

Hartford School–Community Profile

2012-13

Hartford School-Community Profile

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Dear Hartford School Community,

Wow, what a year 2011-12 proved to be for all us in the schools! My first in the district as your new Superintendent was, literally, without a dull moment. Many exciting new initiatives were started, all of which will greatly enhance the strong foundation that make our school district so great. You should be proud of what so many teachers, support staff, community members and parents have worked for so long to create...a vital community of learning.

The Hartford Schools Community Profile is an annual project that attempts to provide some specific data about how our students perform on district and state assessments, what they indicate as their interests and the ways they participate in athletics and extra-curricular activities and their opinions about what effects their decisions and impacts their lives. We also provide an overview of district resources and support systems as well as a glimpse of our goals and aspirations as we strive to prepare our youth to be competitors in the world in which they will live. Our goal is to greatly expand on our reporting and we encourage you to provide your input and suggestions about what you would like to know about the Hartford Schools.

While a great deal of this report is focused on student performance on different standardized assessments, these assessments are not the end all or be all of student performance or a great school system. These scores are a single snapshot of student performance on a given day in a specific format. Not everyone performs well in this formal testing situation. However I do feel that all of our students, through the help and support of our staff, try their hardest to do their best on the day of the assessment. Also, rest assured, all of us in the Hartford Schools will not stop striving for excellence on these assessments.

Thank you for your interest in our school system and the support that you provide us throughout the year. Please don't hesitate to contact me or anyone in the school system if you have an idea that you want to share or a concern or a criticism that you would like heard and addressed.

Thomas DeBalsi
Superintendent of Schools

Hartford School District's Universal End Policy

In July 2009, the Hartford School board officially adopted the following "Universal End", along with an accompanying set of specific "Ends Policies" that describes the aspirations we all have for our students while clearly stating what each graduate should know and be able to do.

The Universal End statement:

Students will graduate from the Hartford School District equipped with a diverse set of knowledge and skills – achieved through a combination of classroom-based, hands-on, and peer-to-peer learning – that will provide them the foundation to excel in future endeavors.

In pursuit of this Universal End, the Hartford School Board has identified the Ends Policies on which the District should focus its:

Academic Excellence

Students will perform at a high level in these crucial areas of academic expertise: reading skills for information and interpretation; written and verbal communication skills; problem-solving skills based on mathematical, scientific and social-scientific knowledge demonstrated through application; and skills developed through broad knowledge of the arts and humanities. Students will participate in and understand the benefits of collaborative learning.

Technology/Information Skills

Students will be proficient in a variety of techniques in ways that are responsible, respectful, and enhance both academic and life skills. Students will be able to critically assess and interpret information, and to communicate that information to others using appropriate technologies.

Life Skills

Students will demonstrate the ability to develop long-term life goals, to plan for their future, to cooperate with others, and to live independently within and adapt to an ever-changing world. They will be able to identify problems and determine the resources and people necessary to help solve them. Students will demonstrate the qualities essential for succeeding within and outside of the school setting, including integrity, tolerance, self-motivation, work ethic, intellectually curiosity, and respect for themselves and others.

Health and Well Being

Students will develop personal and social skills and behaviors that will support their physical, emotional and mental well-being. Students will demonstrate an understanding of how nutrition, exercise and athletics, creative outlets, self-reflection, and personal relationships contribute to a healthy, well-adjusted and productive person.

Citizenship

Students will demonstrate an understanding and appreciation of how their actions integrate with broader society, and will participate actively and positively within their school and community. Students will demonstrate an understanding of citizenship and its essential qualities, including leadership, critical thinking, self awareness, and respect for multiple viewpoints.

Global Awareness

Students will demonstrate an understanding and appreciation of the economic, political, environmental, and cultural changes occurring in the global scale, and how these changes impact their communities

Community Profile

Selected Indicators (using most recent available data)

Total School Enrollments

Number of Students Enrolled*

	1991	1996	2001	2006	2011	2012
Pre-K-5	848	870	814	812	684	698
Grades 6-8	356	439	451	358	343	356
Grades 9-12	610	721	769	745	634	600
Career & Technical Center***	192	216	223	194	221	221
Other****	-	30	46	52	44	45
Total	2006	2276	2303	2161	1926	1920

* Data from January of the particular year.

*** Number HACTC students from sending schools

**** Number reflects students in the Hartford Autism Regional Program (HARP), Regional Alternative Program (RAP)

Percent of Children in Schools Receiving Free or Reduced Hot Lunch

January 2012	Total
Dothan Brook	31%
Ottauquechee	35%
White River	48%
Hartford Memorial Middle	31%
Hartford High	23%
Hartford SD	31%
State of VT	40.77%

Enrollments in Special Education and Other Support Programs

Hartford School District provides individualized services and accommodations for children who are eligible for specific programs under state and federal law. Children eligible for special education require unique instruction that is outlined in an Individualized Education Program (IEP). Students eligible under Section 504 of the Federal Rehabilitation Act of 1973 have a disability and require accommodations to the program or setting. Children receiving supplemental support may not have a disability; however, they are performing significantly below their peers and need additional assistance.

	2010	2011	2012
Special Education	19%	17%	15%
504	7%	8%	7%
Supplemental	5%	-	5%
Title 1 (Gr. 1-5)	6%	6%	5%

Data through January of each year.

Data include students who are tuitioned to Hartford Schools

Data does not include Pre-K and HACTC students

Dothan Brook School
2300 Christian Street
Wilder, VT

Grade Levels: Kindergarten through Grade 5

Student Population: 241

Average Class Size: 15

Number of Classes: 16

Principal: Rick Dustin-Eichler

Website: DBSVT.com

Facebook: Dothan Brook School

The Dothan Brook School is dedicated to the creation of a learning community that helps every child grow socially, emotionally and academically. In 2008, the school adopted the Positive Behavior Interventions and Supports (PBIS) program. The PBIS program promotes the creation of a caring, safe, and responsible student body through the explicit teaching of expected behaviors, reinforcement of positive student behavior and the continuous re-teaching of expectations based on identified needs. In recognition of the school's success, in the fall of 2012 DBS was recognized as an "Exemplar School" by the Vermont Agency of Education and received a formal commendation from the state's commissioner of education, Armando Vilaseca. Academically, students have access to a wide array of resources and experiences that nurture intellectual curiosity and growth including field-based science units, technology infused learning, data-driven guided reading programs, a Farm-to-School and America Reads partnerships with Dartmouth College, and access to an instrumental music program. Dothan Brook's students also benefit from an active Parent Teacher Organization that facilitates a walk and ride to school program, family movie nights, Operation Warm and Cozy and screen time turn-off week.

To highlight a couple Dothan Brook events:

- This past fall WCAX featured a 5th grade interdisciplinary project in which the students interviewed Hartford citizens about the importance of voting and tracked the data using iPads (<http://www.wcax.com/story/20019089/civics-lesson-for-upper-valley-students>).
- The physical education program expanded their offerings to include a bike safety program through VT Safe Routes to School and golf unit in collaboration with the VT Golf Association.
- While studying bullying, the 4th grade created an interpretative dance to the book Good-Bye Bully Machine by Debbie Fox (<http://youtu.be/TTpeCzfnFc>). After a spirited debut at a DBS assembly, they were invited to South Royalton to perform the dance for their student body.
- As extra-curricular activities, DBS students performed two choral programs and the play "CSI Fairy Tale Unit".
- In a partnership with Dartmouth's Big Brother/Big Sister program, 12 DBS students were matched with Dartmouth student mentors.
- Finally, Diana Leddy from the Vermont Writing Consortium worked extensively with the faculty to align writing instruction with the Common Core State Standards.

Looking toward the 2013/2014 school year, the Dothan Brook School is excited to continue to refine and expand its current programs and curriculum. In specific, in June a team of teachers, administrators and community members will attend a PBIS conference in Killington, VT with the goal of expanding the school's current behavior system to better support students who exhibit persistent behavioral challenges. In addition, to improve math instruction the school will examine and implement an early identification and intervention process for students who are beginning to fall behind in their math skills development. Lastly, teachers will follow-up on the work in the area of writing instruction that was started this year.

Ottauquechee School
304 Dody Lane
Quechee, Vermont

Grade Levels: Pre-Kindergarten through grade 5

Student Population: 248

Average Class Size: 17

Number of Classes: 15

Principal: Amos Kornfeld

At the Ottauquechee School, we believe that in order to lead productive and satisfying lives, our students must develop a full complement of lifelong skills: social, emotional, physical and academic. As a community of learners, we build our sense of belonging and social responsibility by supporting a safe and healthy school climate, advocating learning for all students and adults. We value and emphasize academic and social skills. We are proud of our school's safe and respectful school climate and the expected use of appropriate social skills by everyone. Within this context, as a learning community, we have adopted common instructional goals and specific strategies to improve student learning.

One of our school improvement goals plan involves improving student performance in math skills and understanding. Teachers use the Bridges mathematics program and supplement this with hands-on math activities, online programs and assessments. We utilize the district's math teacher leader to work with teacher teams to examine student work, analyze assessment data, and align our curriculum and practice to the Common Core. This year we have also utilized Title I funds to provide additional math instruction to students who need extra support to meet the standards.

