

Vermont

<http://www.state.vt.us/educ>

School and Teacher Demographics

Per pupil expenditures \$8,323
(CCD, 1999-2000)

Number of Districts 288
(CCD, 2000-01)

Number of Charter Schools -
(CCD, 2000-01)

Number of Public Schools
(CCD)

	1993-94	2000-01
Elementary	279	256
Middle	29	25
High	48	48
Combined	18	23
Total	374	352

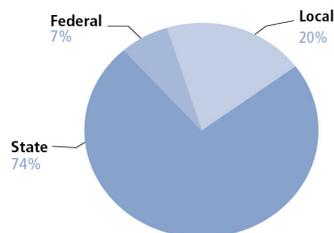
Number of FTE Teachers
(CCD)

	1993-94	2000-01
Elementary	4,204	4,433
Middle	846	766
High	2,379	2,813
Combined	603	638
Total	8,032	8,650

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

	1994	2000
English	87%	n/a
Math	75	55%
Science	81	77
Social Studies	81	78

Sources of Funding
District Average
(CCD, 1999-2000)



Student Demographics

Public school enrollment
(CCD)

	1993-94	2000-01
Pre-K	2,024	2,371
K-8	72,804	67,949
9-12	27,377	31,624
Total (K-12)	100,181	99,573

Race/ethnicity
(CCD)

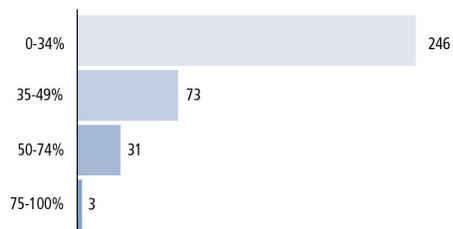
	1993-94	2000-01
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	1
Black	1	1
Hispanic	*	1
White	98	96
Other	-	-

Students with disabilities (OSEP)	1993-94	2000-01
	9%	12%

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

Migratory students (OME)	1993-94	2000-01
	1%	1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program
(CCD, 2000-01)



Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available
= Sample size too small to calculate
High Poverty Schools = 75-100% of students qualify for lunch subsidies

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 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	85	134	219
	39%	61%	100%
Schools meeting AYP	73	118	191
Goal	86%	88%	87%
Schools identified for Improvement	12	16	28
	14%	12%	13%

Title I Allocation \$19,630,099

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	39%	40%
Basic level and above	73	82
Math, 2000		
Proficient level and above	30%	32%
Basic level and above	74	75

Vermont

Student Achievement 2000-01

Assessment:

New Standards Referenced Exam.

State Definition of Proficient:

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

Key

* = Less than 0.5 percent
 — = Not applicable

n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Elementary School
**Grade 4
English & Language
Arts - All Students**

	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Reading					
Analysis & Interpretation	0	8%	24%	62%	5%
Basic Understanding	0	7	14	64	15

**Grade 4
Mathematics - All
Students**

Students in:	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Mathematical Concepts	0	21%	38%	36%	6%
Mathematical Problem Solving	9	42	19	21	10
Mathematical Skills	0	9	22	47	22

Middle School
**Grade 8
English & Language
Arts - All Students**

	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Reading					
Analysis & Interpretation	0	23%	43%	30%	4%
Basic Understanding	0	11	26	61	1

**Grade 8
Mathematics - All
Students**

Students in:	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Mathematical Concepts	15%	29%	20%	23%	13%
Mathematical Problem Solving	15	33	11	31	10
Mathematical Skills	1	11	24	32	32

Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available
= Sample size too small to calculate
High Poverty Schools = 75-100% of students qualify for lunch subsidies

High School

**Grade 10
English & Language
Arts - All Students**

Reading	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Analysis & Interpretation	0	16%	33%	49%	2%
Basic Understanding	2	9	34	52	3

**Grade 10
Mathematics**

Students in:	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/Honors
Mathematical Concepts	5%	30%	27%	25%	12%
Mathematical Problem Solving	19	35	12	26	8
Mathematical Skills	5	26	10	32	27

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	5%	5%
	1994-95	2000-01
Postsecondary enrollment (NCES, High school grads enrolled in college)	51%	45%

Key

* = Less than 0.5 percent
 — = Not applicable

n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies