

Districts and schools

Number of districts (CCD)	1993-94	2003-04
	40	40

Number of public schools (CCD)		
Elementary	433	501
Middle	114	142
High	132	187
Combined	13	12
Other	26	44
Total	718	886

Number of charter schools (CCD)		19
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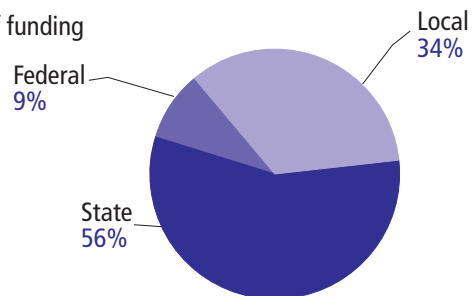
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,291,568	\$1,518,242
Noninstructional	117,525	133,760
Support	516,485	714,894
Total	1,925,578	2,366,896

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$4,085	\$4,838
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$45,809,427

KEY:	* = Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	959	3,833	
K-8	321,307	333,147	
9-12	137,378	142,129	
Total (K-12)	458,685	475,276	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	2	3
Black, non-Hispanic	1	1
Hispanic	4	11
White, non-Hispanic	91	83

Students with disabilities (OSEP)	10%	11%
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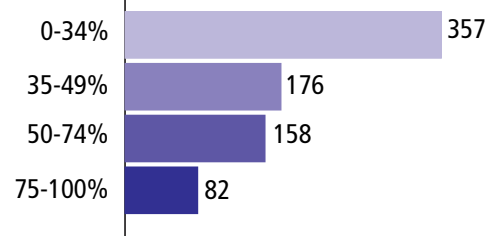
Students with limited English proficiency (NCELA)	5%	10%
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Migrant students (OME)	*	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	42%	40%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	159,056
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]113 schools did not report.

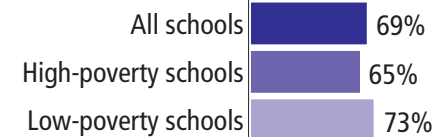
Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	9,855	11,950	
Middle	4,279	4,516	
High	4,831	5,407	
Combined	93	44	
Other	466	660	
Total	19,524	22,577	

Number of FTE non-teacher staff (CCD)		
Instructional aides	4,309	5,911
Instructional coordinators	411	711
Administrators	980	1,168
Other	10,548	11,608
Total	16,248	19,398

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	63%
Mathematics	55	63
Science	66	83
Social studies	61	72

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	4%
Avg. freshman graduation rate (NCES)	83	82
College-going rate (IPEDS/NCES)	56	38

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	30%	35%
Basic level or above	64	69
Math, Grade 8	1996	2005
Proficient level or above	24%	30%
Basic level or above	70	72

Statewide Accountability Information

See Appendix B for Utah's definitions of proficient for Language arts and mathematics for grades 4, 8, and high school.

See http://www.usoe.k12.ut.us/default/annual_report_03_04.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Utah Performance Assessment System for Students

State student achievement levels: Minimal, Partial, Sufficient, Substantial

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Language arts	65%	65%
	Mathematics	57	57
Grade 8	Language arts	64	65
	Mathematics	35	57
High school	Language arts	64	64
	Mathematics	35	35

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	172 (81%)	794 (88%)	34 (58%)
Identified for improvement:			
Year 1	11 (5%)	11 (1%)	21 (35%)
Year 2	1 (1%)	1 (*)	0
Corrective action	2 (1%)	2 (*)	0
Restructuring	1 (1%)	1 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	2 (1%)	2 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 93%	Met
Middle school indicator: Attendance	Meet or progress toward 93%	Met
High school indicator: Graduation or attendance	Meet or progress toward 85.7% (graduation) or 93% (attendance)	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	62	3%
Supplemental educational services:	635	49%

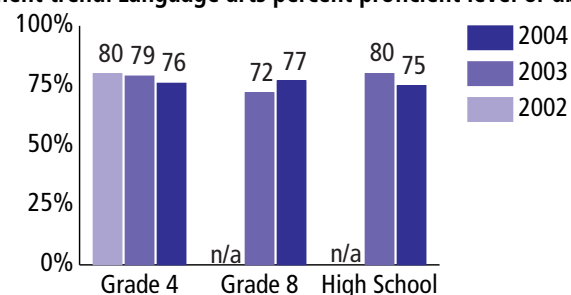
Student Achievement 2003-04

Utah Performance Assessment System for Students, used for NCLB accountability

Language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	76%	77%	75%
Economically disadvantaged students	73	75	73
Migrant students	42	39	29
Students with disabilities	42	33	29
Students with limited English proficiency	51	48	42
Black, non-Hispanic	64	55	49
Hispanic students	52	51	46
White, non-Hispanic	81	82	79

Student achievement trend: Language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	70%	64%
Economically disadvantaged students	71	68	63
Migrant students	45	49	32
Students with disabilities	43	29	37
Students with limited English proficiency	53	48	36
Black, non-Hispanic	56	47	33
Hispanic students	52	47	36
White, non-Hispanic	78	74	68

Student achievement trend: Mathematics percent proficient level or above

