<table>
<thead>
<tr>
<th>District</th>
<th>Name</th>
<th>Address</th>
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<tr>
<td>District 1</td>
<td>Terryl Warner</td>
<td>623 Anderson Avenue</td>
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<td>435.512.5241</td>
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<tr>
<td>District 2</td>
<td>Keith M. Buswell</td>
<td>1027 West 3800 North</td>
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<tr>
<td>District 3</td>
<td>Michael G. Jensen</td>
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<tr>
<td>District 4</td>
<td>David L. Thomas</td>
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<td>801.479.7479</td>
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<tr>
<td>District 5</td>
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<td>801.292.9261</td>
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<tr>
<td>District 6</td>
<td>Dan Griffiths</td>
<td>7302 Aerie Hill Drive</td>
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<tr>
<td>District 7</td>
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<td>District 8</td>
<td>Jennifer A. Johnson</td>
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<td>801.742.1616</td>
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<td>District 9</td>
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<td>Jefferson Moss</td>
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<td>District 12</td>
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<td>District 15</td>
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<td>1022 Cedar Knolls</td>
<td>Cedar City, UT 84720</td>
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<td>Teresa L. Theurer¹</td>
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<td>Marlin K. Jensen²</td>
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<td>Steven R. Moore²</td>
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<td>Freddie Cooper³</td>
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<td></td>
<td>R. Dean Rowley⁴</td>
<td>526 South 170 West</td>
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<td></td>
<td>Kristin Elinkowski⁵</td>
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<td>Layton, UT 84040</td>
<td>801.941.1789</td>
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<tr>
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<td>Brad C. Smith</td>
<td>Chief Executive Officer</td>
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<td>801.538.7510</td>
</tr>
<tr>
<td></td>
<td>Lorraine Austin</td>
<td>Secretary to the Board</td>
<td></td>
<td>801.538.7517</td>
</tr>
</tbody>
</table>

**Representative Appointments:**

¹ Board of Regents  
² Utah College of Applied Technology (UCAT)  
³ Coalition of Minorities Advisory Committee (CMAC)  
⁴ Utah School Boards Association (USBA)  
⁵ State Charter School Board

11/25/2014
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The several hundred pages that follow chronicle public education in Utah for the academic year 2013–2014. This report is required by statute, and provides the public with a wealth of information: statistical reports about Utah’s public schools—charter and district; data regarding school enrollment, staffing, and conduct; and financial data. It summarizes the activities of tens of thousands of educators and hundreds of thousands of students, as well as the expenditure of more than five billion dollars of public money.

It is my earnest hope that this report will provide data that allows policymakers, educators, and concerned citizens to make wise decisions about education in Utah. However, this data alone is insufficient to truly inform its readers regarding education in Utah. This report details educational inputs; it contains relatively little regarding educational outputs.

One may learn a great deal about outputs by looking at the various accountability reports, SAGE results, and other assessment data. Such facts may be augmented by information from Utah’s higher education institutions and employers. Understanding outputs allows us to calibrate our inputs and to begin to measure effectiveness.

While data on a page can inform and explain, no report, no statistical summary, no chart of accounts can truly capture the power of education. When a child first realizes her inherent capacity by successfully completing a hard task, when a student overcomes a barrier to learning in his education, when a teacher and a scholar can engage with each other to accelerate learning, education is at its most meaningful and powerful. While those activities are not recorded in the following pages, teachers and students, educators and scholars are behind all of this data, and those powerful experiences define the value that stands behind this information. It is my honor to present this information publicly.

Brad C. Smith
State Superintendent of Public Instruction
DATA FILES

