

# Maryland

2023 - 2024

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

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

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

# Data Notes

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

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

The Maryland Department of Education captures enrollment by grade level for arts courses delivered in Charter, Traditional schools.

Maryland policy requires schools to provide instructional programs in five arts disciplines in grades P-8 and to enable all students in grades 9-12 to meet the graduation requirement of one arts credit as well as select from among the five arts disciplines as elective courses. Reference: COMAR13A.04.16.01.

Basic Information by Grade Level for 2023 - 2024

School Grade Level	Schools	% of Schools	Students	% of Students	Arts Teachers
Elementary	768	56.3%	345,017	40.1%	3,801
Middle	222	16.3%	171,650	20.0%	1,581
High	206	15.1%	266,570	31.0%	2,249
Mixed	169	12.4%	77,078	9.0%	839
Total	1,365	100.0%	860,315	100.0%	8,470

# Key Findings from 2023 - 2024

Overall, 99.9% of students had access to at least one arts discipline (Dance, Media Arts, Music, Theater, Visual Arts), and 6% had access to the five state-required disciplines.

The rate of students without arts access decreased from 2023 to 2024 (0.1% vs.0.1%).

Only 0.5% of schools did not offer any arts courses.

83.6% of all students participated in arts education, which represents 719.2k students.

Arts enrollment was highest in Elementary schools at 99.3%, and lowest in High schools at 55.2%.

Student access to arts education was lowest in schools where a Mid-High proportion of students were eligible for Free or Reduced-Price meals; 0.1% of students did not have the opportunity to enroll in the arts at their school.

Overall arts participation was lowest in schools where a Low proportion of students were eligible for the Free or Reduced-Price Meals program, 81.4%.

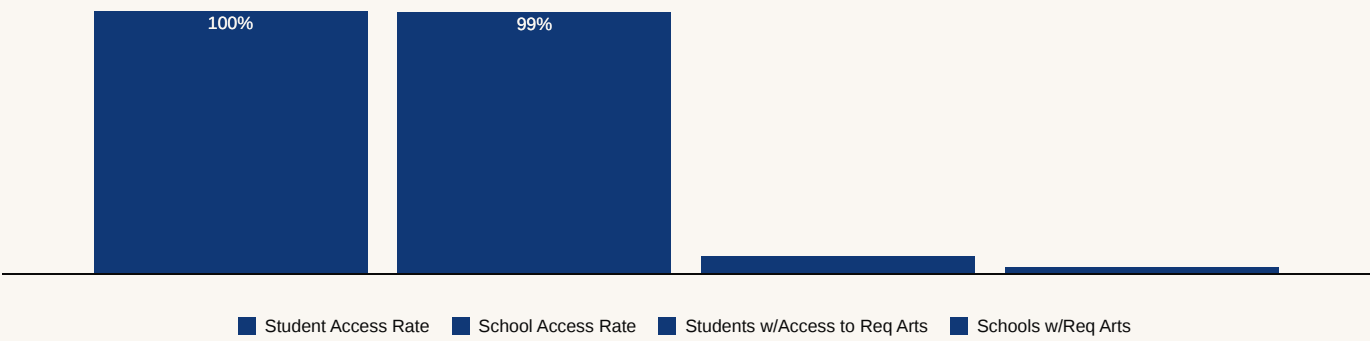
The rate of arts participation was highest (99.9%) in schools where more than 50% of the students in the school are Asian. The rate was lowest in majority-No Majority schools, 81.7%.

The arts participation rate was highest in Suburb locales (85.1%) and lowest in City areas (80.2%).

# Access to the Arts

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

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

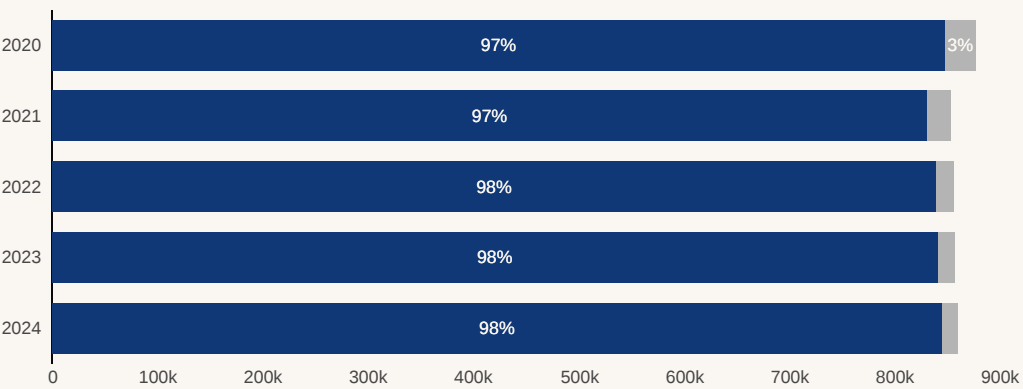


*Overall, 99.9% of students had access to at least one arts discipline, and 6% had access to the five state-required disciplines.*

Schools Offering Music and Visual Arts



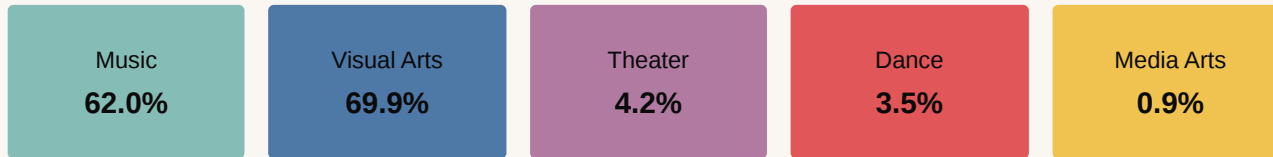
Student Access to Music and Visual Arts



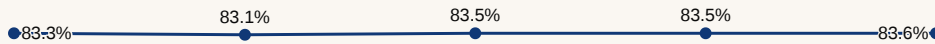
# Enrollment in the Arts

Enrollments indicate the proportion of all students that are enrolled in at least one arts course. Enrollments by arts discipline and as a trend over time of enrollment in any arts course are depicted below. In SY23-24, the greatest increase in arts education enrollment was in Frederick County, the greatest decline in enrollment was in Dorchester County.

