

Annual School Report Card – School Year 2006-2007

Date of Report: June 17, 2008

Updated: October 1, 2008

POULTNEY HIGH SCHOOL, Grades 7 – 12

JeanMarie K. Oakman, Principal

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Introduction and Distribution Plan

The Elementary and Secondary Education Act of 2001, “No Child Left Behind” requires that all schools meet specific performance standards in an effort to measure adequate yearly progress, or AYP. In this report, you will find data and evidence that PHS did not make AYP in the teaching year of 2006-2007. The students were taught in FY 07, assessed in FY 08, and the results came to us in February and March of 2008. **PHS did not make AYP in the area of reading and math for all students, for the first time.** The information found within the pages of this school report card is what was used to drive the **2008-2010 PHS Schoolwide Action Plan**. The action plan is available to all, upon request. A copy of our school and guidance brochures also give informative data about our little high school and the brochures are also available for the taking.

The Distribution Plan for getting the PHS School Report Card for 2006-2007 out to families is as follows:

- Discuss and distribute at the July 08 PTSD Board Meeting and the October 2008 PTSD Board Meeting
- Discuss and distribute at a fall PHS PTO Meeting
- Send home to families, (one per family), in October 2008
- Have hard copies available in our school library, front office, guidance office, and the RSWSU office
- Post of the school website

Poultney High School has a clear vision for their school. PHS is embracing a school reform model that is designed to generate high levels of academic achievement in all content areas, for ALL high school students, especially those students who are at risk of failure, at risk of dropping out, and/or are not meeting proficiency levels on state and local assessments. Poultney High School’s poverty rate for 2006 was 40% of their student population, for 2007 the poverty rate was at 43% and for 2008 and 2009, it was at an all time high of 44%, which indicates that PHS is over the poverty threshold of 40%, a Title 1 requirement. In spite of our poverty level and diverse population, PHS has the potential to be the very best high school in the state of Vermont, in a very holistic way that includes social, emotional, physical, and academic achievement. We want our communities to see PHS as a safe haven and an organization committed to continuous improvement and accountability. What we lack in finances and resources, we make up for in vision, energy, pride and hard, smart work. Through thoughtful planning and a collaborative spirit, we intend to build on the successes we have nurtured over time and to improve in the areas that we see as challenges and have identified in this action plan. We envision this plan as only one part of a very integral and comprehensive school reform movement that promises sustained, substantive improvement for all. We embrace the 10 Principles of the Coalition of Essential Schools:

1. Using your mind to learn
2. Master specific, essential skills
3. Goals apply to ALL students
4. Personalize teaching and learning
5. Students as Learner: Teacher as Coach
6. Diploma is awarded when essential skills are mastered
7. School climate: trust, decency and high expectations
8. Principal and teachers are generalists
9. Teacher/Student Ratio, 80 or less
10. Non-discriminative and inclusive practices and policies

We firmly believe in the twelve guiding principles of the High Schools on the Move reform movement:

1. Engaged Learners
2. Challenging Standards
3. Multiple Pathways
4. Personalized Learning
5. Flexible Structures
6. Real Life Experiences
7. Instructional Leadership
8. Alignment of Curricula, Instruction and Assessment to the Vermont Framework of Standards and Learning Opportunities
9. Shared Purpose
10. Pre K-16 Continuity
11. Family Participation
12. Community Participation

This document illustrates our commitment to these national and state reform efforts through our goal setting, strategies, data collection and outcomes. This reform task that we are embracing is monumental! Our first goal is primarily centered on traditional models of teaching and testing, (the curriculum), where the second goal is constructivist in nature and requires a more student-led approach. Balancing the two will require much consideration and attention.

We believe our strengths to be the intimate and personal relationships we have built within the school community and community at large, over time. We see ourselves as highly visible and committed to our school and to the communities we serve. We believe in hard work, thoughtful reflection, and an analysis of our skillful work as the key to our success as mindful practitioners. We believe that our commitment and reputation will build the bridge for newcomers to cross, both families and educators. Our goal is to attract highly qualified and visionary teacher leaders. Our goal is to increase parental and guardianship involvement at every level. We intend to entice them to PHS by offering comprehensive, eclectic, and embedded professional development, (teachers), and family oriented entertainment, (families). We are renowned in the state of Vermont for our sports, music, arts and drama programs. We have a strong and active PTO. We offer family events that embrace people of all ages, from our Friday night marches and pep assemblies to our craft fairs in our school gym. Our teachers are able to take six graduate credits per year, along with workshop and conference support. The faculty and staff at PHS are part of a professional learning community that embraces Critical Friends Groups, control over the faculty agendas, department agendas and committee agendas, action research, professional readings and literature, and celebrations. We have a beautiful Wellness Center which families and teachers are welcome to take advantage of. PHS has written grants to offer Intergenerational classes, technology classes, Open Gym Nights and adult education classes. Class advisors and coaches are led by both faculty and parents. Teachers are provided with common planning time and a block schedule that they essentially created and continue to tweak. These practices are important to teacher leaders and families and certainly attract highly qualified folks to come to PHS and to be a participant in the learning community. Our school climate is excellent and we enjoy great publicity through weekly press releases by the Principal, (which are published in several weekly papers and on PegTV). Mr. DeBonis is sending daily electronic announcements to the community, parents, faculty and staff. PHS will continue in its quest to attract and keep only the finest

educators, all in the name of students! Parents will be encouraged and recruited to lead school activities and committees as we do believe in the partnership as being excellent for the educational community and beyond.

PHS works closely with the elementary school and the community to coordinate services for preschool children in the transition to early childhood programs and then on to the elementary school. Family Infant Toddler Programs are connected with local services. We advertise for the purpose of looking for preschoolers to attend readiness screenings, (child find). We have an active community group that is looking at starting a universal preschool program so that all youngsters can receive early support services. The PHS Principal and the Director of Student Support Services have both attended these meetings. The Even Start Program is funded by our supervisory union. We have many qualified educators and service providers in and around our community that are indeed experts in their field, and this attributes to a successful transition for preschoolers.

PHS sees the need to think SMARTLY in these days of economic strife. We will continue to coordinate our resources and monies in a way to maximize services and programs through unified goal setting. Using state, federal and local monies in a comprehensive way that directly impacts students in a positive way and helps them to achieve high levels of proficiency, is a mission of PHS. Through grant writing, (EPSDT, Hills and Hollows, Medicaid, and other grant resources), and consolidation of funding, PHS will strive to get the most bang for their buck in an effort to show accountability.

We see our challenges as meeting the needs of each and every student in the modality that serves him/her best. We want to close the gaps for special education and poverty level students. We want to ensure that each student feels safe, accepted and challenged during his/her career at PHS, which will in turn help him/her to reach his/her fullest potential in life and in the world at large. We want our school system to offer a clear Pre-K-12 learning continuum that supports each and every learner and creates a culture of inquiry and passion. We want our students to have a voice, to feel respected and supported and to take their education seriously and as a lifelong endeavor. We want students to dream about what is possible in their future and to help hone their skills enabling them to reach for the stars. We want happy, physically fit, motivated, respectful, passionate, caring, and goal oriented individuals.

We have a comprehensive needs assessment in place that allows for a constant review of student work and achievement. This CNA involves every member of the school community in one or more capacities. Using our CFG meetings to look at student work, along with regular assessment discussions at faculty and department meetings, we are empowering teachers and others to use this data for the purpose of improving instruction. These accountability measures will help us to be flexible, but guided, in our pursuit to focus on and refine student achievement, curriculum and instruction, scientifically based teaching and learning strategies, family involvement and professional development.

JeanMarie K. Oakman
PHS Principal

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Assessment Information

POULTNEY HIGH SCHOOL, Grades 7 – 12

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Nancy Schwaner, Dean of Students; Ext 203

Shayron Bill, Guidance Director; Ext 241

Beverly Fedolfi, Executive Assistant; Ext 247

March 12, 2008

Fall 07

Grades 11 NECAP Results

The Grade 11 NECAPS, Fall 07 were delivered to PHS today. Here are the cursory results that I was able to glean after studying each student's report sheet:

(Scale: 1=sub below proficient; 2=partially proficient; 3=PROFICIENT; 4=Prof with Distinction)

Grade 11 – Reading 45 students

9 students received a score of **4** and 3 are boys and 6 are girls
17 students received a score of **3** and 9 are boys and 8 are girls
9 students received a score of **2** and 6 are boys and 3 are girls
10 students received a score of **1** and 9 are boys and 1 was a girl

58% met or exceeded the standard in reading – state average is 68%

Grade 11 – Math 45 students

1 student received a score of **4** and she is a girl
12 students received a score of **3** and 6 were girls and 6 were boys
12 students received a score of **2** and 8 are boys and 4 are girls
20 students received a score of **1** and 12 are boys and 8 are girls

29% met or exceeded the standard in math – state average is 30%

Grade 11 – Writing 45 students

0 students received a score of **4**
11 students received a score of **3** and 4 were boys and 7 were girls
26 students received a score of **2** and 14 were boys and 12 were girls
8 students received a score of **1** and 8 were boys and no girls

24% met or exceeded the standard in writing – state average was 39%

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March 12, 2008

Fall 07

Grades 7 and 8

Here are the cursory results that I was able to glean after studying the 7th and 8th grade results:
(Scale: 1=sub below proficient; 2=partially proficient; 3=PROFICIENT; 4=Prof with Distinction)

Grade 8 – Reading 39 students

1 student received a score of **4** and he is a boy

17 students received a score of **3** and 6 are boys and 10 are girls

16 students received a score of **2** and 9 are boys and 8 are girls

5 students received a score of **1** and 3 are boys and 2 are girls

46% met or exceeded the standard in reading-state average is 69%

Grade 8 – Math 39 students

5 students received a score of **4** and 4 are boys and 1 is a girl

16 students received a score of **3** and 8 were girls and 8 were boys

6 students received a score of **2** and 2 are boys and 4 are girls

12 students received a score of **1** and 5 are boys and 7 are girls

54% met or exceeded the standard in math-state average is 59%

Grade 8 – Writing 39 students

0 students received a score of **4**

14 students received a score of **3** and 6 were boys and 8 were girls

12 students received a score of **2** and 5 were boys and 7 were girls

13 students received a score of **1** and 8 were boys and 5 were girls

36% met or exceeded the standard in writing-state average is 47%

Grade 7 - Reading 43 students

8 students received a score of **4** and 3 were boys and 5 were girls

17 students received a score of **3** and 9 were boys and 9 were girls

13 students received a score of **2** and 10 were boys and 3 were girls

4 students received a score of **1** and 3 were boys and 1 was a girl

58% met or exceeded the standard in reading

Grade 7 – Math 43 students

9 students received a score of **4** and 6 were boys and 3 were girls

21 students received a score of **3** and 12 were boys and 10 were girls

6 students received a score of **2** and 3 were boys and 2 were girls

7 students received a score of **1** and 4 were boys and 3 were girls

70% met or exceeded the standard in math

JeanMarie K. Oakman, Principal

Grade 11 Comparison of Fall 2007 Results

Reading

School Name	# Students	Prof. & Above	Level 4	Level 3	Level 2	Level 1
FHUHS	97	52%	5%	47%	30%	18%
Poultney High School	45	58%	20%	38%	20%	22%
Proctor High School	22	45%	9%	36%	27%	27%
Rutland High School	249	62%	12%	50%	23%	14%
West Rutland High School	30	40%	0%	40%	43%	17%
State Avg. at or above Prof.		68%				

PHS: 2nd. Highest % in Rutland County

Math

School Name	# Students	Prof. & Above	Level 4	Level 3	Level 2	Level 1
FHUHS	97	14%	0%	14%	25%	61%
Poultney High School	45	29%	2%	27%	27%	44%
Proctor High School	22	18%	0%	18%	18%	64%
Rutland High School	250	26%	2%	24%	30%	45%
West Rutland High School	30	3%	0%	3%	13%	83%
State Avg. at or above Prof.		30%				

PHS: 1st. Highest % in Rutland County

Writing

School Name	# Students	Prof. & Above	Level 4	Level 3	Level 2	Level 1
FHUHS	1	25%	0%	25%	48%	27%
Poultney High School	45	24%	0%	24%	58%	18%
Proctor High School	22	36%	0%	36%	45%	18%
Rutland High School	249	32%	4%	28%	46%	22%
West Rutland High School	30	20%	0%	20%	53%	27%
State Avg. at or above Prof.		39%				

PHS: 2nd. Lowest % in Rutland County

To: PHS Faculty and Staff
From: JeanMarie
Re: Grades 8 and 11 NECAP Science Scores – Spring 2008
Date: September 30, 2008

Our science NECAP scores are in. A preliminary look at our results appears below. I have disaggregated the results for each grade and will gladly share this with you if you would like to see this information. Gary, as Science Department Chair, I was certain you would want to see this information, so a copy of the disaggregated results was put in your mailbox on Sunday night. The NECAP science scores for spring 2008 are not on VCAT yet, so I have taken the liberty of creating a comparison chart of surrounding high schools and middle schools to see where we fall in rank order, based on the results. It looks like PHS middle school is the 4th lowest scoring school when compared with 10 area middle schools, (see comparison chart attached). Our 11th graders' NECAP science scores are the 5th highest scores of the 12 high schools I compared. Neither is very good, but not anything we are afraid to look at and do something about! Please look this information over and we will certainly review it more carefully at an upcoming faculty meeting. Remember, in order for a score to be considered as "proficient" or "meeting the standard", it must be a 3 or better, (4=exceeding the standard with distinction). Thank you.

