Hartford School-Community Profile
2007-2008

2007-2008
Hartford Board of School Directors

Sarah Dwyer, Chair
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Chris Sneddon

Hartford School District

Cover Photo: Hartford Memorial Middle School
Above Photo: Dothan Brook School

We welcome feedback on this report. If you have any comments or suggestions, please email Dr. Donald A. LaPlante, Superintendent of Schools at: laplanted@hartfordschools.net

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Hartford School District Mission Statement:

In February 1999, the Hartford School Board officially adopted the following mission statement, along with a set of long-range goals. The mission and goals were recommended by a Board-appointed Long-Range Planning Committee, which worked with the community and school staff for nearly ten months. We are grateful to the committee for its insights and thoughtful recommendations.

The mission of the Hartford School District is to provide and ensure a caring and dynamic learning community where the intellectual development of students is our highest priority.

In pursuit of this mission, the Hartford School Board has recently identified the following four major goals on which to focus its efforts in the ensuing months:

- To raise academic expectations and improve student learning.
- To attract and retain highly capable and caring school staff.
- To increase the level of engagement between the school community and the public.
- To study issues related to future student enrollments, the capacity and adequacy of school facilities, and future infrastructure needs of the district.

The Hartford School Board is well into a process of community engagement to create something referred to as an "Ends" Policy. That policy, which will utilize information gleaned from a number of community conversations and focus groups, will articulate what students need to know and be able to do when they complete their education in our school system.

Community Profile:

Selected Indicators
(using most recent available data)

Percent of Children in Families Receiving Food Stamps
(Proxy indicator for children in poverty)

	Hartford	Vermont
2006	12.5%	13.7%

Source: Agency of Human Services 2006 Community Profile

Child Abuse and Neglect
(Substantiated victims per 10,000 children, aged 0-17; rolling 3-year averages)

	Hartford	Vermont
2006	82.5	84.5

Source: Agency of Human Services 2006 Community Profile

Percent of Students Receiving Free & Reduced Lunch

	Hartford	Vermont
2008	19.09%	30.87%

Source: Vermont Department of Education

Total School Enrollments:

Number of Students Enrolled*

	1991	1996	2001	2006	2008
Pre-K-5**	848	870	814	812	714
Grades 6-8	356	439	451	358	360
Grades 9-12	610	721	769	745	692
Vocational***	192	216	223	194	207
Other****	-	30	46	52	31
Total	**2006**	**2276**	**2303**	**2161**	**2004**

** Data from January of the year.*
*** Kindergarten initiated in 1984. Pre-kindergarten initiated in 1996.*
**** Number reflects vocational students from sending schools.*
***** Number reflects students in the pre-school special-education program and the regional Alternative Program (RAP).*

Enrollments in Special 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 Title I and supplemental support may not have a disability; however, they are performing significantly below their peers and need additional assistance.

	2003-2004 (n=666)	**2004-2005 (n=682)**	**2006-2007 (n=688)**	**2007-2008 (n=745)**
Special Education	16%	16%	17%	20%
504	7%	8%	9%	8%
Title I	8%	6%	7%	4%
Supplemental	4%	6%	6%	6%

Data from January-February 2008.
n = number of students receiving services.

Data includes students who are tuitioned to Hartford schools.
Data does not include Pre-K and HACTC students.

School Summaries:

Hartford High School
White River Junction, VT

Grade levels:	Grades 9-12
Student population:	692
Average class size:	Varies, depending on subject and level (the vast majority of classes range from 15 to 25 students per class)

Students at Hartford High School can anticipate a course of study full of opportunity and flexibility in order to accommodate personal goals and interests. They can also rely on a competent, caring and accessible faculty and staff dedicated to the formal and informal education of Hartford's diverse student body. The personal experiences and skills, which these dedicated individuals bring to their lessons, serve both to complement and enhance textbook knowledge that is but a starting point for a well-taught class.

The school utilizes a block schedule, wherein most courses meet 90 minutes each day for a full semester (half year). As freshmen and sophomores, students take four courses each semester; in their junior and senior years, some students opt to take a combination of courses from both the high school and the Hartford Area Career and Technology Center. Students must successfully accumulate 26 credits in order to graduate. Of the total necessary for graduation, 15.5 credits are for required coursework in English, mathematics, science, social studies, fine arts, and physical education.