Our second improvement goal is to maintain a school climate that teaches and reinforces respect, responsibility, readiness to learn and safety. This year OQS has been recognized as a PBIS (Positive Behavioral Interventions and Supports) School of Distinction. The Ottauquechee School community maintains high expectations and a positive school climate to support academic and social growth for all students. We teach and empower all children to make appropriate behavioral choices. We respond to student behavior with positive intervention and respect. Students, family, and school staff collaborate to maintain a respectful school environment.

We use a wide variety of teaching and learning strategies and programs in our language arts instruction. These include: Fontas and Pinnell, the painted paragraph and painted essay, Framing Your Thoughts, literature circles, leveled reading books, reading and writing journals and more. Language arts is integrated throughout the curriculum, especially in science and social studies where teachers develop and implement inquiry based science and social studies lessons and units that correspond with our curriculum and Vermont's Grade Level Expectations.

In addition to daily opportunities for physical activity, creative endeavors, and an open library book exchange, each student participates in physical education class twice per week; art, music, and library once per week; and students in grade 5 have the opportunity to take weekly instrumental and band lessons.

We offer afterschool enrichment programs such as a Ski/Snowboard program that meets Friday afternoons in the winter, a garden club, Girls on the Run, Boys on Mountain Bikes, an outing club called Wolves on the Prowl, and the Hartford Afterschool Program (HASP) offers a daily program.

Supportive parents value and support our priorities for student learning. Many parents volunteer in classrooms and throughout the school. Our Parent-Teacher Organization provides guest artists, grants for teachers, field trips, ski/snowboarding, gardening and much more.

White River School
104 Pine Street
White River Junction, Vermont

Grade Levels: Pre-kindergarten through grade 5

Student Population: 213

Average Class Size: 16 (grades K-5), 13 (pre-K)

Number of Classes: 2 sessions of pre-K, 12 classes of K-5

Principal: Sheila Powers

The White River School is comprised of hardworking students and an equally hardworking, dedicated staff. Our students are fortunate to have teachers and paraprofessionals with diverse and extensive teaching skills. All of our teachers meet the State of Vermont's Highly Qualified Teacher status. Additionally, the health services team and school counselor collaborate extensively with the teaching staff to meet the needs of our students.

White River School teachers deliver curricula that align with the VT State Standards and they have dedicated significant time this year to learning the new Common Core State Standards. Historically WRS students have performed well on state-wide testing which has not been easy. Federal legislation called No Child Left Behind (NCLB) has set standards that require ALL students in grades 3 and up to meet proficiency in reading and math regardless of disability and/or personal circumstances such as poverty. It has become increasingly difficult each year for students to meet proficiency standards as the achievement bar (which measures proficiency) has risen since 2005.

This year's NECAP results show that of the 3rd – 5th graders tested

- 74% met or exceeded reading standards
- 74% met or exceeded math standards
- 88% met or exceeded the writing standard (grade 5 only)
- 76% met or exceeded science standards (grade 4 only)

Of the WRS 3rd-5th graders tested this year through the New England Common Assessment Plan (NECAP) 23% received approved accommodations through a 504 plan or Special Education services. Our current statistics show that 49% of our total K-5 students live at the poverty level which is defined by the State of Vermont as receiving free or reduced lunch.

When students are not demonstrating proficiency in meeting the Vermont State learning standards interventions are put in place. These interventions include:

- Title I reading and mathematics support by two Title I teachers and a full time paraprofessional
- A highly collaborative approach to specialized services by special educators and regular education teachers as outlined in Individual Education Programs
- Morning homework support groups
- Individual support and small social skills groups taught by our school counselor and a part time mental health clinician
- Weekly class council classes taught by our school counselor

- Structured homework support after school
- Structured recess groups to increase social interactions and peer relationships

The White River School students also have quality enrichment opportunities that include:

- Ongoing student enrichment opportunities which may include an artist in residence, school-wide trips to Boston, and family events which are supported entirely by our dedicated Parent Teacher Association.
- Student-motivation and reinforcement programs, including WRS Student Recognition, WRS Helpers, and consistent school-wide expectations for students' behavior and work habits
- Family Book Discussion Clubs several times each year: Families and their child read the same book and then have evening book discussion groups facilitated by WRS staff members.
- *Everybody Wins* reading mentor program, the largest in the state of Vermont with 110 mentors visiting our school weekly to promote literacy and providing healthy role models for our students.
- Related Arts programs including library, physical education, art and music/dance with students performing two concerts annually. Students receive art, music, physical education and library services weekly.
- A partnership with the Creative Lives After-School Program (CLASP) which runs Mon-Friday and provides enrichment programs such as: music, art, creative science, circus and theater arts for students as well as 1:1 instrumental band lessons. Any student K-5 can attend CLASP. Since we are a VT licensed child care provider we work with Bright Futures to provide a sliding fee scale to those who qualify. The CLASP staff provides WISE education (Wise, Inspired, Self Aware, Engaged).

