Vermont

School and Teacher Demographics

Per pupil expenditures
$9,153 (CCD, 2000-01)

Number of districts
292 (CCD, 2001-02)

Number of charter schools
— (CCD, 2001-02)

Number of public schools (CCD)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>279</td>
</tr>
<tr>
<td>Middle</td>
<td>29</td>
</tr>
<tr>
<td>High</td>
<td>48</td>
</tr>
<tr>
<td>Combined</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>374</td>
</tr>
</tbody>
</table>

Number of FTE teachers (CCD)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>4,204</td>
</tr>
<tr>
<td>Middle School</td>
<td>846</td>
</tr>
<tr>
<td>High School</td>
<td>2,379</td>
</tr>
<tr>
<td>Combined</td>
<td>603</td>
</tr>
<tr>
<td>Total</td>
<td>8,032</td>
</tr>
</tbody>
</table>

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

<table>
<thead>
<tr>
<th>1994</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>87%</td>
</tr>
<tr>
<td>Math</td>
<td>75</td>
</tr>
<tr>
<td>Science</td>
<td>81</td>
</tr>
<tr>
<td>Social Studies</td>
<td>81</td>
</tr>
</tbody>
</table>

Sources of funding

<table>
<thead>
<tr>
<th>District average (CCD, 2000-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
</tr>
<tr>
<td>Federal</td>
</tr>
<tr>
<td>Local</td>
</tr>
</tbody>
</table>

Student Demographics

Public school enrollment (CCD)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>2,024</td>
</tr>
<tr>
<td>K-8</td>
<td>72,804</td>
</tr>
<tr>
<td>9-12</td>
<td>27,377</td>
</tr>
<tr>
<td>Total (K-12)</td>
<td>100,181</td>
</tr>
</tbody>
</table>

Race/ethnicity (CCD)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Natives</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>98</td>
</tr>
<tr>
<td>Other</td>
<td>—</td>
</tr>
</tbody>
</table>

Students with disabilities (OSEP)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Migratory students (OME)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Students with limited English proficiency (ED/NCBE)

<table>
<thead>
<tr>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

- 0-34% | 247 |
- 35-49% | 71 |
- 50-74% | 34 |
- 75-100% | 3 |

† 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

<table>
<thead>
<tr>
<th>Schoolwide Programs</th>
<th>Targeted Assistance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>84</td>
<td>132</td>
</tr>
<tr>
<td>Schools meeting AYP goal</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Schools in need of improvement</td>
<td>81</td>
<td>129</td>
</tr>
<tr>
<td>39%</td>
<td>61%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Title I allocation

$20,470,889
(ED Consolidated Report, 2001-02)

(4 schools did not report.)

NAEP State Results

Reading, 2003

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient level and above</td>
<td>37%</td>
</tr>
<tr>
<td>Basic level and above</td>
<td>74</td>
</tr>
</tbody>
</table>

Math, 2003

<table>
<thead>
<tr>
<th>Basic level and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient level and above</td>
</tr>
<tr>
<td>Basic level and above</td>
</tr>
</tbody>
</table>

Sources:

- http://www.state.vt.us/educ
- [Statewide Accountability Information](http://www.state.vt.us/educ)
## Student Achievement 2001-02

### High School Indicators

- **High school dropout rate (CCO, event)**: 1993-94: 5% | 2000-01: 5%
- **Postsecondary enrollment** (NCES, High school graduates enrolled in college): 1994-95: 51% | 2000-01: 45%

For more information, refer to sources, page 117.

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### Elementary School

#### Grade 4

**English & Language Arts—All Students**

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis &amp; Interpretation</td>
<td>0%</td>
<td>8%</td>
<td>24%</td>
<td>62%</td>
<td>5%</td>
</tr>
<tr>
<td>Basic Understanding</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>63</td>
<td>17</td>
</tr>
</tbody>
</table>

**Mathematics—All Students**

<table>
<thead>
<tr>
<th>Element</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>0</td>
<td>19%</td>
<td>36%</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>8</td>
<td>40</td>
<td>19</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Skills</td>
<td>0</td>
<td>8</td>
<td>21</td>
<td>47</td>
<td>24</td>
</tr>
</tbody>
</table>

#### Grade 8

**English & Language Arts—All Students**

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis &amp; Interpretation</td>
<td>0%</td>
<td>18%</td>
<td>42%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Basic Understanding</td>
<td>0</td>
<td>10</td>
<td>25</td>
<td>63</td>
<td>2</td>
</tr>
</tbody>
</table>

**Mathematics—All Students**

<table>
<thead>
<tr>
<th>Element</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>15</td>
<td>27%</td>
<td>19%</td>
<td>24%</td>
<td>14%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>15</td>
<td>32</td>
<td>10</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Skills</td>
<td>1</td>
<td>10</td>
<td>21</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

### Middle School

#### Grade 8

**English & Language Arts—All Students**

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis &amp; Interpretation</td>
<td>0%</td>
<td>18%</td>
<td>42%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Basic Understanding</td>
<td>0</td>
<td>10</td>
<td>25</td>
<td>63</td>
<td>2</td>
</tr>
</tbody>
</table>

**Mathematics—All Students**

<table>
<thead>
<tr>
<th>Element</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>15</td>
<td>27%</td>
<td>19%</td>
<td>24%</td>
<td>14%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>15</td>
<td>32</td>
<td>10</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Skills</td>
<td>1</td>
<td>10</td>
<td>21</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

### High School

#### Grade 10

**English & Language Arts—All Students**

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis &amp; Interpretation</td>
<td>0%</td>
<td>18%</td>
<td>34%</td>
<td>47%</td>
<td>1%</td>
</tr>
<tr>
<td>Basic Understanding</td>
<td>1</td>
<td>10</td>
<td>36</td>
<td>51</td>
<td>2</td>
</tr>
</tbody>
</table>

**Mathematics—All Students**

<table>
<thead>
<tr>
<th>Element</th>
<th>Little Evidence</th>
<th>Below the Standard</th>
<th>Nearly at Standard</th>
<th>Proficient %</th>
<th>Achiev. w/ Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>5%</td>
<td>30%</td>
<td>26%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>17</td>
<td>34</td>
<td>14</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>Skills</td>
<td>4</td>
<td>23</td>
<td>10</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>

---

**Key:**

- * = Less than 0.5 percent
- — = Not applicable
- n/a = Not available
- # = Sample size too few to calculate
- High Poverty Schools = 75-100% of students qualify for lunch subsidies

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