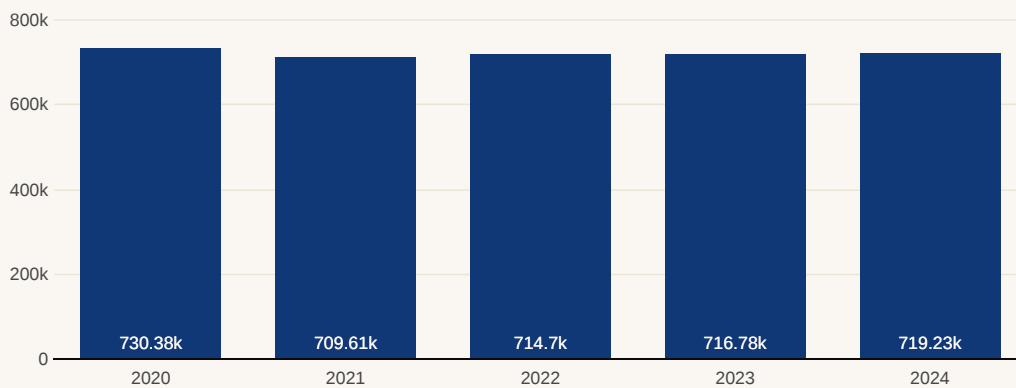
## Enrollment by Arts Discipline



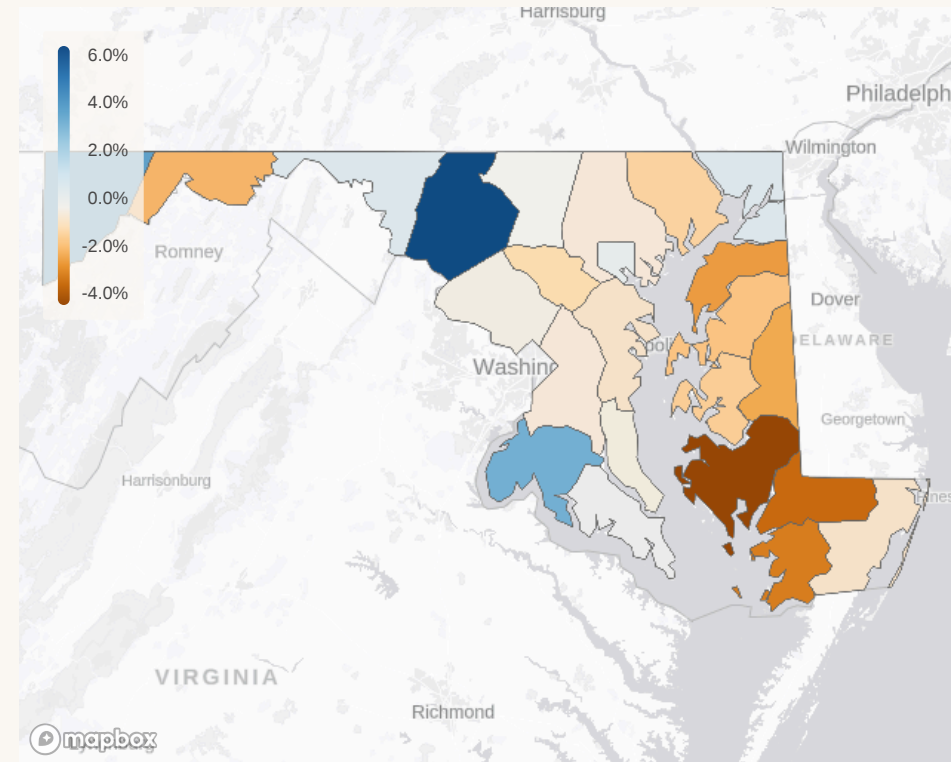
## Arts Enrollment Rate by Year



## Count of Arts Students by Year

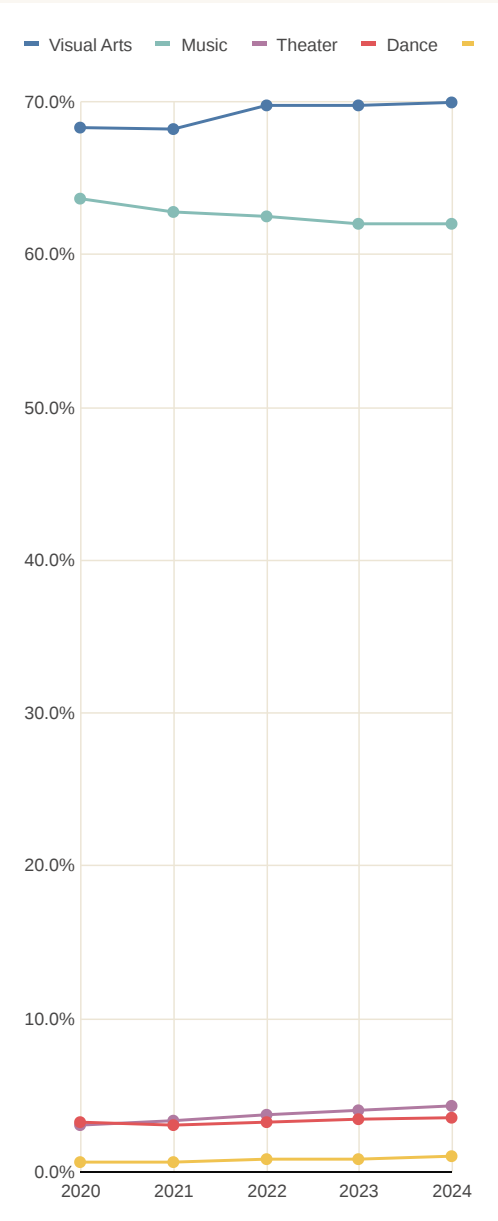


## County-Level Change in Arts Enrollment: 2023 vs. 2024

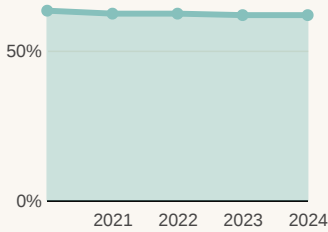


# By-Discipline Trends and Top Five Courses

Course level participation and information is from 2023 - 2024

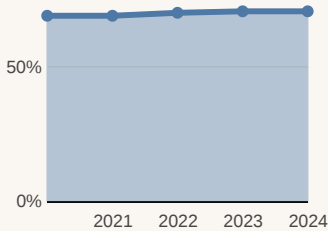


## Music



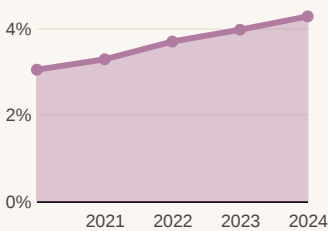
Course Name	Students Enrolled	Schools
Music (Grade 2)	64,205	867
Music (Grade 4)	63,694	877
Music (Grade 3)	62,678	872
Music (Grade 5)	62,254	867
Music (Grade 1)	61,440	866

## Visual Arts



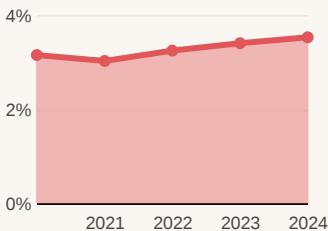
Course Name	Students Enrolled	Schools
Visual Arts-Comprehensive	74,890	423
Art (Grade 2)	65,613	884
Art (Grade 5)	65,047	887
Art (Grade 3)	63,779	884
Art (Grade 1)	62,782	883

## Theater



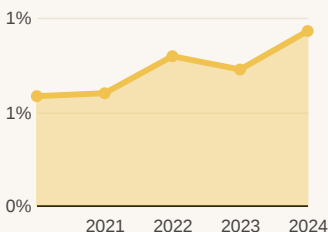
Course Name	Students Enrolled	Schools
Theater-Comprehensive	6,415	141
Theater Arts	5,538	126
Introduction To Theater	5,005	126
Drama (Grade 7)	2,511	28
Drama (Grade 8)	2,385	29

## Dance



Course Name	Students Enrolled	Schools
Dance Technique	5,555	101
Dance (Grade 6)	5,519	122
General Dance	3,736	69
Dance (Grade 7)	2,950	103
Dance (Grade 8)	2,738	114

## Media Arts

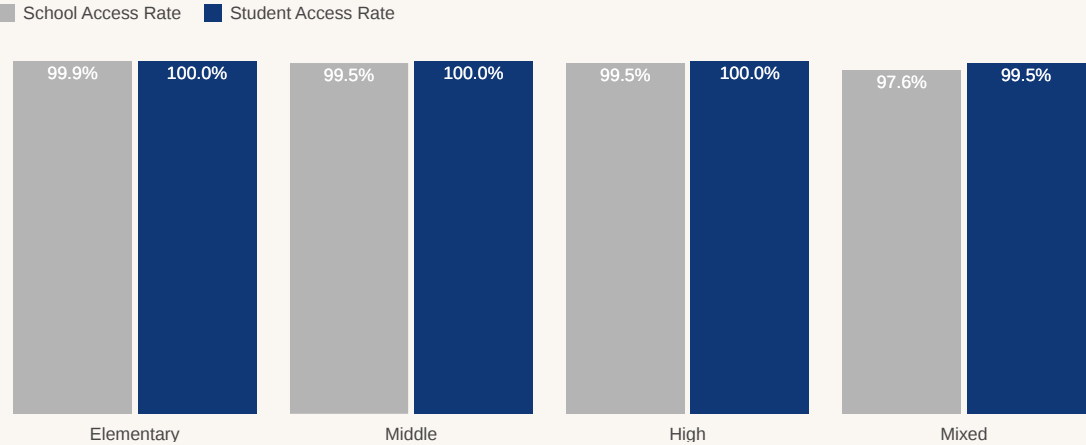


Course Name	Students Enrolled	Schools
Digital Imaging	4,255	44
Media Arts-Comprehensive	3,360	37
Media For Performance	237	9
Media Arts-Other	61	1
Cte - Advertising Design	47	4

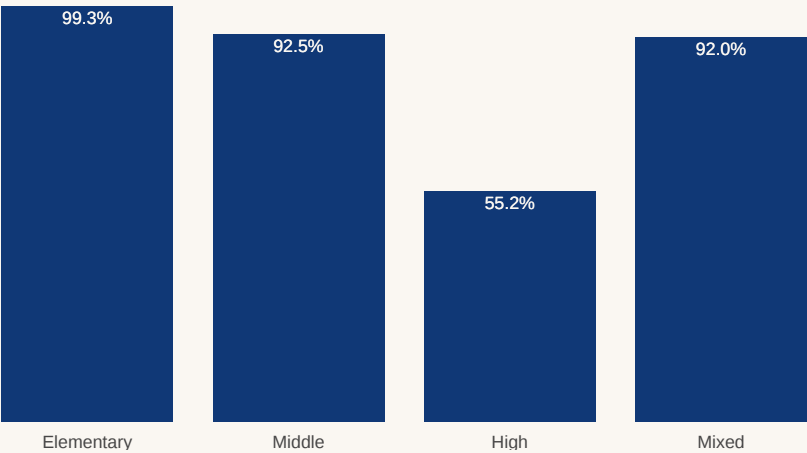
# Arts Enrollments by School Grade Level

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

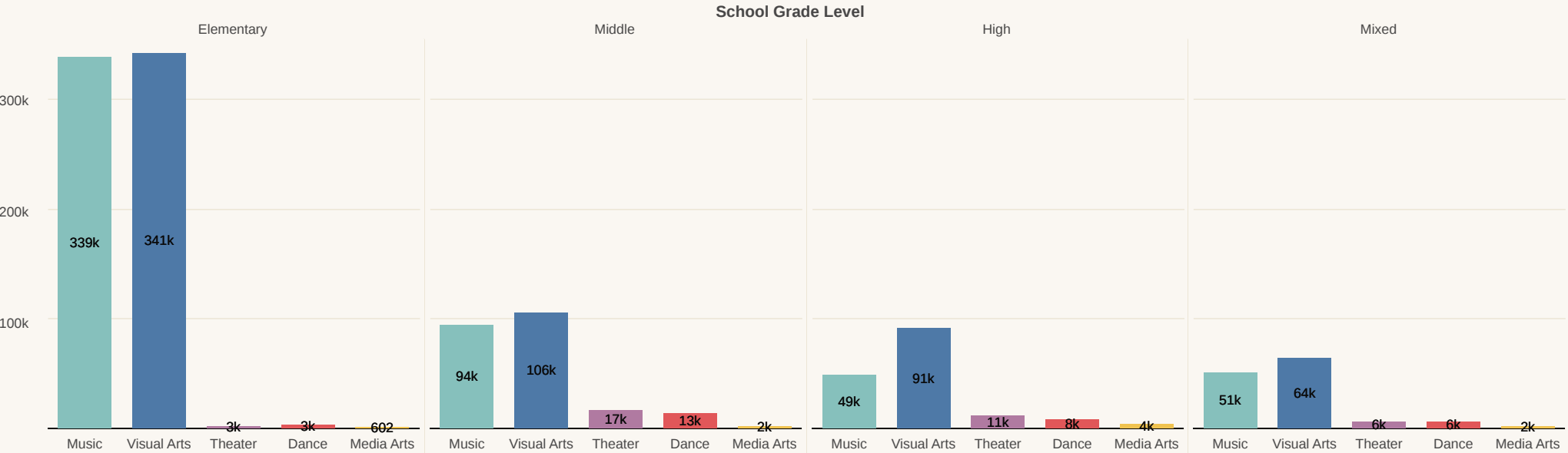
School Access Rate and Student Access Rate



