

School and Teacher Demographics

Number of districts 287
(CCD, 1998-99)

Number of public schools in state (CCD, 1998-99)

| Elementary | Middle | High | Combined | Other |
|------------|--------|------|----------|-------|
| 262 | 26 | 48 | 21 | 1 |

Student/teacher ratio (CCD, 1998-99)

| Elementary | Middle | High |
|------------|--------|------|
| 13:1 | 13:1 | 12:1 |

Number of FTE teachers in state (CCD, 1998-99)

| Elementary | Middle | High | Combined | Other |
|------------|--------|-------|----------|-------|
| 4,199 | 764 | 2,643 | 542 | 8 |

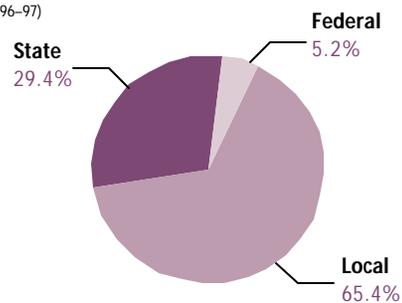
Public school enrollment (CCD) (By state definition)

| | 1989-90 | 1998-99 |
|------|---------|---------|
| K-8 | 69,103 | 70,881 |
| 9-12 | 25,676 | 31,522 |
| PreK | n/a | 2,325 |

Sources of funding

District average

(CCD, 1996-97)



Student Demographics

Race/ethnicity (CCD, K-12)

| | 1989-90 | 1998-99 |
|-------------------------|---------|---------|
| American Indian/Alaskan | 0.5% | 0.5% |
| Asian/Pacific Islander | 0.5 | 1.0 |
| Black | 0.4 | 0.9 |
| Hispanic | 0.2 | 0.4 |
| White | 98.4 | 97.1 |

Students with disabilities (OSEP, K-12)

| | 1990-91 | 1998-99 |
|--|---------|---------|
| | 11.4% | 11.9% |

Limited English proficient (USED /NCBE, K-12)

| | 1989-90 | 1996-97 |
|--|---------|---------|
| | 8,519 | 7,773 |

Migrant (OME, K-12)

| | 1993-94 | 1998-99 |
|--|---------|---------|
| | 1,403 | 1,158 |

Highschool drop-out rate (CCD,event)

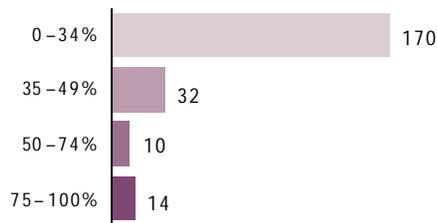
| | 1993-94 | 1997-98 |
|--|---------|---------|
| | 384 | 750 |

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

| | 1994-95 | 1997-98 |
|--|---------|---------|
| | 51% | 54% |

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

(CCD, 1998-99)



* Interpret with caution. 132 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

Transitional—Schools with fewer than 60% students meeting standard on basic skills & 50% meeting standard on analytical skills on a majority of indicators were identified for technical assistance.

Expected School Improvement on Assessment

The final system, under development in 1998-99, will set a long range goal and interim growth targets.

Indicators for School Accountability

Reporting areas from student assessments were used in 1998-99.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Schools Meeting Title I AYP Goal

185 (87.3%)

Title I Schools

Title I enrollment (USED)

| | 1998-99 |
|------|---------|
| K-8 | 14,621 |
| 9-12 | 1,124 |
| PreK | n/a |

Race/ethnicity (USED, K-12)

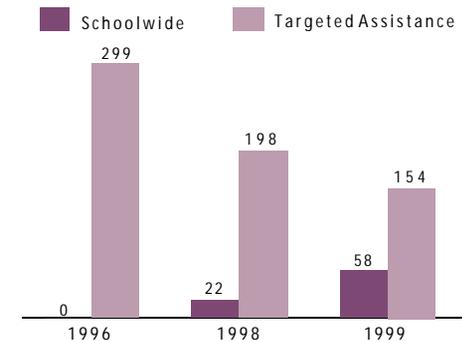
| | Schoolwide | Targeted Assistance |
|-------------------------|------------|---------------------|
| American Indian/Alaskan | n/a | n/a |
| Asian/Pacific Islander | n/a | 136 |
| Black | 94 | 105 |
| Hispanic | 127 | 284 |
| White | 68 | 48 |

Title I allocation \$18,888,810

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

English/Language Arts–Reading, All Students

| | Achieved Standard |
|-----------------------------------|-------------------|
| Reading Basic | 86% |
| Reading Analysis & Interpretation | 68 |

Mathematics–All Students

| | Achieved Standard |
|-----------------|-------------------|
| Concepts | 38% |
| Skills | 67 |
| Problem Solving | 35 |

Grade 8

English/Language Arts, Reading–All Students

| | Achieved Standard |
|---------------------------|-------------------|
| Basic Understanding | 62% |
| Analysis & Interpretation | 32 |

Mathematics–All Students

| | Achieved Standard |
|-----------------|-------------------|
| Concepts | 30% |
| Skills | 67 |
| Problem Solving | 42 |

Assessment Information

Assessment Reported

New Standards Reference Exam

Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

State Definition of “Proficient,” used since 1996–97

Please note scores are disaggregated by content area only, levels are set in partnership between VT and test publisher.

Definition of Title I Targeted Assistance

All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment

No information provided

Other Assessments

VT Devel. Reading Assess. Gr. 2; Vermont Science Assess. Grade 6; Writing Portfolio Assess. Gr. 5 & 8

Grade 10

English/Language Arts, Reading–All Students

| | Achieved Standard |
|---------------------------|-------------------|
| Basic Understanding | 46% |
| Analysis & Interpretation | 44 |
| Title I Targeted | |

Mathematics–All Students

| | Achieved Standard |
|-----------------|-------------------|
| Concepts | 33% |
| Skills | 53 |
| Problem Solving | 27 |

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% |