

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$9,153
Number of districts <small>(CCD, 2001-02)</small>	292
Number of charter schools <small>(CCD, 2001-02)</small>	—

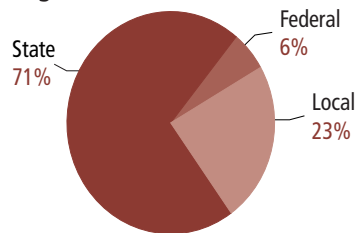
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	279	257
Middle	29	23
High	48	47
Combined	18	31
Total	374	358

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	4,204	4,517
Middle School	846	739
High School	2,379	2,728
Combined	603	736
Total	8,032	8,720

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	87%	n/a
Math	75	55%
Science	81	77
Social Studies	81	78

Sources of funding

District average
(CCD, 2000-01)



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

Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,024	72,804	27,377	100,181
	2,567	66,732	31,787	98,519

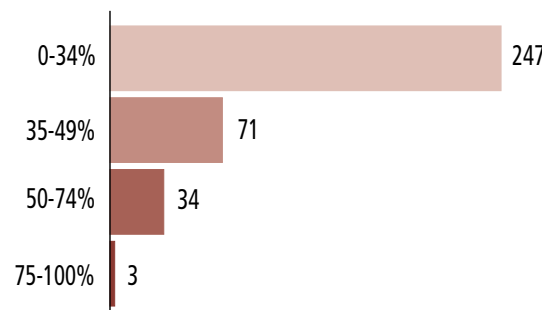
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	American Indian/Alaskan Natives	1%	1%	1%
Asian/Pacific Islander	1	2	1	1
Black	1	1	1	1
Hispanic	*	1	1	1
White	98	96	96	96
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
		9%	12%	9%

Migratory students <small>(OME)</small>	1993-94		2001-02	
		1%	1%	1%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
		1%	1%	1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 4 schools did not report.

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

Statewide Goal for Schools on State Assessment

Sixty percent of students meet standard for Basic skills target, and 50 percent meet standard for Analytical skills target.

Expected School Improvement on Assessment

No information available.

Title I Adequate Yearly Progress (AYP) for Schools

Fifty percent of students meet targets for Basic skills and Analytical skills at least one of two years.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	84	132	216
Schools meeting AYP goal	39%	61%	100%
Schools in need of improvement	39%	61%	97%
	3	3	6
	50%	50%	3%

Title I allocation

\$20,470,889

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	37%	39%
Basic level and above	74	82
Math, 2003		
Proficient level and above	41%	35%
Basic level and above	84	77

Student Achievement 2001-02

Assessment New Standards Referenced Exam.

State Definition of Proficient

Please note scores are by content area. Vermont sets levels in conjunction with publisher.

Elementary School

Grade 4

English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	8%	24%	62%	5%
Basic Understanding	0	6	13	63	17

Grade 4

Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	0	19%	36%	38%	7%
Mathematical Problem Solving	8	40	19	22	11
Mathematical Skills	0	8	21	47	24

Middle School

Grade 8

English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	18%	42%	36%	5%
Basic Understanding	0	10	25	63	2

Grade 8

Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	15	27%	19%	24%	14%
Mathematical Problem Solving	15	32	10	31	11
Mathematical Skills	1	10	21	33	36

High School

Grade 10

English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	18%	34%	47%	1%
Basic Understanding	1	10	36	51	2

Grade 10

Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	5%	30%	26%	26%	13%
Mathematical Problem Solving	17	34	14	27	8
Mathematical Skills	4	23	10	31	32

High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	5%

Postsecondary enrollment	1994-95	2000-01
	51%	45%

(NCES, High school graduates enrolled in college)

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 High Poverty Schools = 75-100% of students qualify for lunch subsidies