Arts Enrollment Rate



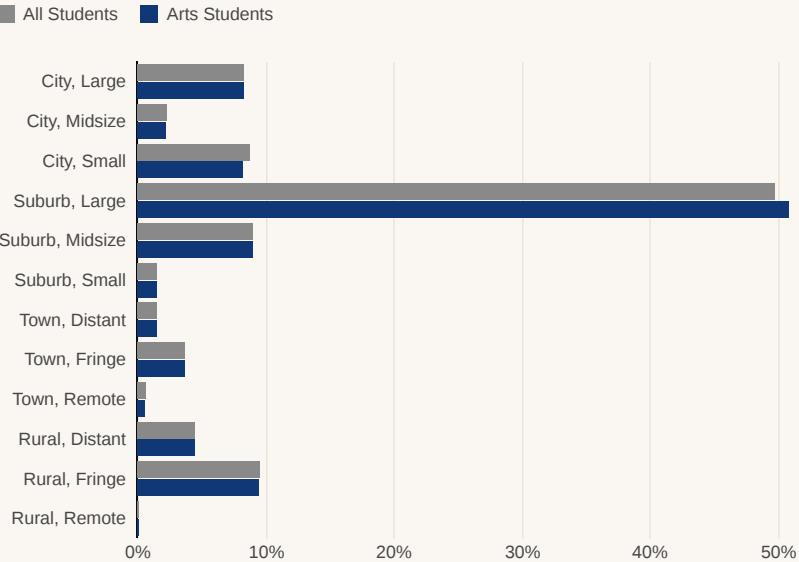
Arts Students by Discipline



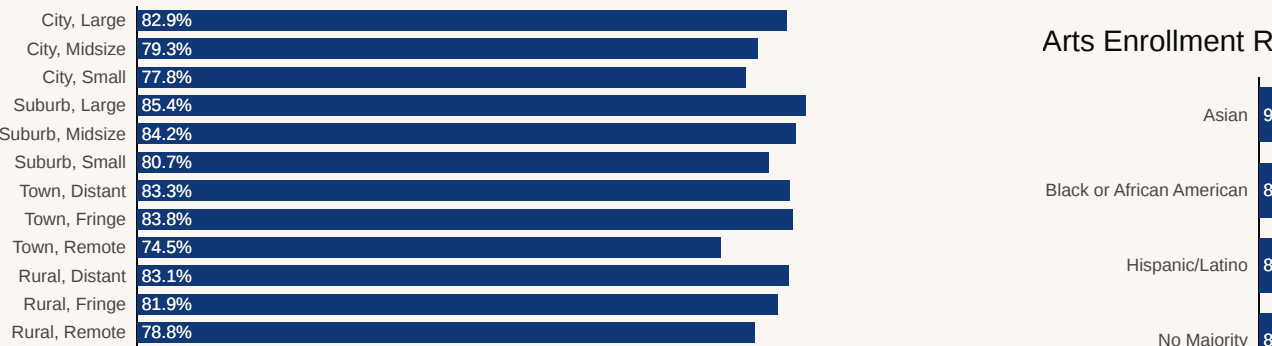
Arts Enrollments by School and Student Characteristics

Student Enrollment vs. Arts Enrollment by Locale

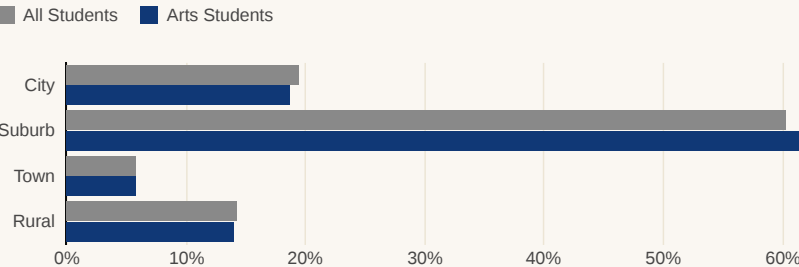
If the blue bars are longer than the gray ones, then more students participate in the arts in that locale than would be expected based on the overall distribution of students.



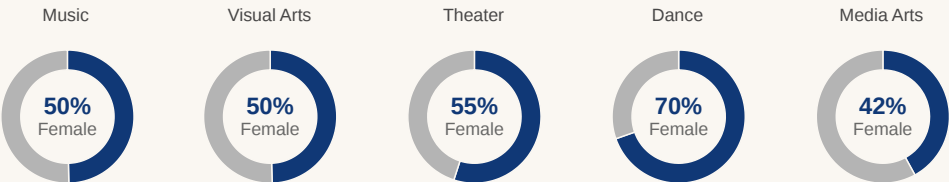
Arts Enrollment Rate by School Locale



Student Enrollment vs. Arts Enrollment by Locale Group

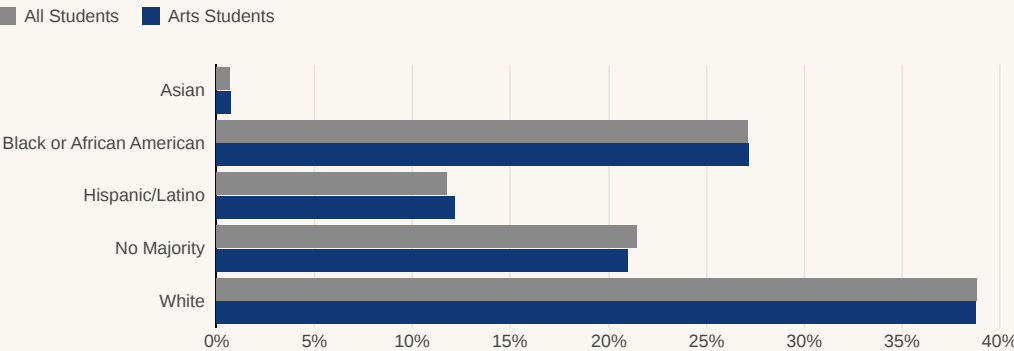


Discipline Enrollment by Student Sex



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

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



Arts Enrollment Rate by School-Majority Race/Ethnicity



Arts Enrollment Rate by School Type

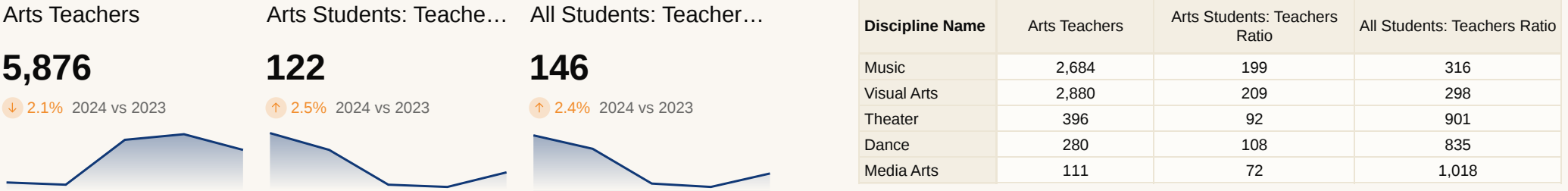




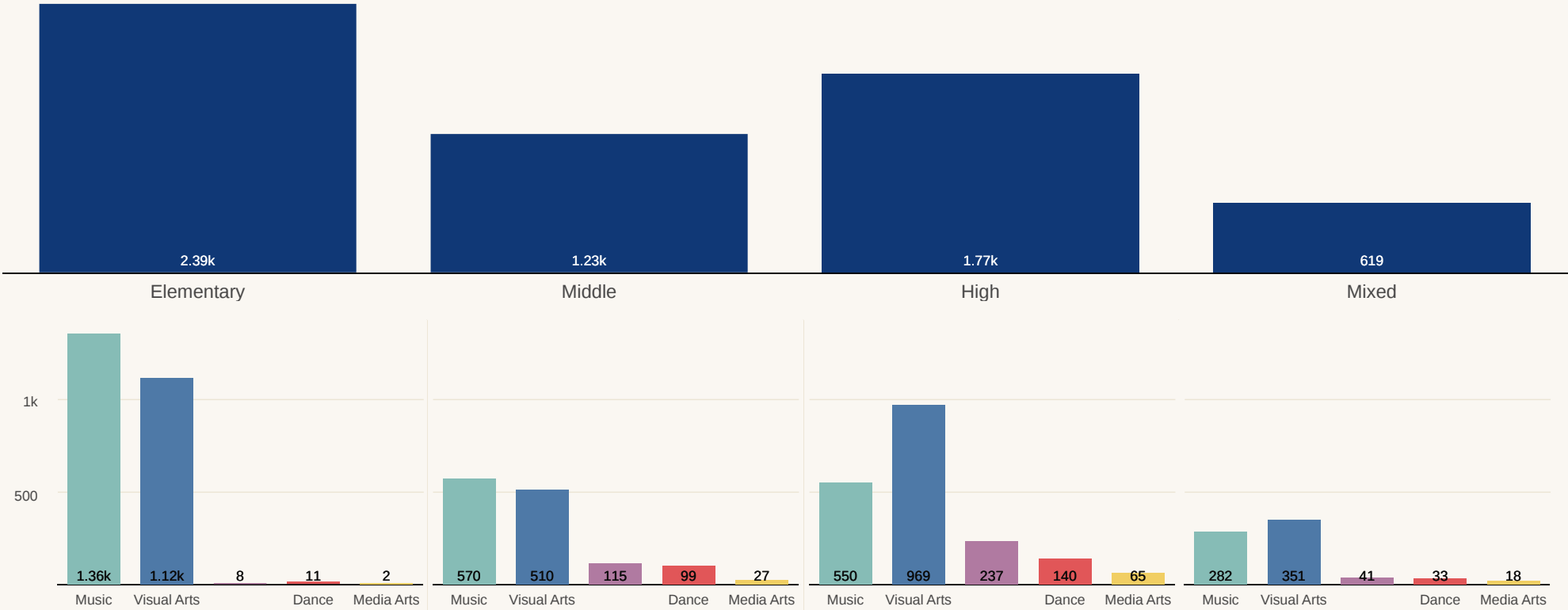
# Arts Teachers

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

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



Arts Teachers by Grade Level and Discipline

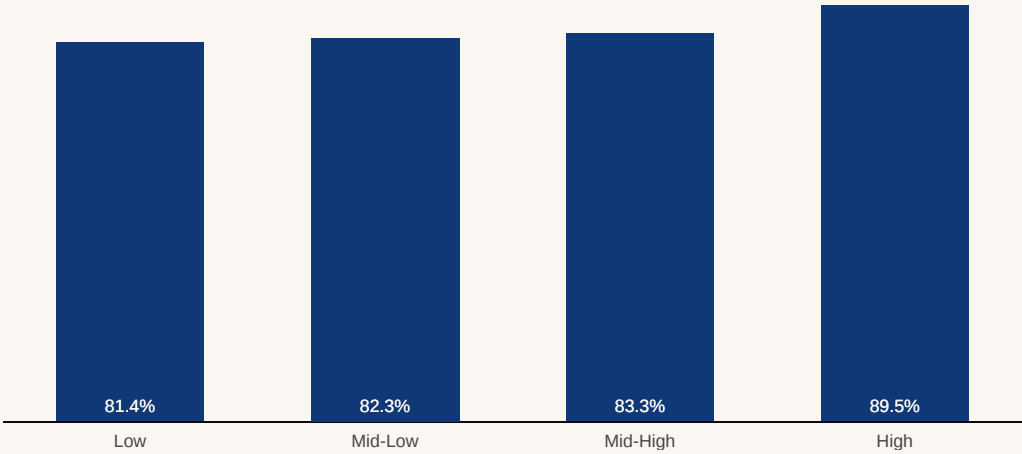


# Arts Access and Enrollment by School-Level Free or Reduced-Price Meals Program Eligibility

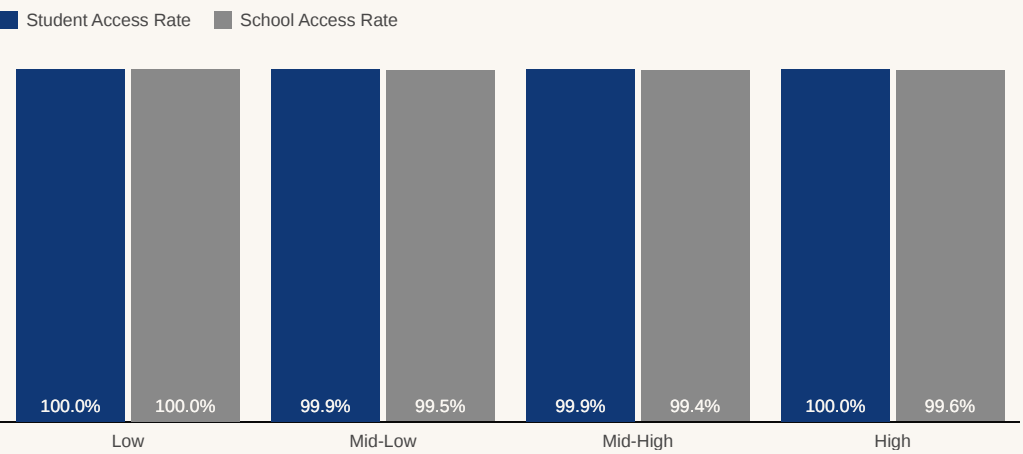
The percentage of students eligible for free or reduced-price meals (FRPM) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free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

- **Low-poverty** = 25.0% or less are eligible
  - **Mid-low poverty** = 25.1% to 50.0% are eligible
- **Mid-high poverty** = 50.1% to 75.0% are eligible
  - **High-poverty** = more than 75.0% of the students are eligible

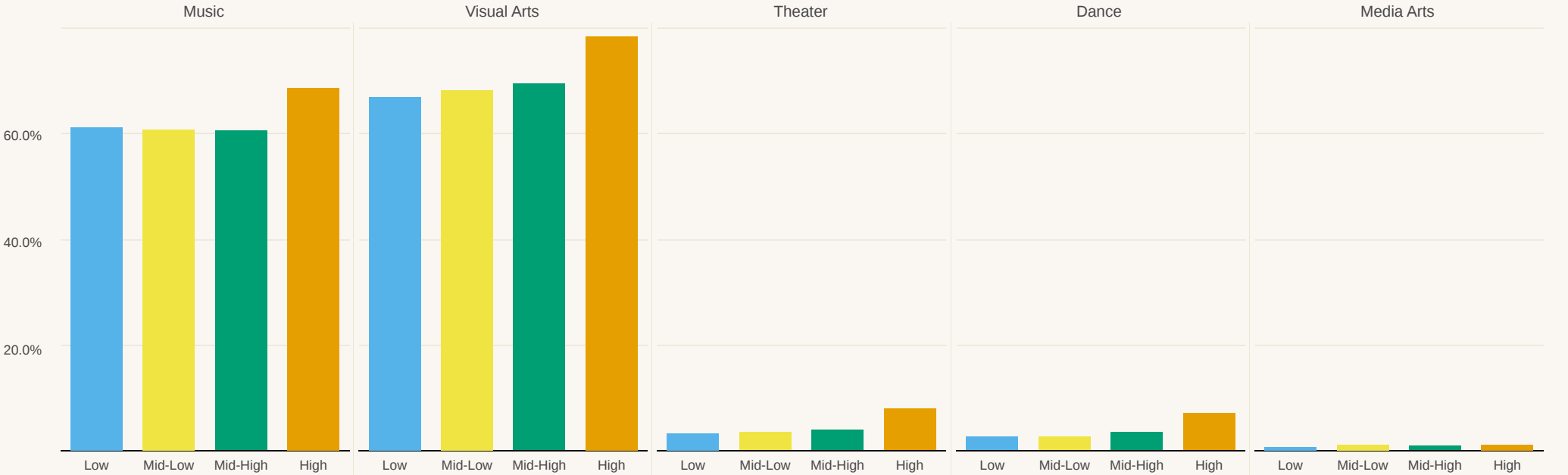
Arts Enrollment Rate by Free/Reduced-Price Meals Category



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



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



# Schools Without Arts Programs and the Students Affected

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

No Arts Schools

7

% No Arts Schools

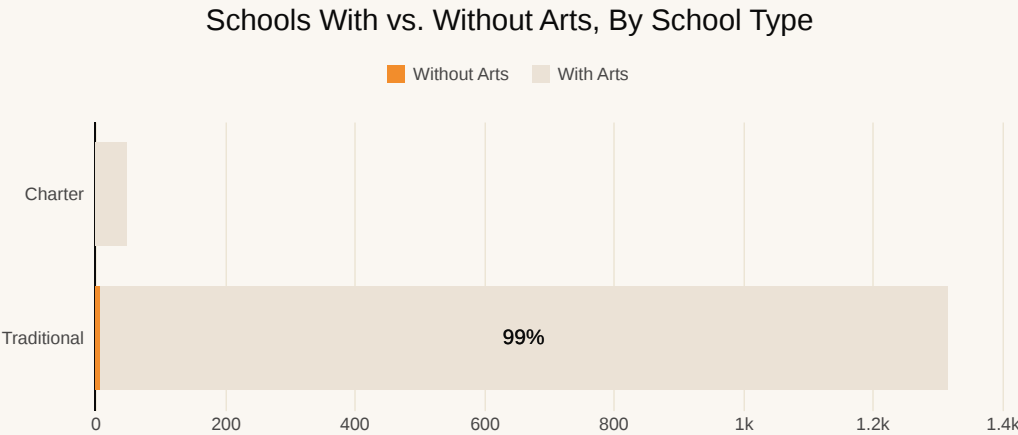
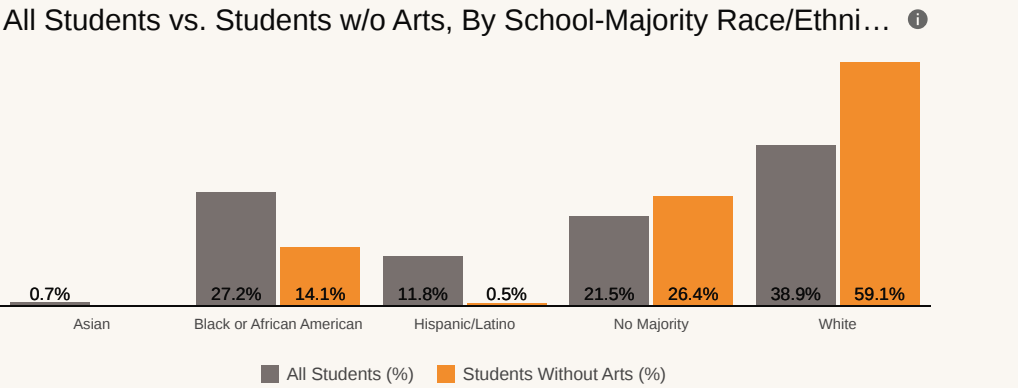
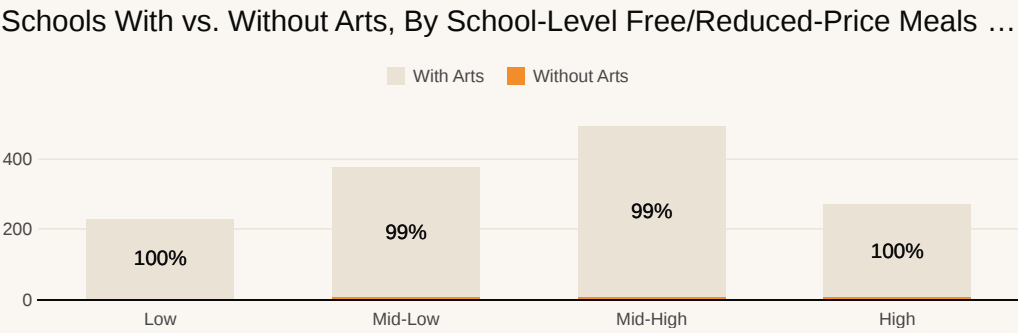
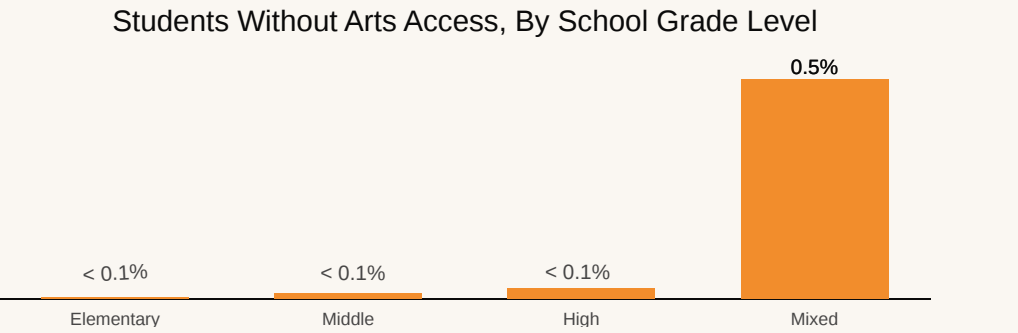
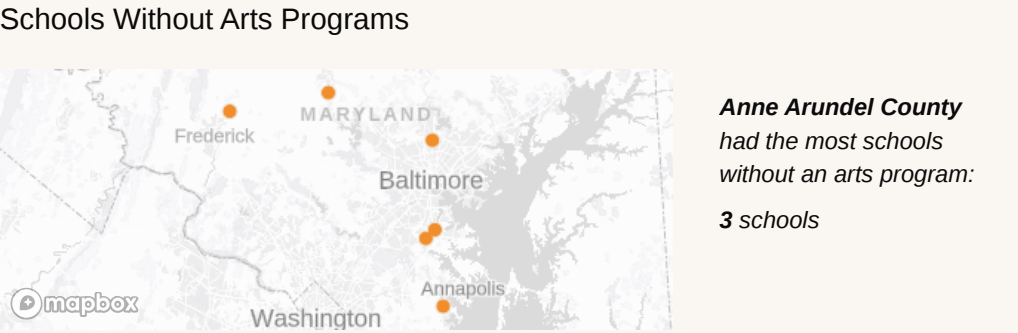
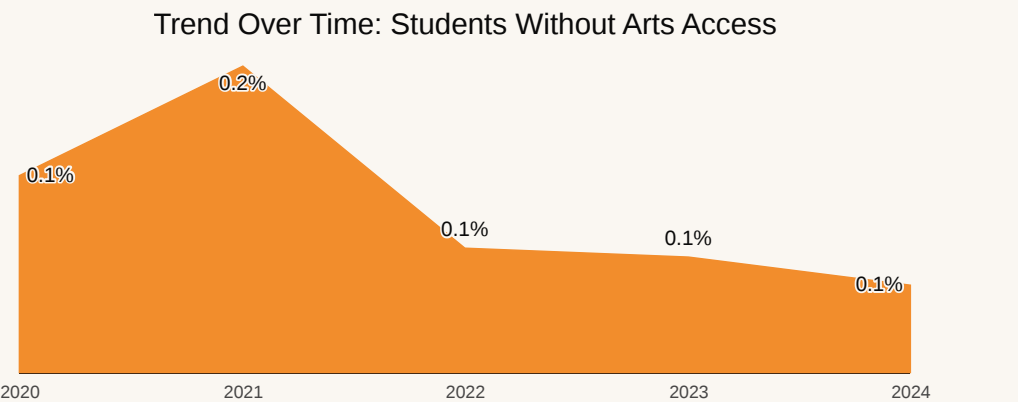
0.5%

