

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	40	40
Number of public schools (CCD)		
Elementary	433	482
Middle	114	125
High	132	165
Combined	13	10
Other	26	21
Total	718	803
Number of charter schools (CCD)		12

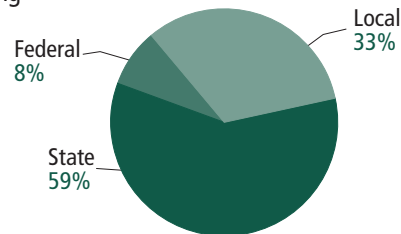
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,297,637	\$1,549,329
Noninstructional	118,077	129,975
Support	518,912	695,398
Total	1,934,626	2,374,702

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,104	\$4,900

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$43,651,387

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,690	3,542
K-8	321,280	328,029
9-12	137,235	141,849
Total (K-12)	458,515	469,878

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	2	3
Black, non-Hispanic	1	1
Hispanic	5	10
White, non-Hispanic	92	84

Students with disabilities (OSEP)	1993-94	2002-03
	10%	10%

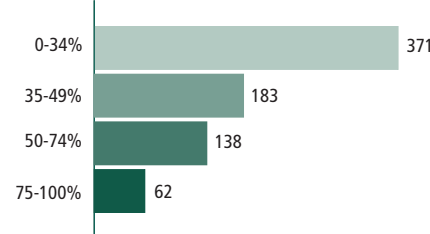
Students with limited English proficiency (NCELA)	1993-94	2002-03
	5%	10%

Migrant students (OME)	1993-94	2002-03
	*	1%

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, 2002-03 (CCD) 149,728

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]49 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,826	11,373
Middle	4,279	4,456
High	4,613	5,325
Combined	17	137
Other	318	1,124
Total	19,053	22,415

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	4,309	5,602
Instructional coordinators	411	653
Administrators	980	1,175
Other	10,548	11,710
Total	16,248	19,140

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, 2002-03 (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)	1994	2003
Reading, Grade 4		
Proficient level or above	30%	32%
Basic level or above	64	66
Math, Grade 8		
Proficient level or above	24%	31%
Basic level or above	70	72

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

Statewide Accountability Information

See Appendix B for Utah's definitions of proficient for language arts and mathematics for grades 4, 8, 10.

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 (2002-03)
Grade 4	Language arts	65%	65%
	Mathematics	57	57
Grade 8	Language arts	64	65
	Mathematics	35	57
Grade 10	Language arts	64	64
	Mathematics	35	35

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	143 (67%)	600 (73%)	42 (81%)
Identified for improvement:			
Year 1	72 (33%)	227 (27%)	10 (19%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 93%	Met
Middle 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:	n/a	n/a
Supplemental educational services:	n/a	n/a

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

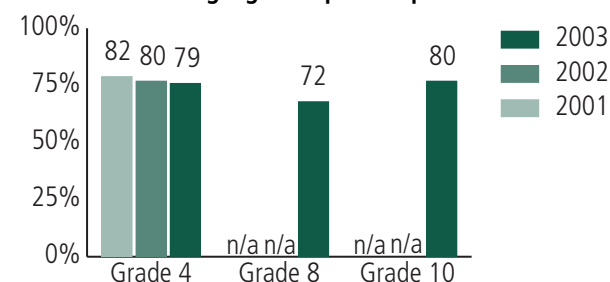
Student Achievement 2002-03

Utah Performance Assessment System for Students, used for NCLB accountability

Language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	79%	72%	80%
Economically disadvantaged students	65	54	65
Migrant students	48	31	40
Students with disabilities	38	28	37
Students with limited English proficiency	12	33	43
Black, non-Hispanic students	61	53	57
Hispanic students	52	43	51
White, non-Hispanic students	82	76	83

Student achievement trend: Language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	73%	73%	49%
Economically disadvantaged students	62	56	40
Migrant students	47	40	30
Students with disabilities	38	32	27
Students with limited English proficiency	52	40	26
Black, non-Hispanic students	56	47	22
Hispanic students	50	46	31
White, non-Hispanic students	77	77	55

Student achievement trend: Mathematics percent proficient level or above