Spring 2008 Science NECAPS

Grade 8 – 41 students tested, (21 girls= 51% and 20 boys= 49%)

0 students received a score of 4 (0%)

7 students received a score of 3 and 4 are boys and 3 are girls (17%)

23 students received a score of 2 and 13 are boys and 10 are girls (56%)

11 students received a score of 1 and 3 are boys and 8 are girls (27%)

17% met or exceeded the standard in science

Grade 11 –44 students tested, (19 girls=43% and 25 boys= 57%)

1 student received a score of 4 and she is a girl (2%)

9 students received a score of 3 and 5 were boys and 4 were girls (20%)

23 students received a score of 2 and 13 are boys and 10 are girls (52%)

11 students received a score of 1 and 7 are boys and 4 are girls (25%)

22% met or exceeded the standard in science

Grades 8 & 11: Comparison of Spring 2008 Results: Science

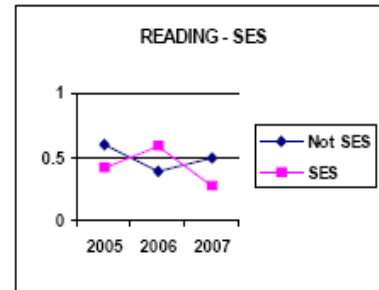
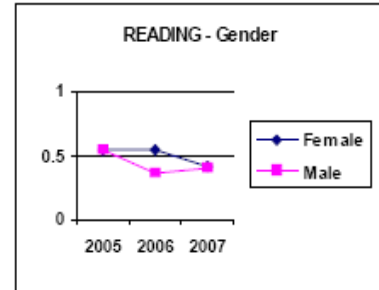
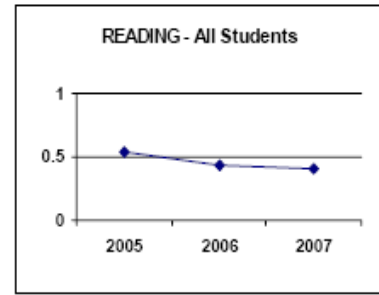
School Name	# Students	Middle School			
		Level 4	Level 3	Level 2	Level 1
Barstow Middle School	27	0%	37%	37%	26%
Bellows Falls Middle School	71	0%	14%	41%	45%
Black River Middle School	19	0%	53%	26%	21%
Fair Haven Union High School	97	5%	47%	30%	18%
Mill River Middle School	91	1%	34%	51%	14%
Poultney Middle School	41	0%	17%	56%	27%
Proctor Middle School	31	0%	29%	42%	29%
Rutland Middle School	183	1%	19%	48%	33%
Springfield Middle School	120	1%	11%	52%	37%
West Rutland Middle School	29	0%	0%	34%	66%
State Avg. at or above Proficiency	27%				

School Name	# Students	High School			
		Level 4	Level 3	Level 2	Level 1
Bellows Falls High School	55	0%	16%	56%	27%
Black River High School	30	0%	7%	53%	40%
Burr & Burton High School	160	2%	34%	46%	19%
Fair Haven Union High School	95	0%	12%	58%	31%
Middlebury High School	165	4%	29%	45%	22%
Mill River Union HS	96	1%	27%	43%	29%
Otter Valley Union HS	106	1%	13%	44%	42%
Poultney High School	44	2%	20%	52%	25%
Proctor High School	24	4%	25%	42%	29%
Rutland High School	247	2%	19%	49%	30%
Springfield High School	89	1%	13%	40%	45%
West Rutland High School	28	0%	7%	57%	36%
State Avg. at or above Proficiency	25%				

Level 4=Proficient with Distinction
 Level 3=Proficient
 Level 2=Partially Proficient
 Level 1=Substantially Below Proficient

Disaggregated Reading Results

School: Poultney High School
 District: Poultney
 State: Vermont
 PSID: PS230



	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	39	3%	38%	48%	13%	176	9%	48%	31%	13%	39338	17%	53%	19%	11%
Primary Race/Ethnicity															
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++	88	2%	39%	28%	31%
Asian	0	0%	0%	0%	0%	0	0%	0%	0%	0%	599	28%	52%	14%	6%
Black or African American	++	++	++	++	++	++	++	++	++	++	650	9%	42%	24%	26%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%	0	0%	0%	0%	0%	40	10%	72%	18%	0%
White (non-Hispanic)	++	++	++	++	++	173	8%	49%	30%	13%	37340	17%	53%	19%	11%
No Primary Race/Ethnicity	0	0%	0%	0%	0%	0	0%	0%	0%	0%	621	13%	49%	23%	15%
Gender															
Male	20	5%	35%	45%	15%	88	3%	48%	34%	15%	20116	12%	53%	22%	14%
Female	19	0%	42%	47%	11%	88	14%	48%	27%	11%	19222	22%	53%	17%	8%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%	0	0%	0%	0%	0%	921	12%	46%	21%	21%
LEP All Other Students	39	3%	38%	48%	13%	176	9%	48%	31%	13%	38447	17%	53%	19%	11%
IEP															
Students with an IEP	13	0%	15%	62%	23%	33	0%	12%	48%	39%	4805	1%	19%	32%	48%
IEP All Other Students	26	4%	50%	38%	8%	143	10%	56%	27%	7%	34533	19%	57%	17%	6%
SES															
Economically Disadvantaged Students	15	0%	27%	87%	7%	74	5%	42%	42%	11%	12336	8%	45%	27%	20%
SES All Other Students	24	4%	46%	33%	17%	102	11%	52%	23%	15%	27032	21%	56%	16%	7%

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality

School: Poultney High School
 District: Poultney
 State: Vermont
 PSID: PS230

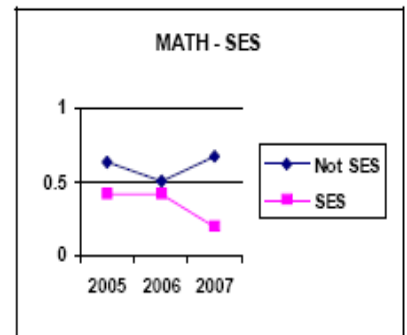
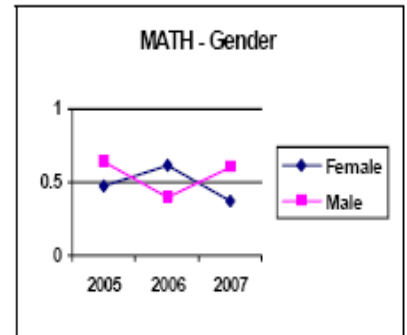
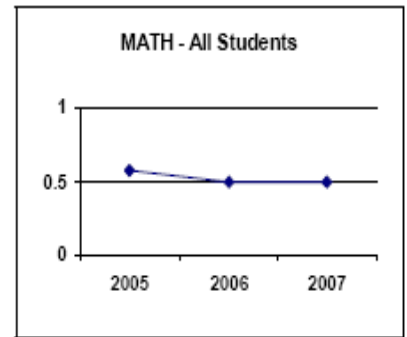
Fall 2007 Grades 03-08- NECAP Tests Students in 2006-2007

Disaggregated Math Results

	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	39	13%	36%	15%	36%	176	12%	44%	23%	20%	39347	19%	44%	19%	18%
Primary Race/Ethnicity															
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++	87	3%	34%	24%	38%
Asian	0	0%	0%	0%	0%	0	0%	0%	0%	0%	608	32%	44%	13%	11%
Black or African American	++	++	++	++	++	++	++	++	++	++	651	6%	31%	23%	41%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%	0	0%	0%	0%	0%	40	12%	57%	18%	12%
White (non-Hispanic)	++	++	++	++	++	173	12%	45%	24%	20%	37340	19%	44%	19%	17%
No Primary Race/Ethnicity	0	0%	0%	0%	0%	0	0%	0%	0%	0%	622	12%	38%	23%	25%
Gender															
Male	20	20%	40%	10%	30%	88	15%	44%	22%	19%	20129	20%	43%	19%	18%
Female	19	5%	32%	21%	42%	88	10%	43%	25%	22%	19219	18%	45%	19%	17%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%	0	0%	0%	0%	0%	929	15%	37%	19%	29%
LEP All Other Students	39	13%	36%	15%	36%	176	12%	44%	23%	20%	38448	19%	44%	19%	18%
IEP															
Students with an IEP	13	0%	15%	8%	77%	33	0%	6%	38%	58%	4805	2%	16%	22%	60%
IEP All Other Students	26	19%	48%	19%	15%	143	15%	52%	20%	12%	34543	21%	48%	19%	12%
SES															
Economically Disadvantaged Students	15	7%	13%	33%	47%	74	11%	36%	28%	26%	12336	8%	37%	25%	30%
SES All Other Students	24	17%	50%	4%	29%	102	14%	48%	22%	17%	27042	24%	47%	17%	12%

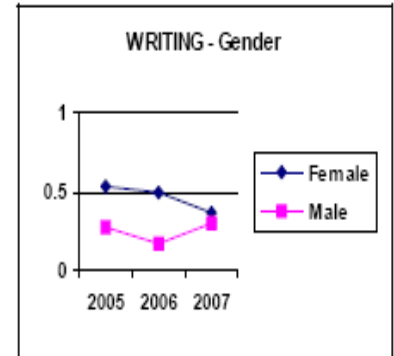
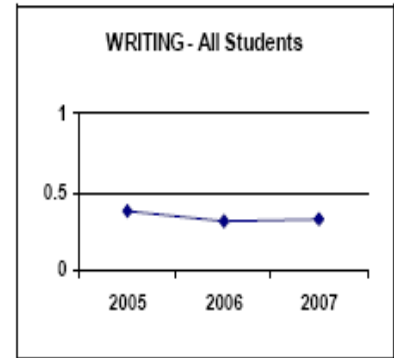
Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality



Disaggregated Writing Results

School: Poultney High School
 District: Poultney
 State: Vermont
 PSID: PS230



	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	39	0%	33%	31%	36%	73	4%	30%	37%	29%	13403	13%	35%	32%	20%
Primary Race/Ethnicity															
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++	40	0%	28%	25%	48%
Asian	0	0%	0%	0%	0%	0	0%	0%	0%	0%	211	27%	38%	25%	10%
Black or African American	++	++	++	++	++	++	++	++	++	++	198	7%	28%	32%	33%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%	0	0%	0%	0%	0%	11	9%	27%	64%	0%
White (non-Hispanic)	++	++	++	++	++	71	4%	30%	38%	28%	12744	13%	35%	32%	20%
No Primary Race/Ethnicity	0	0%	0%	0%	0%	0	0%	0%	0%	0%	199	9%	28%	38%	26%
Gender															
Male	20	0%	30%	30%	40%	38	0%	25%	47%	28%	6848	8%	29%	35%	28%
Female	19	0%	37%	32%	32%	37	8%	35%	27%	30%	6555	18%	40%	29%	12%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%	0	0%	0%	0%	0%	274	12%	34%	29%	25%
LEP All Other Students	39	0%	33%	31%	36%	73	4%	30%	37%	29%	13140	13%	35%	32%	20%
IEP															
Students with an IEP	13	0%	0%	31%	69%	15	0%	0%	33%	67%	1740	1%	8%	28%	65%
IEP All Other Students	26	0%	50%	31%	19%	58	5%	38%	38%	19%	11674	15%	39%	33%	13%
SES															
Economically Disadvantaged Students	15	0%	13%	40%	47%	29	0%	10%	55%	34%	3979	6%	24%	37%	33%
SES All Other Students	24	0%	46%	25%	29%	44	7%	43%	25%	25%	9435	16%	39%	30%	15%

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

++ = Data suppressed to protect student confidentiality



DEPARTMENT OF EDUCATION

School: Poultney High School
District: Poultney
State: Vermont
PSID: PS230

Fall 2007 Grades 11 - NECAP Tests
Students in 2006-2007

Disaggregated Reading Results

	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	45	20%	38%	20%	22%						7140	20%	48%	20%	12%
Primary Race/Ethnicity															
American Indian or Alaskan Native	0	0%	0%	0%	0%						41	15%	39%	27%	20%
Asian	++	++	++	++	++						89	20%	45%	21%	13%
Black or African American	++	++	++	++	++						114	9%	35%	16%	40%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%						14	0%	93%	7%	0%
White (non-Hispanic)	++	++	++	++	++						6831	20%	48%	20%	12%
No Primary Race/Ethnicity	0	0%	0%	0%	0%						51	16%	45%	22%	18%
Gender															
Male	26	12%	35%	23%	31%						3617	14%	45%	24%	17%
Female	19	32%	42%	16%	11%						3521	25%	50%	17%	8%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%						95	4%	32%	25%	39%
LEP All Other Students	45	20%	38%	20%	22%						7045	20%	48%	20%	12%
IEP															
Students with an IEP	++	++	++	++	++						837	1%	14%	33%	52%
IEP All Other Students	++	++	++	++	++						6303	22%	52%	19%	7%
SES															
Economically Disadvantaged Students	12	17%	33%	25%	25%						1473	8%	39%	30%	23%
SES All Other Students	33	21%	39%	18%	21%						5667	23%	50%	18%	10%

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Disaggregated Math Results

	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	45	2%	27%	27%	44%						7088	2%	28%	28%	42%
Primary Race/Ethnicity															
American Indian or Alaskan Native	0	0%	0%	0%	0%						41	0%	10%	27%	63%
Asian	++	++	++	++	++						80	4%	30%	21%	44%
Black or African American	++	++	++	++	++						111	0%	12%	18%	70%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%						14	0%	21%	14%	64%
White (non-Hispanic)	++	++	++	++	++						6781	2%	28%	28%	41%
No Primary Race/Ethnicity	0	0%	0%	0%	0%						49	0%	24%	14%	61%
Gender															
Male	26	0%	23%	31%	46%						3590	2%	28%	28%	43%
Female	19	5%	32%	21%	42%						3494	1%	28%	30%	41%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%						95	0%	8%	26%	65%
LEP All Other Students	45	2%	27%	27%	44%						6991	2%	28%	28%	42%
IEP															
Students with an IEP	++	++	++	++	++						814	0%	2%	7%	90%
IEP All Other Students	++	++	++	++	++						6272	2%	31%	31%	36%
SES															
Economically Disadvantaged Students	12	0%	25%	42%	33%						1453	0%	15%	23%	61%
SES All Other Students	33	3%	27%	21%	48%						5833	2%	31%	29%	37%

