

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	285	298
<b>Number of public schools (CCD)</b>		
Elementary	279	257
Middle	29	24
High	49	47
Combined	18	31
Other	3	—
Total	378	359

Number of charter schools (CCD) —

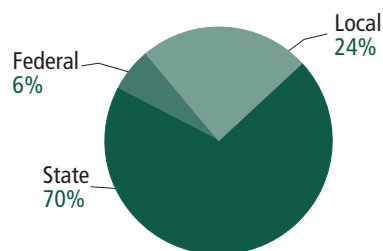
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$537,563	\$638,802
Noninstructional	27,283	27,841
Support	259,375	325,507
Total	824,221	992,150

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) \$8,022 2001-02 \$9,806

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$22,381,585

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,024	2,800
K-8	72,804	65,234
9-12	27,377	31,807
Total (K-12)	100,181	97,041

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	1	1
Hispanic	*	1
White, non-Hispanic	98	96

Students with disabilities (OSEP) 9% 2002-03 12%

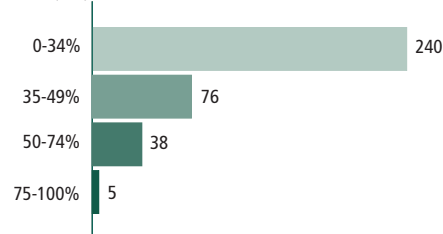
Students with limited English proficiency (NCELA) 1% 2002-03 1%

Migrant students (OME) 1% 2002-03 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 22% 2003 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 25,501

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



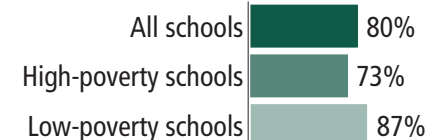
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	4,204	4,469
Middle	846	759
High	2,379	2,846
Combined	603	468
Other	70	n/a
Total	8,102	8,542

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	2,139	4,210
Instructional coordinators	230	325
Administrators	989	575
Other	4,058	4,732
Total	7,416	9,842

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	86	80
College-going rate (IPEDS/NCES)	51	45

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	37%
Basic level or above	n/a	74
Math, Grade 8		
Proficient level or above	27%	35%
Basic level or above	72	77

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

## Statewide Accountability Information

See Appendix B for Vermont's definitions of proficient for English and language arts: Reading basic understanding and Mathematics: Math skills for grades 4, 8, and 10.

See <http://crs.uvm.edu/schlprt/cfusion/schlprt04/vermont.cfm> for more details on the Vermont's system.

**State assessment for NCLB accountability:** New Standards Reference Examinations

**State student achievement levels:** Little Evidence of Achievement, Below the Standard, Nearly Achieves the Standard, Achieves the Standard, Achieves the Standard with Honors

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English & language arts	300	300
	Mathematics	175	175
Grade 8	English & language arts	300	300
	Mathematics	175	175
Grade 10	English & language arts	300	300
	Mathematics	175	175

### 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	183 (86%)	267 (87%)	19 (32%)
Identified for improvement:			
Year 1	2 (1%)	3 (1%)	0
Year 2	1 (*)	4 (1%)	0
Corrective action	1 (*)	2 (1%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: VT-Dev. Read. Assessment	Less than 15% of students	Met
Middle indicator: New Standards Reference Exam	in lowest two proficiency levels	Met
High school indicator: Graduation rate or NSRE Reading: Basic Understanding performance	75% or less than 15% of students in lowest two proficiency levels	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	0	0

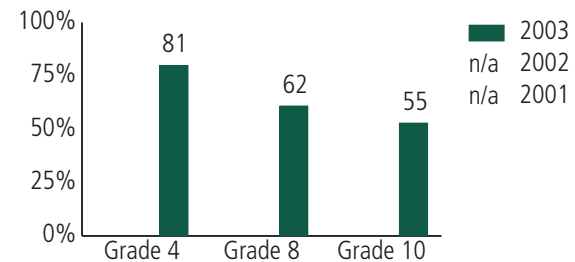
## Student Achievement 2002-03

### New Standards Reference Examinations, used for NCLB accountability

#### English and language arts: Reading basic understanding

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	62%	55%
Economically disadvantaged students	70	46	36
Migrant students	#	#	#
Students with disabilities	48	24	14
Students with limited English proficiency	62	15	11
Black, non-Hispanic students	78	53	37
Hispanic students	75	60	39
White, non-Hispanic students	81	62	55

#### Student achievement trend: English and language arts: Reading basic understanding percent proficient level or above



#### Mathematics: Math skills

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	73%	67%	62%
Economically disadvantaged students	60	51	43
Migrant students	#	#	#
Students with disabilities	43	29	21
Students with limited English proficiency	56	42	26
Black, non-Hispanic students	60	50	37
Hispanic students	62	60	45
White, non-Hispanic students	74	68	63

#### Student achievement trend: Mathematics: Math skills percent proficient level or above