Hartford Memorial Middle School
245 Highland Avenue
White River Junction., VT 05001

Grades: 6-8

Student Population: 340

Average Class Size: 18

Principal: John Grant

Assistant Principal: Heather Cleveland

The Hartford Memorial Middle School is an educational community where the qualities of academic rigor are closely valued and coupled with the healthy development of emotional and physical health of adolescents. Our students' day begins with a 20 minute advisory period designed to build community, promote social skills, establish a pleasurable climate, and create a supportive learning environment. Using a middle school team-teaching model, our academic program is centered on building a strong foundation of technology, numeracy, and literacy skills. In addition to core subjects, we also offer music, art, family consumer science, design technology, French and Spanish as well as literacy and math support. Each team covers the same academic standards and basic curriculum in their own distinctive style and blend of interdisciplinary and community place-based projects. As a school, we strive to teach students to work together, to interact positively with each other and adults, to respect other people, and to behave as responsible members of our school community. We've initiated student-led parent conferences where students review a portfolio of their academic work across all content areas.

We offer our students a diverse blend of programs and activities with opportunities to make new friends, while putting an emphasis on fostering respect, tolerance, community building, and school spirit. The school year is punctuated by special events such as a read-a-thon, field trips, Winter Carnival, author visit, open houses, concerts, Cultural Fair, History Fair, talent show, spring musical extravaganza, and Field Day. In 7th and 8th grade, we offer a range of interscholastic athletics (with a no cut policy) comprising of football, soccer, field hockey, tennis, track and field, basketball, baseball, and softball. Club and specialty activities include student council, Teen 2 Teen, art club, rock climbing, jazz band, school band, chorus, TSA - Technology Student Association, yearbook, library book club, mentor programs, cross country running, summer writing camp, and more! To some it up in the words of one of our students, "There's something for everyone"!

Hartford High School
37 Highland Avenue
White River Junction, VT

Grade Levels: 9-12

Student Population: 620

Average Class Size: Varies depending upon subject and level – 12 to 22 would be normal range for most classes.

Principal: Joseph D. Collea, Jr.

Hartford High School will experience several significant changes in its scheduling format with the advent of the 2013-2014 school year. (1) the end of the school day will be 2:45 pm, an addition of 25 minutes; (2) four days will start with an advisory periods; (3) there will be four regular blocks comprising the school day, and (4) a special 50-minute H-block, wrapped around the lunch period, that provides a time when music offerings will occur, and students may seek assistance from any of their teachers. In addition to the schedule, a significant change will occur in the curricula wherein freshmen will take English and Mathematics daily for the entire year instead of a single semester. Though the total of 26 credits will remain consistent at present, students would have the opportunity under the new format to take 36 courses rather than the 32 currently possible, selecting from a catalog of over 100 offerings at the high school. Also in the mix for those seeking additional learning experiences that might be considered of the more non-traditional variety: Dartmouth courses can be accessed by upperclassmen; online subjects can be taken through the Vermont Virtual Learning Corporation; 14 sequences of study are offered in the Hartford Area Career and Technology Center; independent study opportunities can be arranged, and off-campus internships can be set up.

To assist its students academically, Hartford High School maintains three computer labs, as well as several mobile laptop units. The introduction of a campus-wide wireless system will also be available to expand internet access possibilities. An Academic Resource Center, a limited summer school, and the alternative QUEST program provide varying types of support to help students remain on track for graduation. In addition to the technological and programmatic assistance available, Hartford High maintains a well-trained support staff comprised of five school counselors, a behavior interventionist, a drug and alcohol counselor, a school resource officer, and a school-based clinician. The parent/student portal of Infinite Campus, a computer-based records management system, enables monitoring of a given individual's progress in his/her classes.

A varied course of study and a solid system of support would accomplish very little on their own. However, when a highly-competent faculty is present to tie the whole effort together, then students have at their disposal an integrated educational environment which will provide the necessary structure for them to achieve according to their abilities, desires, and goals. With the classroom acting as a focal point for the primary learning experience, it should be noted that there is a prevailing belief in the institution that many worthwhile opportunities also exist through co-curricular activist to both broaden and deepen the physical and social development of students.

Hartford Area Career and Technology Center
1 Gifford Road
White River Junction, VT

Grade Levels: 11th & 12th with one program for 10th grade students

Student Population: 335

Average Class Size: Level II programs = 12; Level I programs = 16

Number of Programs: 14

Director: Doug Heavisides

The Hartford Area Career and Technology Center (HACTC) serves students from Hanover, Hartford, Lebanon, Mascoma, Windsor, and Woodstock High Schools. In addition, the HACTC also serves students from Rivendell Academy, Thetford Academy, Sharon Academy, Mid-Vermont Christian School and home-study students. We strive to be the educational hub that connects all the Upper Valley communities, preparing students for both post-secondary education as well as immediate employment.

Students may enroll in any of the following occupational programs:

- Allied Medical Services
- Auto Technology
- Building Trades
- Business Administration
- Collision Repair & Refinishing
- Computer Technology Applications
- Cosmetology
- Culinary Arts
- Design, Illustration/Media Arts
- Engineering/Architectural Design
- Human Services
- Industrial Mechanics & Welding
- Natural Resources
- Career & Technology Exploration (for recommended 10th grade students only)

In addition, senior students may enroll in the Cooperative-Education program. This program provides students work-based learning opportunities in an industry related to their program at the HACTC.

In support of the program curricula, the HACTC also offers a variety of Career and Technical Student Organizations which provide students opportunities to learn and demonstrate leadership skills. These organizations include the following:

- Distributive Education Clubs of America (DECA) - serving hospitality programs
- Future Business Leaders of America (FBLA) - serving business programs
- Future Farmers of America - serving agricultural programs
- Health Occupations Students of America (HOSA) - serving health programs
- SkillsUSA - serving all Career and Technical Education programs
- National Technology Honor Society (NTHS) - serving high achieving students

Students have used the following words and phrases to describe their experience at the HACTC: "A real learning experience; Entertaining; The best decision I ever made; Fantastic; I love it here; Wonderful; It gives you so many opportunities; Amazing; You make lasting friends; Caring, valuable, and beneficial."

Resources

According to Vermont statute, the "allowable tuition rate" is the net cost per pupil for regular education expenses, including debt service.

This figure does not include special education, transportation (except for field trips), and state and federal funding.

	FY10	FY11	FY12
Allowable Tuition			
K-6	13,208	11,278	11,748
7-12	13,073	11,342	12,114
State Average Tuition			
K-6	10,585	10,768	11,092
7-12	12,641	12,584	13,072

Vermont Assessments: 2011-2012

The Vermont assessment system is comprised of the New England Common Assessment Program (NECAP) in grades 3 through 8, and grade 11. Students are assessed in Reading and Math in all grades in the fall of each year. Students in grades 5, 8 and 11 also participate in a writing assessment. In the spring of each year, students in grades 4, 8 and 11 participate in the NECAP Science Assessment. All results are reported by school and grade.

Disaggregated test data, i.e., information regarding the performance of subgroups within our population, are included for each of the assessments. This provides information about the performance of Hartford students based on characteristics of gender, poverty, and disability.

District-Wide Results Fall 2011 Percent Proficient or Proficient with Distinction						
Previous Grade	Reading		Math		Writing	
	HSD	State	HSD	State	HSD	State
2	84	73	70	66		
3	82	71	80	70		
4	68	69	73	65	51	46
5	76	75	72	68		
6	79	74	67	63		
7	79	79	64	64	61	59
10	73	72	33	36	45	48

District-Wide Results Spring 2012 Percent Proficient or Proficient with Distinction Science		
Grade	HSD	State
4	70	53
8	16	30
11	28	33

New England Common Assessment Program (NECAP)

Dothan Brook School

Dothan Brook School
(Disaggregated Data)

Percent Proficient or Proficient with Distinction

	Reading DBS		Math DBS		Writing DBS		Science DBS	
	DBS	State	DBS	State	DBS	State	DBS	State
Males:	74%	67%	71%	66%	35%	36%	79%	53%
Females:	83%	78%	76%	68%	50%	56%	61%	52%
Disability:	22%	23%	31%	25%	18%	8%	NR	22%
Non-disability:	87%	80%	80%	74%	52%	53%	NR	59%
Poverty:	66%	59%	60%	53%	25%	34%	65%	36%
All other students:	83%	82%	80%	77%	50%	56%	67%	65%

NR: Not reported due to size of cohort group.

