

Utah Military Academy Final Report 2024-2025

2024 - 2025

▼

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00	
Distribution for 2024-2025	\$79,105.88	\$0.00	\$79,105.88	
Total Available for Expenditure in 2024-2025	\$79,105.88	\$0.00	\$79,105.88	
Salaries and Benefits	\$79,000.00	\$0.00	\$0.00	
Contracted Services	\$0.00	\$0.00	\$0.00	
Professional Development	\$0.00	\$0.00	\$0.00	
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00	
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00	
Technology Related Supplies	\$0.00	\$0.00	\$0.00	
Hardware, etc.	\$0.00	\$0.00	\$0.00	
Software	\$0.00	\$0.00	\$0.00	
Remaining Funds (Carry-Over to 2025-2026)	\$105.88		\$79,105.88	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Technology Device Rental	\$0.00	\$0.00	\$0.00	
Video Communication Services	\$0.00	\$0.00	\$0.00	
Repair Maintenance	\$0.00	\$0.00	\$0.00	
General Supplies	\$0.00	\$0.00	\$0.00	
Services Goods Fees	\$0.00	\$0.00	\$0.00	
Other Needs Explanation	\$0.00	\$0.00	\$0.00	
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00	
Total Expenditures	\$79,000.00	\$0.00	\$0.00	
Remaining Funds (Carry-Over to 2025-2026)	\$105.88		\$79,105.88	

Goal #1

close

Goal Statement

close

Abstract: After analyzing the 2023 state testing results, we noticed improvement in most testing areas, particularly in English (two grades) and science (three grades). However, our cadets are well below the state averages, and there is still a significant need for improvement. Three areas showed significant growth: 8th-grade science, 9th-grade English, and 10th-grade English (just below the state average). We had a decrease in 8th grade English and math scores in 8th grade (only 3.5% proficient), 9th grade (only 5% proficient), & 10th grade (only 9% proficient). The trend across the state was decreased math scores (three grades) and science (two grades). Because of the significant drop in scores, we identified the academic area of math as the area of most need. The council will add English and science goals when the 2023-2024 state testing data is available. UMA is using the IXL program to gather goal progress data. IXL provides more accurate data regarding academic progress and is an accessible platform for our students throughout the school year and beyond. In the 10th-grade English classes that used the IXL platform, the grade-level average score jumped from 21.2% proficient to 42.3% proficient. With IXL being beneficial in English classes, we decided to utilize the

program across core academic classes. UMA will use IXL data to track student progress from the beginning of the year to the second semester and from the second semester to the end of the year. The second semester and end-of-year data points will help identify student progress and students needing additional support. We will compare the end-of-year data to the state testing data to monitor the correlation. Data analysis: Math: Math scores in 8th grade (8.5% to 3.5% proficient = 5% decrease), 9th grade (8.2% to 5% proficient = 2.8% decrease), and 10th grade (16% to 9% = 7% decreased) English: English scores in 8th grade (17.6% to 55.5% proficient = 2.1% decrease), 9th grade (14.6% to 26.3% proficient = 11.7% increase), and 10th grade (21.2% to 42.3% = 21.1% increase) Science: Science scores in 8th grade (13.1% to 22.9% proficient = 9.8% increase), 9th grade (25% to 26% proficient = 1% increase), and 10th grade (21.3% to 22% = .7% increase). Synthesis: Math is the area most in need of service. Goal: The number of students not on grade level for math will decrease by 5% or more in proficiency data by the end of the school year.

Academic Area

close

- Mathematics

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

1. Compare the percentage of math proficiency for state testing in 2023-2024 with that of 2024-2025
2. Evaluate student growth progress by analyzing the data obtained from the IXL program
3. Assess the consistency of IXL end-of-year progress monitoring data with state testing data
4. Identify students who require extra math support by using RISE and ASPIRE+ scores

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

- 1. Use IXL math as a diagnostic tool for formative assessments and self-paced remediation/tutoring.
- 2. Hire a math teacher to provide intensive math interventions to students identified as needing additional support based on their IXL Diagnostic, RISE, or ASPIRE+ scores. (\$79,000)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

Yes

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$79,000.00
Total:	\$79,000.00

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2024-03-18