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Disaggregated Writing Results

School: Poultney High School
District: Poultney
State: Vermont
PSID: PS230

	School					District					State				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
All Students															
All Students	45	0%	24%	58%	18%						7098	4%	35%	46%	15%
Primary Race/Ethnicity															
American Indian or Alaskan Native	0	0%	0%	0%	0%						41	2%	15%	81%	22%
Asian	++	++	++	++	++						88	6%	40%	39%	16%
Black or African American	++	++	++	++	++						113	0%	28%	45%	28%
Native Hawaiian or Pacific Islander	0	0%	0%	0%	0%						14	7%	29%	84%	0%
White (non-Hispanic)	++	++	++	++	++						6791	4%	35%	46%	15%
No Primary Race/Ethnicity	0	0%	0%	0%	0%						51	6%	20%	61%	14%
Gender															
Male	26	0%	15%	54%	31%						3587	3%	27%	48%	22%
Female	19	0%	37%	63%	0%						3509	5%	43%	43%	9%
LEP Status															
Currently receiving LEP services	0	0%	0%	0%	0%						94	2%	17%	47%	34%
LEP All Other Students	45	0%	24%	58%	18%						7004	4%	35%	46%	15%
IEP															
Students with an IEP	++	++	++	++	++						816	0%	6%	41%	53%
IEP All Other Students	++	++	++	++	++						6282	4%	30%	46%	10%
SES															
Economically Disadvantaged Students	12	0%	17%	58%	25%						1459	1%	21%	51%	27%
SES All Other Students	33	0%	27%	58%	15%						5639	5%	39%	45%	12%

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VERMONT

DEPARTMENT OF EDUCATION

Spring 2008 - NECAP Tests Students in 2007-2008

State Disaggregated Science Results

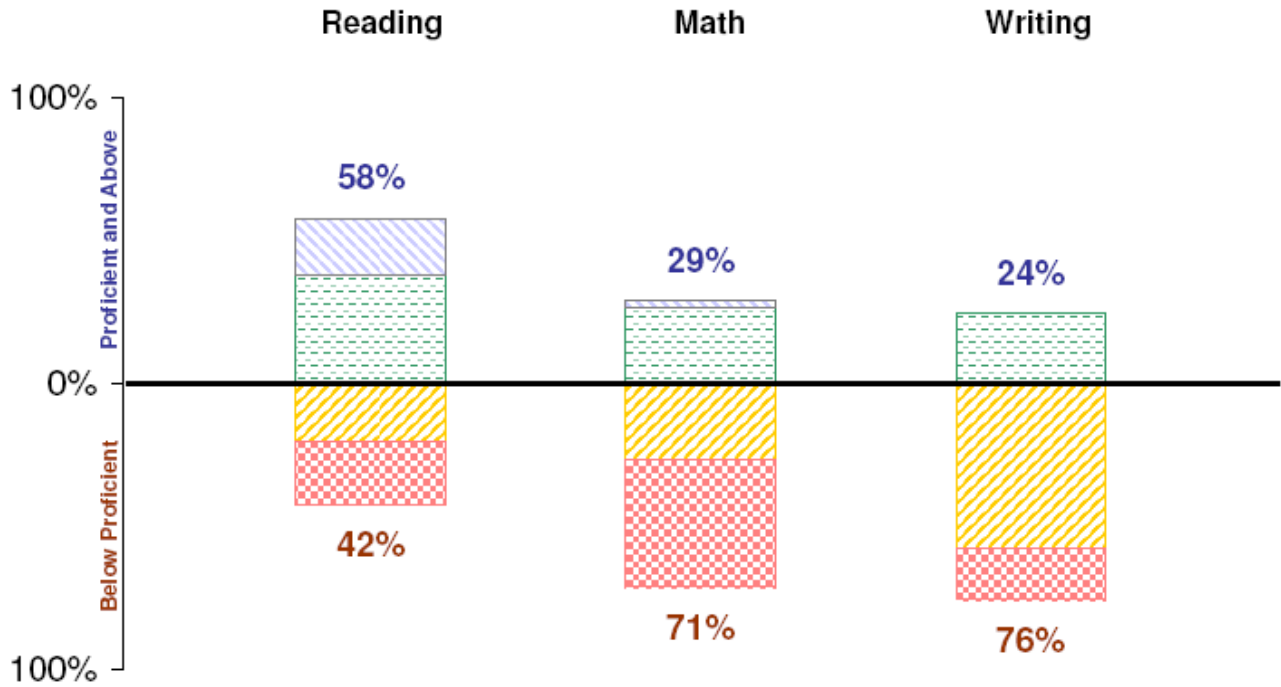
	Primary					Intermediate					Secondary				
	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1	Tested	Level 4	Level 3	Level 2	Level 1
ALL STUDENTS															
All Students	6390	2%	46%	38%	13%	6953	1%	26%	48%	26%	6840	2%	23%	48%	27%
PRIMARY RACE/ETHNICITY															
American Indian or Alaskan Native	++	++	++	++	++	++	++	++	++	++	34	0%	15%	56%	29%
Asian	106	4%	52%	33%	11%	104	1%	36%	47%	16%	88	3%	28%	33%	35%
Black or African American	92	0%	24%	35%	41%	88	0%	7%	38%	56%	93	1%	10%	43%	46%
Hispanic or Latino	68	1%	38%	41%	19%	82	0%	26%	46%	28%	56	0%	18%	54%	29%
Native Hawaiian or Pacific Islander	++	++	++	++	++	++	++	++	++	++	14	0%	36%	36%	29%
White (non-Hispanic)	5989	2%	47%	38%	13%	6549	1%	26%	48%	25%	6505	2%	23%	48%	27%
No Primary Race/Ethnicity	118	0%	34%	42%	25%	103	1%	16%	50%	33%	50	0%	24%	48%	28%
GENDER															
Male	3236	1%	45%	39%	14%	3539	1%	27%	47%	26%	13464	2%	22%	46%	30%
Female	3153	3%	47%	37%	12%	3414	1%	25%	50%	25%	3376	2%	24%	49%	25%
LEP															
Currently receiving LEP services	154	3%	36%	33%	25%	1102	0%	6%	46%	45%	87	0%	9%	28%	55%
LEP All Other Students	6236	2%	46%	38%	12%	6851	1%	26%	48%	25%	6753	2%	23%	47%	25%
IEP															
Students with an IEP	803	0%	18%	43%	38%	942	0%	3%	30%	68%	697	0%	2%	22%	76%
IEP All Other Students	5587	2%	50%	38%	10%	6011	1%	29%	51%	19%	6143	2%	26%	51%	22%
SES															
Economically Disadvantaged Students	2174	1%	31%	46%	22%	2030	0%	12%	47%	42%	11340	0%	11%	45%	43%
SES All Other Students	4216	3%	54%	34%	9%	4923	1%	32%	49%	19%	5500	2%	26%	48%	23%

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++ = Data suppressed to protect student confidentiality

Fall 2007 Grade 11 NECAP Results Poultney High School

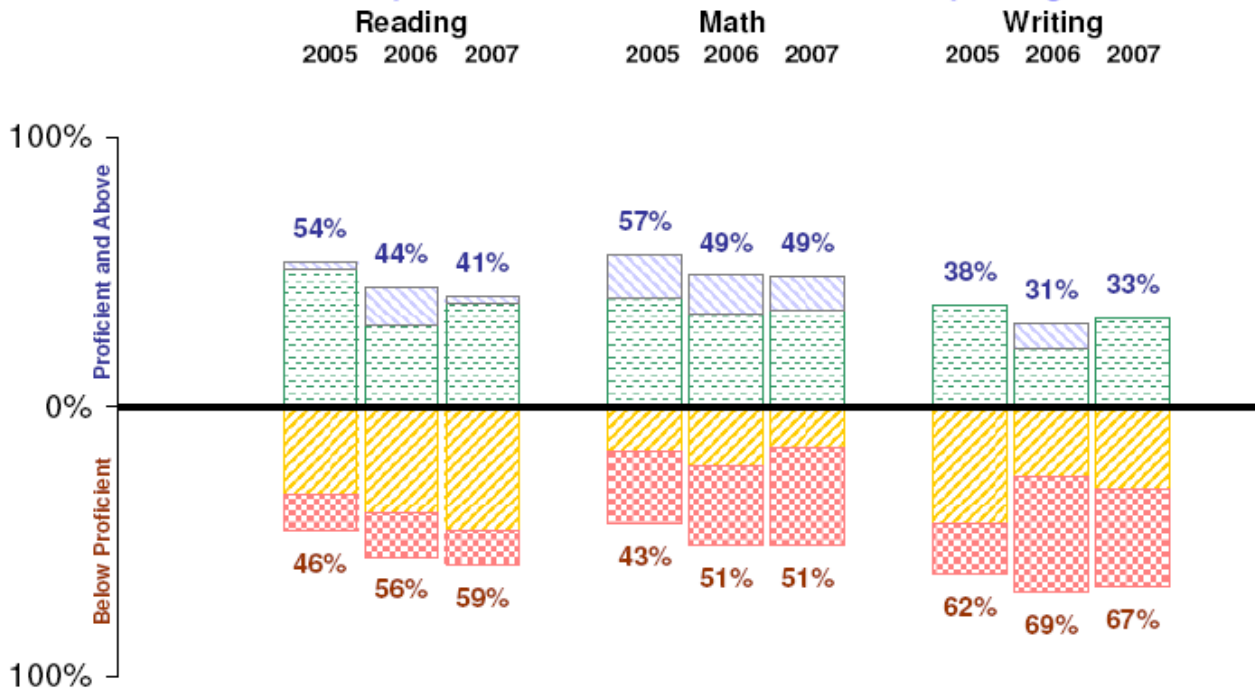
How did our students do in the three assessed content areas?



	Reading	Math	Writing
Number of Students	45	45	45
Proficient with Distinction	20%	2%	0%
Proficient	38%	27%	24%
Partially Proficient	20%	27%	58%
Substantially Below Proficient	22%	44%	18%
Total Above Proficient	58%	29%	24%
Total Below Proficient	42%	71%	76%

Fall 2005-2007 NECAP Results Poultney High School

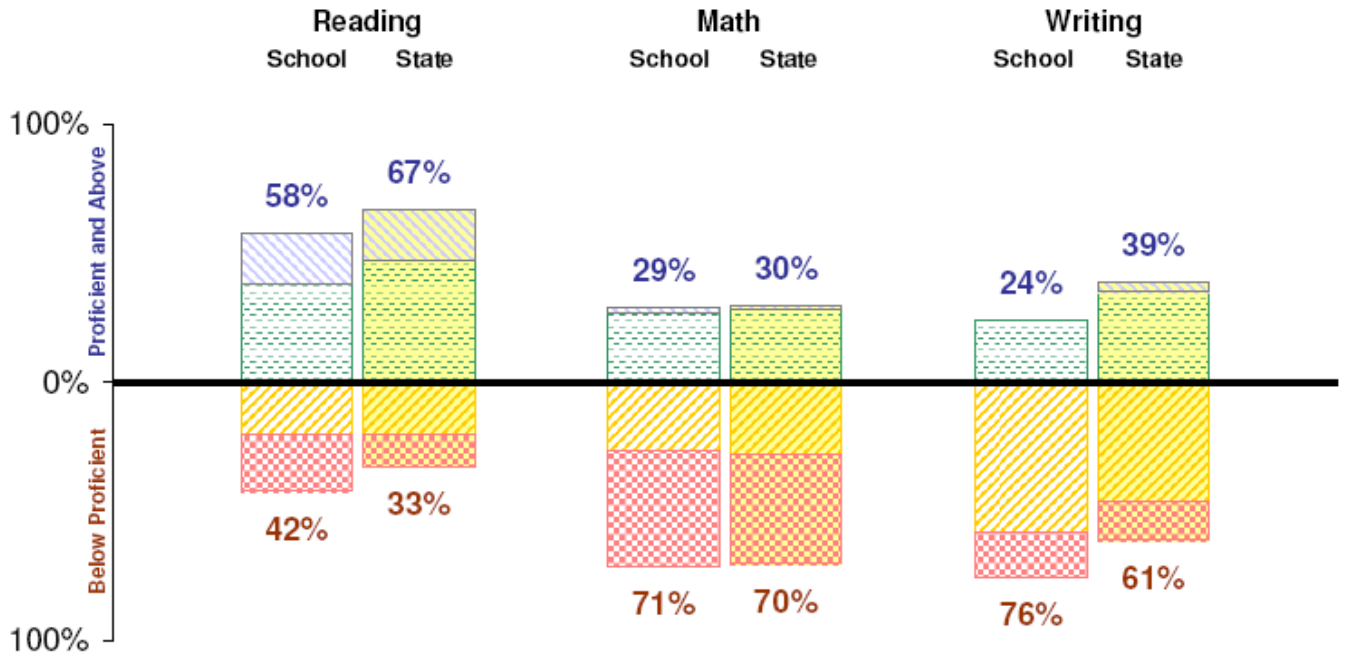
How do 2007 scores compare to 2005 and 2006? Are scores improving over time?