Ottauquechee School

Ottauquechee School
(Disaggregated Data)

Percent Proficient or Proficient with Distinction

	Reading OQS		Math OQS		Writing OQS		Science OQS	
	OQS	State	OQS	State	OQS	State	OQS	State
Males:	73%	67%	71%	66%	46%	36%	67%	52%
Females:	88%	78%	74%	68%	NR	56%	78%	53%
Disability:	20%	23%	20%	25%	NR	8%	NR	22%
Non-disability:	90%	80%	83%	74%	50%	53%	NR	59%
Poverty:	64%	59%	61%	53%	NR	34%	NR	36%
All other students:	86%	82%	79%	77%	42%	56%	NR	65%

NR: Not reported due to size of cohort group.

White River School

White River School
(Disaggregated Data)

Percent Proficient or Proficient with Distinction

	Reading WRS		Math WRS		Writing WRS		Science WRS	
	WRS	State	WRS	State	WRS	State	WRS	State
Males:	78%	67%	78%	66%	58%	36%	83%	52%
Females:	78%	78%	68%	68%	86%	56%	67%	53%
Disability:	44%	23%	48%	25%	11%	8%	NR	22%
Non-disability:	92%	80%	84%	74%	86%	53%	NR	59%
Poverty:	73%	59%	65%	53%	64%	34%	54%	36%
All other students:	83%		81%	77%	65%	56%	90%	65%

NR: Not reported due to size of cohort group.

Hartford Memorial Middle School

Middle School

(Disaggregated

Percent Proficient or Proficient with Distinction

<i>Data)</i>	Reading		Math		Writing		Science	
	HMMS	State	HMMS	State	HMMS	Stat	HMMS	State
Males:	71%	72%	63%	62%	50%	48%	15%	31%
Females:	88%	82%	65%	65%	76%	69%	17%	29%
Disability:	38%	28%	7%	14%	15%	11%	4%	20%
Non-disability	88%	85%	78%	72%	72%	67%	4%	35%
Poverty:	64%	63%	48%	45%	43%	42%	3%	16%
All other students:	84%	85%	72%	74%	70%	69%	23%	39%

NR: Not reported due to size of cohort group.

Hartford High School

High School Grade 11

(Disaggregated Data)

Percent Proficient or Proficient with Distinction

	Reading		Math		Writing		Science	
	HHS	State	HHS	State	HHS	State	HHS	State
Males:	63%	66%	36%	38%	37%	39%	34%	32%
Females:	84%	80%	31%	35%	54%	56%	22%	33%
Disability:	24%	23%	0%	2%	6%	8%	6%	4%
Non-disability	80%	79%	39%	41%	50%	54%	33%	37%
Poverty:	57%	55%	10%	19%	17%	30%	9%	15%
All other students:	78%	80%	40%	43%	53%	55%	35%	40%

NR: Not reported due to size of cohort group.

Hartford High School Outcome Data

SAT Reasoning Test Results

	# of test takers	Critical Reading		Math			Writing		
		HHS	National	HHS	State	National	HHS	State	National
		2008	123	514	502	513	518	515	511
2009	94	496	501	497	518	515	484	506	493
2010	100	504	501	508	521	516	498	506	492
2011	86	498	497	505	518	514	482	505	489
2012	106	501	496	512	523	514	481	505	488

ACT Test Results

	# of test takers	Composite Score Average		
		HHS	State	National
Class of 2008	34	20.9	22.7	21.1
Class of 2009	26	21.1	23.1	21.1
Class of 2010	27	22.2	23.2	21
Class of 2011	31	21.6	22.7	21.1
Class of 2012	41	20.9	21.1	21.1

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Commended Students	1	1	1	-	-	1

AP Exam

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Total Students taking Exams	54	43	74	69	80
Total number of Exams	65	48	87	75	99
% tests scoring 3 or above	78%	71%	50%	47%	58%
% tests scoring 4 or above	46%	31%	25%	15%	27%
AP Scholar	4	2	3	1	
AP Scholar with Honor		1	1	1	
AP Scholar with Distinction			1		

Graduation Rate

The cohort graduate rate is a measure of on-time completion, with all students expected to finish within four year.

	05-06	06-07	07-08	08-09	09-10	10-11
Hartford	90.04	91.48	87.98	86.26	89.60	90.60
Vermont	85.12	86.41	85.54	85.60	87.46	87.46

Source: Vermont Department of Education
Vermont Public Schools High School Completion Report

Student Plans After Graduation

Future Plan

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012
4 year College or University	53%	50%	55%	49%	57%
2 year and Technical school	10%	9%	19%	22%	19%
Employment/undecided/travel	33%	34%	28%	21%	18%
Military Service	2%	4%	2%	5%	3%
Other (NOLS, PG, Americorps)		3%		3%	3%

Dropout Data

The Vermont Department of education calculates dropout data. The Department of Education defines the dropout rate as the percentage of the total high school population (grades 9-12) who withdrew from school during the previous summer and school year.

