

# Utah

<http://www.usoe.k12.ut.us>

## School and Teacher Demographics

Per pupil expenditures \$4,378  
(CCD, 1999-2000)

Number of Districts 40  
(CCD, 2000-01)

Number of Charter Schools 8  
(CCD, 2000-01)

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Number of Public Schools  
(CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	431	467
Middle	114	129
High	101	158
Combined	7	12
Total	653	766

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Number of FTE Teachers  
(CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	9,826	11,185
Middle	4,279	4,530
High	4,621	5,348
Combined	29	165
Total	18,755	21,228

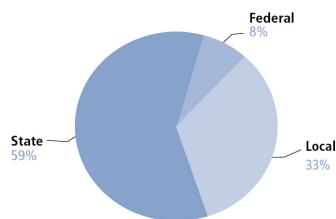
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Percentage of teachers with a major in the main subject taught, grades 7-12  
(SASS)

	<b>1994</b>	<b>2000</b>
English	73%	63%
Math	55	63
Science	66	83
Social Studies	61	72

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Sources of Funding  
District Average  
(CCD, 1999-2000)



## Student Demographics

### Public school enrollment (CCD)

	1993-94	2000-01
Pre-K	2,690	2,252
K-8	321,280	320,634
9-12	137,235	143,721
Total (K-12)	458,515	464,355

### Race/ethnicity (CCD)

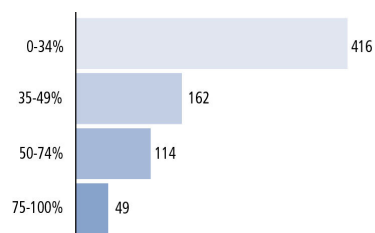
	1993-94	2000-01
American Indian/Alaskan Natives	1%	2%
Asian/Pacific Islander	2	3
Black	1	1
Hispanic	5	9
White	92	86
Other	-	-

Students with disabilities (OSEP)	1993-94	2000-01
	10%	10%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	5%	9%

Migratory students (OME)	1993-94	2000-01
	*	1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program\* (CCD, 2000-01)



\*52 schools did not report.

#### Key

\* = Less than 0.5 percent  
— = Not applicable

n/a = Not available  
# = Sample size too small to calculate  
High Poverty Schools = 75-100% students qualify for lunch subsidies

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## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

### Statewide Goal for Schools on State Assessment

School accreditation process, district accountability reporting.

### Expected School Improvement on Assessment

Not by state.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet state average at Basic or higher level or increase 3 percent per year at Basic level or higher on assessments.

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## Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	126	93	219
	58%	42%	100%
Schools meeting AYP	106	88	194
Goal	84%	95%	89%
Schools identified for Improvement	19	5	24
	15%	5%	11%

Title I Allocation \$38,550,414

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

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## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 2002</b>		
Proficient level and above	32%	32%
Basic level and above	68	75
<b>Math, 2000</b>		
Proficient level and above	24%	26%
Basic level and above	70	68

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## Utah

### Student Achievement 2000-01

Assessment:

Grade 4: Utah Criterion Reference Test

Grade 8, 11 Reading: Stanford Achievement Test-9th Ed.

Grade 8, 10 Mathematics: Utah Criterion Reference Test.

State Definition of Proficient:

Score of at least 86%.

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**Elementary School**
**Grade 4  
Utah Criterion  
Reference Test  
Reading/Language Arts**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	2%	17%	34%	48%
Title I schools	3	22	36	40
High poverty Schools	4	30	36	31
Students with limited English proficiency	5	41	37	17
Migratory students	6	44	38	13
Students with Disabilities	9	40	31	20

**Grade 4  
Utah Criterion  
Reference Test  
Mathematics**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	1%	27%	20%	53%
Title I schools	1	31	20	48
High poverty Schools	1	42	21	36
Students with limited English proficiency	2	52	22	25
Migratory students	0	52	17	31
Students with Disabilities	3	52	18	28

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**Middle School**
**Grade 8  
Stanford Achievement  
Test-9<sup>th</sup> Ed.  
Reading**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	52%	12%	32%	4%
Title I schools	61	9	26	4
High poverty Schools	81	7	11	1
Students with limited English proficiency	85	5	9	*
Migratory students	90	1	8	1
Students with Disabilities	90	3	6	1

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**Grade 8  
Utah Criterion  
Reference Test  
Mathematics**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	3%	31%	43%	23%
Title I schools	8	39	37	16
High poverty Schools	10	52	30	8
Students with limited English proficiency	13	58	23	6
Migratory students	12	58	25	6
Students with Disabilities	15	57	23	5

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**High School**

**Grade 11  
Stanford Achievement  
Test-9<sup>th</sup> Ed.  
Reading**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	50%	10%	35%	5%
Title I schools	87	5	7	1
High poverty Schools	94	3	3	0
Students with limited English proficiency	83	4	12	1
Migratory students	93	0	7	0
Students with Disabilities	91	4	5	*

**Grade 10  
Utah Criterion  
Reference Test  
Mathematics**

Students in:	Level 1	Level 2	Level 3	Level 4
All schools	11%	53%	29%	7%
Title I schools	18	63	17	2
High poverty Schools	17	60	18	5
Students with limited English proficiency	27	55	15	3
Migratory students	30	56	7	7
Students with Disabilities	18	61	20	2

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<b>High School Indicators</b>	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (CCD, event)	3%	4%
	<b>1994-95</b>	<b>2000-01</b>
Postsecondary enrollment (NCES, High school grads enrolled in college)	56%	38%

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