UTAH

GOAL 1 Ready to Learn

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)*
   - Utah: 29% vs. 28%,
   - U.S.: 37% vs. 33%,
   - Range of State Scores: 25-48% vs. 24-45%

2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Utah: 70% vs. 71%,
   - U.S.: 75% vs. 79%,
   - Range of State Scores: 61-89% vs. 71-87%

3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)
   - Utah: 6% vs. 7%,
   - U.S.: 7% vs. 8%,
   - Range of State Scores: 5-15% vs. 3-13%

4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Utah: 84% vs. 84%,
   - U.S.: 76% vs. 83%,
   - Range of State Scores: 47-87% vs. 57-90%

5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1991 vs. 1998)
   - Utah: 33 vs. 47,
   - U.S.: 33 vs. 33,
   - Range of State Scores: 16-68 vs. 14-96

GOAL 2 School Completion

6. Has the high school completion rate increased? (1990 vs. 1997)
   - Utah: 94% vs. 91%,
   - U.S.: 86% vs. 85%,
   - Range of State Scores: 77-96% vs. 75-95%

   - Utah: 4% vs. 5%,
   - U.S.: Data not available,
   - Range of State Scores: 2-11% vs. 3-12%

GOAL 3 Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   - in Grade 4 (1992 vs. 1998)*
     – Utah: 30% vs. 28%,
     – U.S.: 29% vs. 31%,
     – Range of State Scores: 3-38% vs. 8-46%
   - in Grade 8 (1998)
     – Utah: 31% vs. 33%,
     – U.S.: Data not available,
     – Range of State Scores: 10-42% vs. —

9. Writing: Has the percentage of students scoring at or above Proficient increased
   - in Grade 8 (1998)
     – Utah: 21% vs. 27%,
     – U.S.: Data not available,
     – Range of State Scores: 9-44% vs. —
## Utah

### Goal 3: Student Achievement and Citizenship (continued)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10. Mathematics: Has the percentage of students scoring at or above Proficient increased? (1992 vs. 1996)</td>
<td>19%</td>
<td>23%</td>
<td></td>
<td>18%</td>
<td>21%</td>
<td></td>
<td>5-27% 3-31%</td>
</tr>
<tr>
<td>in Grade 4 (1992 vs. 1996)</td>
<td></td>
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</tr>
<tr>
<td>11. Science: Has the percentage of students scoring at or above Proficient increased? (1992 vs. 1996)</td>
<td>22%</td>
<td>24%</td>
<td></td>
<td>21%</td>
<td>24%</td>
<td></td>
<td>1-31% 5-34%</td>
</tr>
<tr>
<td>in Grade 8 (1996)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher per 1,000 11th and 12th graders increased? (1991 vs. 1999)</td>
<td>132</td>
<td>144</td>
<td></td>
<td>55</td>
<td>97</td>
<td></td>
<td>9-177 19-244</td>
</tr>
</tbody>
</table>

### Goal 4: Teacher Education and Professional Development

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>13. Has the percentage of public secondary school teachers who held a degree in their main teaching assignment increased? (1991 vs. 1994)</td>
<td>68%</td>
<td>62%</td>
<td></td>
<td>66%</td>
<td>63%</td>
<td></td>
<td>51-85% 50-81%</td>
</tr>
<tr>
<td>14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)</td>
<td>87%</td>
<td></td>
<td></td>
<td>85%</td>
<td></td>
<td></td>
<td>76-98%</td>
</tr>
<tr>
<td>15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)</td>
<td>12%</td>
<td></td>
<td></td>
<td>16%</td>
<td></td>
<td></td>
<td>4-81%</td>
</tr>
<tr>
<td>16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)</td>
<td>32%</td>
<td>40%</td>
<td></td>
<td>22%</td>
<td>27%</td>
<td></td>
<td>6-42% 7-48%</td>
</tr>
</tbody>
</table>

### Key

- **Significantly better**
- **Significantly worse**
- **Interpret with caution. Change was not statistically significant.**