	05-06	06-07	07-08	08-09	09-10	10-11
Hartford	2.38	3.00	3.27	2.27	1.87	2.58
Vermont	2.85	3.08	3.25	2.89	2.69	2.55

Source: Vermont Department of Education
Vermont Public Schools Dropout Report

Outcome Data for Students Attending the Career and Technology Center 2011-12

The Hartford Area Career and Technology Center (HACTC) is one of 16 regional Career and Technical Centers in Vermont. The HACTC serves students from Hanover, Hartford, Lebanon, Mascoma, Woodstock, and Windsor High Schools. In addition, the HACTC also serves students from Rivendell Academy, Thetford Academy, Mid-Vermont Christian School, and home-study programs. Independent school and adult students are also eligible to attend the HACTC on a space available basis. The Vermont Agency of Education has established performance indicators for Career and Technical Education in the State as reported below.

Standard 1S1: Concentrators who met NECAP Reading Standard

This standard represents those students that are concentrators attending the HACTC that met or exceeded the NECAP reading standard.

- State 60%
- HACTC 43% Does not meet the State standard

Standard 1S2: Concentrators who met NECAP Math Standard

This standard represents those students that are concentrators attending the HACTC that met or exceeded the NECAP math standard.

- State 30%
- HACTC 10% Does not meet state standard

Standard 2S1: Technical Skill Attainment

This standard represents concentrators who the state recognized technical assessment for their program.

- State 72%
- HACTC 79% Exceeds state standard

Standard 3S1: 2011 12th Grade Graduation Rate

This standard represents 12th grade graduation rate for 2011 concentrators.

- State 95.5%
- HACTC 100% Exceeds state standard

Standard 4S1: 2011 Cohort Graduation Rate

This standard represents the cohort graduation rate for 2011 concentrators.

- State 93.25%
- HACTC 97% Exceeds state standard

Standard 5S1: Placement of 2011 Concentrators who had left secondary education by the following November

This standard represents those students who left secondary education in 2011 who were in postsecondary education, employed, or in the military.

- State 92.25%
- HACTC 95% Exceeds state standard

Standard 6S1: 2011 Non-Traditional Participation

This standard represents the number of non-traditional enrollment.

- State 16.8%
- HACTC 13% Does not meet state standard

Standard 6S2: 2011 Number of Non-Traditional Completers

This standard represents the number of non-traditional completers.

- State 16.75%
- HACTC 8% Does not meet state standard

VTS1: Technical Skill Assessment Participation Rate

This standard represents concentrators who took the state recognized technical assessment for their program.

- State 70%
- HACTC 83% Exceeds state standard

VTS2: Post-Secondary Placement

This standard represents those students that were in post-secondary placement.

- State 50%
- HACTC 51% Exceeds state standard

VTS3: Percent of Concentrators Who Earned an Industry Recognized Credential

This represents the number of concentrators who earned an industry recognized credential.

- State 65%
- HACTC 71% Exceeds the state standard

VTS4: Percent of 2010 Concentrators Who Earned Dual Enrollment Credit

This standard represents the number of concentrators who earned transcribed credit.

- State 15%
- HACTC 41% Exceeds state standard

HACTC Plans after Graduation

The chart below represents where students in the class of 2012 planned to be upon graduation. The information is based on responses from 127 completers.

	Completers	%Total
Post-secondary education	74	58%
Employment	34	27%
Military	5	4%
Undecided/ not returned	14	11%

Technology Report 2012-2013

The district has been working hard to make sure the teachers and students have the latest technology to use in their classroom. Many new initiatives have been started since July of 2012 and include the following:

- 1.) Wireless open network was installed to meet the demands and needs of students, staff and community members and allow greater flexibility and mobility throughout the district.
- 2.) Network bandwidth connectivity upgrade from WAN connectivity to all schools to Gigabit ethernet to meet the demands of serviced applications and bandwidth consumption to better service the district.
- 3.) Change to Google Applications for Education will allow for direct collaborative programming while utilizing industry standard technology at a lower cost of ownership all the while better meeting the needs of staff and students.
- 4.) Network infrastructure has been enhanced to meet the demands of changing technologies and to provide and maintain a safe environment with more robust servers for staff and student data and perimeter security enhanced.
- 5.) Improvement to phone systems replacing older technology with newer (VOIP) voice over ip to meet 911 compliance and interconnect all district locations providing better service and safety.
- 6.) The purchase of new mobile devices such as iPads, chromebooks and netbooks will provide students better opportunities to utilize learning tools within the classroom along with flexibility and mobility.