	Reading			Math			Writing		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Number of Students	37	43	39	37	41	39	37	42	39
Proficient with Distinction	3%	14%	3%	16%	15%	13%	0%	10%	0%
Proficient	51%	30%	38%	41%	34%	36%	38%	21%	33%
Partially Proficient	32%	40%	46%	16%	22%	15%	43%	26%	31%
Substantially Below Proficient	14%	16%	13%	27%	29%	36%	19%	43%	36%
Total Above Proficient	54%	44%	41%	57%	49%	49%	38%	31%	33%
Total Below Proficient	46%	56%	59%	43%	51%	51%	62%	69%	67%

Fall 2007 Grade 11 NECAP Results Poultney High School

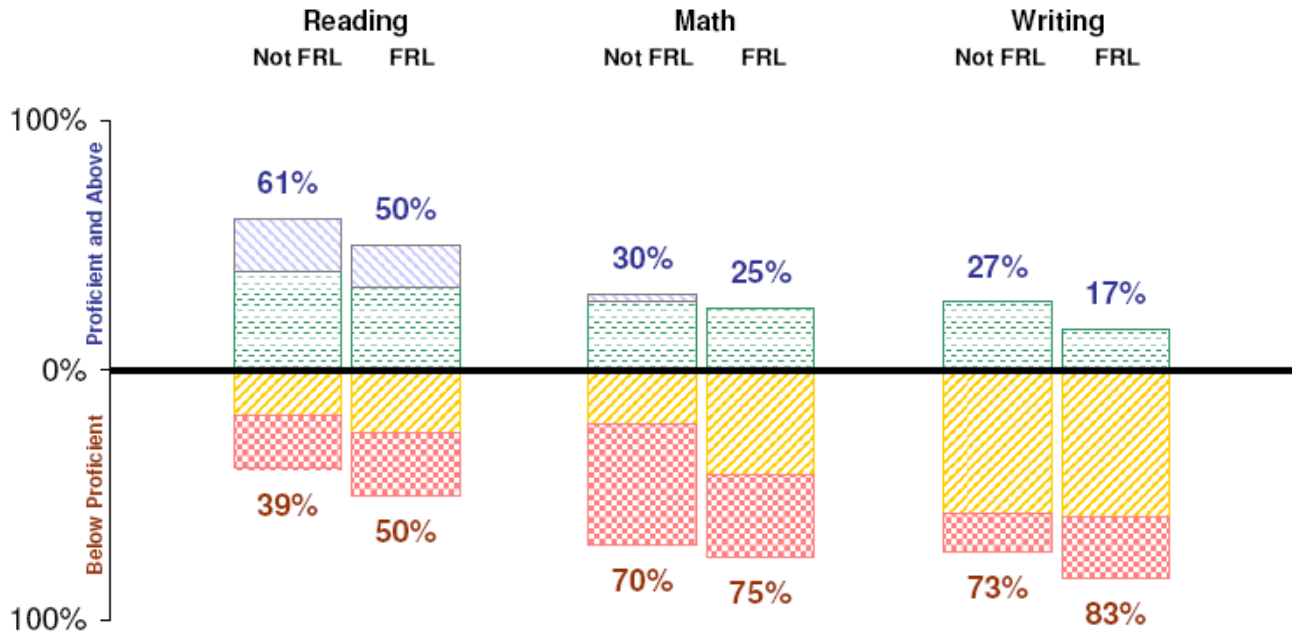
How did our students do compared to the state?



	Reading		Math		Writing	
	School	State	School	State	School	State
Number of Students	45	7127	45	7073	45	7085
Proficient with Distinction	20%	20%	2%	2%	0%	4%
Proficient	38%	48%	27%	28%	24%	36%
Partially Proficient	20%	20%	27%	28%	58%	48%
Substantially Below Proficient	22%	12%	44%	42%	18%	15%
Total Above Proficient	58%	67%	29%	30%	24%	39%
Total Below Proficient	42%	33%	71%	70%	76%	61%

Fall 2007 Grade 11 NECAP Results Poultney High School

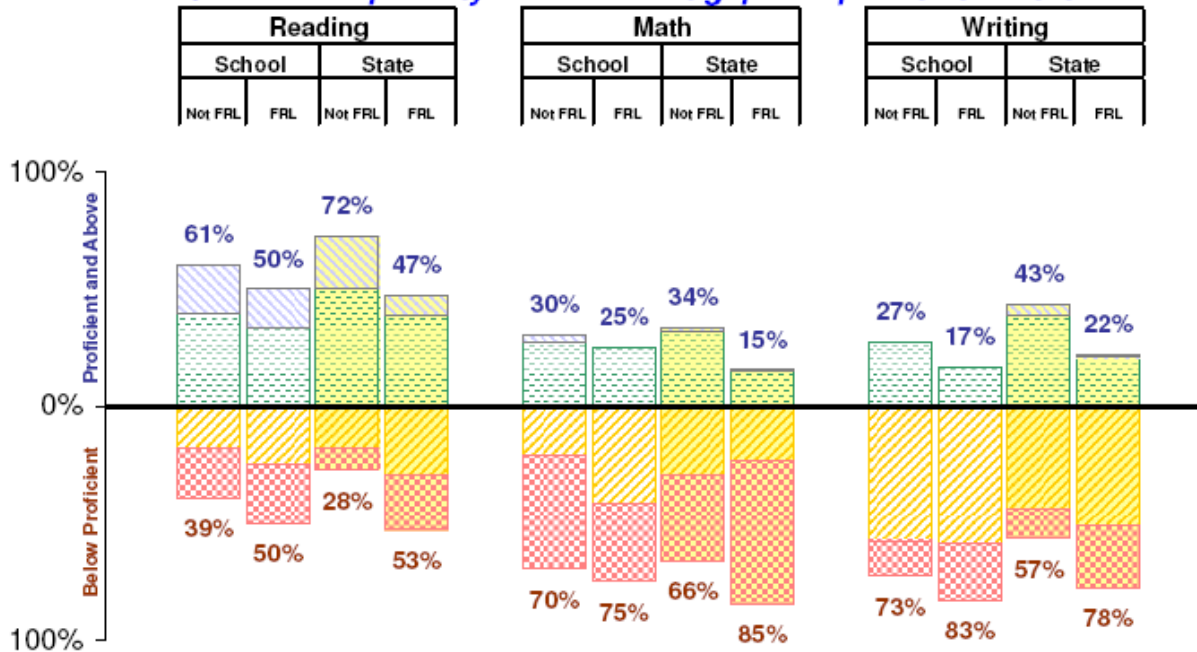
Are there differences in achievement related to family income?



	Reading		Math		Writing	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	33	12	33	12	33	12
Proficient with Distinction	21%	17%	3%	0%	0%	0%
Proficient	39%	33%	27%	25%	27%	17%
Partially Proficient	18%	25%	21%	42%	58%	58%
Substantially Below Proficient	21%	25%	48%	33%	15%	25%
Total Above Proficient	61%	50%	30%	25%	27%	17%
Total Below Proficient	39%	50%	70%	75%	73%	83%

Fall 2007 Grade 11 NECAP Results Poultney High School

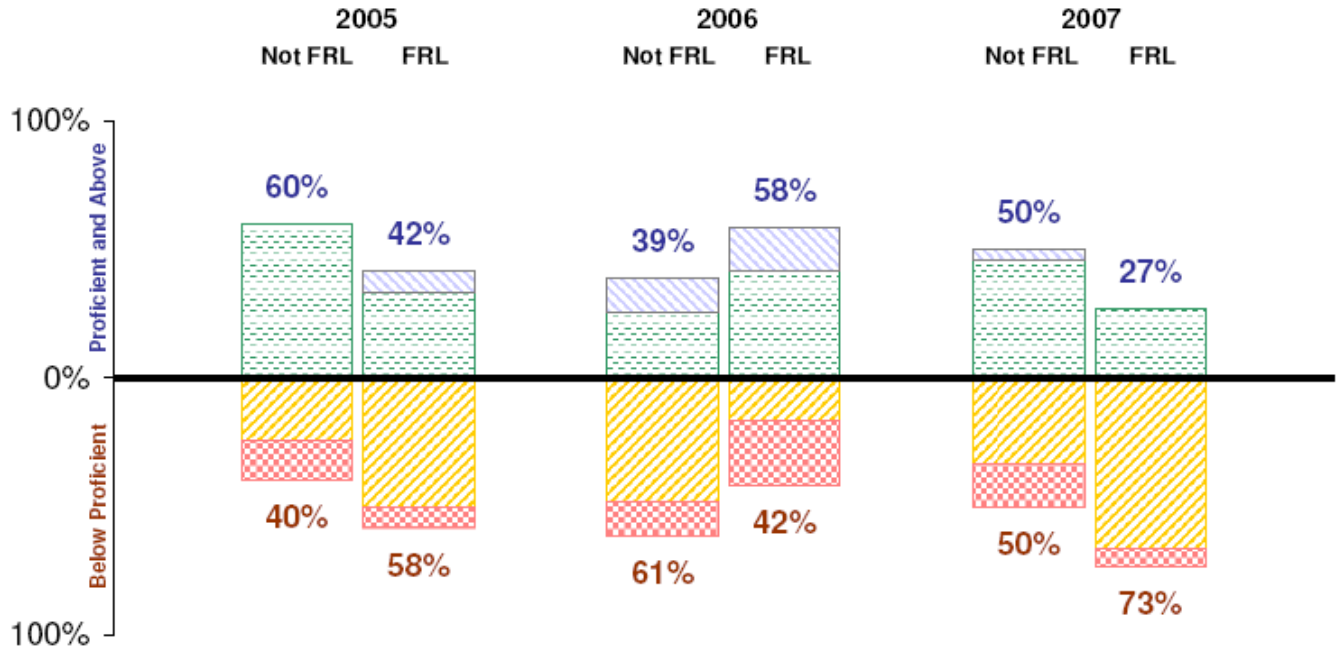
How does our school's poverty achievement gap compare to the state's?



	Reading				Math				Writing			
	School		State		School		State		School		State	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	39	12	5666	1471	39	12	5622	1451	39	12	5628	1457
Proficient with Distinction	21%	17%	23%	9%	3%	0%	2%	0%	0%	0%	5%	1%
Proficient	39%	33%	50%	39%	27%	25%	31%	15%	27%	17%	39%	21%
Partially Proficient	18%	25%	19%	30%	21%	42%	29%	23%	58%	59%	45%	51%
Substantially Below Proficient	21%	25%	10%	23%	48%	33%	37%	61%	15%	25%	12%	27%
Total Above Proficient	61%	50%	72%	47%	30%	25%	34%	15%	27%	17%	43%	22%
Total Below Proficient	39%	50%	28%	53%	70%	75%	66%	85%	73%	83%	57%	78%

Fall 2005-2007 NECAP Reading Results Poultney High School

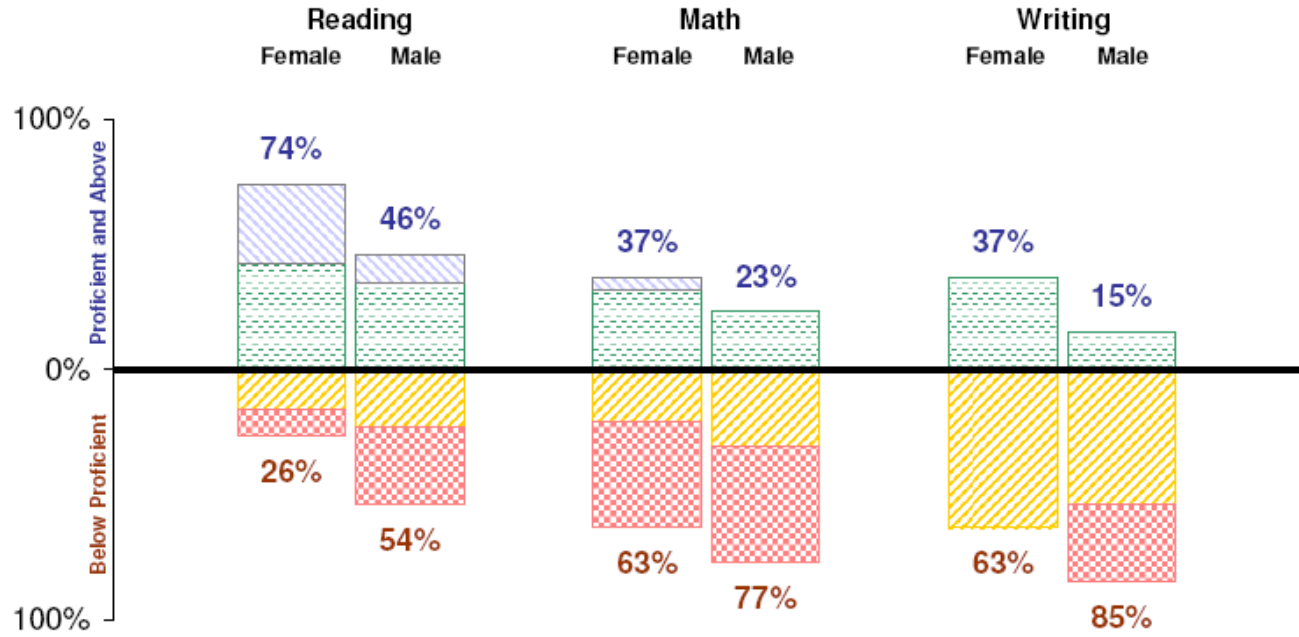
Have differences in achievement related to family income in reading changed over time?