Students Without Access

440

Students Without Access Rate

0.1%



# County Performance Across Arts Ed Metrics

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

## Top 10 Counties based on their Arts Enrollment Rate

School County	Arts Enrollment Rate	Student Access Rate	School Access Rate	Students Without Arts Access Rate
Anne Arundel	88.0%	99.7%	97.5%	0.3%
Prince George's	86.7%	100.0%	100.0%	0.0%
Dorchester	86.6%	100.0%	100.0%	0.0%
Howard	86.2%	100.0%	100.0%	0.0%
Washington	85.7%	100.0%	100.0%	0.0%
Worcester	85.1%	100.0%	100.0%	0.0%
Baltimore	85.0%	99.9%	98.8%	0.1%
Cecil	84.8%	100.0%	100.0%	0.0%
Carroll	84.4%	99.9%	97.6%	0.1%
Garrett	84.3%	100.0%	100.0%	0.0%

## Bottom 10 Counties based on their Arts Enrollment Rate

School County	Arts Enrollment Rate	Student Access Rate	School Access Rate	Students Without Arts Access Rate
Calvert	82.1%	100.0%	100.0%	0.0%
St. Mary's	81.7%	100.0%	100.0%	0.0%
Allegany	81.2%	100.0%	100.0%	0.0%
Talbot	80.5%	100.0%	100.0%	0.0%
Somerset	79.8%	100.0%	100.0%	0.0%
Frederick	79.4%	99.8%	98.5%	0.2%
Montgomery	79.2%	100.0%	100.0%	0.0%
Wicomico	78.9%	100.0%	100.0%	0.0%
Kent	77.0%	100.0%	100.0%	0.0%
Caroline	73.5%	100.0%	100.0%	0.0%

# County Performance Across Discipline Access Metrics

The ten counties with the highest arts enrollment rate and the ten counties with the lowest arts enrollment rate are shown below, along with each county's value on the arts access metrics - the percent of schools that offer each discipline. This view can be used to compare the counties to each other on each individual metric as well as review each county's performance across all of the access metrics.

## Top 10 Counties based on their Arts Enrollment Rate

School County	Offered: Music	Offered: Visual Arts	Offered: Theater	Offered: Dance	Offered: Media Arts
Anne Arundel	95.8%	97.5%	11.7%	29.2%	0.0%
Prince George's	99.5%	100.0%	19.4%	16.2%	11.5%
Dorchester	100.0%	100.0%	18.2%	9.1%	27.3%
Howard	100.0%	100.0%	42.9%	42.9%	0.0%
Washington	100.0%	100.0%	26.2%	28.6%	2.4%
Worcester	100.0%	92.3%	30.8%	0.0%	7.7%
Baltimore	96.5%	98.8%	17.5%	19.9%	0.0%
Cecil	100.0%	100.0%	17.9%	0.0%	0.0%
Carroll	92.9%	97.6%	19.0%	4.8%	7.1%
Garrett	100.0%	100.0%	25.0%	0.0%	0.0%