---

**Student Achievement**

- Percentage of public school students scoring at or above Proficient in reading and mathematics (indicators 8 & 10)

- **Reading Grade 4:**
  - 1996: 100%
  - 1998: 80%
  - 2000: 60%
  - 2002: 50%
  - 2004: 40%
  - 2006: 30%
  - 2008: 20%
  - 2010: 10%
  - 2012: 0%

- **Mathematics Grade 4:**
  - 1996: 100%
  - 1998: 80%
  - 2000: 60%
  - 2002: 40%
  - 2004: 20%
  - 2006: 10%
  - 2008: 0%

**Professional Development**

- Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 14)

- **Uses of educational technology:**
  - 1994: 38%

- **U.S.:**
  - 1994: 38%

- **Subject field:**
  - 1994: 35%

- **Student assessment:**
  - 1994: 43%

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*Data not available.*

*Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.*

*See pages 245-246 for an explanation of statistical significance.*

*See pages 18-19 for a Guide to Reading the State Pages.*

*See Appendix B for technical notes and sources.*
### UTAH

#### GOAL 5  Mathematics and Science

17. Has the state’s international standing improved in
   • Grade 8 mathematics achievement? (1996)
   12 out of 41 countries would be expected to score above Utah scored above the U.S.
   1 out of 41 countries would be expected to score above Utah scored above the U.S.

18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
     69% — 66% —
   • address algebra and functions increased? (1996)
     71% — 57% —
   • address reasoning and analytical ability increased? (1996)
     44% — 52% —

19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
     24% — 30% —

20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
     41% 43% ↑
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
     47% 46% ↓
   • female students increased? (1991 vs. 1996)
     32% 34% ↑

#### GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992) — — — 52% — 46-77% —

22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
     78% 68% ↔ 70% 71% ↑ 58-96% 61-91%
   • voted increased? (1988 vs. 1996)
     72% 55% ↔

### KEY

- **Significantly better**
- **Significantly worse**
- Interpreted with caution. Change was not statistically significant.

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*Indicators are not the same at the national and state levels.
Data not available.
See pages 245-246 for an explanation of statistical significance. See pages 8-10 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.

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#### Mathematics Instruction

<table>
<thead>
<tr>
<th>Percentage</th>
<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work in small groups or with a partner?</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>Address algebra and functions</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Address reasoning &amp; analytical ability</td>
<td>44%</td>
<td>62%</td>
</tr>
</tbody>
</table>

1 At least once a week.
2 On a 4-point scale from “none” to “a lot,” defined as a response to the top point.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 51% 51%

24. Has student marijuana use decreased? (1991 vs. 1997) 9% 12% ▼▼
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997) 11% 11% ▼▼
26. Has the availability of drugs on school property decreased? (1993 vs. 1997) 19% 27% ▼
27. Has the percentage of students threatened or injured with a weapon on school property decreased? (1993 vs. 1997) 8% 8% ▼
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997) 15% 14% ▼▼
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997) 6% 5% ▼▼
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997) 16% — ▼▼
31. Has teacher victimization decreased? (1994) 16% — ▼▼
32. Have student disruptions that interfere with teaching decreased? (1993 vs. 1997) 33% 54% ▼▼
33. Has the percentage of schools with minimal parental involvement decreased, according to ▼▼
   • public school teachers? (1991 vs. 1994) 18% 19% ▼▼
   • public school principals? (1991 vs. 1994) 13% 14% ▼▼
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 17% 33% ▼▼

GOAL 6: Adult Literacy and Lifelong Learning (continued)

UTAH

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

KEY
▼ Significantly better
▼▼ Significantly worse
* Interpret with caution. Change was not statistically significant.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 24, 25, & 26)
1. During the past 30 days.
2. During the past 12 months.
* Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent associations in their schools have influence on the following areas of school policy (Indicator 34)
* On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
* Interpret with caution. Change was not statistically significant.