(2.6)	31	(3.1)	33	(2.9)	13	(2.3)	28	(3.0)	33	(2.6)	26	(2.7)
Town	14	(2.9)	24	(4.1)	24	(3.4)	38	(4.4)	25	(4.9)	24	(4.5)	20	(4.2)	32	(5.4)
Rural	16	(2.4)	20	(2.5)	25	(3.2)	39	(3.2)	19	(3.0)	25	(2.7)	29	(3.4)	26	(2.4)
Region																
Northeast	10	(2.3)	27	(2.8)	26	(3.1)	37	(3.7)	14	(2.5)	21	(2.8)	33	(3.6)	32	(3.5)
Southeast	14	(2.4)	23	(3.0)	29	(3.4)	34	(2.7)	19	(2.8)	28	(3.3)	29	(3.1)	24	(2.7)
Central	14	(2.8)	25	(2.6)	25	(2.6)	36	(2.8)	15	(2.4)	26	(2.7)	32	(2.6)	27	(3.0)
West	14	(2.5)	23	(2.5)	31	(3.7)	32	(4.0)	21	(3.9)	37	(4.7)	27	(4.4)	14	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	17	(3.7)	23	(3.6)	21	(3.7)	39	(4.7)	17	(3.3)	24	(3.3)	28	(3.7)	31	(3.6)
6 to 20 percent	11	(2.2)	25	(3.0)	31	(3.2)	34	(3.1)	16	(2.4)	25	(3.3)	33	(3.5)	27	(2.9)
21 to 49 percent	11	(2.5)	23	(3.0)	27	(2.4)	39	(3.6)	18	(2.8)	30	(3.2)	28	(3.2)	24	(3.7)
50 percent or more	14	(2.3)	27	(2.2)	29	(2.7)	30	(2.7)	17	(2.7)	28	(2.8)	34	(2.8)	21	(2.5)
Percent eligible for free or reduced-price lunch																
0 to 25 percent	12	(2.4)	22	(2.7)	27	(3.0)	40	(3.6)	12	(2.2)	24	(3.7)	38	(3.5)	26	(3.1)
26 to 50 percent	12	(2.3)	24	(3.0)	28	(2.8)	36	(3.4)	19	(3.2)	26	(2.4)	28	(3.6)	28	(3.3)
51 to 75 percent	14	(2.4)	27	(3.0)	28	(2.9)	31	(3.1)	20	(2.8)	26	(3.2)	27	(3.4)	27	(3.4)
76 percent or more	16	(2.9)	28	(3.1)	27	(3.1)	29	(3.5)	17	(3.4)	33	(3.4)	30	(3.8)	20	(3.1)

See notes at end of table.

Table 26. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the number of years of teaching experience, by school characteristics: School year 2009–10—Continued

School characteristic	Classroom teacher							
	3 or fewer years		4 to 9 years		10 to 19 years		20 or more years	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	9	(1.2)	30	(1.8)	34	(1.6)	26	(1.8)
Enrollment size								
Less than 300	11!	(3.4)	27	(4.5)	29	(4.6)	33	(4.7)
300 to 499	9	(1.8)	30	(3.2)	32	(2.8)	29	(3.1)
500 or more	9	(1.8)	31	(2.4)	38	(2.3)	23	(2.2)
Community type								
City	9	(2.2)	28	(4.0)	43	(3.2)	20	(3.5)
Suburban	9	(2.3)	32	(3.2)	30	(3.7)	28	(3.2)
Town	8!	(2.7)	38	(4.6)	27	(4.4)	27	(4.0)
Rural	11	(2.2)	26	(3.2)	35	(3.4)	28	(3.3)
Region								
Northeast	8!	(2.5)	30	(4.1)	34	(4.5)	29	(4.7)
Southeast	12	(2.4)	35	(3.6)	34	(3.1)	20	(3.0)
Central	6!	(1.9)	28	(3.6)	36	(3.7)	30	(3.2)
West	11	(2.0)	27	(3.3)	35	(3.2)	27	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	11!	(3.4)	24	(4.5)	35	(4.5)	31	(4.7)
6 to 20 percent	8	(2.2)	31	(3.7)	33	(3.0)	28	(3.7)
21 to 49 percent	9	(1.7)	29	(3.8)	33	(3.4)	29	(3.0)
50 percent or more	10	(2.1)	33	(3.1)	37	(2.8)	20	(2.3)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	6!	(1.9)	33	(3.7)	34	(4.8)	26	(4.4)
26 to 50 percent	7!	(2.4)	24	(3.3)	33	(4.1)	36	(4.1)
51 to 75 percent	11	(2.0)	32	(3.0)	37	(3.0)	21	(2.8)
76 percent or more	13	(2.5)	30	(3.7)	34	(3.9)	23	(3.1)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 27. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they held a bachelor’s or master’s degree, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist				Classroom teacher			
	Bachelor’s		Master’s		Bachelor’s		Master’s		Bachelor’s		Master’s	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	99	(0.2)	50	(2.1)	99	(0.3)	49	(2.1)	100 ¹	(0.2)	51	(1.9)
Enrollment size												
Less than 300	99	(0.6)	31	(4.2)	99	(0.5)	38	(4.6)	99	(0.7)	44	(4.5)
300 to 499	99	(0.5)	56	(2.7)	99	(0.6)	53	(2.2)	100 ¹	(0.3)	56	(2.7)
500 or more	99	(0.3)	54	(2.7)	100 ¹	(0.3)	51	(3.1)	100 ¹	(0.3)	50	(2.9)
Community type												
City	99	(0.5)	58	(4.1)	100 ¹	(0.4)	53	(3.8)	100 ¹	(0.3)	49	(3.8)
Suburban	99	(0.5)	56	(2.7)	99	(0.4)	53	(3.3)	100 ¹	(0.4)	58	(3.6)
Town	99	(0.6)	40	(4.5)	98	(1.3)	46	(7.0)	100	(†)	44	(4.8)
Rural	99	(0.5)	37	(3.0)	99	(0.5)	39	(3.4)	100 ¹	(0.4)	47	(3.5)
Region												
Northeast	99	(0.6)	58	(4.1)	99	(0.6)	64	(3.1)	99	(0.8)	71	(3.4)
Southeast	100	(†)	48	(2.8)	99	(0.6)	39	(3.0)	99	(0.4)	50	(3.6)
Central	100 ¹	(0.3)	48	(3.5)	100 ¹	(0.2)	52	(3.7)	100	(†)	59	(3.6)
West	98	(0.8)	45	(3.8)	99	(0.9)	34	(5.4)	100	(†)	37	(3.9)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	100	(†)	36	(4.2)	100	(†)	43	(4.4)	98	(1.3)	52	(3.6)
6 to 20 percent	98	(0.6)	55	(3.4)	99	(0.5)	52	(4.1)	100	(†)	58	(3.7)
21 to 49 percent	98	(0.8)	52	(3.3)	99	(0.7)	51	(3.5)	100	(†)	46	(3.1)
50 percent or more	100 ¹	(0.3)	51	(3.6)	99	(0.6)	49	(3.5)	100 ¹	(0.2)	51	(3.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	99	(0.5)	58	(3.7)	99	(0.5)	57	(3.6)	99	(0.6)	60	(4.0)
26 to 50 percent	99	(0.5)	51	(3.6)	100	(†)	50	(4.1)	100 ¹	(0.4)	52	(4.1)
51 to 75 percent	99	(0.5)	40	(3.6)	99	(0.8)	41	(3.6)	100	(†)	45	(3.9)
76 percent or more	99	(0.5)	48	(4.4)	99	(0.6)	45	(4.3)	100 ¹	(0.4)	49	(4.3)

† Not applicable.

¹ Rounds to 100 percent.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 28. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they held a regular, standard, or professional teaching certificate, by school characteristics: School year 2009–10

School characteristic	Music specialist		Visual arts specialist		Classroom teacher	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers						
teachers	93	(0.8)	94	(0.8)	97	(0.7)
Enrollment size						
Less than 300	91	(2.3)	92	(2.4)	98	(1.1)
300 to 499	93	(1.6)	94	(1.4)	97	(1.0)
500 or more	93	(1.4)	95	(0.9)	96	(1.2)
Community type						
City	93	(1.7)	95	(1.6)	97	(1.3)
Suburban	92	(1.6)	96	(1.1)	96	(1.2)
Town	93	(2.3)	92	(2.3)	97	(1.9)
Rural	92	(1.8)	93	(1.9)	97	(1.4)
Region						
Northeast	94	(2.2)	97	(1.1)	98	(1.4)
Southeast	96	(1.2)	93	(1.7)	94	(1.7)
Central	93	(1.8)	95	(1.4)	97	(1.2)
West	89	(2.2)	90	(2.4)	98	(0.9)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	93	(2.4)	93	(1.8)	96	(2.5)
6 to 20 percent	95	(1.4)	94	(1.6)	97	(1.6)
21 to 49 percent	93	(2.3)	94	(1.7)	97	(1.1)
50 percent or more	91	(1.6)	95	(1.2)	96	(1.2)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	92	(2.0)	95	(1.6)	97	(1.7)
26 to 50 percent	93	(1.7)	96	(1.1)	98	(1.2)
51 to 75 percent	94	(1.8)	90	(2.1)	96	(1.3)
76 percent or more	93	(2.3)	95	(1.5)	96	(1.6)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Other types of teaching certificates—probationary, provisional, temporary, or emergency—were reported by music specialists (7 percent), visual arts specialists (6 percent), and classroom teachers (3 percent). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 29. Percent and standard error for public elementary school music and visual arts specialists reporting major or minor fields of study for degrees and teaching certificates held: School year 2009–10

Type of teacher, by degree or certificate, and major/minor field of study	Percent	Standard error
Music specialist		
Held a bachelor’s, master’s, or doctorate degree in music or music education	94	(0.6)
Major or minor in bachelor’s degree		
Music education	60	(1.8)
Music	42	(1.7)
Elementary or secondary education	10	(1.1)
Other major or minor	17	(1.1)
Major or minor in master’s or doctorate degree		
Music education	17	(1.4)
Music	15	(1.1)
Elementary or secondary education	16	(1.3)
Other major or minor	7	(0.9)
Focus of teaching certificate		
Music education	95	(0.5)
General elementary or secondary education	20	(1.3)
Other major or minor	13	(1.0)
Visual arts specialist		
Held a bachelor’s, master’s, or doctorate degree in arts education or applied/fine arts	90	(1.0)
Major or minor in bachelor’s degree		
Arts education	43	(1.8)
Applied or fine arts	56	(1.8)
Elementary or secondary education	19	(1.5)
Other major or minor	20	(1.6)
Major or minor in master’s or doctorate degree		
Arts education	15	(1.2)
Applied or fine arts	11	(1.2)
Elementary or secondary education	22	(1.6)
Other major or minor	7	(0.9)
Focus of teaching certificate		
Arts education	92	(1.0)
General elementary or secondary education	30	(1.7)
Other major or minor	13	(1.2)

NOTE: Detail may not sum to totals because teachers could report multiple fields of study. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 30. Percent and standard error for public elementary school music and visual arts specialists reporting that they held an undergraduate or graduate degree or teaching certificate in the arts subject they taught, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist			
	Bachelor's, master's, or doctorate degree in music or music education		Teaching certificate in music education		Bachelor's, master's, or doctorate degree in arts education or applied/fine arts		Teaching certificate in arts education	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists	94	(0.6)	95	(0.5)	90	(1.0)	92	(1.0)
Enrollment size								
Less than 300	91	(2.2)	93	(1.8)	93	(2.4)	94	(1.9)
300 to 499	96	(1.0)	95	(0.8)	88	(1.8)	91	(1.7)
500 or more	94	(0.9)	96	(0.8)	90	(1.5)	91	(1.5)
Community type								
City	94	(1.1)	94	(1.3)	87	(2.0)	89	(2.2)
Suburban	96	(1.0)	98	(0.6)	92	(1.8)	94	(1.7)
Town	93	(1.9)	92	(2.4)	86	(3.7)	86	(4.1)
Rural	92	(1.7)	94	(1.3)	91	(1.7)	94	(1.7)
Region								
Northeast	95	(1.8)	98	(0.9)	93	(1.8)	95	(1.4)
Southeast	96	(1.2)	98	(0.8)	93	(1.5)	95	(1.7)
Central	97	(0.9)	97	(1.0)	93	(1.8)	95	(1.4)
West	90	(1.7)	88	(1.8)	73	(4.4)	76	(3.8)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	92	(2.3)	97	(1.7)	93	(1.9)	93	(2.2)
6 to 20 percent	96	(1.1)	96	(1.0)	92	(1.8)	92	(2.3)
21 to 49 percent	95	(1.3)	93	(1.4)	88	(2.4)	93	(2.0)
50 percent or more	94	(1.1)	95	(1.1)	87	(2.4)	89	(1.9)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	96	(1.3)	95	(1.1)	93	(1.8)	92	(1.8)
26 to 50 percent	93	(1.6)	95	(1.2)	90	(2.2)	94	(1.7)
51 to 75 percent	94	(1.5)	96	(1.1)	87	(2.2)	89	(2.4)
76 percent or more	95	(1.4)	95	(1.4)	89	(2.8)	91	(2.3)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 31. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 2009–10

Type of teacher, by professional development activity	Participated in activity		Number of hours spent ¹				Extent to which participation improved teaching ¹							
	Percent	Standard error	1–8 hours		More than 8 hours		Not at all		Small extent		Moderate extent		Great extent	
			Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist														
Activities designed for music teachers														
Applied study in performing music	43	(1.6)	59	(2.9)	41	(2.9)	2!	(1.0)	23	(2.5)	40	(2.8)	34	(2.9)
Applied study in improvising, arranging, or composing music	32	(1.8)	75	(2.8)	25	(2.8)	2!	(0.6)	28	(3.0)	40	(3.2)	30	(2.9)
Developing knowledge about music (e.g., historical, cultural, analytical) ...	48	(1.7)	71	(2.5)	29	(2.5)	2!	(0.9)	30	(2.7)	38	(2.8)	30	(2.4)
Connecting music learning with other subject areas	64	(1.8)	75	(2.2)	25	(2.2)	3	(0.7)	31	(2.2)	39	(2.4)	27	(1.7)
Research on arts and student learning (e.g., arts and cognition)	43	(2.0)	80	(2.4)	20	(2.4)	3!	(0.9)	31	(2.1)	40	(2.2)	26	(2.2)
Integrating educational technologies into music instruction	64	(2.0)	77	(1.9)	23	(1.9)	6	(1.1)	29	(2.1)	39	(2.2)	27	(2.0)
Activities designed for all teachers														
Incorporating state or district standards into instruction	78	(1.7)	68	(1.8)	32	(1.8)	12	(1.1)	38	(1.6)	33	(1.6)	18	(1.4)
Student assessment	71	(2.0)	73	(1.9)	27	(1.9)	12	(1.4)	35	(2.1)	37	(2.1)	16	(1.4)
A subject area that is unrelated to music ..	38	(1.7)	55	(2.7)	45	(2.7)	21	(2.3)	35	(2.6)	27	(1.9)	17	(2.1)
Visual arts specialist														
Activities designed for visual arts teachers														
Applied study in art studio (e.g., painting, photography)	52	(1.6)	66	(2.3)	34	(2.3)	3	(0.7)	20	(1.9)	34	(2.2)	41	(2.2)
Developing knowledge about visual arts (e.g., historical, cultural, analytical) ..	56	(2.2)	69	(2.0)	31	(2.0)	1!	(0.6)	20	(1.9)	40	(2.6)	37	(2.1)
Connecting visual arts learning with other subject areas	69	(2.0)	71	(1.7)	29	(1.7)	2	(0.6)	25	(2.1)	41	(2.1)	31	(1.7)
Research on arts and student learning (e.g., arts and cognition)	46	(2.0)	74	(2.3)	26	(2.3)	3!	(1.1)	24	(2.0)	37	(2.2)	33	(2.5)
Integrating educational technologies into visual arts instruction	62	(1.9)	78	(1.6)	22	(1.6)	4	(0.8)	26	(2.1)	37	(2.2)	31	(2.2)
Activities designed for all teachers														
Incorporating state or district standards into instruction	79	(1.6)	66	(1.8)	34	(1.8)	6	(0.9)	34	(1.9)	39	(1.9)	20	(1.4)
Student assessment	70	(1.7)	71	(1.8)	29	(1.8)	9	(1.0)	33	(1.9)	38	(1.8)	18	(1.6)
A subject area that is unrelated to visual arts	41	(1.7)	51	(3.0)	49	(3.0)	20	(2.3)	35	(2.6)	26	(2.3)	16	(2.0)

See notes at end of table.

Table 31. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 2009–10—Continued

Type of teacher, by professional development activity	Participated in activity		Number of hours spent ¹				Extent to which participation improved teaching ¹							
			1–8 hours		More than 8 hours		Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Classroom teacher														
Activities focusing on arts education														
Applied study in one of the arts or arts education	22	(1.7)	83	(2.6)	17	(2.6)	3!	(1.3)	47	(3.8)	36	(3.9)	14	(2.3)
Developing knowledge about the arts (e.g., historical, cultural, analytical)	18	(1.4)	81	(3.6)	19	(3.6)	4!	(1.6)	53	(4.7)	35	(4.8)	9	(2.4)
Connecting arts learning with other subject areas	35	(2.1)	80	(2.3)	20	(2.3)	4	(1.2)	40	(3.9)	39	(3.9)	17	(2.1)
Research on the arts and student learning (e.g., arts and cognition)	20	(1.3)	89	(2.4)	11	(2.4)	3!	(1.3)	43	(4.0)	38	(3.9)	16	(3.1)
Activities designed for all teachers														
Incorporating state or district standards into instruction	78	(1.8)	51	(2.1)	49	(2.1)	3	(0.8)	22	(2.0)	44	(2.6)	31	(2.0)
Student assessment	83	(1.5)	55	(1.8)	45	(1.8)	3	(0.7)	21	(2.0)	44	(2.2)	32	(1.8)
Integrating educational technologies into instruction	84	(1.6)	66	(1.9)	34	(1.9)	2	(0.6)	23	(1.8)	44	(2.0)	31	(1.9)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Based on the percentage of teachers who participated in each professional development activity.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 32. Percent and standard error for public elementary school music specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music (e.g., historical, cultural, analytical)		Connecting music learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	43	(1.6)	32	(1.8)	48	(1.7)	64	(1.8)	43	(2.0)	64	(2.0)
Enrollment size												
Less than 300	43	(4.0)	34	(4.3)	51	(4.2)	57	(4.6)	41	(4.6)	63	(4.1)
300 to 499	39	(3.1)	30	(2.9)	43	(2.9)	64	(2.6)	41	(2.8)	63	(3.0)
500 or more	47	(2.6)	34	(2.4)	51	(2.5)	67	(2.4)	46	(2.6)	65	(2.5)
Community type												
City	49	(3.8)	37	(3.3)	52	(3.5)	68	(2.9)	47	(3.3)	63	(3.4)
Suburban	42	(3.1)	33	(3.5)	46	(2.6)	64	(3.1)	42	(3.3)	66	(3.3)
Town	35	(4.5)	24	(3.9)	43	(4.1)	59	(3.6)	41	(5.0)	56	(4.3)
Rural	42	(3.3)	29	(2.7)	49	(3.0)	62	(3.3)	40	(3.1)	64	(3.1)
Region												
Northeast	43	(4.0)	35	(4.0)	47	(3.8)	57	(3.6)	42	(4.3)	64	(3.8)
Southeast	46	(2.5)	32	(2.7)	50	(3.0)	69	(3.0)	44	(3.0)	66	(3.6)
Central	35	(3.1)	26	(3.1)	46	(3.0)	66	(3.4)	41	(3.6)	63	(2.9)
West	50	(3.5)	36	(3.2)	50	(4.0)	64	(3.2)	45	(3.2)	62	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	39	(4.2)	26	(3.7)	44	(3.3)	57	(4.3)	33	(4.1)	64	(3.7)
6 to 20 percent	41	(3.4)	30	(3.6)	46	(3.1)	64	(3.2)	42	(4.0)	63	(3.7)
21 to 49 percent	41	(3.7)	33	(3.3)	49	(3.5)	65	(3.3)	49	(3.6)	63	(3.1)
50 percent or more	50	(2.9)	36	(2.8)	51	(3.0)	67	(3.2)	45	(3.3)	65	(3.2)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	42	(3.4)	35	(3.9)	47	(3.5)	66	(3.6)	46	(3.9)	64	(3.3)
26 to 50 percent	42	(3.3)	27	(2.8)	46	(3.1)	62	(3.2)	39	(3.0)	62	(3.2)
51 to 75 percent	42	(2.9)	31	(2.6)	50	(3.2)	63	(3.0)	43	(3.9)	64	(3.3)
76 percent or more	48	(3.3)	36	(3.0)	50	(3.9)	65	(3.4)	43	(3.9)	64	(4.1)

See notes at end of table.

Table 32. Percent and standard error for public elementary school music specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	78	(1.7)	71	(2.0)	38	(1.7)
Enrollment size						
Less than 300	70	(4.0)	66	(3.9)	39	(4.1)
300 to 499	81	(2.2)	74	(2.9)	38	(2.8)
500 or more	79	(2.5)	70	(3.0)	38	(2.7)
Community type						
City	79	(2.5)	75	(2.8)	35	(3.1)
Suburban	81	(2.6)	73	(2.8)	40	(3.0)
Town	80	(3.3)	64	(5.1)	40	(4.3)
Rural	71	(3.5)	66	(3.0)	38	(3.0)
Region						
Northeast	77	(3.5)	70	(3.9)	33	(3.6)
Southeast	83	(2.2)	70	(2.8)	45	(3.3)
Central	78	(3.3)	73	(3.4)	38	(3.3)
West	73	(2.7)	69	(3.4)	37	(3.4)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	76	(4.2)	67	(4.8)	43	(3.3)
6 to 20 percent	75	(3.2)	70	(3.3)	38	(3.4)
21 to 49 percent	75	(2.7)	74	(3.0)	40	(3.7)
50 percent or more	83	(2.9)	71	(3.3)	35	(3.0)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	74	(3.2)	72	(3.6)	36	(3.4)
26 to 50 percent	77	(2.6)	72	(3.4)	39	(3.1)
51 to 75 percent	78	(2.5)	65	(3.3)	42	(3.6)
76 percent or more	83	(3.0)	75	(3.4)	34	(3.6)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 33. Percent and standard error for public elementary school visual arts specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers										Activities designed for all teachers					
	Applied study in art studio		Developing knowledge about visual arts (e.g., historical, cultural, analytical)		Connecting visual arts learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into visual arts instruction		Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	52	(1.6)	56	(2.2)	69	(2.0)	46	(2.0)	62	(1.9)	79	(1.6)	70	(1.7)	41	(1.7)
Enrollment size																
Less than 300	46	(4.5)	51	(5.4)	61	(5.1)	41	(4.5)	62	(4.5)	79	(3.8)	68	(4.2)	38	(3.6)
300 to 499	50	(2.5)	58	(2.9)	70	(2.7)	46	(2.9)	58	(2.6)	81	(2.2)	74	(2.3)	45	(2.4)
500 or more	57	(2.0)	58	(2.7)	73	(2.3)	48	(3.0)	65	(2.5)	77	(2.2)	68	(2.6)	39	(2.5)
Community type																
City	54	(4.1)	64	(3.2)	77	(3.2)	49	(3.9)	65	(3.4)	83	(2.8)	72	(3.0)	45	(3.1)
Suburban	55	(2.6)	59	(3.0)	73	(2.4)	49	(2.8)	68	(3.4)	78	(3.0)	72	(2.9)	41	(2.5)
Town	38	(4.4)	42	(5.0)	60	(6.1)	35	(5.5)	53	(5.2)	80	(4.2)	64	(5.0)	45	(4.8)
Rural	50	(3.2)	50	(3.9)	60	(3.5)	41	(3.5)	53	(3.5)	77	(3.5)	68	(3.5)	36	(3.6)
Region																
Northeast	54	(3.4)	61	(3.6)	68	(3.0)	48	(3.4)	65	(2.9)	76	(3.3)	69	(3.4)	41	(3.5)
Southeast	59	(2.9)	57	(3.3)	72	(2.8)	43	(3.3)	62	(2.7)	80	(2.6)	66	(2.8)	48	(2.9)
Central	41	(3.5)	51	(3.5)	65	(3.4)	45	(3.5)	58	(3.5)	79	(2.7)	72	(2.7)	41	(3.6)
West	57	(3.7)	60	(3.8)	76	(3.3)	46	(4.7)	64	(4.7)	82	(3.0)	74	(3.5)	33	(2.8)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	52	(4.7)	55	(4.4)	63	(5.0)	46	(4.6)	58	(4.1)	77	(3.7)	67	(3.8)	33	(4.5)
6 to 20 percent	50	(3.1)	51	(3.8)	65	(3.1)	44	(3.2)	58	(3.2)	78	(3.1)	72	(2.8)	44	(3.4)
21 to 49 percent	55	(3.3)	54	(3.3)	67	(4.0)	42	(3.8)	62	(3.7)	81	(3.0)	67	(3.7)	39	(3.5)
50 percent or more	51	(3.0)	63	(2.9)	79	(2.4)	49	(3.0)	66	(3.1)	80	(2.6)	74	(2.9)	46	(3.3)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	58	(3.5)	61	(3.5)	67	(2.6)	48	(3.4)	68	(3.0)	79	(3.3)	71	(3.2)	40	(3.4)
26 to 50 percent	48	(3.6)	53	(3.7)	67	(3.5)	44	(3.8)	58	(3.1)	78	(2.9)	65	(3.7)	38	(3.3)
51 to 75 percent	53	(3.4)	53	(3.6)	67	(3.3)	38	(3.4)	53	(3.1)	76	(3.3)	70	(3.5)	44	(4.1)
76 percent or more	47	(4.2)	57	(4.2)	78	(3.3)	52	(4.0)	68	(3.7)	84	(3.2)	76	(2.6)	43	(4.8)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 34. Percent and standard error for public elementary school classroom teachers reporting that they participated in various professional development activities, by school characteristics: School year 2009–10

School characteristic	Activities focusing on arts instruction								Activities designed for all teachers					
	Applied study in one of the arts or arts education		Developing knowledge about the arts (e.g., historical, cultural, analytical)		Connecting arts learning with other subject areas		Research on the arts and student learning (e.g., arts and cognition)		Incorporating state or district standards into instruction		Student assessment		Integrating educational technologies into instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	22	(1.7)	18	(1.4)	35	(2.1)	20	(1.3)	78	(1.8)	83	(1.5)	84	(1.6)
Enrollment size														
Less than 300	22	(3.7)	22	(3.6)	34	(4.5)	20	(4.3)	81	(3.7)	82	(3.5)	86	(3.3)
300 to 499	20	(2.9)	15	(2.6)	38	(3.5)	20	(2.5)	74	(3.3)	82	(2.9)	85	(2.7)
500 or more	23	(2.3)	20	(2.2)	34	(3.0)	20	(2.0)	80	(2.1)	83	(2.1)	84	(2.1)
Community type														
City	26	(3.4)	22	(3.3)	41	(3.9)	21	(3.0)	79	(3.0)	84	(3.2)	84	(2.7)
Suburban	23	(2.9)	19	(2.4)	36	(3.2)	23	(2.4)	75	(3.0)	81	(2.5)	85	(2.5)
Town	12	(3.2)	7 ¹	(2.8)	22	(4.1)	8	(2.4)	86	(3.4)	87	(3.5)	89	(3.0)
Rural	21	(3.0)	20	(2.9)	36	(3.5)	22	(3.0)	77	(3.2)	81	(2.6)	82	(2.8)
Region														
Northeast	23	(4.3)	18	(3.5)	32	(5.5)	21	(3.3)	72	(4.5)	80	(4.0)	83	(3.2)
Southeast	19	(2.9)	16	(2.8)	39	(3.8)	21	(3.3)	83	(2.7)	86	(2.5)	90	(2.0)
Central	19	(3.0)	16	(2.7)	35	(4.0)	18	(3.3)	79	(2.5)	86	(2.9)	87	(2.8)
West	26	(3.3)	23	(2.9)	34	(3.5)	21	(2.8)	76	(3.1)	79	(2.9)	79	(3.0)
Percent combined enrollment of Black and other races/ethnicities¹														
Less than 6 percent	12	(2.7)	10	(2.8)	28	(4.8)	17	(3.7)	77	(3.5)	83	(3.4)	84	(3.4)
6 to 20 percent	21	(3.8)	20	(3.6)	33	(3.9)	22	(3.8)	74	(3.4)	80	(3.3)	82	(3.4)
21 to 49 percent	22	(3.3)	17	(2.8)	37	(3.3)	21	(2.7)	81	(2.9)	84	(2.9)	86	(2.6)
50 percent or more	26	(3.0)	22	(2.6)	39	(3.5)	19	(2.4)	79	(3.1)	83	(2.6)	86	(2.3)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	22	(3.7)	21	(3.3)	37	(4.0)	26	(3.6)	76	(3.4)	86	(3.2)	88	(2.9)
26 to 50 percent	19	(3.0)	16	(2.8)	28	(3.1)	18	(2.9)	76	(3.8)	78	(3.2)	80	(3.2)
51 to 75 percent	20	(2.9)	13	(2.4)	35	(3.5)	16	(3.0)	84	(2.6)	86	(2.1)	86	(2.8)
76 percent or more	26	(3.2)	25	(3.0)	43	(4.2)	22	(3.3)	76	(3.7)	79	(3.5)	83	(3.2)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Table 35. Among public elementary school music specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music (e.g., historical, cultural, analytical)		Connecting music learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	41	(2.9)	25	(2.8)	29	(2.5)	25	(2.2)	20	(2.4)	23	(1.9)
Enrollment size												
Less than 300	28	(5.8)	22	(6.5)	25	(5.2)	21	(4.0)	10!	(3.6)	16	(3.7)
300 to 499	39	(5.1)	18	(4.1)	28	(3.9)	27	(3.3)	24	(4.3)	24	(3.3)
500 or more	47	(4.6)	32	(3.8)	32	(3.8)	24	(3.1)	21	(3.3)	26	(3.2)
Community type												
City	47	(5.0)	21	(4.2)	32	(4.8)	26	(3.2)	23	(3.8)	23	(3.4)
Suburban	40	(5.1)	26	(5.0)	30	(4.8)	26	(3.8)	19	(4.3)	25	(3.6)
Town	31	(5.0)	21!	(7.9)	27	(6.8)	26	(5.4)	15	(4.2)	24	(4.8)
Rural	37	(4.8)	31	(6.8)	25	(3.6)	22	(3.5)	18	(4.2)	19	(3.3)
Region												
Northeast	37	(6.5)	26	(5.2)	21	(4.7)	20	(4.5)	16!	(5.3)	24	(4.3)
Southeast	46	(4.8)	31	(4.7)	29	(4.1)	27	(3.4)	20	(3.5)	22	(3.2)
Central	31	(5.4)	18	(4.5)	25	(4.3)	23	(3.8)	17	(3.6)	18	(3.1)
West	48	(5.6)	25	(5.6)	42	(5.7)	29	(4.2)	26	(4.7)	29	(4.1)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	30	(6.9)	30	(7.9)	21	(4.6)	26	(4.8)	16!	(7.8)	26	(4.8)
6 to 20 percent	36	(6.8)	15	(4.3)	27	(4.8)	18	(3.2)	20	(3.3)	15	(2.6)
21 to 49 percent	45	(5.1)	27	(5.2)	28	(4.1)	30	(3.8)	22	(4.1)	27	(3.7)
50 percent or more	46	(4.2)	29	(5.1)	35	(4.8)	27	(2.8)	20	(3.3)	25	(3.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	41	(5.2)	23	(5.1)	28	(3.8)	19	(3.5)	24	(4.2)	26	(3.7)
26 to 50 percent	39	(5.3)	26	(5.6)	27	(4.5)	25	(3.4)	17	(4.1)	17	(2.9)
51 to 75 percent	48	(4.9)	29	(5.8)	31	(4.7)	31	(3.8)	19	(3.6)	24	(3.9)
76 percent or more	33	(5.3)	22	(5.8)	32	(5.7)	27	(3.9)	17	(3.8)	25	(5.2)

See notes at end of table.

Table 35. Among public elementary school music specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	32	(1.8)	27	(1.9)	45	(2.7)
Enrollment size						
Less than 300	33	(4.3)	23	(4.7)	39	(6.5)
300 to 499	34	(2.9)	30	(3.0)	51	(4.7)
500 or more	30	(2.5)	26	(2.9)	41	(3.5)
Community type						
City	32	(3.3)	26	(2.9)	53	(5.3)
Suburban	31	(3.0)	27	(3.2)	42	(4.2)
Town	29	(4.3)	28	(5.3)	40	(6.5)
Rural	35	(4.4)	29	(4.6)	42	(4.8)
Region						
Northeast	24	(3.7)	25	(4.1)	48	(6.8)
Southeast	32	(3.5)	24	(3.2)	38	(3.2)
Central	33	(3.5)	24	(3.1)	39	(4.8)
West	39	(3.8)	35	(3.6)	55	(4.9)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	28	(3.5)	28	(3.8)	46	(6.0)
6 to 20 percent	33	(3.1)	28	(4.2)	43	(5.0)
21 to 49 percent	37	(4.3)	29	(4.3)	47	(5.0)
50 percent or more	30	(3.0)	24	(3.0)	44	(5.9)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	25	(3.0)	24	(3.4)	49	(5.0)
26 to 50 percent	35	(3.5)	30	(3.6)	49	(4.8)
51 to 75 percent	35	(3.4)	30	(3.9)	31	(5.0)
76 percent or more	34	(4.0)	24	(3.8)	52	(7.8)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (43 percent for applied study in performing music, 32 percent for applied study in improvising, arranging, or composing music, 48 percent for developing knowledge about music, 64 percent for connecting music with other subject areas, 43 percent for research in arts and student learning, 64 percent for integrating educational technologies into music instruction, 78 percent for incorporating state or district standards into instruction, 71 percent for student assessment, and 30 percent for a subject area that is unrelated to music). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 36. Among public elementary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers									
	Applied study in art studio		Developing knowledge about visual arts (e.g., historical, cultural, analytical)		Connecting visual arts learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into visual arts instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists...	34	(2.3)	31	(2.0)	29	(1.7)	26	(2.3)	22	(1.6)
Enrollment size										
Less than 300	40	(7.0)	33	(7.2)	32	(4.6)	35	(6.6)	25	(3.6)
300 to 499	41	(3.7)	35	(2.9)	29	(2.9)	26	(3.9)	24	(2.4)
500 or more	26	(2.8)	27	(3.0)	27	(2.8)	22	(3.5)	20	(2.5)
Community type										
City	35	(5.4)	30	(3.7)	30	(3.6)	29	(4.5)	22	(2.9)
Suburban	31	(3.7)	32	(3.1)	28	(3.3)	22	(3.5)	22	(2.8)
Town	45	(7.8)	35	(6.7)	29	(5.9)	26!	(8.6)	23	(5.6)
Rural	36	(4.9)	30	(4.2)	28	(3.7)	29	(4.3)	23	(3.6)
Region										
Northeast	36	(4.5)	33	(3.7)	32	(3.6)	24	(4.1)	21	(3.5)
Southeast	32	(3.7)	30	(4.3)	29	(3.5)	25	(5.1)	25	(3.7)
Central	35	(4.7)	28	(3.9)	28	(3.3)	30	(4.9)	23	(3.8)
West	37	(5.4)	35	(5.4)	26	(4.4)	24	(5.6)	20	(3.9)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	35	(5.0)	29	(5.0)	34	(4.0)	31	(5.0)	29	(3.9)
6 to 20 percent	32	(4.4)	32	(4.0)	21	(3.4)	24	(4.7)	17	(3.1)
21 to 49 percent	42	(5.0)	31	(3.9)	28	(4.2)	21	(4.9)	20	(3.1)
50 percent or more	30	(4.6)	32	(3.5)	31	(3.3)	28	(3.7)	24	(2.9)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	37	(4.0)	32	(3.7)	32	(3.8)	27	(4.3)	22	(3.1)
26 to 50 percent	37	(4.1)	24	(3.7)	25	(4.1)	26	(4.6)	19	(3.5)
51 to 75 percent	29	(4.2)	32	(5.2)	25	(3.5)	28	(5.8)	23	(4.0)
76 percent or more	34	(5.5)	35	(5.4)	32	(3.5)	24	(4.6)	25	(3.7)

See notes at end of table.

Table 36. Among public elementary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists...	34	(1.8)	29	(1.8)	49	(3.0)
Enrollment size						
Less than 300	37	(3.7)	29	(4.5)	60	(7.0)
300 to 499	34	(2.5)	30	(3.1)	49	(4.2)
500 or more	34	(2.9)	26	(2.6)	43	(4.2)
Community type						
City	36	(3.8)	30	(3.2)	48	(5.5)
Suburban	33	(3.5)	26	(2.9)	44	(5.1)
Town	36	(5.5)	25	(6.1)	54	(7.2)
Rural	33	(3.4)	32	(3.9)	54	(5.4)
Region						
Northeast	31	(4.5)	28	(4.2)	47	(6.2)
Southeast	37	(3.2)	28	(3.8)	49	(5.3)
Central	36	(3.5)	30	(3.1)	51	(4.6)
West	33	(4.4)	28	(4.6)	47	(8.3)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	40	(4.6)	39	(5.3)	59	(6.4)
6 to 20 percent	30	(3.6)	24	(4.2)	48	(4.6)
21 to 49 percent	29	(3.9)	25	(4.8)	44	(6.4)
50 percent or more	39	(3.9)	29	(3.0)	47	(4.8)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	33	(3.5)	31	(3.7)	46	(4.9)
26 to 50 percent	33	(3.8)	31	(4.5)	58	(5.3)
51 to 75 percent	28	(4.1)	21	(3.7)	41	(5.7)
76 percent or more	44	(4.3)	31	(4.3)	50	(5.5)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

[!] Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (52 percent for applied study in art studio, 56 percent for developing knowledge about visual arts, 69 percent for connecting visual arts learning with other subject areas, 46 percent for research on arts and student learning, 62 percent for integrating educational technology into visual arts instruction, 70 percent for student assessment, and 41 percent for a subject area that is unrelated to visual arts). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 37. Among public elementary school classroom teachers who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10

School characteristic	Activities focusing on arts instruction								Activities designed for all teachers					
	Applied study in one of the arts or arts education		Developing knowledge about the arts (e.g., historical, cultural, analytical)		Connecting arts learning with other subject areas		Research on the arts and student learning (e.g., arts and cognition)		Incorporating state or district standards into instruction		Student assessment		Integrating educational technologies into instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	17	(2.6)	19	(3.6)	20	(2.3)	11	(2.4)	49	(2.1)	45	(1.8)	34	(1.9)
Enrollment size														
Less than 300	‡	(†)	18!	(8.3)	18!	(6.1)	‡	(†)	46	(5.0)	45	(5.0)	38	(5.1)
300 to 499	24	(6.4)	16!	(6.1)	20	(3.7)	14!	(4.9)	50	(3.4)	43	(3.0)	31	(2.9)
500 or more	15	(3.7)	21	(4.4)	21	(3.8)	10!	(3.2)	49	(3.3)	47	(2.4)	36	(2.7)
Community type														
City	21	(6.0)	21!	(7.2)	22	(4.5)	10!	(4.9)	50	(4.9)	50	(4.0)	35	(4.9)
Suburban	21	(4.6)	23	(6.4)	22	(4.5)	15!	(4.6)	53	(4.1)	46	(3.2)	37	(3.2)
Town	‡	(†)	‡	(†)	‡	(†)	‡	(†)	44	(5.0)	39	(5.0)	31	(5.0)
Rural	8!	(3.7)	14!	(5.6)	17	(4.4)	‡	(†)	45	(4.0)	42	(3.8)	32	(3.7)
Region														
Northeast	‡	(†)	‡	(†)	17!	(6.6)	‡	(†)	46	(5.1)	45	(5.9)	35	(5.1)
Southeast	12!	(4.7)	‡	(†)	15!	(5.2)	‡	(†)	51	(4.0)	46	(4.0)	40	(4.1)
Central	12!	(5.6)	23!	(8.9)	20	(5.1)	‡	(†)	56	(3.8)	47	(3.8)	32	(3.3)
West	29	(6.4)	28	(7.9)	27	(5.5)	20!	(6.9)	43	(5.1)	44	(3.8)	30	(3.9)
Percent combined enrollment of Black and other races/ethnicities¹														
Less than 6 percent	‡	(†)	‡	(†)	17!	(6.1)	‡	(†)	45	(5.8)	35	(5.2)	36	(4.6)
6 to 20 percent	10!	(4.1)	19!	(7.0)	18	(4.8)	‡	(†)	54	(5.0)	47	(4.4)	33	(4.0)
21 to 49 percent	16!	(5.6)	14!	(5.3)	18	(4.4)	10!	(4.3)	48	(4.4)	44	(3.8)	32	(3.9)
50 percent or more	23	(4.7)	22	(5.6)	23	(4.6)	18	(5.0)	48	(4.4)	50	(3.6)	36	(3.5)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	10!	(4.4)	22!	(7.3)	16	(3.9)	9!	(4.4)	49	(5.0)	44	(4.2)	38	(4.3)
26 to 50 percent	14!	(6.4)	‡	(†)	9!	(4.3)	‡	(†)	52	(4.4)	48	(4.4)	29	(4.2)
51 to 75 percent	16!	(6.2)	26!	(9.5)	26	(5.9)	17!	(7.3)	47	(3.7)	42	(3.9)	38	(4.0)
76 percent or more	26	(7.0)	21!	(6.8)	24	(5.9)	15!	(5.6)	47	(4.5)	48	(4.2)	32	(3.9)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (22 percent for applied study in one of the arts or arts education, 18 percent for developing knowledge about the arts, 35 percent for connecting arts learning with other subject areas, 20 percent for research on the arts and student learning, 78 percent for incorporating state or district standards into instruction, 83 percent for student assessment, and 84 percent for integrating educational technologies into instruction). Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Table 38. Among public elementary school music specialists who participated in professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music (e.g., historical, cultural, analytical)		Connecting music learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	75	(2.7)	70	(3.0)	69	(2.8)	67	(2.1)	66	(2.2)	66	(2.3)
Enrollment size												
Less than 300	67	(6.3)	69	(7.5)	69	(5.6)	71	(4.5)	62	(5.7)	56	(5.5)
300 to 499	77	(4.4)	67	(5.6)	68	(4.3)	70	(3.2)	68	(3.8)	70	(3.7)
500 or more	77	(3.3)	73	(3.8)	69	(4.0)	61	(3.3)	67	(3.8)	67	(2.6)
Community type												
City	78	(4.2)	61	(5.4)	69	(4.7)	68	(3.5)	71	(4.1)	69	(4.2)
Suburban	76	(4.1)	80	(4.0)	68	(5.0)	64	(4.4)	64	(5.3)	67	(3.7)
Town	78	(6.1)	66	(8.7)	69	(7.1)	72	(4.9)	64	(7.1)	66	(5.8)
Rural	67	(5.2)	68	(6.4)	70	(4.6)	66	(3.7)	64	(4.9)	60	(4.0)
Region												
Northeast	73	(4.9)	74	(5.4)	60	(7.0)	58	(5.3)	62	(6.0)	69	(4.1)
Southeast	76	(4.2)	74	(5.1)	79	(3.1)	73	(2.8)	69	(3.5)	64	(3.4)
Central	73	(5.4)	63	(6.6)	62	(4.7)	66	(3.9)	62	(5.3)	64	(4.6)
West	76	(4.8)	69	(6.2)	76	(4.7)	69	(3.7)	71	(4.3)	67	(4.2)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	72	(6.6)	69	(9.1)	70	(6.0)	71	(4.6)	68	(5.7)	67	(5.3)
6 to 20 percent	69	(4.5)	64	(6.8)	65	(5.9)	62	(5.4)	59	(5.5)	58	(4.5)
21 to 49 percent	77	(4.8)	73	(6.2)	69	(5.3)	67	(3.7)	66	(3.8)	72	(3.7)
50 percent or more	78	(4.0)	73	(4.6)	71	(4.0)	67	(2.9)	70	(3.8)	68	(3.6)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	74	(5.4)	71	(5.8)	71	(4.5)	65	(4.4)	67	(4.4)	66	(4.2)
26 to 50 percent	74	(4.1)	69	(6.5)	60	(4.6)	61	(4.0)	63	(5.4)	67	(5.0)
51 to 75 percent	74	(4.1)	66	(5.8)	68	(4.6)	71	(4.0)	66	(4.4)	61	(4.7)
76 percent or more	77	(5.0)	73	(6.2)	77	(3.9)	72	(4.4)	69	(4.7)	71	(4.4)

See notes at end of table.

Table 38. Among public elementary school music specialists who participated in professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	50	(1.7)	53	(2.0)	44	(2.3)
Enrollment size						
Less than 300	38	(4.6)	45	(5.1)	47	(6.0)
300 to 499	53	(3.0)	51	(3.2)	34	(3.5)
500 or more	53	(2.6)	59	(3.1)	51	(4.3)
Community type						
City	51	(3.8)	53	(4.1)	44	(5.4)
Suburban	54	(3.4)	57	(3.4)	43	(4.6)
Town	50	(3.8)	55	(5.6)	45	(5.5)
Rural	43	(3.5)	47	(3.9)	45	(5.6)
Region						
Northeast	46	(4.1)	54	(3.9)	41	(6.1)
Southeast	56	(3.1)	54	(3.0)	48	(5.0)
Central	51	(3.8)	47	(3.7)	35	(3.9)
West	48	(2.9)	59	(3.6)	53	(4.8)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	48	(4.5)	49	(4.4)	41	(6.2)
6 to 20 percent	50	(3.6)	50	(4.5)	39	(4.3)
21 to 49 percent	56	(3.8)	54	(4.4)	42	(5.4)
50 percent or more	48	(2.8)	58	(3.2)	52	(4.7)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	53	(4.1)	52	(4.1)	41	(5.7)
26 to 50 percent	46	(3.5)	49	(3.4)	37	(4.3)
51 to 75 percent	47	(3.6)	53	(4.0)	52	(5.0)
76 percent or more	56	(3.8)	60	(3.5)	48	(6.8)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (43 percent for applied study in performing music, 32 percent for applied study in improvising, arranging, or composing music, 48 percent for developing knowledge about music, 64 percent for connecting music with other subject areas, 43 percent for research in arts and student learning, 64 percent for integrating educational technologies into music instruction, 78 percent for incorporating state or district standards into instruction, 71 percent for student assessment, and 30 percent for a subject area that is unrelated to music). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 39. Among public elementary school visual arts specialists who participated in professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers										Activities designed for all teachers					
	Applied study in art studio (e.g., painting, photography)		Developing knowledge about visual arts (e.g., historical, cultural, analytical)		Connecting visual arts learning with other subject areas		Research on arts and student learning (e.g., arts and cognition)		Integrating educational technologies into visual arts instruction		Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	75	(2.2)	77	(2.0)	72	(2.2)	70	(2.3)	68	(2.2)	59	(2.0)	56	(1.7)	42	(2.4)
Enrollment size																
Less than 300	81	(4.9)	79	(5.2)	67	(5.0)	73	(6.6)	67	(5.0)	54	(5.1)	58	(5.4)	35	(6.4)
300 to 499	71	(4.3)	75	(3.5)	71	(3.5)	72	(3.8)	67	(3.8)	56	(3.6)	52	(3.4)	40	(3.8)
500 or more	77	(2.8)	78	(2.9)	75	(2.7)	67	(3.5)	70	(3.0)	64	(3.0)	58	(3.4)	47	(3.9)
Community type																
City	77	(3.7)	81	(2.8)	79	(3.3)	69	(4.9)	74	(3.8)	66	(3.2)	61	(4.1)	40	(4.7)
Suburban	72	(4.0)	75	(3.2)	70	(3.8)	69	(3.6)	68	(3.3)	58	(3.1)	53	(3.4)	40	(4.1)
Town	73	(7.3)	76	(6.0)	66	(5.6)	61	(10.3)	56	(7.2)	54	(5.9)	48	(6.7)	45	(7.9)
Rural	80	(3.5)	75	(4.2)	68	(4.0)	75	(4.4)	67	(4.1)	51	(4.2)	57	(4.3)	46	(6.0)
Region																
Northeast	72	(4.0)	79	(4.2)	74	(4.9)	73	(3.9)	64	(4.1)	53	(4.2)	49	(3.3)	41	(4.5)
Southeast	76	(3.0)	81	(3.4)	71	(3.2)	71	(5.0)	72	(3.8)	62	(2.8)	62	(3.6)	47	(6.0)
Central	78	(4.6)	72	(5.0)	70	(4.0)	67	(4.4)	67	(4.2)	58	(3.9)	56	(3.3)	38	(5.3)
West	76	(4.7)	76	(5.2)	72	(4.8)	71	(6.0)	72	(5.5)	63	(4.4)	56	(5.1)	44	(7.9)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	84	(3.7)	76	(4.8)	71	(4.5)	68	(5.6)	74	(4.5)	47	(4.7)	53	(5.4)	45	(5.5)
6 to 20 percent	66	(4.2)	73	(4.5)	66	(4.3)	62	(4.5)	62	(4.8)	57	(3.9)	54	(4.2)	36	(5.0)
21 to 49 percent	72	(5.1)	77	(5.1)	74	(5.2)	75	(5.1)	60	(4.4)	62	(4.5)	53	(5.0)	41	(6.4)
50 percent or more	80	(3.1)	81	(2.8)	75	(2.9)	73	(3.7)	75	(3.5)	65	(2.7)	60	(3.9)	45	(3.7)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	72	(4.3)	74	(4.8)	73	(5.1)	71	(4.5)	67	(4.1)	58	(3.9)	61	(3.6)	39	(5.0)
26 to 50 percent	72	(4.3)	73	(4.3)	67	(4.4)	72	(5.3)	65	(4.6)	53	(4.3)	48	(4.1)	39	(5.6)
51 to 75 percent	78	(4.2)	81	(4.3)	71	(3.5)	71	(6.0)	70	(4.4)	55	(3.9)	49	(3.7)	41	(5.4)
76 percent or more	82	(4.3)	82	(3.7)	76	(4.0)	67	(5.1)	73	(4.5)	69	(3.2)	64	(4.5)	49	(4.4)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (52 percent for applied study in art studio, 56 percent for developing knowledge about visual arts, 69 percent for connecting visual arts learning with other subject areas, 46 percent for research on arts and student learning, 62 percent for integrating educational technology into visual arts instruction, 70 percent for student assessment, and 41 percent for a subject area that is unrelated to visual arts). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 40. Among public elementary school classroom teachers who participated in professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Activities focusing on arts instruction							
	Applied study in one of the arts or arts education		Developing knowledge about the arts (e.g., historical, cultural, analytical)		Connecting arts learning with other subject areas		Research on the arts and student learning (e.g., arts and cognition)	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	50	(3.9)	43	(4.8)	56	(3.8)	54	(4.4)
Enrollment size								
Less than 300	48	(10.0)	46	(10.2)	45	(8.9)	54	(11.3)
300 to 499	56	(5.9)	48	(8.1)	64	(5.0)	72	(5.4)
500 or more	47	(5.8)	40	(6.9)	53	(4.8)	43	(6.8)
Community type								
City	59	(7.5)	61	(8.3)	64	(6.1)	73	(8.0)
Suburban	50	(6.0)	43	(8.3)	55	(6.5)	54	(7.9)
Town	49	(13.9)	‡	(†)	60	(11.9)	‡	(†)
Rural	39	(6.7)	29	(8.4)	47	(7.6)	39	(8.7)
Region								
Northeast	40	(10.3)	50	(12.0)	60	(8.8)	53	(10.5)
Southeast	54	(7.6)	38	(9.6)	55	(6.1)	54	(8.9)
Central	38	(9.7)	37	(9.9)	49	(7.5)	52	(8.4)
West	58	(7.7)	47	(7.2)	59	(6.2)	56	(8.8)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	30!	(12.8)	42!	(18.9)	44	(10.6)	42!	(12.9)
6 to 20 percent	40	(9.3)	33	(9.7)	42	(7.7)	49	(9.2)
21 to 49 percent	43	(9.8)	32!	(10.5)	66	(6.2)	55	(9.7)
50 percent or more	64	(5.9)	56	(7.2)	59	(5.5)	61	(7.5)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	46	(10.8)	45	(10.7)	49	(6.9)	49	(7.1)
26 to 50 percent	41	(9.6)	22!	(8.1)	46	(9.2)	50	(9.7)
51 to 75 percent	45	(8.7)	45	(9.2)	61	(6.5)	54	(10.9)
76 percent or more	62	(6.8)	54	(8.1)	63	(6.1)	63	(8.3)

See notes at end of table.

Table 40. Among public elementary school classroom teachers who participated in professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		Integrating educational technologies into instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	74	(2.2)	76	(2.0)	75	(1.8)
Enrollment size						
Less than 300	79	(4.0)	78	(4.0)	74	(4.4)
300 to 499	73	(4.0)	72	(3.4)	68	(3.5)
500 or more	74	(2.4)	78	(2.4)	79	(2.4)
Community type						
City	78	(3.8)	78	(3.3)	80	(3.4)
Suburban	73	(3.3)	77	(3.1)	72	(3.6)
Town	80	(4.3)	76	(4.5)	71	(5.0)
Rural	68	(4.5)	74	(3.4)	75	(3.2)
Region						
Northeast	69	(5.4)	71	(4.3)	70	(4.9)
Southeast	76	(3.9)	80	(3.8)	82	(2.5)
Central	78	(3.5)	74	(3.5)	68	(3.9)
West	73	(4.1)	77	(3.7)	74	(3.4)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	70	(4.9)	71	(4.0)	73	(4.2)
6 to 20 percent	72	(4.0)	72	(3.8)	70	(3.5)
21 to 49 percent	78	(3.7)	79	(3.2)	72	(3.6)
50 percent or more	74	(3.0)	79	(3.0)	81	(2.7)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	70	(3.6)	71	(3.5)	72	(4.2)
26 to 50 percent	75	(4.9)	81	(3.4)	72	(4.0)
51 to 75 percent	80	(3.5)	78	(3.1)	80	(3.1)
76 percent or more	70	(3.8)	77	(3.8)	76	(3.2)

† Not applicable.

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (22 percent for applied study in one of the arts or arts education, 18 percent for developing knowledge about the arts, 35 percent for connecting arts learning with other subject areas, 20 percent for research on the arts and student learning, 78 percent for incorporating state or district standards into instruction, 83 percent for student assessment, and 84 percent for integrating educational technologies into instruction). Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 41. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching during regular school hours, reported by public elementary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10

School characteristic	All music specialists						Music specialists who taught the subject on a full-time basis					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public elementary school music and visual arts specialists	24	(0.4)	18	(0.3)	21	(0.2)	25	(0.4)	18	(0.4)	22	(0.2)
Enrollment size												
Less than 300	21	(0.8)	16	(0.9)	20	(0.6)	22	(1.0)	16	(1.0)	22	(0.6)
300 to 499	24	(0.6)	18	(0.6)	21	(0.3)	25	(0.7)	17	(0.6)	22	(0.3)
500 or more	25	(0.6)	20	(0.5)	21	(0.3)	26	(0.6)	20	(0.6)	22	(0.3)
Community type												
City	24	(0.8)	19	(0.7)	21	(0.4)	25	(0.8)	19	(0.7)	22	(0.4)
Suburban	26	(0.8)	17	(0.7)	21	(0.3)	27	(0.8)	17	(0.7)	22	(0.3)
Town	23	(0.9)	21	(0.7)	21	(0.6)	24	(0.9)	21	(0.7)	22	(0.8)
Rural	21	(0.6)	20	(0.5)	20	(0.4)	21	(0.6)	20	(0.6)	22	(0.9)
Region												
Northeast	27	(0.8)	14	(0.9)	20	(0.4)	29	(0.9)	14	(0.9)	21	(0.4)
Southeast	25	(0.8)	21	(0.4)	22	(0.5)	26	(0.8)	21	(0.4)	22	(0.5)
Central	22	(0.7)	19	(0.7)	21	(0.4)	22	(0.8)	19	(0.7)	22	(0.4)
West	21	(0.8)	22	(0.6)	20	(0.4)	22	(0.9)	22	(0.6)	22	(0.4)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	21	(0.7)	18	(0.7)	20	(0.6)	22	(0.7)	18	(0.8)	22	(0.5)
6 to 20 percent	24	(0.8)	18	(0.8)	21	(0.4)	25	(0.9)	18	(0.8)	21	(0.4)
21 to 49 percent	25	(0.7)	18	(0.6)	21	(0.3)	26	(0.9)	18	(0.7)	22	(0.3)
50 percent or more	24	(0.7)	20	(0.6)	22	(0.3)	25	(0.7)	19	(0.6)	22	(0.3)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	25	(0.7)	16	(0.8)	21	(0.4)	27	(0.8)	16	(0.9)	22	(0.4)
26 to 50 percent	22	(0.7)	19	(0.6)	20	(0.4)	23	(0.8)	19	(0.6)	21	(0.4)
51 to 75 percent	24	(0.7)	20	(0.5)	22	(0.4)	24	(0.8)	20	(0.5)	22	(0.4)
76 percent or more	24	(1.0)	18	(0.8)	21	(0.5)	25	(1.0)	18	(0.8)	22	(0.5)

See notes at end of table.

Table 41. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching during regular school hours, reported by public elementary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10—Continued

School characteristic	Music specialists who taught the subject on a part-time basis						All visual arts specialists					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public elementary school music and visual arts specialists	16	(1.0)	18	(0.9)	14	(0.7)	22	(0.3)	22	(0.2)	20	(0.2)
Enrollment size												
Less than 300	17	(1.5)	17	(1.4)	15	(1.6)	20	(0.9)	20	(0.5)	20	(0.7)
300 to 499	17	(1.6)	20	(1.5)	14	(0.8)	22	(0.5)	21	(0.3)	20	(0.3)
500 or more	15	(1.6)	17	(2.6)	12	(1.1)	24	(0.4)	23	(0.2)	21	(0.3)
Community type												
City	14	(1.6)	21	(1.1)	13	(1.2)	22	(0.6)	22	(0.3)	20	(0.4)
Suburban	18	(1.4)	16	(2.0)	15	(1.6)	23	(0.5)	22	(0.3)	20	(0.4)
Town	14	(1.5)	23	(2.9)	12	(0.8)	24	(1.0)	22	(0.4)	20	(0.7)
Rural	16	(1.9)	17	(1.5)	14	(0.9)	22	(0.6)	20	(0.3)	20	(0.4)
Region												
Northeast	16	(1.1)	14	(1.7)	13	(0.9)	23	(0.6)	21	(0.3)	20	(0.4)
Southeast	17	(2.4)	21	(1.4)	15	(1.3)	25	(0.7)	21	(0.2)	21	(0.3)
Central	18	(2.0)	16	(2.4)	16	(2.1)	21	(0.4)	23	(0.3)	21	(0.3)
West	15	(1.8)	22	(1.1)	13	(0.9)	20	(0.8)	22	(0.3)	18	(0.6)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	16	(2.2)	15	(1.2)	14	(0.8)	21	(0.8)	21	(0.3)	20	(0.4)
6 to 20 percent	15	(1.2)	20	(2.0)	15	(2.4)	24	(0.6)	22	(0.3)	20	(0.5)
21 to 49 percent	19	(1.8)	17	(1.8)	14	(1.0)	23	(0.6)	22	(0.3)	21	(0.5)
50 percent or more	14	(1.5)	22	(1.7)	12	(0.9)	22	(0.7)	22	(0.3)	20	(0.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	15	(1.6)	16	(2.1)	14	(1.7)	22	(0.7)	22	(0.2)	20	(0.4)
26 to 50 percent	16	(1.0)	20	(1.2)	15	(0.9)	22	(0.6)	22	(0.4)	20	(0.5)
51 to 75 percent	19	(2.5)	19	(2.1)	14	(0.9)	24	(0.7)	21	(0.3)	21	(0.5)
76 percent or more	15	(1.9)	18	(1.8)	12	(1.2)	22	(0.7)	21	(0.3)	21	(0.5)

See notes at end of table.