	2005		2006		2007	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	25	12	31	12	24	15
Proficient with Distinction	0%	8%	13%	17%	4%	0%
Proficient	60%	33%	26%	42%	46%	27%
Partially Proficient	24%	50%	48%	17%	33%	67%
Substantially Below Proficient	16%	8%	13%	25%	17%	7%
Total Above Proficient	60%	42%	39%	58%	50%	27%
Total Below Proficient	40%	58%	61%	42%	50%	73%

Fall 2007 Grade 11 NECAP Results Poultney High School

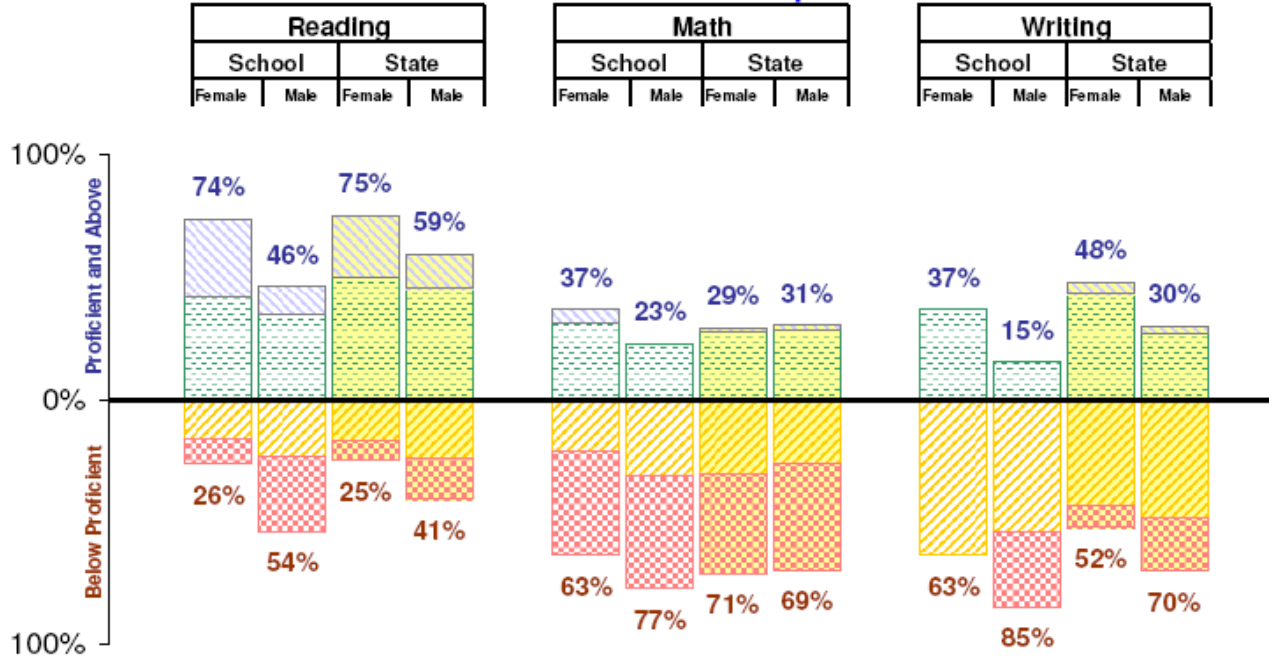
Are there differences in the achievement of female and male students?



	Reading		Math		Writing	
	Female	Male	Female	Male	Female	Male
Number of Students	19	26	19	26	19	26
Proficient with Distinction	32%	12%	5%	0%	0%	0%
Proficient	42%	35%	32%	23%	37%	15%
Partially Proficient	16%	23%	21%	31%	63%	54%
Substantially Below Proficient	11%	31%	42%	46%	0%	31%
Total Above Proficient	74%	46%	37%	23%	37%	15%
Total Below Proficient	26%	54%	63%	77%	63%	85%

Fall 2007 Grade 11 NECAP Results Poultney High School

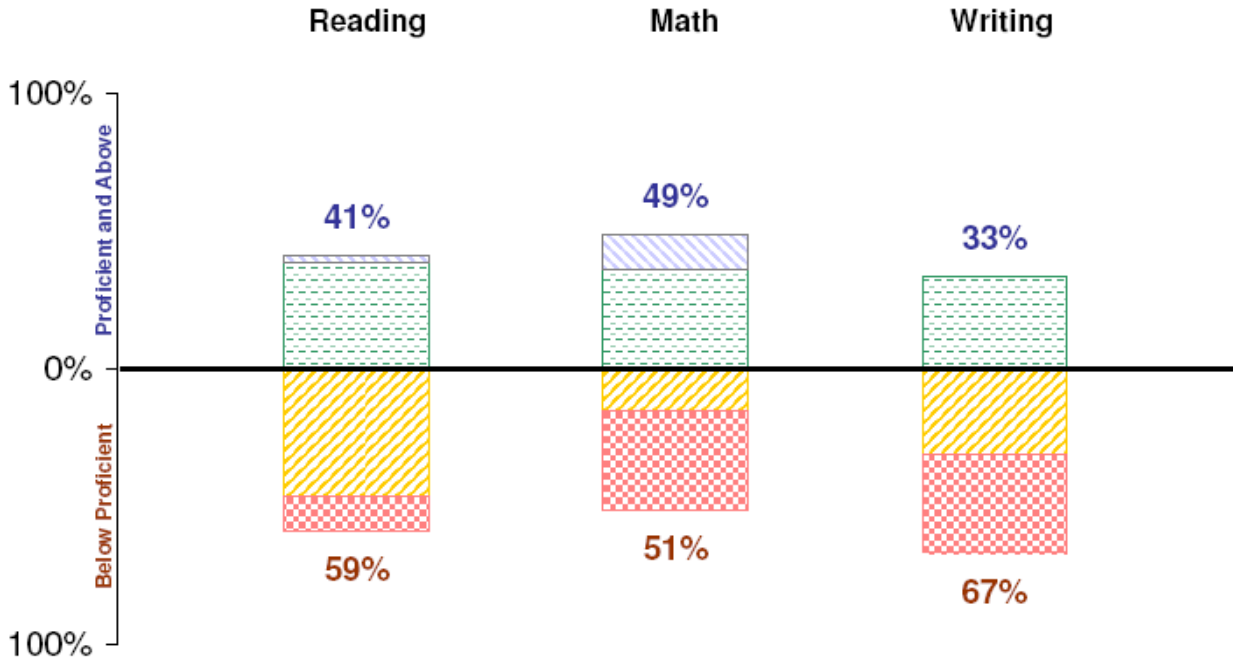
How do our female and male students compare to the state's?



	Reading				Math				Writing			
	School		State		School		State		School		State	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Number of Students	19	26	3516	3609	19	26	3489	3582	19	26	3504	3579
Proficient with Distinction	32%	12%	25%	14%	5%	0%	1%	2%	0%	0%	5%	3%
Proficient	42%	35%	50%	45%	32%	23%	28%	28%	37%	15%	43%	27%
Partially Proficient	16%	23%	17%	24%	21%	31%	30%	26%	63%	54%	43%	48%
Substantially Below Proficient	11%	31%	8%	17%	42%	46%	41%	43%	0%	31%	9%	22%
Total Above Proficient	74%	46%	75%	59%	37%	23%	29%	31%	37%	15%	48%	30%
Total Below Proficient	26%	54%	25%	41%	63%	77%	71%	69%	63%	85%	52%	70%

Fall 2007 NECAP Results Poultney High School

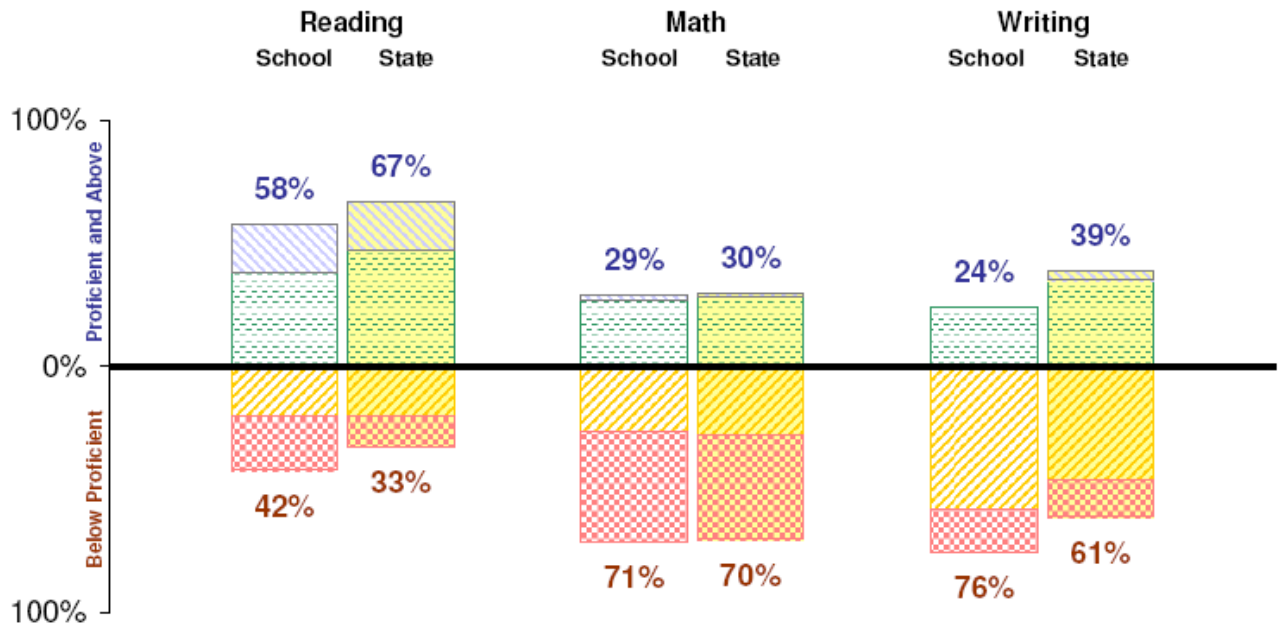
Across all the grades tested, how did our students do?



	Reading	Math	Writing
Number of Students	39	39	39
Proficient with Distinction	3%	13%	0%
Proficient	38%	36%	33%
Partially Proficient	46%	15%	31%
Substantially Below Proficient	13%	36%	36%
Total Above Proficient	41%	49%	33%
Total Below Proficient	59%	51%	67%

Fall 2007 Grade 11 NECAP Results Poultney High School

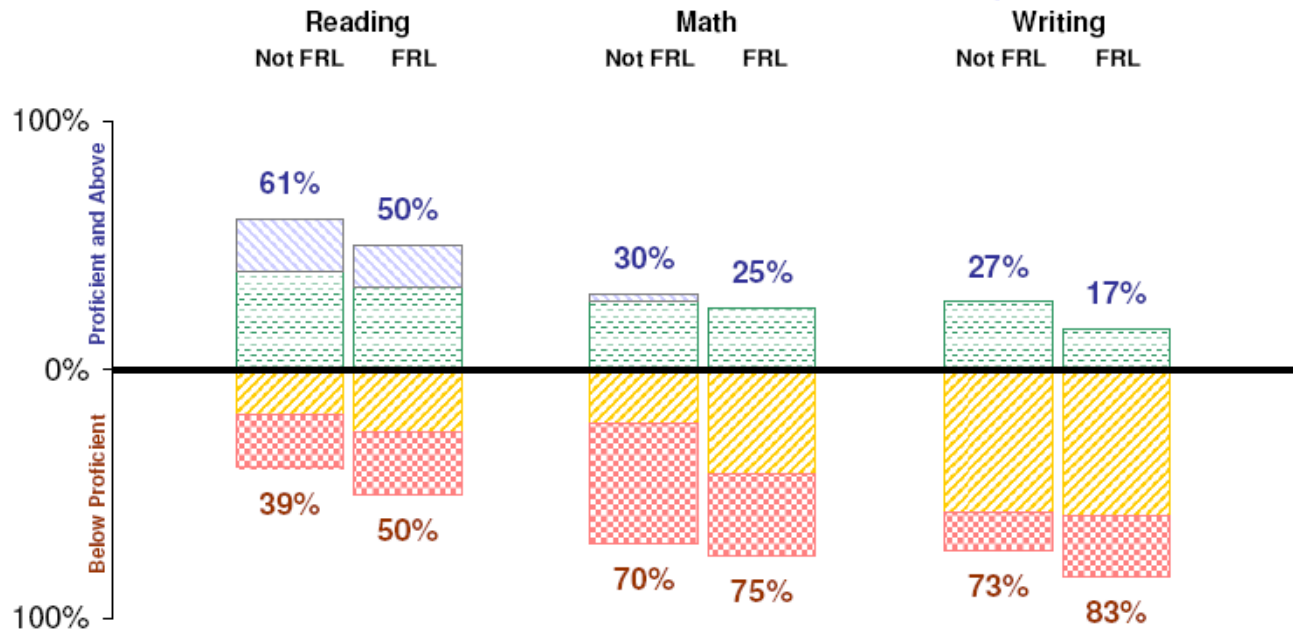
How did our students do compared to the state?



	Reading		Math		Writing	
	School	State	School	State	School	State
Number of Students	45	7127	45	7073	45	7085
Proficient with Distinction	20%	20%	2%	2%	0%	4%
Proficient	38%	48%	27%	28%	24%	35%
Partially Proficient	20%	20%	27%	28%	58%	46%
Substantially Below Proficient	22%	12%	44%	42%	18%	15%
Total Above Proficient	58%	67%	29%	30%	24%	39%
Total Below Proficient	42%	33%	71%	70%	76%	61%

Fall 2007 Grade 11 NECAP Results Poultney High School

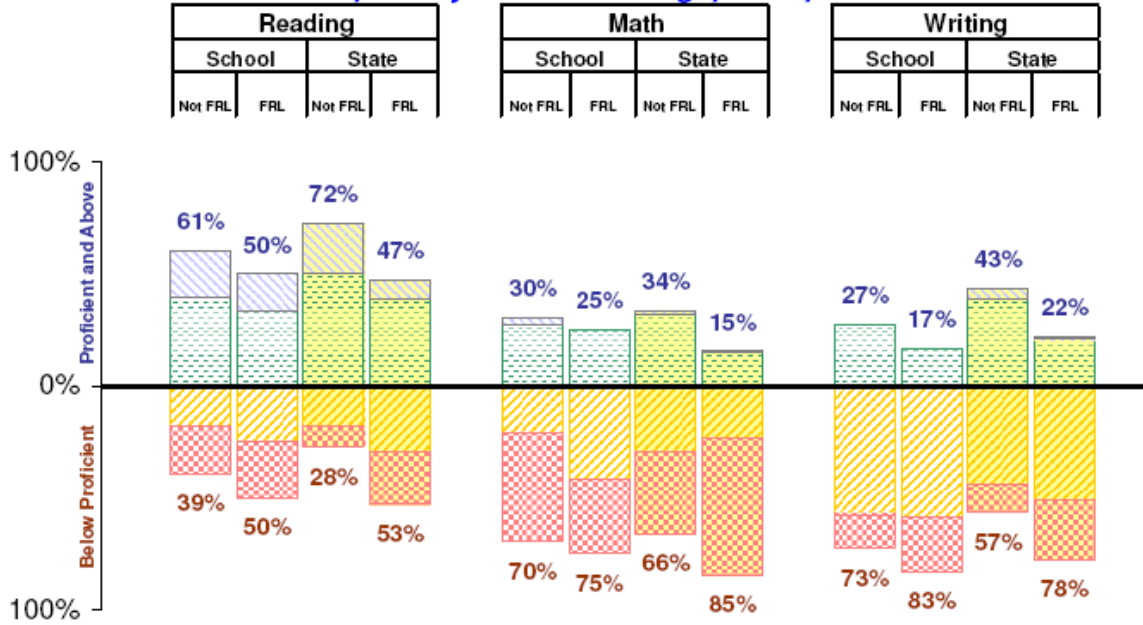
Are there differences in achievement related to family income?



	Reading		Math		Writing	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	33	12	33	12	33	12
Proficient with Distinction	21%	17%	3%	0%	0%	0%
Proficient	39%	33%	27%	25%	27%	17%
Partially Proficient	18%	25%	21%	42%	58%	58%
Substantially Below Proficient	21%	25%	48%	33%	15%	25%
Total Above Proficient	61%	50%	30%	25%	27%	17%
Total Below Proficient	39%	50%	70%	75%	73%	83%

Fall 2007 Grade 11 NECAP Results Poultney High School

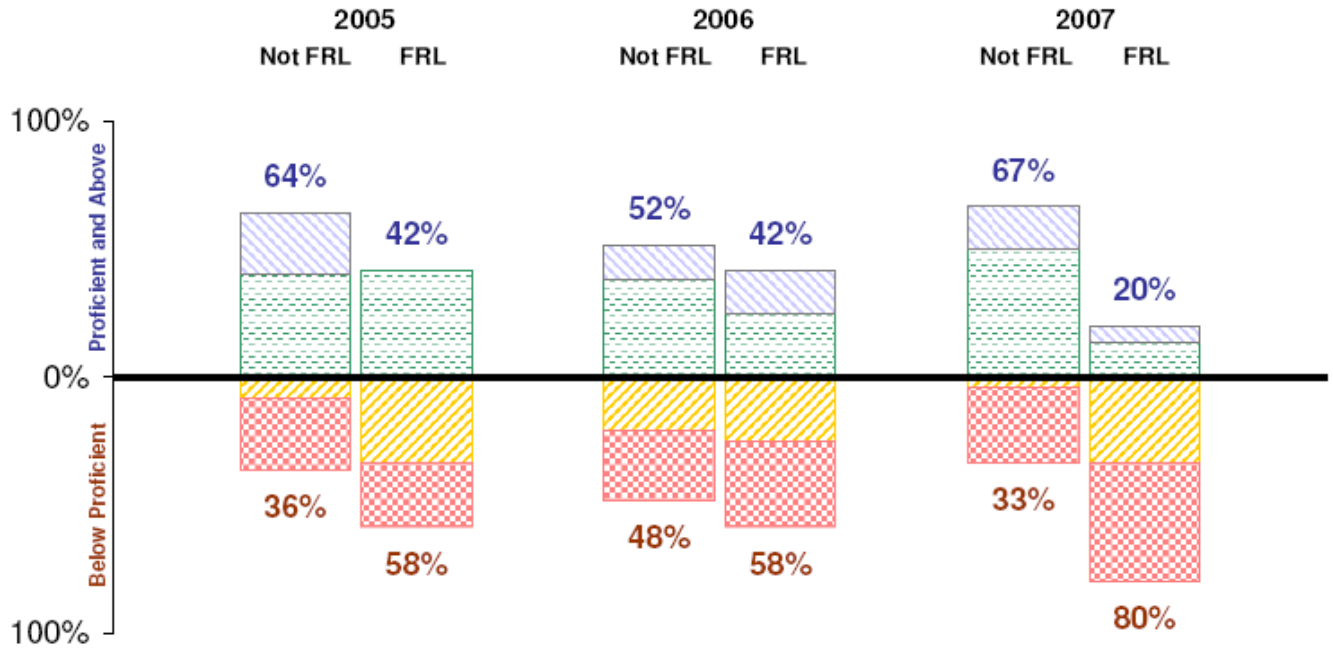
How does our school's poverty achievement gap compare to the state's?



	Reading				Math				Writing			
	School		State		School		State		School		State	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	33	12	5666	1471	33	12	5622	1451	33	12	5628	1457
Proficient with Distinction	21%	17%	23%	8%	9%	0%	2%	0%	0%	0%	5%	1%
Proficient	39%	33%	50%	39%	27%	25%	31%	15%	27%	17%	39%	21%
Partially Proficient	18%	25%	19%	30%	21%	42%	29%	23%	58%	58%	45%	51%
Substantially Below Proficient	21%	25%	10%	23%	48%	33%	37%	61%	15%	25%	12%	27%
Total Above Proficient	61%	50%	72%	47%	30%	25%	34%	15%	27%	17%	43%	22%
Total Below Proficient	39%	50%	28%	53%	70%	75%	66%	85%	73%	83%	57%	78%

Fall 2005-2007 NECAP Math Results Poultney High School

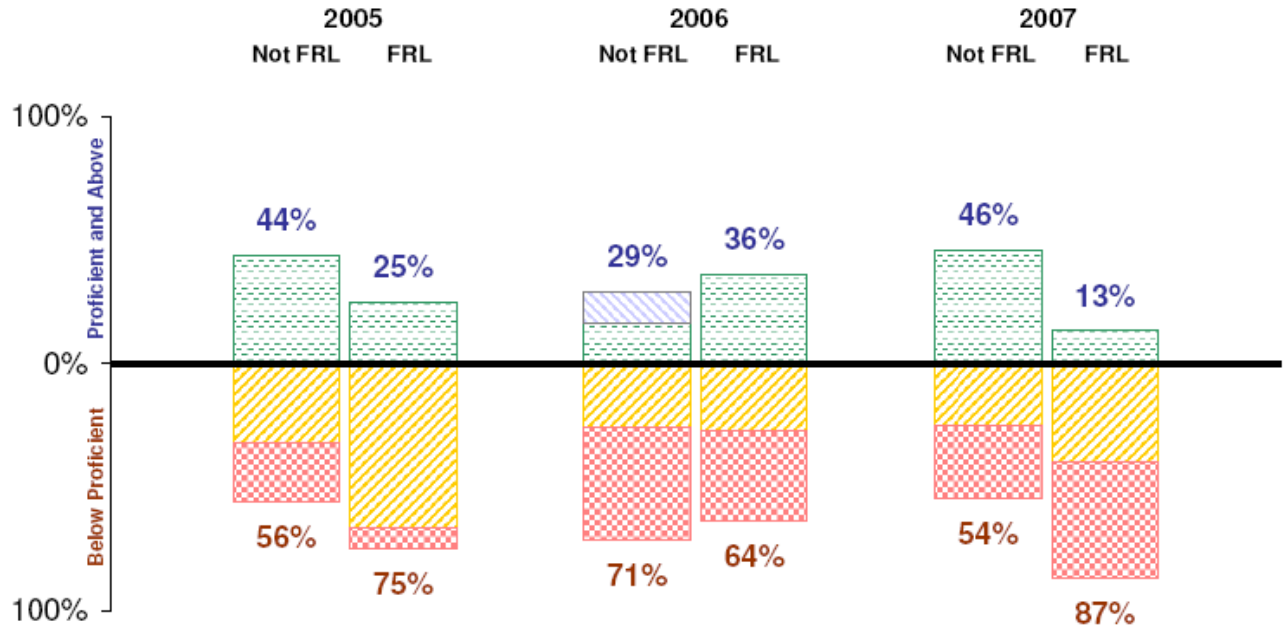
Have differences in achievement related to family income in math changed over time?



	2005		2006		2007	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	25	12	29	12	24	15
Proficient with Distinction	24%	0%	14%	17%	17%	7%
Proficient	40%	42%	38%	25%	50%	13%
Partially Proficient	8%	33%	21%	25%	4%	33%
Substantially Below Proficient	28%	25%	28%	33%	29%	47%
Total Above Proficient	64%	42%	52%	42%	67%	20%
Total Below Proficient	36%	58%	48%	58%	33%	80%

Fall 2005-2007 NECAP Writing Results Poultney High School

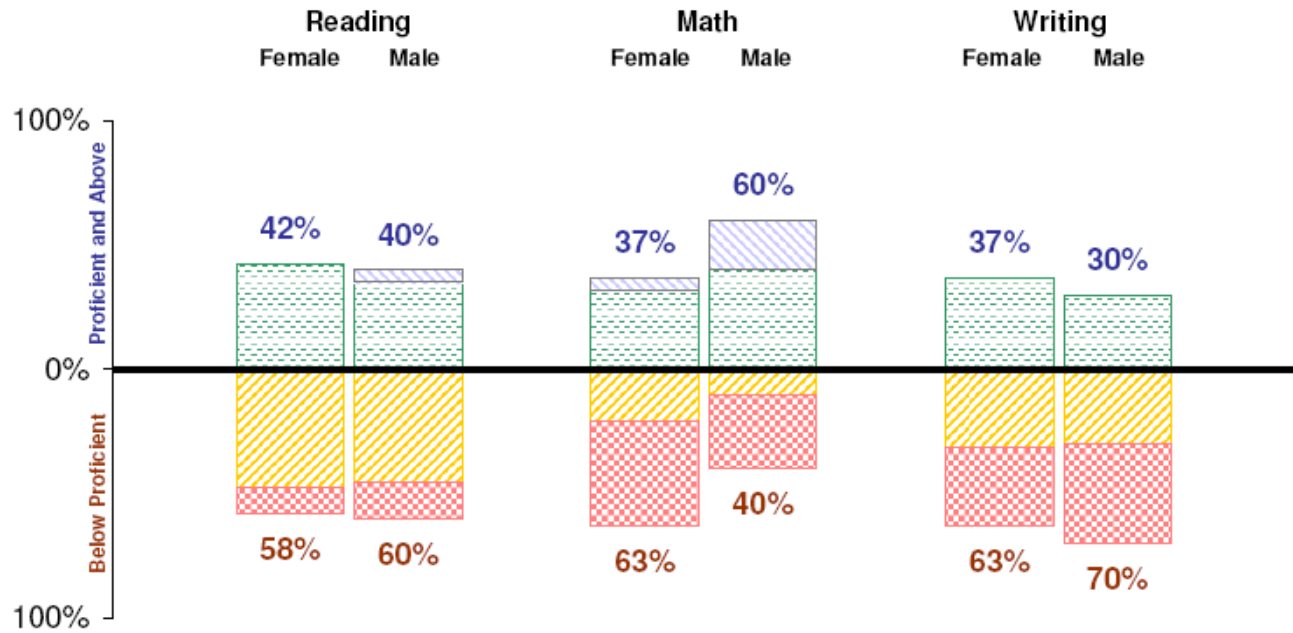
Have differences in achievement related to family income in writing changed over time?



	2005		2006		2007	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Number of Students	25	12	31	11	24	15
Proficient with Distinction	0%	0%	13%	0%	0%	0%
Proficient	44%	25%	16%	36%	46%	13%
Partially Proficient	32%	67%	26%	27%	25%	40%
Substantially Below Proficient	24%	8%	45%	36%	29%	47%
Total Above Proficient	44%	25%	29%	36%	46%	13%
Total Below Proficient	56%	75%	71%	64%	54%	87%

Fall 2007 NECAP Results Poultney High School

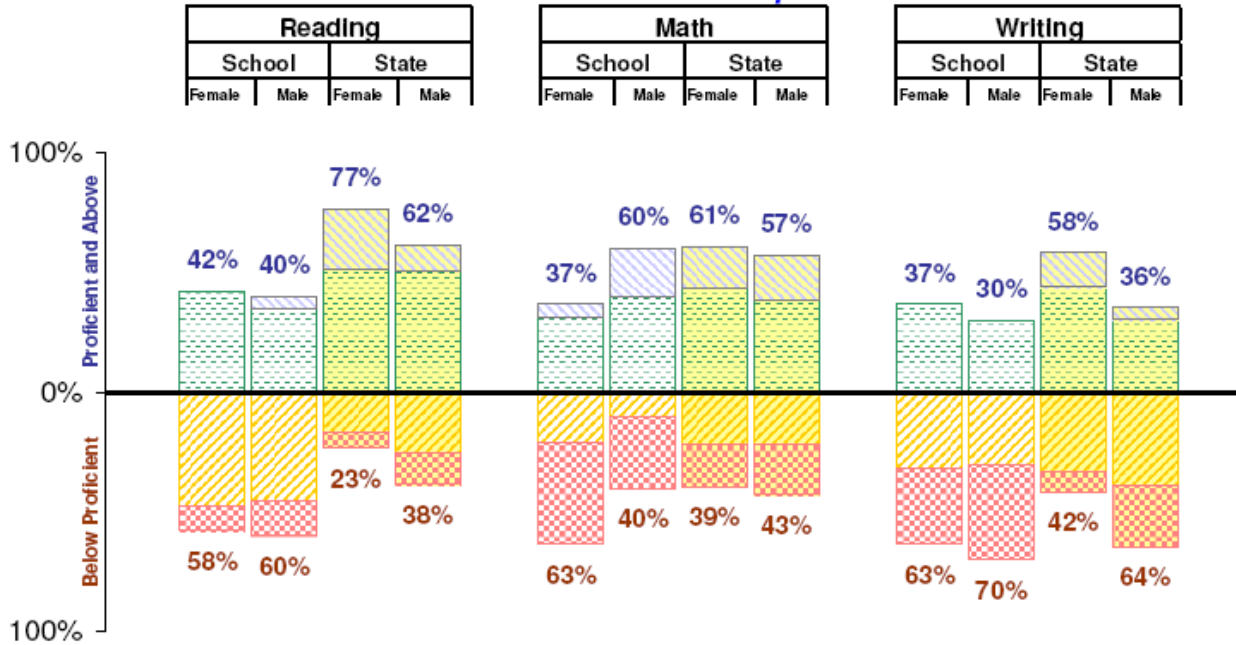
Are there differences in the achievement of female and male students?



	Reading		Math		Writing	
	Female	Male	Female	Male	Female	Male
Number of Students	19	20	19	20	19	20
Proficient with Distinction	0%	5%	5%	20%	0%	0%
Proficient	42%	35%	32%	40%	37%	30%
Partially Proficient	47%	45%	21%	10%	32%	30%
Substantially Below Proficient	11%	15%	42%	30%	32%	40%
Total Above Proficient	42%	40%	37%	60%	37%	30%
Total Below Proficient	58%	60%	63%	40%	63%	70%

Fall 2007 NECAP Results Poultney High School

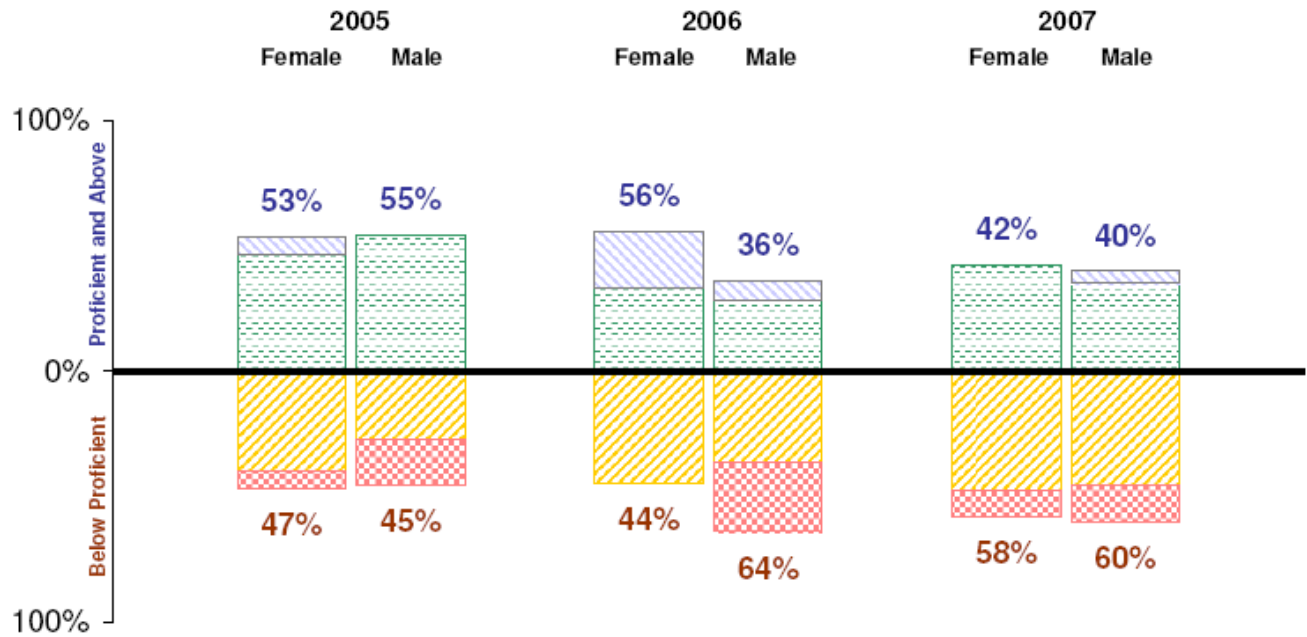
How do our female and male students compare to the state's?



	Reading				Math				Writing			
	School		State		School		State		School		State	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Number of Students	19	20	3437	3574	19	20	3437	3577	19	20	3433	3553
Proficient with Distinction	0%	5%	25%	11%	5%	20%	17%	19%	0%	0%	15%	5%
Proficient	42%	35%	52%	51%	32%	40%	43%	38%	37%	30%	44%	30%
Partially Proficient	47%	45%	17%	25%	21%	10%	21%	21%	32%	30%	33%	39%
Substantially Below Proficient	11%	15%	6%	14%	42%	30%	18%	21%	32%	40%	9%	26%
Total Above Proficient	42%	40%	77%	62%	37%	60%	61%	57%	37%	30%	58%	36%
Total Below Proficient	58%	60%	23%	38%	63%	40%	39%	43%	63%	70%	42%	64%

Fall 2005-2007 NECAP Reading Results Poultney High School

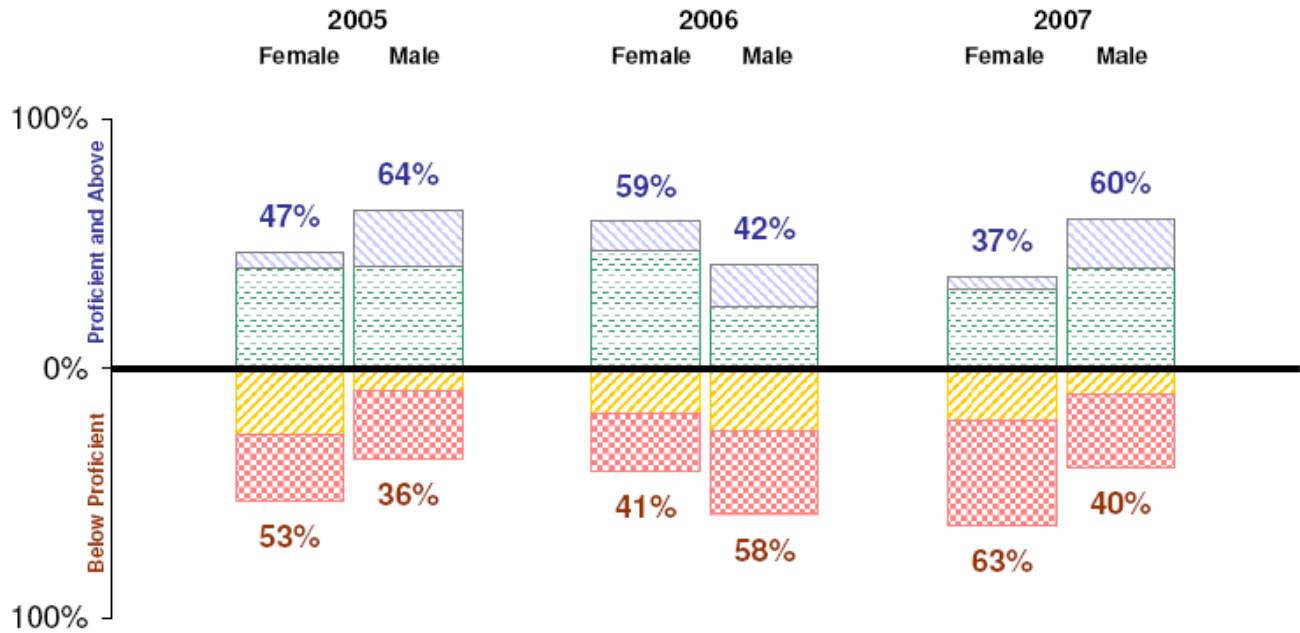
Have differences in female and male student achievement in reading changed over time?



	2005		2006		2007	
	Female	Male	Female	Male	Female	Male
Number of Students	15	22	18	25	19	20
Proficient with Distinction	7%	0%	22%	8%	0%	5%
Proficient	47%	55%	33%	28%	42%	35%
Partially Proficient	40%	27%	44%	36%	47%	45%
Substantially Below Proficient	7%	18%	0%	28%	11%	15%
Total Above Proficient	53%	55%	56%	36%	42%	40%
Total Below Proficient	47%	45%	44%	64%	58%	60%

Fall 2005-2007 NECAP Math Results Poultney High School

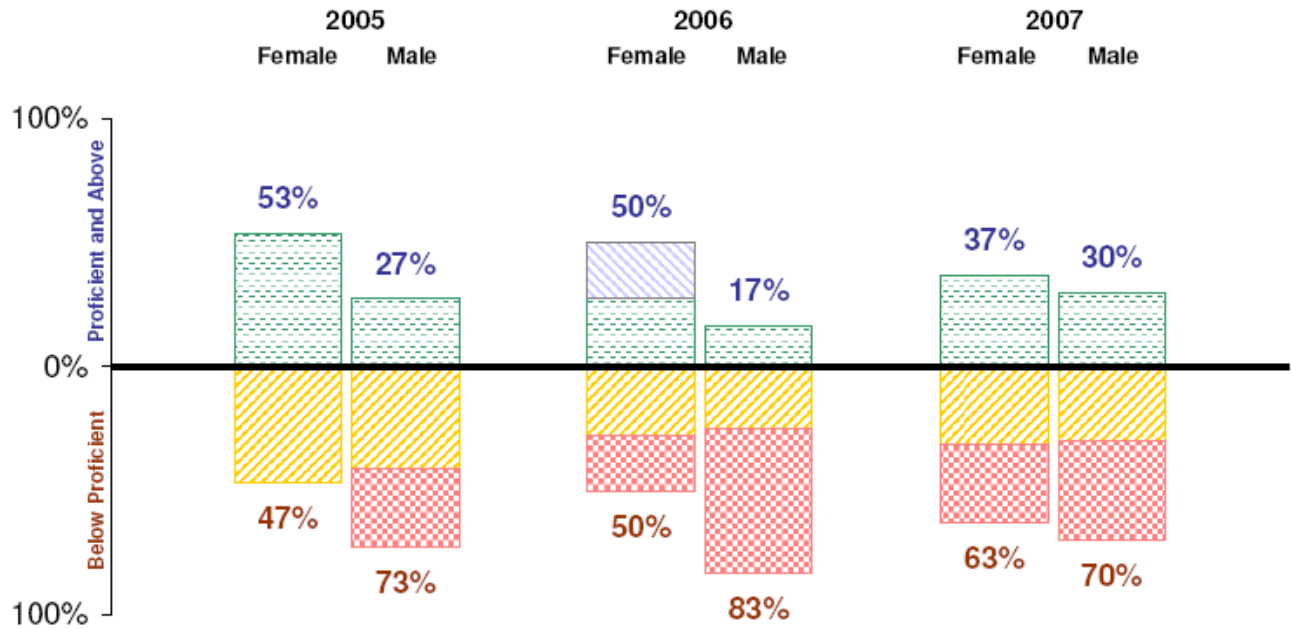
Have differences in female and male student achievement in math changed over time?



	2005		2006		2007	
	Female	Male	Female	Male	Female	Male
Number of Students	15	22	17	24	19	20
Proficient with Distinction	7%	23%	12%	17%	5%	20%
Proficient	40%	41%	47%	25%	32%	40%
Partially Proficient	27%	9%	18%	25%	21%	10%
Substantially Below Proficient	27%	27%	24%	33%	42%	30%
Total Above Proficient	47%	64%	59%	42%	37%	60%
Total Below Proficient	53%	36%	41%	58%	63%	40%

Fall 2005-2007 NECAP Writing Results Poultney High School

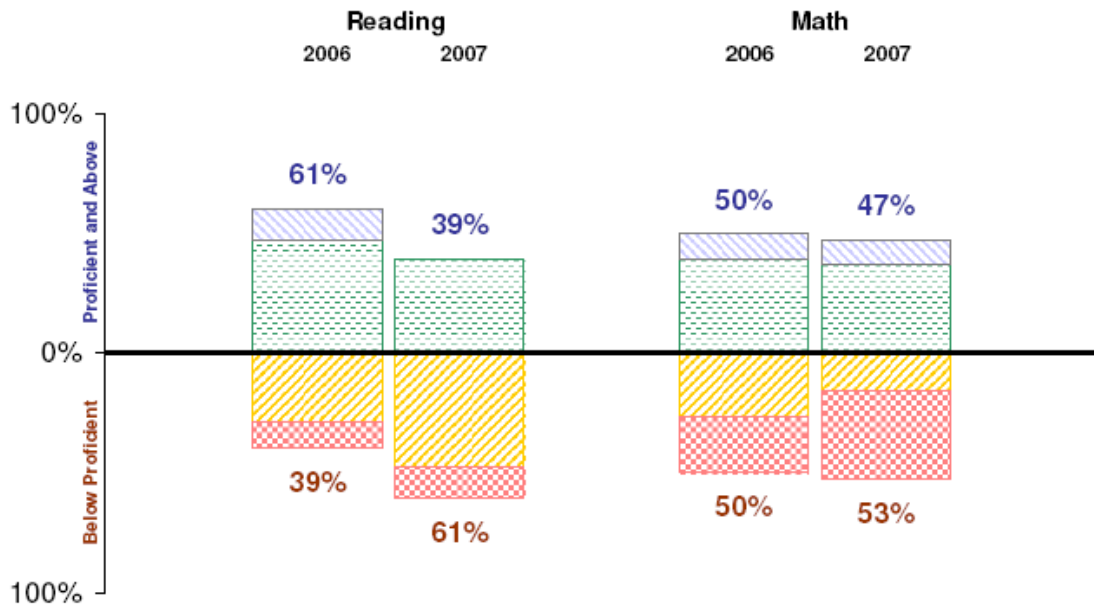
Have differences in female and male student achievement in writing changed over time?