Extracurricular Activities 2011-12

Hartford Memorial Middle School

Total number of athletes in each sport (duplicated count)

Athletics

Football	46
Field Hockey	20
Girl's Soccer	34
Boy's Soccer	15
Boy's Basketball	28
Girl's Basketball	30
Baseball	34
Softball	23
Tennis	12

Clubs and Activities

Chorus	Grade 6	52	Grades 7 & 8	75	Total 127
Band	Grade 6	35	Grades 7 & 8	40	Total 75
Jazz Band				20	
TSA				25	
Yearbook				12	
Student Council				20	
Art Club				10	
Rabid Readers Book Club				10	
Guitar Club				5	
Rock Climbing Club				5	
Track and Running				15	
VSAC				8	
Girls on the Run				10	
Eye to Eye (ADHD)				5	

Extracurricular Activities 2011-12

Hartford High School

Total number of athletes in each sport (duplicated count)

Baseball	29
Boy's Basketball	33
Boy's Lacrosse	36
Boy's Soccer	38
Boy's Tennis	12
Field Hockey	34
Football	64
Girl's Basketball	30
Girl's Lacrosse	20
Girl's Soccer	44
Girl's Tennis	12
Golf	19 Boys/2 Girls
Indoor Track	3 Boys/13 Girls
Softball	25
Track	13 Boys/17 Girls

HHS Clubs and Activities

Expressed as number of students

Anime club	15
Band, Concert	25
Band, Jazz	15
Choir, Concert	41
Choir, Jazz	11
Debate Team	12
International Club	15
Math Team	37
Music Festivals/Band	7
Music Festivals/Choi	19
Musical	48
National Honor Society	30
One-Act Play	26
Peer Projects	13
Pizzazz	38
Prom Committee	12
Rainbow Squad	8
Student Council	31
Ultimate Frisbee	15
Yearbook	10

Highly Qualified Teachers Report for 2011-12

Title 1 (1111)(h) of No child Left Behind requires Local Education Authorities (LEAs) to publicly report the percentage of core academic classes **NOT** taught by highly qualified teachers, the percentage of teachers teaching on emergency credentials by LEA and school, and the professional qualifications of their teachers. The following is the percentage of teachers teaching on emergency credentials for the Hartford School District as a whole and for all schools in the LEA for the 2011-12 school year.

School Name	Classes taught by NOT HQ teacher/total classes	Percentage of core academic classes NOT Taught by HQ teachers
Dothan Brook	0/22	0.00%
Ottauquechee	0/16	0.00%
White River	0/18	0.00%
Hartford MMS	10/107	9.35%
Hartford HS	9/207	4.35%
HACTC	0/4	0.00%
District Total	20/375	5.33%

School Name	# of Emergency credentialed Teachers/total teachers	% of teachers with emergency credentials
Dothan brook	0/32	0.00%
Ottauquechee	0/23	0.00%
White River	0/24	0.00%
Hartford MMS	0/40	0.00%
Hartford HS	1/56	0.00%
HACTC	0/18	0.00%
District Total	1/193	0.00%

Teachers with Advanced Degrees

Number of teachers with advanced degrees=	156
Percentage of teachers with advanced degrees=	68%

Notices

The Hartford School District, in compliance with the Individuals with Disabilities Education Act (IDEA), is required to locate and identify all school-age children with disabilities and to provide them with an appropriate public education. If you are a parent of, or know of, a child (age 0-21) who you feel may have disabilities and is not receiving an appropriate public education, please contact the Director of Special Education.

The Hartford School District annually makes application for federal funds for special education programs under IDEA. The application and all related documents are available for public review and comment.

Parents have the right to review all education records of their children, as guaranteed under the Family Education Rights and Privacy Act. For further information contact the Director of Special Education, 64 Hebard Street, White River Jct., VT 05001, or call 802-295-8605.

The Hartford School District, in compliance with Vermont's Act 117, has in place a comprehensive instructional support system for students requiring additional assistance. These comprehensive educational services are designed to result, to the maximum extent possible, in all students succeeding in the regular classroom.

Education Support Teams (EST), directed by the building principal in each school, recommend instructional strategies and resources necessary to accommodate the unique needs of students who are at risk of school failure. Parents who want more information about the EST in their child's school, or who wish to make a referral, should contact the school principal.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, members of the public, and all unions or professional organizations holding collective bargaining or professional agreements with the Hartford School District (HSD) are hereby notified that HSD does not discriminate on the basis of race, color, national origin, sex, age, handicap, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning compliance with the regulations implementing Title VI, Title IX, section 504, or the Americans with Disabilities Act is directed to contact the Superintendent of Schools Office for a list of principals who have been designated to coordinate the District efforts in their respective buildings to comply with these nondiscrimination laws and regulations.