Table 41. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching during regular school hours, reported by public elementary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10—Continued

School characteristic	Visual arts specialists who taught the subject on a full-time basis						Visual arts specialists who taught the subject on a part-time basis					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public elementary school music and visual arts specialists	24	(0.3)	22	(0.2)	22	(0.1)	15	(0.7)	21	(0.4)	13	(0.5)
Enrollment size												
Less than 300	23	(1.0)	20	(0.5)	23	(0.5)	14	(1.3)	19	(0.9)	14	(1.1)
300 to 499	24	(0.5)	21	(0.3)	21	(0.3)	15	(0.9)	23	(0.4)	13	(1.0)
500 or more	24	(0.4)	23	(0.2)	22	(0.2)	16	(1.5)	21	(0.8)	13	(1.3)
Community type												
City	23	(0.5)	22	(0.3)	21	(0.3)	14	(1.5)	23	(0.8)	13	(1.6)
Suburban	25	(0.5)	23	(0.4)	22	(0.3)	15	(1.3)	20	(0.8)	14	(1.1)
Town	25	(1.1)	22	(0.4)	22	(0.7)	17	(1.8)	21	(0.8)	14	(1.1)
Rural	24	(0.7)	21	(0.3)	22	(0.3)	14	(0.9)	20	(0.8)	12	(0.8)
Region												
Northeast	24	(0.4)	21	(0.3)	20	(0.4)	14	(1.8)	19	(0.9)	14	(1.4)
Southeast	26	(0.6)	21	(0.2)	22	(0.3)	15	(1.9)	20	(1.3)	14	(1.4)
Central	22	(0.5)	23	(0.4)	22	(0.3)	17	(0.7)	21	(0.6)	15	(0.8)
West	23	(1.0)	21	(0.4)	22	(0.5)	13	(0.9)	22	(0.8)	11	(0.9)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	23	(0.8)	21	(0.3)	22	(0.3)	14	(1.1)	20	(0.9)	14	(1.0)
6 to 20 percent	25	(0.5)	22	(0.4)	22	(0.3)	15	(1.7)	22	(0.7)	12	(1.3)
21 to 49 percent	24	(0.9)	22	(0.4)	22	(0.5)	17	(0.9)	22	(0.6)	14	(1.2)
50 percent or more	23	(0.6)	22	(0.3)	21	(0.4)	13	(1.6)	20	(1.2)	14	(1.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	24	(0.6)	22	(0.3)	21	(0.3)	16	(1.3)	22	(0.6)	13	(0.6)
26 to 50 percent	23	(0.6)	22	(0.4)	22	(0.4)	14	(1.2)	20	(0.8)	12	(1.3)
51 to 75 percent	25	(0.7)	22	(0.4)	22	(0.4)	16	(1.2)	21	(1.0)	14	(1.1)
76 percent or more	23	(0.7)	21	(0.3)	22	(0.4)	12	(1.5)	20	(0.9)	14	(2.8)

¹ Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music specialist taught chorus to 3 different groups or sections of first-graders and 2 groups or sections of second-graders, the teacher was instructed to report 5 sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

² Respondents were asked to report the total number of students in the different classes taught. For example, if a music specialist taught 5 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for chorus. Class size was computed by summing the weighted student enrollment in all classes taught by the arts specialists (including classes taught at the sampled school and other schools at which they taught) and dividing by the weighted number of classes taught.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islanders, and American Indian/Alaska Native students.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 42. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting various indicators of teaching load, by teaching status: School year 2009–10

Teaching load indicator	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Number of schools taught												
1 school	47	(1.6)	46	(1.7)	57	(5.2)	58	(1.6)	57	(1.7)	64	(6.0)
2 schools	28	(1.3)	30	(1.6)	18	(4.0)	30	(1.7)	30	(2.0)	29	(4.7)
3 or more schools	24	(1.4)	24	(1.6)	25	(5.0)	12	(1.3)	13	(1.5)	7!	(2.9)
Hours of planning period per week												
0 hours	3	(0.7)	2!	(0.6)	11!	(3.6)	1!	(0.4)	‡	(†)	4!	(1.9)
1 to 2 hours	15	(1.4)	11	(1.0)	41	(6.3)	12	(1.2)	8	(1.1)	31	(4.2)
3 to 4 hours	42	(1.6)	45	(1.7)	20	(4.3)	44	(1.7)	45	(1.7)	41	(4.5)
More than 4 hours	41	(1.8)	42	(1.8)	28	(4.7)	42	(1.4)	46	(1.5)	24	(4.0)
Taught on a block schedule¹												
Yes	9	(1.0)	9	(1.2)	96	(1.8)	6	(0.8)	7	(0.9)	‡	(†)
No	91	(1.0)	91	(1.2)	96	(1.8)	94	(0.8)	93	(0.9)	98	(1.5)
Taught classes outside of regular school hours												
Yes	24	(1.4)	23	(1.5)	25	(5.0)	—	(†)	—	(†)	—	(†)
No	76	(1.4)	77	(1.5)	75	(5.0)	—	(†)	—	(†)	—	(†)

— Not available; data were not collected from visual arts specialists.

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 43. Percent and standard error for public elementary school music and visual arts specialists reporting that they taught at more than one school, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists	53	(1.6)	54	(1.7)	43	(5.2)	42	(1.6)	43	(1.7)	36	(6.0)
Enrollment size												
Less than 300	72	(3.0)	76	(3.2)	56	(9.9)	81	(3.5)	86	(3.5)	68	(8.6)
300 to 499	57	(2.4)	60	(2.6)	34!	(10.1)	45	(2.8)	50	(3.0)	23!	(7.8)
500 or more	39	(2.5)	39	(2.8)	38	(9.5)	18	(1.9)	20	(2.1)	‡	(†)
Community type												
City	51	(3.2)	53	(3.3)	38	(10.0)	32	(2.7)	35	(3.0)	‡	(†)
Suburban	54	(2.8)	55	(2.9)	51	(9.8)	40	(3.1)	41	(3.3)	37	(8.7)
Town	52	(3.6)	55	(3.6)	‡	(†)	50	(5.3)	48	(5.3)	59	(14.5)
Rural	52	(2.9)	54	(3.0)	44	(9.4)	53	(3.1)	55	(2.8)	43	(9.4)
Region												
Northeast	58	(3.7)	59	(3.5)	52	(13.1)	43	(3.7)	43	(3.6)	43	(11.3)
Southeast	38	(2.7)	40	(2.7)	‡	(†)	30	(2.5)	32	(2.9)	17!	(7.6)
Central	61	(3.6)	63	(3.9)	45	(12.8)	59	(2.8)	59	(3.0)	57	(10.6)
West	49	(3.3)	50	(3.5)	44	(8.2)	26	(3.5)	27	(4.3)	23!	(8.0)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	62	(4.8)	64	(4.6)	54	(15.1)	62	(4.2)	64	(4.6)	56	(9.9)
6 to 20 percent	59	(3.6)	62	(3.6)	33!	(13.3)	46	(4.1)	50	(4.3)	25!	(10.8)
21 to 49 percent	49	(3.2)	49	(3.4)	48	(9.3)	43	(3.6)	42	(3.9)	45	(11.6)
50 percent or more	45	(2.6)	45	(2.6)	37!	(12.1)	25	(2.8)	26	(3.0)	‡	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	58	(3.5)	61	(3.6)	43	(10.2)	41	(3.1)	43	(3.5)	32	(8.2)
26 to 50 percent	52	(3.0)	54	(3.1)	40	(11.7)	44	(3.9)	47	(4.0)	30!	(10.4)
51 to 75 percent	51	(3.7)	51	(3.8)	50	(10.0)	50	(3.4)	49	(3.6)	52	(10.5)
76 percent or more	46	(4.0)	47	(3.9)	41!	(13.9)	34	(3.7)	35	(3.6)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 44. Percent and standard error for public elementary school music and visual arts specialists reporting more than 4 hours of designated planning time per week when students were in attendance, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists	41	(1.8)	42	(1.8)	28	(4.7)	42	(1.4)	46	(1.5)	24	(4.0)
Enrollment size												
Less than 300	40	(3.4)	42	(3.9)	31	(8.5)	37	(3.4)	44	(4.3)	19	(5.5)
300 to 499	44	(2.7)	46	(2.8)	18!	(6.5)	43	(2.9)	46	(3.0)	27	(7.5)
500 or more	38	(2.1)	38	(2.4)	33	(9.5)	45	(2.1)	47	(2.4)	26	(7.0)
Community type												
City	38	(3.3)	38	(3.5)	32!	(11.3)	42	(3.2)	44	(3.4)	32!	(11.0)
Suburban	42	(3.3)	43	(3.5)	35!	(10.6)	45	(2.9)	50	(3.3)	24!	(7.2)
Town	43	(4.4)	47	(4.5)	‡	(†)	45	(5.1)	53	(5.5)	‡	(†)
Rural	40	(2.9)	43	(3.0)	24	(6.9)	37	(2.6)	40	(2.9)	23	(6.5)
Region												
Northeast	35	(3.7)	37	(4.1)	‡	(†)	39	(3.3)	41	(3.5)	29!	(9.4)
Southeast	43	(3.5)	43	(3.2)	43!	(15.5)	46	(3.1)	50	(3.4)	15!	(6.7)
Central	48	(3.5)	49	(3.8)	37!	(12.8)	43	(2.3)	47	(2.8)	21!	(7.6)
West	37	(3.9)	39	(4.3)	25!	(7.7)	39	(3.5)	45	(5.1)	26	(7.0)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	43	(3.8)	46	(4.1)	24!	(11.0)	32	(3.1)	37	(3.5)	15!	(6.1)
6 to 20 percent	46	(2.8)	48	(3.0)	29!	(11.5)	52	(3.1)	55	(3.6)	38	(9.7)
21 to 49 percent	38	(3.3)	40	(3.9)	26	(7.9)	40	(3.2)	44	(3.5)	21!	(8.2)
50 percent or more	36	(3.5)	37	(3.6)	32!	(11.3)	42	(3.2)	46	(3.3)	21!	(7.0)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	41	(3.0)	43	(3.3)	24!	(8.8)	46	(2.9)	50	(3.0)	31!	(9.2)
26 to 50 percent	43	(3.4)	44	(3.7)	35	(9.6)	40	(2.6)	45	(3.1)	19!	(7.9)
51 to 75 percent	38	(3.4)	40	(3.4)	21!	(9.3)	42	(3.7)	46	(4.2)	20!	(7.8)
76 percent or more	39	(3.6)	40	(3.5)	35!	(13.3)	40	(4.0)	42	(4.4)	24!	(10.3)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

† Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 45. Percent and standard error for public elementary school music and visual arts specialists reporting that they taught on a block schedule, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists	9	(1.0)	9	(1.2)	‡	(†)	6	(0.8)	7	(0.9)	‡	(†)
Enrollment size												
Less than 300	7	(1.9)	8!	(2.4)	‡	(†)	6!	(1.9)	6!	(2.2)	‡	(†)
300 to 499	8	(1.7)	9	(1.9)	‡	(†)	5	(1.2)	6	(1.5)	#	(†)
500 or more	10	(1.6)	10	(1.7)	‡	(†)	7	(1.3)	7	(1.5)	#	(†)
Community type												
City	8	(2.0)	8	(2.2)	‡	(†)	7	(1.7)	8	(1.9)	#	(†)
Suburban	9	(2.0)	10	(2.3)	‡	(†)	5	(1.1)	6	(1.4)	#	(†)
Town	6	(1.8)	6!	(1.9)	‡	(†)	6!	(2.1)	6!	(2.3)	‡	(†)
Rural	9	(1.8)	11	(2.1)	#	(†)	6	(1.6)	7	(1.8)	‡	(†)
Region												
Northeast	5!	(1.8)	5!	(2.1)	‡	(†)	6	(1.6)	6	(1.8)	#	(†)
Southeast	10	(1.7)	11	(1.9)	‡	(†)	7	(1.5)	8	(1.7)	#	(†)
Central	9	(2.0)	9	(2.2)	‡	(†)	5	(1.5)	6	(1.6)	‡	(†)
West	11	(2.4)	12	(2.9)	‡	(†)	6!	(2.1)	8!	(2.5)	‡	(†)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	8	(2.2)	9	(2.5)	#	(†)	4!	(1.6)	4!	(1.5)	‡	(†)
6 to 20 percent	9	(2.1)	10	(2.4)	#	(†)	4!	(1.3)	5!	(1.6)	#	(†)
21 to 49 percent	8	(2.2)	9	(2.5)	‡	(†)	7	(1.8)	8	(1.9)	‡	(†)
50 percent or more	9	(1.9)	9	(2.1)	‡	(†)	8	(1.5)	9	(1.6)	#	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	7	(1.7)	8	(1.9)	‡	(†)	5	(1.5)	5	(1.6)	‡	(†)
26 to 50 percent	9	(2.1)	10	(2.5)	#	(†)	4!	(1.3)	5!	(1.6)	#	(†)
51 to 75 percent	11	(2.3)	12	(2.6)	‡	(†)	6!	(2.0)	8!	(2.3)	#	(†)
76 percent or more	8	(1.7)	7	(1.7)	‡	(†)	9	(2.0)	9	(2.3)	‡	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 46. Percent and standard error for public elementary school music specialists reporting that they taught a curriculum-based or co-curricular music class outside of school hours, by teaching status and school characteristics: School year 2009–10

School characteristic	All music specialists		Music specialists who taught the subject on a full-time basis		Music specialists who taught the subject on a part-time basis	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	24	(1.4)	23	(1.5)	25	(5.0)
Enrollment size						
Less than 300	22	(3.6)	25	(4.4)	‡	(†)
300 to 499	23	(2.4)	22	(2.4)	31!	(9.5)
500 or more	25	(2.0)	24	(2.0)	33	(9.9)
Community type						
City	24	(2.9)	25	(3.1)	19!	(8.8)
Suburban	23	(2.8)	22	(2.8)	34!	(11.3)
Town	22	(3.6)	23	(3.9)	‡	(†)
Rural	24	(3.0)	25	(3.3)	20!	(8.6)
Region						
Northeast	21	(3.4)	20	(3.2)	30!	(12.3)
Southeast	21	(3.0)	21	(3.2)	20!	(7.3)
Central	25	(2.9)	25	(3.1)	‡	(†)
West	27	(2.9)	27	(3.0)	25!	(7.5)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	20	(3.4)	23	(3.8)	‡	(†)
6 to 20 percent	26	(3.0)	25	(2.6)	32!	(11.8)
21 to 49 percent	24	(3.2)	21	(3.3)	37	(9.0)
50 percent or more	23	(2.5)	24	(2.7)	17!	(7.4)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	25	(3.0)	24	(3.2)	33!	(11.0)
26 to 50 percent	20	(2.8)	20	(2.9)	21!	(9.9)
51 to 75 percent	25	(3.0)	25	(3.2)	24!	(8.0)
76 percent or more	24	(3.0)	25	(3.3)	‡	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 47. Average class size and standard error for classes taught by public elementary school classroom teachers, and percent and standard error reporting more than 4 hours of designated planning or preparation time per week and the ways in which students were occupied during that time, by school characteristics: School year 2009–10

School characteristic	Average class size		More than 4 hours of planning or preparation time ¹		Ways in which students are occupied during planning time ¹											
					In music class		In visual arts class		In physical education/health class		In library/media center		In computer lab		Other	
	Number	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers ..	21	(0.1)	25	(2.0)	92	(1.1)	70	(1.7)	95	(0.8)	64	(1.9)	40	(1.7)	21	(1.4)
Enrollment size																
Less than 300	20	(0.4)	28	(4.9)	90	(2.9)	65	(4.7)	96	(1.8)	62	(4.9)	40	(5.4)	12	(3.2)
300 to 499	21	(0.2)	27	(3.1)	93	(1.4)	69	(3.3)	98	(1.1)	64	(3.3)	37	(2.3)	21	(2.4)
500 or more	22	(0.3)	24	(2.4)	91	(1.8)	72	(2.8)	93	(1.3)	65	(2.7)	43	(2.7)	22	(2.5)
Community type																
City	22	(0.3)	23	(3.4)	88	(2.8)	67	(3.7)	93	(2.0)	54	(4.5)	34	(4.2)	19	(3.2)
Suburban	22	(0.2)	27	(3.2)	92	(2.0)	77	(3.7)	95	(1.7)	66	(3.0)	38	(3.3)	25	(2.9)
Town	21	(0.4)	31	(4.7)	94	(2.3)	59	(4.7)	93	(2.4)	73	(5.2)	47	(5.6)	15	(3.9)
Rural	21	(0.3)	22	(3.5)	94	(1.8)	70	(3.4)	99	(0.7)	68	(3.5)	47	(3.6)	19	(2.8)
Region																
Northeast	21	(0.4)	24	(4.0)	95	(2.0)	86	(3.9)	98	(1.4)	79	(4.4)	40	(4.3)	26	(3.4)
Southeast	21	(0.3)	26	(3.5)	93	(2.1)	77	(2.8)	97	(1.3)	66	(3.2)	44	(3.4)	23	(3.0)
Central	22	(0.4)	32	(4.1)	96	(1.4)	76	(3.1)	98	(1.0)	64	(3.7)	34	(3.5)	20	(3.6)
West	22	(0.3)	21	(2.9)	84	(2.9)	46	(4.0)	90	(2.4)	52	(3.8)	42	(3.1)	14	(2.9)
Percent combined enrollment of Black and other races/ethnicities²																
Less than 6 percent	20	(0.4)	24	(4.6)	97	(1.6)	75	(3.9)	96	(1.8)	74	(4.2)	38	(5.2)	13	(3.3)
6 to 20 percent	22	(0.3)	30	(3.7)	96	(1.6)	78	(3.3)	97	(1.2)	75	(3.9)	39	(3.5)	23	(3.0)
21 to 49 percent	21	(0.3)	26	(3.4)	90	(2.5)	63	(2.5)	95	(1.6)	58	(3.2)	41	(3.7)	23	(2.9)
50 percent or more	21	(0.3)	21	(3.1)	87	(2.2)	68	(3.7)	94	(1.8)	58	(4.0)	42	(4.2)	20	(3.0)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	22	(0.3)	25	(3.7)	94	(1.7)	79	(3.2)	96	(1.6)	74	(4.3)	35	(4.0)	28	(3.0)
26 to 50 percent	22	(0.4)	28	(3.8)	96	(2.2)	72	(3.8)	96	(1.5)	60	(3.6)	40	(4.3)	14	(3.0)
51 to 75 percent	21	(0.3)	23	(3.1)	91	(2.2)	65	(3.4)	94	(1.9)	63	(3.5)	43	(3.7)	24	(2.8)
76 percent or more	21	(0.3)	23	(3.9)	85	(2.7)	64	(3.9)	95	(1.6)	59	(4.0)	44	(4.9)	15	(3.2)

¹ Percents are based on the 91 percent of public elementary school classroom teachers who had planning or preparation time.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Table 48. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting the extent to which they believed that various types of support for teaching their arts subject were adequate: School year 2009–10

Type of support	Not at all adequate		Minimally adequate		Moderately adequate		Completely adequate	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Instructional time with students	6	(0.8)	22	(1.5)	43	(1.7)	29	(1.7)
Time for individual or collaborative planning	22	(1.6)	26	(1.7)	30	(1.4)	22	(1.5)
Dedicated room or space for music instruction	11	(1.2)	16	(1.3)	26	(1.7)	47	(1.8)
Dedicated space for performance	15	(1.3)	22	(1.5)	32	(1.8)	32	(1.8)
Dedicated space for storage	18	(1.5)	25	(1.4)	30	(1.8)	27	(1.5)
Instructional resources—Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software)	8	(1.0)	23	(1.4)	36	(1.7)	33	(1.6)
Classroom instruments—Instruments typically used by students in the music classroom (e.g., rhythm band sets, recorders, autoharps, Orff instruments, drums and ethnic percussion, guitar/ukulele)	7	(0.9)	22	(1.5)	41	(1.8)	31	(1.8)
Classroom equipment—Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system with a CD player, mp3 player and sound dock, LCD projector)	8	(1.1)	26	(1.8)	38	(1.5)	28	(1.6)
Technologies—Electronic equipment used in the study or creation of music (e.g., SMART Boards, computers, MIDI keyboards, sequencers)	39	(1.7)	26	(1.7)	20	(1.3)	15	(1.2)
Orchestra and band instruments—Instruments available for students wishing to participate in the school string/orchestra or band program ¹	14	(1.4)	29	(2.3)	39	(2.2)	18	(1.7)
Visual arts specialist								
Instructional time with students	5	(0.8)	22	(1.4)	38	(2.0)	35	(1.9)
Time for individual or collaborative planning	23	(1.5)	27	(1.7)	30	(1.6)	20	(1.1)
Dedicated room or space for visual arts instruction	11	(1.1)	11	(1.1)	25	(1.7)	53	(1.8)
Dedicated space for exhibition	12	(1.2)	20	(1.4)	33	(1.8)	34	(1.7)
Dedicated space for storage	12	(1.2)	23	(1.5)	25	(1.8)	39	(1.8)
Instructional resources—Reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, art periodicals, projectors)	10	(1.1)	20	(1.5)	36	(1.6)	34	(1.9)
Art materials—Expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films)	6	(0.8)	16	(1.3)	38	(1.7)	41	(1.8)
Art tools—Equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools)	5	(0.7)	15	(1.2)	36	(1.8)	43	(1.8)
Classroom equipment—Equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and display boards, easels)	18	(1.5)	22	(1.5)	33	(1.4)	27	(1.8)
Technologies—Electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, computer software, scanners, printers, video equipment)	25	(1.3)	25	(1.6)	26	(1.8)	24	(1.9)

¹ Percents are based on the 67 percent of music specialists at public elementary schools with string/orchestra or band programs during the 2009–10 school year.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 49. Percent and standard error for public elementary school music specialists reporting that they believed various types of support for teaching music were moderately or completely adequate, by school characteristics: School year 2009–10

School characteristic	Instructional time with students		Time for individual or collaborative planning		Dedicated room or space for music instruction		Dedicated space for performance		Dedicated space for storage	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	72	(1.7)	52	(1.8)	73	(1.5)	63	(1.8)	57	(1.7)
Enrollment size										
Less than 300	74	(3.2)	45	(3.9)	65	(3.9)	57	(3.9)	47	(3.8)
300 to 499	73	(2.8)	53	(3.0)	75	(2.6)	64	(2.6)	58	(2.7)
500 or more	69	(2.6)	54	(2.1)	76	(2.3)	66	(2.1)	61	(2.6)
Community type										
City	65	(4.0)	54	(2.9)	64	(3.5)	62	(3.5)	53	(3.8)
Suburban	74	(2.8)	55	(3.8)	79	(2.4)	70	(3.4)	63	(2.8)
Town	74	(4.0)	51	(4.3)	83	(3.3)	62	(3.8)	58	(4.2)
Rural	75	(2.9)	44	(3.4)	71	(2.7)	57	(2.9)	53	(3.2)
Region										
Northeast	74	(3.1)	52	(3.7)	76	(3.5)	69	(4.0)	61	(4.0)
Southeast	73	(2.4)	53	(3.4)	77	(2.5)	66	(3.1)	60	(3.1)
Central	73	(3.2)	43	(3.5)	70	(3.2)	54	(3.2)	54	(3.5)
West	69	(2.8)	60	(3.2)	71	(3.1)	66	(3.1)	55	(2.9)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	77	(3.0)	49	(4.3)	71	(3.7)	57	(4.2)	57	(3.8)
6 to 20 percent	72	(3.2)	43	(3.8)	74	(3.2)	59	(3.8)	56	(3.2)
21 to 49 percent	75	(3.1)	55	(4.7)	76	(3.0)	70	(3.5)	61	(3.3)
50 percent or more	66	(3.3)	57	(2.9)	72	(2.6)	66	(3.1)	55	(3.1)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	75	(3.0)	50	(3.7)	71	(3.1)	66	(3.7)	61	(3.2)
26 to 50 percent	74	(2.9)	49	(3.0)	79	(2.6)	62	(3.4)	61	(3.3)
51 to 75 percent	71	(2.5)	50	(3.1)	74	(2.9)	59	(3.4)	54	(3.4)
76 percent or more	66	(4.0)	60	(3.8)	68	(3.7)	67	(3.6)	51	(3.8)

See notes at end of table.

Table 49. Percent and standard error for public elementary school music specialists reporting that they believed various types of support for teaching music were moderately or completely adequate, by school characteristics: School year 2009–10—Continued

School characteristic	Instructional resources ¹		Classroom instruments ²		Classroom equipment ³		Technologies ⁴		Orchestra and band instruments ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	69	(1.7)	71	(1.6)	66	(1.9)	35	(1.7)	57	(2.2)
Enrollment size										
Less than 300	58	(4.9)	59	(4.0)	55	(4.9)	25	(3.2)	41	(5.0)
300 to 499	70	(3.1)	72	(2.5)	65	(2.7)	35	(2.7)	63	(3.4)
500 or more	74	(2.4)	77	(2.2)	71	(2.7)	40	(2.6)	60	(3.5)
Community type										
City	63	(3.4)	71	(2.9)	62	(3.2)	34	(2.8)	69	(3.6)
Suburban	75	(2.5)	75	(2.7)	66	(2.8)	39	(2.9)	62	(3.4)
Town	73	(4.0)	73	(3.6)	69	(4.3)	32	(4.2)	43	(6.2)
Rural	66	(3.1)	65	(3.3)	66	(3.1)	32	(2.5)	39	(4.6)
Region										
Northeast	70	(3.6)	73	(3.5)	62	(3.7)	36	(3.5)	60	(3.7)
Southeast	71	(2.7)	72	(2.7)	72	(2.9)	41	(3.0)	57	(4.9)
Central	66	(4.0)	67	(3.4)	62	(3.9)	32	(3.1)	51	(5.3)
West	69	(3.2)	74	(3.0)	68	(3.4)	33	(3.2)	59	(5.0)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	69	(3.6)	62	(3.8)	67	(3.8)	36	(3.7)	42	(5.3)
6 to 20 percent	68	(3.4)	75	(3.0)	66	(3.8)	30	(3.0)	52	(5.4)
21 to 49 percent	72	(2.8)	78	(3.2)	74	(2.9)	44	(3.7)	61	(5.2)
50 percent or more	67	(2.8)	68	(3.2)	58	(3.3)	33	(2.8)	66	(3.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	73	(3.3)	81	(2.5)	75	(3.5)	38	(3.8)	63	(3.5)
26 to 50 percent	69	(3.6)	68	(3.3)	63	(3.1)	36	(3.0)	51	(4.2)
51 to 75 percent	67	(2.5)	68	(3.3)	64	(2.8)	33	(3.3)	50	(5.5)
76 percent or more	67	(3.3)	65	(3.2)	56	(4.4)	33	(3.5)	65	(4.5)

¹ The questionnaire wording was “materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software).”

² The questionnaire wording was “instruments typically used by students in the music classroom (e.g., rhythm band sets, recorders, autoharps, Orff instruments, drums and ethnic percussion, guitar/ukulele).”

³ The questionnaire wording was “equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system with a CD player, mp3 player and sound dock, LCD projector).”

⁴ The questionnaire wording was “electronic equipment used in the study or creation of music (e.g., SMART Boards, computers, MIDI keyboards, sequencers).”

⁵ The questionnaire wording was “instruments available for students wishing to participate in the school string/orchestra or band program.” Percents are based on the 67 percent of music specialists at public elementary schools with string/orchestra or band programs during the 2009–10 school year.

⁶ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 50. Percent and standard error for public elementary school visual arts specialists reporting that they believed various types of support for teaching visual arts were moderately or completely adequate, by school characteristics: School year 2009–10

School characteristic	Instructional time with students		Time for individual or collaborative planning		Dedicated room or space for visual arts instruction		Dedicated space for exhibition		Dedicated space for storage	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	73	(1.5)	50	(1.7)	78	(1.5)	68	(1.6)	65	(1.7)
Enrollment size										
Less than 300	69	(4.0)	44	(5.0)	69	(3.6)	55	(4.6)	60	(3.3)
300 to 499	73	(2.6)	51	(2.8)	81	(2.2)	69	(2.7)	66	(2.9)
500 or more	75	(2.5)	52	(2.7)	80	(2.5)	73	(2.3)	66	(2.3)
Community type										
City	69	(3.2)	52	(2.9)	72	(3.5)	65	(3.6)	60	(3.2)
Suburban	73	(2.6)	49	(2.9)	81	(2.5)	74	(2.7)	69	(2.6)
Town	70	(4.6)	48	(4.9)	80	(4.3)	60	(5.7)	66	(5.3)
Rural	79	(3.0)	49	(3.8)	81	(2.6)	66	(3.4)	64	(3.4)
Region										
Northeast	75	(3.4)	50	(3.3)	82	(2.7)	71	(3.2)	68	(3.2)
Southeast	73	(3.0)	51	(3.2)	72	(2.7)	57	(3.4)	57	(3.7)
Central	73	(3.3)	47	(3.3)	82	(3.0)	74	(2.7)	71	(3.2)
West	71	(4.3)	53	(4.1)	74	(3.8)	65	(3.7)	60	(3.6)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	75	(3.8)	47	(4.1)	82	(3.2)	64	(3.4)	68	(4.0)
6 to 20 percent	78	(2.8)	49	(3.8)	78	(3.5)	72	(3.6)	65	(4.4)
21 to 49 percent	72	(3.1)	51	(3.3)	81	(3.1)	66	(3.2)	65	(4.0)
50 percent or more	69	(3.0)	51	(3.1)	73	(2.6)	67	(2.5)	61	(2.8)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	82	(2.6)	49	(3.3)	84	(2.6)	77	(3.1)	73	(3.4)
26 to 50 percent	73	(3.1)	51	(3.2)	81	(3.1)	67	(3.4)	63	(3.5)
51 to 75 percent	67	(3.3)	50	(3.8)	70	(3.3)	61	(4.0)	58	(3.8)
76 percent or more	69	(3.7)	48	(3.9)	76	(2.9)	62	(4.1)	64	(3.7)

See notes at end of table.

Table 50. Percent and standard error for public elementary school visual arts specialists reporting that they believed various types of support for teaching visual arts were moderately or completely adequate, by school characteristics: School year 2009–10—Continued

School characteristic	Instructional resources ¹		Art materials ²		Art tools ³		Classroom equipment ⁴		Technologies ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	70	(1.7)	78	(1.4)	80	(1.2)	60	(1.8)	50	(1.9)
Enrollment size										
Less than 300	64	(4.0)	69	(3.8)	69	(3.8)	46	(4.5)	43	(4.0)
300 to 499	69	(2.9)	82	(2.4)	82	(2.2)	62	(2.9)	51	(3.3)
500 or more	74	(2.2)	80	(1.9)	83	(1.8)	65	(2.4)	54	(2.7)
Community type										
City	67	(3.5)	71	(2.6)	74	(2.6)	56	(3.0)	51	(3.7)
Suburban	74	(2.5)	84	(2.1)	85	(2.1)	67	(2.9)	57	(3.1)
Town	74	(4.3)	82	(4.4)	83	(4.2)	65	(5.5)	47	(5.1)
Rural	66	(3.5)	78	(2.8)	77	(2.9)	53	(3.5)	42	(3.2)
Region										
Northeast	68	(3.3)	85	(2.7)	85	(2.5)	62	(3.6)	52	(3.0)
Southeast	70	(3.4)	70	(3.0)	71	(3.4)	51	(3.9)	47	(3.1)
Central	70	(2.8)	78	(2.7)	80	(2.4)	63	(3.1)	47	(2.9)
West	73	(4.4)	81	(4.1)	84	(3.3)	63	(3.7)	58	(4.6)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	66	(3.7)	79	(3.8)	78	(3.5)	56	(3.8)	44	(3.8)
6 to 20 percent	73	(3.3)	81	(2.8)	84	(2.7)	68	(3.2)	55	(3.8)
21 to 49 percent	72	(3.0)	82	(2.7)	83	(2.8)	60	(3.4)	54	(4.0)
50 percent or more	68	(3.2)	74	(2.5)	75	(2.6)	56	(3.1)	48	(3.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	75	(3.0)	87	(2.3)	88	(2.2)	73	(2.8)	63	(3.8)
26 to 50 percent	71	(3.4)	81	(3.1)	81	(3.1)	61	(3.9)	48	(3.7)
51 to 75 percent	65	(3.3)	73	(3.1)	77	(3.1)	51	(3.2)	43	(3.2)
76 percent or more	66	(3.7)	68	(3.5)	69	(3.7)	48	(4.2)	44	(4.3)

¹The questionnaire wording was “reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, art periodicals, projectors).”

²The questionnaire wording was “expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films).”

³The questionnaire wording was “equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools).”

⁴The questionnaire wording was “equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and display boards, easels).”

⁵The questionnaire wording was “electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, computer software, scanners, printers, video equipment).”

⁶Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 51. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting how frequently they participated in activities related to teaching: School year 2009–10

Activity related to teaching	Never		A few times a year		Once a month		2 to 3 times a month		At least once a week	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist										
Common planning period with regular classroom teachers	74	(1.7)	18	(1.5)	3	(0.6)	2	(0.4)	3	(0.5)
Common planning period with other arts specialists at this school	47	(1.7)	25	(1.4)	7	(0.8)	5	(0.7)	17	(1.2)
Consulting with classroom teachers to help them integrate music into a lesson or unit of study that they teach	48	(2.0)	40	(1.8)	8	(0.7)	3	(0.6)	1	(0.3)
Consulting with other teachers to integrate another subject into a music lesson or unit of study that you teach	38	(2.1)	48	(1.8)	9	(1.0)	4	(0.6)	2	(0.4)
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music	64	(1.7)	28	(1.4)	5	(0.7)	2	(0.5)	2	(0.4)
Sharing ideas about teaching with other teachers outside your assigned school(s)	16	(1.3)	50	(1.9)	17	(1.2)	10	(1.1)	7	(0.9)
Visiting classrooms of colleagues who teach music	58	(1.6)	33	(1.8)	3	(0.7)	2	(0.6)	4	(0.7)
Participating in site-based management or school improvement teams or leadership councils	54	(1.8)	26	(1.3)	12	(1.2)	5	(0.8)	2	(0.6)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	61	(1.6)	32	(1.4)	5	(0.7)	2	(0.4)	1!	(0.2)
Teaching music through virtual field trips using technology	73	(1.4)	20	(1.3)	3	(0.5)	2	(0.5)	1	(0.4)
Visual arts specialist										
Common planning period with regular classroom teachers	65	(1.7)	24	(1.4)	4	(0.7)	3	(0.5)	4	(0.8)
Common planning period with other arts specialists at this school	54	(2.0)	19	(1.3)	8	(0.8)	6	(0.9)	13	(1.4)
Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach	31	(1.7)	49	(1.5)	11	(1.1)	6	(0.9)	3	(0.5)
Consulting with other teachers to integrate another subject into a visual arts lesson or unit of study that you teach	24	(1.5)	51	(1.6)	12	(1.2)	10	(1.1)	3	(0.6)
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	42	(2.4)	43	(2.1)	8	(1.1)	4	(0.7)	2	(0.5)
Sharing ideas about teaching with other teachers outside your assigned school(s)	19	(1.5)	48	(1.8)	17	(1.2)	10	(1.0)	5	(0.7)
Visiting classrooms of colleagues who teach visual arts	60	(2.0)	30	(1.8)	6	(1.0)	2	(0.5)	3	(0.6)
Participating in site-based management or school improvement teams or leadership councils	48	(1.8)	27	(1.7)	17	(1.3)	6	(0.8)	3	(0.5)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	59	(1.6)	29	(1.6)	7	(0.8)	3	(0.6)	1!	(0.3)
Teaching visual arts through virtual field trips using technology	62	(1.8)	28	(1.6)	5	(0.7)	3	(0.6)	3	(0.6)

See notes at end of table.

Table 51. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting how frequently they participated in activities related to teaching: School year 2009–10—Continued

Activity related to teaching	Never		A few times a year		Once a month		2 to 3 times a month		At least once a week	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Classroom teacher										
Common planning period with the arts specialist(s) at this school ¹	82	(1.5)	12	(1.4)	2	(0.5)	1!	(0.5)	2!	(0.7)
Seeking help from the arts specialist(s) about how to integrate the arts into a lesson or unit of study that you teach ¹	60	(1.7)	33	(1.8)	4	(0.8)	2!	(0.6)	1!	(0.4)
Collaborating with the arts specialist(s) on designing and teaching an interdisciplinary lesson or unit of study that includes the arts ¹	72	(1.5)	22	(1.4)	3	(0.7)	1!	(0.5)	1!	(0.4)
Attending/observing classes that the arts specialist(s) teach(es) to your students ¹	73	(1.4)	19	(1.2)	2	(0.6)	2!	(0.5)	4	(0.9)
Common planning period with other classroom teachers	6	(1.0)	10	(1.2)	8	(1.1)	13	(1.3)	64	(1.9)
Sharing ideas about teaching with other teachers outside this school ...	12	(1.1)	51	(2.0)	13	(1.2)	10	(1.0)	15	(1.4)
Participating in site-based management or school improvement teams or leadership councils	16	(1.2)	31	(1.8)	25	(1.7)	18	(1.0)	9	(1.2)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	10	(1.4)	60	(1.9)	13	(1.4)	12	(1.1)	6	(1.0)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percents are based on the 92 percent of classroom teachers at public elementary schools with music or visual arts specialists during the 2009–10 school year.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 52. Percent and standard error for public elementary school music specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10

School characteristic	Common planning period with regular classroom teachers		Common planning period with other arts specialists at this school		Consulting with classroom teachers to help them integrate music into a lesson or unit of study taught by the classroom teacher		Consulting with other teachers to integrate another subject into a music lesson or unit of study that is taught by the music specialist		Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	26	(1.7)	53	(1.7)	52	(2.0)	62	(2.1)	36	(1.7)
Enrollment size										
Less than 300	20	(3.3)	33	(3.7)	41	(3.5)	53	(3.7)	28	(3.1)
300 to 499	27	(2.9)	55	(2.4)	55	(3.3)	65	(2.6)	39	(2.6)
500 or more	29	(2.5)	63	(2.1)	54	(2.6)	64	(2.8)	37	(2.3)
Community type										
City	27	(2.9)	57	(3.5)	54	(3.7)	63	(3.9)	35	(3.1)
Suburban	26	(2.7)	56	(2.6)	49	(3.3)	60	(3.1)	37	(3.0)
Town	24	(3.0)	51	(3.1)	57	(4.9)	68	(4.0)	39	(4.5)
Rural	27	(2.7)	48	(3.2)	50	(3.2)	61	(2.8)	34	(2.9)
Region										
Northeast	25	(2.8)	54	(3.8)	46	(4.2)	57	(4.1)	36	(3.9)
Southeast	29	(3.6)	61	(2.4)	66	(3.1)	70	(3.5)	44	(2.7)
Central	22	(3.1)	48	(3.3)	47	(3.1)	58	(3.5)	32	(2.9)
West	30	(3.2)	53	(3.1)	49	(3.5)	66	(3.4)	34	(2.8)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	25	(3.9)	50	(4.0)	49	(3.9)	57	(4.2)	36	(3.7)
6 to 20 percent	21	(2.4)	46	(3.8)	41	(3.2)	60	(3.7)	33	(2.7)
21 to 49 percent	29	(2.9)	57	(3.3)	52	(3.8)	64	(3.3)	39	(3.0)
50 percent or more	30	(3.1)	59	(2.6)	61	(3.6)	65	(3.5)	36	(2.9)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	27	(2.9)	55	(3.7)	45	(3.5)	60	(4.0)	37	(3.5)
26 to 50 percent	23	(2.5)	54	(3.5)	48	(3.4)	59	(3.4)	36	(2.8)
51 to 75 percent	25	(2.9)	50	(3.4)	56	(3.8)	65	(3.2)	34	(3.1)
76 percent or more	30	(3.5)	55	(3.7)	59	(4.0)	65	(3.9)	37	(3.7)

See notes at end of table.

Table 52. Percent and standard error for public elementary school music specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10—Continued

School characteristic	Sharing ideas about teaching with other teachers outside your assigned school(s)		Visiting classrooms of colleagues who teach music		Participating in site-based management or school improvement teams or leadership councils		Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs		Teaching music through virtual field trips using technology	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	84	(1.3)	42	(1.6)	46	(1.8)	39	(1.6)	27	(1.4)
Enrollment size										
Less than 300	81	(2.7)	36	(3.4)	38	(3.4)	35	(3.6)	26	(3.4)
300 to 499	87	(1.7)	43	(2.4)	45	(2.5)	40	(2.6)	23	(2.2)
500 or more	83	(1.8)	44	(3.1)	50	(3.0)	40	(2.5)	31	(2.2)
Community type										
City	84	(2.8)	46	(3.4)	41	(3.5)	39	(3.3)	25	(2.9)
Suburban	84	(2.3)	45	(2.9)	48	(3.4)	39	(3.0)	25	(2.3)
Town	82	(3.1)	36	(4.8)	47	(3.4)	38	(4.5)	28	(3.8)
Rural	85	(2.3)	35	(3.3)	47	(3.3)	40	(2.8)	31	(2.5)
Region										
Northeast	85	(2.1)	46	(3.6)	42	(3.4)	37	(3.4)	22	(3.4)
Southeast	86	(2.0)	43	(3.4)	54	(3.1)	37	(2.6)	37	(2.8)
Central	80	(2.3)	35	(2.8)	42	(3.4)	40	(3.0)	23	(3.0)
West	84	(2.7)	45	(3.2)	47	(3.4)	42	(3.5)	28	(2.8)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	84	(2.5)	39	(4.7)	44	(3.9)	40	(3.0)	30	(3.3)
6 to 20 percent	84	(2.5)	37	(3.2)	47	(3.6)	37	(3.7)	24	(2.7)
21 to 49 percent	85	(2.5)	43	(3.6)	46	(3.1)	42	(3.3)	28	(2.8)
50 percent or more	83	(2.4)	47	(3.2)	45	(2.8)	38	(2.9)	28	(2.4)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	86	(2.1)	45	(2.8)	47	(3.7)	41	(3.2)	23	(2.6)
26 to 50 percent	84	(2.7)	40	(3.3)	44	(3.4)	42	(3.3)	27	(3.1)
51 to 75 percent	85	(2.6)	41	(3.1)	47	(3.4)	36	(2.7)	32	(2.9)
76 percent or more	79	(3.6)	43	(3.6)	44	(3.9)	36	(3.6)	28	(3.2)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 53. Percent and standard error for public elementary school visual arts specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10

School characteristic	Common planning period with regular classroom teachers		Common planning period with other arts specialists at this school		Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study taught by the classroom teacher		Consulting with other teachers to integrate another subject into a visual arts lesson or unit of study that is taught by the visual arts specialist		Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	35	(1.7)	46	(2.0)	69	(1.7)	76	(1.5)	58	(2.4)
Enrollment size										
Less than 300	35	(4.5)	31	(4.0)	71	(4.3)	76	(3.8)	58	(5.3)
300 to 499	34	(2.5)	46	(3.0)	69	(2.9)	77	(2.3)	55	(3.6)
500 or more	35	(2.7)	54	(3.3)	68	(2.2)	75	(2.8)	59	(3.1)
Community type										
City	41	(3.2)	47	(3.9)	70	(3.2)	73	(3.0)	58	(4.1)
Suburban	31	(3.6)	53	(2.8)	68	(3.1)	77	(3.1)	58	(3.5)
Town	28	(5.0)	41	(5.0)	63	(4.9)	74	(4.9)	52	(5.5)
Rural	35	(2.8)	37	(3.4)	71	(2.5)	79	(2.9)	59	(3.3)
Region										
Northeast	34	(3.6)	49	(4.0)	74	(3.6)	75	(3.3)	62	(3.8)
Southeast	32	(3.3)	41	(2.9)	68	(3.6)	82	(2.6)	58	(3.7)
Central	31	(2.4)	44	(3.0)	63	(3.4)	72	(3.0)	53	(3.3)
West	48	(4.2)	50	(4.8)	74	(4.0)	76	(3.5)	59	(4.9)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	37	(3.8)	39	(4.3)	72	(3.1)	79	(3.5)	57	(3.8)
6 to 20 percent	23	(2.8)	47	(3.8)	65	(3.3)	71	(3.5)	57	(3.4)
21 to 49 percent	35	(3.4)	47	(4.4)	65	(3.7)	77	(2.7)	52	(3.5)
50 percent or more	43	(3.3)	49	(3.6)	73	(2.7)	78	(2.7)	63	(3.3)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	30	(3.1)	51	(3.3)	66	(3.5)	75	(3.3)	59	(3.2)
26 to 50 percent	36	(3.4)	46	(3.5)	67	(3.0)	75	(3.0)	54	(4.0)
51 to 75 percent	34	(2.8)	41	(3.5)	68	(2.6)	73	(3.5)	56	(4.1)
76 percent or more	41	(3.6)	45	(4.0)	77	(3.2)	82	(2.6)	62	(4.0)

See notes at end of table.

Table 53. Percent and standard error for public elementary school visual arts specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10—Continued

School characteristic	Sharing ideas about teaching with other teachers outside your assigned school(s)		Visiting classrooms of colleagues who teach visual arts		Participating in site-based management or school improvement teams or leadership councils		Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs		Teaching visual arts through virtual field trips using technology	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	81	(1.5)	40	(2.0)	52	(1.8)	41	(1.6)	38	(1.8)
Enrollment size										
Less than 300	79	(3.4)	41	(4.5)	49	(4.0)	40	(4.6)	45	(5.1)
300 to 499	77	(2.3)	32	(2.7)	51	(2.6)	41	(2.6)	37	(2.5)
500 or more	85	(2.1)	47	(2.9)	56	(2.8)	40	(2.4)	37	(2.7)
Community type										
City	79	(3.1)	42	(3.7)	53	(4.1)	41	(3.4)	35	(3.0)
Suburban	80	(2.8)	40	(3.0)	50	(3.5)	38	(2.7)	39	(3.0)
Town	78	(4.5)	34	(4.4)	57	(5.2)	42	(5.7)	42	(4.8)
Rural	83	(2.6)	41	(3.6)	52	(3.4)	43	(3.2)	39	(2.9)
Region										
Northeast	79	(3.0)	37	(3.5)	47	(3.3)	42	(3.0)	41	(3.9)
Southeast	87	(2.7)	46	(3.3)	56	(3.4)	42	(3.5)	42	(3.0)
Central	78	(2.6)	34	(3.2)	51	(3.0)	39	(2.9)	33	(3.6)
West	78	(3.6)	47	(4.2)	58	(4.4)	40	(4.3)	41	(3.9)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	80	(3.2)	39	(4.2)	52	(3.9)	39	(3.6)	41	(4.5)
6 to 20 percent	76	(3.0)	36	(3.3)	49	(3.5)	44	(4.2)	38	(3.8)
21 to 49 percent	83	(2.8)	39	(3.7)	48	(4.1)	40	(3.5)	38	(4.0)
50 percent or more	83	(2.1)	44	(3.3)	58	(3.1)	40	(3.3)	37	(2.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	79	(2.6)	40	(3.2)	50	(3.6)	43	(3.3)	41	(3.5)
26 to 50 percent	82	(3.0)	37	(3.4)	50	(2.7)	41	(3.3)	41	(4.4)
51 to 75 percent	79	(3.5)	35	(3.3)	51	(3.4)	34	(3.6)	32	(2.8)
76 percent or more	82	(2.8)	49	(4.5)	63	(3.6)	44	(3.7)	40	(3.7)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009-10.

Table 54. Percent and standard error for public elementary school classroom teachers reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10

School characteristic	Common planning period with the arts specialist(s) at this school ¹		Seeking help from the arts specialist(s) about how to integrate the arts into a lesson or unit of study ¹		Collaborating with the arts specialist(s) on designing and teaching an interdisciplinary lesson or unit of study that includes the arts ¹		Attending/observing classes that the arts specialist(s) teach(es) to the classroom teachers' students ¹	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	18	(1.5)	40	(1.7)	28	(1.5)	27	(1.4)
Enrollment size								
Less than 300	21	(3.7)	41	(4.5)	34	(4.1)	38	(5.2)
300 to 499	20	(2.5)	45	(3.4)	30	(2.5)	24	(2.5)
500 or more	17	(2.3)	37	(3.2)	25	(2.3)	26	(2.2)
Community type								
City	17	(2.9)	40	(3.8)	28	(3.6)	32	(3.2)
Suburban	20	(2.6)	42	(3.6)	28	(2.5)	25	(3.0)
Town	16	(3.8)	34	(4.9)	24	(4.4)	31	(5.1)
Rural	18	(4.2)	43	(4.6)	28	(3.8)	22	(3.6)
Region								
Northeast	18	(3.2)	51	(3.8)	29	(4.1)	29	(4.1)
Southeast	15	(2.7)	41	(3.8)	29	(3.4)	26	(3.2)
Central	19	(2.6)	41	(3.0)	26	(3.4)	26	(2.9)
West	21	(3.1)	32	(3.7)	26	(3.1)	27	(2.6)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	13	(2.8)	40	(5.5)	27	(4.1)	28	(4.6)
6 to 20 percent	19	(3.5)	43	(4.6)	27	(3.3)	26	(3.9)
21 to 49 percent	20	(3.0)	39	(3.9)	27	(2.8)	25	(3.4)
50 percent or more	19	(2.5)	40	(3.4)	28	(2.8)	28	(2.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	17	(2.9)	45	(3.6)	27	(3.6)	22	(3.2)
26 to 50 percent	15	(3.1)	34	(4.1)	28	(4.2)	26	(4.0)
51 to 75 percent	19	(3.2)	40	(3.5)	26	(3.1)	30	(3.1)
76 percent or more	21	(3.4)	42	(3.9)	30	(3.7)	29	(3.6)

See notes at end of table.

Table 54. Percent and standard error for public elementary school classroom teachers reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10—Continued

School characteristic	Common planning period with other classroom teachers		Sharing ideas about teaching with other teachers outside this school		Participating in site-based management or school improvement teams or leadership councils		Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	94	(1.0)	88	(1.1)	84	(1.2)	90	(1.4)
Enrollment size								
Less than 300	86	(2.7)	94	(1.9)	82	(3.6)	93	(2.7)
300 to 499	94	(1.4)	88	(1.8)	86	(2.2)	93	(1.5)
500 or more	96	(1.1)	87	(1.6)	83	(1.5)	88	(2.0)
Community type								
City	98	(1.0)	88	(2.6)	88	(2.4)	86	(2.7)
Suburban	94	(2.0)	86	(2.5)	78	(2.5)	91	(2.1)
Town	91	(2.7)	93	(2.5)	84	(3.6)	91	(2.8)
Rural	92	(1.8)	88	(2.4)	88	(2.2)	94	(1.8)
Region								
Northeast	92	(3.3)	85	(4.0)	74	(4.8)	93	(2.9)
Southeast	95	(1.6)	90	(2.2)	84	(2.4)	89	(2.5)
Central	95	(1.3)	89	(2.2)	84	(2.4)	92	(2.0)
West	94	(1.4)	88	(2.1)	89	(1.9)	90	(2.4)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	88	(3.2)	88	(3.4)	84	(3.4)	91	(2.6)
6 to 20 percent	93	(1.7)	86	(3.0)	80	(2.9)	95	(1.8)
21 to 49 percent	96	(1.3)	89	(2.4)	88	(2.0)	92	(2.1)
50 percent or more	96	(1.6)	90	(2.0)	83	(2.3)	86	(2.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.5)	83	(2.9)	82	(3.0)	90	(2.3)
26 to 50 percent	95	(1.5)	90	(2.3)	86	(2.5)	93	(1.8)
51 to 75 percent	93	(2.0)	92	(2.0)	84	(2.6)	93	(1.7)
76 percent or more	94	(2.2)	89	(2.7)	84	(2.5)	85	(3.4)

¹ Percents are based on the 92 percent of classroom teachers at public elementary schools with music or visual arts specialists during the 2009–10 school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 55. Percent and standard error for public elementary school classroom teachers reporting that arts instruction was included in their classroom program and of those teachers, percent and standard error reporting various ways of teaching arts subject areas, by school characteristics: School year 2009–10

School characteristic	Included arts instruction in classroom instructional program		Ways of incorporating arts education ¹					
			Incorporating music in other subject areas		Incorporating visual arts in other subject areas		Incorporating drama/theatre in other subject areas	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	88	(1.4)	92	(1.2)	97	(0.7)	87	(1.3)
Enrollment size								
Less than 300	88	(3.4)	90	(2.9)	96	(2.0)	87	(3.4)
300 to 499	87	(2.5)	93	(1.5)	98	(0.8)	88	(2.2)
500 or more	88	(1.9)	91	(1.7)	97	(0.9)	87	(2.2)
Community type								
City	85	(2.5)	89	(2.3)	95	(1.6)	80	(2.9)
Suburban	89	(2.3)	94	(1.6)	100	(0.4)	90	(2.4)
Town	86	(3.8)	94	(2.4)	93	(3.0)	88	(3.2)
Rural	88	(2.6)	90	(2.4)	99	(0.7)	89	(2.3)
Region								
Northeast	92	(3.1)	94	(2.2)	95	(1.9)	89	(3.0)
Southeast	83	(3.0)	90	(2.4)	98	(1.2)	88	(2.1)
Central	88	(2.7)	89	(2.6)	98	(1.1)	89	(3.0)
West	89	(2.4)	94	(1.9)	98	(1.1)	84	(3.2)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	88	(3.6)	92	(2.9)	97	(1.6)	90	(3.0)
6 to 20 percent	90	(2.1)	91	(2.7)	97	(1.3)	90	(2.4)
21 to 49 percent	89	(2.3)	91	(1.8)	99	(0.6)	85	(2.6)
50 percent or more	85	(2.6)	93	(1.9)	96	(1.3)	86	(2.3)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	90	(2.5)	92	(2.5)	99	(0.9)	91	(2.5)
26 to 50 percent	88	(2.5)	90	(2.8)	99	(0.7)	85	(2.9)
51 to 75 percent	92	(2.0)	92	(2.1)	97	(1.2)	90	(1.9)
76 percent or more	80	(3.6)	92	(2.1)	95	(1.8)	81	(3.6)

See notes at end of table.

Table 55. Percent and standard error for public elementary school classroom teachers reporting that arts instruction was included in their classroom program and of those teachers, percent and standard error reporting various ways of teaching arts subject areas, by school characteristics: School year 2009–10—Continued

School characteristic	Ways of incorporating arts education ¹							
	Incorporating dance in other subject areas		Using prepackaged curriculum materials or textbooks to teach the arts		Teaching arts education through virtual field trips using technology		Teaching thematic units that integrate various subjects, including the arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	53	(2.2)	33	(2.2)	40	(1.9)	87	(1.4)
Enrollment size								
Less than 300	49	(5.7)	35	(4.6)	35	(4.8)	89	(3.4)
300 to 499	58	(3.8)	35	(3.2)	41	(3.1)	88	(2.3)
500 or more	51	(3.3)	30	(2.9)	40	(2.8)	85	(2.2)
Community type								
City	59	(4.1)	29	(3.3)	40	(4.5)	82	(2.7)
Suburban	49	(3.8)	33	(4.1)	36	(2.6)	88	(2.2)
Town	55	(5.4)	32	(5.2)	40	(5.8)	84	(3.9)
Rural	53	(3.8)	35	(4.0)	46	(3.9)	90	(1.9)
Region								
Northeast	56	(4.9)	26	(4.3)	30	(4.3)	88	(2.8)
Southeast	62	(4.3)	41	(4.5)	54	(4.0)	90	(2.4)
Central	49	(3.9)	28	(3.5)	29	(3.6)	89	(2.3)
West	46	(3.8)	32	(3.8)	40	(3.5)	81	(2.9)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	53	(5.0)	28	(4.3)	35	(5.4)	93	(2.4)
6 to 20 percent	53	(3.9)	34	(4.0)	42	(4.0)	88	(2.5)
21 to 49 percent	51	(4.6)	33	(4.6)	34	(3.5)	86	(2.7)
50 percent or more	56	(3.8)	33	(3.4)	45	(3.7)	84	(2.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	47	(3.5)	27	(4.0)	34	(3.6)	90	(2.4)
26 to 50 percent	49	(4.6)	33	(4.3)	38	(4.8)	84	(2.9)
51 to 75 percent	59	(4.4)	37	(3.8)	44	(3.6)	88	(3.1)
76 percent or more	59	(4.0)	33	(3.9)	43	(4.8)	83	(3.3)

¹ Percents are based on the 88 percent of public elementary school classroom teachers who included any arts instruction in their classroom instructional program.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Table 56. Among public elementary school classroom teachers who included arts instruction in any aspect of their classroom program, percent and standard error reporting that they taught various arts areas as separate subjects to their students, and of those teachers, percent and standard error reporting the type of curriculum used, by school characteristics: School year 2009–10

School characteristic	Taught music as a separate subject ¹		Music curriculum is: ²				Taught visual arts as a separate subject ¹		Visual arts curriculum is: ²			
			Based on a written, sequential, local (or district) curriculum guide		Aligned with the state's standards or the National Standards for Arts Education				Based on a written, sequential, local (or district) curriculum guide		Aligned with the state's standards or the National Standards for Arts Education	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	6	(0.9)	33	(8.9)	47	(9.2)	14	(1.6)	39	(4.6)	47	(5.3)
Enrollment size												
Less than 300	7!	(2.5)	48!	(23.2)	63!	(21.4)	12	(3.7)	40!	(15.3)	67	(16.7)
300 to 499	4!	(1.2)	‡	(†)	71	(17.8)	12	(2.2)	46	(9.6)	67	(9.4)
500 or more	7	(1.6)	36!	(12.1)	35!	(12.1)	15	(2.2)	35	(6.2)	34	(7.3)
Community type												
City	7!	(2.3)	‡	(†)	39!	(19.3)	17	(3.1)	34	(8.9)	37	(10.7)
Suburban	6	(1.6)	46!	(15.2)	50!	(15.3)	16	(2.9)	42	(8.2)	46	(7.5)
Town	6!	(2.7)	#	(†)	‡	(†)	6!	(2.5)	#	(†)	74!	(28.9)
Rural	3!	(1.2)	‡	(†)	74	(21.0)	12	(2.7)	50	(9.7)	60	(11.2)
Region												
Northeast	‡	(†)	‡	(†)	100	(†)	7!	(3.0)	‡	(†)	‡	(†)
Southeast	7	(2.2)	‡	(†)	‡	(†)	9	(2.2)	35!	(14.2)	44!	(14.7)
Central	‡	(†)	‡	(†)	‡	(†)	9	(2.3)	50!	(15.5)	48	(13.2)
West	9	(1.9)	47	(13.3)	62	(12.9)	25	(2.9)	42	(6.6)	52	(7.7)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	‡	(†)	‡	(†)	‡	(†)	10!	(2.9)	60	(16.4)	38!	(17.4)
6 to 20 percent	6!	(1.8)	‡	(†)	60!	(20.3)	11	(2.9)	30!	(11.7)	62	(11.5)
21 to 49 percent	4!	(1.5)	54!	(25.5)	78!	(23.7)	14	(3.0)	45	(8.7)	54	(9.8)
50 percent or more	9	(2.1)	23!	(11.4)	29!	(12.3)	18	(2.9)	35	(7.8)	38	(9.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	5!	(1.9)	‡	(†)	63!	(24.0)	14	(2.8)	50	(10.7)	59	(10.4)
26 to 50 percent	6!	(2.0)	‡	(†)	53!	(23.7)	17	(2.9)	39	(10.6)	48	(9.9)
51 to 75 percent	5	(1.5)	‡	(†)	48!	(18.2)	14	(3.0)	32!	(10.1)	40	(10.2)
76 percent or more	8	(2.2)	‡	(†)	‡	(†)	11	(2.8)	30!	(14.5)	41!	(14.5)

See notes at end of table.

Table 56. Among public elementary school classroom teachers who included arts instruction in any aspect of their classroom program, percent and standard error reporting that they taught various arts areas as separate subjects to their students, and of those teachers, percent and standard error reporting the type of curriculum used, by school characteristics: School year 2009–10—Continued

School characteristic	Taught dance as a separate subject ¹		Dance curriculum is: ²				Taught drama/theatre as a separate subject ¹		Drama/theatre curriculum is: ²			
			Based on a written, sequential, local (or district) curriculum guide		Aligned with the state's standards or the National Standards for Arts Education				Based on a written, sequential, local (or district) curriculum guide		Aligned with the standards or the National Standards for Arts Education	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	3	(0.7)	27!	(11.1)	29!	(10.3)	8	(1.1)	29	(6.6)	39	(7.0)
Enrollment size												
Less than 300	‡	(†)	#	(†)	#	(†)	9!	(2.6)	50!	(18.9)	67	(14.6)
300 to 499	3!	(1.2)	‡	(†)	‡	(†)	8	(2.0)	‡	(†)	33!	(12.1)
500 or more	4	(1.0)	35!	(15.8)	‡	(†)	9	(1.6)	35!	(10.6)	35	(10.6)
Community type												
City	5!	(1.9)	‡	(†)	‡	(†)	13	(3.2)	30!	(12.3)	24!	(11.4)
Suburban	4!	(1.2)	54!	(19.9)	‡	(†)	9	(1.9)	31!	(11.6)	36!	(11.3)
Town	‡	(†)	#	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
Rural	‡	(†)	#	(†)	66!	(43.7)	5!	(1.8)	‡	(†)	84	(14.1)
Region												
Northeast	‡	(†)	#	(†)	#	(†)	7!	(2.3)	‡	(†)	‡	(†)
Southeast	3!	(1.3)	#	(†)	‡	(†)	8	(2.0)	46!	(16.9)	51!	(17.0)
Central	‡	(†)	#	(†)	#	(†)	4!	(1.5)	‡	(†)	62!	(22.1)
West	6	(1.7)	45!	(16.9)	45!	(16.6)	13	(2.1)	24!	(8.5)	34	(9.5)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	#	(†)	#	(†)	#	(†)	5!	(1.9)	‡	(†)	83	(18.7)
6 to 20 percent	‡	(†)	‡	(†)	‡	(†)	7!	(2.1)	‡	(†)	‡	(†)
21 to 49 percent	4!	(1.3)	‡	(†)	‡	(†)	9	(2.2)	41!	(15.8)	53	(13.3)
50 percent or more	6	(1.7)	‡	(†)	‡	(†)	11	(2.5)	‡	(†)	27!	(10.3)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	‡	(†)	‡	(†)	62!	(†)	8!	(2.6)	‡	(†)	49!	(17.1)
26 to 50 percent	4!	(1.9)	‡	(†)	‡	(†)	12	(2.6)	31!	(12.8)	45	(12.9)
51 to 75 percent	3!	(1.2)	‡	(†)	‡	(†)	8	(1.9)	36!	(13.5)	35!	(13.8)
76 percent or more	4!	(1.8)	‡	(†)	#	(†)	7!	(2.3)	‡	(†)	‡	(†)

‡ Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 88 percent of public elementary school classroom teachers who reported that they included arts instruction in any aspect of their classroom program.

² Percents are based on the percentage of public elementary classroom teachers who reported that they taught various arts areas as separate subjects (6 percent for music, 14 percent for visual arts, 3 percent for dance, and 8 percent for drama/theatre).

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Table 57. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they agreed with statements about arts instruction at their currently assigned school: School year 2009–10

Statement	Strongly disagree		Disagree		Agree		Strongly agree	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Parents support me in my efforts to educate their children	5	(0.8)	7	(0.7)	46	(1.7)	42	(1.7)
The administration supports me in my work	6	(0.9)	9	(1.0)	30	(1.6)	54	(1.8)
Students are motivated to do well in music class	4	(0.7)	7	(0.9)	39	(1.5)	50	(1.7)
Community organizations/groups support my efforts to educate students	8	(0.9)	16	(1.4)	45	(1.8)	31	(1.7)
Visual arts specialist								
Parents support me in my efforts to educate their children	6	(0.8)	9	(1.0)	46	(1.7)	39	(1.6)
The administration supports me in my work	6	(0.9)	6	(0.7)	32	(1.6)	55	(1.7)
Students are motivated to do well in visual arts class	4	(0.8)	4	(0.8)	34	(1.6)	57	(1.8)
Community organizations/groups support my efforts to educate students	10	(1.1)	15	(1.2)	45	(1.7)	30	(1.8)
Classroom teacher								
I consider instruction in the arts an important part of the school's curriculum	6	(1.0)	5	(0.9)	23	(1.5)	66	(1.8)
Students look forward to instruction or activities that involve the arts ...	4	(0.8)	2	(0.6)	15	(1.4)	78	(1.7)
Arts specialists should be responsible for arts instruction	5	(1.0)	13	(1.1)	39	(2.0)	43	(2.3)

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 58. Percent and standard error for public elementary school music and visual arts specialists reporting that they somewhat or strongly agreed with statements about arts instruction at their currently assigned school, by school characteristics: School year 2009–10

School characteristic	Parents support me in my efforts to educate their children				The administration supports me in my work				Students are motivated to do well in my class				Community organizations/groups support my efforts to educate students			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists ..	88	(1.0)	85	(1.3)	85	(1.2)	87	(1.1)	89	(1.1)	92	(1.1)	76	(1.6)	75	(1.7)
Enrollment size																
Less than 300	85	(2.5)	86	(3.9)	82	(3.1)	91	(3.1)	85	(3.4)	93	(2.6)	72	(3.6)	79	(3.9)
300 to 499	91	(1.4)	84	(1.9)	86	(2.0)	84	(1.7)	91	(1.6)	89	(1.7)	78	(2.5)	72	(2.6)
500 or more	87	(1.9)	86	(1.7)	85	(2.0)	88	(1.5)	88	(1.6)	93	(1.4)	75	(2.2)	76	(2.3)
Community type																
City	84	(2.8)	79	(2.7)	81	(3.1)	83	(2.2)	85	(2.5)	88	(2.4)	70	(3.0)	68	(3.5)
Suburban	91	(1.6)	86	(2.3)	85	(2.4)	88	(1.7)	91	(1.6)	92	(1.9)	75	(2.7)	76	(2.7)
Town	91	(2.5)	85	(3.5)	90	(2.6)	89	(3.1)	91	(2.4)	92	(2.3)	83	(3.0)	76	(5.2)
Rural	88	(1.7)	90	(1.8)	86	(2.0)	90	(2.1)	89	(2.0)	94	(1.6)	79	(2.3)	81	(2.6)
Region																
Northeast	89	(2.3)	86	(2.6)	83	(2.7)	85	(2.4)	90	(2.1)	88	(2.1)	77	(3.3)	71	(2.8)
Southeast	88	(1.9)	83	(2.3)	91	(1.8)	90	(2.1)	86	(2.0)	93	(1.6)	74	(2.8)	76	(2.9)
Central	88	(1.6)	86	(2.4)	83	(2.7)	86	(2.0)	88	(2.2)	92	(1.7)	77	(2.9)	78	(2.9)
West	86	(2.4)	85	(3.5)	83	(2.4)	89	(2.4)	90	(2.3)	94	(1.8)	73	(3.0)	74	(4.2)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	92	(1.9)	90	(2.6)	86	(2.9)	89	(2.6)	88	(2.5)	93	(2.4)	82	(3.3)	81	(3.0)
6 to 20 percent	89	(2.2)	90	(1.9)	81	(2.7)	89	(2.1)	91	(2.1)	93	(1.6)	74	(3.4)	80	(2.6)
21 to 49 percent	91	(2.0)	88	(2.9)	91	(2.3)	86	(2.2)	90	(2.1)	93	(2.3)	81	(3.3)	75	(3.6)
50 percent or more	83	(2.4)	76	(2.4)	83	(2.6)	86	(2.1)	86	(2.0)	89	(2.1)	69	(2.8)	67	(3.4)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	91	(2.0)	92	(1.8)	85	(2.4)	88	(2.1)	89	(2.2)	94	(1.6)	77	(3.1)	82	(2.4)
26 to 50 percent	90	(2.0)	88	(2.1)	82	(2.8)	85	(2.4)	90	(2.5)	91	(2.0)	80	(2.7)	79	(2.2)
51 to 75 percent	91	(1.6)	85	(3.1)	89	(1.8)	91	(2.5)	92	(1.6)	92	(2.0)	79	(2.2)	69	(3.8)
76 percent or more	78	(3.2)	70	(3.8)	82	(3.4)	84	(2.7)	83	(2.5)	87	(3.0)	63	(4.0)	67	(3.9)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 59. Percent and standard error for public elementary school classroom teachers reporting that they somewhat or strongly agreed with statements about arts instruction at their currently assigned school, by school characteristics: School year 2009–10

School characteristic	I consider instruction in the arts an important part of the school's curriculum		Students look forward to instruction or activities that involve the arts		Arts specialists should be responsible for arts instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	89	(1.3)	94	(1.0)	82	(1.4)
Enrollment size						
Less than 300	93	(2.4)	96	(2.0)	85	(3.8)
300 to 499	89	(2.2)	95	(1.4)	84	(2.3)
500 or more	88	(1.8)	92	(1.6)	81	(2.2)
Community type						
City	88	(2.1)	91	(2.2)	80	(2.8)
Suburban	91	(1.9)	94	(1.8)	81	(2.8)
Town	87	(3.6)	96	(1.9)	84	(3.6)
Rural	88	(2.5)	94	(1.6)	85	(2.1)
Region						
Northeast	94	(1.9)	95	(1.8)	83	(3.2)
Southeast	88	(2.4)	92	(2.1)	85	(2.8)
Central	93	(2.2)	95	(1.7)	86	(2.4)
West	84	(2.4)	94	(1.9)	77	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	92	(2.8)	94	(2.6)	87	(2.8)
6 to 20 percent	88	(3.2)	90	(2.7)	86	(2.3)
21 to 49 percent	92	(2.0)	98	(0.9)	84	(2.8)
50 percent or more	86	(2.3)	92	(1.9)	77	(2.8)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	87	(2.8)	94	(2.0)	87	(2.9)
26 to 50 percent	93	(2.6)	93	(2.6)	85	(2.6)
51 to 75 percent	89	(2.1)	97	(1.3)	78	(3.3)
76 percent or more	87	(2.8)	90	(2.5)	80	(2.6)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 60. Percent and standard error for public elementary school music and visual arts specialists describing the arts instructional program at their currently assigned school, by school characteristics: School year 2009–10

School characteristic	Based on a written, sequential, local (or district) curriculum guide				Aligned with state's standards or the National Standards for Arts Education				Integrated with other arts subjects				Integrated with other academic subjects			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music and visual arts specialists	76	(1.4)	69	(1.6)	96	(0.7)	98	(0.5)	49	(1.7)	66	(1.7)	54	(1.6)	75	(1.6)
Enrollment size																
Less than 300	62	(3.8)	67	(4.5)	95	(1.8)	99	(0.8)	32	(3.8)	64	(4.2)	41	(4.0)	73	(4.5)
300 to 499	79	(2.4)	72	(2.6)	97	(1.1)	99	(0.6)	53	(3.2)	66	(2.5)	57	(2.8)	75	(2.1)
500 or more	79	(1.9)	66	(2.1)	96	(1.0)	97	(0.9)	54	(2.9)	68	(2.7)	57	(3.1)	77	(2.6)
Community type																
City	79	(2.7)	68	(3.2)	97	(1.2)	99	(1.0)	55	(3.1)	64	(3.1)	62	(3.5)	78	(2.6)
Suburban	83	(2.2)	77	(2.6)	96	(1.0)	98	(1.1)	48	(3.5)	65	(2.7)	52	(3.4)	76	(2.5)
Town	72	(4.2)	66	(5.8)	94	(2.1)	97	(1.6)	48	(3.9)	68	(5.6)	53	(4.5)	72	(4.9)
Rural	64	(3.0)	58	(3.3)	95	(1.6)	99	(0.7)	44	(3.2)	70	(3.1)	47	(3.2)	73	(3.0)
Region																
Northeast	85	(2.7)	77	(3.7)	97	(1.2)	99	(0.7)	44	(3.8)	64	(3.2)	42	(4.1)	78	(3.3)
Southeast	72	(2.5)	62	(4.2)	99	(0.7)	98	(0.9)	63	(3.3)	66	(3.4)	70	(3.6)	77	(3.2)
Central	74	(3.2)	73	(2.5)	96	(1.5)	98	(1.0)	43	(3.2)	66	(3.1)	47	(2.9)	69	(2.6)
West	71	(2.6)	57	(4.6)	93	(1.8)	98	(1.2)	50	(3.2)	71	(3.6)	60	(3.9)	84	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	68	(4.1)	67	(4.7)	95	(1.9)	99	(0.7)	45	(3.6)	65	(3.5)	43	(3.4)	71	(3.2)
6 to 20 percent	76	(2.5)	71	(2.7)	97	(1.3)	99	(0.6)	39	(2.9)	70	(2.9)	43	(3.0)	76	(3.0)
21 to 49 percent	77	(2.9)	70	(3.2)	96	(1.2)	98	(0.8)	51	(3.3)	66	(4.0)	59	(3.2)	76	(3.4)
50 percent or more	79	(2.1)	66	(3.1)	96	(1.2)	97	(1.2)	59	(3.1)	64	(3.4)	65	(3.7)	78	(2.8)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	81	(3.1)	76	(2.8)	97	(0.9)	99	(0.5)	46	(3.9)	68	(2.9)	49	(3.8)	76	(3.0)
26 to 50 percent	71	(2.8)	68	(3.0)	97	(1.3)	98	(1.2)	42	(3.3)	68	(3.7)	46	(3.0)	73	(3.0)
51 to 75 percent	72	(2.7)	65	(3.6)	93	(1.8)	97	(1.4)	52	(3.6)	66	(3.4)	62	(3.1)	78	(3.1)
76 percent or more	78	(3.2)	63	(4.1)	96	(1.4)	98	(1.0)	60	(3.8)	62	(3.6)	62	(4.5)	74	(3.8)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 61. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting how much emphasis they gave to various goals or objectives of student learning: School year 2009–10

Goal or objective	No emphasis		Minor emphasis		Moderate emphasis		Major emphasis	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Singing a varied repertoire of music	10	(1.1)	10	(1.3)	24	(1.6)	55	(1.6)
Performing a varied repertoire of music on a range of instruments	5	(1.0)	22	(1.8)	37	(1.6)	37	(1.8)
Improvising melodies, variations, and accompaniments	8	(0.8)	44	(1.5)	35	(1.6)	13	(1.0)
Composing and arranging music within specified guidelines	18	(1.4)	43	(1.7)	29	(1.5)	10	(1.0)
Reading and notating music	#	(†)	7	(0.8)	27	(1.5)	66	(1.7)
Listening to, analyzing, and describing music	2	(0.4)	16	(1.2)	42	(1.5)	40	(1.6)
Evaluating music and music performances	3	(0.6)	27	(1.7)	39	(1.6)	31	(1.7)
Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)	2	(0.4)	16	(1.1)	41	(1.7)	42	(1.7)
Making connections among music, the other arts, and disciplines outside the arts	2	(0.5)	23	(1.7)	36	(1.9)	38	(1.9)
Understanding music in relation to history and cultures	2	(0.6)	20	(1.2)	39	(1.7)	39	(1.9)
Using technology to gain knowledge and skills in music	22	(1.6)	34	(1.8)	28	(1.4)	15	(1.1)
Visual arts specialist								
Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts	#	(†)	6	(0.9)	32	(1.7)	61	(1.5)
Understanding and applying various media, techniques, and processes ..	‡	(†)	2	(0.6)	19	(1.3)	78	(1.5)
Using knowledge of elements, functions, and principles of art	‡	(†)	3	(0.6)	22	(1.5)	75	(1.6)
Choosing and evaluating a range of subject matter, symbols, and ideas ..	1!	(0.3)	8	(0.7)	37	(2.0)	55	(2.0)
Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	‡	(†)	8	(0.9)	43	(2.0)	48	(1.9)
Reflecting upon and assessing the characteristics and merits of their work and the work of others	‡	(†)	19	(1.4)	48	(1.7)	32	(1.6)
Making connections among visual arts, the other arts, and disciplines outside the arts	1!	(0.4)	12	(1.1)	43	(1.4)	43	(1.6)
Understanding the visual arts in relation to history and cultures	‡	(†)	10	(1.0)	38	(1.7)	52	(1.6)
Using technology to gain knowledge and skills in visual arts	14	(1.2)	34	(1.7)	34	(1.8)	18	(1.4)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 62. Percent and standard error for public elementary school music specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10

School characteristic	Singing a varied repertoire of music		Performing a varied repertoire of music on a range of instruments		Improvising melodies, variations, and accompaniments		Composing and arranging music within specified guidelines		Reading and notating music		Listening to, analyzing, and describing music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	80	(1.7)	74	(1.9)	48	(1.6)	38	(1.6)	93	(0.8)	82	(1.3)
Enrollment size												
Less than 300	77	(4.2)	74	(3.7)	46	(3.5)	35	(3.4)	93	(2.4)	81	(3.4)
300 to 499	80	(2.6)	71	(2.5)	48	(2.4)	42	(3.0)	94	(1.0)	82	(2.3)
500 or more	81	(2.6)	76	(2.7)	49	(2.6)	37	(2.4)	92	(1.3)	84	(1.9)
Community type												
City	75	(3.2)	71	(3.1)	46	(3.2)	36	(2.9)	93	(1.3)	76	(3.1)
Suburban	76	(3.0)	75	(2.9)	51	(3.1)	42	(2.7)	93	(1.4)	85	(2.2)
Town	91	(2.6)	76	(4.2)	45	(4.9)	33	(4.2)	94	(2.0)	82	(3.6)
Rural	85	(2.4)	74	(2.8)	47	(2.9)	39	(2.9)	92	(1.5)	86	(2.1)
Region												
Northeast	73	(4.1)	75	(3.2)	52	(3.9)	41	(3.3)	94	(1.4)	85	(2.8)
Southeast	90	(2.1)	81	(2.7)	55	(3.0)	40	(2.8)	94	(1.5)	87	(2.0)
Central	80	(3.0)	73	(2.7)	43	(2.9)	39	(2.5)	93	(1.7)	81	(2.6)
West	78	(3.6)	68	(4.2)	44	(3.8)	34	(2.9)	90	(2.0)	78	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	83	(3.5)	77	(2.6)	46	(4.4)	44	(3.8)	93	(2.3)	88	(2.3)
6 to 20 percent	81	(2.9)	78	(3.0)	47	(3.2)	36	(3.7)	94	(1.5)	81	(2.9)
21 to 49 percent	77	(3.4)	69	(4.2)	47	(3.2)	38	(3.4)	91	(1.8)	82	(2.3)
50 percent or more	80	(2.9)	72	(2.6)	51	(3.3)	37	(2.7)	92	(1.3)	81	(2.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	74	(3.6)	76	(3.7)	50	(3.8)	41	(3.6)	92	(1.5)	82	(2.6)
26 to 50 percent	83	(3.0)	73	(3.4)	45	(3.1)	39	(2.7)	94	(1.5)	83	(2.6)
51 to 75 percent	87	(2.3)	73	(2.7)	47	(3.4)	34	(3.1)	93	(1.6)	83	(2.2)
76 percent or more	75	(4.7)	71	(3.4)	49	(3.0)	38	(4.1)	93	(1.4)	81	(3.0)

See notes at end of table.

Table 62. Percent and standard error for public elementary school music specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10—Continued

School characteristic	Evaluating music and music performances		Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)		Making connections among music, the other arts, and disciplines outside the arts		Understanding music in relation to history and cultures		Using technology to gain knowledge and skills in music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	70	(1.6)	82	(1.3)	74	(1.8)	78	(1.5)	43	(1.5)
Enrollment size										
Less than 300	65	(3.8)	79	(3.0)	66	(4.4)	74	(3.4)	35	(4.3)
300 to 499	70	(2.9)	84	(2.5)	76	(2.8)	81	(2.0)	41	(2.6)
500 or more	73	(1.9)	82	(1.8)	77	(2.2)	77	(2.4)	50	(2.3)
Community type										
City	64	(3.0)	82	(2.5)	78	(2.4)	80	(2.0)	43	(3.5)
Suburban	74	(2.7)	80	(2.3)	73	(2.9)	76	(2.6)	45	(2.5)
Town	68	(3.8)	84	(2.8)	73	(4.3)	83	(3.5)	42	(4.4)
Rural	71	(3.0)	85	(2.4)	72	(2.8)	76	(2.7)	41	(3.1)
Region										
Northeast	70	(3.9)	80	(3.4)	74	(2.8)	76	(3.3)	44	(3.1)
Southeast	71	(2.4)	85	(1.9)	82	(2.5)	83	(2.5)	52	(3.7)
Central	72	(2.9)	82	(2.5)	69	(3.8)	75	(3.0)	39	(3.1)
West	66	(3.6)	83	(2.5)	75	(3.1)	79	(2.9)	39	(3.6)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	72	(3.8)	83	(2.6)	73	(3.7)	78	(3.5)	47	(4.2)
6 to 20 percent	68	(3.6)	80	(2.7)	69	(3.7)	72	(3.8)	36	(3.1)
21 to 49 percent	71	(2.9)	84	(2.7)	75	(3.1)	79	(3.0)	45	(3.1)
50 percent or more	70	(2.7)	82	(2.1)	79	(2.4)	82	(1.8)	46	(2.8)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	71	(3.7)	82	(2.9)	70	(3.4)	77	(3.0)	42	(3.4)
26 to 50 percent	70	(3.5)	82	(2.7)	79	(3.1)	75	(3.7)	42	(3.2)
51 to 75 percent	70	(3.1)	82	(2.2)	72	(3.2)	80	(2.9)	45	(3.2)
76 percent or more	67	(3.3)	82	(3.0)	77	(3.5)	81	(2.9)	45	(3.8)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 63. Percent and standard error for public elementary school visual arts specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10

School characteristic	Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts		Understanding and applying various media, techniques, and processes		Using knowledge of elements, functions, and principles of art		Choosing and evaluating a range of subject matter, symbols, and ideas		Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	93	(0.9)	98	(0.6)	97	(0.6)	91	(0.8)	91	(0.9)
Enrollment size										
Less than 300	93	(2.0)	95	(2.3)	98	(1.2)	94	(1.8)	94	(2.0)
300 to 499	93	(1.5)	99	(0.5)	98	(0.9)	90	(1.7)	89	(1.9)
500 or more	92	(1.3)	97	(0.9)	96	(1.1)	91	(1.4)	92	(1.4)
Community type										
City	93	(1.6)	98	(0.8)	97	(1.2)	91	(2.1)	91	(1.8)
Suburban	94	(1.3)	98	(1.1)	97	(0.9)	94	(1.7)	93	(1.6)
Town	90	(2.9)	97	(1.7)	97	(1.6)	90	(3.2)	88	(3.5)
Rural	92	(2.2)	97	(1.3)	97	(1.1)	89	(1.9)	91	(1.8)
Region										
Northeast	96	(1.8)	97	(1.5)	97	(1.2)	93	(1.6)	94	(1.5)
Southeast	95	(1.8)	96	(1.3)	96	(1.3)	93	(1.7)	91	(2.1)
Central	92	(1.6)	99	(0.5)	97	(1.1)	92	(1.7)	91	(1.7)
West	88	(2.5)	97	(1.4)	98	(1.0)	86	(3.2)	89	(2.5)
Percent combined enrollment of Black and other races/ethnicities²										
Less than 6 percent	92	(1.9)	95	(2.2)	95	(1.4)	88	(2.5)	92	(1.9)
6 to 20 percent	95	(1.4)	99	(0.9)	97	(1.4)	94	(1.3)	89	(2.5)
21 to 49 percent	92	(1.9)	98	(1.1)	98	(0.9)	92	(2.2)	93	(2.0)
50 percent or more	93	(1.5)	99	(0.8)	97	(1.0)	91	(1.8)	91	(1.6)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	95	(1.3)	100 ¹	(0.5)	96	(1.4)	94	(1.3)	91	(2.2)
26 to 50 percent	92	(2.0)	96	(1.5)	98	(0.9)	90	(1.9)	93	(1.6)
51 to 75 percent	93	(1.5)	97	(1.2)	98	(1.0)	90	(2.2)	91	(2.1)
76 percent or more	91	(2.1)	97	(1.2)	97	(1.5)	91	(2.1)	91	(2.0)

See notes at end of table.

Table 63. Percent and standard error for public elementary school visual arts specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10—Continued

School characteristic	Reflecting upon and assessing the characteristics and merits of their work and the work of others		Making connections among visual arts, the other arts, and disciplines outside the arts		Understanding the visual arts in relation to history and cultures		Using technology to gain knowledge and skills in visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	80	(1.4)	87	(1.0)	89	(1.0)	52	(2.0)
Enrollment size								
Less than 300	83	(2.9)	90	(2.3)	92	(2.3)	50	(4.2)
300 to 499	79	(2.7)	86	(2.0)	89	(1.9)	48	(2.8)
500 or more	79	(1.8)	86	(1.7)	88	(1.5)	57	(2.7)
Community type								
City	80	(3.0)	88	(2.3)	89	(1.9)	52	(3.8)
Suburban	84	(2.3)	87	(2.0)	90	(1.9)	56	(3.8)
Town	75	(4.8)	82	(3.4)	93	(2.1)	48	(5.1)
Rural	78	(2.9)	87	(2.4)	88	(1.9)	50	(3.0)
Region								
Northeast	88	(2.3)	90	(1.8)	94	(1.4)	52	(3.7)
Southeast	79	(3.0)	89	(2.3)	91	(1.6)	56	(3.4)
Central	76	(2.5)	82	(2.4)	88	(2.1)	51	(3.4)
West	79	(3.9)	87	(2.9)	83	(2.7)	51	(4.8)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	78	(3.5)	85	(3.0)	90	(2.5)	48	(3.3)
6 to 20 percent	79	(2.8)	84	(2.4)	88	(2.2)	52	(3.6)
21 to 49 percent	80	(3.2)	88	(2.5)	93	(2.2)	54	(4.0)
50 percent or more	84	(2.2)	88	(2.0)	87	(2.1)	54	(3.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	78	(2.8)	85	(2.7)	91	(1.7)	57	(3.8)
26 to 50 percent	81	(2.4)	87	(2.5)	90	(2.3)	47	(3.2)
51 to 75 percent	77	(2.8)	86	(2.6)	90	(1.9)	50	(4.1)
76 percent or more	85	(2.6)	88	(2.6)	86	(2.2)	55	(4.6)

¹ Rounds to 100 percent.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 64. Among public elementary school music specialists, visual arts specialists, and classroom teachers who reported the use of any formal assessments to determine student progress and achievement in the arts, percentage distribution and standard error reporting the extent to which they used various types of assessments: School year 2009–10

Type of assessment	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Observation	#	(†)	‡	(†)	8	(1.1)	91	(1.2)
Selected-response assessments (i.e., multiple choice, matching)	25	(1.7)	37	(2.1)	28	(1.4)	10	(1.0)
Assessments requiring short written answers or essays	44	(1.9)	37	(1.7)	14	(1.1)	5	(0.9)
Performance tasks or projects	3	(0.6)	7	(0.9)	25	(1.4)	65	(1.5)
Portfolio collection of student work	64	(1.6)	23	(1.3)	9	(0.9)	4	(0.7)
Developed rubrics	27	(1.5)	27	(1.7)	27	(1.7)	19	(1.4)
Other	92	(0.9)	1!	(0.3)	4	(0.6)	4	(0.6)
Visual arts specialist								
Observation	(†)	(†)	2	(0.5)	14	(1.4)	84	(1.4)
Selected-response assessments (i.e., multiple choice, matching)	45	(1.8)	36	(1.8)	15	(1.2)	4	(0.5)
Assessments requiring short written answers or essays	39	(1.7)	39	(1.8)	16	(1.4)	5	(0.9)
Performance tasks or projects	3	(0.8)	4	(0.8)	16	(1.4)	77	(1.8)
Portfolio collection of student work	21	(1.3)	23	(2.1)	23	(1.8)	33	(1.9)
Developed rubrics	16	(1.3)	29	(1.9)	28	(1.7)	27	(1.8)
Other	89	(1.1)	1!	(0.4)	4	(0.6)	6	(0.9)
Classroom teacher								
Observation	4!	(1.2)	19	(2.6)	28	(2.8)	49	(3.1)
Selected-response assessments (i.e., multiple choice, matching)	51	(3.1)	19	(2.6)	13	(2.3)	17	(2.4)
Assessments requiring short written answers or essays	49	(3.2)	19	(2.2)	21	(2.4)	11	(2.1)
Performance tasks or projects	11	(2.1)	24	(2.8)	38	(3.0)	28	(2.7)
Portfolio collection of student work	31	(3.0)	28	(2.2)	24	(2.8)	17	(2.3)
Developed rubrics	37	(2.6)	24	(2.5)	26	(2.7)	13	(2.1)
Other	98	(0.8)	‡	(†)	‡	(†)	1!	(0.7)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Percents are based on the percentage of teachers who used any formal assessments to determine student progress and achievement in the arts (95 percent of elementary music specialists, 93 percent of elementary visual arts specialists, and 60 percent of elementary classroom teachers). Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 65. Among public elementary school music specialists, visual arts specialists, and classroom teachers who reported the use of any formal assessments to determine student progress and achievement in the arts, percent and standard error reporting that they used the assessment to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Observation						Selected-response assessments (i.e., multiple choice, matching)					
	Music specialist		Visual arts specialist		Classroom teacher		Music specialist		Visual arts specialist		Classroom teacher	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	99	(0.4)	98	(0.5)	77	(2.7)	38	(1.5)	19	(1.2)	30	(3.1)
Enrollment size												
Less than 300	99	(1.1)	97	(1.3)	83	(5.9)	34	(3.9)	16	(2.8)	19	(6.1)
300 to 499	100 ¹	(0.2)	99	(0.6)	82	(3.9)	39	(2.4)	18	(1.9)	26	(4.6)
500 or more	98	(0.6)	97	(1.1)	74	(3.6)	39	(2.4)	22	(2.0)	34	(4.2)
Community type												
City	98	(1.1)	99	(0.9)	75	(6.3)	36	(3.0)	16	(2.0)	25	(5.6)
Suburban	99	(0.6)	97	(1.0)	79	(4.8)	36	(2.9)	21	(2.6)	35	(5.3)
Town	99	(0.6)	97	(1.7)	82	(7.6)	46	(5.0)	20	(4.0)	28	(7.5)
Rural	99	(0.6)	97	(1.1)	75	(5.8)	40	(3.3)	19	(2.7)	27	(6.6)
Region												
Northeast	99	(0.7)	98	(1.0)	73	(8.1)	37	(3.9)	22	(3.1)	24	(8.1)
Southeast	99	(1.1)	98	(1.0)	78	(5.3)	41	(2.9)	23	(2.4)	45	(5.5)
Central	99	(0.4)	98	(1.2)	80	(6.9)	39	(3.1)	16	(2.1)	25	(7.0)
West	98	(1.0)	98	(1.4)	77	(3.8)	35	(3.1)	15	(3.9)	20	(4.2)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	99	(0.5)	97	(1.3)	80	(6.7)	39	(3.9)	16	(2.9)	17	(7.3)
6 to 20 percent	99	(0.6)	98	(0.8)	77	(5.7)	39	(2.9)	18	(2.8)	29	(6.3)
21 to 49 percent	99	(0.7)	98	(1.1)	73	(4.8)	33	(3.4)	22	(3.4)	30	(5.8)
50 percent or more	99	(0.8)	97	(1.2)	80	(4.5)	41	(2.4)	20	(2.2)	33	(5.0)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	99	(0.7)	98	(0.9)	75	(5.4)	34	(3.0)	19	(2.6)	30	(7.6)
26 to 50 percent	99	(0.6)	97	(1.2)	73	(5.7)	38	(3.0)	21	(3.2)	26	(5.8)
51 to 75 percent	99	(0.8)	98	(1.0)	77	(4.8)	37	(3.2)	17	(2.6)	31	(5.0)
76 percent or more	98	(1.2)	98	(1.2)	83	(5.2)	45	(3.4)	21	(3.0)	32	(6.7)

See notes at end of table.

Table 65. Among public elementary school music specialists, visual arts specialists, and classroom teachers who reported the use of any formal assessments to determine student progress and achievement in the arts, percent and standard error reporting that they used the assessment to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Assessments requiring short written answers or essays						Performance tasks or projects					
	Music specialist		Visual arts specialist		Classroom teacher		Music specialist		Visual arts specialist		Classroom teacher	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	19	(1.3)	22	(1.4)	32	(2.9)	90	(1.0)	92	(1.1)	65	(2.6)
Enrollment size												
Less than 300	16	(2.7)	19	(3.5)	32	(7.6)	91	(2.0)	91	(2.7)	81	(6.1)
300 to 499	19	(2.3)	23	(2.2)	32	(4.8)	89	(1.9)	93	(1.4)	69	(4.4)
500 or more	21	(2.1)	21	(2.0)	32	(4.1)	91	(1.4)	92	(1.4)	61	(4.0)
Community type												
City	17	(2.8)	22	(2.6)	27	(5.2)	89	(1.9)	92	(1.7)	61	(6.4)
Suburban	17	(2.1)	22	(2.8)	37	(5.0)	93	(1.5)	92	(1.7)	65	(4.8)
Town	29	(5.0)	23	(4.0)	30	(7.2)	83	(4.2)	91	(2.9)	76	(7.0)
Rural	21	(2.4)	19	(2.4)	30	(5.5)	91	(2.0)	93	(1.7)	67	(4.7)
Region												
Northeast	22	(3.0)	22	(3.1)	34	(8.6)	90	(2.3)	94	(1.6)	61	(9.3)
Southeast	18	(2.2)	29	(2.8)	43	(5.5)	89	(2.0)	95	(1.6)	70	(4.5)
Central	20	(2.2)	16	(2.7)	27	(6.4)	90	(1.9)	92	(1.8)	67	(6.7)
West	17	(2.3)	21	(3.7)	22	(4.8)	90	(2.0)	87	(3.5)	62	(4.6)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	21	(3.1)	16	(2.7)	16	(6.9)	90	(2.0)	93	(2.3)	57	(8.4)
6 to 20 percent	18	(2.7)	19	(3.3)	31	(6.3)	89	(2.1)	90	(2.2)	67	(6.9)
21 to 49 percent	15	(2.5)	22	(3.2)	33	(5.8)	89	(2.4)	91	(2.2)	63	(5.2)
50 percent or more	23	(2.8)	27	(3.2)	36	(5.0)	92	(1.6)	95	(1.5)	68	(5.2)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	15	(2.1)	18	(2.4)	28	(7.1)	91	(1.9)	88	(2.1)	59	(6.9)
26 to 50 percent	23	(2.4)	25	(3.0)	26	(6.1)	90	(2.0)	93	(1.7)	66	(6.3)
51 to 75 percent	17	(2.5)	17	(2.8)	35	(5.6)	87	(2.2)	92	(2.1)	65	(5.3)
76 percent or more	25	(3.2)	28	(3.7)	38	(6.3)	91	(2.1)	96	(2.0)	73	(6.2)

See notes at end of table.

Table 65. Among public elementary school music specialists, visual arts specialists, and classroom teachers who reported the use of any formal assessments to determine student progress and achievement in the arts, percent and standard error reporting that they used the assessment to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Portfolio collection of student work						Developed rubrics					
	Music specialist		Visual arts specialist		Classroom teacher		Music specialist		Visual arts specialist		Classroom teacher	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music, visual arts, and classroom teachers	14	(1.1)	56	(2.0)	41	(3.1)	46	(1.8)	55	(1.8)	39	(3.0)
Enrollment size												
Less than 300	12	(2.4)	51	(5.3)	34	(6.9)	33	(3.7)	51	(4.8)	33	(7.0)
300 to 499	14	(2.1)	59	(3.0)	45	(5.1)	49	(3.4)	55	(3.6)	39	(4.3)
500 or more	14	(1.8)	56	(2.7)	39	(4.2)	51	(3.1)	57	(3.0)	40	(4.1)
Community type												
City	10	(1.6)	62	(3.4)	43	(5.3)	46	(3.4)	57	(3.4)	37	(6.1)
Suburban	16	(2.2)	54	(2.8)	40	(5.0)	53	(3.3)	52	(3.4)	41	(4.7)
Town	14	(3.9)	56	(6.0)	39	(8.0)	43	(4.8)	62	(5.2)	29	(6.7)
Rural	13	(2.0)	51	(3.1)	39	(6.3)	38	(3.4)	53	(3.1)	43	(6.8)
Region												
Northeast	19	(3.1)	57	(4.0)	43	(6.4)	53	(4.1)	58	(3.4)	50	(9.1)
Southeast	14	(2.0)	60	(3.2)	40	(5.4)	41	(3.6)	53	(3.3)	45	(5.0)
Central	11	(2.1)	49	(3.8)	42	(7.9)	48	(2.6)	57	(3.3)	45	(6.0)
West	10	(2.1)	62	(4.8)	40	(5.0)	42	(3.6)	48	(4.0)	27	(4.5)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	16	(3.4)	52	(4.6)	37	(9.6)	36	(4.2)	58	(3.8)	39	(8.3)
6 to 20 percent	12	(2.5)	57	(4.0)	39	(6.0)	53	(3.4)	56	(3.4)	44	(6.8)
21 to 49 percent	7	(1.8)	51	(3.4)	39	(5.9)	45	(3.6)	44	(3.6)	35	(5.4)
50 percent or more	18	(2.2)	62	(3.8)	43	(5.3)	48	(3.3)	61	(3.3)	40	(5.3)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	13	(2.3)	56	(3.8)	49	(6.6)	52	(3.8)	54	(3.2)	40	(6.6)
26 to 50 percent	12	(1.8)	54	(3.8)	29	(6.9)	41	(3.8)	53	(3.6)	45	(7.3)
51 to 75 percent	13	(2.3)	54	(3.7)	44	(6.4)	42	(3.1)	51	(3.5)	29	(4.4)
76 percent or more	17	(2.4)	60	(5.1)	40	(6.2)	50	(4.0)	65	(4.4)	46	(7.0)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Rounds to 100 percent.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who used any formal assessments to determine student progress and achievement in the arts (95 percent of elementary music specialists, 93 percent of elementary visual arts specialists, and 60 percent of elementary classroom teachers). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 66. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they participated in various activities related to their arts subject outside of their school duties: School year 2009–10

Activity	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Provide instruction in a musical instrument or voice	29	(1.8)	24	(1.6)	22	(1.2)	25	(1.8)
Perform as a soloist or member of an ensemble	19	(1.3)	17	(1.2)	25	(1.6)	39	(2.0)
Compose or arrange music	39	(1.9)	30	(1.6)	19	(1.5)	11	(1.1)
Conduct community or other ensembles	57	(1.5)	15	(1.2)	14	(1.1)	14	(0.8)
Attend live musical performances	1	(0.2)	21	(1.4)	42	(1.9)	36	(1.8)
Study, critique, or write about music	48	(2.0)	27	(1.9)	15	(1.3)	10	(1.2)
Provide arts leadership in your community or state	49	(1.8)	27	(1.5)	14	(1.3)	9	(1.0)
Attend workshops with professional artists or arts groups	13	(1.1)	34	(1.7)	34	(1.6)	19	(1.4)
Attend performances directed by colleagues	10	(0.9)	38	(1.9)	32	(1.7)	20	(1.5)
Visual arts specialist								
Teach art at a studio or gallery	77	(1.6)	12	(1.1)	8	(0.9)	3	(0.5)
Create works of art	4	(0.7)	27	(1.5)	39	(1.8)	30	(1.8)
Exhibits works of art	44	(1.7)	29	(1.7)	16	(1.3)	11	(1.1)
View and respond to original works of art at museums or galleries	8	(1.1)	25	(1.4)	39	(1.6)	28	(1.6)
Study, critique, or write about art	36	(1.6)	34	(1.8)	21	(1.5)	9	(1.2)
Provide arts leadership in your community or state	49	(1.5)	28	(1.5)	15	(1.1)	8	(0.9)
Attend workshops with professional artists or arts groups	18	(1.5)	38	(1.5)	25	(1.7)	18	(1.1)
Classroom teacher								
Create or perform works of art	54	(2.1)	28	(1.6)	12	(1.2)	5	(0.8)
Teach one of the arts	87	(1.3)	7	(1.0)	4	(0.6)	1!	(0.4)
View works of art (e.g., attend museums, galleries, musical or theatrical performances, etc.)	15	(1.2)	44	(1.8)	32	(1.5)	9	(1.3)
Study, critique, or write about the arts	86	(1.5)	11	(1.3)	2	(0.6)	1!	(0.3)
Provide arts leadership in your community or state	93	(0.9)	5	(0.7)	2	(0.5)	‡	(†)
Attend workshops with professional artists or art groups	87	(1.2)	11	(1.2)	2	(0.5)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 67. Percent and standard error for public elementary school music specialists reporting that they participated to a moderate or great extent in various activities related to music outside of their school duties, by school characteristics: School year 2009–10

School characteristic	Provide instruction in a musical instrument or voice		Perform as a soloist or member of an ensemble		Compose or arrange music		Conduct community or other ensembles		Attend live musical performances	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	47	(1.8)	64	(1.8)	30	(1.8)	27	(1.3)	78	(1.4)
Enrollment size										
Less than 300	52	(4.5)	71	(3.7)	35	(4.1)	30	(3.8)	74	(3.7)
300 to 499	45	(3.1)	60	(2.6)	30	(2.9)	27	(2.6)	77	(2.0)
500 or more	47	(2.7)	63	(2.6)	29	(2.3)	27	(2.1)	80	(1.9)
Community type										
City	52	(3.6)	64	(3.9)	31	(2.9)	29	(3.2)	77	(3.1)
Suburban	43	(3.0)	63	(3.0)	33	(3.4)	26	(2.7)	82	(2.2)
Town	47	(4.6)	64	(4.1)	26	(3.9)	24	(3.0)	79	(3.0)
Rural	49	(3.0)	64	(3.1)	27	(2.7)	29	(2.8)	73	(2.7)
Region										
Northeast	50	(3.8)	64	(3.7)	39	(4.0)	28	(3.3)	82	(2.9)
Southeast	53	(3.3)	69	(2.4)	31	(2.7)	36	(2.6)	79	(2.8)
Central	44	(3.6)	63	(3.0)	22	(3.1)	25	(2.8)	76	(2.3)
West	44	(3.3)	60	(3.0)	31	(2.6)	23	(2.9)	74	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	48	(4.3)	64	(3.7)	25	(4.5)	28	(4.8)	75	(3.6)
6 to 20 percent	46	(3.5)	65	(4.2)	27	(3.6)	26	(2.4)	80	(2.7)
21 to 49 percent	45	(3.2)	62	(3.0)	30	(3.6)	25	(3.0)	75	(3.0)
50 percent or more	50	(3.1)	63	(2.9)	36	(3.0)	29	(2.6)	80	(2.4)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	48	(3.2)	62	(2.8)	30	(3.3)	26	(2.9)	78	(2.5)
26 to 50 percent	45	(3.5)	62	(3.4)	26	(3.0)	25	(3.0)	75	(2.9)
51 to 75 percent	48	(3.1)	65	(3.0)	33	(3.0)	30	(2.7)	82	(2.5)
76 percent or more	49	(4.1)	68	(3.6)	33	(4.1)	30	(3.1)	79	(3.7)

See notes at end of table.

Table 67. Percent and standard error for public elementary school music specialists reporting that they participated to a moderate or great extent in various activities related to music outside of their school duties, by school characteristics: School year 2009–10—Continued

School characteristic	Study, critique, or write about music		Provide arts leadership in your community or state		Attend workshops with professional artists or arts groups		Attend performances directed by colleagues	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school music specialists	25	(1.8)	24	(1.5)	53	(1.8)	52	(1.9)
Enrollment size								
Less than 300	20	(3.9)	20	(3.0)	47	(3.9)	47	(4.4)
300 to 499	24	(2.7)	23	(2.5)	52	(2.4)	54	(2.6)
500 or more	27	(2.5)	26	(2.1)	57	(2.6)	52	(2.9)
Community type								
City	28	(2.7)	25	(2.6)	57	(3.3)	52	(4.1)
Suburban	30	(2.8)	21	(2.7)	52	(3.3)	52	(3.5)
Town	18	(3.7)	19	(2.9)	48	(4.4)	56	(4.5)
Rural	17	(2.8)	28	(2.7)	52	(3.1)	49	(3.0)
Region								
Northeast	29	(4.0)	22	(2.9)	50	(3.6)	55	(3.8)
Southeast	23	(2.7)	29	(2.5)	56	(3.3)	49	(3.1)
Central	21	(3.3)	22	(2.5)	54	(3.2)	51	(3.2)
West	25	(3.3)	23	(3.1)	53	(3.5)	51	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	16	(4.1)	25	(3.4)	52	(3.7)	54	(3.7)
6 to 20 percent	23	(3.0)	22	(2.8)	51	(3.6)	52	(3.9)
21 to 49 percent	22	(2.5)	22	(2.8)	51	(3.2)	51	(3.8)
50 percent or more	33	(2.9)	26	(2.6)	57	(3.6)	51	(3.5)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	28	(3.1)	24	(3.1)	54	(3.4)	54	(3.6)
26 to 50 percent	19	(3.4)	25	(2.6)	51	(3.5)	51	(3.3)
51 to 75 percent	22	(3.1)	21	(2.5)	52	(3.5)	49	(3.3)
76 percent or more	30	(3.7)	24	(3.4)	56	(3.9)	52	(4.3)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10.

Table 68. Percent and standard error for public elementary school visual arts specialists reporting that they participated to a moderate or great extent in various activities related to visual arts outside of their school duties, by school characteristics: School year 2009–10

School characteristic	Teach art at a studio or gallery		Create works of art		Exhibit works of art		View and respond to original works of art at museums or galleries		Study, critique, or write about art	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	11	(1.1)	69	(1.5)	27	(1.4)	67	(1.4)	30	(1.6)
Enrollment size										
Less than 300	15	(3.4)	72	(3.8)	31	(3.9)	65	(3.3)	31	(4.0)
300 to 499	12	(1.6)	69	(2.6)	26	(2.4)	66	(2.6)	32	(2.6)
500 or more	8	(1.2)	68	(2.3)	26	(1.9)	69	(2.0)	28	(2.3)
Community type										
City	10	(2.2)	69	(3.4)	29	(2.9)	74	(2.5)	30	(3.5)
Suburban	11	(1.9)	67	(2.9)	25	(2.4)	69	(2.4)	32	(2.9)
Town	10!	(3.1)	66	(4.9)	29	(4.9)	61	(4.7)	34	(5.0)
Rural	11	(2.3)	73	(3.0)	26	(3.0)	58	(3.1)	27	(3.0)
Region										
Northeast	12	(2.2)	72	(2.5)	30	(2.4)	72	(2.8)	32	(3.2)
Southeast	9	(1.8)	70	(3.1)	28	(3.1)	66	(2.6)	30	(3.3)
Central	10	(2.2)	66	(3.5)	22	(2.6)	65	(3.1)	29	(3.2)
West	14	(3.2)	68	(3.7)	30	(4.4)	65	(4.1)	33	(4.5)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	10	(2.4)	74	(3.2)	23	(3.4)	59	(3.9)	22	(2.9)
6 to 20 percent	12	(2.2)	68	(3.4)	25	(2.9)	64	(2.7)	33	(3.4)
21 to 49 percent	9	(1.7)	66	(2.9)	26	(2.7)	70	(3.3)	30	(3.1)
50 percent or more	12	(2.2)	69	(2.7)	31	(2.8)	73	(2.5)	35	(3.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	11	(2.1)	67	(3.2)	25	(2.7)	67	(3.3)	31	(3.3)
26 to 50 percent	10	(2.1)	71	(3.1)	26	(2.9)	72	(2.6)	27	(2.7)
51 to 75 percent	12	(2.2)	67	(3.0)	26	(3.3)	61	(3.5)	26	(2.9)
76 percent or more	11	(2.9)	72	(3.7)	33	(3.4)	70	(3.1)	39	(4.1)

See notes at end of table.

Table 68. Percent and standard error for public elementary school visual arts specialists reporting that they participated to a moderate or great extent in various activities related to visual arts outside of their school duties, by school characteristics: School year 2009–10—Continued

School characteristic	Provide arts leadership in your community or state		Attend workshops with professional artists or arts groups	
	Percent	Standard error	Percent	Standard error
All public elementary school visual arts specialists	23	(1.0)	44	(1.8)
Enrollment size				
Less than 300	25	(3.5)	38	(5.1)
300 to 499	24	(2.2)	45	(2.7)
500 or more	21	(2.0)	46	(2.4)
Community type				
City	23	(3.1)	49	(3.9)
Suburban	20	(2.0)	43	(2.8)
Town	27	(4.9)	38	(4.8)
Rural	26	(2.7)	42	(3.6)
Region				
Northeast	25	(2.6)	43	(2.7)
Southeast	23	(2.9)	49	(3.5)
Central	22	(2.2)	40	(2.8)
West	23	(3.7)	45	(4.6)
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	26	(3.3)	41	(4.5)
6 to 20 percent	21	(2.3)	44	(3.3)
21 to 49 percent	22	(2.6)	44	(3.7)
50 percent or more	24	(2.5)	46	(3.1)
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	19	(2.8)	47	(3.1)
26 to 50 percent	24	(2.8)	44	(3.3)
51 to 75 percent	25	(2.9)	40	(3.5)
76 percent or more	26	(2.9)	44	(4.4)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 69. Percent and standard error for public elementary school classroom teachers reporting that they participated to a moderate or great extent in various activities related to the arts outside of their school duties, by school characteristics: School year 2009–10

School characteristic	Create or perform works of art		Teach one of the arts		View works of art (e.g., attend museums, galleries, musical or theatrical performances, etc.)		Study, critique, or write about the arts		Provide arts leadership in your community or state		Attend workshops with professional artists or art groups	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary school classroom teachers	17	(1.4)	5	(0.7)	41	(1.7)	3	(0.7)	2	(0.5)	2	(0.6)
Enrollment size												
Less than 300	21	(4.0)	4!	(1.6)	40	(4.6)	‡	(†)	‡	(†)	‡	(†)
300 to 499	16	(2.5)	5	(1.3)	41	(2.5)	3!	(1.0)	2!	(0.9)	3!	(0.9)
500 or more	17	(2.1)	6	(1.2)	41	(2.6)	3!	(1.2)	2!	(0.7)	2!	(0.8)
Community type												
City	21	(2.7)	8	(1.9)	46	(3.9)	3!	(1.3)	3!	(1.2)	3!	(1.3)
Suburban	15	(2.5)	4	(1.2)	41	(3.2)	4!	(1.2)	‡	(†)	‡	(†)
Town	13	(3.5)	‡	(†)	44	(5.1)	‡	(†)	‡	(†)	‡	(†)
Rural	19	(2.8)	5!	(1.4)	34	(3.4)	3!	(1.4)	3	(1.2)	4!	(1.5)
Region												
Northeast	15	(3.1)	6!	(2.2)	48	(4.3)	‡	(†)	‡	(†)	‡	(†)
Southeast	21	(2.8)	6!	(1.9)	33	(3.1)	6!	(2.0)	3!	(1.3)	‡	(†)
Central	15	(2.7)	‡	(†)	41	(3.2)	‡	(†)	‡	(†)	2!	(1.0)
West	16	(2.8)	6	(1.6)	45	(3.5)	‡	(†)	‡	(†)	2!	(0.8)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	18	(3.6)	‡	(†)	36	(4.4)	‡	(†)	‡	(†)	4!	(1.8)
6 to 20 percent	14	(2.8)	5!	(1.7)	45	(3.4)	4!	(1.6)	‡	(†)	‡	(†)
21 to 49 percent	18	(3.0)	3!	(1.2)	37	(3.5)	2!	(0.8)	2!	(1.0)	‡	(†)
50 percent or more	18	(2.6)	8	(1.7)	43	(3.5)	4!	(1.4)	‡	(†)	2!	(0.9)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	15	(2.8)	6!	(2.0)	41	(3.4)	3!	(1.3)	‡	(†)	‡	(†)
26 to 50 percent	15	(2.8)	3!	(1.2)	39	(3.7)	2!	(1.0)	‡	(†)	‡	(†)
51 to 75 percent	20	(2.8)	4!	(1.4)	43	(3.6)	‡	(†)	‡	(†)	‡	(1.0)
76 percent or more	18	(2.9)	8	(2.1)	40	(3.9)	4!	(1.8)	2!	(1.3)	‡	(†)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 102C, 2009–10.

Detailed Tables for Secondary Schools and Teachers
2009–10 Survey Data

Secondary Schools

Table 70. Percent and standard error for public secondary schools reporting whether various arts subjects were taught at the school, by school characteristics: School year 2008–09

School characteristic	Music		Visual arts		Dance		Drama/theatre	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	91	(1.1)	89	(1.2)	12	(0.8)	45	(1.7)
Enrollment size								
Less than 500	81	(2.5)	81	(2.5)	4	(1.1)	30	(2.9)
500 to 999	97	(0.9)	93	(1.4)	10	(1.3)	43	(2.7)
1,000 or more	98	(0.8)	96	(1.3)	30	(2.1)	72	(2.0)
Community type								
City	87	(2.7)	89	(2.3)	17	(2.8)	55	(3.6)
Suburban	97	(1.3)	94	(1.6)	20	(2.2)	49	(2.9)
Town	94	(2.4)	92	(2.4)	10	(2.4)	44	(3.6)
Rural	88	(1.9)	84	(2.4)	6	(1.1)	37	(2.4)
Region								
Northeast	96	(1.9)	97	(1.6)	12	(2.6)	41	(2.9)
Southeast	89	(2.4)	83	(2.6)	14	(1.8)	42	(2.8)
Central	99	(0.5)	94	(1.6)	7	(1.5)	34	(2.7)
West	82	(2.6)	84	(2.6)	16	(1.9)	58	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	97	(1.5)	92	(2.1)	6	(1.3)	32	(3.1)
6 to 20 percent	94	(1.7)	93	(2.0)	11	(1.8)	48	(3.0)
21 to 49 percent	87	(2.8)	86	(2.9)	12	(2.0)	50	(3.5)
50 percent or more	86	(2.6)	85	(2.7)	19	(2.2)	49	(3.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	96	(1.8)	95	(1.4)	14	(1.5)	56	(3.0)
26 to 50 percent	95	(1.4)	91	(1.6)	13	(1.7)	41	(2.3)
51 to 75 percent	86	(2.7)	85	(2.6)	10	(1.5)	47	(3.8)
76 percent or more	81	(4.6)	80	(5.2)	13	(3.1)	28	(3.7)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked whether various arts subjects were taught in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 71. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the number of different types of arts courses taught, by school characteristics: School year 2008–09

School characteristic	Music ¹						Visual arts ²					
	1 or 2 courses		3 or 4 courses		5 or more courses		1 or 2 courses		3 or 4 courses		5 or more courses	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	24	(1.5)	30	(1.7)	46	(1.9)	28	(1.5)	32	(1.5)	40	(1.7)
Enrollment size												
Less than 500	44	(3.1)	33	(2.8)	23	(3.2)	41	(3.1)	35	(3.1)	24	(2.7)
500 to 999	15	(1.9)	34	(2.6)	50	(2.8)	25	(1.9)	35	(2.5)	40	(2.3)
1,000 or more	6	(1.3)	20	(2.0)	74	(2.3)	14	(2.2)	22	(2.2)	64	(2.6)
Community type												
City	18	(3.2)	26	(3.0)	56	(3.5)	34	(3.3)	27	(3.1)	39	(3.0)
Suburban	12	(2.2)	27	(2.9)	62	(3.7)	24	(2.3)	28	(3.1)	48	(2.9)
Town	20	(4.5)	36	(3.7)	45	(4.1)	20	(3.3)	36	(4.3)	44	(3.8)
Rural	37	(2.8)	32	(2.8)	31	(3.2)	32	(2.5)	35	(3.1)	33	(3.1)
Region												
Northeast	16	(3.8)	21	(3.5)	62	(3.9)	21	(3.4)	29	(3.7)	50	(4.3)
Southeast	24	(3.3)	30	(3.3)	46	(3.3)	30	(3.2)	36	(3.2)	34	(3.6)
Central	26	(2.9)	32	(3.0)	42	(3.1)	22	(2.8)	33	(3.2)	46	(3.4)
West	26	(3.2)	33	(3.1)	41	(3.1)	38	(2.7)	30	(2.8)	33	(2.4)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	33	(3.4)	31	(3.2)	37	(3.9)	27	(3.2)	31	(3.3)	42	(2.8)
6 to 20 percent	19	(3.3)	26	(3.1)	54	(3.5)	18	(2.2)	36	(3.5)	46	(3.5)
21 to 49 percent	17	(2.7)	33	(3.3)	50	(4.0)	24	(3.7)	39	(3.9)	37	(3.3)
50 percent or more	25	(3.0)	30	(3.1)	45	(3.3)	43	(2.9)	22	(2.3)	35	(3.1)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	16	(2.5)	22	(2.5)	62	(2.7)	14	(2.6)	30	(3.6)	56	(3.7)
26 to 50 percent	24	(2.1)	34	(2.7)	43	(3.1)	26	(2.6)	37	(2.7)	37	(2.7)
51 to 75 percent	29	(2.4)	30	(2.8)	41	(2.9)	35	(3.4)	29	(3.6)	36	(3.2)
76 percent or more	30	(5.7)	35	(5.7)	35	(4.2)	52	(4.1)	26	(4.1)	22	(3.7)

See notes at end of table.

Table 71. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the number of different types of arts courses taught, by school characteristics: School year 2008–09—Continued

School characteristic	Dance ³						Drama/theatre ⁴					
	1 or 2 courses		3 or 4 courses		5 or more courses		1 or 2 courses		3 or 4 courses		5 or more courses	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	57	(3.6)	30	(3.7)	13	(2.7)	63	(1.9)	26	(1.6)	11	(1.4)
Enrollment size												
Less than 500	78	(12.6)	‡	(†)	‡	(†)	86	(4.0)	12	(3.3)	1!	(1.5)
500 to 999	61	(8.6)	31	(7.7)	‡	(†)	68	(3.6)	24	(3.5)	8!	(2.3)
1,000 or more	50	(4.9)	33	(3.7)	17	(4.0)	42	(3.6)	37	(3.1)	20	(2.4)
Community type												
City	54	(8.0)	25	(5.4)	21!	(6.5)	50	(4.3)	32	(3.5)	18	(3.3)
Suburban	53	(5.5)	35	(5.5)	12	(3.3)	58	(4.2)	28	(4.1)	13	(2.4)
Town	68	(11.1)	27!	(11.3)	‡	(†)	74	(5.3)	17	(4.0)	9!	(3.6)
Rural	60	(11.7)	29!	(9.7)	‡	(†)	72	(3.1)	23	(3.1)	4!	(1.6)
Region												
Northeast	69	(8.4)	22!	(7.9)	‡	(†)	70	(5.5)	20	(4.5)	10	(2.9)
Southeast	59	(7.9)	30	(7.9)	11!	(4.6)	62	(4.3)	27	(4.5)	11	(2.7)
Central	58	(10.7)	24!	(10.5)	18!	(7.9)	65	(4.6)	26	(4.6)	9	(2.1)
West	50	(6.2)	36	(6.5)	15	(4.3)	60	(3.6)	27	(2.8)	12	(2.3)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	82	(10.1)	‡	(†)	‡	(†)	79	(4.3)	17	(3.8)	4!	(2.0)
6 to 20 percent	56	(9.1)	32	(8.8)	12!	(5.3)	61	(3.1)	30	(3.1)	9	(2.1)
21 to 49 percent	57	(7.9)	30	(7.3)	13!	(4.3)	54	(4.4)	28	(3.6)	18	(3.1)
50 percent or more	50	(6.3)	32	(5.3)	18	(4.8)	64	(4.0)	25	(3.4)	11	(2.0)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	55	(6.9)	25	(5.8)	20	(5.2)	57	(4.2)	29	(3.3)	14	(2.7)
26 to 50 percent	65	(6.5)	28	(6.8)	‡	(†)	63	(3.4)	28	(3.2)	9	(1.9)
51 to 75 percent	41	(10.1)	40	(8.9)	18!	(6.8)	67	(3.7)	22	(3.2)	11	(2.6)
76 percent or more	62	(10.6)	31!	(10.1)	‡	(†)	72	(7.0)	20!	(6.3)	7!	(3.7)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 91 percent of public secondary schools that offered music during regular school hours in the 2008–09 school year.

² Percents are based on the 89 percent of public secondary schools that offered visual arts during regular school hours in the 2008–09 school year.

³ Percents are based on the 12 percent of public secondary schools that offered dance during regular school hours in the 2008–09 school year.

⁴ Percents are based on the 45 percent of public secondary schools that offered drama/theatre during regular school hours in the 2008–09 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Detail may not sum to totals because of rounding. Respondents were asked to report course information for the 2008–09 school year. The 2009–10 survey asked about course offerings in the previous school year and schools were instructed to count different sections of the same course as one course.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 72. Among public secondary schools that offered instruction in various arts subjects, number and standard error for total course enrollments in various arts subjects, and of those enrollments, percent and standard error accounted for by the various arts subject areas, by school characteristics: School year 2008–09

School characteristic	Total enrollments in arts education courses		Percent of total arts education enrollments: ¹							
			Music		Visual arts		Dance		Drama/theatre	
	Number (in millions)	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	16.76	(409,000)	43	(0.5)	46	(0.5)	3	(0.4)	8	(0.4)
Enrollment size										
Less than 500	3.18	(185,000)	45	(1.2)	46	(1.0)	2!	(0.7)	7	(1.2)
500 to 999	6.71	(230,000)	46	(0.8)	45	(0.8)	2	(0.5)	7	(0.7)
1,000 or more	6.86	(265,000)	39	(0.9)	46	(1.0)	5	(0.6)	10	(0.6)
Community type										
City	3.92	(160,000)	42	(1.1)	44	(1.2)	4	(0.6)	10	(0.8)
Suburban	6.41	(298,000)	41	(0.9)	47	(0.9)	4	(0.7)	8	(0.7)
Town	2.04	(144,000)	45	(1.2)	46	(1.0)	2!	(0.8)	7	(0.9)
Rural	4.01	(192,000)	45	(1.1)	45	(0.9)	2	(0.6)	7	(1.1)
Region										
Northeast	4.24	(339,000)	44	(1.0)	49	(1.2)	3!	(0.8)	4	(0.7)
Southeast	3.0	(284,000)	44	(1.1)	44	(0.9)	3	(0.5)	8	(0.8)
Central	4.65	(317,000)	45	(1.1)	47	(1.0)	2!	(0.7)	6	(0.7)
West	4.26	(256,000)	38	(1.3)	43	(1.1)	5	(0.6)	14	(0.9)
Percent combined enrollment of Black and other races/ethnicities²										
Less than 6 percent	3.32	(264,000)	44	(0.9)	47	(1.1)	2!	(1.0)	6	(0.8)
6 to 20 percent	5.04	(325,000)	45	(0.8)	47	(0.9)	3	(0.6)	6	(0.5)
21 to 49 percent	3.71	(246,000)	42	(1.1)	46	(0.9)	2	(0.4)	10	(0.9)
50 percent or more	4.69	(310,000)	41	(1.4)	43	(1.0)	5	(0.8)	10	(1.0)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	6.03	(316,000)	42	(0.7)	47	(0.8)	3	(0.6)	8	(0.8)
26 to 50 percent	5.49	(398,000)	45	(0.8)	45	(0.9)	3	(0.5)	8	(0.6)
51 to 75 percent	3.62	(251,000)	42	(1.3)	45	(1.4)	3	(0.8)	10	(1.0)
76 percent or more	1.62	(183,000)	44	(2.0)	45	(1.7)	4!	(0.4)	7	(1.1)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percents are based on total course enrollments in arts education courses.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The 2009–10 survey asked about student enrollment in arts subjects during the previous school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 73. Among public secondary schools that offered instruction in various arts subjects, number and standard error for teachers on staff reported as arts instructors who taught various arts subjects, and of those teachers, percent and standard error for those who were arts specialists and other arts instructors, by teaching status and school characteristics: School year 2008–09

School characteristic	Music ¹									
	Number of music instructors		Percent of instructors who were arts specialists						Other music instructors	
			Full or part time		Full time		Part time			
	Number	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	65,840	(1,378)	97	(0.5)	81	(1.0)	15	(0.9)	3	(0.5)
Enrollment size										
Less than 500	18,640	(731)	97	(1.2)	81	(2.6)	16	(2.0)	3	(1.2)
500 to 999	24,030	(792)	96	(1.0)	79	(1.7)	17	(1.6)	4	(1.0)
1,000 or more	23,180	(662)	97	(0.7)	84	(1.4)	13	(1.3)	3	(0.7)
Community type										
City	14,440	(678)	98	(0.7)	79	(2.4)	19	(2.2)	2	(0.7)
Suburban	21,030	(946)	97	(1.0)	81	(1.6)	15	(1.5)	3	(0.7)
Town	10,640	(645)	95	(1.5)	80	(2.6)	15	(2.5)	5	(1.5)
Rural	19,730	(841)	97	(1.2)	84	(2.1)	13	(1.5)	3	(1.2)
Region										
Northeast	13,660	(1,072)	96	(1.6)	81	(2.2)	15	(1.9)	4	(1.6)
Southeast	13,880	(1,014)	96	(0.9)	81	(2.2)	15	(2.0)	4	(0.9)
Central	20,030	(1,181)	98	(0.8)	84	(1.8)	14	(1.6)	2	(0.8)
West	18,280	(1,160)	96	(1.0)	79	(2.5)	17	(2.3)	4	(1.0)
Percent combined enrollment of Black and other races/ethnicities⁵										
Less than 6 percent	14,800	(1,039)	98	(1.3)	83	(2.4)	15	(2.0)	2	(1.3)
6 to 20 percent	18,840	(1,074)	97	(1.1)	80	(1.8)	17	(1.5)	3	(1.1)
21 to 49 percent	15,400	(1,996)	95	(1.4)	79	(2.5)	16	(2.0)	5	(1.4)
50 percent or more	16,810	(991)	98	(0.7)	84	(1.7)	13	(1.6)	2	(0.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	21,500	(1,197)	96	(1.3)	79	(1.8)	16	(1.6)	4	(1.3)
26 to 50 percent	23,250	(1,425)	98	(0.7)	83	(1.6)	16	(1.5)	2	(0.7)
51 to 75 percent	14,480	(904)	97	(1.0)	82	(2.1)	15	(1.9)	3	(1.0)
76 percent or more	6,620	(712)	96	(1.5)	82	(3.6)	14	(3.2)	4	(1.5)

See notes at end of table.

Table 73. Among public secondary schools that offered instruction in various arts subjects, number and standard error for teachers on staff reported as arts instructors who taught various arts subjects, and of those teachers, percent and standard error for those who were arts specialists and other arts instructors, by teaching status and school characteristics: School year 2008–09—Continued

School characteristic	Visual arts ²									
	Number of visual arts instructors		Percent of visual arts instructors who were arts specialists						Other visual arts instructors	
			Full or part time		Full time		Part time			
	Number	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	49,700	(1,151)	94	(1.1)	86	(1.4)	8	(0.7)	6	(1.1)
Enrollment size										
Less than 500	13,580	(746)	95	(1.2)	76	(3.7)	12	(1.8)	5	(1.2)
500 to 999	15,250	(583)	97	(0.8)	86	(1.4)	9	(1.2)	3	(0.8)
1,000 or more	20,870	(648)	94	(1.1)	92	(1.0)	5	(0.7)	6	(1.1)
Community type										
City	11,140	(475)	97	(0.9)	89	(1.8)	8	(1.5)	3	(0.9)
Suburban	16,500	(776)	96	(1.4)	89	(1.7)	7	(0.9)	4	(1.4)
Town	7,140	(373)	94	(1.9)	85	(2.5)	9	(1.8)	6	(1.9)
Rural	14,930	(883)	90	(2.9)	81	(3.4)	9	(1.5)	10	(2.9)
Region										
Northeast	12,390	(882)	93	(3.5)	85	(3.8)	8	(1.5)	7	(3.5)
Southeast	9,570	(672)	94	(1.5)	87	(2.0)	7	(1.6)	6	(1.5)
Central	13,240	(816)	98	(0.8)	87	(1.9)	11	(1.7)	2	(0.8)
West	14,500	(866)	91	(2.0)	85	(2.4)	6	(1.2)	9	(2.0)
Percent combined enrollment of Black and other races/ethnicities⁵										
Less than 6 percent	10,920	(870)	92	(3.8)	81	(4.9)	11	(2.0)	8	(3.8)
6 to 20 percent	13,820	(896)	96	(1.2)	87	(1.5)	8	(1.1)	4	(1.2)
21 to 49 percent	11,270	(761)	94	(1.8)	86	(2.1)	8	(1.5)	6	(1.8)
50 percent or more	13,700	(751)	95	(1.4)	89	(2.0)	5	(1.3)	5	(1.4)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	17,410	(1,037)	94	(2.4)	85	(2.9)	9	(1.2)	6	(2.4)
26 to 50 percent	16,330	(917)	96	(1.0)	89	(1.6)	7	(1.2)	4	(1.0)
51 to 75 percent	11,160	(648)	92	(1.9)	84	(2.2)	9	(1.5)	8	(1.9)
76 percent or more	4,800	(478)	93	(2.5)	88	(3.6)	5!	(2.4)	7	(2.3)

See notes at end of table.

Table 73. Among public secondary schools that offered instruction in various arts subjects, number and standard error for teachers on staff reported as arts instructors who taught various arts subjects, and of those teachers, percent and standard error for those who were arts specialists and other arts instructors, by teaching status and school characteristics: School year 2008–09—Continued

School characteristic	Dance ³									
	Number of dance instructors		Percent of dance instructors who were arts specialists						Other dance instructors	
			Full or part time		Full time		Part time			
	Number	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	5,630	(452)	69	(4.0)	56	(3.4)	13	(2.5)	31	(4.0)
Enrollment size										
Less than 500	680!	(213)	61	(15.4)	33!	(13.8)	28!	(10.0)	39	(15.4)
500 to 999	1,640	(263)	48	(10.4)	34	(8.4)	13!	(6.5)	52	(10.4)
1,000 or more	3,310	(286)	81	(4.1)	72	(4.6)	9	(2.4)	19	(4.1)
Community type										
City	1,700	(311)	82	(4.9)	64	(6.7)	19!	(5.9)	18	(4.9)
Suburban	2,300	(305)	63	(6.2)	55	(5.8)	8!	(2.7)	37	(6.2)
Town	730	(218)	64	(14.2)	53	(9.9)	‡	(†)	36	(14.2)
Rural	900	(192)	61	(11.6)	48	(10.0)	‡	(†)	39	(11.6)
Region										
Northeast	930	(248)	49	(11.9)	39	(9.7)	‡	(†)	51	(11.9)
Southeast	1,220	(183)	65	(8.8)	58	(9.0)	‡	(†)	35	(8.8)
Central	1,090	(262)	59	(13.8)	43	(9.9)	‡	(†)	41	(13.8)
West	2,390	(306)	83	(4.6)	67	(5.0)	16	(3.5)	17	(4.6)
Percent combined enrollment of Black and other races/ethnicities⁵										
Less than 6 percent	730	(201)	40!	(16.0)	29!	(10.5)	‡	(†)	60!	(16.0)
6 to 20 percent	1,240	(215)	60	(9.9)	52	(8.3)	‡	(†)	40	(9.9)
21 to 49 percent	1,100	(197)	69	(6.9)	52	(7.4)	17!	(6.5)	31	(6.9)
50 percent or more	2,560	(354)	81	(4.6)	68	(5.3)	13!	(4.1)	19	(4.6)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	1,880	(277)	60	(8.7)	48	(6.7)	12!	(3.9)	40	(8.7)
26 to 50 percent	1,710	(266)	66	(8.1)	54	(5.8)	11!	(5.1)	34	(8.1)
51 to 75 percent	1,190	(207)	82	(7.3)	66	(9.7)	‡	(†)	18	(7.3)
76 percent or more	850	(240)	78	(7.3)	65	(11.7)	‡	(†)	22	(7.3)

See notes at end of table.

Table 73. Among public secondary schools that offered instruction in various arts subjects, number and standard error for teachers on staff reported as arts instructors who taught various arts subjects, and of those teachers, percent and standard error for those who were arts specialists and other arts instructors, by teaching status and school characteristics: School year 2008–09—Continued

School characteristic	Drama/theatre ⁴									
	Number of drama/theatre instructors		Percent of drama/theatre instructors who were arts specialists						Other drama/theatre instructors	
			Full or part time		Full time		Part time			
	Number	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	18,050	(934)	73	(3.0)	64	(2.8)	9	(1.4)	27	(3.0)
Enrollment size										
Less than 500	5,490	(755)	61	(7.6)	53	(6.9)	8!	(2.4)	39	(7.6)
500 to 999	5,330	(397)	71	(3.7)	60	(3.5)	12	(3.2)	29	(3.7)
1,000 or more	7,230	(230)	84	(2.1)	77	(2.4)	7	(1.4)	16	(2.1)
Community type										
City	4,620	(338)	81	(4.0)	68	(4.7)	13	(3.4)	19	(4.0)
Suburban	4,950	(326)	81	(3.3)	72	(3.6)	9	(1.8)	19	(3.3)
Town	2,720	(282)	68	(6.5)	59	(6.1)	9!	(3.3)	32	(6.5)
Rural	5,750	(689)	63	(7.5)	58	(7.2)	5!	(1.7)	37	(7.5)
Region										
Northeast	3,160	(577)	65	(1.1)	55	(9.4)	10!	(3.7)	35	(1.1)
Southeast	3,730	(370)	64	(4.8)	56	(4.7)	8	(2.4)	36	(4.8)
Central	3,950	(381)	82	(4.4)	73	(4.6)	10!	(3.3)	18	(4.4)
West	7,210	(552)	76	(3.7)	68	(3.8)	8	(1.8)	34	(3.7)
Percent combined enrollment of Black and other races/ethnicities⁵										
Less than 6 percent	3,570	(593)	54	(9.9)	46	(8.8)	8!	(3.2)	46	(9.9)
6 to 20 percent	4,940	(498)	75	(5.3)	67	(4.7)	8!	(2.5)	25	(5.3)
21 to 49 percent	4,300	(427)	77	(4.2)	69	(4.0)	7	(1.9)	23	(4.2)
50 percent or more	5,230	(418)	81	(2.7)	70	(3.7)	11	(3.0)	19	(2.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	6,190	(723)	70	(6.2)	59	(5.2)	10	(2.6)	30	(6.2)
26 to 50 percent	5,590	(470)	74	(4.6)	68	(5.4)	6	(1.6)	26	(4.6)
51 to 75 percent	4,830	(438)	76	(4.5)	65	(4.7)	10!	(3.4)	24	(4.5)
76 percent or more	1,440	(240)	75	(6.9)	66	(9.0)	‡	(†)	25	(6.9)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 91 percent of public secondary schools that offered music during regular school hours in the 2008–09 school year.

² Percents are based on the 89 percent of public secondary schools that offered visual arts during regular school hours in the 2008–09 school year.

³ Percents are based on the 12 percent of public secondary schools that offered dance during regular school hours in the 2008–09 school year.

⁴ Percents are based on the 45 percent of public secondary schools that offered drama/theatre during regular school hours in the 2008–09 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The 2009–10 survey asked secondary school principals about their 2008–09 staff who provided instruction in the arts. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 74. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the primary space used for instruction and district curriculum guides for the arts subjects: School year 2009–10

Space and curriculum for instruction ⁵	Music ¹		Visual arts ¹		Dance ¹		Drama/theatre ¹	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Primary space used for instruction								
Dedicated room(s) with special equipment	91	(1.0)	92	(1.1)	45	(4.1)	52	(2.3)
Dedicated room(s) with no special equipment	6	(0.9)	5	(0.8)	14	(2.9)	22	(2.2)
Gymnasium, auditorium, or cafeteria	3	(0.6)	1!	(0.5)	39	(3.4)	22	(2.1)
Other	1!	(0.3)	‡	(†)	3!	(1.2)	4	(0.9)
Had district written curriculum guide that teachers were expected to follow								
Yes	81	(1.4)	83	(1.5)	66	(4.1)	72	(2.1)
No	19	(1.4)	17	(1.5)	34	(4.1)	28	(2.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

⁵ Percents for each subject area are based on the percentage of public secondary schools that offered music (90 percent), visual arts (91 percent), dance (16 percent), and drama/theatre (46 percent) during regular school hours in the 2009–10 school year. The 2009–10 survey asked about the primary space used for instruction and district curriculum guides during the current school year.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 75. Among public secondary schools that offered instruction in various arts subjects, percent and standard error reporting that dedicated rooms with special equipment were the primary space used for teaching the arts subjects, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ¹		Dance ¹		Drama/theatre ¹	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	91	(1.0)	92	(1.1)	45	(4.1)	52	(2.3)
Enrollment size								
Less than 500	87	(2.3)	90	(2.4)	‡	(†)	35	(4.2)
500 to 999	92	(1.6)	93	(1.4)	29	(6.8)	51	(4.1)
1,000 or more	94	(1.3)	95	(1.3)	68	(4.7)	64	(3.2)
Community type								
City	90	(2.0)	87	(2.8)	48	(7.2)	66	(4.0)
Suburban	92	(1.7)	95	(1.6)	65	(6.0)	60	(4.5)
Town	92	(2.3)	96	(1.5)	‡	(†)	51	(6.4)
Rural	89	(2.1)	92	(1.9)	28	(6.3)	34	(3.9)
Region								
Northeast	88	(2.3)	93	(2.3)	49	(7.9)	42	(5.4)
Southeast	88	(2.7)	88	(2.4)	42	(7.6)	54	(4.6)
Central	93	(1.9)	97	(1.5)	38	(8.6)	46	(5.8)
West	92	(1.7)	91	(2.2)	49	(6.6)	57	(4.1)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	89	(2.6)	94	(1.9)	13!	(5.7)	35	(5.9)
6 to 20 percent	93	(1.6)	96	(1.5)	34	(7.8)	46	(3.8)
21 to 49 percent	92	(2.0)	93	(2.1)	48	(9.1)	56	(4.7)
50 percent or more	89	(2.0)	87	(2.3)	62	(5.6)	62	(3.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	94	(1.5)	97	(1.5)	51	(6.4)	50	(4.0)
26 to 50 percent	90	(1.8)	95	(1.6)	34	(5.5)	48	(4.5)
51 to 75 percent	89	(2.2)	89	(2.1)	52	(7.4)	58	(4.6)
76 percent or more	86	(3.3)	85	(3.7)	52	(9.9)	52	(8.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents for each subject area are based on the percentage of public secondary schools that offered music (90 percent), visual arts (91 percent), dance (16 percent), and drama/theatre (46 percent) during regular school hours in the 2009–10 school year. The 2009–10 survey asked about the primary space used for instruction during the current school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The questionnaire wording was “Which of the following statements **best** describes the space used for teaching the subject at your school this school year?”

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 76. Among public secondary schools that offered instruction in various arts subjects, percent and standard error reporting that their district had a written curriculum guide that teachers were expected to follow, by school characteristics: School year 2009–10

School characteristic	Music ¹		Visual arts ¹		Dance ¹		Drama/theatre ¹	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	81	(1.4)	83	(1.5)	66	(4.1)	72	(2.1)
Enrollment size								
Less than 500	81	(2.7)	81	(2.9)	51	(12.0)	64	(4.8)
500 to 999	79	(2.2)	82	(2.5)	63	(7.7)	68	(4.1)
1,000 or more	86	(2.2)	88	(1.9)	74	(4.3)	83	(2.8)
Community type								
City	83	(3.1)	84	(3.1)	66	(6.0)	72	(3.9)
Suburban	85	(2.2)	88	(1.9)	74	(4.7)	79	(3.5)
Town	79	(3.5)	80	(3.7)	70	(12.3)	71	(5.9)
Rural	79	(2.7)	80	(2.9)	56	(9.2)	69	(4.2)
Region								
Northeast	90	(2.5)	91	(2.4)	67	(11.7)	75	(4.1)
Southeast	83	(2.8)	86	(2.6)	79	(6.0)	83	(3.5)
Central	86	(2.3)	84	(2.7)	49	(10.1)	69	(4.2)
West	71	(3.1)	75	(3.3)	65	(7.0)	67	(3.7)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	85	(3.1)	82	(3.5)	55	(11.1)	74	(5.6)
6 to 20 percent	85	(2.4)	88	(2.4)	60	(8.0)	79	(3.3)
21 to 49 percent	76	(3.2)	82	(2.5)	63	(8.5)	67	(5.1)
50 percent or more	78	(2.7)	79	(2.5)	76	(5.2)	70	(3.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	86	(1.9)	87	(2.0)	67	(5.6)	75	(3.8)
26 to 50 percent	83	(2.4)	84	(2.4)	57	(6.9)	67	(4.5)
51 to 75 percent	78	(2.7)	79	(3.2)	77	(7.5)	77	(4.3)
76 percent or more	74	(4.5)	78	(4.2)	74	(14.7)	66	(8.2)

¹ Percents for each subject area are based on the percentage of public secondary schools that offered music (90 percent), visual arts (91 percent), dance (16 percent), and drama/theatre (46 percent) during regular school hours in the 2009–10 school year. The 2009–10 survey asked about district curriculum guides during the current school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 77. Percent and standard error for public secondary schools reporting that students took arts classes that were taught at another location, and of those schools, percent and standard error reporting the class location, by school characteristics: School year 2008–09

School characteristic	Schools reporting students took arts classes at another location		Classes offered at: ¹									
			Other schools		Performing arts studios or stages		Museums or galleries		Local arts centers		Other	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	8	(0.8)	56	(5.9)	19!	(5.9)	‡	(†)	14!	(5.8)	28	(5.5)
Enrollment size												
Less than 500	6	(1.2)	60	(13.8)	25!	(11.3)	‡	(†)	‡	(†)	25!	(11.5)
500 to 999	6	(1.3)	55	(12.2)	‡	(†)	‡	(†)	23!	(†)	27!	(11.0)
1,000 or more	13	(1.8)	52	(7.4)	18!	(5.6)	‡	(†)	‡	(†)	32	(7.1)
Community type												
City	11	(2.3)	55	(9.7)	‡	(†)	‡	(†)	‡	(†)	25!	(7.7)
Suburban	7	(1.3)	51	(11.5)	36!	(11.5)	‡	(†)	‡	(†)	‡	(†)
Town	11	(2.7)	49	(14.5)	‡	(†)	‡	(†)	24!	(11.2)	40!	(13.8)
Rural	5	(1.3)	66	(14.2)	‡	(†)	‡	(†)	‡	(†)	34!	(14.2)
Region												
Northeast	7	(1.9)	56	(13.0)	42!	(12.9)	‡	(†)	‡	(†)	‡	(†)
Southeast	7	(1.5)	67	(13.1)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Central	10	(1.9)	62	(9.6)	‡	(†)	‡	(†)	‡	(†)	33	(9.6)
West	7	(1.3)	37	(9.3)	25!	(11.0)	‡	(†)	26!	(10.9)	41	(9.4)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	8	(1.9)	61	(15.5)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
6 to 20 percent	8	(1.7)	54	(12.0)	15!	(7.1)	‡	(†)	‡	(†)	36!	(12.1)
21 to 49 percent	8	(2.0)	46	(11.4)	‡	(†)	‡	(†)	‡	(†)	28!	(10.9)
50 percent or more	7	(1.5)	61	(9.7)	18!	(8.0)	‡	(†)	‡	(†)	27!	(9.1)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	10	(1.6)	49	(11.1)	26!	(9.3)	‡	(†)	‡	(†)	26!	(9.8)
26 to 50 percent	9	(1.5)	55	(11.3)	‡	(†)	‡	(†)	‡	(†)	31!	(9.7)
51 to 75 percent	6	(1.3)	62	(12.3)	‡	(†)	‡	(†)	‡	(†)	33!	(12.2)
76 percent or more	4!	(2.0)	66!	(21.1)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Based on the 8 percent of public secondary schools that reported students taking arts classes that were taught at another location.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked to report whether, during the 2008–09 school year, students took arts classes that were taught at another location.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 78. Percent and standard error for public secondary schools that offered instruction in creative writing, and of those schools, percent and standard error for reporting various ways that creative writing was taught or included in the school curriculum, by school characteristics: School year 2009–10

School characteristic	Offered instruction in creative writing		Various ways that creative writing was taught: ¹							
			Separate courses in creative writing		Processes and techniques in creative writing were taught in courses offered by the English department		Creative writing activities and instruction were integrated into other areas of the curriculum		Other way(s) of teaching creative writing	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	96	(0.6)	31	(1.6)	89	(1.2)	76	(1.4)	3	(0.7)
Enrollment size										
Less than 500	95	(1.2)	29	(2.6)	88	(2.2)	75	(2.4)	2!	(1.0)
500 to 999	96	(1.0)	22	(2.1)	88	(1.9)	77	(2.0)	3!	(1.1)
1,000 or more	97	(0.8)	47	(2.7)	90	(1.7)	74	(2.3)	3	(1.0)
Community type										
City	95	(1.4)	29	(3.0)	86	(2.6)	74	(3.4)	2!	(0.9)
Suburban	97	(1.3)	35	(2.5)	89	(2.2)	75	(2.8)	4	(1.2)
Town	98	(1.2)	26	(3.6)	89	(2.9)	77	(3.8)	‡	(†)
Rural	96	(1.2)	32	(3.1)	90	(1.9)	76	(2.1)	3!	(1.2)
Region										
Northeast	97	(1.6)	41	(3.9)	93	(2.2)	81	(3.1)	4!	(1.3)
Southeast	95	(1.6)	26	(3.3)	88	(2.2)	78	(2.6)	2!	(0.8)
Central	96	(1.3)	35	(3.7)	91	(1.9)	74	(2.7)	4!	(1.8)
West	96	(1.1)	27	(2.9)	85	(2.2)	72	(3.3)	2!	(0.8)
Percent combined enrollment of Black and other races/ethnicities²										
Less than 6 percent	96	(1.5)	37	(3.8)	92	(2.2)	77	(3.0)	4!	(†)
6 to 20 percent	98	(0.9)	32	(2.6)	91	(1.7)	72	(3.1)	3!	(1.1)
21 to 49 percent	96	(1.6)	31	(3.5)	89	(2.3)	75	(2.7)	3!	(1.0)
50 percent or more	95	(1.2)	26	(3.3)	84	(2.3)	78	(2.9)	2!	(0.7)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	97	(1.1)	43	(3.2)	91	(1.4)	74	(2.8)	2!	(0.8)
26 to 50 percent	95	(0.9)	29	(2.8)	90	(1.8)	76	(2.4)	4!	(1.5)
51 to 75 percent	95	(1.3)	25	(3.0)	86	(2.5)	77	(3.0)	2!	(0.7)
76 percent or more	96	(1.7)	28	(5.2)	88	(3.5)	78	(3.2)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Creative writing is defined as an instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 79. Percent and standard error for public secondary schools reporting that they sponsored various supplemental arts education programs, by school characteristics: School year 2008–09

School characteristic	Artist-in-Residence/ Artist-in-the-School		Visiting artist(s)		Field trips to art galleries or museums		Field trips to arts performances		School performances or presentations	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	14	(1.1)	30	(1.6)	62	(1.8)	70	(2.1)	91	(1.0)
Enrollment size										
Less than 500	11	(1.7)	25	(3.0)	63	(3.5)	65	(3.6)	88	(1.9)
500 to 999	15	(2.3)	30	(2.5)	56	(2.5)	68	(2.6)	92	(1.5)
1,000 or more	20	(2.0)	38	(2.3)	70	(2.2)	79	(2.4)	97	(0.9)
Community type										
City	19	(2.5)	33	(3.1)	68	(3.0)	76	(3.0)	93	(2.7)
Suburban	18	(2.5)	35	(3.3)	68	(3.3)	77	(2.8)	93	(1.8)
Town	14	(3.1)	26	(3.6)	56	(4.6)	67	(5.0)	93	(2.1)
Rural	10	(1.8)	26	(2.7)	59	(3.5)	62	(3.4)	89	(1.5)
Region										
Northeast	25	(3.6)	41	(4.6)	72	(3.1)	75	(3.3)	92	(2.5)
Southeast	16	(2.7)	29	(3.0)	59	(3.9)	70	(3.6)	88	(2.3)
Central	13	(2.3)	29	(3.2)	63	(2.7)	70	(3.6)	94	(1.5)
West	9	(1.4)	25	(2.8)	59	(3.5)	66	(3.7)	91	(1.6)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	12	(2.1)	30	(3.2)	61	(3.4)	67	(4.0)	92	(1.9)
6 to 20 percent	18	(2.5)	31	(3.3)	68	(2.8)	72	(3.5)	94	(1.7)
21 to 49 percent	13	(2.1)	30	(3.5)	63	(3.3)	72	(3.0)	90	(2.1)
50 percent or more	14	(2.1)	28	(2.2)	59	(3.4)	67	(3.4)	90	(2.4)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	18	(2.4)	38	(3.1)	69	(3.0)	72	(3.5)	94	(1.3)
26 to 50 percent	16	(2.1)	27	(2.5)	64	(2.8)	72	(2.6)	93	(1.3)
51 to 75 percent	9	(1.8)	28	(2.9)	60	(3.5)	70	(3.8)	92	(1.9)
76 percent or more	15	(3.2)	24	(4.4)	51	(5.0)	61	(5.9)	83	(4.3)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about supplemental arts education programs in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 80. Among public secondary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the programs, by school characteristics: School year 2008–09

School characteristic	Artist-in-Residence/Artist-in-the-School ¹								Visiting artist(s) ²							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source		School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	78	(3.7)	37	(4.6)	33	(4.2)	30	(3.9)	69	(2.9)	20	(2.8)	27	(2.7)	29	(2.9)
Enrollment size																
Less than 500	87	(7.4)	33	(8.7)	27!	(8.7)	30!	(9.1)	67	(6.2)	15!	(5.1)	22	(4.8)	35	(6.1)
500 to 999	72	(5.1)	38	(8.0)	30	(6.8)	28	(6.4)	73	(4.7)	22	(3.9)	31	(4.4)	19	(3.4)
1,000 or more	77	(4.7)	41	(6.9)	41	(5.7)	33	(6.8)	66	(4.1)	23	(3.8)	28	(3.3)	31	(3.6)
Community type																
City	72	(8.3)	44	(7.5)	27	(6.3)	34	(8.1)	65	(5.3)	17	(4.6)	22	(5.1)	31	(5.7)
Suburban	74	(5.7)	30	(7.7)	42	(6.1)	28	(7.6)	66	(4.6)	25	(5.1)	36	(5.1)	26	(4.3)
Town	80	(10.7)	47	(10.2)	37!	(11.1)	35!	(13.3)	71	(7.4)	19!	(6.3)	27	(6.8)	28	(7.9)
Rural	89	(5.9)	33	(7.8)	24!	(9.2)	28	(8.2)	73	(4.6)	18	(4.6)	22	(5.1)	29	(5.6)
Region																
Northeast	84	(5.1)	23	(6.5)	29	(6.7)	30	(7.3)	71	(4.7)	19	(5.0)	34	(4.8)	31	(6.0)
Southeast	69	(10.3)	58	(9.4)	33	(7.4)	23!	(6.9)	67	(6.5)	28	(4.9)	20	(4.3)	32	(7.2)
Central	81	(6.9)	45	(7.7)	31!	(10.5)	35	(8.1)	67	(6.3)	27	(5.7)	27	(5.4)	34	(6.6)
West	80	(8.5)	19!	(8.1)	40	(9.7)	35	(10.2)	71	(4.9)	7!	(3.5)	26	(6.8)	19	(3.2)
Percent combined enrollment of Black and other races/ethnicities⁶																
Less than 6 percent	91	(4.8)	27!	(9.1)	19!	(8.5)	30!	(10.1)	70	(6.3)	17	(5.1)	14!	(4.7)	37	(7.3)
6 to 20 percent	75	(7.3)	41	(8.1)	40	(7.9)	30	(7.9)	76	(5.2)	22	(5.2)	36	(6.3)	25	(5.4)
21 to 49 percent	75	(7.5)	34	(9.5)	40	(9.1)	41	(9.0)	55	(6.6)	27	(5.4)	34	(5.2)	26	(4.7)
50 percent or more	76	(7.8)	42	(9.1)	29	(7.0)	24!	(7.6)	72	(5.0)	15	(3.4)	23	(4.4)	27	(5.2)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	76	(5.6)	31	(5.6)	44	(7.8)	32	(7.1)	73	(4.2)	16	(4.3)	34	(5.3)	27	(4.6)
26 to 50 percent	83	(5.2)	40	(6.7)	27	(6.2)	33	(6.1)	65	(4.6)	24	(4.6)	28	(4.5)	27	(4.7)
51 to 75 percent	77	(8.9)	36	(8.9)	27!	(10.0)	29!	(9.7)	69	(6.0)	23	(5.2)	21	(5.2)	34	(6.5)
76 percent or more	73	(14.3)	48!	(14.9)	27!	(12.3)	‡	(†)	66	(8.8)	12!	(5.3)	‡	(†)	26!	(8.9)

See notes at end of table.

Table 80. Among public secondary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the programs, by school characteristics: School year 2008–09—Continued

School characteristic	Field trips to art galleries or museums ³								Field trips to arts performances ⁴							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source		School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	82	(1.3)	11	(1.3)	25	(1.8)	24	(1.5)	82	(1.6)	11	(1.1)	29	(2.2)	28	(1.6)
Enrollment size																
Less than 500	82	(2.8)	9	(2.1)	20	(2.9)	20	(3.1)	80	(3.0)	8	(2.3)	23	(3.5)	25	(3.2)
500 to 999	84	(2.3)	8	(1.9)	25	(3.3)	26	(2.7)	83	(2.4)	11	(1.9)	30	(3.6)	26	(2.9)
1,000 or more	81	(2.7)	16	(2.4)	32	(2.6)	28	(3.1)	85	(2.3)	14	(2.1)	36	(2.7)	34	(2.4)
Community type																
City	82	(3.6)	16	(3.6)	23	(3.2)	26	(4.3)	82	(3.6)	14	(2.6)	24	(3.4)	29	(3.8)
Suburban	77	(3.0)	12	(2.4)	30	(4.1)	27	(3.4)	80	(2.9)	10	(2.2)	34	(4.2)	32	(3.3)
Town	87	(4.0)	9!	(3.3)	22	(4.9)	28	(5.4)	89	(2.6)	9!	(2.9)	33	(4.9)	26	(4.8)
Rural	84	(2.4)	8	(1.6)	22	(2.4)	18	(2.9)	82	(2.7)	10	(1.9)	27	(3.0)	24	(2.8)
Region																
Northeast	72	(4.0)	9	(2.4)	28	(4.0)	30	(4.3)	72	(4.2)	13	(3.1)	27	(4.2)	30	(3.7)
Southeast	77	(3.3)	14	(3.1)	25	(3.9)	26	(4.0)	77	(3.2)	14	(2.3)	28	(3.3)	31	(3.4)
Central	90	(2.7)	9	(2.0)	24	(4.0)	23	(3.1)	88	(2.5)	10	(2.1)	31	(4.5)	26	(2.9)
West	86	(2.8)	11	(3.0)	23	(2.7)	19	(3.1)	87	(2.6)	8	(1.6)	29	(3.1)	25	(2.9)
Percent combined enrollment of Black and other races/ethnicities⁶																
Less than 6 percent	86	(2.4)	8	(2.1)	23	(4.6)	27	(3.8)	86	(2.6)	10	(2.6)	26	(4.9)	29	(3.6)
6 to 20 percent	82	(2.7)	10	(2.1)	30	(3.5)	20	(2.5)	82	(2.7)	10	(2.1)	38	(3.8)	25	(2.9)
21 to 49 percent	79	(3.6)	9	(2.7)	26	(4.1)	22	(3.9)	78	(3.7)	9	(1.6)	31	(3.2)	31	(3.0)
50 percent or more	82	(3.4)	16	(2.8)	19	(3.0)	26	(3.6)	83	(3.2)	13	(2.5)	22	(2.9)	26	(3.3)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	79	(2.7)	11	(2.4)	33	(3.3)	25	(3.0)	79	(3.2)	10	(2.2)	39	(3.8)	31	(3.3)
26 to 50 percent	86	(2.7)	9	(1.3)	27	(3.8)	24	(3.2)	85	(2.6)	8	(1.4)	31	(3.7)	28	(3.0)
51 to 75 percent	78	(3.0)	10	(2.5)	17	(2.6)	26	(2.9)	80	(3.7)	12	(2.6)	24	(2.8)	28	(3.9)
76 percent or more	86	(4.4)	19	(5.4)	15!	(4.5)	16!	(5.2)	87	(4.1)	17	(4.5)	13	(3.7)	19	(4.2)

See notes at end of table.

Table 80. Among public secondary schools that sponsored various supplemental arts education programs, percent and standard error reporting various funding sources for the programs, by school characteristics: School year 2008–09—Continued

School characteristic	School performances or presentations ⁵							
	School or district funds and/or grants		State or local arts agency		Parent groups		Other private source	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	90	(1.0)	11	(1.1)	29	(1.4)	21	(1.5)
Enrollment size								
Less than 500	91	(2.0)	9	(2.0)	25	(2.5)	16	(2.8)
500 to 999	88	(1.5)	13	(1.8)	27	(2.7)	22	(2.5)
1,000 or more	90	(1.7)	13	(1.7)	38	(2.6)	28	(2.4)
Community type								
City	90	(2.5)	14	(2.5)	31	(2.9)	24	(3.3)
Suburban	90	(1.7)	13	(2.4)	35	(3.0)	23	(2.6)
Town	93	(2.3)	9	(2.4)	27	(3.6)	23	(3.6)
Rural	88	(2.3)	10	(1.8)	24	(2.5)	19	(2.7)
Region								
Northeast	92	(2.0)	13	(2.7)	27	(3.1)	20	(2.7)
Southeast	81	(2.8)	13	(3.1)	34	(3.8)	28	(3.4)
Central	92	(1.9)	10	(1.9)	27	(2.9)	20	(2.7)
West	92	(1.8)	10	(2.1)	27	(2.3)	19	(2.4)
Percent combined enrollment of Black and other races/ethnicities⁶								
Less than 6 percent	91	(2.2)	10	(2.3)	24	(3.2)	24	(3.1)
6 to 20 percent	92	(1.9)	11	(1.8)	32	(3.3)	17	(2.1)
21 to 49 percent	86	(2.2)	11	(2.3)	31	(3.0)	21	(3.0)
50 percent or more	89	(2.0)	13	(1.9)	28	(2.3)	24	(2.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	90	(2.1)	13	(2.4)	36	(3.3)	22	(2.2)
26 to 50 percent	90	(1.7)	11	(1.9)	30	(2.5)	22	(2.4)
51 to 75 percent	89	(1.8)	9	(1.9)	24	(2.7)	21	(2.8)
76 percent or more	89	(2.9)	15	(3.4)	20	(3.6)	20	(4.3)

† Not applicable.

‡ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

§ Reporting standards not met.

¹ Percents are based on the 14 percent of public secondary schools that sponsored Artists-in-Residence.

² Percents are based on the 30 percent of public secondary schools that sponsored visiting artists.

³ Percents are based on the 62 percent of public secondary schools that sponsored field trips to art galleries or museums.

⁴ Percents are based on the 70 percent of public secondary schools that sponsored field trips to arts performances.

⁵ Percents are based on the 91 percent of public secondary schools that sponsored school performances or presentations.

⁶ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about supplemental arts education programs and funding sources in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 81. Percent and standard error for public secondary schools reporting that they provided or sponsored curriculum-guided instructional activities in the arts outside of regular school hours, by school characteristics: School year 2009–10

School characteristic	School performances or presentations in the arts ¹		Individual or small group music lessons		Choir/band/marching band practice		Dance ²		Arts-related field trips ³		Other activities	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	87	(1.2)	57	(1.8)	76	(1.5)	26	(1.4)	78	(1.5)	3	(0.6)
Enrollment size												
Less than 500	80	(2.5)	55	(2.8)	63	(2.9)	17	(2.2)	74	(2.7)	2!	(0.9)
500 to 999	90	(1.6)	57	(3.0)	81	(2.3)	24	(2.7)	78	(2.3)	3!	(1.0)
1,000 or more	94	(1.1)	61	(2.7)	91	(1.2)	42	(2.4)	85	(2.1)	3	(0.9)
Community type												
City	90	(2.4)	50	(3.7)	70	(3.3)	31	(3.3)	81	(3.1)	3!	(1.6)
Suburban	90	(2.5)	63	(3.3)	83	(2.6)	31	(2.7)	83	(2.9)	4	(1.1)
Town	87	(3.3)	60	(3.7)	78	(3.3)	22	(3.5)	75	(4.0)	3!	(1.6)
Rural	82	(2.4)	56	(2.9)	74	(2.6)	21	(2.3)	74	(2.7)	‡	(†)
Region												
Northeast	92	(2.5)	66	(4.1)	81	(3.2)	19	(2.9)	83	(3.0)	4!	(1.5)
Southeast	86	(2.5)	47	(3.0)	77	(2.7)	31	(2.7)	79	(3.1)	2!	(0.8)
Central	87	(2.6)	68	(2.7)	82	(2.8)	27	(2.7)	78	(2.8)	3!	(1.1)
West	84	(2.4)	51	(3.0)	67	(2.7)	24	(2.3)	74	(2.8)	3!	(1.0)
Percent combined enrollment of Black and other races/ethnicities⁴												
Less than 6 percent	85	(2.8)	65	(3.4)	79	(3.7)	22	(3.1)	78	(3.4)	‡	(†)
6 to 20 percent	91	(2.0)	63	(3.2)	79	(2.5)	23	(2.2)	79	(2.9)	2!	(1.1)
21 to 49 percent	85	(2.7)	53	(3.3)	75	(3.2)	28	(2.7)	78	(2.9)	3!	(1.3)
50 percent or more	86	(2.1)	49	(2.9)	71	(2.5)	29	(2.6)	77	(3.1)	3!	(1.1)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	91	(1.9)	69	(3.3)	83	(2.9)	27	(2.7)	81	(2.7)	3!	(1.1)
26 to 50 percent	88	(1.8)	59	(3.0)	78	(2.3)	27	(2.3)	82	(1.9)	3!	(0.9)
51 to 75 percent	84	(2.5)	50	(2.8)	71	(3.2)	23	(3.0)	74	(3.0)	1!	(0.7)
76 percent or more	84	(3.4)	45	(4.4)	68	(4.2)	25	(4.3)	72	(4.9)	4!	(2.0)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was “School performances or presentations in the arts (e.g., concerts, plays, art shows).”

² The questionnaire wording was “Dance (e.g., lessons, team).”

³ The questionnaire wording was “Arts-related field trips (e.g., school trips to concerts, plays, museums).”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked to consider activities held before or after school, on weekends, or during the summer, only if the activities were guided by a curriculum. Extracurricular activities such as drama clubs were excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 82. Average number and standard error for student arts events in public secondary schools and events attended by school principals, by school characteristics: School year 2008–09

School characteristic	Student arts events		Student arts events attended by principals	
	Number	Standard error	Number	Standard error
All public secondary schools	8	(0.2)	6	(0.2)
Enrollment size				
Less than 500	5	(0.3)	4	(0.2)
500 to 999	8	(0.4)	6	(0.3)
1,000 or more	14	(0.6)	9	(0.5)
Community type				
City	10	(0.6)	7	(0.4)
Suburban	10	(0.5)	7	(0.4)
Town	8	(0.7)	6	(0.6)
Rural	6	(0.3)	4	(0.2)
Region				
Northeast	8	(0.5)	6	(0.3)
Southeast	7	(0.6)	5	(0.4)
Central	8	(0.4)	6	(0.3)
West	8	(0.5)	6	(0.3)
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	7	(0.4)	5	(0.3)
6 to 20 percent	8	(0.4)	6	(0.3)
21 to 49 percent	9	(0.6)	7	(0.5)
50 percent or more	7	(0.5)	5	(0.3)
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	10	(0.5)	7	(0.3)
26 to 50 percent	8	(0.5)	6	(0.4)
51 to 75 percent	7	(0.5)	5	(0.3)
76 percent or more	6	(0.6)	4	(0.4)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about student arts events in the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 83. Percent and standard error for public secondary schools reporting a district-level arts coordinator, various ways that arts programs and instruction were assessed, and the inclusion of arts education in mission statements or school improvement plans, by school characteristics: School year 2009–10

School characteristic	District has specialist or coordinator who is responsible for the arts programs offered		Principal evaluates the arts program in the same way other programs are evaluated		School conducts standardized assessment of student achievement in the arts		Principal evaluates full-time arts teachers in the same way other teachers are evaluated ¹		Arts education is included in mission statements or school improvement plans	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	56	(1.7)	89	(1.1)	19	(1.2)	98	(0.5)	46	(1.7)
Enrollment size										
Less than 500	37	(3.7)	86	(2.4)	15	(2.1)	98	(1.0)	44	(3.1)
500 to 999	64	(1.9)	92	(1.5)	18	(2.0)	97	(0.9)	44	(2.5)
1,000 or more	76	(2.6)	92	(1.5)	28	(2.3)	99	(0.6)	51	(2.7)
Community type										
City	77	(2.8)	91	(2.1)	25	(2.9)	95	(1.8)	50	(3.9)
Suburban	69	(2.7)	91	(1.6)	22	(2.4)	98	(0.9)	47	(3.0)
Town	49	(4.6)	87	(2.9)	22	(3.4)	97	(1.4)	43	(4.7)
Rural	39	(2.8)	88	(1.8)	13	(2.2)	99	(0.7)	44	(2.9)
Region										
Northeast	70	(4.1)	94	(1.7)	15	(2.8)	98	(1.1)	57	(3.6)
Southeast	61	(3.3)	86	(2.4)	22	(2.7)	96	(1.2)	41	(3.4)
Central	52	(3.7)	93	(1.8)	15	(2.0)	99	(0.7)	41	(3.6)
West	47	(2.7)	86	(2.5)	23	(2.5)	98	(1.1)	47	(4.1)
Percent combined enrollment of Black and other races/ethnicities²										
Less than 6 percent	41	(4.3)	92	(2.1)	13	(2.1)	99	(0.5)	48	(3.4)
6 to 20 percent	56	(3.2)	88	(2.1)	20	(2.1)	99	(0.7)	43	(2.9)
21 to 49 percent	58	(3.8)	90	(2.3)	21	(2.8)	96	(1.6)	48	(3.5)
50 percent or more	66	(2.9)	87	(2.4)	23	(2.5)	96	(1.2)	44	(3.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	61	(2.9)	94	(1.5)	17	(1.8)	97	(1.3)	49	(2.9)
26 to 50 percent	51	(3.0)	89	(1.9)	20	(2.4)	99	(0.5)	49	(3.0)
51 to 75 percent	52	(3.4)	88	(2.0)	19	(2.7)	98	(1.0)	40	(3.9)
76 percent or more	64	(5.2)	83	(3.6)	22	(4.2)	95	(2.0)	41	(4.5)

¹ Percents are based on the 90 percent of public secondary schools that reported having a full-time arts specialist at the school in the 2009–10 school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 84. Percent and standard error for public secondary schools reporting that arts specialists contributed to various arts-related management decisions, by school characteristics: School year 2009–10

School characteristic	Input in arts education programs ¹						Included on site-based management/ school improvement teams or leadership councils	
	Arts curriculum offered		Allocation of arts funds		Hiring of arts staff			
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	90	(1.1)	80	(1.5)	58	(1.8)	87	(1.1)
Enrollment size								
Less than 500	89	(2.0)	78	(3.0)	50	(3.1)	81	(2.4)
500 to 999	89	(1.5)	82	(2.0)	59	(2.3)	90	(1.7)
1,000 or more	93	(1.3)	81	(1.6)	70	(2.4)	92	(1.4)
Community type								
City	89	(2.2)	78	(2.7)	58	(3.3)	89	(2.1)
Suburban	93	(1.4)	85	(1.8)	69	(2.7)	91	(1.9)
Town	92	(2.3)	78	(3.6)	68	(4.2)	84	(3.3)
Rural	88	(2.1)	79	(2.9)	47	(3.0)	84	(2.3)
Region								
Northeast	94	(3.2)	83	(2.9)	70	(3.6)	87	(2.5)
Southeast	82	(2.3)	77	(3.4)	43	(3.3)	87	(2.2)
Central	93	(1.6)	77	(3.4)	59	(3.2)	90	(2.3)
West	91	(2.0)	84	(2.7)	64	(4.1)	84	(2.4)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	93	(1.9)	82	(2.8)	55	(3.6)	87	(2.7)
6 to 20 percent	94	(1.4)	84	(2.5)	67	(3.5)	87	(2.4)
21 to 49 percent	88	(2.5)	80	(3.0)	59	(4.4)	89	(2.6)
50 percent or more	85	(2.3)	75	(2.6)	53	(3.0)	85	(2.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.3)	87	(2.1)	71	(2.5)	93	(1.8)
26 to 50 percent	94	(1.3)	82	(2.3)	61	(2.6)	86	(2.2)
51 to 75 percent	87	(2.4)	78	(3.3)	50	(3.3)	85	(2.6)
76 percent or more	76	(3.8)	66	(4.7)	43	(5.1)	83	(3.6)

¹ Percents are based on the 92 percent of public secondary schools that reported having an arts specialist at the school in the 2009–10 school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 85. Percent and standard error for public secondary schools reporting arts coursework requirements for graduation and the inclusion of grades in arts classes in the calculation of grade point averages, by school characteristics: School year 2009–10

School characteristic	Coursework in the arts is a specific requirement for graduation		Number of credits required: ¹						Grades in arts classes were included in the calculation of students' GPAs		Grades received the same weight as grades in other academic subjects ²	
			1 credit		2 credits		More than 2 credits					
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	57	(1.8)	70	(2.2)	15	(1.8)	15	(2.0)	96	(0.7)	89	(1.2)
Enrollment size												
Less than 500	57	(3.2)	72	(3.7)	19	(3.5)	9!	(3.2)	97	(1.1)	84	(2.5)
500 to 999	56	(2.5)	70	(3.9)	15	(2.6)	16	(3.1)	94	(1.2)	91	(1.2)
1,000 or more	60	(2.5)	67	(2.7)	8	(1.7)	25	(2.6)	98	(0.7)	95	(1.1)
Community type												
City	58	(3.5)	61	(5.4)	16	(3.8)	23	(4.2)	96	(1.5)	88	(2.9)
Suburban	57	(2.9)	66	(4.1)	9!	(2.8)	25	(3.5)	96	(1.2)	91	(1.8)
Town	48	(4.6)	79	(4.9)	12!	(4.3)	9!	(3.5)	95	(2.3)	91	(2.8)
Rural	60	(3.0)	74	(3.4)	18	(3.3)	8	(2.3)	97	(0.9)	88	(2.2)
Region												
Northeast.....	63	(3.9)	69	(4.5)	11!	(3.8)	20	(4.5)	91	(2.2)	89	(2.6)
Southeast.....	49	(3.6)	89	(2.7)	7!	(2.6)	3!	(1.4)	96	(1.2)	85	(2.6)
Central.....	54	(3.9)	74	(4.0)	15	(3.5)	10	(3.1)	97	(0.9)	92	(1.8)
West.....	63	(3.0)	56	(4.2)	20	(3.6)	24	(3.8)	98	(1.1)	89	(2.2)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	59	(4.0)	77	(4.7)	18	(3.9)	‡	(†)	96	(1.2)	91	(2.1)
6 to 20 percent	58	(3.1)	75	(4.0)	12	(3.0)	13	(3.6)	98	(0.8)	90	(2.1)
21 to 49 percent	55	(3.0)	64	(4.7)	16	(3.6)	20	(4.1)	97	(1.3)	87	(3.0)
50 percent or more	56	(3.7)	64	(4.0)	13	(2.8)	23	(3.0)	94	(1.9)	87	(2.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	59	(3.3)	64	(4.1)	12	(3.1)	23	(4.0)	98	(0.9)	91	(2.0)
26 to 50 percent.....	59	(2.5)	75	(3.4)	13	(2.9)	12	(3.1)	95	(1.1)	90	(1.8)
51 to 75 percent	55	(3.4)	68	(4.2)	21	(3.7)	11	(2.2)	96	(1.4)	87	(2.4)
76 percent or more	53	(4.6)	72	(6.7)	11!	(4.4)	17	(4.5)	95	(2.1)	87	(4.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 57 percent of public secondary schools indicating that coursework in the arts was a specific requirement for graduation in their district during the 2009–10 school year. Detail may not sum to totals because of rounding.

² Percents are based on the 96 percent of public secondary schools indicating that grades in arts classes were included in the calculation of students' GPAs during the 2009–10 school year.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 86. Percent and standard error for public secondary schools reporting that they were currently undergoing various arts initiatives, by school characteristics: School year 2009–10

School characteristic	Expansion of arts curriculum/ offerings		Integration of arts with other academic subjects ¹		Integration of technology into arts instruction/ learning		Expansion/ improvement of arts facilities ²		Hiring of additional specialists/ instructors in the arts		New/expanded partnerships with community organizations ³		Other initiatives	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	37	(1.7)	60	(1.8)	82	(1.5)	35	(1.7)	7	(0.8)	38	(1.8)	2	(0.4)
Enrollment size														
Less than 500	35	(3.0)	61	(2.9)	77	(2.5)	31	(2.8)	7	(1.3)	35	(2.9)	2!	(0.8)
500 to 999	32	(2.5)	61	(2.7)	84	(2.1)	33	(2.7)	6	(1.2)	36	(2.2)	2!	(0.7)
1,000 or more	47	(2.9)	56	(2.8)	88	(1.8)	43	(2.3)	11	(1.9)	46	(2.7)	3!	(0.9)
Community type														
City	44	(3.7)	65	(3.4)	86	(2.3)	39	(4.4)	14	(2.7)	48	(3.8)	3!	(1.2)
Suburban	44	(3.2)	59	(3.1)	87	(2.2)	42	(3.2)	9	(1.9)	44	(3.4)	2!	(0.8)
Town	26	(3.8)	57	(4.2)	80	(3.4)	30	(4.3)	‡	(†)	37	(4.6)	‡	(†)
Rural	34	(2.9)	59	(2.9)	77	(2.5)	30	(2.5)	5	(1.2)	30	(2.6)	2!	(0.8)
Region														
Northeast	47	(3.9)	74	(3.1)	94	(2.1)	43	(3.8)	9	(2.1)	49	(3.4)	3!	(1.5)
Southeast	36	(4.1)	62	(3.3)	78	(2.7)	33	(3.1)	6	(1.5)	46	(3.6)	2!	(0.8)
Central	33	(3.0)	51	(3.5)	84	(2.5)	32	(2.9)	4	(1.2)	34	(3.1)	2!	(1.0)
West	37	(3.0)	59	(3.4)	77	(2.9)	34	(3.3)	11	(1.8)	31	(3.2)	1!	(0.6)
Percent combined enrollment of														
Black and other races/ ethnicities⁴														
Less than 6 percent	35	(4.0)	59	(3.5)	86	(3.0)	30	(3.7)	3!	(1.3)	35	(3.7)	‡	(†)
6 to 20 percent	35	(3.6)	56	(3.3)	80	(2.8)	36	(3.0)	7	(1.5)	37	(3.2)	3!	(1.0)
21 to 49 percent	35	(3.1)	62	(3.2)	82	(2.8)	33	(2.8)	6	(1.6)	36	(3.4)	1!	(0.7)
50 percent or more	42	(3.3)	62	(3.2)	80	(3.1)	39	(3.4)	13	(2.1)	44	(3.6)	3!	(1.0)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	39	(3.0)	60	(3.5)	91	(2.1)	41	(3.6)	9	(2.0)	42	(3.8)	1!	(0.6)
26 to 50 percent	35	(2.7)	59	(2.5)	83	(2.1)	33	(2.4)	5	(1.2)	36	(2.4)	2!	(0.8)
51 to 75 percent	35	(3.4)	61	(3.2)	75	(2.5)	30	(2.7)	7	(1.7)	34	(3.7)	‡	(†)
76 percent or more	44	(5.1)	60	(5.0)	77	(4.6)	40	(5.1)	11	(3.0)	44	(5.2)	4!	(2.0)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was “Integration of arts with other academic subjects (e.g., language arts, reading, social studies).”

² The questionnaire wording was “Expansion/improvement of arts facilities (e.g., rooms, dedicated space, equipment).”

³ The questionnaire wording was “New/expanded partnerships with community organizations/entities for support in arts instruction.”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 87. Among public secondary schools that reported instruction in the arts during regular school hours, percentage distribution and standard error for reporting the extent to which the support for arts education was adequate: School year 2009–10

Type of support	Very adequate		Somewhat adequate		Somewhat inadequate		Very inadequate	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Funding	25	(1.4)	50	(1.8)	16	(1.2)	9	(1.0)
Facilities (e.g., classroom, storage, display)	42	(1.5)	41	(1.8)	12	(1.1)	4	(0.8)
Materials, equipment, tools, and instruments	35	(1.6)	49	(1.6)	13	(1.1)	3	(0.6)
Instructional time for the arts	51	(1.4)	39	(1.6)	7	(0.9)	3	(0.6)
Number of specialists	40	(1.6)	40	(1.7)	13	(1.2)	7	(0.7)
Arts professional development for teachers/specialists	19	(1.4)	45	(1.7)	26	(1.3)	10	(1.0)
Student interest or demand	47	(1.5)	45	(1.8)	7	(0.8)	1!	(0.4)
Parent or community support	38	(1.8)	44	(1.8)	14	(1.1)	4	(0.7)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: Detail may not sum to totals because of rounding. Percents are based on the 97 percent of public secondary schools that reported instruction in the arts during regular school hours in the 2009–10 school year.

Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 88. Among public secondary schools that reported instruction in the arts during regular school hours, percent and standard error for reporting that the support for arts instruction was somewhat or very adequate, by school characteristics: School year 2009–10

School characteristic	Funding		Facilities (e.g., classroom, storage, display)		Materials, equipment, tools, and instruments		Instructional time for the arts		Number of arts specialists		Arts professional development for teachers/specialists		Student interest or demand		Parent or community support	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	75	(1.3)	84	(1.4)	84	(1.1)	90	(1.1)	80	(1.3)	64	(1.5)	92	(0.8)	83	(1.3)
Enrollment size																
Less than 500	77	(2.6)	82	(2.3)	85	(2.0)	88	(1.8)	75	(2.6)	61	(2.9)	92	(1.7)	84	(2.1)
500 to 999	76	(2.5)	86	(2.0)	85	(1.8)	89	(1.7)	83	(1.8)	65	(2.5)	91	(1.5)	81	(1.8)
1,000 or more	70	(2.6)	82	(1.7)	82	(2.0)	93	(1.4)	84	(2.0)	67	(2.4)	93	(1.3)	82	(1.9)
Community type																
City	62	(3.4)	79	(3.2)	75	(3.1)	87	(2.7)	75	(3.9)	65	(3.6)	92	(2.1)	75	(3.4)
Suburban	76	(2.5)	84	(2.6)	86	(1.8)	92	(1.5)	85	(2.2)	67	(3.1)	96	(1.1)	84	(2.2)
Town	76	(4.0)	91	(2.5)	88	(2.8)	92	(2.7)	81	(3.0)	62	(4.1)	88	(2.9)	86	(2.5)
Rural	81	(2.0)	83	(2.4)	87	(1.8)	89	(2.0)	79	(2.3)	62	(2.5)	92	(1.8)	84	(2.5)
Region																
Northeast	79	(3.1)	83	(3.6)	86	(2.6)	91	(2.5)	81	(4.0)	74	(3.8)	93	(1.7)	84	(2.9)
Southeast	68	(2.7)	84	(2.2)	80	(2.6)	87	(2.1)	73	(2.9)	65	(2.7)	92	(1.7)	82	(2.8)
Central	79	(2.6)	86	(2.3)	89	(1.7)	92	(1.6)	85	(1.7)	66	(2.7)	92	(1.7)	85	(2.5)
West	75	(2.1)	82	(2.2)	82	(2.1)	89	(2.1)	81	(2.7)	56	(3.2)	91	(1.7)	81	(2.6)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	81	(2.9)	83	(2.5)	89	(1.9)	91	(1.9)	84	(2.7)	68	(3.2)	96	(1.3)	89	(2.1)
6 to 20 percent	81	(2.0)	86	(2.5)	92	(1.7)	92	(1.8)	83	(2.4)	65	(3.4)	94	(1.6)	86	(2.4)
21 to 49 percent	74	(3.0)	82	(3.0)	81	(3.2)	89	(2.1)	77	(2.7)	66	(2.9)	89	(2.3)	87	(2.4)
50 percent or more	66	(2.8)	83	(2.5)	75	(2.5)	88	(2.1)	77	(2.8)	58	(3.4)	91	(1.7)	71	(2.9)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	83	(2.2)	87	(2.1)	92	(1.6)	94	(1.4)	89	(1.9)	74	(2.8)	97	(1.0)	94	(1.2)
26 to 50 percent	78	(2.3)	83	(2.1)	87	(2.1)	93	(1.6)	84	(1.8)	63	(2.6)	91	(1.8)	87	(2.0)
51 to 75 percent	70	(2.7)	81	(3.2)	80	(2.9)	84	(2.5)	71	(3.3)	59	(3.4)	90	(1.7)	75	(2.8)
76 percent or more	61	(5.4)	84	(4.0)	72	(4.6)	86	(3.6)	70	(4.5)	55	(4.8)	91	(2.9)	67	(5.2)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 97 percent of public secondary schools that reported instruction in the arts during regular school hours in the 2009–10 school year. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 89. Percent and standard error for public secondary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09

School characteristic	Music							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	33	(1.5)	40	(1.5)	24	(1.3)	18	(1.0)
Enrollment size								
Less than 500	28	(2.7)	36	(3.0)	18	(2.2)	12	(2.0)
500 to 999	31	(2.6)	39	(2.3)	23	(2.2)	19	(1.9)
1,000 or more	43	(2.6)	49	(2.4)	35	(2.3)	28	(2.0)
Community type								
City	30	(3.2)	39	(3.5)	26	(3.0)	20	(2.3)
Suburban	34	(3.0)	40	(3.2)	27	(2.8)	18	(1.9)
Town	35	(4.7)	47	(4.3)	23	(3.7)	24	(3.6)
Rural	32	(2.5)	38	(2.2)	21	(2.1)	16	(1.8)
Region								
Northeast	25	(3.2)	34	(3.3)	23	(3.0)	13	(2.5)
Southeast	35	(2.6)	42	(2.7)	28	(2.6)	18	(2.2)
Central	40	(2.9)	47	(3.4)	27	(3.1)	20	(1.9)
West	29	(2.6)	35	(2.9)	18	(1.7)	20	(2.2)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	36	(2.9)	47	(3.4)	23	(2.9)	16	(2.3)
6 to 20 percent	36	(3.0)	41	(2.9)	27	(3.0)	23	(2.5)
21 to 49 percent	35	(3.3)	41	(2.5)	27	(2.8)	19	(2.2)
50 percent or more	25	(2.6)	33	(2.4)	19	(2.0)	16	(1.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	34	(3.0)	47	(2.9)	28	(2.9)	22	(2.8)
26 to 50 percent	40	(2.5)	44	(3.0)	26	(2.6)	19	(2.2)
51 to 75 percent	28	(2.7)	35	(2.8)	21	(2.3)	16	(1.8)
76 percent or more	22	(4.0)	29	(3.9)	17	(3.5)	14	(2.9)

See notes at end of table.

Table 89. Percent and standard error for public secondary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Visual arts							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	22	(1.7)	30	(1.7)	24	(1.4)	12	(1.2)
Enrollment size								
Less than 500	21	(2.5)	30	(3.0)	21	(2.6)	9	(2.1)
500 to 999	20	(2.7)	26	(2.5)	22	(2.3)	12	(1.9)
1,000 or more	28	(2.6)	35	(2.4)	34	(1.9)	17	(1.8)
Community type								
City	27	(2.9)	38	(3.4)	29	(2.9)	17	(2.6)
Suburban	26	(3.2)	30	(3.0)	29	(2.7)	11	(1.6)
Town	20	(3.9)	27	(4.3)	22	(3.6)	13	(3.1)
Rural	19	(2.5)	27	(2.8)	20	(2.2)	10	(1.8)
Region								
Northeast	21	(3.0)	28	(3.4)	29	(3.3)	6	(1.6)
Southeast	23	(3.5)	30	(3.3)	24	(2.7)	12	(2.0)
Central	26	(3.3)	34	(3.4)	28	(3.1)	12	(2.0)
West	19	(2.0)	27	(2.7)	20	(2.2)	16	(2.4)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	24	(3.6)	33	(3.9)	23	(3.3)	8	(2.0)
6 to 20 percent	20	(2.9)	29	(3.2)	27	(3.3)	15	(2.2)
21 to 49 percent	24	(2.8)	29	(2.8)	27	(2.9)	13	(2.3)
50 percent or more	21	(2.5)	29	(2.9)	22	(2.1)	13	(1.9)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	26	(2.6)	35	(2.8)	32	(2.9)	16	(2.8)
26 to 50 percent	22	(2.3)	27	(2.6)	24	(2.2)	9	(1.4)
51 to 75 percent	22	(2.8)	30	(2.7)	22	(2.6)	13	(2.3)
76 percent or more	19	(4.2)	28	(4.5)	19	(4.1)	12	(3.1)

See notes at end of table.

Table 89. Percent and standard error for public secondary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Dance							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	6	(0.8)	6	(0.7)	5	(0.7)	4	(0.7)
Enrollment size								
Less than 500	3!	(1.1)	‡	(†)	‡	(†)	‡	(†)
500 to 999	5	(1.2)	6	(1.3)	4	(1.1)	3	(0.8)
1,000 or more	12	(1.8)	13	(1.7)	10	(1.5)	7	(1.4)
Community type								
City	6	(1.6)	8	(1.7)	6	(1.8)	5!	(1.6)
Suburban	9	(1.6)	10	(1.7)	8	(1.5)	4	(1.2)
Town	3!	(1.2)	4!	(1.3)	‡	(†)	4!	(1.5)
Rural	5	(1.2)	3	(1.0)	3	(0.8)	3	(0.8)
Region								
Northeast	5!	(1.8)	6	(1.8)	5!	(1.8)	‡	(†)
Southeast	8	(1.7)	7	(1.4)	6	(1.7)	4	(1.2)
Central	2!	(0.9)	2!	(0.7)	2!	(1.1)	‡	(†)
West	8	(1.5)	9	(1.5)	6	(1.4)	7	(1.6)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	3!	(1.2)	2!	(1.0)	3!	(1.3)	‡	(†)
6 to 20 percent	7	(1.6)	6	(1.3)	6	(1.5)	4!	(1.3)
21 to 49 percent	7	(2.0)	8	(2.2)	4!	(1.3)	6	(1.6)
50 percent or more	7	(1.6)	8	(1.6)	6	(1.4)	4	(1.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	8	(1.4)	8	(1.6)	7	(1.9)	7	(1.9)
26 to 50 percent	6	(1.4)	5	(1.3)	4	(1.0)	2	(0.7)
51 to 75 percent	4!	(1.4)	5	(1.4)	4!	(1.5)	3!	(1.0)
76 percent or more	5!	(2.2)	5!	(1.8)	5!	(2.0)	3!	(1.3)

See notes at end of table.

Table 89. Percent and standard error for public secondary schools reporting that they received monetary and non-monetary support from outside sources for various arts subjects, by school characteristics: School year 2008–09—Continued

School characteristic	Drama/theatre							
	Curricular or instructional support		Materials ¹		Facilities for arts events ²		Undesignated funds ³	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	16	(1.1)	20	(1.4)	12	(1.0)	10	(0.9)
Enrollment size								
Less than 500	11	(2.0)	14	(2.1)	9	(1.8)	5!	(1.5)
500 to 999	15	(1.9)	19	(2.1)	11	(1.7)	11	(1.5)
1,000 or more	25	(2.4)	31	(2.2)	21	(2.0)	18	(1.9)
Community type								
City	18	(2.4)	23	(2.9)	15	(2.2)	13	(2.1)
Suburban	20	(2.2)	25	(2.7)	15	(2.1)	13	(1.8)
Town	14	(2.8)	17	(3.1)	11	(2.7)	10	(2.6)
Rural	13	(2.0)	17	(1.9)	10	(1.5)	7	(1.1)
Region								
Northeast	13	(2.8)	19	(2.8)	11	(2.3)	10	(2.2)
Southeast	14	(2.1)	19	(2.3)	14	(2.3)	10	(1.8)
Central	15	(2.1)	19	(2.4)	12	(1.9)	6	(1.0)
West	20	(2.2)	22	(2.6)	12	(1.6)	14	(2.3)
Percent combined enrollment of Black and other races/ethnicities⁴								
Less than 6 percent	16	(2.8)	19	(3.2)	11	(2.2)	6	(1.5)
6 to 20 percent	16	(2.4)	22	(2.6)	13	(1.9)	14	(2.2)
21 to 49 percent	17	(2.3)	20	(2.7)	13	(2.6)	11	(2.0)
50 percent or more	15	(2.1)	19	(2.3)	12	(1.9)	9	(1.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	21	(2.4)	29	(3.2)	16	(1.8)	18	(2.6)
26 to 50 percent	15	(2.0)	19	(2.1)	13	(1.8)	8	(1.1)
51 to 75 percent	16	(2.4)	19	(2.5)	10	(1.7)	9	(1.6)
76 percent or more	8!	(2.4)	10	(2.3)	10	(2.4)	5!	(1.6)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Questionnaire wording was “Materials (e.g., arts equipment, instruments).”

² Questionnaire wording was “Facilities for arts events (e.g., concerts, art shows).”

³ Questionnaire wording was “Undesignated funds (i.e., to be used for any related activity).”

⁴ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about support from outside sources during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 90. Percent and standard error for public secondary schools reporting partnerships or collaborations with various outside artists or entities to help meet the school's arts education goals, by school characteristics: School year 2008–09

School characteristic	Individual artists and craftspeople		Cultural or community organizations ¹		Museums/ galleries		Performing arts centers ²		Community school of the arts		Colleges and universities		Other artists or entities	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools ...	37	(1.7)	44	(2.0)	31	(1.7)	28	(1.6)	7	(0.8)	36	(1.4)	2	(0.6)
Enrollment size														
Less than 500	36	(2.9)	40	(3.2)	27	(2.9)	22	(2.4)	3!	(1.1)	31	(2.5)	‡	(†)
500 to 999	35	(2.1)	43	(2.4)	33	(2.3)	28	(2.4)	9	(1.4)	31	(2.5)	3!	(1.0)
1,000 or more	43	(2.6)	53	(3.4)	37	(3.0)	37	(2.8)	13	(1.6)	51	(3.0)	3!	(0.8)
Community type														
City	40	(3.9)	51	(4.0)	42	(3.8)	32	(3.7)	10	(1.9)	38	(3.5)	3!	(1.1)
Suburban	41	(3.3)	45	(3.1)	33	(3.4)	34	(2.8)	11	(1.8)	38	(3.0)	2!	(0.8)
Town	40	(4.7)	49	(5.0)	33	(4.7)	29	(4.5)	7!	(2.2)	41	(4.0)	3!	(1.2)
Rural	32	(2.9)	38	(2.9)	23	(2.5)	21	(2.5)	4	(1.1)	31	(2.5)	‡	(†)
Region														
Northeast	44	(3.7)	54	(2.9)	32	(2.7)	31	(3.9)	7	(1.8)	35	(3.6)	4!	(1.5)
Southeast	37	(3.6)	45	(3.6)	35	(3.5)	29	(2.8)	10	(1.9)	38	(3.2)	‡	(†)
Central	39	(2.9)	46	(3.3)	30	(2.6)	27	(3.2)	8	(1.8)	39	(3.0)	2!	(1.0)
West	33	(3.4)	37	(3.2)	29	(3.0)	26	(2.9)	4	(1.0)	31	(2.9)	3!	(1.1)
Percent combined enrollment of Black and other races/ ethnicities³														
Less than 6 percent	36	(3.8)	42	(3.4)	27	(2.9)	25	(3.6)	5	(1.6)	40	(3.2)	3!	(1.1)
6 to 20 percent	43	(4.1)	47	(3.6)	34	(3.6)	29	(2.9)	9	(1.8)	35	(2.9)	2!	(0.9)
21 to 49 percent	36	(3.5)	48	(3.8)	31	(3.0)	30	(2.7)	6	(1.4)	31	(2.9)	‡	(†)
50 percent or more	34	(3.1)	41	(3.2)	33	(3.3)	27	(2.9)	8	(1.5)	36	(2.6)	3!	(1.2)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	45	(3.9)	49	(3.4)	35	(3.4)	33	(3.2)	10	(1.9)	40	(3.1)	‡	(†)
26 to 50 percent	37	(2.9)	44	(2.7)	28	(2.6)	29	(2.6)	6	(1.3)	35	(2.5)	2!	(0.8)
51 to 75 percent	33	(3.0)	40	(3.4)	28	(2.9)	21	(2.3)	5	(1.3)	35	(2.5)	2!	(1.0)
76 percent or more	33	(4.9)	42	(5.4)	40	(5.7)	28	(4.5)	10!	(3.2)	32	(4.8)	4!	(2.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ The questionnaire wording was "Cultural or community organizations (e.g., community theatre, arts councils)."

² The questionnaire wording was "Performing arts centers (e.g., concert halls)."

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about partnerships and collaborations with outside artists or entities during the 2008–09 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 91. Percent and standard error for public secondary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10

School characteristic	Music							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	69	(1.4)	41	(1.4)	27	(1.6)	59	(1.4)
Enrollment size								
Less than 500	61	(2.7)	30	(2.5)	18	(2.2)	53	(2.7)
500 to 999	71	(2.3)	43	(2.4)	30	(2.8)	59	(2.5)
1,000 or more	80	(1.8)	55	(3.0)	37	(3.2)	68	(2.1)
Community type								
City	70	(3.5)	53	(3.1)	32	(3.2)	56	(3.6)
Suburban	75	(2.9)	46	(3.1)	37	(2.9)	64	(2.7)
Town	72	(4.0)	39	(4.2)	24	(4.0)	62	(4.3)
Rural	63	(2.8)	31	(3.0)	19	(2.2)	55	(2.8)
Region								
Northeast	76	(3.9)	43	(4.2)	40	(3.9)	62	(4.1)
Southeast	72	(3.4)	45	(3.3)	27	(3.4)	62	(3.7)
Central	72	(2.8)	39	(3.4)	22	(2.3)	65	(2.9)
West	60	(2.7)	38	(2.8)	25	(2.5)	49	(3.0)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	70	(3.5)	35	(3.7)	21	(2.9)	63	(3.4)
6 to 20 percent	73	(3.0)	38	(3.1)	30	(3.4)	63	(3.3)
21 to 49 percent	67	(3.1)	45	(3.3)	28	(3.2)	57	(3.3)
50 percent or more	66	(2.9)	44	(3.0)	28	(2.7)	53	(3.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	74	(2.8)	46	(3.7)	31	(3.1)	64	(3.0)
26 to 50 percent	73	(2.4)	38	(3.3)	29	(2.4)	62	(2.6)
51 to 75 percent	64	(3.5)	40	(3.0)	22	(2.6)	54	(3.4)
76 percent or more	61	(4.4)	38	(4.4)	23	(4.2)	50	(4.9)

See notes at end of table.

Table 91. Percent and standard error for public secondary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Visual arts							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	64	(1.8)	35	(1.4)	23	(1.4)	54	(1.7)
Enrollment size								
Less than 500	57	(3.1)	27	(2.8)	15	(2.2)	50	(2.9)
500 to 999	65	(2.6)	37	(2.5)	25	(2.4)	53	(2.9)
1,000 or more	75	(2.2)	46	(2.8)	34	(2.6)	65	(2.5)
Community type								
City	73	(3.6)	50	(3.4)	30	(3.4)	58	(4.0)
Suburban	71	(2.9)	42	(3.0)	35	(2.8)	59	(3.0)
Town	59	(4.7)	25	(3.9)	17	(3.3)	50	(4.5)
Rural	58	(2.7)	26	(2.4)	14	(1.8)	51	(2.8)
Region								
Northeast	77	(3.3)	46	(3.5)	36	(4.1)	62	(3.8)
Southeast	66	(3.7)	41	(3.8)	22	(3.1)	55	(3.8)
Central	63	(2.6)	28	(2.7)	17	(2.1)	55	(2.9)
West	58	(3.2)	30	(2.3)	21	(2.5)	50	(3.0)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	63	(3.3)	29	(3.0)	15	(2.4)	56	(3.3)
6 to 20 percent	65	(3.6)	30	(3.0)	25	(2.8)	56	(3.6)
21 to 49 percent	64	(3.2)	36	(3.4)	24	(2.8)	55	(3.3)
50 percent or more	66	(3.2)	43	(3.5)	26	(2.7)	51	(3.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	68	(3.1)	39	(3.8)	28	(2.7)	58	(3.0)
26 to 50 percent	66	(2.3)	31	(2.5)	24	(2.2)	57	(2.7)
51 to 75 percent	64	(3.6)	37	(2.8)	20	(2.2)	54	(3.7)
76 percent or more	57	(5.2)	33	(4.8)	16	(3.5)	43	(5.4)

See notes at end of table.

Table 91. Percent and standard error for public secondary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Dance							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	14	(1.2)	7	(0.8)	6	(0.9)	10	(1.0)
Enrollment size								
Less than 500	9	(1.9)	4	(1.2)	4!	(1.2)	6	(1.4)
500 to 999	13	(1.8)	5	(1.2)	5	(1.2)	9	(1.5)
1,000 or more	26	(2.1)	17	(2.0)	11	(1.8)	20	(1.9)
Community type								
City	23	(2.9)	16	(2.4)	8	(2.1)	16	(2.6)
Suburban	21	(2.3)	10	(1.7)	12	(1.9)	15	(1.9)
Town	11	(2.5)	2!	(1.1)	4!	(1.9)	8	(2.3)
Rural	7	(1.4)	3!	(1.1)	2!	(0.9)	5	(1.1)
Region								
Northeast	16	(3.0)	6!	(2.0)	6!	(1.7)	13	(2.7)
Southeast	18	(3.3)	10	(2.0)	8	(2.1)	13	(2.8)
Central	9	(1.8)	5	(1.2)	3!	(1.1)	6	(1.5)
West	16	(1.5)	9	(1.5)	8	(1.5)	11	(1.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	9	(2.3)	4!	(1.5)	‡	(†)	8	(2.2)
6 to 20 percent	14	(2.5)	5	(1.3)	6!	(1.9)	11	(2.1)
21 to 49 percent	13	(2.3)	7	(1.6)	6	(1.2)	8	(1.7)
50 percent or more	21	(2.5)	13	(2.0)	10	(2.0)	14	(2.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	15	(1.9)	8	(1.6)	6	(1.4)	10	(1.7)
26 to 50 percent	13	(1.9)	6	(1.1)	6	(1.4)	11	(1.8)
51 to 75 percent	15	(2.4)	9	(2.1)	7	(1.8)	11	(2.2)
76 percent or more	17	(3.2)	7	(2.1)	5!	(1.7)	10	(2.8)

See notes at end of table.

Table 91. Percent and standard error for public secondary schools reporting that the school or district offered professional development programs for teachers in various arts subjects, by school characteristics: School year 2009–10—Continued

School characteristic	Drama/theatre							
	Any professional development program		Workshops with professional artists or arts groups		In-school seminars or conferences		Off-site seminars or conferences	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	32	(1.6)	18	(1.3)	12	(1.1)	26	(1.5)
Enrollment size								
Less than 500	24	(2.7)	11	(1.8)	8	(1.7)	20	(2.3)
500 to 999	29	(2.4)	17	(2.2)	10	(1.8)	24	(2.3)
1,000 or more	50	(2.5)	33	(2.4)	22	(2.6)	41	(2.3)
Community type								
City	39	(3.4)	25	(2.7)	16	(2.2)	32	(3.2)
Suburban	38	(2.8)	26	(3.1)	19	(2.5)	31	(2.6)
Town	30	(3.9)	12	(2.6)	9	(2.4)	24	(3.7)
Rural	26	(2.5)	13	(1.9)	7	(1.5)	21	(2.2)
Region								
Northeast	30	(3.1)	18	(3.2)	13	(2.6)	24	(2.8)
Southeast	31	(3.4)	18	(2.8)	11	(2.5)	25	(2.9)
Central	30	(2.4)	15	(2.0)	11	(2.1)	24	(2.2)
West	36	(2.6)	22	(1.9)	14	(1.7)	30	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	26	(3.1)	12	(2.9)	7	(1.8)	22	(2.9)
6 to 20 percent	36	(3.1)	17	(2.4)	12	(2.5)	28	(2.7)
21 to 49 percent	34	(3.6)	24	(2.6)	14	(2.3)	29	(3.4)
50 percent or more	33	(2.9)	20	(2.5)	16	(2.3)	27	(2.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	40	(2.8)	25	(2.7)	16	(2.1)	31	(2.3)
26 to 50 percent	31	(2.6)	17	(2.1)	12	(1.9)	26	(2.4)
51 to 75 percent	33	(3.6)	19	(2.7)	14	(1.9)	28	(3.6)
76 percent or more	20	(3.2)	8	(2.2)	4 ¹	(1.6)	15	(2.8)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Secondary School Teachers

Table 92. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting their teaching status in relation to arts education instruction, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist			
	Taught music full time		Taught music part time		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	93	(1.0)	7	(1.0)	89	(1.2)	11	(1.2)
Enrollment size								
Less than 500	92	(1.7)	8	(1.7)	77	(3.3)	23	(3.3)
500 to 999	93	(1.7)	7	(1.7)	93	(1.4)	7	(1.4)
1,000 or more	94	(1.2)	6	(1.2)	94	(1.4)	6	(1.4)
Community type								
City	93	(1.5)	7	(1.5)	92	(1.7)	8	(1.7)
Suburban	93	(1.6)	7	(1.6)	92	(2.4)	8	(2.4)
Town	91	(2.3)	9	(2.3)	89	(2.7)	11	(2.7)
Rural	93	(1.5)	7	(1.5)	84	(2.1)	16	(2.1)
Region								
Northeast	93	(1.5)	7	(1.5)	95	(1.2)	5	(1.2)
Southeast	94	(1.6)	6	(1.6)	93	(1.9)	7	(1.9)
Central	95	(1.5)	5 [!]	(1.5)	87	(2.2)	13	(2.2)
West	90	(2.0)	10	(2.0)	83	(3.0)	17	(3.0)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	95	(1.6)	5	(1.6)	86	(2.8)	14	(2.8)
6 to 20 percent	94	(1.4)	6	(1.4)	87	(2.1)	13	(2.1)
21 to 49 percent	91	(2.4)	9	(2.4)	90	(2.1)	10	(2.1)
50 percent or more	92	(2.1)	8	(2.1)	94	(2.0)	6	(2.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	93	(1.3)	7	(1.3)	89	(2.0)	11	(2.0)
26 to 50 percent	93	(1.8)	7	(1.8)	90	(2.1)	10	(2.1)
51 to 75 percent	91	(1.9)	9	(1.9)	86	(2.8)	14	(2.8)
76 percent or more	96	(1.9)	‡	(†)	92	(2.5)	8	(2.5)

† Not applicable.

[!] Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 93. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting the number of years of teaching experience, by school characteristics: School year 2009–10

School characteristic	Music specialist								Visual arts specialist							
	3 or fewer years		4 to 9 years		10 to 19 years		20 or more years		3 or fewer years		4 to 9 years		10 to 19 years		20 or more years	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	13	(1.1)	22	(1.5)	29	(1.6)	35	(1.8)	15	(1.2)	27	(1.6)	29	(1.5)	29	(1.5)
Enrollment size																
Less than 500	18	(2.6)	17	(2.4)	28	(2.7)	36	(3.2)	19	(2.7)	30	(2.8)	24	(2.5)	28	(3.2)
500 to 999	11	(1.6)	25	(2.4)	28	(2.5)	36	(3.0)	13	(1.9)	22	(2.5)	32	(2.8)	32	(2.5)
1,000 or more	11	(1.6)	24	(2.1)	32	(2.6)	33	(2.3)	13	(1.9)	29	(2.5)	29	(2.7)	29	(2.0)
Community type																
City	11	(2.3)	24	(2.7)	30	(3.5)	35	(3.6)	12	(2.4)	25	(3.9)	34	(3.0)	29	(2.9)
Suburban	10	(1.6)	21	(2.6)	33	(2.7)	35	(3.0)	14	(2.4)	29	(2.5)	28	(2.9)	29	(2.8)
Town	11	(2.0)	26	(3.5)	27	(3.7)	36	(4.2)	19	(3.3)	21	(3.6)	29	(4.1)	30	(4.0)
Rural	19	(3.0)	21	(2.3)	26	(2.8)	34	(2.9)	15	(2.3)	30	(3.0)	25	(2.5)	30	(3.1)
Region																
Northeast	9	(2.1)	27	(3.2)	27	(3.1)	37	(3.2)	15	(2.8)	27	(3.4)	29	(3.3)	30	(3.3)
Southeast	15	(2.6)	27	(3.0)	27	(3.5)	30	(3.1)	16	(2.1)	26	(3.0)	30	(3.1)	28	(2.9)
Central	11	(2.0)	16	(2.1)	33	(3.4)	39	(2.8)	14	(2.4)	22	(2.5)	30	(2.5)	34	(3.2)
West	17	(2.3)	23	(2.4)	28	(3.6)	33	(3.2)	15	(2.2)	33	(3.3)	27	(3.0)	25	(2.8)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	12	(2.4)	21	(3.1)	33	(3.4)	35	(3.4)	14	(2.6)	21	(3.2)	28	(3.2)	37	(4.3)
6 to 20 percent	13	(2.0)	20	(2.1)	28	(3.0)	39	(3.1)	13	(2.1)	27	(2.6)	32	(3.0)	27	(2.6)
21 to 49 percent	11	(2.3)	24	(3.0)	30	(3.3)	34	(3.2)	11	(2.3)	29	(3.0)	30	(3.5)	30	(3.8)
50 percent or more	16	(2.4)	25	(2.9)	27	(3.5)	32	(3.4)	20	(2.8)	31	(3.1)	24	(2.6)	25	(2.7)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	11	(1.8)	20	(2.3)	32	(2.8)	37	(3.3)	11	(1.9)	25	(2.6)	35	(3.3)	30	(3.2)
26 to 50 percent	15	(1.8)	22	(2.5)	27	(2.6)	36	(2.8)	14	(2.1)	28	(2.8)	27	(2.7)	30	(2.4)
51 to 75 percent	13	(2.2)	25	(2.7)	30	(3.0)	31	(3.6)	20	(3.1)	30	(3.5)	25	(3.1)	25	(3.5)
76 percent or more	15	(4.0)	27	(4.6)	28	(5.3)	30	(5.0)	17	(4.2)	27	(4.6)	21	(3.6)	35	(5.0)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 94. Percent and standard error for public secondary school music and visual arts specialists reporting that they held a bachelor's or master's degree, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist			
	Bachelor's		Master's		Bachelor's		Master's	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	99	(0.4)	53	(1.9)	99	(0.4)	50	(1.7)
Enrollment size								
Less than 500	98	(1.1)	38	(3.0)	99	(0.5)	42	(3.7)
500 to 999	99	(0.4)	54	(3.3)	98	(0.7)	55	(3.1)
1,000 or more	99	(0.4)	63	(2.9)	99	(0.4)	52	(3.0)
Community type								
City	99	(0.5)	58	(3.4)	99	(0.5)	56	(3.6)
Suburban	99	(0.4)	60	(2.9)	98	(0.9)	58	(2.8)
Town	97	(1.9)	49	(4.3)	99	(0.7)	43	(3.7)
Rural	100 ¹	(0.3)	43	(3.1)	99	(0.4)	41	(3.4)
Region								
Northeast	98	(1.0)	60	(3.6)	98	(0.8)	65	(3.4)
Southeast	100	(†)	47	(3.6)	99	(0.6)	41	(3.6)
Central	99	(0.9)	54	(2.9)	99	(0.3)	50	(3.2)
West	99	(0.5)	48	(3.1)	99	(0.7)	44	(3.7)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	99	(0.8)	51	(3.7)	100 ¹	(0.3)	46	(3.8)
6 to 20 percent	98	(1.1)	55	(3.3)	98	(1.1)	58	(3.7)
21 to 49 percent	100	(†)	59	(3.4)	99	(0.6)	49	(3.4)
50 percent or more	99	(0.4)	45	(3.3)	99	(0.3)	47	(3.3)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	99	(0.4)	60	(2.8)	98	(0.9)	62	(3.1)
26 to 50 percent	99	(0.9)	51	(3.9)	100 ¹	(0.2)	42	(2.7)
51 to 75 percent	100 ¹	(0.4)	49	(3.7)	99	(0.7)	44	(4.4)
76 percent or more	100	(†)	41	(4.9)	99	(0.6)	51	(5.7)

† Not applicable.

¹ Rounds to 100 percent.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 95. Percent and standard error for public secondary school music and visual arts specialists reporting that they held a regular, standard, or professional teaching certificate, by school characteristics: School year 2009–10

School characteristic	Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	93	(1.0)	93	(0.9)
Enrollment size				
Less than 500	90	(2.1)	90	(2.1)
500 to 999	94	(1.2)	96	(1.1)
1,000 or more	94	(1.5)	93	(1.5)
Community type				
City	90	(2.8)	94	(1.7)
Suburban	94	(1.8)	95	(1.6)
Town	94	(1.9)	93	(2.6)
Rural	93	(1.6)	91	(1.9)
Region				
Northeast	89	(2.6)	93	(2.3)
Southeast	94	(1.4)	94	(1.6)
Central	93	(2.0)	92	(2.0)
West	95	(1.2)	94	(1.8)
Percent combined enrollment of Black and other races/ethnicities¹				
Less than 6 percent	93	(1.9)	93	(1.9)
6 to 20 percent	93	(1.8)	91	(1.9)
21 to 49 percent	96	(1.1)	96	(1.6)
50 percent or more	89	(2.5)	93	(1.9)
Percent of students eligible for free or reduced-price lunch				
0 to 25 percent	93	(1.7)	93	(1.6)
26 to 50 percent	93	(1.3)	94	(1.6)
51 to 75 percent	93	(1.8)	93	(2.0)
76 percent or more	87	(4.1)	91	(3.0)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Other types of teaching certificates—probationary, provisional, temporary, or emergency—were reported by music specialists (7 percent) and visual arts specialists (7 percent). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 96. Percent and standard error for secondary school music and visual arts specialists reporting major or minor fields of study for degrees and teaching certificates held: School year 2009–10

Type of teacher, by degree or certificate held and major/minor field of study	Percent	Standard error
Music specialist		
Held a bachelor's, master's, or doctorate degree in music or music education	98	(0.5)
Major or minor in bachelor's degree		
Music education	70	(1.4)
Music	39	(1.7)
Elementary or secondary education	4	(0.7)
Other major or minor	10	(1.0)
Major or minor in master's or doctorate degree		
Music education	21	(1.5)
Music	17	(1.4)
Elementary or secondary education	14	(1.4)
Other major or minor	4	(0.7)
Focus of teaching certificate		
Music education	98	(0.4)
General elementary or secondary education	14	(1.0)
Other major or minor	8	(0.9)
Visual arts specialist		
Held a bachelor's, master's, or doctorate degree in arts education or applied/fine arts.....	94	(0.8)
Major or minor in bachelor's degree		
Arts education	42	(1.8)
Applied or fine arts	58	(1.7)
Elementary or secondary education	12	(1.1)
Other major or minor	24	(1.4)
Major or minor in master's or doctorate degree		
Arts education	16	(1.1)
Applied or fine arts	14	(1.2)
Elementary or secondary education	19	(1.2)
Other major or minor	7	(0.9)
Focus of teaching certificate		
Arts education	94	(0.9)
General elementary or secondary education	22	(1.4)
Other major or minor	23	(1.7)

NOTE: Detail may not sum to totals because teachers could report multiple fields of study. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 97. Percent and standard error for secondary school music and visual arts specialists reporting that they held an undergraduate or graduate degree or teaching certificate in the arts subject they taught, by school characteristics: School year 2009–10

School characteristic	Music specialist				Visual arts specialist			
	Bachelor's, master's, or doctorate degree in music or music education		Teaching certificate in music education		Bachelor's, master's, or doctorate degree in arts education or applied/fine arts		Teaching certificate in arts education	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	98	(0.5)	98	(0.4)	94	(0.8)	94	(0.9)
Enrollment size								
Less than 500	98	(0.9)	99	(0.5)	93	(1.7)	91	(2.2)
500 to 999	98	(1.1)	97	(0.9)	94	(1.5)	96	(1.2)
1,000 or more	98	(0.8)	98	(0.8)	95	(1.3)	95	(1.2)
Community type								
City	96	(1.5)	96	(1.2)	95	(1.8)	92	(2.3)
Suburban	100 ¹	(0.3)	98	(0.8)	94	(1.5)	95	(1.4)
Town	98	(1.3)	98	(1.0)	95	(1.6)	96	(1.6)
Rural	98	(0.8)	99	(0.5)	93	(1.5)	94	(1.7)
Region								
Northeast	100	(†)	99	(0.7)	97	(1.5)	97	(1.1)
Southeast	98	(0.8)	97	(1.1)	96	(1.6)	96	(1.4)
Central	98	(0.7)	99	(0.6)	95	(1.3)	99	(0.7)
West	96	(1.4)	96	(1.2)	89	(2.3)	85	(2.9)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	98	(0.9)	100 ¹	(0.3)	97	(1.0)	97	(1.3)
6 to 20 percent	97	(1.0)	99	(0.6)	94	(1.5)	94	(1.8)
21 to 49 percent	99	(0.5)	97	(0.9)	93	(1.9)	92	(2.4)
50 percent or more	97	(1.4)	95	(1.3)	93	(1.5)	94	(1.7)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	98	(0.8)	99	(0.6)	97	(1.1)	96	(1.4)
26 to 50 percent	99	(0.8)	98	(0.7)	93	(1.4)	94	(1.6)
51 to 75 percent	96	(2.0)	96	(1.4)	90	(2.2)	93	(1.7)
76 percent or more	98	(1.7)	99	(1.0)	96	(1.8)	93	(3.3)

† Not applicable.

¹ Rounds to 100 percent.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 98. Percent and standard error for public secondary school music and visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 2009–10

Type of teacher, by professional development activity	Participated in activity		Number of hours spent ¹			
			1–8 hours		More than 8 hours	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist						
Activities designed for music teachers						
Applied study in performing music	48	(1.8)	60	(2.3)	40	(2.3)
Applied study in improvising, arranging, or composing music	28	(1.5)	79	(2.5)	21	(2.5)
Developing knowledge about music (e.g., historical, cultural, analytical)	49	(1.6)	72	(2.3)	28	(2.3)
Connecting music learning with other subject areas	57	(1.7)	84	(1.5)	16	(1.5)
Research on arts and student learning (e.g., arts and cognition)	44	(1.8)	80	(2.0)	20	(2.0)
Integrating educational technologies into music instruction	64	(2.0)	79	(1.6)	21	(1.6)
Activities designed for all teachers						
Incorporating state or district standards into instruction	80	(1.3)	70	(1.8)	30	(1.8)
Student assessment	79	(1.3)	70	(2.0)	30	(2.0)
A subject area that is unrelated to music	30	(1.3)	56	(3.3)	44	(3.3)
Visual arts specialist						
Activities designed for visual arts teachers						
Applied study in art studio (e.g., painting, photography)	50	(1.8)	58	(2.6)	42	(2.6)
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	51	(1.7)	68	(2.4)	32	(2.4)
Connecting visual arts learning with other subject areas	57	(1.6)	76	(2.4)	24	(2.4)
Research on arts and student learning (e.g., arts and cognition)	43	(1.5)	69	(2.6)	31	(2.6)
Integrating educational technologies into visual arts instruction	60	(1.6)	71	(2.3)	29	(2.3)
Activities designed for all teachers						
Incorporating state or district standards into instruction	78	(1.4)	62	(1.7)	38	(1.7)
Student assessment	77	(1.4)	67	(2.0)	33	(2.0)
A subject area that is unrelated to visual arts	36	(1.7)	51	(2.6)	49	(2.6)

See notes at end of table.

Table 98. Percent and standard error for public secondary school music and visual arts specialists reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 2009–10 —Continued

Type of teacher, by professional development activity	Extent to which participation improved teaching ¹							
	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Activities designed for music teachers								
Applied study in performing music	2!	(1.0)	16	(2.0)	44	(2.3)	37	(2.3)
Applied study in improvising, arranging, or composing music	6	(1.6)	32	(2.9)	36	(3.1)	26	(2.7)
Developing knowledge about music (e.g., historical, cultural, analytical)	3	(0.8)	29	(2.2)	44	(2.2)	25	(1.9)
Connecting music learning with other subject areas	5	(1.0)	37	(2.2)	42	(2.3)	16	(1.6)
Research on arts and student learning (e.g., arts and cognition)	6	(1.3)	30	(2.8)	42	(2.8)	22	(2.1)
Integrating educational technologies into music instruction	3	(0.7)	32	(1.9)	43	(2.2)	22	(1.8)
Activities designed for all teachers								
Incorporating state or district standards into instruction	16	(1.4)	43	(2.0)	31	(1.7)	11	(1.3)
Student assessment	14	(1.4)	38	(1.8)	34	(1.6)	13	(1.4)
A subject area that is unrelated to music	35	(3.3)	36	(3.5)	19	(2.0)	11	(1.7)
Visual arts specialist								
Activities designed for visual arts teachers								
Applied study in art studio (e.g., painting, photography)	1!	(0.5)	17	(1.7)	38	(2.4)	44	(2.6)
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	3	(0.8)	20	(1.9)	43	(2.7)	33	(3.1)
Connecting visual arts learning with other subject areas	4	(0.8)	31	(2.3)	42	(2.2)	23	(2.1)
Research on arts and student learning (e.g., arts and cognition)	4	(0.9)	27	(2.3)	45	(2.7)	25	(2.5)
Integrating educational technologies into visual arts instruction	3	(0.7)	28	(1.9)	43	(2.2)	26	(2.2)
Activities designed for all teachers								
Incorporating state or district standards into instruction	9	(1.1)	41	(2.1)	36	(2.0)	15	(1.3)
Student assessment	7	(1.1)	38	(1.8)	37	(2.0)	17	(1.6)
A subject area that is unrelated to visual arts	15	(1.7)	32	(2.2)	32	(2.5)	20	(2.4)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Based on the percentage of teachers who participated in each professional development activity.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 99. Percent and standard error for public secondary school music specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music		Connecting music learning with other subject areas		Research on arts and student learning		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	48	(1.8)	28	(1.5)	49	(1.6)	57	(1.7)	44	(1.8)	64	(2.0)
Enrollment size												
Less than 500	38	(2.9)	23	(2.8)	48	(3.3)	57	(3.6)	44	(3.6)	60	(3.5)
500 to 999	49	(2.7)	26	(2.6)	50	(2.5)	57	(2.5)	41	(2.7)	62	(2.4)
1,000 or more	53	(2.6)	34	(2.7)	50	(2.8)	58	(2.8)	48	(2.8)	69	(3.4)
Community type												
City	56	(3.8)	32	(3.2)	55	(4.0)	61	(3.4)	51	(3.3)	67	(3.7)
Suburban	44	(2.8)	31	(2.8)	47	(2.7)	60	(2.7)	45	(2.8)	67	(3.0)
Town	50	(4.4)	24	(3.3)	51	(3.5)	55	(4.8)	45	(4.1)	61	(4.2)
Rural	44	(2.8)	26	(2.7)	47	(3.0)	52	(3.2)	38	(2.8)	61	(3.2)
Region												
Northeast	39	(3.4)	20	(3.4)	40	(3.6)	56	(3.8)	47	(4.3)	69	(3.4)
Southeast	56	(3.7)	32	(3.1)	52	(3.4)	59	(2.6)	46	(3.4)	63	(2.9)
Central	36	(2.8)	24	(2.5)	43	(3.0)	56	(3.3)	38	(3.2)	60	(3.7)
West	63	(3.3)	37	(3.0)	63	(3.1)	58	(2.6)	48	(3.0)	66	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	38	(4.3)	27	(3.5)	42	(3.7)	54	(3.7)	44	(3.6)	61	(4.1)
6 to 20 percent	43	(3.0)	25	(2.7)	50	(3.0)	57	(3.4)	39	(3.3)	67	(2.7)
21 to 49 percent	54	(3.6)	29	(2.7)	48	(3.5)	53	(3.3)	46	(3.4)	64	(3.6)
50 percent or more	55	(3.8)	32	(3.3)	56	(3.2)	64	(3.2)	47	(2.6)	63	(3.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	44	(3.3)	27	(2.7)	49	(2.9)	57	(2.7)	43	(3.3)	69	(2.9)
26 to 50 percent	46	(2.9)	26	(2.0)	48	(3.2)	56	(2.9)	42	(3.7)	60	(3.4)
51 to 75 percent	51	(4.4)	29	(3.3)	49	(3.8)	58	(3.1)	47	(3.3)	64	(3.4)
76 percent or more	57	(4.4)	41	(5.2)	60	(4.8)	61	(4.9)	50	(4.9)	64	(5.4)

See notes at end of table.

Table 99. Percent and standard error for public secondary school music specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	80	(1.3)	79	(1.3)	30	(1.3)
Enrollment size						
Less than 500	84	(2.1)	81	(2.3)	30	(2.9)
500 to 999	78	(2.1)	76	(2.5)	31	(2.8)
1,000 or more	80	(2.5)	80	(2.3)	30	(2.5)
Community type						
City	81	(3.0)	75	(3.4)	31	(2.8)
Suburban	82	(2.7)	81	(2.4)	28	(2.6)
Town	80	(3.4)	75	(3.9)	35	(4.0)
Rural	79	(2.6)	81	(2.3)	29	(2.3)
Region						
Northeast	80	(2.7)	73	(3.6)	27	(2.9)
Southeast	81	(2.3)	83	(2.0)	37	(3.7)
Central	80	(2.5)	75	(2.6)	28	(2.7)
West	81	(2.3)	85	(2.1)	30	(3.2)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	79	(2.4)	74	(2.7)	32	(3.4)
6 to 20 percent	83	(2.3)	81	(2.7)	28	(2.8)
21 to 49 percent	80	(2.7)	76	(2.7)	27	(2.6)
50 percent or more	79	(3.0)	83	(2.3)	35	(2.9)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	83	(2.1)	75	(2.5)	27	(2.3)
26 to 50 percent	80	(2.4)	79	(2.3)	29	(2.5)
51 to 75 percent	79	(3.3)	80	(2.9)	36	(3.3)
76 percent or more	77	(5.5)	87	(3.1)	34	(5.0)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 100. Percent and standard error for public secondary school visual arts specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers									
	Applied study in art studio		Developing knowledge about visual arts		Connecting visual arts learning with other subject areas		Research on arts and student learning		Integrating educational technologies into visual arts instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	50	(1.8)	51	(1.7)	57	(1.6)	43	(1.5)	60	(1.6)
Enrollment size										
Less than 500	47	(3.6)	51	(3.9)	58	(3.2)	41	(3.6)	61	(3.6)
500 to 999	46	(2.8)	49	(3.0)	54	(2.9)	39	(3.2)	56	(2.8)
1,000 or more	55	(2.7)	53	(2.7)	59	(2.6)	46	(2.6)	62	(2.7)
Community type										
City	59	(3.4)	60	(3.7)	66	(3.2)	48	(2.6)	62	(3.8)
Suburban	51	(2.9)	53	(2.9)	57	(2.9)	48	(3.2)	61	(3.3)
Town	43	(4.2)	49	(4.4)	60	(4.1)	40	(4.1)	62	(3.9)
Rural	45	(3.4)	45	(3.5)	51	(3.0)	34	(2.8)	55	(3.1)
Region										
Northeast	51	(3.5)	48	(3.3)	49	(3.5)	41	(3.9)	61	(3.3)
Southeast	50	(3.9)	53	(2.9)	60	(3.4)	42	(2.7)	60	(3.9)
Central	41	(3.6)	47	(4.0)	57	(3.0)	45	(3.5)	59	(3.3)
West	59	(3.6)	58	(3.2)	64	(3.2)	43	(3.6)	59	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	44	(3.7)	50	(3.8)	48	(3.7)	36	(3.5)	60	(3.4)
6 to 20 percent	49	(3.8)	48	(3.5)	56	(3.7)	46	(3.7)	63	(3.4)
21 to 49 percent	53	(4.2)	55	(3.8)	57	(3.6)	43	(3.7)	58	(3.7)
50 percent or more	53	(2.8)	54	(3.6)	68	(3.0)	45	(3.4)	57	(3.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	52	(2.8)	54	(3.0)	55	(2.9)	46	(2.5)	65	(2.9)
26 to 50 percent	49	(2.4)	49	(2.9)	55	(2.8)	39	(2.7)	60	(3.0)
51 to 75 percent	49	(3.4)	51	(3.7)	60	(3.6)	41	(3.7)	55	(3.7)
76 percent or more	50	(5.5)	48	(5.3)	70	(3.9)	48	(5.4)	53	(5.9)

See notes at end of table.

Table 100. Percent and standard error for public secondary school visual arts specialists reporting that they participated in various professional development activities, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	78	(1.4)	77	(1.4)	36	(1.7)
Enrollment size						
Less than 500	75	(3.6)	70	(3.6)	40	(2.8)
500 to 999	78	(2.6)	75	(2.4)	38	(2.8)
1,000 or more	79	(2.2)	82	(2.2)	34	(2.0)
Community type						
City	80	(3.1)	80	(2.9)	37	(2.9)
Suburban	77	(2.2)	78	(2.9)	34	(3.1)
Town	81	(3.0)	80	(3.5)	40	(4.2)
Rural	75	(2.6)	71	(2.8)	37	(3.4)
Region						
Northeast	73	(3.2)	75	(3.6)	39	(4.4)
Southeast	76	(3.0)	76	(3.1)	34	(3.1)
Central	81	(2.9)	76	(2.8)	38	(3.2)
West	80	(2.6)	79	(2.4)	34	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	79	(3.0)	76	(3.3)	40	(3.5)
6 to 20 percent	78	(2.9)	76	(2.9)	36	(3.3)
21 to 49 percent	76	(2.9)	79	(2.9)	32	(4.0)
50 percent or more	78	(3.1)	76	(3.0)	37	(2.9)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	80	(2.6)	79	(2.7)	36	(3.3)
26 to 50 percent	77	(2.3)	74	(2.3)	37	(3.3)
51 to 75 percent	75	(3.7)	74	(3.4)	38	(3.4)
76 percent or more	77	(4.7)	83	(3.8)	36	(4.6)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 101. Among public secondary school music specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music		Connecting music learning with other subject areas		Research on arts and student learning		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	40	(2.3)	21	(2.5)	28	(2.3)	16	(1.5)	20	(2.0)	21	(1.6)
Enrollment size												
Less than 500	40	(5.5)	19	(4.8)	30	(4.8)	19	(3.8)	16	(3.9)	19	(3.4)
500 to 999	37	(4.0)	18	(4.5)	19	(3.2)	17	(2.7)	22	(3.5)	20	(2.8)
1,000 or more	44	(3.7)	25	(4.1)	35	(3.8)	14	(2.4)	21	(3.3)	22	(2.7)
Community type												
City	41	(3.8)	24	(4.9)	29	(4.8)	17	(3.6)	24	(4.2)	21	(3.4)
Suburban	44	(4.5)	26	(4.8)	33	(4.3)	11	(2.6)	24	(4.2)	24	(3.3)
Town	42	(5.9)	12!	(5.9)	27	(5.3)	22	(4.5)	13!	(4.4)	22	(4.3)
Rural	35	(4.3)	17	(3.9)	22	(3.8)	18	(3.5)	17	(3.8)	15	(2.7)
Region												
Northeast	47	(5.7)	31	(8.6)	33	(5.4)	14	(4.0)	17	(4.3)	26	(3.9)
Southeast	33	(4.1)	16	(4.6)	28	(3.6)	19	(3.4)	17	(3.8)	19	(3.4)
Central	38	(5.0)	16	(4.0)	30	(4.4)	12	(3.1)	23	(4.0)	17	(2.7)
West	44	(4.0)	25	(4.1)	23	(2.8)	21	(3.1)	23	(3.8)	22	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	47	(5.1)	15	(4.5)	29	(5.7)	15	(3.3)	21	(4.8)	18	(4.3)
6 to 20 percent	39	(5.0)	18	(5.0)	27	(4.3)	12	(2.9)	18	(4.3)	17	(2.7)
21 to 49 percent	36	(4.5)	22	(5.7)	28	(4.4)	21	(3.6)	19	(4.1)	24	(3.7)
50 percent or more	41	(3.7)	28	(5.0)	28	(3.2)	17	(2.9)	23	(4.2)	23	(3.6)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	42	(4.4)	21	(4.0)	32	(4.4)	14	(2.9)	23	(3.9)	23	(3.1)
26 to 50 percent	39	(4.1)	22	(4.5)	23	(3.7)	16	(2.7)	20	(3.0)	22	(3.1)
51 to 75 percent	39	(5.5)	21	(5.1)	28	(4.6)	16	(3.5)	18	(3.7)	13	(3.6)
76 percent or more	42	(6.8)	20!	(7.3)	29	(6.0)	24	(6.0)	18!	(6.3)	24	(6.1)

See notes at end of table.

Table 101. Among public secondary school music specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	30	(1.8)	30	(2.0)	44	(3.3)
Enrollment size						
Less than 500	27	(3.6)	26	(4.1)	49	(5.6)
500 to 999	33	(3.3)	29	(3.2)	40	(5.3)
1,000 or more	30	(2.6)	33	(2.6)	45	(4.5)
Community type						
City	32	(3.7)	32	(3.9)	46	(7.6)
Suburban	33	(2.6)	33	(2.3)	47	(5.5)
Town	28	(3.8)	33	(4.3)	37	(6.2)
Rural	27	(3.2)	23	(3.4)	45	(6.0)
Region						
Northeast	26	(3.5)	31	(4.5)	39	(6.1)
Southeast	34	(3.6)	31	(3.2)	49	(5.4)
Central	34	(3.4)	30	(3.4)	52	(5.8)
West	26	(3.0)	27	(2.9)	34	(5.6)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	24	(3.4)	24	(4.1)	46	(6.8)
6 to 20 percent	36	(3.7)	34	(3.2)	46	(5.5)
21 to 49 percent	26	(3.0)	24	(2.7)	45	(6.0)
50 percent or more	34	(3.5)	35	(3.5)	40	(5.7)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	32	(2.8)	33	(2.6)	44	(6.2)
26 to 50 percent	24	(2.7)	25	(2.9)	42	(4.9)
51 to 75 percent	32	(3.6)	27	(3.7)	49	(6.9)
76 percent or more	44	(6.8)	44	(6.3)	39	(8.6)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (48 percent for applied study in performing music, 28 percent for applied study in improvising, arranging, or composing music, 49 percent for developing knowledge about music, 57 percent for connecting music with other subject areas, 44 percent for research on arts and student learning, 64 percent for integrating educational technologies into music instruction, 80 percent for incorporating state or district standards into instruction, 79 percent for student assessment, and 30 percent for a subject that is unrelated to music). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 102. Among public secondary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers									
	Applied study in art studio		Developing knowledge about visual arts		Connecting visual arts learning with other subject areas		Research on arts and student learning		Integrating educational technologies into visual arts instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	42	(2.6)	32	(2.4)	24	(2.4)	31	(2.6)	29	(2.3)
Enrollment size										
Less than 500	45	(4.4)	33	(4.3)	23	(4.2)	27	(4.0)	27	(3.6)
500 to 999	37	(4.8)	24	(3.7)	22	(2.9)	28	(3.8)	27	(3.4)
1,000 or more	43	(3.8)	36	(3.8)	26	(4.2)	34	(4.4)	32	(3.7)
Community type										
City	41	(4.6)	36	(4.7)	28	(3.8)	35	(4.7)	30	(5.0)
Suburban	44	(4.9)	31	(4.6)	25	(5.0)	31	(4.2)	31	(4.2)
Town	37	(6.7)	31	(6.6)	18	(4.1)	25	(6.4)	25	(5.6)
Rural	42	(4.8)	28	(4.1)	23	(4.9)	29	(5.7)	28	(3.8)
Region										
Northeast	38	(5.4)	33	(5.6)	26	(5.1)	35	(4.9)	30	(4.7)
Southeast	38	(4.5)	28	(4.6)	19	(2.9)	24	(4.7)	21	(3.9)
Central	44	(6.5)	27	(4.4)	24	(3.6)	30	(4.3)	30	(3.8)
West	45	(5.0)	37	(4.5)	25	(4.2)	33	(4.9)	34	(4.8)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	44	(5.0)	31	(4.6)	24	(4.5)	30	(5.2)	30	(3.9)
6 to 20 percent	41	(4.9)	29	(5.1)	25	(4.2)	32	(5.1)	27	(4.2)
21 to 49 percent	52	(5.6)	32	(4.2)	27	(4.7)	31	(5.1)	35	(4.7)
50 percent or more	32	(4.1)	34	(4.1)	21	(3.6)	30	(4.3)	26	(3.5)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	43	(4.6)	27	(4.3)	22	(3.3)	33	(4.2)	33	(4.2)
26 to 50 percent	38	(4.0)	32	(3.8)	25	(4.0)	25	(5.0)	25	(3.9)
51 to 75 percent	45	(5.9)	37	(5.0)	24	(4.6)	35	(5.6)	27	(4.8)
76 percent or more	41	(7.9)	44	(8.2)	26	(5.0)	36	(6.7)	36	(6.8)

See notes at end of table.

Table 102. Among public secondary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that they spent more than 8 hours in the activity, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	38	(1.7)	33	(2.0)	49	(2.6)
Enrollment size						
Less than 500	40	(3.3)	33	(4.4)	56	(5.9)
500 to 999	37	(3.0)	28	(3.3)	49	(4.9)
1,000 or more	38	(3.2)	36	(3.3)	44	(4.9)
Community type						
City	44	(3.8)	37	(4.0)	46	(5.4)
Suburban	36	(3.2)	34	(3.6)	52	(5.5)
Town	38	(5.3)	25	(4.8)	47	(6.5)
Rural	36	(2.7)	33	(3.4)	49	(5.0)
Region						
Northeast	37	(3.3)	29	(3.8)	46	(4.9)
Southeast	37	(3.5)	32	(3.4)	44	(5.0)
Central	39	(3.4)	33	(3.0)	53	(3.9)
West	40	(3.5)	37	(4.4)	50	(6.0)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	41	(3.4)	34	(4.2)	49	(5.7)
6 to 20 percent	35	(3.4)	28	(3.5)	44	(5.7)
21 to 49 percent	37	(3.9)	32	(3.9)	51	(7.2)
50 percent or more	40	(3.7)	38	(3.9)	52	(5.7)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	36	(3.0)	34	(3.8)	46	(5.5)
26 to 50 percent	39	(3.0)	32	(2.8)	48	(5.1)
51 to 75 percent	43	(3.7)	32	(3.6)	55	(6.2)
76 percent or more	40	(5.4)	37	(5.8)	52	(9.6)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (50 percent for applied study in art studio, 51 percent for developing knowledge about visual arts, 57 percent for connecting visual arts learning with other subject areas, 43 percent for research on arts and student learning, 60 percent for integrating educational technologies into visual arts instruction, 78 percent for incorporating state or district standards into instruction, 77 percent for student assessment, and 36 percent for a subject area that is unrelated to visual arts). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 103. Among public secondary school music specialists who participated in various professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Activities designed for music teachers											
	Applied study in performing music		Applied study in improvising, arranging, or composing music		Developing knowledge about music		Connecting music learning with other subject areas		Research on arts and student learning		Integrating educational technologies into music instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	82	(2.1)	61	(3.0)	69	(2.3)	58	(2.2)	64	(2.9)	65	(2.1)
Enrollment size												
Less than 500	84	(4.0)	62	(5.8)	72	(4.6)	64	(4.5)	58	(5.4)	65	(4.5)
500 to 999	81	(3.3)	61	(5.4)	62	(3.3)	55	(4.0)	68	(4.6)	67	(3.7)
1,000 or more	81	(3.5)	61	(4.1)	72	(3.5)	55	(3.4)	65	(4.2)	64	(3.8)
Community type												
City	80	(4.3)	67	(7.2)	72	(4.5)	57	(5.3)	63	(5.1)	69	(4.3)
Suburban	83	(3.7)	62	(4.9)	73	(4.2)	57	(4.1)	69	(5.0)	63	(3.6)
Town	81	(4.8)	50	(8.6)	52	(5.1)	56	(6.1)	49	(6.7)	63	(5.0)
Rural	82	(3.6)	61	(5.7)	71	(4.5)	60	(4.4)	71	(4.3)	65	(3.9)
Region												
Northeast	76	(5.3)	70	(7.0)	72	(5.0)	58	(4.7)	57	(6.3)	63	(4.6)
Southeast	86	(3.1)	67	(6.3)	70	(4.3)	64	(4.0)	68	(4.5)	64	(4.0)
Central	83	(4.4)	52	(5.3)	78	(3.8)	51	(4.9)	67	(4.7)	65	(3.9)
West	80	(3.1)	61	(5.2)	59	(4.1)	60	(3.6)	65	(4.5)	68	(4.1)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	79	(5.8)	52	(6.6)	75	(3.5)	63	(5.0)	67	(6.0)	68	(4.7)
6 to 20 percent	83	(3.3)	58	(6.4)	71	(4.1)	48	(5.1)	62	(5.2)	63	(4.1)
21 to 49 percent	82	(3.7)	67	(6.7)	58	(5.2)	59	(4.9)	66	(5.1)	61	(3.5)
50 percent or more	82	(3.7)	67	(5.1)	70	(3.9)	62	(3.3)	62	(4.8)	69	(4.5)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	84	(3.5)	55	(6.4)	71	(4.4)	56	(4.6)	70	(4.0)	65	(3.5)
26 to 50 percent	79	(4.0)	58	(4.6)	67	(4.6)	58	(4.3)	62	(5.2)	69	(4.0)
51 to 75 percent	84	(4.2)	73	(6.6)	66	(5.1)	55	(4.6)	59	(5.0)	56	(5.3)
76 percent or more	83	(6.4)	65	(8.4)	71	(7.6)	67	(6.5)	65	(8.9)	76	(7.5)

See notes at end of table.