	2005		2006		2007	
	Female	Male	Female	Male	Female	Male
Number of Students	15	22	18	24	19	20
Proficient with Distinction	0%	0%	22%	0%	0%	0%
Proficient	53%	27%	28%	17%	37%	30%
Partially Proficient	47%	41%	28%	25%	32%	30%
Substantially Below Proficient	0%	32%	22%	58%	32%	40%
Total Above Proficient	53%	27%	50%	17%	37%	30%
Total Below Proficient	47%	73%	50%	83%	63%	70%

Fall 2006-2007 NECAP Results Poultney High School

Are students who have taken the NECAP for two years showing improvement?



	Reading		Math	
	2006	2007	2006	2007
Number of Students	38		38	
Proficient with Distinction	13%	0%	11%	11%
Proficient	47%	39%	39%	37%
Partially Proficient	29%	47%	26%	16%
Substantially Below Proficient	11%	13%	24%	37%
Total Above Proficient	61%	39%	50%	47%
Total Below Proficient	39%	61%	50%	53%

* This chart revised April 18, 2008 to reflect all students that tested at the school in October 2006, and were then present at the school for the following year.

Annual School Report Card – School Year 2006-2007

Date of Report: June 17, 2008

Updated: October 1, 2008

Accountability Information

POULTNEY HIGH SCHOOL, Grades 7 – 12

JeanMarie K. Oakman, Principal

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PHS is a Checkmarked School in Need of Improvement

PHS is a checkmarked school for the first time, based on the data from the 2006-2007 school year, because students did not make adequate yearly progress, or AYP, in reading and math. This means that PHS is required, by law, to design an improvement plan. That plan is multifaceted and can be found in its comprehensive state in the 2008-2010 Schoolwide Action Plan, along with the embedded professional plans for the 2008-2009 school year.

Professional Development Plan for Improvement

1. Since PHS is a checkmarked school in *math and reading* in the *all students category*, and with that distinction comes added responsibilities that PHS is ready and willing to embrace! There will be sanctions imposed, eventually, by the state of Vermont DOE because we are now identified as a school in need of improvement. The good news is that we are always willing and anxious to improve AND we will receive additional Title 1 funds for professional development in our quest for improvement, so that more of our students can be successful at many things, including passing high stakes assessments....see there actually is a silver lining in everything, if you look hard enough!

Remember, reading, writing and problem solving are everyone's responsibility and should be happening in each and every classroom at PHS, as we believe this is essential, (and it is even written in our 2008-2010 Schoolwide Action Plan, as testimony to our commitment to school improvement). Because our lowest NECAP scores in grades 7, 8 and 11 are in reading and writing, (the same is indicated in our ACT, SAT and PSAT scores, too), we are responsible, by law, for devising a plan that will help us get better at teaching reading and writing, so our students will achieve higher scores on the mandated tests, and because we strongly believe in best practice and embedded professional development. With this in mind, we have hired **David Liben**, renowned author, speaker and educational expert, to work with PHS for at least 17 days in the FY 09 school year. Some of our PHS teachers attended an April training at CSC with David, so those folks know first-hand how skillful and dynamic he is as a middle school and high school consultant. David will help us become better teachers of reading and writing, across the curriculum, based on researched based strategies. He will also help us make the transition from old writing practices to new ways of teaching and assessing writing, (writing on demand, writing prompts, extended writing, constructed responses, etc).

David will be working with teachers, by department, in and out of their classrooms. IAs are invited to be a part of this training to some extent, as they too work with students and can benefit from David's help and direction, though their involvement will be more cursory. David will begin our embedded training with an introduction overview before the start of school. Then, he will come to PHS two days a month to work with individual teachers throughout the day. David

Inservice in PM

8:00 to 11:00 am

RSWSU Inservice at PES – 8:15 am is when the program begins; breakfast treats are available from 7:30 am to 8:15 am at PES

11:00 to Noon**

**** Bonnie is hoping to host a RTI presentation at this time.** If it happens, lunch on your own will begin an hour later, and the afternoon inservice session will begin at 1:00 pm instead of noon.

Noon to 2:00 pm

Principal’s Inservice:

Supervision and Evaluation Timeline for FY 09

***VCAT Training*

PDC Responsibilities

Define TAs

Section 504, Act 176, Act 157 Information

Special Education Time Studies

Department/Faculty/CFG Meeting Schedule for FY 09

Students on Probation

Schoolwide Action Plan

Plan for Early Release Days

Faculty and Staff Wants and Needs

Open Floor:

- a.
- b.
- c.

2:00 to 3:20 pm

Classroom Time

Monday, August 25, 2008

Inhouse Inservice

PHS

Library

8:00 to 8:15 a.m.

Coffee and Conversation

8:15 to 9:00 a.m.

Classroom Time/Team or Department Time

9:00 to Noon

David Liben, Reading and Writing Presenter

Noon to 1:00 p.m.

Lunch on your own

1:00 to 3:20 p.m.

David Liben Continues

****Please note that Jay Niles was scheduled to give a four hour ,(total time),VCAT presentation over a two day period. That has been replaced with classroom time. We are still obligated to have the training with Jay, but I will schedule this time WITH you when we discuss it on the 22nd.**

September 16, 2008: PHS Lab; 3:00 to 4:00

Unified Arts and Social Studies Departments – (about 9 people)

Michele Harmon, Brian Lynam, Melissa Kristiansen, Dawn Sarli, Clarena Renfrow, Elizabeth LeBrun, Janet Chandler, Chris Baker, James Kelley

September 30, 2008: PHS Lab; 3:00 to 4:00

Admin., Coordinated Health and Sped Departments – (about 11 people)

Jean Oakman, Joe DeBonis, Tracy Gallipo, (Secretaries of admin.: Bev Fedolfi, Karen Powers, Marie Kerber), Jasmine Beayon, Jean Pringle, Maureen Capman, Dave Capman, Katie Chase, Paul DeMarco, Kristi Hansen, Linda Smith, Bonnie Lenihan

October 7, 2008: PHS Lab; 3:00 to 4:00

Science, Language Arts and Math Departments – (about 16 people)

Gary Journak, Michael Perry, Ron Adams, Kaitlin Cioffi, Don Keagy, Scott Holliman, Doug O'Donnell, Catherine Oliverio, Linda Paquette, Trish Capron, Elizabeth Filskov, April Morse, David Gardyne, John Troy, Christie Gloss, Kyleen Martelle

Highlights of the FY 09 Calendar:

August 21, 22 and 25	Inservice Days
August 26, 2008	First Student Day for the FY 09 school year
September 23, 2008	Early Release Day – RSWSU Agenda, (Writing and RTI)
October 21, 2008	Early Release Day – Building Based Inservice
October 22, 2008	Parent-Teacher Conferences
Oct. 22 and 23, 2008	Non-School Days – Teachers' Convention
November 10, 2008	Inservice Day – RSWSU Agenda (?)
January 14, 2009	Early Release Day – Building Based Agenda
March 19, 2009	Early Release Day – Building Based Agenda
May 14, 2009	Early Release Day – RSWSU Agenda, (Writing and RTI)
June 16, 2009	180 th Student Day – Projected
June 19, 2009	PHS Graduation – Projected
(5 inservice days, 5 early release days, 180 student days, 185 teacher days)	

Please note that the early release days for professional development will be established at a later date, both at the local and supervisory union levels.

September 23, 2008

Improvement Plan for a Checkmarked School – PHS Year 1

Poultney High School has been identified by the state of Vermont as a checkmarked school for not making AYP in reading and math, for special education and our free and reduced populations. PHS has worked collaboratively with a host of people, in and out of the educational community, to develop an Action Plan FY 09 and FY 10. This plan address three comprehensive goals and ways the school intends to meet those goals. This plan is available to the public in hard copy, or it can be viewed on the PHS Website. PHS has decided to create an addendum to the Action Plan called the Improvement Plan for a Checkmarked School – PHS Year 1:

1. Follow individual students, over time, in an effort to monitor their progress and apply interventions and support, as needed, (which may include pre and post testing and other assessments; before and after school support; Homework Club; After School Study Halls; Title 1 Tutorials; Math Club; extra help from teachers from 2:25 to 3:20 pm; and data driven trainings and decision making opportunities). Progress will be measured by participation in the extra programs created to offer student support, listed above, and by NECAP, SAT, ACT, AP, Grade Reports, and Honor Roll data.
2. Provide professional development for teachers and others in reading, writing and math, (including opportunities to attend workshops, classes, Network meetings, and supervisory

union trainings for Response to Intervention, VCAT, Aimsweb and Differentiated Instruction). Progress will be measured by feedback from teachers, and demonstrated use of new learning.

3. Purchase new materials and resources to foster achievement for our at-risk population, (using grant funding sources, as well as federal funds and local monies, much of which will be tied to our professional development opportunities). Use data such as criterion referenced testing, local, state and national assessments to determine if our purchases have had a positive impact on increasing student success and achievement.

JeanMarie K. Oakman
PHS Principal
June 17, 2008
October 1, 2008

Poultney High School (Rutland Southwest S.U.)

Did not make AYP for the first time.

READING Did not make AYP for the first time.

Did not meet requirements in Reading for all students, white students.

MATH Did not make AYP for the first time.

Did not meet requirements in Mathematics for all students, white students.

Academic Indicator

Met the Academic Indicator.

Participation

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Graduation Rate (6)	Still Enrolled (7)	Total Students (8)	Percent Tested (9)
All Students	NO	NO	YES	YES	50	88%	0%	128	100%
Not Free/Reduced Lunch (For Reporting Only)					31	100%	0%	71	100%
Free/Reduced Lunch	N<40	N<40		YES	19	68%	0%	57	100%
Without Disability (For Reporting Only)					++	++	++	101	100%
With Disability	N<40	N<40		N<40	++	++	++	27	100%
African American	N<40	N<40		N<40	0			++	++
American Indian/Alaskan Native	N<40	N<40		N<40	0			0	
Asian	N<40	N<40		N<40	0			0	
Hispanic or Latino	N<40	N<40		N<40	0			0	
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	0			0	
White	NO	NO		YES	50	88%	0%	++	++
Not English Language Learner (For Reporting Only)					50	88%	0%	++	++
English Language Learner	N<40	N<40		N<40	0			++	++

- 1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the one-year index.
- 2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the one-year index.
- 3-Accountability decision for the Academic Indicator. School's Graduation Rate must be 72% or higher for All Students. No decisions are made for subgroups.
- 4-Accountability decision for Participation. Schools must have a participation rate of 95% for any group in which there are 40 or more students in the testing cohort.
- 5-Number of students in the Academic Indicator.
- 6-Academic Indicator for All Students is Graduation Rate.
- 7-The percentage of students from the graduation cohort who were still enrolled in the school at the end of the four year period.
- 8-Total number of students in Participation Rate calculation. This is the total number of students enrolled at the school during the testing window.
- 9-Percentage of students tested.

Poultney High School (Rutland Southwest S.U.)

Reading Achievement Index					
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Met AYP (14)
All Students	435	83	404	407	NO
Not Free/Reduced Lunch (For Reporting Only)		51	422	400	
Free/Reduced Lunch	435	32	375	390	N<40
Without Disability (For Reporting Only)		66	430	404	
With Disability	435	17	301	374	N<40
African American	435	++	++	++	N<40
American Indian/Alaskan Native	435	++	++	++	N<40
Asian	435	0			N<40
Hispanic or Latino	435	0			N<40
Native Hawaiian/Pacific Islander	435	0			N<40
White	435	++	++	++	NO
Not English Language Learner (For Reporting Only)		83	404	407	
English Language Learner	435	0			N<40
Math Achievement Index					
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Met AYP (14)
All Students	394	83	354	361	NO
Not Free/Reduced Lunch (For Reporting Only)		51	360	352	
Free/Reduced Lunch	394	32	344	341	N<40
Without Disability (For Reporting Only)		66	384	357	
With Disability	394	17	235	321	N<40
African American	394	++	++	++	N<40
American Indian/Alaskan Native	394	++	++	++	N<40
Asian	394	0			N<40
Hispanic or Latino	394	0			N<40
Native Hawaiian/Pacific Islander	394	0			N<40
White	394	++	++	++	NO
Not English Language Learner (For Reporting Only)		83	354	361	
English Language Learner	394	0			N<40
10-Annual Measureable Objective (AMO): the target that schools are expected to meet in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014. 11-Number of students included in index. 12-Reading index includes NECAP reading results and math includes NECAP math results. 13-Lower Confidence Boundary of the AMO confidence interval; if a school's index is on the LCB or higher, the school meets AYP on its index. 14-No AYP decisions are made for subgroups with N<40.					

Annual School Report Card – School Year 2006-2007

Date of Report: June 17, 2008

Teacher Information

POULTNEY HIGH SCHOOL, Grades 7 – 12

JeanMarie K. Oakman, Principal

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Teacher Information

All PHS Teachers in FY 07 had endorsements in the areas in which they instructed, making them Highly Qualified Teachers, or HQT.

It was incorrectly reported to the Vermont State DOE, that our French Teacher was teaching a Spanish class in FY 07, which was not the case. As a result, it was reported that we had .57%, (the equivalent of one teacher), as non-highly qualified or Non-HQT. The RSWSU has validated that this teacher was in fact HQT during this school year.

**JeanMarie K. Oakman
PHS Principal
June 17, 2008**

Annual School Report Card – School Year 2006-2007

Date of Report: June 17, 2008

English Language Learner Information

POULTNEY HIGH SCHOOL, Grades 7 – 12

JeanMarie K. Oakman, Principal

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English Language Learners

In FY 07, PHS provided ESL services and opportunities to one student.

**JeanMarie K. Oakman
PHS Principal
June 17, 2008**