## Bottom 10 Counties based on their Arts Enrollment Rate

School County	Offered: Music	Offered: Visual Arts	Offered: Theater	Offered: Dance	Offered: Media Arts
Calvert	100.0%	100.0%	16.7%	0.0%	0.0%
St. Mary's	100.0%	100.0%	11.5%	0.0%	0.0%
Allegany	95.5%	100.0%	4.5%	13.6%	0.0%
Talbot	100.0%	100.0%	25.0%	0.0%	0.0%
Somerset	100.0%	85.7%	28.6%	0.0%	0.0%
Frederick	97.0%	98.5%	35.8%	9.0%	31.3%
Montgomery	100.0%	100.0%	21.7%	7.2%	11.6%
Wicomico	100.0%	100.0%	16.0%	12.0%	0.0%
Kent	100.0%	100.0%	20.0%	0.0%	20.0%
Caroline	100.0%	100.0%	22.2%	0.0%	22.2%

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

	Report Year									
	2020		2021		2022		2023		2024	
School-Majority Race/Ethnicity	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
Asian	7	1%	7	1%	7	1%	8	1%	8	1%
Black or African American	443	32%	437	32%	432	32%	421	31%	412	30%
Hispanic/Latino	130	9%	131	10%	131	10%	137	10%	146	11%
No Majority	244	18%	245	18%	247	18%	248	18%	250	18%
White	554	40%	554	40%	554	40%	551	40%	549	40%
Total	1,378	100%	1,374	100%	1,371	100%	1,365	100%	1,365	100%

	Report Year									
	2020		2021		2022		2023		2024	
Free/Reduced Meals Eligible	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
Low	350	25%	310	23%	329	24%	228	17%	227	17%
Mid-Low	417	30%	407	30%	465	34%	353	26%	375	27%
Mid-High	444	32%	418	30%	441	32%	501	37%	491	36%
High	165	12%	238	17%	136	10%	283	21%	271	20%
Unknown	2	0%	1	0%	0	0%	0	0%	1	0%
Total	1,378	100%	1,374	100%	1,371	100%	1,365	100%	1,365	100%

	Report Year									
	2020		2021		2022		2023		2024	
Locale Type	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)	Schools	Schools (%)
City, Large	162	12%	159	12%	156	11%	154	11%	151	11%
City, Midsize	29	2%	29	2%	29	2%	29	2%	29	2%
City, Small	102	7%	101	7%	101	7%	102	7%	102	7%
Suburb, Large	636	46%	636	46%	634	46%	630	46%	632	46%
Suburb, Midsize	106	8%	106	8%	108	8%	108	8%	108	8%
Suburb, Small	20	1%	20	1%	20	1%	20	1%	20	1%
Town, Distant	22	2%	22	2%	22	2%	22	2%	22	2%
Town, Fringe	55	4%	55	4%	55	4%	55	4%	56	4%
Town, Remote	14	1%	14	1%	14	1%	14	1%	14	1%
Rural, Distant	96	7%	95	7%	96	7%	96	7%	96	7%
Rural, Fringe	132	10%	133	10%	132	10%	131	10%	131	10%
Rural, Remote	4	0%	4	0%	4	0%	4	0%	4	0%
Total	1,378	100%	1,374	100%	1,371	100%	1,365	100%	1,365	100%

# State Laws, Policies, and Requirements For Arts Education

## **How to View the Data**

When reviewing the data contained in the summary report it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

## **Maryland Regulations on Arts Education**

Each local school system shall:

- (1) Provide an instructional program in fine arts each year for all students in grades prekindergarten-8 as follows:
  - (a) Within the prekindergarten-5 grade span, students shall have experiences in the fine art forms of dance, media arts, music, theatre, and visual art; and
  - (b) Within grades 6-8, students may specialize in one or more of the fine art forms of dance, media arts, music, theatre, and visual art; and
- (2) Provide an instructional program that enables all students in grades 9-12 to meet graduation requirements, and to select from among fine arts elective courses of dance, media arts, music, theatre, and visual art that will prepare them for post-secondary education and careers. (Code of Maryland Regulations 13A.04.16.01A)

## **Maryland State Graduation Requirement**

Fine Arts — one credit in dance, media arts, music, theatre, or visual art, or a combination of these (Code of Maryland Regulations 13A.03.02.03B(2))

## **Course Names**

In Maryland, local education agencies (LEAs) maintain their own local course numbering and naming conventions. When reporting course data to the Maryland State Department of Education (MSDE), LEAs are required to align each of their local courses to a School Courses for the Exchange of Data (SCED) code. SCED is a common classification system which allows MSDE to standardize course information across LEAs. Throughout the report SCED courses were categorized into the larger discipline categories (dance, media arts, music, theater, visual art).

# Acknowledgments

The Arts Education Data Project would like to acknowledge and thank the following collaborators and contributors:

## **Maryland Arts Education Data Project Steering Committee**

Alysia Lee, former Coordinator of Fine Arts, Maryland State Department of Education

Anita Lambert, former AMES co-chair, AEMS Trustee

Jane Coffey, former AMES co-chair, AEMS Trustee

Paul Hatton, Instructional Specialist, Prince George's County Public Schools

Nigel Ray Garcia, former AEMS Trustee

Kristin Cox, AEMS co-chair

George Blackmon, former Data Coach, Prince George's County Public Schools

Julia Di Bussolo, Executive Director, Arts Every Day

Kate Lynch, Consultant

## **Maryland State Department of Education**

Tracy Dusablon, Director, Office of Performance Reporting and Accountability

Lizzie Devereux, Director, Comprehensive Arts Education

Susan Spinnato, Director, Instructional Programs

Dr. Deann Collins, Deputy State Superintendent for Teaching and Learning

## **Arts Education Data Project**

Robert B. Morrison, Project Director, Quadrant Research

Elizabeth Maughan, Project Director, State Education Agency Directors of Arts Education

Patrick McCormick, Chief Data Officer, Quadrant Research

Jen Shepherd, Director of Visual Analytics, Quadrant Research

Luke Miller, Data Warehouse Architect, Quadrant Research

Jeff Hasselberger, Editorial, Hasselberger Associates

## **Additional Thanks:**

Mary Ann Mears, AEMS Founder

Lori Snyder, former AEMS Executive Director

Quanice Floyd, former AEMS Executive Director

Rachel McGrain, Executive Director, AEMS

Peter Dayton, Director of Operations, AEMS

Alissa Gittens, Communications Manager, AEMS

Patrick O'Reilly, Policy and Operations Assistant, AEMS

State Support for the Maryland Arts Education Data Project





# Definitions

## SCHOOL LOCALES

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

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

# About the Data Project

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

## National support for the Arts Education Data Project provided by:

CMA Foundation

The Music Man Foundation

The William and Flora Hewlett Foundation

NAMM Foundation

Ohio Arts Council



THE MUSIC MAN  
FOUNDATION

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