

School and Teacher Demographics

Per Pupil Expenditures \$7,541

(CCD, 1998-1999)

Number of districts 0

(CCD, 1999-2000)

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
266	26	49	18	359

Number of charter schools 287

(CCD, 1999-2000)

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
4,371	774	2,717	574	8,436

Public school enrollment 1993-1994 1999-2000

(CCD)

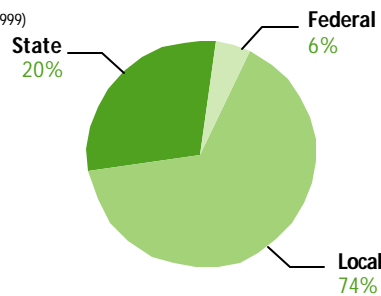
	1993-1994	1999-2000
K-8	72,804	69,785
9-12	27,377	31,913
Total	102,755	104,559
Pre-K	2,024	2,491

(Bystate definition)

Sources of funding

District average

(CCD, 1998-1999)



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	634	554
	1%	1%
Asian/Pacific Islander	889	1,191
	1%	1%
Black	724	1,024
	1%	1%
Hispanic	324	533
	*	1%
White	100,184	101,257
	98%	97%
Other	n/a	n/a
	—	—

(CCD, K-12)

Students with disabilities (OSEP) 8,750 11,890
 9% 12%

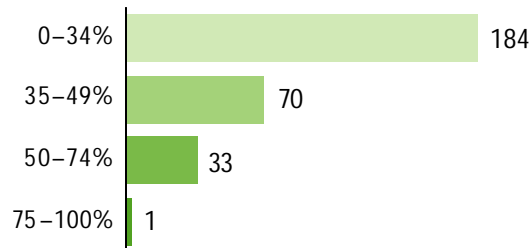
Students with Limited English proficiency 848 936
 1% 1%

(ED /NCBE, K-12)

Migrant (OME, K-12) 1,403 n/a
 1% —

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

(CCD, 1999-2000)



† 71 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment

60 percent students meet standard for Basic skills target, 50% meet standard for Analytical skills target

Expected School Improvement on Assessment

No information available

Indicators for School Accountability

Assessment scores (New standards-Math, Language Arts, local NRT or portfolio, Direct Reading)

Title I Adequate Yearly Progress (AYP) for Schools

50% meet targets for Basic, Analytical targets 1 of 2 years

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	68	144	212
Schools Meeting AYP Goal	32%	68%	100%
Schools Identified for Improvement	60	122	182
	88%	85%	86%
	8	22	30
	12%	15%	14%

(ED Consolidated Report, 1999-2000)

Title I allocation \$19,292,796

(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	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	30%	32%
Basic level and above	74%	75%

Student Achievement 1999–2000

Assessment

State Definition of Proficient

New Standards Referenced Exam

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

Elementary School

English Language Arts—All Students in Grade 4

Students in:	Achieved Standard
Reading Basic Underst.	83%
Reading Analysis	64

Mathematics—All Students in Grade 4

Students in:	Achieved Standard
Skills	69%
Concepts	38
Problem Solving	35

Middle School

English Language Arts—All Students in Grade 8

Students in:	Achieved Standard
Reading Basic Underst.	57%
Reading Analysis	29

Mathematics—All Students in Grade 8

Students in:	Achieved Standard
Skills	66%
Concepts	32
Problem Solving	43

High School

English Language Arts—All Students in Grade 10

Students in:	Achieved Standard
Reading Basic Underst.	45%
Reading Analysis	42

Mathematics—All Students in Grade 10

Students in:	Achieved Standard
Skills	56%
Concepts	36
Problem Solving	29

High School Indicators

Highschool dropout rate (CCD,event)	1993-94 n/a	1998-99 5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 3,318 61%	1998-99 3,811 59%

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