In addition to its basic, core curriculum, Hartford High School offers many additional opportunities through which students may build a unique high school experience. These include:

- The Honors Program
- The Freshman Academy
- Dartmouth College courses
- Independent Study
- Work/Study
- Internships
- A wide variety of electives
- A full array of extracurricular activities

Through faculty support and diverse pathways, students are allowed to design personalized programs and access support as needed to enjoy a meaningful, satisfying, and successful high school career.

Joe Collea, Principal

Hartford Area Career and Technology Center
White River Junction, VT

Grade levels:	Grades 11 & 12, with one program for sophomore students
Student population:	380 (most students are half-time students)
Average class size:	12/class/AM, 14/class/PM
Number of programs:	14 occupational programs, plus Career & Technology Exploration, Cooperative Education and pre-tech programs

Hartford Area Career and Technology Center (HACTC) serves students attending Hartford, Hanover, Lebanon, Mascoma, Thetford Academy, Windsor and Woodstock high schools, along with, Sharon Academy, Mid Vermont Christian School and home-study students. We are truly a "melting pot" of secondary education for the Upper Valley. At HACTC we take great pride in our motto: "A Respectful Environment is Everyone's Responsibility and Everyone's Right."

Junior and senior students may enroll in any of the following occupational programs:

-Allied Medical Services-Auto Technology
-Building Trades
-Business Technology
-Collision Repair & Refinishing
-Computer Technology Applications
-Cosmetology
-Culinary Arts
-Design, Illustration/Media Arts
-Engineering/Architectural Design
-Finance & Business Management
-Human Services
-Industrial Mechanics & Welding
-Natural Resources

In addition, a Career & Technology Exploration program exists for at-risk sophomores, and seniors may enroll in our Cooperative-Education program, which provides work-based learning opportunities as well as where recommended by instructors paid work experience in business and industry related to their program at HACTC.

The center also offers a variety of career and technical organizations which provide students numerous opportunities to learn and demonstrate leadership skills. These include:

- Distributive Education Clubs of America (DECA), serving hospitality programs
- Future Business Leaders of America (FBLA), serving business programs
- FFA, serving agricultural programs
- Health Occupations Students of America (HOSA), serving health programs
- Skills-USA, serving all career and tech center programs
- National Technical Honor Society (NTHS), serving high achieving students

"This program has helped me decide on a career field and helped me prepare for college."
HACTC Student

"Meeting new kids from other schools has been great, we all get along because we are interested in the same things." HACTC Student

Michael P. Redington, Director

Hartford Memorial Middle School
White River Junction, VT

Grade levels:	Grades 6-8
Student population:	325
Average class size:	15

Students come together from Hartford's three elementary schools to attend Hartford Memorial Middle School (HMMS). In addition, we host a number of seventh- and eighth-grade tuition students from Sharon. Our academic program is structured around a team approach.

Sixth-grade students are assigned to one of two teams. Each team is comprised of educators from core-content subjects (English/language arts, math, science and social studies) and a special educator, with students being mixed for related arts (physical education, art, music, technology education, and family & consumer science). In grade six there is particular focus on cooperation, tolerance, and the development of good study habits.

Students in grades seven and eight are assigned to one of three core teams and are mixed for mathematics and related arts. In seventh grade, students continue to develop a sense of community and participate in interdisciplinary projects such as the cultural fair. In grade eight, there is particular emphasis on outdoor/environmental education, with field trips to Hurricane Hill and Hartford's town forest.

Students in all grades may elect to take band and/or chorus. Seventh and eighth graders may also elect French, Spanish, or humanities. School-wide, we are striving to improve school climate and writing across all curriculum areas. We have a strong computer science and technology program, with two state of the art computer labs to support research, writing, and a variety of interesting projects.

"The unique connection between students and peers, and students and teachers grows with all the activities we do together." HMMS Student

"I never thought I could be so close to a teacher until I came here. The teachers are amazing and the days unforgettable." HMMS Student

John Grant, Principal

Dothan Brook School
Wilder, VT

Grade levels:	Kindergarten through grade 5
Student population:	304
Average class size:	16
Number of classes:	19

Dothan Brook School prides itself on providing a challenging academic program which meets the individual needs of students. Our faculty and staff are committed to educating *all* students in a safe and caring learning environment where students learn to respect themselves as well as others and take responsibility for what they say and do. We foster academic, social and emotional growth in students while nurturing a sense of belonging in the school community. As a result, our students consistently demonstrate high academic reading and mathematics knowledge and skill levels in their daily work.