Table 103. Among public secondary school music specialists who participated in various professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	42	(1.9)	47	(1.6)	29	(2.5)
Enrollment size						
Less than 500	44	(3.7)	47	(3.6)	36	(5.5)
500 to 999	45	(3.2)	48	(2.4)	24	(4.8)
1,000 or more	36	(3.1)	48	(3.0)	30	(4.3)
Community type						
City	50	(4.0)	59	(3.4)	43	(6.3)
Suburban	41	(3.3)	47	(3.8)	27	(4.7)
Town	29	(4.3)	44	(4.5)	22!	(7.0)
Rural	43	(2.8)	42	(2.7)	27	(4.8)
Region						
Northeast	42	(4.0)	44	(4.2)	24	(5.3)
Southeast	48	(3.8)	50	(3.1)	35	(5.0)
Central	38	(3.9)	47	(4.2)	26	(5.9)
West	41	(3.2)	49	(2.9)	31	(4.8)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	38	(3.5)	43	(4.3)	25	(4.9)
6 to 20 percent	37	(3.6)	46	(2.9)	25	(5.2)
21 to 49 percent	40	(3.7)	45	(3.7)	23	(4.6)
50 percent or more	52	(4.3)	55	(3.8)	42	(5.5)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	37	(3.4)	46	(3.6)	26	(4.8)
26 to 50 percent	42	(3.4)	46	(3.2)	27	(4.5)
51 to 75 percent	43	(3.6)	47	(4.3)	26	(5.5)
76 percent or more	57	(6.4)	57	(5.5)	57	(10.5)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (48 percent for applied study in performing music, 28 percent for applied study in improvising, arranging, or composing music, 49 percent for developing knowledge about music, 57 percent for connecting music with other subject areas, 44 percent for research on arts and student learning, 64 percent for integrating educational technologies into music instruction, 80 percent for incorporating state or district standards into instruction, 79 percent for student assessment, and 30 percent for a subject that is unrelated to music). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 104. Among public secondary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Activities designed for visual arts teachers									
	Applied study in art studio		Developing knowledge about visual arts		Connecting visual arts learning with other subject areas		Research on arts and student learning		Integrating educational technologies into visual arts instruction	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	82	(1.8)	77	(2.0)	66	(2.3)	69	(2.6)	69	(2.0)
Enrollment size										
Less than 500	86	(3.3)	78	(4.3)	65	(3.9)	67	(5.4)	68	(4.2)
500 to 999	74	(4.4)	74	(4.1)	67	(3.6)	65	(4.0)	69	(3.2)
1,000 or more	84	(2.3)	78	(3.6)	65	(3.5)	73	(3.4)	69	(3.7)
Community type										
City	79	(3.4)	74	(4.0)	66	(4.2)	68	(4.7)	69	(4.1)
Suburban	80	(3.2)	79	(3.6)	69	(3.9)	74	(4.0)	72	(4.2)
Town	82	(5.1)	72	(5.2)	58	(6.0)	67	(6.1)	66	(4.6)
Rural	87	(2.9)	78	(3.8)	66	(3.5)	64	(5.7)	67	(3.4)
Region										
Northeast	79	(4.7)	72	(5.2)	68	(5.3)	63	(6.1)	66	(5.2)
Southeast	85	(3.5)	79	(3.5)	64	(3.6)	67	(4.9)	72	(3.7)
Central	80	(4.2)	73	(4.0)	62	(4.2)	75	(4.0)	68	(3.5)
West	83	(3.0)	81	(3.4)	68	(4.1)	71	(5.4)	71	(4.8)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	84	(4.1)	79	(4.6)	68	(5.1)	66	(6.3)	69	(4.9)
6 to 20 percent	79	(3.8)	73	(4.1)	59	(5.2)	69	(5.3)	63	(5.0)
21 to 49 percent	86	(4.0)	76	(4.3)	70	(4.2)	72	(4.7)	74	(3.7)
50 percent or more	79	(3.6)	80	(3.2)	66	(3.8)	70	(4.5)	72	(3.6)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	81	(3.2)	76	(3.5)	64	(4.2)	73	(3.8)	67	(3.6)
26 to 50 percent	80	(3.5)	76	(3.0)	64	(4.0)	64	(4.3)	65	(3.4)
51 to 75 percent	84	(3.7)	81	(4.3)	74	(4.3)	75	(5.0)	79	(4.4)
76 percent or more	84	(5.3)	81	(6.5)	62	(5.9)	66	(6.6)	72	(6.6)

See notes at end of table.

Table 104. Among public secondary school visual arts specialists who participated in various professional development activities, percent and standard error reporting that participation in the activity improved their teaching to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Activities designed for all teachers					
	Incorporating state or district standards into instruction		Student assessment		A subject area that is unrelated to visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	43	(2.2)	26	(2.2)	36	(2.0)
Enrollment size						
Less than 500	45	(4.2)	23	(4.2)	40	(3.6)
500 to 999	41	(4.0)	28	(3.5)	34	(3.1)
1,000 or more	43	(3.7)	26	(3.7)	34	(2.5)
Community type						
City	40	(4.7)	30	(5.0)	38	(3.8)
Suburban	43	(4.5)	28	(3.5)	36	(3.3)
Town	46	(4.8)	20	(4.2)	30	(4.3)
Rural	44	(4.2)	23	(3.8)	36	(4.0)
Region						
Northeast	42	(4.8)	24	(4.0)	29	(3.5)
Southeast	44	(4.2)	28	(4.0)	36	(3.0)
Central	48	(4.1)	20	(4.0)	35	(3.2)
West	38	(4.2)	32	(4.8)	42	(4.1)
Percent combined enrollment of Black and other races/ethnicities¹						
Less than 6 percent	45	(4.9)	23	(4.9)	35	(3.7)
6 to 20 percent	42	(4.4)	22	(3.4)	42	(4.4)
21 to 49 percent	39	(4.8)	35	(4.3)	30	(3.2)
50 percent or more	47	(4.3)	25	(4.1)	34	(3.0)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	39	(2.9)	29	(3.5)	34	(3.2)
26 to 50 percent	42	(4.1)	23	(3.1)	36	(3.1)
51 to 75 percent	55	(4.9)	23	(4.6)	38	(4.0)
76 percent or more	41	(7.1)	31	(7.2)	37	(5.2)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who participated in each professional development activity (50 percent for applied study in art studio, 51 percent for developing knowledge about visual arts, 57 percent for connecting visual arts learning with other subject areas, 43 percent for research on arts and student learning, 60 percent for integrating educational technologies into visual arts instruction, 78 percent for incorporating state or district standards into instruction, 77 percent for student assessment, and 36 percent for a subject area that is unrelated to visual arts). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 105. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching reported during regular school hours, by public secondary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10

School characteristic	All music specialists						Music specialists who taught the subject on a full-time basis					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public secondary school music and visual arts specialists	7	(0.2)	24	(0.6)	21	(0.2)	8	(0.2)	24	(0.6)	22	(0.2)
Enrollment size												
Less than 500	8	(0.4)	21	(1.0)	21	(0.3)	6	(0.5)	21	(1.1)	22	(0.4)
500 to 999	8	(0.4)	24	(1.1)	21	(0.4)	6	(0.4)	24	(1.1)	22	(0.4)
1,000 or more	7	(0.2)	26	(1.1)	22	(0.4)	7	(0.2)	26	(1.1)	22	(0.3)
Community type												
City	7	(0.4)	24	(1.4)	21	(0.5)	7	(0.4)	24	(1.5)	21	(0.5)
Suburban	8	(0.4)	24	(1.1)	21	(0.4)	8	(0.4)	24	(1.1)	22	(0.4)
Town	7	(0.6)	27	(1.8)	20	(0.6)	8	(0.7)	27	(1.8)	21	(0.6)
Rural	8	(0.4)	22	(1.1)	22	(0.4)	8	(0.4)	22	(1.1)	23	(0.3)
Region												
Northeast	10	(0.7)	17	(1.0)	20	(0.6)	11	(0.7)	17	(1.0)	21	(0.6)
Southeast	6	(0.3)	25	(0.9)	23	(0.4)	7	(0.3)	25	(0.9)	23	(0.4)
Central	8	(0.4)	27	(1.3)	21	(0.3)	8	(0.4)	27	(1.4)	22	(0.3)
West	7	(0.2)	27	(1.0)	22	(0.5)	7	(0.3)	27	(1.0)	23	(0.4)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	9	(0.6)	23	(1.1)	22	(0.4)	9	(0.6)	23	(1.1)	22	(0.4)
6 to 20 percent	8	(0.5)	24	(1.6)	20	(0.4)	8	(0.5)	25	(1.7)	21	(0.4)
21 to 49 percent	7	(0.4)	25	(1.0)	22	(0.5)	8	(0.4)	25	(1.1)	23	(0.4)
50 percent or more	7	(0.4)	22	(1.1)	22	(0.5)	7	(0.4)	22	(1.1)	23	(0.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	8	(0.4)	25	(1.1)	21	(0.3)	9	(0.4)	25	(1.2)	22	(0.3)
26 to 50 percent	8	(0.4)	23	(1.0)	21	(0.5)	8	(0.4)	23	(1.0)	22	(0.4)
51 to 75 percent	7	(0.4)	24	(1.2)	22	(0.4)	7	(0.4)	24	(1.3)	23	(0.4)
76 percent or more	7	(0.2)	23	(0.7)	23	(0.7)	7	(0.2)	23	(0.8)	23	(0.6)

See notes at end of table.

Table 105. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching reported during regular school hours, by public secondary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10—Continued

School characteristic	Music specialists who taught the subject on a part-time basis						All visual arts specialists					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public secondary school music and visual arts specialists	4	(0.3)	26	(1.8)	12	(0.7)	7	(0.1)	22	(0.3)	22	(0.3)
Enrollment size												
Less than 500	5	(0.5)	26	(2.6)	12	(1.1)	7	(0.3)	19	(0.4)	21	(0.5)
500 to 999	4	(0.5)	25	(4.1)	12	(1.2)	7	(0.3)	22	(0.4)	22	(0.3)
1,000 or more	3	(0.3)	29	(3.1)	12	(1.2)	7	(0.3)	24	(0.4)	22	(0.5)
Community type												
City	4	(0.5)	24	(4.5)	13	(1.6)	7	(0.3)	24	(0.6)	22	(0.4)
Suburban	3	(0.2)	33	(3.1)	10	(1.0)	7	(0.2)	23	(0.5)	22	(0.6)
Town	4	(0.5)	25	(4.5)	11	(1.2)	8	(0.4)	22	(0.5)	23	(0.5)
Rural	5	(0.7)	23	(2.9)	13	(1.1)	7	(0.4)	20	(0.3)	22	(0.5)
Region												
Northeast	4	(0.7)	23	(4.8)	10	(1.5)	7	(0.3)	21	(0.5)	21	(0.3)
Southeast	4	(0.5)	27	(3.1)	13	(1.4)	7	(0.3)	23	(0.5)	24	(0.8)
Central	4	(0.7)	26	(4.5)	12	(1.5)	8	(0.3)	21	(0.4)	22	(0.4)
West	4	(0.4)	28	(2.3)	12	(1.2)	6	(0.2)	24	(0.5)	22	(0.5)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	4	(0.5)	27	(2.6)	11	(1.4)	8	(0.4)	20	(0.5)	22	(0.4)
6 to 20 percent	4	(0.6)	27	(4.5)	13	(1.4)	7	(0.3)	22	(0.4)	21	(0.4)
21 to 49 percent	4	(0.4)	26	(4.3)	11	(1.4)	7	(0.3)	24	(0.6)	22	(0.7)
50 percent or more	5	(0.8)	25	(4.1)	12	(1.0)	7	(0.2)	23	(0.5)	22	(0.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	4	(0.5)	26	(2.2)	12	(1.0)	7	(0.3)	22	(0.4)	21	(0.6)
26 to 50 percent	4	(0.6)	28	(4.5)	11	(1.6)	7	(0.2)	22	(0.5)	22	(0.4)
51 to 75 percent	4	(0.4)	25	(4.3)	12	(1.4)	7	(0.2)	22	(0.7)	22	(0.6)
76 percent or more	5	(0.8)	21	(2.6)	12	(3.1)	7	(0.4)	21	(0.6)	22	(0.3)

See notes at end of table.

Table 105. Average number and standard error for the number of classes, class size, and number of hours per week spent teaching reported during regular school hours, by public secondary school music and visual arts specialists for their most recent full week of teaching, by teaching status and school characteristics: School year 2009–10—Continued

School characteristic	Visual arts specialists who taught the subject on a full-time basis						Visual arts specialists who taught the subject on a part-time basis					
	Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes		Average number of classes taught per week ¹		Average class size ²		Average number of hours per week spent teaching classes	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public secondary school music and visual arts specialists	7	(0.1)	22	(0.3)	23	(0.3)	4	(0.4)	19	(1.1)	14	(1.0)
Enrollment size												
Less than 500	8	(0.3)	19	(0.5)	23	(0.3)	5	(0.7)	16	(1.0)	13	(1.7)
500 to 999	8	(0.3)	22	(0.4)	23	(0.3)	4	(0.3)	25	(3.7)	13	(1.6)
1,000 or more	7	(0.2)	24	(0.4)	23	(0.5)	4	(1.2)	24	(1.3)	14	(1.2)
Community type												
City	7	(0.3)	24	(0.6)	23	(0.3)	4	(0.3)	24	(1.7)	11	(1.6)
Suburban	7	(0.2)	23	(0.5)	23	(0.5)	3	(0.3)	22	(3.0)	13	(1.5)
Town	8	(0.4)	22	(0.5)	24	(0.5)	6	(1.8)	23	(2.8)	16	(1.2)
Rural	8	(0.4)	20	(0.4)	24	(0.3)	5	(0.8)	16	(1.3)	14	(1.7)
Region												
Northeast	7	(0.3)	20	(0.5)	21	(0.3)	3	(0.4)	28	(7.7)	12	(2.8)
Southeast	7	(0.4)	23	(0.6)	25	(0.8)	3	(0.4)	24	(2.8)	17	(3.1)
Central	9	(0.3)	22	(0.4)	23	(0.3)	7	(1.2)	17	(1.5)	16	(1.7)
West	7	(0.2)	25	(0.5)	24	(0.4)	3	(0.3)	20	(1.8)	11	(1.3)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	8	(0.4)	20	(0.5)	23	(0.5)	6	(1.1)	17	(2.1)	14	(2.2)
6 to 20 percent	8	(0.3)	22	(0.5)	22	(0.3)	5	(0.9)	20	(1.6)	14	(1.5)
21 to 49 percent	7	(0.3)	24	(0.6)	23	(0.8)	3	(0.4)	23	(1.8)	14	(1.8)
50 percent or more	7	(0.3)	23	(0.6)	23	(0.3)	3	(0.3)	21	(5.0)	10	(2.1)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	8	(0.3)	22	(0.4)	23	(0.6)	4	(0.8)	23	(2.1)	12	(1.3)
26 to 50 percent	7	(0.2)	23	(0.5)	23	(0.3)	6	(1.1)	17	(1.3)	15	(1.5)
51 to 75 percent	7	(0.3)	23	(0.7)	24	(0.4)	4	(0.5)	16	(2.2)	14	(3.0)
76 percent or more	8	(0.4)	21	(0.6)	21	(0.5)	3	(0.5)	25	(2.5)	9	(1.8)

¹ Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a visual arts specialist taught graphic design as a separate course to 3 different groups of students, the teacher was instructed to report 3 sections of graphic design. If the teacher taught of graphic design to the same group of students multiple times a week, he/she was asked to count this class only once.

² Respondents were asked to report the total number of students in the different classes taught. For example, if a visual arts specialist taught 3 different groups or sections of graphic design, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 60 for graphic design.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 106. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting various indicators of teaching load, by teaching status: School year 2009–10

Teaching load indicator	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Number of schools taught												
1 school	56	(1.7)	54	(1.6)	71	(4.8)	87	(1.0)	88	(1.0)	79	(5.3)
2 schools	29	(1.4)	30	(1.5)	20	(4.5)	11	(0.9)	10	(0.9)	15!	(4.7)
3 or more schools	16	(1.2)	16	(1.2)	10!	(3.5)	2	(0.5)	2	(0.5)	6!	(2.6)
Hours of planning period per week												
0 hours	3	(0.5)	2	(0.5)	14	(3.9)	2	(0.5)	1	(0.3)	8!	(3.2)
1 to 2 hours	9	(1.1)	9	(1.0)	9!	(3.5)	4	(0.7)	3	(0.6)	11!	(4.1)
3 to 4 hours	27	(1.4)	27	(1.4)	30	(6.7)	32	(1.6)	32	(1.7)	34	(6.6)
More than 4 hours	61	(1.4)	62	(1.4)	47	(7.4)	62	(1.8)	64	(1.7)	48	(7.4)
Taught classes outside of regular school hours												
Yes	35	(1.3)	36	(1.4)	35	(5.8)	3	(0.6)	4	(0.7)	‡	(†)
No	65	(1.3)	64	(1.4)	65	(5.8)	97	(0.6)	96	(0.7)	99	(0.8)
Taught on a block schedule¹												
Yes	25	(1.7)	26	(1.7)	24	(4.9)	29	(1.5)	29	(1.6)	25	(4.2)
No	75	(1.7)	74	(1.7)	76	(4.9)	71	(1.5)	71	(1.6)	75	(4.2)

† Not applicable.

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 107. Percent and standard error for public secondary school music and visual arts specialists reporting that they taught at more than one school, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	44	(1.7)	46	(1.6)	29	(4.8)	13	(1.0)	12	(1.0)	21	(5.3)
Enrollment size												
Less than 500	62	(3.4)	64	(3.5)	44	(11.3)	31	(2.8)	30	(2.5)	32	(7.9)
500 to 999	46	(3.3)	48	(3.3)	24!	(11.5)	8	(1.7)	9	(1.8)	‡	(†)
1,000 or more	29	(2.0)	29	(2.0)	20!	(8.8)	6	(1.5)	6	(1.5)	‡	(†)
Community type												
City	36	(3.1)	36	(3.1)	‡	(†)	4!	(1.5)	5!	(1.7)	#	(†)
Suburban	33	(3.2)	34	(3.4)	‡	(†)	7	(2.1)	8	(2.3)	‡	(†)
Town	56	(4.0)	59	(4.3)	32!	(10.8)	15	(2.9)	13	(3.0)	‡	(†)
Rural	56	(3.1)	57	(3.3)	49	(12.8)	26	(2.6)	23	(2.8)	38	(9.8)
Region												
Northeast	32	(3.6)	33	(3.6)	‡	(†)	10	(2.1)	10	(2.0)	‡	(†)
Southeast	35	(3.2)	36	(3.4)	‡	(†)	11	(2.6)	12	(2.8)	#	(†)
Central	51	(2.6)	52	(2.7)	‡	(†)	20	(2.4)	19	(2.3)	30!	(10.6)
West	53	(3.2)	55	(3.5)	43	(9.2)	10	(2.1)	8	(1.8)	24!	(8.7)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	62	(2.8)	63	(2.8)	36!	(16.3)	24	(3.1)	22	(3.0)	35!	(13.9)
6 to 20 percent	42	(3.5)	43	(3.6)	20!	(9.3)	14	(2.0)	13	(2.0)	23!	(9.0)
21 to 49 percent	43	(3.6)	44	(3.7)	31!	(12.1)	9	(2.0)	8	(2.0)	‡	(†)
50 percent or more	33	(3.5)	33	(3.7)	32!	(11.7)	7	(1.5)	8	(1.7)	#	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	39	(2.9)	40	(2.9)	28!	(9.1)	12	(2.2)	11	(2.1)	21!	(10.0)
26 to 50 percent	50	(3.0)	52	(3.2)	22!	(10.8)	15	(1.9)	13	(1.7)	29!	(11.9)
51 to 75 percent	50	(4.0)	51	(4.3)	41	(11.6)	13	(2.4)	13	(2.5)	17!	(8.6)
76 percent or more	31	(4.4)	31	(4.6)	‡	(†)	11	(2.8)	12	(2.9)	#	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 108. Percent and standard error for public secondary school music and visual arts specialists reporting more than 4 hours of designated planning time per week when students were in attendance, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	61	(1.4)	62	(1.4)	47	(7.4)	62	(1.8)	64	(1.7)	48	(7.4)
Enrollment size												
Less than 500	55	(3.3)	55	(3.5)	50	(13.3)	53	(3.3)	57	(3.2)	41	(9.0)
500 to 999	60	(2.8)	61	(3.1)	46	(12.6)	58	(2.9)	59	(3.0)	48	(12.1)
1,000 or more	68	(2.2)	70	(2.3)	46	(12.5)	71	(2.3)	72	(2.3)	62	(12.7)
Community type												
City	55	(3.8)	58	(3.9)	26!	(11.7)	66	(3.1)	67	(3.2)	58	(11.0)
Suburban	64	(2.9)	65	(2.8)	58	(12.7)	65	(2.9)	66	(3.5)	61	(17.5)
Town	63	(3.9)	65	(4.4)	40!	(16.9)	60	(4.2)	63	(4.2)	42!	(14.0)
Rural	62	(3.1)	62	(3.1)	57	(14.3)	57	(3.1)	61	(3.5)	37	(9.2)
Region												
Northeast	56	(3.9)	57	(4.2)	39!	(12.5)	59	(4.1)	60	(4.4)	51!	(16.1)
Southeast	68	(3.4)	68	(3.6)	54	(14.5)	73	(3.3)	73	(3.3)	67	(15.8)
Central	59	(3.9)	59	(3.9)	46!	(18.6)	57	(2.8)	59	(2.8)	47	(11.5)
West	64	(2.9)	66	(3.0)	50	(10.3)	64	(3.3)	68	(3.0)	42	(9.5)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	55	(4.2)	55	(4.3)	45!	(19.7)	54	(3.6)	56	(3.8)	42	(11.3)
6 to 20 percent	63	(3.0)	63	(3.2)	56	(14.6)	57	(3.4)	60	(3.5)	33	(9.5)
21 to 49 percent	67	(2.5)	69	(2.8)	48	(10.0)	71	(3.4)	71	(3.5)	71	(10.3)
50 percent or more	61	(3.1)	62	(2.7)	42!	(16.2)	68	(2.7)	69	(2.8)	55!	(17.2)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	67	(2.7)	69	(2.9)	41!	(10.7)	63	(2.7)	66	(2.6)	39	(11.1)
26 to 50 percent	61	(2.7)	61	(2.9)	55	(10.7)	58	(3.4)	59	(3.3)	55	(13.7)
51 to 75 percent	57	(3.2)	58	(3.4)	41!	(14.6)	67	(3.6)	70	(3.7)	48	(11.0)
76 percent or more	52	(4.5)	52	(4.8)	65!	(31.3)	67	(4.0)	67	(4.0)	58!	(19.1)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 109. Percent and standard error for public secondary school music and visual arts specialists reporting that they taught on a block schedule, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	25	(1.7)	26	(1.7)	24	(4.9)	29	(1.5)	29	(1.6)	25	(4.2)
Enrollment size												
Less than 500	17	(2.5)	17	(2.7)	‡	(†)	21	(2.8)	22	(3.2)	16!	(5.1)
500 to 999	26	(2.5)	25	(2.4)	28!	(9.7)	23	(2.5)	23	(2.6)	24!	(9.3)
1,000 or more	32	(2.7)	32	(2.8)	31!	(11.4)	38	(2.6)	37	(2.6)	45	(10.4)
Community type												
City	28	(3.4)	29	(3.5)	‡	(†)	33	(3.5)	35	(3.8)	‡	(†)
Suburban	25	(2.5)	26	(2.5)	24!	(11.8)	28	(2.5)	28	(2.8)	34	(9.4)
Town	21	(3.3)	21	(3.6)	20!	(9.8)	25	(3.4)	24	(3.7)	30!	(13.0)
Rural	26	(2.7)	26	(2.8)	27!	(11.2)	29	(3.0)	29	(3.3)	25!	(8.0)
Region												
Northeast	23	(3.3)	23	(3.6)	21!	(9.3)	29	(3.7)	27	(3.6)	54	(15.6)
Southeast	40	(3.7)	40	(3.8)	37!	(14.1)	45	(3.5)	46	(3.5)	43!	(17.4)
Central	20	(2.2)	19	(2.3)	‡	(†)	20	(2.2)	22	(2.4)	‡	(†)
West	24	(2.8)	24	(2.9)	19!	(8.2)	26	(2.8)	26	(3.1)	24	(6.7)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	19	(2.9)	18	(3.1)	‡	(†)	23	(3.1)	25	(3.6)	13!	(6.1)
6 to 20 percent	27	(3.1)	26	(3.2)	34!	(10.6)	30	(2.6)	30	(2.8)	32	(9.1)
21 to 49 percent	25	(2.9)	26	(3.0)	20!	(9.1)	29	(3.6)	29	(3.5)	37!	(11.8)
50 percent or more	31	(3.5)	32	(3.7)	‡	(†)	31	(2.6)	32	(2.8)	‡	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	26	(2.7)	25	(2.7)	38!	(11.7)	30	(3.1)	29	(3.4)	39	(8.9)
26 to 50 percent	24	(2.5)	24	(2.5)	‡	(†)	28	(2.3)	29	(2.3)	17!	(7.5)
51 to 75 percent	26	(3.6)	27	(3.7)	‡	(†)	30	(3.3)	32	(3.7)	21!	(8.0)
76 percent or more	31	(5.3)	32	(5.5)	#	(†)	26	(4.3)	29	(4.7)	#	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Block schedule refers to a type of academic scheduling in which each student has fewer classes per day for a longer period of time; for example, block scheduling allows for class periods of an hour or more so that teachers can accomplish more in a class session. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 110. Percent and standard error for public secondary school music and visual arts specialists reporting that they taught a curriculum-based or co-curricular class in their arts subject outside of school hours, by teaching status and school characteristics: School year 2009–10

School characteristic	Music specialist						Visual arts specialist					
	All music specialists		Taught music full time		Taught music part time		All visual arts specialists		Taught visual arts full time		Taught visual arts part time	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	35	(1.3)	36	(1.4)	35	(5.8)	3	(0.6)	4	(0.7)	‡	(†)
Enrollment size												
Less than 500	35	(2.8)	36	(2.9)	29!	(11.2)	5	(1.4)	6	(1.7)	‡	(†)
500 to 999	33	(2.2)	32	(2.3)	35!	(11.7)	3!	(1.0)	3!	(1.1)	#	(†)
1,000 or more	39	(2.3)	39	(2.4)	42	(11.0)	2!	(1.0)	2!	(1.0)	#	(†)
Community type												
City	30	(3.2)	31	(3.4)	‡	(†)	4!	(1.4)	4!	(1.5)	#	(†)
Suburban	39	(2.5)	37	(2.8)	62	(12.3)	3!	(1.2)	4!	(1.3)	#	(†)
Town	43	(4.4)	43	(4.3)	44!	(16.7)	‡	(†)	‡	(†)	#	(†)
Rural	31	(2.6)	33	(2.7)	11!	(5.3)	3!	(1.2)	4!	(1.2)	‡	(†)
Region												
Northeast	35	(3.6)	35	(3.8)	42!	(13.4)	6!	(2.2)	6!	(2.3)	#	(†)
Southeast	36	(2.5)	36	(2.6)	26!	(12.5)	3!	(0.9)	3!	(1.0)	#	(†)
Central	36	(2.7)	37	(2.6)	‡	(†)	1!	(0.6)	‡	(†)	#	(†)
West	35	(3.0)	34	(3.4)	46	(10.9)	3!	(1.2)	3!	(1.3)	‡	(†)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	31	(3.5)	32	(3.5)	‡	(†)	2!	(1.0)	3!	(1.2)	#	(†)
6 to 20 percent	45	(2.9)	44	(3.0)	51	(14.2)	‡	(†)	‡	(†)	#	(†)
21 to 49 percent	36	(3.7)	35	(3.9)	44!	(13.4)	5!	(1.8)	6!	(2.0)	#	(†)
50 percent or more	29	(2.5)	30	(2.7)	18!	(8.5)	4	(1.1)	4	(1.0)	‡	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	42	(2.9)	41	(3.1)	48	(10.9)	‡	(†)	3!	(1.2)	#	(†)
26 to 50 percent	33	(2.9)	33	(3.1)	38	(10.5)	‡	(†)	‡	(†)	#	(†)
51 to 75 percent	27	(3.0)	29	(3.2)	‡	(†)	5!	(1.6)	5!	(1.7)	‡	(†)
76 percent or more	39	(5.3)	40	(5.5)	‡	(†)	6!	(2.2)	7!	(2.4)	#	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 111. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting the extent to which they believed that various types of support for teaching their arts subject were adequate: School year 2009–10

Type of support	Not at all adequate		Minimally adequate		Moderately adequate		Completely adequate	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Instructional time with students	3	(0.7)	14	(1.1)	45	(1.3)	38	(1.6)
Time for individual or collaborative planning	18	(1.5)	32	(1.6)	30	(1.5)	20	(1.4)
Dedicated room or space for music instruction	8	(1.0)	18	(1.5)	30	(1.9)	44	(1.9)
Dedicated space for performance	18	(1.4)	21	(1.6)	26	(1.5)	34	(1.8)
Dedicated space for storage	20	(1.5)	30	(1.5)	30	(1.7)	20	(1.3)
Instructional resources—Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software)	10	(1.0)	26	(1.5)	41	(1.4)	23	(1.6)
Classroom instruments—Instruments typically used by students in the music classroom (e.g., auxiliary percussion, drums and ethnic percussion, keyboards, acoustic guitars)	12	(1.0)	26	(1.4)	41	(1.3)	22	(1.2)
Classroom equipment—Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system iPod or mp3 player, digital recorders, microphones/sound system, guitar, digital tuners)	11	(0.9)	28	(1.5)	41	(1.6)	20	(1.3)
Technologies—Electronic equipment used in the study or creation of music (e.g., interactive white boards, computers, MIDI keyboards)	36	(1.6)	29	(1.7)	25	(1.5)	10	(1.0)
Orchestra and band instruments—Instruments available for students wishing to participate in the school string/orchestra or band program ¹	8	(0.8)	27	(1.4)	43	(1.5)	19	(1.7)
Visual arts specialist								
Instructional time with students	3	(0.6)	12	(1.2)	45	(1.5)	40	(1.7)
Time for individual or collaborative planning	17	(1.3)	27	(1.6)	34	(1.7)	22	(1.6)
Dedicated room or space for visual arts instruction	6	(0.8)	14	(1.3)	30	(1.6)	50	(1.5)
Dedicated space for exhibition	15	(1.3)	29	(1.5)	31	(1.8)	25	(1.5)
Dedicated space for storage	11	(1.0)	23	(1.5)	35	(1.9)	32	(1.5)
Instructional resources—Reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, projectors)	7	(1.0)	23	(1.3)	40	(1.6)	30	(1.5)
Art materials—Expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films)	6	(0.7)	17	(1.2)	41	(1.6)	35	(1.4)
Art tools—Equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools)	5	(0.7)	20	(1.3)	40	(1.8)	35	(1.5)
Classroom equipment—Equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and boards, easels)	9	(1.0)	25	(1.4)	39	(1.7)	26	(1.3)
Technologies—Electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, printers, video equipment)	19	(1.4)	29	(1.4)	30	(1.4)	22	(1.5)

¹ Percents are based on the 97 percent of music specialists at public secondary schools with string/orchestra or band programs during the 2009–10 school year.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 112. Percent and standard error for public secondary school music specialists reporting that they believed various types of support for teaching music were moderately or completely adequate, by school characteristics: School year 2009–10

School characteristic	Instructional time with students		Time for individual or collaborative planning		Dedicated room or space for music instruction		Dedicated space for performance		Dedicated space for storage	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	83	(1.2)	50	(1.7)	74	(1.7)	61	(1.9)	50	(1.6)
Enrollment size										
Less than 500	81	(3.2)	49	(3.6)	72	(3.1)	52	(3.2)	51	(3.7)
500 to 999	81	(1.9)	47	(2.6)	74	(2.3)	61	(3.1)	51	(2.7)
1,000 or more	88	(2.0)	55	(2.7)	75	(2.6)	68	(2.8)	48	(2.5)
Community type										
City	86	(2.6)	50	(3.6)	74	(4.0)	63	(4.0)	50	(3.5)
Suburban	85	(1.8)	54	(2.8)	73	(3.0)	62	(3.3)	52	(3.2)
Town	83	(3.1)	46	(4.0)	76	(3.4)	62	(4.4)	52	(4.4)
Rural	80	(2.6)	48	(2.9)	74	(2.6)	57	(3.1)	47	(3.2)
Region										
Northeast	80	(3.0)	44	(4.0)	76	(3.5)	71	(3.6)	54	(4.2)
Southeast	85	(2.7)	56	(3.2)	73	(3.2)	55	(3.7)	46	(3.5)
Central	81	(2.3)	48	(3.8)	73	(3.0)	54	(3.4)	52	(3.6)
West	87	(2.4)	52	(3.0)	74	(3.0)	65	(2.8)	47	(2.9)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	79	(3.4)	43	(3.2)	70	(4.0)	53	(4.0)	50	(4.1)
6 to 20 percent	84	(2.1)	51	(3.3)	79	(2.3)	61	(3.2)	54	(3.6)
21 to 49 percent	85	(2.2)	54	(3.6)	73	(3.1)	64	(3.6)	54	(3.1)
50 percent or more	85	(2.7)	52	(3.2)	72	(3.5)	65	(3.5)	42	(3.3)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	86	(2.0)	53	(3.0)	78	(2.7)	62	(2.7)	54	(3.2)
26 to 50 percent	81	(2.6)	48	(3.1)	70	(2.5)	61	(3.0)	49	(2.9)
51 to 75 percent	83	(3.1)	45	(3.2)	73	(4.0)	60	(3.6)	48	(3.9)
76 percent or more	81	(4.5)	54	(5.4)	74	(5.9)	56	(6.1)	46	(5.8)

See notes at end of table.

Table 112. Percent and standard error for public secondary school music specialists reporting that they believed various types of support for teaching music were moderately or completely adequate, by school characteristics: School year 2009–10—Continued

School characteristic	Instructional resources ¹		Classroom instruments ²		Classroom equipment ³		Technologies ⁴		Orchestra and band instruments ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	64	(1.4)	63	(1.4)	61	(1.4)	36	(1.7)	63	(1.6)
Enrollment size										
Less than 500	64	(3.6)	56	(3.6)	59	(3.7)	34	(3.3)	61	(3.5)
500 to 999	60	(2.3)	61	(2.5)	56	(2.4)	34	(2.5)	59	(3.0)
1,000 or more	68	(2.5)	70	(1.9)	67	(2.4)	39	(2.4)	70	(2.3)
Community type										
City	60	(3.3)	63	(3.3)	59	(3.1)	32	(3.3)	61	(3.2)
Suburban	70	(2.7)	69	(3.2)	68	(2.9)	41	(3.3)	70	(3.1)
Town	65	(3.7)	66	(4.1)	61	(4.6)	36	(4.4)	62	(4.1)
Rural	59	(2.6)	54	(2.6)	54	(2.9)	33	(2.4)	59	(2.7)
Region										
Northeast	69	(3.6)	65	(3.7)	61	(4.3)	40	(4.0)	67	(4.3)
Southeast	59	(3.2)	52	(3.5)	53	(3.3)	36	(3.7)	52	(3.5)
Central	63	(3.2)	66	(2.6)	64	(2.5)	35	(3.0)	66	(2.9)
West	64	(2.6)	65	(2.8)	62	(3.0)	32	(2.6)	66	(2.6)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	64	(3.3)	59	(3.4)	60	(3.5)	39	(3.2)	62	(3.7)
6 to 20 percent	68	(3.3)	70	(3.1)	66	(2.8)	39	(3.2)	66	(2.9)
21 to 49 percent	67	(3.0)	61	(2.7)	64	(3.0)	34	(3.0)	66	(2.7)
50 percent or more	56	(3.4)	60	(2.8)	53	(3.6)	31	(2.8)	59	(3.5)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	74	(2.7)	72	(2.5)	69	(2.6)	44	(3.4)	75	(2.7)
26 to 50 percent	63	(2.5)	61	(2.5)	60	(2.7)	33	(2.6)	59	(3.0)
51 to 75 percent	54	(3.4)	54	(3.2)	50	(3.8)	31	(3.7)	56	(3.6)
76 percent or more	51	(4.4)	51	(4.6)	53	(5.6)	29	(4.5)	59	(5.4)

¹The questionnaire wording was “materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software).”

²The questionnaire wording was “instruments typically used by students in the music classroom (e.g., auxiliary percussion, drums and ethnic percussion, keyboards, acoustic guitars).”

³The questionnaire wording was “equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system, iPod or mp3 player, digital recorder, microphones/sound system, guitar, digital tuners).”

⁴The questionnaire wording was “electronic equipment used in the study or creation of music (e.g., interactive white boards, computers, MIDI keyboards).”

⁵The questionnaire wording was “instruments available for students wishing to participate in the school string/orchestra or band program.” Percents are based on the 97 percent of music specialists at public secondary schools with string/orchestra or band programs during the 2009–10 school year.

⁶Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 113. Percent and standard error for public secondary school visual arts specialists reporting that they believed various types of support for teaching visual arts were moderately or completely adequate, by school characteristics: School year 2009–10

School characteristic	Instructional time with students		Time for individual or collaborative planning		Dedicated room or space for visual arts instruction		Dedicated space for exhibition		Dedicated space for storage	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	85	(1.2)	56	(2.1)	80	(1.3)	56	(1.6)	66	(1.7)
Enrollment size										
Less than 500	83	(2.7)	53	(3.9)	79	(2.9)	52	(3.4)	66	(3.0)
500 to 999	85	(2.0)	51	(3.1)	85	(2.0)	60	(2.9)	72	(2.7)
1,000 or more	86	(2.0)	61	(3.1)	77	(2.3)	55	(2.6)	63	(3.0)
Community type										
City	82	(2.7)	53	(3.8)	75	(3.7)	57	(3.5)	62	(3.5)
Suburban	85	(2.3)	60	(3.5)	82	(2.1)	59	(3.3)	67	(3.2)
Town	86	(2.7)	52	(4.7)	81	(2.7)	52	(3.5)	69	(3.7)
Rural	86	(2.7)	54	(3.3)	81	(2.5)	53	(3.3)	68	(3.1)
Region										
Northeast	85	(2.5)	51	(3.9)	85	(2.3)	60	(4.0)	68	(3.6)
Southeast	88	(1.6)	66	(3.0)	81	(2.8)	61	(3.2)	76	(3.0)
Central	84	(2.1)	53	(3.6)	79	(2.5)	54	(3.4)	64	(3.9)
West	82	(3.1)	56	(3.4)	75	(3.2)	50	(3.5)	61	(3.6)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	81	(3.7)	52	(4.0)	80	(3.0)	53	(3.9)	68	(3.5)
6 to 20 percent	88	(2.1)	50	(3.5)	79	(2.3)	58	(2.8)	66	(2.8)
21 to 49 percent	90	(1.7)	62	(3.4)	83	(3.0)	56	(3.3)	65	(3.7)
50 percent or more	80	(2.9)	60	(3.9)	79	(2.8)	55	(3.0)	68	(3.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	86	(2.2)	51	(3.0)	80	(2.6)	58	(2.9)	65	(2.7)
26 to 50 percent	86	(1.8)	61	(2.4)	82	(2.1)	55	(2.8)	68	(2.7)
51 to 75 percent	83	(3.0)	58	(4.1)	77	(2.9)	54	(4.5)	66	(3.3)
76 percent or more	79	(5.1)	51	(5.8)	81	(4.8)	55	(5.5)	68	(5.9)

See notes at end of table.

Table 113. Percent and standard error for public secondary school visual arts specialists reporting that they believed various types of support for teaching visual arts were moderately or completely adequate, by school characteristics: School year 2009–10—Continued

School characteristic	Instructional resources ¹		Art materials ²		Art tools ³		Classroom equipment ⁴		Technologies ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	70	(1.6)	77	(1.2)	75	(1.4)	65	(1.3)	52	(1.5)
Enrollment size										
Less than 500	66	(3.1)	80	(2.6)	74	(2.7)	63	(2.9)	50	(3.7)
500 to 999	72	(2.6)	77	(2.3)	75	(2.6)	67	(2.6)	51	(2.6)
1,000 or more	71	(2.2)	75	(2.2)	76	(2.1)	66	(2.4)	53	(2.1)
Community type										
City	68	(3.2)	66	(3.1)	66	(3.2)	55	(3.4)	46	(3.2)
Suburban	76	(2.6)	80	(2.4)	80	(2.5)	73	(2.9)	61	(2.3)
Town	66	(3.9)	84	(3.0)	83	(3.1)	70	(3.8)	43	(3.1)
Rural	66	(3.1)	77	(2.5)	72	(2.8)	62	(2.2)	50	(3.3)
Region										
Northeast	72	(3.3)	83	(2.6)	84	(2.5)	74	(2.9)	56	(3.8)
Southeast	75	(2.4)	74	(2.3)	72	(2.8)	61	(3.4)	53	(3.1)
Central	68	(3.3)	79	(2.5)	76	(2.5)	68	(2.5)	50	(3.3)
West	66	(2.7)	70	(3.0)	68	(3.3)	58	(2.9)	49	(2.9)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	69	(4.0)	81	(3.0)	78	(3.2)	69	(3.5)	50	(3.9)
6 to 20 percent	71	(3.1)	82	(2.5)	78	(2.9)	73	(2.5)	52	(3.2)
21 to 49 percent	74	(3.0)	78	(3.0)	79	(2.9)	64	(3.9)	57	(3.8)
50 percent or more	67	(3.1)	67	(3.1)	66	(3.4)	55	(3.2)	48	(3.5)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	78	(2.6)	84	(1.9)	82	(2.6)	73	(2.5)	57	(3.0)
26 to 50 percent	68	(2.4)	76	(2.2)	74	(2.7)	66	(2.7)	52	(3.1)
51 to 75 percent	63	(3.8)	69	(3.6)	69	(3.9)	56	(4.1)	48	(4.0)
76 percent or more	61	(4.6)	67	(4.8)	64	(4.7)	52	(6.0)	36	(4.4)

¹The questionnaire wording was “reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, projectors).”

²The questionnaire wording was “expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films).”

³The questionnaire wording was “equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools).”

⁴The questionnaire wording was “equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and boards, easels).”

⁵The questionnaire wording was “electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, printers, video equipment).”

⁶Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 114. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting how frequently they participated in activities related to teaching: School year 2009–10

Activity related to teaching	Never		A few times a year		Once a month		2 to 3 times a month		At least once a week	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist										
Common planning period with other arts specialists at this school	36	(1.6)	29	(1.6)	8	(1.0)	8	(1.0)	20	(1.3)
Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach	61	(1.6)	30	(1.4)	5	(0.7)	2	(0.5)	2	(0.5)
Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum	52	(1.6)	39	(1.6)	5	(0.7)	3	(0.6)	1!	(0.4)
Sharing ideas about teaching with other teachers outside your assigned school(s)	19	(1.1)	45	(1.6)	14	(1.4)	11	(1.1)	11	(1.0)
Visiting classrooms of colleagues who teach music	44	(1.6)	38	(1.8)	6	(0.7)	4	(0.7)	9	(0.9)
Participating in site-based management or school improvement teams or leadership councils	48	(1.6)	28	(1.4)	15	(1.1)	6	(0.6)	3	(0.6)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	35	(1.7)	51	(1.4)	8	(0.8)	4	(0.7)	1!	(0.3)
Teaching music through virtual field trips using technology	76	(1.5)	17	(1.2)	2	(0.5)	2	(0.5)	2	(0.6)
Visual arts specialist										
Common planning period with other arts specialists at this school	44	(1.3)	23	(1.6)	8	(1.2)	8	(1.0)	17	(1.4)
Consulting with other teachers to help them integrate visual arts into a lesson or unit of study that they teach	41	(1.6)	47	(1.6)	6	(0.8)	4	(0.7)	2	(0.5)
Consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum	36	(1.4)	49	(1.5)	7	(0.8)	5	(0.8)	2	(0.4)
Sharing ideas about teaching with other teachers outside your assigned school(s)	18	(1.4)	52	(1.9)	17	(1.5)	7	(0.8)	6	(0.9)
Visiting classrooms of colleagues who teach visual arts	46	(1.4)	35	(1.6)	5	(0.8)	3	(0.7)	12	(1.1)
Participating in site-based management or school improvement teams or leadership councils	38	(1.5)	33	(1.7)	17	(1.5)	9	(1.0)	4	(0.8)
Teaching visual arts through virtual field trips using technology	59	(2.0)	27	(1.6)	6	(1.0)	4	(0.8)	3	(0.6)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 115. Percent and standard error for public secondary school music specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10

School characteristic	Common planning period with other arts specialists at this school		Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach		Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum		Sharing ideas about teaching with other teachers outside your assigned school(s)		Visiting classrooms of colleagues who teach music		Participating in site-based management or school improvement teams or leadership councils		Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs		Teaching music through virtual field trips using technology	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	64	(1.6)	39	(1.6)	48	(1.6)	81	(1.1)	56	(1.6)	52	(1.6)	65	(1.7)	24	(1.5)
Enrollment size																
Less than 500	54	(3.4)	41	(3.1)	49	(3.3)	80	(2.1)	48	(3.1)	49	(3.0)	59	(3.8)	28	(2.7)
500 to 999	63	(2.8)	34	(2.6)	44	(2.7)	78	(2.3)	53	(3.1)	54	(2.8)	58	(2.7)	22	(2.4)
1,000 or more	75	(2.3)	43	(2.3)	51	(2.6)	86	(1.9)	67	(2.7)	52	(3.2)	76	(2.2)	22	(2.1)
Community type																
City	74	(2.8)	42	(3.6)	53	(3.6)	86	(2.4)	61	(3.9)	52	(3.9)	73	(2.8)	23	(3.1)
Suburban	66	(3.4)	41	(2.5)	48	(3.3)	84	(2.1)	62	(3.2)	51	(2.8)	69	(2.8)	26	(2.9)
Town	56	(4.2)	33	(4.1)	45	(4.0)	76	(3.5)	55	(3.4)	50	(3.6)	59	(4.4)	23	(3.2)
Rural	60	(2.5)	38	(2.9)	46	(3.4)	78	(2.3)	47	(2.8)	53	(2.9)	57	(2.9)	22	(2.4)
Region																
Northeast	64	(4.0)	42	(3.9)	46	(4.3)	78	(3.3)	59	(3.8)	44	(3.7)	59	(4.5)	23	(3.5)
Southeast	62	(3.1)	46	(3.7)	59	(2.8)	87	(2.2)	62	(3.0)	61	(3.0)	68	(3.4)	27	(2.5)
Central	65	(3.3)	35	(2.9)	44	(3.3)	78	(2.2)	44	(3.2)	50	(2.8)	65	(3.2)	22	(2.4)
West	66	(3.0)	37	(3.0)	47	(2.8)	83	(2.3)	65	(3.0)	53	(3.7)	67	(3.5)	25	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	58	(3.7)	33	(3.4)	44	(3.5)	78	(2.9)	47	(3.6)	47	(3.3)	56	(3.9)	24	(3.3)
6 to 20 percent	64	(3.4)	37	(2.6)	47	(3.1)	78	(2.8)	52	(3.1)	52	(3.2)	67	(3.0)	21	(2.6)
21 to 49 percent	65	(2.9)	40	(3.1)	45	(3.3)	88	(2.1)	63	(3.5)	54	(4.1)	69	(2.6)	25	(2.9)
50 percent or more	71	(2.9)	47	(3.2)	56	(2.9)	82	(2.6)	64	(3.6)	53	(3.1)	67	(3.2)	25	(3.2)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	68	(3.0)	40	(3.0)	44	(2.6)	79	(2.3)	62	(2.3)	54	(2.8)	68	(3.6)	22	(2.4)
26 to 50 percent	62	(2.6)	35	(2.7)	47	(2.9)	83	(2.0)	50	(3.2)	50	(2.3)	63	(2.9)	25	(2.3)
51 to 75 percent	61	(2.7)	40	(3.0)	52	(3.3)	81	(2.8)	54	(4.0)	52	(4.0)	58	(3.7)	22	(3.1)
76 percent or more	67	(4.6)	48	(5.7)	58	(4.7)	85	(3.4)	69	(4.9)	50	(5.6)	75	(5.0)	27	(5.5)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 116. Percent and standard error for public secondary school visual arts specialists reporting that they participated in various activities related to teaching, by school characteristics: School year 2009–10

School characteristic	Common planning period with other arts specialists at this school		Consulting with other teachers to help them integrate visual arts into a lesson or unit of study that they teach		Consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum		Sharing ideas about teaching with other teachers outside your assigned school(s)		Visiting classrooms of colleagues who teach visual arts		Participating in site-based management or school improvement teams or leadership councils		Teaching visual arts through virtual field trips using technology	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	56	(1.3)	59	(1.6)	64	(1.4)	82	(1.4)	54	(1.4)	62	(1.5)	41	(2.0)
Enrollment size														
Less than 500	37	(2.9)	68	(3.1)	71	(3.1)	81	(2.9)	36	(3.1)	61	(3.2)	44	(3.7)
500 to 999	58	(2.7)	58	(3.2)	66	(2.4)	79	(2.6)	49	(2.5)	60	(2.8)	37	(3.0)
1,000 or more	67	(2.5)	55	(2.7)	58	(3.0)	83	(2.2)	69	(2.2)	64	(2.6)	42	(2.8)
Community type														
City	66	(3.1)	61	(2.9)	71	(3.2)	85	(2.5)	59	(3.2)	66	(3.0)	42	(3.7)
Suburban	62	(2.9)	55	(2.8)	58	(3.3)	83	(2.7)	59	(2.8)	62	(3.3)	37	(3.0)
Town	53	(3.6)	58	(4.1)	64	(4.2)	82	(2.7)	53	(3.3)	63	(3.7)	45	(4.1)
Rural	44	(2.5)	64	(2.9)	65	(2.7)	78	(2.2)	46	(2.9)	60	(3.4)	42	(3.7)
Region														
Northeast	63	(3.0)	57	(4.1)	62	(3.0)	83	(3.4)	61	(3.4)	54	(4.4)	40	(4.1)
Southeast	50	(3.0)	68	(2.7)	71	(2.8)	85	(2.4)	50	(3.3)	65	(3.1)	42	(3.7)
Central	53	(2.9)	54	(2.6)	56	(2.9)	75	(2.5)	45	(2.6)	65	(2.6)	37	(3.4)
West	57	(3.2)	61	(3.1)	69	(2.9)	85	(2.2)	61	(3.3)	66	(2.8)	45	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹														
Less than 6 percent	46	(3.4)	61	(3.5)	57	(3.5)	82	(3.0)	42	(3.5)	54	(3.6)	41	(3.7)
6 to 20 percent	59	(3.0)	53	(3.3)	64	(2.8)	80	(2.8)	57	(2.6)	63	(3.2)	40	(3.7)
21 to 49 percent	61	(3.6)	62	(4.6)	64	(3.7)	82	(2.6)	59	(3.6)	63	(3.3)	44	(3.8)
50 percent or more	58	(2.9)	63	(3.5)	68	(3.5)	83	(2.4)	57	(3.5)	68	(3.2)	40	(3.5)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	62	(2.7)	56	(3.3)	59	(2.9)	81	(2.4)	59	(2.7)	60	(2.7)	45	(3.5)
26 to 50 percent	58	(2.9)	60	(2.6)	62	(2.6)	83	(1.8)	52	(2.7)	64	(2.3)	40	(3.5)
51 to 75 percent	45	(3.6)	62	(2.7)	70	(2.8)	82	(3.3)	53	(4.2)	63	(3.6)	37	(2.7)
76 percent or more	48	(4.1)	65	(4.9)	76	(5.7)	76	(3.9)	43	(5.2)	62	(5.8)	39	(5.3)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 117. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting the extent to which they agreed with statements about arts instruction at their currently assigned school: School year 2009–10

Statement	Strongly disagree		Disagree		Somewhat agree		Strongly agree	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Parents support me in my efforts to educate their children	3	(0.6)	6	(0.8)	40	(1.4)	50	(1.6)
The administration supports me in my work	4	(0.7)	10	(1.2)	34	(1.6)	51	(1.6)
Students are motivated to do well in music class	3	(0.5)	8	(0.9)	47	(1.5)	41	(1.5)
Community organizations/groups support my efforts to educate students	5	(0.8)	12	(1.0)	48	(1.8)	34	(1.8)
Visual arts specialist								
Parents support me in my efforts to educate their children	5	(0.7)	10	(1.0)	50	(1.7)	35	(1.5)
The administration supports me in my work	4	(0.8)	8	(1.0)	33	(1.5)	54	(1.7)
Students are motivated to do well in visual arts class	4	(0.7)	11	(1.0)	44	(1.8)	41	(1.5)
Community organizations/groups support my efforts to educate students	9	(1.0)	16	(1.0)	48	(1.6)	27	(1.4)

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 118. Percent and standard error for public secondary school music and visual arts specialists reporting that they somewhat or strongly agreed with statements about arts instruction at their currently assigned school, by school characteristics: School year 2009–10

School characteristic	Parents support me in my efforts to educate their children				The administration supports me in my work				Students are motivated to do well in my class				Community organizations/groups support my efforts to educate students			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	90	(0.9)	85	(1.2)	86	(1.2)	87	(1.2)	89	(1.0)	85	(1.2)	82	(1.1)	75	(1.2)
Enrollment size																
Less than 500	86	(1.9)	88	(2.0)	84	(2.1)	89	(2.1)	86	(2.0)	87	(2.4)	84	(2.1)	79	(2.2)
500 to 999	93	(1.5)	84	(2.1)	86	(2.1)	88	(1.9)	91	(1.6)	84	(2.4)	83	(1.8)	74	(2.6)
1,000 or more	91	(1.6)	85	(2.0)	88	(2.1)	86	(2.0)	89	(1.5)	85	(1.7)	81	(2.3)	73	(2.3)
Community type																
City	87	(2.6)	79	(3.1)	87	(2.7)	84	(2.6)	87	(2.6)	83	(2.5)	78	(2.9)	72	(3.8)
Suburban	92	(1.2)	88	(2.2)	87	(2.0)	91	(1.9)	92	(1.6)	86	(2.4)	82	(2.5)	73	(3.0)
Town	96	(1.4)	86	(2.8)	89	(2.8)	83	(3.5)	89	(2.4)	83	(3.6)	89	(2.1)	76	(4.1)
Rural	88	(1.8)	87	(2.1)	83	(2.1)	87	(2.1)	87	(1.7)	86	(2.1)	82	(2.3)	79	(2.1)
Region																
Northeast	91	(2.0)	87	(2.3)	85	(2.5)	89	(2.0)	90	(1.9)	88	(2.3)	80	(2.5)	76	(3.2)
Southeast	90	(1.8)	83	(2.6)	88	(2.2)	90	(2.0)	88	(2.1)	83	(2.6)	82	(2.7)	75	(2.7)
Central	90	(1.8)	89	(2.0)	82	(2.5)	86	(2.5)	88	(2.0)	85	(2.4)	83	(2.4)	75	(2.6)
West	91	(2.1)	82	(3.1)	90	(2.0)	85	(2.2)	90	(2.0)	83	(2.7)	83	(2.3)	73	(2.7)
Percent combined enrollment of Black and other races/ethnicities¹																
Less than 6 percent	91	(1.9)	91	(2.1)	82	(2.4)	87	(2.6)	90	(2.2)	86	(3.1)	84	(2.5)	81	(2.7)
6 to 20 percent	94	(1.5)	89	(1.5)	85	(2.8)	89	(1.9)	90	(1.7)	86	(2.3)	84	(2.4)	78	(2.8)
21 to 49 percent	94	(1.5)	84	(2.7)	89	(2.0)	87	(2.8)	92	(1.4)	86	(2.5)	84	(2.6)	74	(3.1)
50 percent or more	83	(2.7)	77	(2.9)	88	(2.1)	86	(2.2)	83	(2.8)	82	(2.3)	78	(2.3)	68	(3.3)
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	94	(1.3)	92	(1.8)	85	(2.0)	89	(2.0)	92	(1.4)	88	(2.1)	84	(2.2)	79	(2.4)
26 to 50 percent	93	(1.7)	87	(1.8)	87	(1.8)	88	(2.1)	89	(1.5)	85	(1.9)	84	(1.8)	75	(2.1)
51 to 75 percent	85	(2.4)	76	(3.5)	87	(2.1)	85	(3.0)	84	(2.5)	82	(3.5)	81	(2.9)	73	(3.1)
76 percent or more	76	(5.6)	71	(5.2)	82	(3.9)	84	(4.0)	84	(3.2)	82	(3.8)	73	(3.8)	61	(5.7)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 119. Percent and standard error for public secondary school music and visual arts specialists describing their instructional program at their currently assigned school, by school characteristics: School year 2009–10

School characteristic	Based on a written, sequential, local (or district) curriculum guide				Aligned with state's standards or the National Standards for Arts Education			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	67	(1.5)	67	(1.6)	93	(0.8)	97	(0.5)
Enrollment size								
Less than 500	60	(3.2)	57	(3.2)	92	(1.5)	93	(1.6)
500 to 999	69	(2.4)	67	(2.8)	92	(1.2)	97	(0.9)
1,000 or more	69	(2.9)	73	(2.7)	93	(1.4)	99	(0.6)
Community type								
City	68	(3.7)	69	(3.3)	93	(1.8)	97	(1.4)
Suburban	70	(3.0)	75	(2.7)	94	(1.2)	98	(0.8)
Town	68	(3.4)	56	(3.7)	94	(2.2)	97	(1.4)
Rural	61	(2.8)	61	(2.3)	90	(1.6)	94	(1.5)
Region								
Northeast	73	(3.2)	75	(3.3)	97	(1.2)	98	(0.9)
Southeast	62	(3.7)	63	(3.4)	95	(1.8)	99	(0.5)
Central	71	(2.6)	71	(3.3)	91	(1.7)	94	(1.4)
West	59	(2.9)	57	(3.1)	90	(1.9)	96	(1.4)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	67	(3.0)	66	(3.6)	90	(2.0)	95	(1.4)
6 to 20 percent	70	(3.6)	75	(2.9)	96	(1.2)	96	(1.2)
21 to 49 percent	67	(3.0)	64	(3.7)	93	(1.4)	97	(1.2)
50 percent or more	64	(3.5)	62	(2.8)	90	(2.2)	97	(1.1)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	72	(2.8)	76	(2.5)	93	(1.4)	97	(0.9)
26 to 50 percent	68	(2.8)	65	(2.6)	94	(1.2)	97	(0.9)
51 to 75 percent	58	(2.9)	57	(4.1)	89	(2.4)	97	(1.4)
76 percent or more	61	(5.7)	56	(4.9)	94	(2.3)	91	(3.1)

See notes at end of table.

Table 119. Percent and standard error for public secondary school music and visual arts specialists describing their instructional program at their currently assigned school, by school characteristics: School year 2009–10—Continued

School characteristic	Integrated with other arts subjects				Integrated with other academic subjects			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	34	(1.4)	61	(1.3)	30	(1.5)	51	(1.5)
Enrollment size								
Less than 500	32	(3.1)	54	(3.3)	29	(3.0)	56	(3.0)
500 to 999	34	(2.8)	55	(2.3)	31	(2.5)	53	(2.9)
1,000 or more	36	(2.3)	70	(2.4)	31	(2.5)	46	(2.5)
Community type								
City	42	(3.5)	69	(3.4)	37	(3.5)	60	(3.4)
Suburban	35	(3.0)	66	(2.8)	30	(2.9)	48	(2.7)
Town	29	(3.5)	56	(4.4)	22	(3.0)	43	(3.7)
Rural	32	(2.3)	52	(2.9)	30	(2.8)	52	(3.1)
Region								
Northeast	32	(3.4)	65	(2.8)	31	(3.8)	48	(3.6)
Southeast	41	(3.3)	61	(3.2)	37	(3.4)	57	(3.3)
Central	34	(3.3)	57	(2.8)	27	(2.8)	48	(2.8)
West	31	(3.3)	63	(3.4)	29	(2.9)	52	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	34	(3.5)	54	(3.5)	25	(2.7)	47	(3.4)
6 to 20 percent	27	(2.8)	61	(3.2)	26	(2.6)	49	(3.3)
21 to 49 percent	35	(2.7)	64	(3.1)	30	(3.0)	49	(3.3)
50 percent or more	42	(3.8)	64	(3.1)	40	(3.3)	58	(3.0)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	32	(2.7)	67	(2.3)	27	(2.9)	50	(3.2)
26 to 50 percent	33	(2.2)	57	(2.9)	28	(2.3)	46	(3.1)
51 to 75 percent	34	(3.5)	57	(4.0)	33	(3.3)	61	(4.5)
76 percent or more	50	(4.3)	60	(5.9)	44	(5.4)	57	(5.6)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 120. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting how much emphasis they gave to various goals or objectives of student learning: School year 2009–10

Goal or objective	No emphasis		Minor emphasis		Moderate emphasis		Major emphasis	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Singing a varied repertoire of music	23	(1.5)	16	(1.0)	20	(1.3)	41	(1.8)
Performing a varied repertoire of music on a range of instruments	11	(0.9)	15	(1.1)	26	(1.5)	48	(1.7)
Improvising melodies, variations, and accompaniments	13	(1.1)	47	(1.4)	32	(1.3)	8	(0.8)
Composing and arranging music within specified guidelines	26	(1.4)	47	(1.8)	20	(1.6)	8	(0.9)
Reading and notating music	#	(†)	4	(0.7)	24	(1.5)	71	(1.6)
Listening to, analyzing, and describing music	2	(0.4)	18	(1.5)	43	(1.9)	38	(1.6)
Evaluating music and music performances	1!	(0.3)	12	(1.0)	37	(1.5)	50	(1.6)
Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)	1!	(0.2)	10	(1.0)	33	(1.3)	57	(1.5)
Making connections among music, the other arts, and disciplines outside the arts	2	(0.5)	30	(1.8)	44	(1.7)	24	(1.3)
Understanding music in relation to history and cultures	1	(0.4)	25	(1.5)	47	(1.8)	27	(1.4)
Using technology to gain knowledge and skills in music	11	(1.0)	41	(1.5)	34	(1.5)	15	(1.2)
Visual arts specialist								
Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts	‡	(†)	8	(1.0)	39	(1.6)	52	(1.7)
Understanding and applying various media, techniques, and processes	‡	(†)	2	(0.5)	18	(1.3)	79	(1.3)
Using knowledge of elements, functions, and principles of art	#	(†)	3	(0.6)	19	(1.7)	78	(1.9)
Choosing and evaluating a range of subject matter, symbols, and ideas	‡	(†)	7	(0.9)	37	(1.7)	55	(1.7)
Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	‡	(†)	8	(1.0)	35	(1.7)	57	(2.0)
Reflecting upon and assessing the characteristics and merits of their work and the work of others	‡	(†)	11	(1.1)	44	(1.8)	44	(1.7)
Making connections among visual arts, the other arts, and disciplines outside the arts	1	(0.4)	20	(1.5)	46	(2.0)	33	(1.6)
Understanding the visual arts in relation to history and cultures	‡	(†)	16	(1.3)	46	(1.9)	38	(1.7)
Using technology to gain knowledge and skills in visual arts	5	(0.7)	31	(1.6)	37	(1.7)	26	(1.7)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 121. Percent and standard error for public secondary school music specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10

School characteristic	Singing a varied repertoire of music		Performing a varied repertoire of music on a range of instruments		Improvising melodies, variations, and accompaniments		Composing and arranging music within specified guidelines		Reading and notating music		Listening to, analyzing, and describing music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	61	(1.5)	74	(1.4)	40	(1.4)	27	(1.5)	95	(0.7)	81	(1.6)
Enrollment size												
Less than 500	65	(3.1)	73	(2.7)	40	(2.7)	21	(2.7)	94	(1.4)	73	(2.7)
500 to 999	59	(2.5)	73	(2.5)	34	(2.6)	26	(2.1)	94	(1.4)	82	(2.5)
1,000 or more	60	(2.9)	75	(2.4)	46	(2.3)	33	(2.5)	97	(0.9)	85	(2.2)
Community type												
City	58	(3.4)	75	(3.0)	45	(3.1)	30	(3.6)	96	(1.4)	80	(2.8)
Suburban	63	(2.9)	77	(2.7)	42	(3.3)	34	(3.0)	97	(1.0)	86	(2.2)
Town	58	(3.5)	72	(3.8)	30	(4.0)	19	(3.4)	94	(2.0)	77	(3.3)
Rural	63	(3.1)	71	(2.9)	39	(3.1)	23	(2.7)	94	(1.2)	76	(2.6)
Region												
Northeast	63	(3.4)	76	(2.9)	45	(3.2)	43	(3.7)	97	(1.2)	86	(3.1)
Southeast	55	(3.6)	78	(3.2)	45	(2.7)	30	(3.1)	95	(1.5)	84	(2.7)
Central	66	(2.8)	70	(3.1)	35	(2.7)	20	(2.5)	92	(1.5)	81	(2.6)
West	58	(2.7)	74	(3.0)	37	(3.4)	21	(2.5)	97	(0.9)	73	(3.1)
Percent combined enrollment of Black and other races/ethnicities¹												
Less than 6 percent	70	(3.5)	72	(3.2)	36	(3.6)	29	(3.1)	91	(1.9)	80	(2.3)
6 to 20 percent	57	(2.1)	70	(3.1)	37	(3.1)	27	(2.9)	97	(1.1)	81	(3.2)
21 to 49 percent	62	(3.7)	74	(3.4)	42	(3.5)	25	(2.8)	97	(0.9)	80	(2.8)
50 percent or more	56	(2.9)	80	(3.3)	45	(3.3)	28	(3.0)	95	(1.3)	80	(2.6)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	64	(2.6)	70	(2.7)	40	(3.4)	30	(2.8)	96	(1.1)	84	(2.5)
26 to 50 percent	63	(2.5)	75	(2.5)	37	(2.3)	25	(2.2)	95	(0.9)	79	(2.5)
51 to 75 percent	54	(3.6)	78	(2.8)	42	(2.8)	24	(3.0)	95	(1.7)	78	(2.8)
76 percent or more	58	(5.7)	75	(5.0)	46	(4.9)	34	(5.0)	95	(2.0)	76	(5.1)

See notes at end of table.

Table 121. Percent and standard error for public secondary school music specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10—Continued

School characteristic	Evaluating music and music performances		Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)		Making connections among music, the other arts, and disciplines outside the arts		Understanding music in relation to history and cultures		Using technology to gain knowledge and skills in music	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	87	(1.0)	90	(1.1)	68	(1.9)	74	(1.5)	48	(1.4)
Enrollment size										
Less than 500	85	(2.4)	89	(2.1)	66	(3.5)	75	(3.4)	43	(3.4)
500 to 999	86	(1.4)	89	(1.7)	66	(2.8)	69	(2.8)	46	(2.7)
1,000 or more	90	(1.8)	91	(1.7)	71	(2.4)	78	(2.0)	55	(2.4)
Community type										
City	89	(2.0)	91	(2.5)	71	(3.3)	77	(3.4)	47	(4.3)
Suburban	88	(2.1)	89	(1.8)	68	(2.6)	74	(2.4)	57	(2.6)
Town	86	(3.1)	89	(2.8)	62	(4.0)	69	(4.0)	46	(4.4)
Rural	86	(1.7)	89	(1.4)	68	(2.7)	73	(2.7)	41	(2.5)
Region										
Northeast	84	(3.2)	83	(3.1)	69	(4.0)	75	(3.2)	58	(4.1)
Southeast	87	(2.0)	92	(1.9)	76	(3.3)	76	(3.0)	59	(3.2)
Central	88	(1.9)	92	(2.0)	66	(3.4)	73	(2.6)	41	(3.3)
West	88	(1.9)	90	(1.6)	63	(3.7)	72	(3.1)	42	(2.7)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	84	(2.2)	90	(2.4)	67	(3.4)	70	(3.7)	45	(2.9)
6 to 20 percent	87	(2.2)	89	(1.9)	66	(3.0)	73	(2.8)	50	(3.2)
21 to 49 percent	89	(2.0)	92	(1.7)	67	(3.0)	75	(2.9)	46	(3.3)
50 percent or more	89	(1.9)	89	(2.1)	71	(3.0)	76	(2.8)	52	(3.4)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	88	(1.8)	91	(1.7)	70	(3.1)	75	(2.3)	51	(2.9)
26 to 50 percent	87	(1.7)	90	(1.6)	64	(2.7)	72	(2.5)	48	(2.6)
51 to 75 percent	86	(2.4)	88	(2.0)	66	(3.9)	72	(3.4)	43	(4.0)
76 percent or more	87	(3.4)	88	(4.1)	74	(4.9)	79	(5.1)	54	(6.3)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 122. Percent and standard error for public secondary school visual arts specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10

School characteristic	Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts		Understanding and applying various media, techniques, and processes		Using knowledge of elements, functions, and principles of art		Choosing and evaluating a range of subject matter, symbols, and ideas		Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	91	(1.0)	98	(0.5)	97	(0.6)	92	(0.9)	92	(1.0)
Enrollment size										
Less than 500	91	(2.2)	96	(1.6)	97	(1.4)	89	(2.3)	91	(1.8)
500 to 999	93	(1.6)	98	(0.7)	95	(1.5)	92	(1.6)	91	(1.9)
1,000 or more	91	(1.7)	98	(0.8)	99	(0.6)	95	(1.3)	94	(1.2)
Community type										
City	89	(2.3)	97	(1.4)	97	(1.2)	95	(1.4)	95	(1.6)
Suburban	92	(1.8)	97	(1.0)	96	(1.4)	93	(1.4)	93	(1.7)
Town	92	(2.4)	99	(0.6)	99	(0.9)	93	(2.4)	92	(2.4)
Rural	92	(1.7)	98	(1.0)	98	(0.8)	89	(1.9)	89	(2.1)
Region										
Northeast	94	(1.6)	99	(0.8)	96	(1.5)	94	(1.6)	94	(1.7)
Southeast	92	(2.1)	97	(0.9)	97	(1.1)	94	(1.5)	90	(2.1)
Central	92	(2.0)	97	(1.2)	96	(1.4)	93	(1.6)	93	(1.9)
West	89	(1.7)	97	(1.2)	99	(0.5)	90	(2.1)	90	(1.8)
Percent combined enrollment of Black and other races/ethnicities²										
Less than 6 percent	93	(1.8)	99	(0.4)	98	(0.8)	91	(2.3)	95	(1.3)
6 to 20 percent	94	(1.7)	98	(1.0)	99	(0.6)	92	(1.4)	92	(2.1)
21 to 49 percent	89	(2.2)	97	(1.2)	95	(1.9)	89	(2.3)	86	(2.7)
50 percent or more	89	(2.2)	96	(1.4)	97	(1.2)	97	(0.8)	95	(1.2)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	94	(1.5)	100 ¹	(0.2)	98	(0.9)	93	(1.6)	92	(1.4)
26 to 50 percent	90	(2.0)	97	(1.2)	97	(1.1)	93	(1.6)	92	(1.7)
51 to 75 percent	92	(2.0)	97	(1.1)	96	(1.5)	90	(2.8)	90	(2.0)
76 percent or more	86	(4.0)	94	(2.8)	95	(2.1)	94	(2.1)	94	(2.3)

See notes at end of table.

Table 122. Percent and standard error for public secondary school visual arts specialists reporting that they gave moderate or major emphasis to various goals or objectives of student learning, by school characteristics: School year 2009–10—Continued

School characteristic	Reflecting upon and assessing the characteristics and merits of their work and the work of others		Making connections among visual arts, the other arts, and disciplines outside the arts		Understanding the visual arts in relation to history and cultures		Using technology to gain knowledge and skills in visual arts	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	89	(1.1)	79	(1.5)	83	(1.3)	64	(1.6)
Enrollment size								
Less than 500	84	(2.5)	79	(2.9)	79	(2.9)	63	(3.6)
500 to 999	87	(2.1)	78	(2.7)	82	(2.4)	58	(2.5)
1,000 or more	92	(1.4)	81	(2.1)	87	(2.0)	68	(2.5)
Community type								
City	93	(1.5)	83	(2.1)	86	(2.4)	63	(2.7)
Suburban	90	(1.8)	84	(2.1)	87	(1.9)	71	(3.1)
Town	85	(3.0)	69	(4.3)	81	(3.1)	51	(3.8)
Rural	85	(2.4)	77	(2.8)	78	(2.9)	61	(3.1)
Region								
Northeast	95	(1.5)	85	(3.0)	86	(2.3)	70	(3.9)
Southeast	86	(2.7)	81	(2.8)	86	(2.2)	66	(3.1)
Central	86	(2.0)	75	(3.0)	83	(2.5)	59	(3.3)
West	87	(2.2)	77	(2.9)	80	(2.9)	61	(3.0)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	88	(2.5)	75	(3.7)	80	(2.9)	59	(4.0)
6 to 20 percent	89	(1.7)	80	(2.8)	81	(2.6)	64	(2.8)
21 to 49 percent	87	(2.5)	74	(2.9)	82	(2.9)	69	(3.0)
50 percent or more	89	(1.7)	87	(1.7)	90	(1.8)	64	(2.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	91	(1.8)	83	(2.6)	87	(2.0)	71	(2.6)
26 to 50 percent	89	(2.0)	76	(2.6)	80	(2.3)	63	(2.8)
51 to 75 percent	84	(2.7)	78	(3.7)	82	(3.2)	56	(3.5)
76 percent or more	87	(3.7)	82	(3.4)	85	(3.8)	53	(5.4)

¹Rounds to 100 percent.

²Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 123. Among public secondary school music and visual arts specialists who reported that they used various types of assessments to determine student progress and achievement in the arts, percentage distribution and standard error for reporting the extent to which they used various types of assessments: School year 2009–10

Type of assessment	Music specialist								Visual arts specialist							
	Not at all		Small extent		Moderate extent		Great extent		Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Observation	‡	(†)	3	(0.5)	13	(1.3)	84	(1.3)	‡	(†)	4	(0.6)	17	(1.2)	79	(1.4)
Selected-response assessments (i.e., multiple choice, matching)	22	(1.4)	39	(1.6)	30	(1.5)	9	(0.9)	22	(1.3)	48	(1.5)	23	(1.3)	7	(0.9)
Assessments requiring short written answers or essays	22	(1.4)	42	(1.7)	28	(1.7)	8	(0.9)	8	(0.8)	38	(1.6)	36	(1.6)	18	(1.6)
Performance tasks or projects	1!	(0.4)	5	(0.8)	18	(1.3)	76	(1.5)	1!	(0.2)	1!	(0.3)	8	(1.2)	90	(1.2)
Portfolio collection of student work	55	(1.7)	27	(1.4)	12	(1.2)	7	(0.8)	8	(0.8)	16	(1.4)	28	(1.5)	48	(1.9)
Developed rubrics	15	(1.1)	29	(1.5)	33	(1.6)	23	(1.5)	4	(0.6)	11	(1.1)	31	(1.4)	54	(1.9)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Percents are based on the percentage of teachers who used any formal assessments to determine student progress and achievement in the arts (98 percent of secondary music specialists and 99 percent of secondary visual arts specialists). Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 124. Among public secondary school music and visual arts specialists who reported that they used various types of assessments to determine student progress and achievement in the arts, percent and standard error reporting that they used the assessment to a moderate or great extent, by school characteristics: School year 2009–10

School characteristic	Observation				Selected-response assessments (i.e., multiple choice, matching)				Assessments requiring short written answers or essays			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	97	(0.5)	96	(0.6)	38	(1.6)	31	(1.4)	36	(1.6)	54	(1.5)
Enrollment size												
Less than 500	96	(1.3)	97	(1.1)	36	(3.2)	28	(3.0)	32	(3.3)	47	(3.2)
500 to 999	98	(0.7)	97	(1.0)	41	(3.1)	27	(2.5)	35	(2.7)	52	(3.2)
1,000 or more	97	(0.9)	96	(1.0)	38	(2.4)	35	(2.6)	39	(2.6)	59	(2.5)
Community type												
City	97	(1.6)	97	(1.1)	44	(3.7)	30	(2.9)	41	(3.9)	61	(3.0)
Suburban	98	(0.8)	95	(1.2)	37	(3.1)	32	(2.6)	36	(2.9)	59	(2.8)
Town	97	(1.1)	96	(1.6)	34	(3.9)	26	(3.3)	32	(4.1)	42	(4.3)
Rural	96	(1.2)	96	(1.1)	38	(3.0)	31	(2.7)	33	(2.9)	49	(3.1)
Region												
Northeast	95	(1.4)	99	(0.8)	35	(4.2)	25	(3.2)	38	(3.9)	60	(3.4)
Southeast	96	(1.3)	97	(1.0)	43	(3.6)	41	(3.1)	38	(3.2)	53	(3.5)
Central	98	(0.8)	95	(1.6)	41	(3.1)	31	(2.4)	37	(3.0)	53	(3.2)
West	98	(1.0)	95	(1.4)	35	(3.0)	29	(3.3)	30	(2.6)	48	(3.2)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	97	(1.2)	95	(1.5)	41	(3.9)	30	(3.1)	37	(3.9)	51	(3.6)
6 to 20 percent	97	(0.9)	98	(1.0)	38	(2.3)	28	(3.3)	33	(3.4)	52	(3.7)
21 to 49 percent	96	(1.1)	96	(1.1)	32	(2.8)	30	(3.2)	31	(2.7)	55	(3.6)
50 percent or more	97	(1.2)	95	(1.6)	43	(3.2)	35	(3.2)	42	(3.8)	57	(3.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	99	(0.5)	98	(0.8)	39	(2.4)	30	(2.8)	36	(2.9)	58	(2.7)
26 to 50 percent	96	(0.9)	95	(1.2)	37	(2.6)	29	(2.3)	32	(2.6)	48	(2.7)
51 to 75 percent	94	(1.8)	96	(1.5)	36	(3.3)	32	(3.3)	35	(3.3)	55	(3.7)
76 percent or more	99	(1.5)	95	(3.2)	46	(5.6)	38	(6.6)	49	(5.9)	54	(5.1)

See notes at end of table.

Table 124. Among public secondary school music and visual arts specialists who reported that they used various types of assessments to determine student progress and achievement in the arts, percent and standard error reporting that they used the assessment to a moderate or great extent, by school characteristics: School year 2009–10—Continued

School characteristic	Performance tasks or projects				Portfolio collection of student work				Developed rubrics			
	Music specialist		Visual arts specialist		Music specialist		Visual arts specialist		Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music and visual arts specialists	94	(0.8)	98	(0.4)	19	(1.4)	76	(1.3)	57	(1.6)	85	(1.2)
Enrollment size												
Less than 500	92	(1.9)	98	(0.7)	19	(2.5)	75	(2.8)	46	(3.5)	81	(2.6)
500 to 999	94	(1.4)	98	(0.6)	15	(2.1)	71	(2.5)	54	(2.8)	84	(2.2)
1,000 or more	96	(1.0)	99	(0.7)	22	(2.4)	80	(2.0)	68	(2.7)	89	(1.9)
Community type												
City	96	(1.6)	99	(0.6)	26	(3.3)	81	(2.8)	69	(3.3)	91	(2.3)
Suburban	96	(1.2)	99	(0.7)	20	(2.5)	79	(2.6)	64	(3.3)	86	(1.9)
Town	92	(2.2)	97	(1.5)	9	(2.4)	70	(3.6)	48	(3.9)	84	(2.9)
Rural	91	(1.9)	98	(0.6)	17	(2.8)	73	(3.1)	45	(3.1)	81	(2.0)
Region												
Northeast	96	(1.2)	98	(1.0)	25	(2.9)	81	(2.8)	65	(3.4)	89	(2.3)
Southeast	95	(1.4)	100 ¹	(0.3)	20	(2.7)	77	(3.1)	58	(3.2)	79	(2.7)
Central	90	(2.1)	98	(1.0)	17	(2.5)	67	(3.0)	53	(3.0)	87	(2.0)
West	96	(1.3)	99	(0.5)	15	(2.6)	80	(2.5)	54	(3.3)	84	(2.6)
Percent combined enrollment of Black and other races/ethnicities²												
Less than 6 percent	96	(1.2)	96	(1.3)	16	(2.6)	71	(3.6)	48	(3.6)	83	(2.4)
6 to 20 percent	90	(2.0)	99	(0.4)	17	(2.4)	76	(2.7)	59	(2.9)	86	(2.4)
21 to 49 percent	93	(1.9)	98	(0.7)	19	(2.7)	76	(2.9)	58	(3.2)	82	(2.6)
50 percent or more	98	(0.8)	99	(0.7)	24	(2.9)	80	(2.3)	61	(3.1)	89	(2.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	95	(1.3)	98	(0.7)	18	(2.2)	79	(2.4)	58	(3.0)	89	(1.7)
26 to 50 percent	91	(1.7)	98	(0.6)	17	(2.5)	73	(2.5)	56	(2.6)	83	(1.8)
51 to 75 percent	97	(1.1)	98	(1.0)	19	(3.1)	74	(3.2)	56	(3.1)	84	(2.7)
76 percent or more	96	(1.7)	99	(1.0)	27	(5.1)	82	(3.5)	59	(5.1)	87	(3.8)

¹Rounds to 100 percent.

²Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the percentage of teachers who used any formal assessments to determine student progress and achievement in the arts (98 percent of secondary music specialists and 99 percent of secondary visual arts specialists). Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 125. Percentage distribution and standard error for public secondary school music and visual arts specialists reporting the extent to which they participated in various activities related to their arts subject outside of their school duties: School year 2009–10

Activity	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Provide instruction in a musical instrument or voice	22	(1.6)	24	(1.4)	25	(1.5)	29	(1.6)
Perform as a soloist or member of an ensemble	15	(1.4)	21	(1.6)	29	(1.6)	35	(1.8)
Compose or arrange music	34	(1.6)	36	(1.7)	18	(1.2)	12	(1.2)
Conduct community or other ensembles	48	(1.7)	20	(1.7)	14	(1.0)	18	(1.3)
Attend live musical performances	1	(0.4)	17	(1.4)	47	(1.7)	34	(1.7)
Study, critique, or write about music	39	(1.7)	30	(1.7)	20	(1.5)	11	(1.0)
Provide arts leadership in your community or state	40	(1.6)	28	(1.7)	20	(1.5)	12	(1.0)
Attend workshops with professional artists or arts groups	9	(0.9)	31	(1.7)	38	(1.7)	22	(1.2)
Attend performances directed by colleagues	5	(0.7)	29	(1.5)	39	(1.8)	27	(1.5)
Visual arts specialist								
Teach art at a studio or gallery	78	(1.6)	12	(1.1)	5	(0.8)	4	(0.8)
Create works of art	2	(0.6)	22	(1.4)	42	(2.1)	34	(1.9)
Exhibit works of art	31	(1.5)	35	(1.5)	22	(1.3)	12	(1.1)
View and respond to original works of art at museums or galleries	8	(0.9)	26	(1.4)	39	(1.6)	26	(1.6)
Study, critique, or write about art	30	(1.1)	34	(1.3)	24	(1.4)	12	(1.2)
Provide arts leadership in your community or state	43	(1.6)	32	(1.7)	16	(1.4)	9	(0.9)
Attend workshops with professional artists or arts groups	16	(1.3)	37	(1.4)	32	(1.9)	15	(1.4)

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Table 126. Percent and standard error for public secondary school music specialists reporting that they participated to a moderate or great extent in various activities related to music outside of their school duties, by school characteristics: School year 2009–10

School characteristic	Provide instruction in a musical instrument or voice		Perform as a soloist or member of an ensemble		Compose or arrange music		Conduct community or other ensembles		Attend live musical performances	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	54	(1.7)	64	(2.0)	31	(1.7)	32	(1.5)	81	(1.4)
Enrollment size										
Less than 500	59	(3.0)	61	(3.6)	29	(3.1)	29	(2.7)	79	(3.0)
500 to 999	51	(2.8)	67	(3.1)	30	(2.7)	26	(2.1)	82	(2.2)
1,000 or more	53	(2.8)	63	(2.6)	32	(2.7)	41	(3.1)	82	(2.1)
Community type										
City	50	(3.5)	66	(3.3)	35	(3.6)	35	(4.0)	85	(2.9)
Suburban	51	(3.4)	63	(3.6)	29	(3.0)	33	(2.8)	84	(2.6)
Town	59	(4.0)	65	(3.9)	22	(3.8)	29	(3.6)	78	(2.6)
Rural	56	(2.4)	62	(3.4)	34	(2.6)	31	(2.6)	78	(2.3)
Region										
Northeast	56	(4.0)	66	(3.9)	36	(4.0)	34	(3.5)	84	(2.6)
Southeast	56	(2.8)	71	(2.4)	36	(3.0)	35	(2.9)	81	(2.6)
Central	53	(2.7)	59	(3.7)	26	(2.8)	31	(2.3)	83	(2.6)
West	53	(3.3)	62	(2.9)	28	(2.8)	29	(2.9)	78	(2.3)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	54	(3.6)	59	(3.9)	30	(3.0)	27	(3.0)	78	(3.0)
6 to 20 percent	52	(4.0)	65	(3.5)	27	(3.1)	31	(2.6)	83	(2.1)
21 to 49 percent	52	(3.2)	65	(3.3)	24	(3.0)	34	(3.0)	79	(2.4)
50 percent or more	57	(3.9)	66	(3.4)	42	(3.3)	36	(2.9)	84	(2.5)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	51	(3.3)	62	(3.0)	28	(3.1)	35	(2.5)	81	(2.5)
26 to 50 percent	56	(2.8)	65	(2.9)	28	(2.4)	29	(2.5)	82	(2.0)
51 to 75 percent	58	(3.7)	64	(3.5)	31	(3.5)	31	(3.1)	81	(3.0)
76 percent or more	51	(5.7)	67	(5.1)	48	(6.0)	37	(5.8)	83	(4.3)

See notes at end of table.

Table 126. Percent and standard error for public secondary school music specialists reporting that they participated to a moderate or great extent in various activities related to music outside of their school duties, by school characteristics: School year 2009–10—Continued

School characteristic	Study, critique, or write about music		Provide arts leadership in your community or state		Attend workshops with professional artists or arts groups		Attend performances directed by colleagues	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school music specialists	30	(1.6)	32	(1.6)	60	(1.8)	65	(1.5)
Enrollment size								
Less than 500	26	(2.9)	28	(3.5)	57	(2.9)	60	(3.4)
500 to 999	29	(2.6)	26	(2.3)	58	(2.9)	65	(2.6)
1,000 or more	36	(2.4)	40	(3.2)	65	(3.2)	70	(2.8)
Community type								
City	38	(3.4)	33	(3.5)	60	(3.3)	68	(3.6)
Suburban	33	(3.1)	32	(2.8)	60	(3.4)	70	(2.8)
Town	18	(2.7)	25	(3.8)	52	(4.5)	59	(3.9)
Rural	30	(2.4)	35	(2.9)	64	(2.9)	62	(2.4)
Region								
Northeast	32	(3.9)	30	(3.5)	44	(4.4)	63	(3.5)
Southeast	28	(3.1)	33	(2.7)	60	(3.1)	70	(2.9)
Central	30	(3.0)	32	(2.9)	63	(3.1)	62	(3.1)
West	31	(2.9)	32	(3.6)	69	(3.1)	68	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	29	(3.3)	31	(4.0)	59	(3.4)	56	(3.5)
6 to 20 percent	31	(3.1)	30	(2.8)	59	(3.4)	69	(2.4)
21 to 49 percent	27	(2.8)	34	(3.2)	62	(3.5)	68	(2.5)
50 percent or more	35	(3.0)	32	(3.3)	60	(3.7)	68	(3.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	33	(3.2)	32	(2.9)	63	(2.7)	66	(3.1)
26 to 50 percent	27	(2.5)	31	(2.8)	59	(2.8)	66	(3.2)
51 to 75 percent	30	(3.5)	31	(4.0)	59	(3.6)	62	(3.9)
76 percent or more	36	(5.7)	35	(4.8)	57	(5.7)	70	(5.7)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10.

Table 127. Percent and standard error for public secondary school visual arts specialists reporting that they participated to a moderate or great extent in various activities related to visual arts outside of their school duties, by school characteristics: School year 2009–10

School characteristic	Teach art at a studio or gallery		Create works of art		Exhibit works of art		View and respond to original works of art at museums or galleries		Study, critique, or write about art		Provide arts leadership in your community or state		Attend workshops with professional artists or arts groups	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary school visual arts specialists	9	(1.0)	75	(1.5)	34	(1.5)	66	(1.5)	36	(1.2)	25	(1.3)	48	(1.8)
Enrollment size														
Less than 500	8	(1.5)	73	(3.6)	37	(2.9)	59	(2.8)	31	(3.2)	25	(2.6)	44	(3.1)
500 to 999	12	(2.2)	71	(2.7)	33	(2.8)	64	(2.6)	32	(2.2)	25	(2.2)	44	(2.9)
1,000 or more	8	(1.4)	79	(2.3)	33	(2.6)	71	(2.3)	41	(2.4)	25	(2.2)	52	(2.8)
Community type														
City	8	(1.7)	78	(2.6)	35	(3.8)	71	(3.7)	35	(3.4)	25	(2.8)	54	(3.6)
Suburban	10	(1.7)	80	(2.5)	35	(2.6)	70	(2.5)	43	(2.4)	24	(2.6)	49	(3.0)
Town	12!	(3.5)	76	(3.6)	35	(3.9)	63	(3.9)	37	(4.3)	29	(3.4)	47	(4.4)
Rural	7	(1.7)	67	(3.1)	32	(2.4)	57	(3.0)	28	(2.6)	24	(2.2)	41	(2.7)
Region														
Northeast	12	(2.7)	74	(3.4)	35	(3.6)	76	(3.3)	42	(2.8)	23	(3.4)	50	(3.8)
Southeast	9	(2.0)	74	(3.1)	35	(2.7)	61	(2.5)	37	(3.3)	30	(3.2)	51	(3.0)
Central	6	(1.2)	73	(3.0)	32	(2.5)	57	(3.2)	30	(2.5)	20	(2.2)	41	(3.4)
West	10	(1.6)	80	(2.9)	34	(3.1)	68	(3.3)	34	(3.0)	28	(2.9)	50	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹														
Less than 6 percent	10	(2.6)	73	(3.4)	37	(3.3)	62	(3.6)	32	(3.6)	23	(2.5)	50	(2.8)
6 to 20 percent	7	(1.8)	73	(3.0)	30	(3.3)	65	(3.1)	41	(3.3)	22	(2.8)	43	(3.5)
21 to 49 percent	8	(2.1)	79	(3.1)	31	(3.3)	62	(3.5)	34	(3.4)	27	(2.9)	49	(3.6)
50 percent or more	12	(2.0)	77	(2.9)	39	(3.3)	73	(2.8)	34	(3.2)	28	(2.7)	49	(4.0)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	11	(1.9)	76	(2.8)	32	(2.5)	71	(2.3)	43	(2.5)	24	(2.4)	50	(3.0)
26 to 50 percent	8	(1.6)	70	(2.1)	31	(2.6)	58	(3.0)	32	(2.3)	24	(2.1)	47	(2.6)
51 to 75 percent	7	(1.9)	82	(2.3)	37	(3.0)	63	(3.4)	32	(3.3)	25	(3.2)	41	(3.9)
76 percent or more	14	(3.5)	76	(5.2)	45	(4.1)	79	(4.0)	32	(4.5)	30	(5.1)	56	(4.9)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

**Detailed Tables for Elementary Schools and Teachers
and Secondary Schools
1999–2000 Survey Data**

Table 128. Percent and standard error for public elementary schools reporting instruction designated specifically for various arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music		Visual arts		Dance		Drama/theatre	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	94	(1.0)	87	(1.4)	20	(1.5)	20	(1.7)
Enrollment size								
Less than 300	95	(2.1)	87	(3.1)	19	(4.2)	19	(4.0)
300 to 499	93	(1.7)	87	(2.7)	19	(2.2)	14	(2.4)
500 or more	95	(1.3)	86	(1.7)	22	(2.1)	24	(2.6)
Region								
Northeast	94	(2.3)	95	(2.2)	16	(4.0)	11	(2.7)
Southeast	95	(2.0)	81	(3.2)	19	(3.8)	19	(3.8)
Central	96	(1.5)	91	(2.5)	14	(2.5)	11	(2.4)
West	93	(2.3)	81	(3.2)	29	(3.5)	32	(3.3)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	95	(1.7)	93	(2.2)	17	(3.2)	16	(3.0)
6 to 20 percent	97	(1.5)	89	(2.8)	18	(2.7)	18	(3.0)
21 to 49 percent	95	(2.0)	86	(3.7)	17	(3.1)	18	(3.6)
50 percent or more	91	(2.9)	81	(2.8)	27	(3.6)	26	(3.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.4)	93	(2.2)	20	(2.4)	19	(2.6)
26 to 50 percent	96	(1.5)	85	(2.6)	14	(2.7)	17	(3.3)
51 to 75 percent	93	(2.7)	90	(3.0)	30	(6.7)	24	(6.5)
76 percent or more	85	(5.0)	74	(6.2)	19	(4.6)	25	(5.7)

¹Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 129. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting selected program characteristics for the subjects: School year 1999–2000

Program characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Frequency of instruction⁵								
At least once a week	93	(1.1)	85	(1.9)	23	(3.8)	21	(3.6)
Every day	6	(1.2)	3	(0.8)	‡	(†)	‡	(†)
3 to 4 times a week	14	(1.6)	9	(1.2)	2!	(1.2)	5!	(2.1)
1 to 2 times a week	73	(1.9)	73	(2.2)	21	(3.8)	14	(3.6)
Less than once a week	7	(1.1)	15	(1.9)	77	(3.8)	79	(3.6)
Portion of school year instruction is offered⁵								
Entire school year	93	(1.2)	88	(1.5)	37	(4.8)	35	(5.3)
Half the school year	4	(0.9)	5	(1.0)	4!	(1.6)	5!	(1.9)
One-quarter of the year	1!	(0.3)	3	(0.7)	14	(3.4)	11	(3.1)
Less than one-quarter of the year	2!	(0.6)	3	(0.6)	37	(4.7)	33	(4.9)
Other	1!	(0.3)	2!	(0.8)	8!	(2.4)	15	(3.7)
Primary space used for instruction⁵								
Dedicated room(s) with special equipment	67	(2.1)	56	(2.3)	14	(2.9)	12	(2.9)
Dedicated room(s) with no special equipment	7	(1.1)	8	(1.4)	‡	(†)	8!	(3.1)
Gymnasium, auditorium, or cafeteria	10	(1.2)	3	(0.7)	58	(5.5)	31	(4.6)
Regular classrooms only	15	(1.5)	33	(2.2)	22	(4.1)	47	(5.0)
Other	1!	(0.5)	1!	(0.5)	‡	(†)	‡	(†)
Type of instructor employed⁶								
Full- or part-time arts specialist	89	(1.5)	72	(2.0)	38	(5.3)	24	(3.9)
Classroom teacher	11	(1.4)	26	(1.9)	41	(5.0)	62	(4.2)
Artist-in-residence	3!	(0.9)	6	(0.9)	15	(3.6)	15	(3.3)
Other faculty member or volunteer	4	(0.9)	6	(1.0)	20	(4.1)	17	(3.8)
Had district curriculum guide that teachers were expected to follow⁵								
Yes	81	(1.7)	78	(2.0)	49	(4.7)	36	(4.8)
No	19	(1.7)	22	(2.0)	51	(4.7)	64	(4.8)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Detail may not sum to totals because of rounding.

⁶ Schools could employ more than one type of instructor to teach arts subjects. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 130. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that they offered instruction at least once a week, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	93	(1.1)	85	(1.9)	23	(3.8)	21	(3.6)
Enrollment size								
Less than 300	93	(2.9)	85	(4.3)	25!	(10.0)	31!	(11.0)
300 to 499	96	(1.3)	89	(2.5)	22!	(6.9)	‡	(†)
500 or more	89	(1.9)	81	(2.3)	24	(5.3)	21	(4.3)
Region								
Northeast	95	(2.1)	93	(2.6)	‡	(†)	‡	(†)
Southeast	91	(2.5)	81	(4.0)	35	(8.2)	26!	(8.0)
Central	98	(1.2)	88	(2.9)	‡	(†)	‡	(†)
West	88	(2.4)	79	(4.1)	26	(6.2)	24	(5.2)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	95	(2.0)	93	(2.3)	‡	(†)	‡	(†)
6 to 20 percent	94	(2.2)	86	(3.2)	‡	(†)	‡	(†)
21 to 49 percent	92	(2.2)	74	(5.0)	28!	(10.0)	25!	(9.0)
50 percent or more	90	(2.8)	84	(4.4)	36	(7.7)	32	(7.6)
Percent and standard error for students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.4)	90	(2.0)	15!	(5.7)	13!	(5.8)
26 to 50 percent	94	(2.1)	80	(4.1)	‡	(†)	‡	(†)
51 to 75 percent	88	(3.9)	82	(4.9)	35	(9.6)	35!	(10.9)
76 percent or more	82	(5.5)	85	(6.4)	44!	(14.8)	30!	(11.4)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 131. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that a typical student received instruction in the subjects throughout the entire school year, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	93	(1.2)	88	(1.5)	37	(4.8)	35	(5.3)
Enrollment size								
Less than 300	93	(2.7)	87	(4.0)	41!	(13.1)	40	(11.5)
300 to 499	96	(1.3)	93	(2.0)	42	(7.4)	39	(10.1)
500 or more	89	(1.7)	84	(2.0)	31	(5.9)	29	(5.8)
Region								
Northeast	96	(1.5)	94	(1.8)	‡	(†)	35!	(16.7)
Southeast	93	(2.3)	85	(3.3)	59	(8.1)	41	(9.6)
Central	97	(1.0)	92	(2.3)	18!	(7.9)	‡	(†)
West	86	(3.0)	80	(3.6)	42	(7.4)	39	(7.0)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	94	(2.2)	90	(3.0)	33	(9.5)	20!	(9.0)
6 to 20 percent	96	(1.5)	90	(2.5)	32!	(9.7)	39	(9.5)
21 to 49 percent	91	(2.4)	84	(3.3)	40	(10.6)	28!	(9.8)
50 percent or more	88	(2.9)	86	(2.9)	42	(6.9)	45	(8.5)
Percent and standard error for students eligible for free or reduced-price lunch								
0 to 25 percent	94	(1.9)	89	(2.7)	36	(8.7)	34	(9.0)
26 to 50 percent	93	(2.2)	85	(3.9)	28!	(9.4)	22!	(8.7)
51 to 75 percent	86	(4.5)	83	(5.0)	48	(8.6)	42	(9.9)
76 percent or more	88	(4.0)	84	(5.4)	51	(14.9)	57	(13.7)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 132. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that dedicated rooms with special equipment were the primary space used for teaching the arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	67	(2.1)	56	(2.3)	14	(2.9)	12	(2.9)
Enrollment size								
Less than 300	56	(5.6)	39	(5.6)	‡	(†)	‡	(†)
300 to 499	71	(3.4)	60	(3.6)	16!	(6.2)	18!	(7.6)
500 or more	71	(2.4)	64	(2.9)	18	(4.2)	16	(3.8)
Region								
Northeast	62	(5.0)	71	(4.6)	‡	(†)	‡	(†)
Southeast	68	(4.1)	59	(4.8)	29	(8.0)	19!	(6.3)
Central	74	(4.1)	62	(4.6)	‡	(†)	‡	(†)
West	63	(3.7)	35	(4.0)	10!	(4.4)	9!	(3.6)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	71	(4.2)	58	(4.9)	‡	(†)	‡	(†)
6 to 20 percent	70	(4.5)	59	(4.9)	‡	(†)	‡	(†)
21 to 49 percent	73	(3.5)	56	(5.1)	38	(10.2)	24!	(7.4)
50 percent or more	53	(4.3)	49	(4.4)	13!	(5.9)	10!	(4.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	73	(3.7)	67	(3.5)	13!	(5.6)	17!	(5.5)
26 to 50 percent	68	(4.2)	50	(4.8)	‡	(†)	17!	(7.1)
51 to 75 percent	58	(6.2)	51	(5.7)	20!	(7.3)	‡	(†)
76 percent or more	43	(7.2)	33	(7.8)	‡	(†)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 133. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that arts specialists were employed to provide instruction in the arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	89	(1.5)	72	(2.0)	38	(5.3)	24	(3.9)
Enrollment size								
Less than 300	84	(3.8)	64	(5.8)	28!	(13.7)	22!	(10.5)
300 to 499	94	(1.7)	76	(2.5)	37	(7.8)	18!	(7.3)
500 or more	87	(1.6)	73	(2.2)	44	(5.6)	29	(5.0)
Region								
Northeast	98	(1.0)	95	(2.5)	39	(11.3)	21!	(10.0)
Southeast	90	(2.7)	79	(4.5)	53	(9.7)	32	(8.0)
Central	97	(1.6)	87	(2.9)	43	(9.6)	30!	(13.7)
West	75	(3.8)	36	(3.6)	29	(6.7)	20	(5.7)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	90	(3.2)	77	(4.1)	29!	(9.8)	‡	(†)
6 to 20 percent	92	(2.9)	77	(4.2)	37	(10.4)	27!	(10.2)
21 to 49 percent	89	(2.6)	63	(4.6)	52	(10.4)	38	(8.9)
50 percent or more	84	(3.2)	67	(4.0)	37	(9.0)	24	(6.9)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	92	(2.0)	80	(2.8)	34	(8.5)	20!	(6.2)
26 to 50 percent	88	(2.8)	64	(4.1)	30!	(11.0)	25!	(8.5)
51 to 75 percent	81	(4.9)	69	(5.5)	34!	(10.3)	22!	(7.7)
76 percent or more	84	(5.3)	63	(7.7)	48!	(14.7)	26!	(11.2)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 134. Among public elementary schools that offered instruction in various arts subjects, percent and standard error reporting that their district had a curriculum guide that teachers were expected to follow, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	81	(1.7)	78	(2.0)	49	(4.7)	36	(4.8)
Enrollment size								
Less than 300	76	(4.6)	74	(5.2)	48	(10.7)	28!	(10.7)
300 to 499	85	(2.8)	80	(2.7)	54	(8.6)	47	(8.9)
500 or more	81	(2.1)	80	(2.2)	45	(6.0)	34	(7.0)
Region								
Northeast	90	(2.1)	89	(3.5)	65	(12.2)	‡	(†)
Southeast	80	(3.8)	83	(3.8)	55	(9.5)	47	(10.7)
Central	88	(3.2)	85	(3.5)	58	(10.3)	59	(12.8)
West	70	(3.5)	62	(4.0)	37	(6.7)	28	(5.9)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	87	(3.1)	83	(3.6)	60	(10.4)	44	(9.4)
6 to 20 percent	86	(3.4)	82	(3.9)	58	(10.1)	44	(10.7)
21 to 49 percent	84	(3.0)	79	(3.8)	45	(10.8)	34!	(10.8)
50 percent or more	71	(3.1)	70	(3.8)	39	(7.3)	27	(7.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	90	(2.4)	84	(3.0)	50	(8.7)	34	(7.8)
26 to 50 percent	75	(3.9)	76	(3.9)	47	(13.1)	30	(7.3)
51 to 75 percent	76	(5.0)	74	(5.2)	43	(9.4)	28!	(10.9)
76 percent or more	70	(5.8)	74	(7.1)	45!	(15.0)	49!	(15.2)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 135. Among public elementary schools that offered instruction in various arts subjects, average number and standard error for minutes per class period for various arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Number	Standard error	Number	Standard error	Number	Standard error	Number	Standard error
All public elementary schools	38	(0.4)	43	(0.4)	37	(1.2)	39	(1.3)
Enrollment size								
Less than 300	35	(1.1)	43	(1.4)	36	(4.0)	37	(3.2)
300 to 499	37	(0.6)	44	(0.7)	38	(2.1)	42	(3.0)
500 or more	40	(0.6)	42	(0.6)	37	(1.2)	38	(1.5)
Region								
Northeast	39	(0.6)	43	(0.7)	42	(2.7)	43	(3.3)
Southeast	40	(0.8)	42	(0.8)	34	(2.5)	39	(2.6)
Central	35	(0.8)	45	(0.9)	37	(2.8)	39	(3.5)
West	37	(0.8)	41	(1.0)	36	(1.7)	38	(1.7)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	37	(0.9)	44	(0.8)	36	(2.1)	39	(2.4)
6 to 20 percent	37	(0.8)	44	(1.0)	38	(3.1)	35	(3.1)
21 to 49 percent	38	(0.9)	42	(1.0)	32	(2.2)	41	(2.8)
50 percent or more	39	(0.7)	42	(1.0)	40	(1.7)	40	(1.9)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	38	(0.7)	46	(0.9)	39	(2.3)	39	(3.0)
26 to 50 percent	38	(0.9)	43	(0.7)	38	(2.1)	41	(2.3)
51 to 75 percent	38	(1.2)	41	(1.1)	34	(2.7)	36	(2.7)
76 percent or more	39	(1.5)	39	(1.9)	38	(3.3)	40	(3.0)

¹ Percents are based on the 94 percent of public elementary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 87 percent of public elementary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 20 percent of public elementary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 20 percent of public elementary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 136. Percent and standard error for public elementary schools reporting types of music instruction or classes offered at the school during regular school hours, and of those schools, percent and standard error reporting the percent of students enrolled in those music subjects: School year 1998–99

Music subject	Offered subject		Percent of students enrolled ¹							
			25 percent or less		26 to 50 percent		51 to 75 percent		More than 75 percent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
General music	92	(1.5)	1!	(0.3)	3	(0.9)	2!	(0.6)	94	(1.3)
Chorus	52	(1.8)	41	(2.7)	25	(2.2)	10	(1.8)	24	(2.7)
Band	48	(2.2)	53	(3.1)	30	(2.7)	13	(2.3)	4!	(1.4)
Strings/orchestra	28	(1.7)	74	(4.0)	16	(3.0)	5!	(1.7)	6!	(2.2)
Other music subjects	8	(1.0)	51	(6.7)	13!	(5.0)	7!	(3.3)	29	(5.9)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percents are based on the percentage of schools that offered each music subject (92 percent that offered general music, 52 percent that offered chorus, 48 percent that offered band, 28 percent that offered string/orchestra, and 8 percent that offered other music subjects).

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 137. Percent and standard error for public elementary schools reporting that they offered various kinds of music instruction or classes during regular school hours, by school characteristics: School year 1998–99

School characteristic	General music		Chorus		Band		Strings/orchestra		Other music subjects	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	92	(1.5)	52	(1.8)	48	(2.2)	28	(1.7)	8	(1.0)
Enrollment size										
Less than 300	92	(3.5)	39	(5.2)	49	(5.4)	19	(3.6)	6!	(2.5)
300 to 499	94	(1.8)	54	(2.7)	52	(3.1)	31	(3.1)	7	(1.9)
500 or more	90	(1.5)	60	(2.7)	45	(2.8)	31	(2.5)	10	(1.6)
Region										
Northeast	95	(2.1)	70	(4.6)	69	(4.6)	42	(4.9)	10	(2.8)
Southeast	91	(2.6)	50	(4.6)	24	(4.4)	18	(3.1)	12	(3.1)
Central	98	(1.3)	43	(4.4)	57	(4.8)	30	(3.9)	4!	(1.6)
West	85	(3.0)	51	(2.9)	44	(3.7)	23	(2.9)	7!	(2.0)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	95	(2.2)	49	(4.9)	58	(4.4)	19	(3.5)	6	(1.9)
6 to 20 percent	96	(2.2)	59	(4.1)	53	(4.1)	34	(4.2)	9	(2.4)
21 to 49 percent	92	(2.3)	52	(4.5)	48	(4.6)	31	(4.2)	9	(2.4)
50 percent or more	85	(3.3)	50	(4.0)	34	(3.5)	28	(3.8)	7	(2.1)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	96	(1.4)	57	(3.4)	52	(3.5)	33	(3.5)	9	(2.0)
26 to 50 percent	92	(3.1)	49	(4.2)	52	(4.8)	20	(3.2)	5!	(1.9)
51 to 75 percent	90	(3.3)	47	(5.2)	36	(5.9)	24	(4.4)	12	(3.7)
76 percent or more	74	(6.3)	50	(6.6)	24	(5.1)	22	(5.3)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 138. Among public elementary schools that offered various kinds of music instruction, percent and standard error reporting that 75 percent or more of the students were enrolled in the program, by the earliest grade at which the instruction was offered and school characteristics: School year 1998–99

Earliest grade offered instruction and school characteristic	General music ¹		Chorus ²		Band ³		Strings/orchestra ⁴		Other music subjects ⁵	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	94	(1.3)	24	(2.7)	4!	(1.4)	6!	(2.2)	29	(5.9)
Earliest grade offered										
Second and under	97	(0.7)	59	(6.1)	‡	(†)	‡	(†)	45!	(13.6)
Third and fourth	75	(11.9)	16	(3.5)	‡	(†)	6!	(2.7)	31	(9.0)
Fifth and higher	55	(15.3)	16	(3.4)	5!	(1.7)	‡	(†)	‡	(†)
Enrollment size										
Less than 300	93	(3.8)	28	(6.4)	‡	(†)	‡	(†)	‡	(†)
300 to 499	97	(1.1)	32	(5.0)	5!	(2.4)	6!	(2.9)	‡	(†)
500 or more	93	(1.4)	16	(2.6)	2!	(1.2)	‡	(†)	39	(8.8)
Region										
Northeast	94	(1.7)	26	(5.5)	‡	(†)	‡	(†)	34!	(14.7)
Southeast	97	(1.5)	20	(4.4)	‡	(†)	‡	(†)	23!	(7.9)
Central	97	(1.7)	25	(5.1)	3!	(1.6)	‡	(†)	‡	(†)
West	90	(2.5)	24	(3.8)	7!	(3.5)	‡	(†)	45!	(16.6)
Percent combined enrollment of Black and other races/ethnicities⁶										
Less than 6 percent	96	(1.6)	30	(5.9)	‡	(†)	‡	(†)	‡	(†)
6 to 20 percent	94	(2.6)	21	(5.6)	7!	(3.0)	‡	(†)	36!	(12.9)
21 to 49 percent	95	(1.9)	26	(6.3)	‡	(†)	‡	(†)	‡	(†)
50 percent or more	93	(2.8)	20	(4.6)	‡	(†)	‡	(†)	41!	(15.1)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	94	(2.3)	31	(5.2)	6!	(2.6)	‡	(†)	21!	(8.3)
26 to 50 percent	95	(1.8)	12!	(4.2)	‡	(†)	‡	(†)	30!	(11.9)
51 to 75 percent	94	(2.7)	25	(5.5)	‡	(†)	‡	(†)	40!	(15.7)
76 percent or more	92	(3.5)	21!	(8.0)	‡	(†)	‡	(†)	‡	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Based on the 92 percent of schools that offered instruction in general music in the 1998–99 school year.

² Based on the 52 percent of schools that offered instruction in chorus in the 1998–99 school year.

³ Based on the 48 percent of schools that offered instruction in band in the 1998–99 school year.

⁴ Based on the 28 percent of schools that offered instruction in strings/orchestra in the 1998–99 school year.

⁵ Based on the 8 percent of schools that offered instruction in other music subjects in the 1998–99 school year.

⁶ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 139. Percent and standard error for public elementary schools reporting various ways in which dance or drama/theatre was taught or incorporated into other curriculum areas, by school characteristics: School year 1999–2000

School characteristic	Dance									
	Taught as part of the physical education program		Taught as part of the music curriculum		Integrated into other curriculum areas		Other		Any integration with other subject or curriculum areas	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	48	(2.2)	48	(2.2)	28	(1.9)	6	(0.9)	66	(1.9)
Enrollment size										
Less than 300	38	(5.7)	41	(5.3)	21	(4.3)	4!	(2.2)	56	(5.4)
300 to 499	50	(3.4)	52	(3.7)	24	(3.1)	6!	(1.8)	67	(3.3)
500 or more	54	(2.8)	50	(3.0)	36	(2.5)	7	(1.3)	71	(2.7)
Region										
Northeast	46	(4.7)	55	(4.6)	34	(4.7)	6!	(1.8)	69	(3.9)
Southeast	50	(4.2)	42	(4.2)	25	(3.7)	9	(2.3)	61	(4.2)
Central	49	(4.2)	52	(4.7)	15	(2.8)	5!	(1.7)	65	(4.3)
West	47	(3.8)	45	(3.9)	38	(3.4)	6	(1.5)	68	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹										
Less than 6 percent	53	(3.9)	52	(3.9)	25	(3.2)	3!	(1.2)	66	(3.4)
6 to 20 percent	50	(4.3)	55	(4.3)	24	(4.1)	4!	(1.8)	69	(4.1)
21 to 49 percent	46	(5.2)	44	(5.5)	30	(3.3)	6!	(2.2)	64	(4.3)
50 percent or more	43	(4.2)	42	(4.4)	35	(3.6)	11	(2.5)	64	(4.0)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	52	(4.0)	52	(3.9)	26	(2.5)	5!	(1.8)	66	(3.9)
26 to 50 percent	47	(4.4)	47	(4.3)	26	(3.5)	4!	(1.7)	64	(3.9)
51 to 75 percent	49	(5.2)	40	(5.1)	29	(5.7)	11	(3.3)	62	(5.4)
76 percent or more	40	(7.3)	40	(7.3)	41	(7.3)	9!	(2.9)	61	(8.0)

See notes at end of table.

Table 139. Percent and standard error for public elementary schools reporting various ways in which dance or drama/theatre was taught or incorporated into other curriculum areas, by school characteristics: School year 1999–2000—Continued

School characteristic	Drama/theatre							
	Drama/theatre as part of the English/language arts curriculum		Drama/theatre integrated into other areas of the curriculum		Other		Any integration with other subject or curriculum areas	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	30	(2.2)	43	(2.6)	11	(1.4)	50	(2.8)
Enrollment size								
Less than 300	26	(4.4)	40	(5.2)	8!	(2.8)	45	(5.7)
300 to 499	27	(3.3)	38	(3.8)	13	(2.7)	45	(4.0)
500 or more	36	(2.9)	50	(2.8)	12	(2.0)	59	(2.7)
Region								
Northeast	25	(4.3)	38	(4.9)	13	(2.8)	45	(5.2)
Southeast	25	(3.9)	37	(4.4)	9	(2.6)	42	(4.6)
Central	24	(3.9)	38	(4.6)	10	(2.3)	45	(4.7)
West	42	(4.2)	55	(4.2)	13	(2.7)	64	(4.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	30	(4.3)	43	(4.3)	7	(1.6)	51	(4.4)
6 to 20 percent	32	(3.8)	45	(4.6)	12	(3.0)	53	(5.0)
21 to 49 percent	26	(3.8)	42	(4.5)	12	(2.7)	50	(5.5)
50 percent or more	33	(4.1)	43	(4.9)	15	(2.9)	47	(4.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	32	(3.9)	45	(4.6)	11	(2.3)	53	(4.7)
26 to 50 percent	29	(3.9)	43	(4.4)	10!	(3.2)	50	(5.0)
51 to 75 percent	25	(5.2)	38	(6.6)	13	(3.7)	40	(6.0)
76 percent or more	26	(5.9)	42	(8.0)	15	(4.3)	43	(8.1)

[!] Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents could report more than one method of incorporating dance and drama/theatre in their program of study. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 140. Percent and standard error for public elementary schools reporting that they sponsored various supplemental arts education programs, by school characteristics: School year 1998–99

School characteristic	Artist-in-residence/ artist-in-the-school		Visiting artist(s)		Field trips to art galleries or museums		Field trips to arts performances	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	22	(1.9)	38	(1.9)	65	(2.0)	77	(1.7)
Enrollment size								
Less than 300	17	(4.0)	36	(4.9)	59	(5.7)	69	(4.8)
300 to 499	22	(3.5)	34	(3.1)	66	(2.7)	78	(2.7)
500 or more	25	(2.8)	42	(2.9)	68	(2.5)	82	(2.2)
Region								
Northeast	31	(3.7)	48	(4.7)	73	(4.5)	78	(4.5)
Southeast	17	(3.3)	37	(4.1)	57	(4.9)	82	(3.1)
Central	23	(3.4)	35	(4.2)	62	(4.4)	74	(3.6)
West	19	(3.0)	34	(3.2)	67	(3.7)	77	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	17	(3.1)	33	(3.9)	59	(4.1)	70	(4.1)
6 to 20 percent	25	(3.9)	39	(3.8)	69	(4.1)	78	(4.0)
21 to 49 percent	22	(3.7)	41	(4.5)	64	(4.5)	88	(3.5)
50 percent or more	24	(3.7)	38	(3.7)	68	(4.2)	75	(3.3)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	23	(3.6)	39	(3.3)	68	(4.2)	79	(3.9)
26 to 50 percent	19	(3.2)	34	(3.6)	55	(4.2)	78	(3.3)
51 to 75 percent	20	(4.8)	32	(4.4)	62	(5.6)	78	(4.1)
76 percent or more	28	(6.4)	39	(6.3)	66	(5.8)	75	(5.9)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Respondents were asked about supplemental arts education programs in the 1998–99 school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 141. Percent and standard error for public elementary schools reporting a district-level arts coordinator, various ways that arts programs and instruction were assessed, and the inclusion of arts education in mission statement or school improvement plans, by school characteristics: School year 1999–2000

School characteristic	District has specialist or coordinator who is responsible for the arts programs offered ¹		Principal evaluates the arts program in the same way other programs are evaluated ¹		School conducts standardized assessment of student achievement in the arts ¹		Arts education is included in mission statements or school improvement plans	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public elementary schools	57	(2.0)	73	(1.7)	17	(1.6)	45	(2.2)
Enrollment size								
Less than 300	40	(5.0)	64	(4.6)	14	(4.1)	35	(5.3)
300 to 499	61	(3.3)	76	(2.6)	21	(2.9)	48	(3.2)
500 or more	65	(2.0)	76	(2.4)	15	(2.0)	49	(3.1)
Region								
Northeast	67	(4.5)	87	(3.1)	18	(3.2)	53	(4.7)
Southeast	62	(3.4)	73	(3.8)	20	(3.1)	54	(3.9)
Central	53	(4.6)	85	(3.3)	24	(3.7)	40	(3.6)
West	51	(3.8)	53	(4.1)	8	(1.8)	39	(4.0)
Percent combined enrollment of Black and other races/ethnicities²								
Less than 6 percent	80	(3.2)	18	(3.5)	46	(4.5)	42	(3.9)
6 to 20 percent	77	(4.0)	19	(3.9)	64	(3.8)	43	(3.8)
21 to 49 percent	72	(3.7)	16	(2.8)	60	(5.2)	50	(5.0)
50 percent or more	63	(3.7)	14	(2.8)	62	(3.5)	47	(4.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	64	(4.0)	84	(2.8)	19	(3.0)	51	(3.9)
26 to 50 percent	50	(4.9)	72	(3.7)	12	(2.5)	42	(3.9)
51 to 75 percent	52	(4.7)	65	(5.2)	18	(3.9)	44	(4.6)
76 percent or more	72	(5.8)	57	(6.4)	7!	(2.8)	44	(7.1)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percents are based on the 98 percent of public elementary schools that reported instruction in the arts during regular school hours in the 1999–2000 school year.

² Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 142. Among public elementary schools that offered instructions in the arts, percent and standard error reporting that arts specialists contributed to various arts-related management decisions, by school characteristics: School year 1999–2000

School characteristic	Input in arts education programs						Included on site-based management/school improvement teams or leadership councils	
	Arts curriculum offered		Allocation of arts funds		Hiring of arts staff		Percent	Standard error
	Percent	Standard error	Percent	Standard error	Percent	Standard error		
All public elementary schools	68	(2.1)	56	(2.2)	34	(2.1)	59	(1.8)
Enrollment size								
Less than 300	63	(4.9)	49	(5.4)	28	(4.6)	41	(5.3)
300 to 499	70	(3.2)	54	(3.3)	36	(3.3)	66	(3.2)
500 or more	71	(2.4)	62	(2.6)	37	(2.6)	66	(2.2)
Region								
Northeast	87	(3.4)	69	(4.3)	47	(4.4)	76	(3.6)
Southeast	61	(4.4)	58	(4.0)	22	(3.5)	64	(4.0)
Central	76	(3.8)	57	(4.1)	38	(4.4)	68	(3.5)
West	54	(3.4)	45	(4.1)	31	(3.3)	37	(3.8)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	74	(3.9)	59	(4.4)	38	(4.4)	61	(4.1)
6 to 20 percent	76	(3.9)	64	(4.7)	47	(4.8)	69	(4.5)
21 to 49 percent	67	(3.8)	58	(4.6)	26	(4.5)	55	(4.6)
50 percent or more	57	(4.0)	44	(3.9)	25	(3.5)	53	(4.4)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	74	(3.4)	65	(3.2)	45	(3.8)	65	(3.6)
26 to 50 percent	66	(4.3)	51	(4.0)	29	(4.3)	58	(3.6)
51 to 75 percent	68	(5.9)	49	(6.5)	25	(4.7)	52	(6.8)
76 percent or more	46	(8.0)	36	(7.7)	20	(5.5)	51	(7.5)

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 98 percent of public elementary schools that reported instruction in the arts during regular school hours in the 1999–2000 school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 1999,” FRSS 67E, 1999–2000.

Table 143. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting selected background characteristics related to teaching: School year 1999–2000

Teacher characteristic	Music specialist		Visual arts specialist	
	Percent	Standard error	Percent	Standard error
Teaching assignment				
Taught arts subject full time	89	(1.5)	80	(2.6)
Taught arts subject part time.....	11	(1.5)	20	(2.6)
Number of schools taught				
1 school	44	(2.8)	51	(3.1)
2 to 3 schools	41	(3.0)	43	(2.9)
More than 3 schools	15	(2.5)	6	(1.6)
Hours of planning period				
0 hours	6	(1.5)	4!	(1.5)
1 to 2 hours	22	(2.2)	17	(2.2)
3 to 4 hours	43	(2.4)	38	(3.1)
More than 4 hours	29	(2.4)	41	(2.7)
Years of teaching experience				
5 or fewer years	14	(1.6)	20	(2.8)
6 to 10 years	20	(2.2)	25	(2.5)
11 to 20 years	34	(2.4)	31	(2.5)
20 or more years	32	(2.4)	24	(2.5)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Table 144. Percentage distribution and standard error for public elementary school classroom teachers reporting selected background characteristics related to teaching: School year 1999–2000

Teacher characteristic	Percent	Standard error
Included arts instruction in classroom program		
Yes	92	(1.4)
No	8	(1.4)
Hours of planning period		
0 hours	8	(1.1)
1 to 2 hours	21	(2.2)
3 to 4 hours	50	(2.5)
More than 4 hours	20	(1.9)
Years of teaching experience		
5 or fewer years	15	(1.8)
6 to 10 years	21	(1.9)
11 to 20 years	28	(2.1)
20 or more years	35	(2.6)

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Arts Survey of Elementary School Classroom Teachers," FRSS 77C, 1999–2000.

Table 145. Percent and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the type of degree and teaching certificate held: School year 1999–2000

Degree or teaching certificate	Music specialist		Visual arts specialist		Classroom teacher	
	Percent	Standard error	Percent	Standard error	Percent	Standard error
Degree held						
Bachelor's degree	100 [!]	(0.3)	100 [!]	(0.2)	100 [!]	(0.2)
Master's degree	45	(2.9)	39	(2.9)	43	(2.1)
Doctorate	1 [!]	(0.5)	‡	(†)	‡	(†)
Other degree	2 [!]	(0.7)	5 [!]	(1.4)	3	(0.7)
Teaching certificate held						
Regular, standard, or professional	90	(1.6)	90	(2.1)	92	(1.3)
Probationary	5	(1.3)	2 [!]	(0.9)	2 [!]	(0.8)
Provisional, temporary, or emergency	5	(1.1)	8	(1.5)	5	(1.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

† Rounds to 100 percent.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 146. Percent and standard error for public elementary school music specialists and visual arts specialists reporting major and minor fields of study for degrees and teaching certificates held: School year 1999–2000

Type of teacher, by degree or certificate and major/minor field of study	Percent	Standard error
Music specialists		
Held a bachelor's, master's, or doctorate degree in music or music education	96	(0.9)
Major or minor in bachelor's degree		
Music education	69	(2.5)
Music	44	(2.9)
Elementary or secondary education	15	(2.1)
Other major or minor	49	(2.7)
Major or minor in master's or doctorate degree		
Music education	19	(2.3)
Music	14	(2.1)
Elementary or secondary education	16	(2.2)
Other major or minor	17	(2.2)
Focus of teaching certificate		
Music education	91	(1.3)
General elementary or secondary education	21	(2.0)
Other major or minor	9	(1.4)
Visual arts specialist		
Held a bachelor's, master's, or doctorate degree in arts education or applied/fine arts	94	(1.9)
Major or minor in bachelor's degree		
Arts education	50	(3.6)
Applied or fine arts	54	(2.9)
Elementary or secondary education	25	(2.6)
Other major or minor	21	(2.2)
Major or minor in master's or doctorate degree		
Arts education	15	(2.0)
Applied or fine arts	12	(1.8)
Elementary or secondary education	16	(2.7)
Other major or minor	6	(1.6)
Focus of teaching certificate		
Arts education	89	(2.0)
General elementary or secondary education	29	(3.2)
Other major or minor	7	(1.6)

NOTE: Detail may not sum to totals because teachers could report multiple fields of study. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Table 147. Percentage and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 1999–2000

Type of teacher, by professional development activity	Participated in professional development		Number of hours spent in professional development ¹			
	Percent	Standard error	1 to 8 hours		More than 8 hours	
			Percent	Standard error	Percent	Standard error
Music specialist						
Activities designed for music teachers						
Applied study in performing music	49	(2.8)	47	(4.1)	53	(4.1)
Applied study in improvising, arranging, or composing music	31	(2.3)	61	(4.8)	39	(4.8)
Developing knowledge about music (e.g., historical, cultural, analytical)	61	(2.9)	69	(3.4)	31	(3.4)
Connecting music learning with other subject areas	72	(2.1)	64	(3.5)	36	(3.5)
Integrating educational technologies into music instruction	65	(2.6)	73	(3.3)	27	(3.3)
Activities designed for all teachers						
Incorporating state or district standards into instruction	78	(2.1)	63	(2.9)	37	(2.9)
Visual arts specialist						
Activities designed for visual arts teachers						
Applied study in art studio (e.g., painting, photography)	56	(3.0)	47	(3.6)	53	(3.6)
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	73	(2.6)	54	(4.0)	46	(4.0)
Connecting visual arts learning with other subject areas	79	(3.0)	57	(3.6)	43	(3.6)
Integrating educational technologies into visual arts instruction	63	(3.4)	68	(3.6)	32	(3.6)
Activities designed for all teachers						
Incorporating state or district standards into instruction	81	(2.4)	53	(3.8)	47	(3.8)
Classroom teacher						
Activities focusing on arts education						
Applied study in one of the arts or arts education	28	(2.2)	84	(2.2)	16	(3.6)
Developing knowledge about the arts (e.g., historical, cultural, analytical)	26	(2.2)	82	(2.2)	18	(3.7)
Connecting arts learning with other subject areas	46	(2.4)	74	(2.4)	26	(3.2)
Activities designed for all teachers						
Incorporating state or district standards into instruction	91	(1.2)	49	(1.2)	51	(2.3)
Integrating educational technologies into instruction	85	(1.6)	58	(1.6)	42	(2.8)

See notes at end of table.

Table 147. Percentage and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting that they participated in various professional development activities, and of those teachers, percentage distribution and standard error for the number of hours spent and the extent to which participation improved teaching: School year 1999–2000—Continued

Type of teacher, by professional development activity	Extent to which professional development improved teaching ¹							
	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Activities designed for music teachers								
Applied study in performing music	4!	(1.6)	22	(3.6)	43	(4.2)	31	(3.7)
Applied study in improvising, arranging, or composing music	4!	(1.8)	32	(4.3)	39	(4.8)	25	(4.0)
Developing knowledge about music (e.g., historical, cultural, analytical)	5!	(1.9)	24	(3.5)	50	(3.8)	22	(3.1)
Connecting music learning with other subject areas	3!	(1.1)	29	(2.9)	43	(3.1)	25	(2.5)
Integrating educational technologies into music instruction	9	(1.7)	36	(3.2)	37	(3.3)	18	(2.9)
Activities designed for all teachers								
Incorporating state or district standards into instruction	8	(1.9)	39	(3.4)	34	(2.9)	20	(2.7)
Visual arts specialist								
Activities designed for visual arts teachers								
Applied study in art studio (e.g., painting, photography)	#	(†)	26	(3.4)	46	(4.1)	27	(3.2)
Developing knowledge about visual arts (e.g., historical, cultural, analytical)	#	(†)	24	(3.3)	39	(3.6)	36	(3.4)
Connecting visual arts learning with other subject areas	1!	(0.6)	23	(3.2)	43	(3.3)	32	(3.2)
Integrating educational technologies into visual arts instruction	7	(2.0)	31	(3.5)	40	(3.6)	22	(3.0)
Activities designed for all teachers								
Incorporating state or district standards into instruction	8	(1.9)	36	(2.7)	39	(3.3)	17	(3.1)
Classroom teacher								
Activities focusing on arts education								
Applied study in one of the arts or arts education	11	(2.5)	38	(4.6)	34	(4.1)	17	(3.4)
Developing knowledge about the arts (e.g., historical, cultural, analytical)	7!	(3.1)	41	(4.7)	35	(3.9)	17	(2.8)
Connecting arts learning with other subject areas	5!	(1.7)	39	(3.5)	39	(3.2)	17	(2.6)
Activities designed for all teachers								
Incorporating state or district standards into instruction	4	(0.9)	28	(2.4)	49	(2.5)	19	(1.6)
Integrating educational technologies into instruction	4	(0.9)	26	(2.4)	48	(2.7)	22	(2.1)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Based on the percentage of teachers who participated in each professional development activity.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 148. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting the extent to which they believed various types of support for teaching their arts subject were adequate: School year 1999–2000

Type of support	Not at all adequate		Minimally adequate		Moderately adequate		Completely adequate	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Instructional time with students	2!	(0.9)	30	(2.8)	49	(2.9)	18	(2.3)
Time for individual or collaborative planning	23	(2.2)	38	(2.7)	29	(2.5)	10	(1.7)
Dedicated room or space for music instruction	15	(1.9)	21	(2.1)	29	(2.5)	36	(2.1)
Instructional resources—Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CROMs, textbooks, DVDs, software)	6	(1.3)	31	(2.5)	37	(2.2)	26	(2.5)
Classroom instruments—Instruments typically used by students in the music classroom (e.g., rhythm band sets, recorders, autoharps, Orff instruments, drums and ethnic percussion, guitar/ukulele)	10	(1.4)	25	(1.8)	42	(2.9)	23	(2.5)
Classroom equipment—Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system with a CD player, mp3 player and sound dock, LCD projector)	4	(0.9)	17	(1.6)	37	(2.8)	43	(2.8)
Technologies—Electronic equipment used in the study or creation of music (e.g., SMART Boards, computers, MIDI keyboards, sequencers)	51	(2.7)	26	(2.5)	16	(2.0)	7	(1.3)
Orchestra and band instruments—Instruments available for students wishing to participate in the school string/orchestra or band program ¹	12	(2.3)	35	(3.8)	37	(4.0)	13	(2.6)
Visual arts specialist								
Instructional time with students	3!	(1.2)	27	(3.0)	41	(3.1)	29	(2.6)
Time for individual or collaborative planning	23	(2.5)	36	(2.5)	28	(2.6)	13	(2.3)
Dedicated room or space for visual arts instruction	16	(2.5)	16	(2.0)	28	(2.7)	40	(2.9)
Instructional resources—Reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, art periodicals, projectors)	11	(1.8)	29	(2.9)	36	(3.2)	24	(2.7)
Art materials—Expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films)	‡	(†)	17	(2.6)	47	(3.0)	35	(2.9)
Art tools—Equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools)	‡	(†)	19	(2.5)	45	(2.8)	36	(2.6)
Classroom equipment—Equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and display boards, easels)	16	(2.4)	30	(2.5)	33	(2.8)	21	(2.3)
Technologies—Electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, computer software, scanners, printers, video equipment)	30	(2.9)	37	(3.0)	20	(2.6)	13	(2.2)

† Not applicable.

‡ Reporting standards not met.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Percents are based on the 72 percent of music specialists at public elementary schools with string/orchestra or band programs in the 1999–2000 school year.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Table 149. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting how frequently they participated in activities related to teaching: School year 1999–2000

Activity	Never		A few times a year		Once a month		2 to 3 times a month		At least once a week	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist										
Common planning period with regular classroom teachers	74	(2.4)	19	(2.2)	2	(0.5)	1!	(0.5)	4!	(1.4)
Common planning period with other arts specialists at this school	55	(3.1)	27	(2.5)	5	(1.0)	3!	(0.8)	11	(1.8)
Consulting with classroom teachers to help them integrate music into a lesson or unit of study that they teach	34	(3.1)	49	(2.6)	10	(1.5)	5	(1.2)	3!	(0.9)
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music	48	(3.1)	43	(2.8)	5	(1.1)	4	(1.0)	‡	(†)
Sharing ideas about teaching with other teachers outside your assigned school(s)	16	(1.8)	50	(2.9)	17	(2.2)	7	(1.6)	9	(1.7)
Visiting classrooms of colleagues who teach music	63	(3.0)	32	(2.8)	4	(1.1)	‡	(†)	‡	(†)
Participating in site-based management or school improvement teams or leadership councils	58	(3.1)	24	(2.7)	13	(1.8)	3!	(0.9)	2!	(0.8)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	65	(2.8)	30	(2.8)	3!	(1.2)	1!	(0.5)	‡	(†)
Visual arts specialist										
Common planning period with regular classroom teachers	61	(3.4)	28	(2.9)	6	(1.6)	2!	(0.7)	3	(0.9)
Common planning period with other arts specialists at this school	59	(2.8)	22	(2.7)	5	(1.4)	4	(1.0)	10	(1.9)
Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach	22	(2.2)	45	(3.0)	17	(2.3)	10	(1.8)	6	(1.6)
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	29	(2.8)	48	(3.5)	13	(1.9)	7	(1.3)	4	(0.9)
Sharing ideas about teaching with other teachers outside your assigned school(s)	21	(2.1)	49	(2.8)	19	(2.5)	7	(1.2)	4	(0.9)
Visiting classrooms of colleagues who teach visual arts	65	(2.9)	27	(2.5)	4	(1.2)	2!	(0.8)	1!	(0.6)
Participating in site-based management or school improvement teams or leadership councils	47	(3.1)	30	(2.9)	13	(1.6)	7	(1.8)	2!	(0.9)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	60	(3.0)	31	(2.6)	3!	(0.9)	4	(1.2)	1!	(0.7)

See notes at end of table.

Table 149. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting how frequently they participated in activities related to teaching: School year 1999–2000—Continued

Activity	Never		A few times a year		Once a month		2 to 3 times a month		At least once a week	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Classroom teacher										
Common planning period with the arts specialist(s) at this school ¹	72	(2.4)	22	(2.0)	1!	(0.5)	2!	(0.6)	2!	(0.9)
Seeking help from the arts specialist(s) about how to integrate the arts into a lesson or unit of study that you teach ¹	46	(2.3)	46	(2.6)	5	(1.1)	3	(0.7)	‡	(†)
Collaborating with the arts specialist(s) on designing and teaching an interdisciplinary lesson or unit of study that includes the arts ¹	62	(2.0)	30	(2.1)	3	(0.9)	3	(0.9)	2!	(0.7)
Attending/observing classes that the arts specialist(s) teach(es) to your students ¹	61	(2.5)	26	(2.0)	3!	(1.2)	5	(1.1)	5	(0.9)
Common planning period with other classroom teachers	14	(1.5)	18	(1.9)	11	(1.4)	14	(1.6)	43	(2.1)
Sharing ideas about teaching with other teachers outside this school	13	(1.5)	51	(2.5)	15	(1.6)	9	(1.5)	11	(1.5)
Participating in site-based management or school improvement teams or leadership councils	23	(1.8)	38	(2.4)	22	(1.9)	13	(1.4)	5	(0.8)
Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	13	(1.5)	59	(2.4)	15	(1.4)	8	(1.5)	4	(0.8)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 89 percent of classroom teachers who reported that their school had a music or visual arts specialist.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 150. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they agreed with statements about arts instruction at their currently assigned school: School year 1999–2000

Statement	Strongly disagree		Disagree		Agree		Strongly agree	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Parents support me in my efforts to educate their children	2	(0.6)	6	(1.2)	46	(3.1)	46	(3.1)
The administration supports me in my work	3	(1.0)	11	(1.6)	28	(2.1)	58	(2.4)
Students are motivated to do well in music class	2	(0.7)	10	(1.5)	43	(2.8)	45	(2.9)
Visual arts specialist								
Parents support me in my efforts to educate their children	2!	(0.6)	6	(1.6)	48	(3.4)	43	(3.0)
The administration supports me in my work	3!	(1.4)	11	(1.9)	33	(3.0)	53	(3.4)
Students are motivated to do well in visual arts class	1!	(0.6)	6	(1.3)	29	(3.1)	64	(3.1)
Classroom teacher								
I consider instruction in the arts an important part of the school's curriculum	1!	(0.5)	3	(0.7)	25	(2.2)	71	(2.4)
Students look forward to instruction or activities that involve the arts	1!	(0.5)	2!	(0.7)	19	(1.9)	78	(2.0)
Arts specialists should be responsible for arts instruction	5	(0.9)	14	(1.8)	41	(2.5)	40	(2.4)

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 151. Percentage distribution and standard error for public elementary school music and visual arts specialists reporting how much emphasis they gave to various goals or objectives of student learning: School year 1999–2000

Goal or objective	No emphasis		Minor emphasis		Moderate emphasis		Major emphasis	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Singing a varied repertoire of music	10	(1.9)	9	(1.5)	27	(2.6)	54	(2.9)
Performing a varied repertoire of music on a range of instruments	8	(1.5)	29	(2.6)	40	(2.9)	23	(2.5)
Improvising melodies, variations, and accompaniments	15	(1.9)	49	(2.9)	28	(2.3)	8	(1.5)
Composing and arranging music within specified guidelines	27	(2.5)	48	(2.5)	19	(2.1)	6	(1.4)
Reading and notating music	2!	(0.8)	10	(1.4)	38	(2.4)	51	(2.7)
Listening to, analyzing, and describing music	2!	(0.8)	24	(2.7)	45	(3.0)	29	(2.6)
Evaluating music and music performances	7	(1.4)	29	(2.1)	42	(2.6)	23	(2.6)
Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)	1	(0.5)	19	(2.3)	39	(2.7)	40	(2.8)
Making connections among music, the other arts, and disciplines outside the arts	4	(0.9)	30	(2.5)	37	(2.6)	29	(2.4)
Understanding music in relation to history and cultures	3	(1.0)	28	(2.3)	36	(2.2)	32	(2.4)
Visual arts specialist								
Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts	‡	(†)	7	(1.7)	36	(2.8)	55	(3.2)
Understanding and applying various media, techniques, and processes	‡	(†)	3!	(1.0)	25	(2.9)	71	(2.9)
Using knowledge of elements, functions, and principles of art	#	(†)	4!	(1.2)	27	(2.8)	69	(2.9)
Choosing and evaluating a range of subject matter, symbols, and ideas	‡	(†)	10	(2.0)	43	(2.7)	46	(2.7)
Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	‡	(†)	11	(2.0)	44	(3.0)	45	(2.8)
Reflecting upon and assessing the characteristics and merits of their work and the work of others	‡	(†)	18	(2.1)	52	(2.9)	29	(2.8)
Making connections among visual arts, the other arts, and disciplines outside the arts	3!	(1.2)	19	(2.6)	41	(3.1)	37	(3.5)
Understanding the visual arts in relation to history and cultures	‡	(†)	14	(2.0)	34	(2.8)	51	(3.0)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; and “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, 1999–2000.

Table 152. Among public elementary school music specialists, visual arts specialists, and classroom teachers reporting the use of any formal assessments to determine student progress and achievement in the arts, percentage distribution and standard error for reporting the extent to which they used various types of assessments: School year 1999–2000

Type of assessment	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Observation	1!	(0.3)	2!	(0.6)	10	(1.6)	88	(1.8)
Selected-response assessments (i.e., multiple choice, matching)	25	(2.8)	30	(3.0)	33	(2.4)	12	(1.8)
Assessments requiring short written answers or essays	45	(2.7)	35	(3.2)	17	(2.3)	3	(0.7)
Performance tasks or projects	3!	(1.0)	13	(2.1)	30	(2.8)	55	(2.9)
Portfolio collection of student work	66	(3.3)	19	(2.5)	9	(1.7)	6	(1.4)
Developed rubrics	54	(3.7)	25	(2.3)	15	(2.8)	6	(1.4)
Visual arts specialist								
Observation	‡	(†)	1!	(0.4)	17	(2.2)	82	(2.2)
Selected-response assessments (i.e., multiple choice, matching)	53	(3.0)	31	(2.7)	13	(1.9)	4!	(1.4)
Assessments requiring short written answers or essays	45	(3.1)	34	(3.0)	18	(2.6)	4!	(1.4)
Performance tasks or projects	3!	(1.2)	5	(1.6)	18	(3.0)	73	(3.3)
Portfolio collection of student work	22	(3.0)	19	(2.5)	24	(2.6)	35	(3.1)
Developed rubrics	35	(3.5)	27	(3.1)	25	(3.1)	14	(2.6)
Classroom teacher								
Observation	3!	(1.2)	10	(2.5)	27	(3.6)	61	(4.4)
Selected-response assessments (i.e., multiple choice, matching)	61	(3.4)	23	(2.9)	13	(2.4)	3!	(1.3)
Assessments requiring short written answers or essays	54	(3.6)	22	(3.0)	17	(3.0)	7	(1.9)
Performance tasks or projects	7	(1.9)	18	(2.6)	31	(2.9)	44	(3.3)
Portfolio collection of student work	24	(3.0)	23	(2.9)	26	(3.0)	28	(3.3)
Developed rubrics	43	(4.2)	24	(3.2)	20	(2.9)	13	(2.1)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: Percents are based on the percentage of teachers who used any formal assessment to determine student progress and achievement in the arts (91 percent of elementary music specialists, 87 percent of elementary visual arts specialists, and 45 percent of elementary classroom teachers). Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77V, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 153. Percentage distribution and standard error for public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they participated in various activities related to their arts subject outside of their school duties: School year 1999–2000

Activity	Not at all		Small extent		Moderate extent		Great extent	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Music specialist								
Provide instruction in a musical instrument or voice	31	(2.7)	27	(2.8)	21	(2.2)	21	(2.8)
Perform as a soloist or member of an ensemble	17	(2.1)	15	(2.1)	30	(2.6)	38	(2.7)
Compose or arrange music	42	(2.7)	30	(2.5)	18	(2.2)	9	(1.6)
Conduct community or other ensembles	51	(2.9)	18	(2.2)	15	(2.1)	16	(2.7)
Attend live musical performances	‡	(†)	23	(2.1)	43	(2.7)	33	(2.7)
Study, critique, or write about music	52	(2.6)	31	(2.4)	11	(1.3)	7	(1.5)
Provide arts leadership in your community or state	43	(2.6)	30	(2.8)	19	(2.0)	8	(1.4)
Visual arts specialist								
Teach art at a studio or gallery	74	(2.9)	12	(2.1)	8	(1.6)	6	(1.5)
Create works of art	5	(1.1)	28	(3.5)	40	(3.1)	27	(3.2)
Exhibits works of art	44	(2.8)	30	(2.5)	17	(2.4)	9	(1.7)
View and respond to original works of art at museums or galleries	6	(1.3)	22	(2.6)	42	(2.6)	31	(2.8)
Study, critique, or write about art	34	(3.0)	33	(2.4)	22	(2.5)	11	(1.9)
Provide arts leadership in your community or state	39	(2.5)	33	(2.9)	20	(2.2)	8	(1.7)
Classroom teacher								
Create or perform works of art	53	(2.2)	25	(1.8)	16	(1.4)	7	(1.2)
Teach one of the arts	88	(1.7)	7	(1.4)	3	(0.7)	3	(0.7)
View works of art (e.g., attend museums, galleries, musical or theatrical performances, etc.) ...	11	(1.4)	33	(2.3)	43	(2.5)	13	(1.5)
Study, critique, or write about the arts	80	(2.2)	14	(1.9)	4	(0.9)	‡	(†)
Provide arts leadership in your community or state	88	(1.6)	9	(1.4)	2!	(0.7)	1!	(0.5)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 77M; “Survey of Elementary School Visual Arts Specialists,” FRSS 77VA, and “Arts Survey of Elementary School Classroom Teachers,” FRSS 77C, 1999–2000.

Table 154. Percent and standard error for public secondary schools reporting whether various arts subjects were taught at the school, by school characteristics: School year 1999–2000

School characteristic	Music		Visual arts		Dance		Drama/theatre	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	90	(1.3)	93	(1.2)	14	(1.1)	48	(2.1)
Enrollment size								
Less than 500	85	(2.6)	86	(2.7)	5 [!]	(1.5)	30	(3.5)
500 to 999	91	(1.8)	96	(1.1)	13	(2.3)	52	(3.7)
1,000 or more	96	(1.1)	98	(0.9)	32	(2.6)	73	(3.4)
Region								
Northeast	93	(3.1)	98	(2.1)	13	(2.8)	38	(4.4)
Southeast	84	(3.1)	87	(3.7)	13	(2.6)	53	(4.2)
Central	92	(2.4)	95	(2.0)	6	(1.6)	40	(3.5)
West	90	(2.4)	91	(2.5)	23	(2.6)	58	(4.0)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	90	(2.7)	94	(2.0)	9	(2.1)	39	(3.6)
6 to 20 percent	93	(2.5)	92	(2.7)	13	(2.7)	57	(4.5)
21 to 49 percent	92	(2.7)	97	(1.6)	17	(2.7)	55	(4.1)
50 percent or more	87	(3.4)	88	(3.6)	21	(2.4)	46	(4.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	90	(1.9)	96	(1.5)	15	(2.0)	54	(2.9)
26 to 50 percent	91	(2.3)	87	(3.4)	13	(2.5)	47	(4.1)
51 to 75 percent	85	(5.9)	86	(5.3)	12	(3.4)	40	(6.7)
76 percent or more	100	(†)	93	(7.5)	‡	(†)	‡	(†)

† Not applicable.

[!] Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

[‡] Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 155. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the number of different types of arts courses taught, by school characteristics: School year 1998–99

School characteristic	Music ¹						Visual arts ²					
	1 or 2 courses		3 or 4 courses		5 or more courses		1 or 2 courses		3 or 4 courses		5 or more courses	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	30	(2.2)	26	(2.1)	43	(2.3)	28	(2.1)	33	(2.1)	39	(1.9)
Enrollment size												
Less than 500	51	(4.8)	28	(4.3)	20	(3.8)	41	(3.9)	33	(3.8)	26	(3.6)
500 to 999	21	(2.9)	30	(2.8)	49	(4.0)	25	(2.9)	40	(3.2)	36	(3.0)
1,000 or more	12	(2.4)	17	(2.4)	72	(3.0)	12	(2.0)	25	(2.6)	62	(2.9)
Region												
Northeast	22	(3.7)	27	(4.3)	50	(5.4)	23	(3.8)	27	(4.0)	49	(4.4)
Southeast	29	(4.6)	25	(4.3)	46	(4.5)	27	(4.9)	43	(3.5)	30	(3.5)
Central	31	(4.5)	25	(3.5)	43	(4.4)	26	(4.1)	31	(3.9)	43	(4.1)
West	35	(3.8)	27	(3.9)	38	(3.5)	33	(3.6)	33	(3.6)	35	(2.7)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	34	(3.5)	30	(3.6)	35	(3.5)	24	(3.4)	36	(3.8)	40	(3.9)
6 to 20 percent	29	(3.9)	17	(3.5)	54	(5.1)	25	(3.9)	29	(3.7)	46	(4.2)
21 to 49 percent	29	(4.3)	23	(4.0)	48	(3.6)	30	(4.4)	34	(3.8)	36	(4.5)
50 percent or more	28	(3.4)	31	(4.3)	39	(4.0)	33	(4.1)	35	(3.9)	32	(3.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	24	(3.1)	26	(3.4)	50	(3.7)	18	(2.7)	33	(3.2)	49	(3.1)
26 to 50 percent	39	(4.6)	26	(3.3)	34	(4.5)	37	(5.3)	37	(4.2)	26	(3.9)
51 to 75 percent	36	(6.4)	25	(6.4)	34	(6.3)	41	(6.9)	36	(5.6)	23	(4.5)
76 percent or more	33!	(13.7)	39!	(13.7)	28!	(13.7)	46!	(18.2)	4!	(17.6)	‡	(†)

See notes at end of table.

Table 155. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the number of different types of arts courses taught, by school characteristics: School year 1998–99—Continued

School characteristic	Dance ³						Drama/theatre ⁴					
	1 or 2 courses		3 or 4 courses		5 or more courses		1 or 2 courses		3 or 4 courses		5 or more courses	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	69	(4.3)	22	(4.4)	7!	(2.4)	68	(2.4)	22	(2.5)	11	(1.3)
Enrollment size												
Less than 500	82	(18.6)	‡	(†)	‡	(†)	90	(3.5)	7!	(3.1)	‡	(†)
500 to 999	74	(6.8)	15!	(6.0)	‡	(†)	71	(4.1)	23	(4.2)	6!	(2.0)
1,000 or more	63	(6.5)	28	(6.3)	9!	(3.4)	49	(3.4)	30	(3.9)	21	(2.7)
Region												
Northeast	71	(10.9)	‡	(†)	‡	(†)	82	(5.2)	15!	(4.9)	‡	(†)
Southeast	75	(9.5)	‡	(†)	‡	(†)	70	(4.5)	18	(4.6)	12	(2.8)
Central	67	(12.1)	23!	(11.6)	‡	(†)	68	(5.6)	24	(5.3)	8!	(2.5)
West	67	(6.2)	29	(6.4)	‡	(†)	61	(4.2)	24	(4.1)	15	(2.3)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	76	(12.8)	‡	(†)	‡	(†)	86	(3.1)	12	(3.0)	‡	(†)
6 to 20 percent	68	(9.7)	21!	(8.6)	‡	(†)	60	(4.7)	32	(4.5)	8	(2.2)
21 to 49 percent	67	(8.1)	26!	(7.8)	‡	(†)	60	(6.3)	23	(5.5)	17	(3.6)
50 percent or more	66	(7.4)	26	(7.1)	8!	(3.7)	63	(4.5)	18	(4.6)	19	(3.4)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	61	(6.3)	29	(7.3)	10!	(3.8)	59	(3.9)	30	(3.5)	11	(1.9)
26 to 50 percent	73	(7.9)	19!	(6.7)	‡	(†)	80	(4.0)	11	(3.1)	9	(2.6)
51 to 75 percent	100	(†)	‡	(†)	‡	(†)	79	(6.6)	13!	(6.5)	‡	(†)
76 percent or more	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 93 percent of public secondary schools that reported instruction in music during regular school hours in the 1998–99 school year.

² Percents are based on the 90 percent of public secondary schools that reported instruction in visual arts during regular school hours in the 1998–99 school year.

³ Percents are based on the 14 percent of public secondary schools that reported instruction in dance during regular school hours in the 1998–99 school year.

⁴ Percents are based on the 48 percent of public secondary schools that reported instruction in drama/theatre during regular school hours in the 1998–99 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Detail may not sum to totals because of rounding. The 1999–2000 survey asked about the number of courses offered in the previous school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 156. Among public secondary schools that offered instruction in various arts subjects, number, percent, and standard error for the teachers on staff that taught various arts subjects, by teaching status and school characteristics: School year 1998–99

School characteristic	Music ¹						Visual arts ²					
	Number of teachers on staff teaching music		Percent teaching music full time		Percent teaching music part time		Number of teachers on staff teaching visual arts		Percent teaching visual arts full time		Percent teaching visual arts part time	
	Number	Standard error	Percent	Standard error	Percent	Standard error	Number	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	25,500	(420)	76	(1.2)	24	(1.2)	26,220	(370)	85	(1.3)	15	(1.3)
Enrollment size												
Less than 500	9,840	(350)	72	(3.0)	27	(3.0)	9,930	(350)	80	(2.8)	20	(2.8)
500 to 999	9,180	(190)	76	(1.8)	24	(1.8)	9,660	(140)	86	(2.5)	14	(2.5)
1,000 or more	6,480	(130)	78	(1.8)	22	(1.8)	6,630	(130)	89	(1.4)	11	(1.4)
Region												
Northeast	4,420	(300)	79	(2.4)	21	(2.4)	4,650	(280)	90	(1.7)	10	(1.7)
Southeast	5,200	(290)	78	(2.5)	22	(2.5)	5,380	(320)	89	(2.3)	11	(2.3)
Central	7,950	(440)	73	(2.4)	27	(2.4)	8,140	(430)	81	(2.8)	19	(2.8)
West	7,930	(430)	74	(2.6)	26	(2.6)	8,050	(420)	84	(2.5)	16	(2.5)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	8,310	(610)	76	(2.3)	24	(2.3)	8,730	(600)	85	(2.4)	15	(2.4)
6 to 20 percent	6,100	(480)	73	(2.6)	27	(2.6)	6,050	(490)	82	(3.0)	18	(3.0)
21 to 49 percent	5,320	(500)	76	(2.3)	24	(2.3)	5,570	(510)	87	(2.7)	13	(2.7)
50 percent or more	5,510	(410)	78	(3.4)	22	(3.4)	5,570	(430)	88	(3.1)	12	(3.1)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	11,740	(480)	75	(1.6)	25	(1.6)	12,470	(490)	85	(2.0)	15	(2.0)
26 to 50 percent	6,710	(480)	79	(2.2)	21	(2.2)	6,450	(510)	87	(2.2)	13	(2.2)
51 to 75 percent	2,470	(360)	69	(6.5)	31	(6.5)	2,480	(370)	81	(7.8)	19	(7.8)
76 percent or more	530	(140)	74	(8.5)	26	(8.5)	490	(140)	86	(9.4)	14	(9.4)

See notes at end of table.

Table 156. Among public secondary schools that offered instruction in various arts subjects, number, percent, and standard error for the teachers on staff that taught various arts subjects, by teaching status and school characteristics: School year 1998–99—Continued

School characteristic	Dance ³						Drama/theatre ⁴					
	Number of teachers on staff teaching dance		Percent teaching dance full time		Percent teaching dance part time		Number of teachers on staff teaching drama/theatre		Percent teaching drama/theatre full time		Percent teaching drama/theatre part time	
	Number	Standard error	Percent	Standard error	Percent	Standard error	Number	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	4,010	(320)	74	(5.7)	26	(5.7)	13,690	(620)	80	(2.0)	20	(2.0)
Enrollment size												
Less than 500	540!	(170)	69	(18.2)	31	(18.2)	3,500	(420)	82	(5.5)	18	(5.5)
500 to 999	1,330	(230)	66	(13.0)	34	(13.0)	5,230	(360)	77	(3.7)	23	(3.7)
1,000 or more	2,140	(190)	80	(4.3)	20	(4.3)	4,970	(230)	82	(2.0)	18	(2.0)
Region												
Northeast	610	(120)	78	(11.9)	22	(11.9)	1,810	(190)	81	(5.2)	19	(5.2)
Southeast	820	(140)	77	(7.0)	23	(7.0)	3,310	(260)	79	(4.0)	21	(4.0)
Central	560	(130)	80	(8.2)	20	(8.2)	3,460	(320)	76	(3.7)	24	(3.7)
West	2,030	(220)	71	(9.3)	29	(9.3)	5,110	(380)	83	(4.7)	17	(4.7)
Percent combined enrollment of Black and other races/ethnicities⁵												
Less than 6 percent	810	(200)	87	(9.9)	13	(9.9)	3,590	(430)	81	(4.4)	19	(4.4)
6 to 20 percent	850	(170)	50	(16.4)	50	(16.4)	3,750	(350)	72	(5.3)	28	(5.3)
21 to 49 percent	950	(150)	78	(7.2)	22	(7.2)	3,210	(350)	81	(3.4)	19	(3.4)
50 percent or more	1,350	(150)	84	(4.5)	16	(4.6)	2,920	(360)	88	(4.3)	12	(4.3)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	2,000	(270)	69	(9.8)	31	(9.8)	7,030	(460)	78	(3.1)	22	(3.1)
26 to 50 percent	980	(200)	82	(6.8)	18	(6.8)	3,460	(370)	86	(3.7)	14	(3.7)
51 to 75 percent	350	(100)	85	(8.7)	15	(8.7)	1,160	(260)	78	(7.9)	22	(7.9)
76 percent or more	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)

† Not applicable.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 93 percent of public secondary schools that reported instruction in music during regular school hours in the 1998–99 school year.

² Percents are based on the 90 percent of public secondary schools that reported instruction in visual arts during regular school hours in the 1998–99 school year.

³ Percents are based on the 14 percent of public secondary schools that reported instruction in dance during regular school hours in the 1998–99 school year.

⁴ Percents are based on the 48 percent of public secondary schools that reported instruction in drama/theatre during regular school hours in the 1998–99 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The 1999–2000 survey asked secondary school principals about their 1998–99 staff who taught arts courses. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 157. Among public secondary schools that offered instruction in various arts subjects, percentage distribution and standard error for reporting the primary space used for instruction and the availability of a district curriculum guide that teachers were expected to follow for arts subjects: School year 1999–2000

Space and curriculum for instruction	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
Primary space used for instruction								
Dedicated room(s) with special equipment	91	(1.2)	87	(1.6)	41	(4.5)	53	(2.8)
Dedicated room(s) with no special equipment	6	(1.0)	9	(1.2)	13	(3.2)	24	(2.0)
Gymnasium, auditorium, or cafeteria	2!	(0.6)	‡	(†)	44	(5.7)	18	(2.2)
Other	‡	(†)	3	(0.9)	‡	(†)	5	(1.4)
Had district curriculum guide that teachers were expected to follow								
Yes	86	(1.5)	87	(1.5)	68	(4.3)	75	(2.4)
No	14	(1.5)	13	(1.5)	32	(4.3)	25	(2.4)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 90 percent of public secondary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 93 percent of public secondary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 14 percent of public secondary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 48 percent of public secondary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

NOTE: Detail may not sum to totals because of rounding. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 158. Among public secondary schools that offered instruction in various arts subjects, percent and standard error reporting that dedicated rooms with special equipment were used for teaching the arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	91	(1.2)	87	(1.6)	41	(4.5)	53	(2.8)
Enrollment size								
Less than 500	89	(2.5)	82	(3.1)	‡	(†)	43	(6.2)
500 to 999	90	(1.7)	89	(2.3)	29	(6.8)	47	(4.8)
1,00 or more	95	(1.2)	92	(1.7)	59	(5.6)	66	(3.7)
Region								
Northeast	92	(2.4)	88	(2.6)	47	(13.4)	44	(7.0)
Southeast	88	(3.4)	87	(2.6)	35	(9.7)	37	(5.2)
Central	94	(1.8)	93	(2.1)	44!	(13.3)	49	(6.2)
West	89	(2.8)	80	(3.7)	41	(6.4)	69	(5.2)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	93	(1.9)	89	(2.4)	‡	(†)	43	(7.0)
6 to 20 percent	95	(1.9)	89	(3.0)	40	(11.5)	50	(5.4)
21 to 49 percent	86	(3.5)	86	(3.8)	49	(8.1)	60	(5.8)
50 percent or more	87	(3.2)	82	(4.0)	54	(7.7)	59	(6.6)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.2)	93	(1.9)	40	(5.6)	58	(4.1)
26 to 50 percent	88	(2.8)	85	(3.9)	39	(9.1)	44	(5.9)
51 to 75 percent	78	(6.1)	70	(6.5)	34!	(14.7)	51	(9.2)
76 percent or more	81	(13.4)	66	(13.8)	‡	(†)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 93 percent of public secondary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 90 percent of public secondary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 14 percent of public secondary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 48 percent of public secondary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 159. Among public secondary schools that offered instruction in various arts subjects, percent and standard error reporting that their district had a written curriculum guide that teachers were expected to follow for the arts subjects, by school characteristics: School year 1999–2000

School characteristic	Music ¹		Visual arts ²		Dance ³		Drama/theatre ⁴	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	86	(1.5)	87	(1.5)	68	(4.3)	75	(2.4)
Enrollment size								
Less than 500	84	(3.2)	85	(3.2)	54 [†]	(19.8)	64	(7.1)
500 to 999	84	(2.3)	87	(1.8)	57	(7.5)	71	(3.6)
1,000 or more	90	(1.9)	91	(1.7)	79	(4.1)	87	(2.1)
Region								
Northeast	91	(2.5)	91	(2.8)	56	(11.8)	70	(6.7)
Southeast	84	(3.3)	86	(3.4)	74	(9.9)	75	(4.9)
Central	89	(2.5)	93	(2.2)	61	(13.6)	71	(5.6)
West	81	(3.0)	81	(3.1)	72	(5.6)	80	(3.4)
Percent combined enrollment of Black and other races/ethnicities⁵								
Less than 6 percent	89	(2.3)	90	(2.7)	78	(10.2)	76	(6.4)
6 to 20 percent	86	(3.2)	87	(3.1)	57	(10.4)	74	(4.0)
21 to 49 percent	86	(2.9)	85	(3.3)	73	(7.9)	79	(5.6)
50 percent or more	82	(3.4)	88	(3.0)	65	(6.5)	75	(4.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	87	(2.5)	89	(2.4)	74	(5.5)	82	(3.2)
26 to 50 percent	83	(3.6)	87	(3.7)	63	(9.3)	72	(6.0)
51 to 75 percent	81	(5.4)	82	(5.7)	48	(14.4)	60	(8.8)
76 percent or more	73	(11.7)	78	(11.2)	‡	(†)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 93 percent of public secondary schools that reported instruction in music during regular school hours in the 1999–2000 school year.

² Percents are based on the 90 percent of public secondary schools that reported instruction in visual arts during regular school hours in the 1999–2000 school year.

³ Percents are based on the 14 percent of public secondary schools that reported instruction in dance during regular school hours in the 1999–2000 school year.

⁴ Percents are based on the 48 percent of public secondary schools that reported instruction in drama/theatre during regular school hours in the 1999–2000 school year.

⁵ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 160. Among public secondary schools that offered instruction in various arts subjects, percent and standard error for schools reporting that students took arts classes that were taught at another location, and of those schools, percent and standard error reporting the location at which classes were offered, by school characteristics: School year 1998–99

School characteristic	Schools reporting students took arts classes at another location ¹		Classes offered at: ²									
			Other schools		Performing arts studios or stages		Museums or galleries		Local arts centers		Other	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	10	(1.1)	71	(5.3)	30	(7.0)	16!	(5.4)	23	(6.2)	30	(6.3)
Enrollment size												
Less than 500	8	(2.4)	84	(12.0)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
500 to 999	8	(1.8)	68	(9.7)	28!	(9.1)	19!	(9.7)	‡	(†)	33!	(12.0)
1,000 or more	15	(2.1)	61	(7.3)	24	(7.0)	19!	(6.2)	28	(8.2)	32	(7.1)
Region												
Northeast	15	(3.6)	73	(8.6)	19!	(8.5)	‡	(†)	‡	(†)	25!	(10.3)
Southeast	5!	(1.6)	59!	(21.0)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Central	11	(2.5)	70	(12.7)	39!	(16.1)	‡	(†)	27!	(12.6)	26!	(11.8)
West	9	(1.9)	75	(9.1)	33!	(13.3)	‡	(†)	30!	(9.7)	36!	(12.7)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	11	(2.5)	76	(9.6)	‡	(†)	‡	(†)	‡	(†)	27!	(11.9)
6 to 20 percent	12	(2.8)	70	(11.2)	33!	(15.2)	20!	(9.2)	26!	(11.9)	24!	(9.8)
21 to 49 percent	7	(1.9)	42!	(14.5)	‡	(†)	‡	(†)	45!	(15.3)	53	(15.2)
50 percent or more	7	(1.7)	84	(9.1)	35!	(14.3)	‡	(†)	‡	(†)	‡	(†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	11	(1.9)	74	(6.3)	27	(7.8)	21!	(9.4)	26!	(8.7)	32	(8.7)
26 to 50 percent	9	(2.5)	63	(16.9)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
51 to 75 percent	4!	(1.8)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
76 percent or more	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

‡ Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Classes were offered during regular school hours and were considered part of the school's educational program.

² Percents based on the percentage of public secondary schools that reported students taking arts classes that were taught at another location.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67S, 1999–2000.

Table 161. Percent and standard error for public secondary schools that offered instruction in creative writing, and of those schools, percent and standard error for reporting various ways that creative writing was taught or included in the school curriculum, by school characteristics: School year 1999–2000

School characteristic	Offered instruction in creative writing		Various ways that creative writing was taught: ¹							
			Separate courses in creative writing		Processes and techniques in creative writing were taught in courses offered by the English department		Creative writing activities and instruction were integrated into other areas of the curriculum		Other	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	99	(0.3)	34	(1.9)	90	(1.1)	81	(1.4)	6	(1.2)
Enrollment size										
Less than 500	100	(†)	30	(4.0)	94	(1.5)	84	(2.7)	7!	(2.3)
500 to 999	100 ²	(0.4)	36	(2.9)	88	(1.6)	81	(2.3)	7	(1.7)
1,000 or more	97	(1.1)	40	(2.8)	87	(2.4)	76	(2.7)	5	(1.3)
Region										
Northeast	99	(0.8)	35	(4.6)	88	(2.5)	87	(3.7)	9!	(3.3)
Southeast	99	(0.6)	27	(3.6)	87	(3.3)	79	(2.7)	4!	(1.7)
Central	100	(0.2)	43	(3.9)	91	(1.8)	80	(2.6)	5!	(1.6)
West	99	(0.6)	30	(2.9)	93	(1.7)	80	(3.2)	8	(2.5)
Percent combined enrollment of Black and other races/ethnicities³										
Less than 6 percent	100	(†)	40	(4.5)	94	(1.4)	83	(2.7)	8	(2.2)
6 to 20 percent	99	(0.5)	39	(3.7)	94	(1.7)	78	(3.7)	6!	(2.0)
21 to 49 percent	98	(0.9)	26	(3.0)	89	(2.3)	82	(3.5)	3!	(1.5)
50 percent or more	99	(0.7)	30	(3.3)	82	(3.1)	80	(3.2)	6!	(1.9)
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	99	(0.3)	38	(3.0)	93	(1.2)	79	(2.7)	9	(2.1)
26 to 50 percent	99	(0.6)	30	(3.7)	92	(2.2)	81	(3.4)	‡	(†)
51 to 75 percent	98	(1.4)	25	(5.1)	85	(4.3)	90	(3.4)	‡	(†)
76 percent or more	100	(†)	32!	(15.1)	59	(13.7)	83	(12.1)	‡	(†)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Creative writing is defined as an instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

² Rounds to 100 percent.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67S, 1999–2000.

Table 162. Percent and standard error for public secondary schools reporting that they sponsored various supplemental arts education programs, by school characteristics: School year 1998–1999

School characteristic	Artist-in-Residence/ Artist-in-the-School		Visiting artist(s)		Field trips to art galleries or museums		Field trips to arts performances	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	18	(1.6)	34	(2.3)	69	(1.9)	69	(1.9)
Enrollment size								
Less than 500	15	(2.9)	34	(4.2)	64	(3.9)	64	(4.1)
500 to 999	23	(2.4)	30	(3.3)	66	(2.2)	70	(2.7)
1,000 or more	17	(3.1)	39	(3.3)	81	(2.7)	77	(2.5)
Region								
Northeast	33	(4.3)	37	(4.9)	80	(4.0)	78	(4.2)
Southeast	14	(3.1)	33	(3.6)	63	(3.9)	67	(4.6)
Central	16	(2.7)	33	(4.1)	67	(3.9)	71	(3.9)
West	15	(3.0)	34	(3.8)	68	(3.9)	63	(3.5)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	20	(2.9)	32	(4.0)	71	(3.2)	70	(3.7)
6 to 20 percent	18	(2.9)	38	(5.3)	67	(4.2)	70	(4.1)
21 to 49 percent	19	(4.1)	37	(4.0)	69	(3.9)	63	(4.6)
50 percent or more	15	(3.3)	28	(4.7)	66	(3.9)	73	(4.3)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	18	(2.4)	36	(3.0)	76	(2.7)	74	(2.8)
26 to 50 percent	18	(3.5)	32	(4.0)	57	(4.2)	62	(4.3)
51 to 75 percent	17	(4.7)	34	(8.2)	70	(5.9)	65	(6.0)
76 percent or more	‡	(†)	‡	(†)	59	(13.8)	59	(13.8)

† Not applicable.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The 1999–2000 survey asked about supplemental arts education programs in the previous school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 163. Among public secondary schools that offered instruction in the arts, percent and standard error for reporting a district-level arts coordinator, various ways that arts programs and instruction were assessed at the school, and the inclusion of arts education in mission statements or school improvement plans, by school characteristics: School year 1999–2000

School characteristic	District has specialist or coordinator who is responsible for the arts programs offered		Principal evaluates the arts program in the same way other programs are evaluated		School conducts standardized assessment of student achievement in the arts		Arts education is included in mission statements or school improvement plans	
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	53	(1.9)	92	(1.2)	24	(2.0)	65	(2.1)
Enrollment size								
Less than 500	42	(4.1)	91	(2.2)	23	(3.5)	67	(3.5)
500 to 999	55	(3.0)	94	(1.6)	24	(2.8)	62	(3.1)
1,000 or more	68	(3.0)	93	(1.6)	23	(2.5)	65	(3.1)
Region								
Northeast	64	(5.5)	95	(2.3)	26	(4.5)	81	(3.4)
Southeast	55	(4.4)	91	(2.7)	22	(3.3)	61	(4.5)
Central	49	(3.9)	94	(1.9)	23	(3.3)	63	(4.1)
West	50	(3.9)	90	(2.7)	23	(3.3)	60	(3.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	46	(4.1)	92	(2.0)	21	(3.4)	62	(4.1)
6 to 20 percent	53	(4.3)	94	(2.2)	20	(3.7)	63	(3.8)
21 to 49 percent	60	(4.8)	90	(2.9)	30	(4.0)	66	(4.1)
50 percent or more	60	(3.9)	93	(2.8)	25	(3.7)	67	(3.8)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	54	(3.1)	93	(1.9)	21	(3.0)	63	(2.8)
26 to 50 percent	45	(4.3)	93	(2.5)	23	(4.0)	62	(4.1)
51 to 75 percent	56	(6.3)	86	(5.9)	25	(4.5)	62	(7.4)
76 percent or more	67	(17.7)	95	(5.3)	‡	(†)	80	(10.4)

† Not applicable.

‡ Reporting standards not met.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 98 percent of public secondary schools that offered arts instruction in the 1999–2000 school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 164. Among public secondary schools that offered instruction in the arts, percent and standard error for reporting that arts specialists contributed to various arts-related management decisions, by school characteristics: School year 1999–2000

School characteristic	Input in arts education programs						Included on site-based management/ school improvement teams or leadership councils	
	Arts curriculum offered		Allocation of arts funds		Hiring of arts staff			
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error
All public secondary schools	92	(1.0)	78	(1.7)	51	(2.2)	88	(1.4)
Enrollment size								
Less than 500	94	(1.9)	76	(3.5)	39	(4.3)	85	(3.0)
500 to 999	91	(1.7)	79	(2.4)	53	(3.0)	89	(2.1)
1,000 or more	92	(1.8)	80	(2.6)	65	(3.2)	90	(1.8)
Region								
Northeast	93	(2.6)	77	(3.9)	63	(5.4)	89	(3.4)
Southeast	84	(3.5)	71	(3.5)	34	(3.8)	86	(2.8)
Central	97	(1.3)	80	(3.6)	51	(4.4)	89	(2.8)
West	93	(2.3)	80	(3.6)	55	(4.1)	88	(2.9)
Percent combined enrollment of Black and other races/ethnicities¹								
Less than 6 percent	95	(1.8)	77	(4.2)	46	(4.2)	85	(3.1)
6 to 20 percent	97	(1.2)	85	(3.0)	64	(3.8)	95	(1.6)
21 to 49 percent	90	(2.5)	79	(3.5)	46	(5.1)	89	(2.9)
50 percent or more	85	(3.2)	71	(3.8)	46	(4.3)	83	(3.2)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95	(1.4)	81	(3.1)	59	(3.3)	91	(1.9)
26 to 50 percent	90	(2.6)	76	(3.8)	43	(4.1)	85	(3.2)
51 to 75 percent	85	(5.1)	72	(7.9)	34	(6.4)	81	(6.1)
76 percent or more	93	(7.0)	70	(12.5)	47!	(16.7)	61	(17.3)

¹ Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

¹ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Percents are based on the 98 percent of public secondary schools that offered arts instruction in the 1999–2000 school year. The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 1999,” FRSS 67S, 1999–2000.

Table 165. Percent and standard error for public secondary schools reporting arts coursework requirements for graduation and the inclusion of grades in arts classes in the calculation of grade point averages, by school characteristics: School year 1999–2000

School characteristic	Coursework in the arts is a specific requirement for graduation		Number of credits required: ¹						Grades in arts classes were included in the calculation of students' GPAs		Grades received the same weight as grades in other academic subjects ²	
			1 credit		2 credits		More than 2 credits		Percent	Standard error	Percent	Standard error
	Percent	Standard error	Percent	Standard error	Percent	Standard error	Percent	Standard error				
All public secondary schools	52	(2.2)	69	(2.2)	16	(2.0)	15	(1.5)	91	(1.4)	94	(1.0)
Enrollment size												
Less than 500	47	(3.7)	71	(5.1)	20	(4.6)	9!	(3.4)	86	(2.8)	94	(2.1)
500 to 999	51	(3.4)	71	(3.9)	14	(3.2)	15	(2.9)	94	(1.4)	93	(1.6)
1,000 or more	61	(2.8)	64	(3.4)	14	(2.7)	22	(3.5)	95	(1.3)	95	(1.4)
Region												
Northeast	78	(4.0)	71	(4.8)	12	(3.4)	17	(3.5)	91	(3.3)	92	(2.5)
Southeast	44	(3.7)	87	(4.2)	9!	(3.8)	‡	(†)	89	(3.0)	94	(2.1)
Central	39	(4.1)	63	(6.3)	25	(5.7)	13!	(4.7)	94	(2.1)	94	(1.9)
West	55	(4.1)	63	(5.3)	17	(4.8)	21	(3.6)	90	(2.5)	94	(2.0)
Percent combined enrollment of Black and other races/ethnicities³												
Less than 6 percent	54	(4.2)	71	(4.5)	18	(4.1)	10!	(3.1)	96	(1.6)	93	(1.8)
6 to 20 percent	54	(4.7)	78	(4.2)	12!	(3.7)	11!	(3.4)	91	(3.6)	96	(2.4)
21 to 49 percent	52	(4.1)	61	(6.1)	18	(5.3)	21	(4.5)	87	(3.4)	93	(2.7)
50 percent or more	46	(4.5)	62	(4.7)	16	(4.6)	22	(4.7)	87	(3.5)	94	(1.9)
Percent and standard error for students eligible for free or reduced-price lunch												
0 to 25 percent	59	(3.4)	74	(3.1)	15	(2.8)	11	(2.4)	95	(1.3)	96	(1.3)
26 to 50 percent	47	(4.2)	71	(4.9)	11!	(3.9)	18	(4.6)	92	(2.3)	93	(2.3)
51 to 75 percent	37	(6.1)	59	(8.7)	‡	(†)	25!	(10.0)	84	(5.8)	92	(3.4)
76 percent or more.....	46	(13.8)	73	(20.3)	‡	(†)	‡	(†)	77	(11.8)	90	(10.9)

† Not applicable.

! Interpret data with caution; the coefficient of variation is greater than or equal to 30 percent.

‡ Reporting standards not met.

¹ Percents are based on the 52 percent of public secondary schools indicating that coursework in the arts was a specific requirement for graduation in their district during the 1999–2000 school year.

Detail may not sum to totals due to rounding.

² Percents are based on the 91 percent of public secondary schools indicating that grades in arts classes were included in the calculation of students' GPAs during the 1999–2000 school year.

³ Other races/ethnicities include Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: The data presented in this table may differ from previously published information because missing data from the 1999–2000 surveys were imputed for analysis in this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67S, 1999–2000.