

School and Teacher Demographics

Per Pupil Expenditures \$4,210

(CCD, 1998–1999)

Number of districts 40

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
467	129	153	13	788

Number of charter schools 6

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
11,788	4,947	5,995	167	23,425

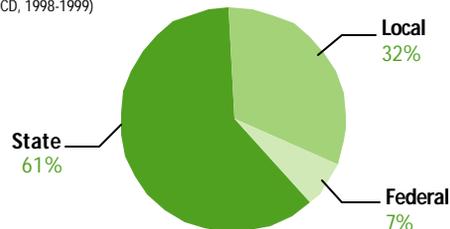
Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	321,280	137,235	471,365
1999–2000	318,822	146,475	478,910
Pre-K	2,690		2,002

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	6,587	7,502
	1%	2%
Asian/Pacific Islander	9,559	12,711
	2%	3%
Black	2,913	4,274
	1%	1%
Hispanic	21,069	38,698
	5%	8%
White	429,506	415,725
	92%	87%
Other	n/a	n/a

(CCD, K–12)

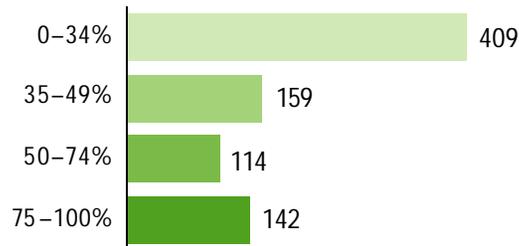
Students with disabilities (OSEP) 45,111 46,998
10% 10%

Students with limited English proficiency (ED/NCBE, K–12) 21,364 41,306
5% 9%

Migratory students 2,302 n/a
* —

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 64 schools did not report.

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

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

School accreditation process, district accountability reporting

Expected School Improvement on Assessment

Not by state

Indicators for School Accountability

Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools

Meet state average at basic or higher level or increase 3 percent per year at basic or higher (Utah End of Level Tests)

Title I 1999–2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	110	118	228
Schools Meeting AYP Goal	48%	52%	100%
Schools Identified for Improvement	90	113	203
	82%	96%	89%
	20	5	25
	18%	4%	11%

(ED Consolidated Report, 1999–2000)

Title I allocation

\$38,952,103

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	77%
Math, 2000:		
Proficient level and above	24%	26%
Basic level and above	70%	68%

Student Achievement 1999–2000

Assessment See Below
 State Definition of Proficient Score of $\geq 86\%$ on CRTs

Elementary School

Utah End of Level Test

Grade 4

Reading/LanguageArts

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	2%	19%	35%	43%
Title I Schools	3	24	36	36
High Poverty Schools	6	35	34	25
Students with Limited English Proficiency	7	44	36	13
Migratory Students	11	43	40	6
Students with Disabilities	10	45	28	17

Mathematics

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	1%	30%	20%	48%
Title I Schools	1	35	20	43
High Poverty Schools	3	48	20	29
Students with Limited English Proficiency	3	58	18	21
Migratory Students				
Students with Disabilities	5	56	17	22

Middle School

Utah End of Level Test

Grade 6

Reading/LanguageArts

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	1%	29%	32%	39%
Title I Schools	1	39	31	29
High Poverty Schools	1	50	28	20
Students with Limited English Proficiency	1	27	32	40
Migratory Students	2	66	23	7
Students with Disabilities	4	71	17	9

Mathematics

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	2%	38%	25%	35%
Title I Schools	3	46	24	27
High Poverty Schools	5	59	18	18
Students with Limited English Proficiency	5	66	17	12
Migratory Students	4	70	17	8
Students with Disabilities				

High School

Stanford Achievement Test, Version 9

Grade 11

Reading/LanguageArts

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	10 %	55%	29%	6%
Title I Schools	24	62	13	1
High Poverty Schools	25	67	8	*
Students with Limited English Proficiency	24	60	13	3
Migratory Students	28	60	12	*
Students with Disabilities	21	60	16	6

Utah End of Level Test—Grade 10

Mathematics

Students in:	Proficient \triangleright			
	Minimal Mastery	Partial Mastery	Near Mastery	Mastery
All Schools	10%	55%	29%	6%
Title I Schools	24	62	13	2
High Poverty Schools	25	67	8	*
Students with Limited English Proficiency	24	60	13	3
Migratory Students	28	60	12	*
Students with Disabilities	21	60	16	3

High School Indicators

Highschool dropout rate (CCD,event)	1993-94	1998-99
	4%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	15,071	13,451
	57%	43%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch