

## Districts and schools

Number of districts (CCD)	1993-94	2003-04
	285	300

Number of public schools (CCD)	1993-94	2003-04
Elementary	279	255
Middle	29	25
High	49	47
Combined	18	31
Other	3	-
Total	378	358

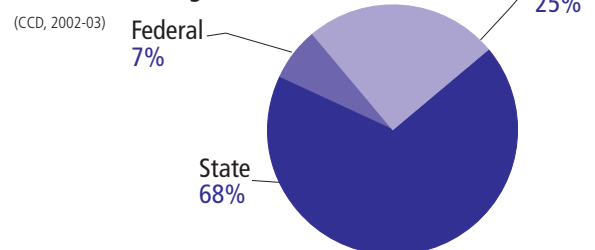
Number of charter schools (CCD)	1993-94	2003-04
	-	-

## Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$535,047	\$671,163
Noninstructional	27,156	28,289
Support	258,162	345,762
Total	820,365	1,045,214

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$7,984	\$10,454

## Sources of funding



Title I allocation 2002-03  
(ED; Includes Title I, Part A) \$27,005,035

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

## Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,024	3,027
K-8	72,804	63,702
9-12	27,377	32,091
Total (K-12)	100,181	95,793

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	1	1
Hispanic	*	1
White, non-Hispanic	97	96

Students with disabilities (OSEP)	1993-94	2003-04
	9%	12%

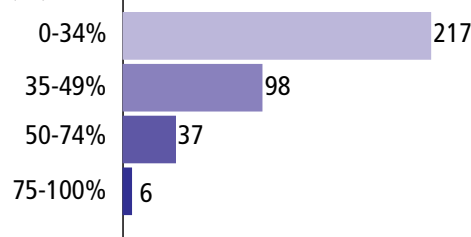
Students with limited English proficiency (NCELA)	1993-94	2003-04
	1%	1%

Migrant students (OME)	1993-94	2003-04
	1%	1%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	27,109

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



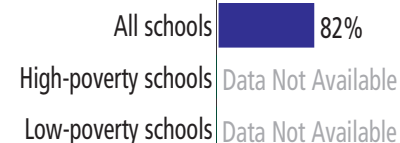
## Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	4,204	4,411
Middle	846	765
High	2,390	2,815
Combined	603	720
Other	3	-
Total	8,046	8,711

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	2,139	4,208
Instructional coordinators	230	318
Administrators	989	588
Other	4,058	4,838
Total	7,416	9,952

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, 2003-04 (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	2005
Reading, Grade 4		
Proficient level or above	-	38%
Basic level or above	-	72
Math, Grade 8		
Proficient level or above	27%	38%
Basic level or above	72	78

## Statewide Accountability Information

See Appendix B for Vermont's definitions of proficient for English & language arts and mathematics for grades 4, 8, and high school.

See <http://crs.uvm.edu/schlrpt/cfusion/schlrpt04/vermont.cfm> for more details on the statewide accountability 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 (2003-04)
Grade 4	English & language arts	PI: 300	PI: 300
	Mathematics	175	175
Grade 8	English & language arts	300	300
	Mathematics	175	175
Grade 10	English & language arts	300	300
	Mathematics	175	175

### 2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	185 (88%)	270 (88%)	143 (80%)
Identified for improvement:			
Year 1	16 (8%)	25 (8%)	8 (3%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	1 (*)	2 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: VT-Dev. Read. Assessment	Less than 15% of students	Met
Middle school indicator: New Standards Ref. 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

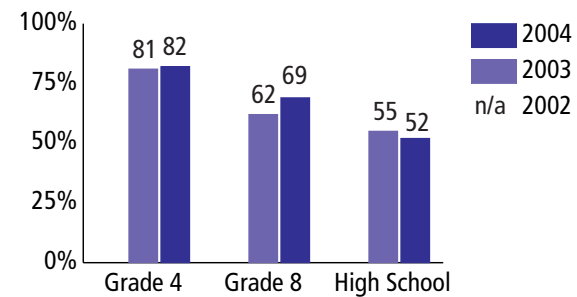
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

## Student Achievement 2003-04

### New Standards Reference Examinations, used for NCLB accountability English and language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	82%	69%	52%
Economically disadvantaged students	69	54	34
Migrant students	61	42	45
Students with disabilities	53	28	12
Students with limited English proficiency	67	68	42
Black, non-Hispanic	62	66	42
Hispanic students	74	73	42
White, non-Hispanic	82	69	52

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



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	73%	64%
Economically disadvantaged students	70	57	46
Migrant students	44	51	#
Students with disabilities	45	29	20
Students with limited English proficiency	70	71	59
Black, non-Hispanic	55	60	45
Hispanic students	64	67	44
White, non-Hispanic	76	73	64

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