A variety of school programs and activities help students to develop new skills and work collaboratively with each other, including:

- Walking, French, science, homework and chess clubs
- Student directed assembly programs
- Optional music instruction in band and drumming
- A computer lab
- Intensive professional development for all staff
- Specialized services for students in need
- A dedicated Parent Teacher Organization which sponsors family events and academic enrichment programs

"*We have been overall impressed with the comprehensive quality of the curriculum and the support and caring staff.*"- DBS Parent

Sarah F. Carter, Principal

Ottauquechee School
Quechee VT

Grade levels:	Pre-kindergarten through grade 5
Student population:	200
Average class size:	16
Number of classes:	Morning and afternoon Pre-Kindergarten and 11 classes of K-5

The Ottauquechee School was completed in 1994 and opened in August of that year. We serve the families and children from the villages of West Hartford, Quechee and part of White River Junction.

At the Ottauquechee School, 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, our priority.

The Ottauquechee School has several programs and indicators which support its mission to help students develop academically as well as socially. These include:

- The Winter Enrichment program, which consists of mini-units or ski and snow board lessons during the months of January and February
- Buddy classes are paired for reading and other activities to help older students get to know and respect younger students
- Our Peer-Mediation Program with trained student mediators in grades 4 and 5
- Teacher Teams meet regularly to assess students' skills to inform and improve instruction in order to increase learning
- Experienced OQS teachers serve as Mentors, in our district's formal mentoring program, for beginning educators
- Our Parent-Teacher Organization is active and works to provide a variety of enrichment activities for our students, including mini-grants for classroom teachers, field trips and annual artists-in-residence programs
- Teachers have common preparation time within the school day which they may use to work together
- Staff Meetings focus on improving student learning and school culture.
- Supportive parents value and support our priorities for student learning
- Parents feel positive about our school, teachers and their children's learning experience, as indicated by a recent survey.

"The dedication of the teachers and staff and commitment to the students is remarkable. Everybody works together and they are all very friendly" OQS Parent

Amos Kornfeld, Principal

White River School
White River Junction, VT

Grade levels:	Pre-kindergarten through grade 5
Student population:	220
Average class size:	14 (grades K-5), 12 (Pr-K)
Number of classes:	4 sessions of pre-K, 12 classes of K-5, and 1 alternative class

Over the years White River School's assessment results have continued to validate our commitment to the goal of having each student do her/his best every day. A dedicated and energetic faculty and staff insist on the highest standards of academic performance by each child. White River students enjoy consistent, school-wide approaches in reading, phonics, math, writing, grammar and discipline that are supported by research and experience.

Highlights of the White River School's efforts to reinforce classroom instruction and to support our children and families include the following programs:

- "Math is Cool," which provides family-based math activities for grades K-5
- Our after-school program, including homework, enrichment, and model clubs
- A yearly artist-in-residence or whole-school trip to Boston supported entirely by our PTA
- Student-motivation and reinforcement programs, including WRS Student Recognition, WRS Honors, Walking Club and WRS Helpers
- Educational Support Team and other special-service programs for over 50% of our students.

"Communication is great. Teachers show that they care about students" WRS Parent from the November 06 parent survey.

Christopher Ashley, Principal

Hartford School District : 10-year History of Budgets, Taxes, & Tax Rates

	Approved Budget	% Change	School Taxes**	% Change	School Tax Rate (Residential)	% Change
1998-99	$14,760,250		$8,401,993		$1.84	
1999-2000	$15,257,200	3.4%	$9,396,590	11.8%	$1.44	-22.0%
2000-01	$16,264,600	6.6%	$9,819,901	4.5%	$1.47	2.7%
2001-02	$17,575,800	8.1%	$10,016,036	2.0%	$1.46	-0.7%
2002-03	$18,538,500	5.5%	$11,138,560	11.2%	$1.51	3.0%
2003-04	$19,438,900	4.9%	$12,773,993	14.7%	$1.66	10.2%
2004-05	$20,250,100	4.2%	$12,923,403	1.2%	$1.46	-12.2%
2005-06	$21,442,700	5.9%	$14,841,347	14.8%	$1.65	13.0%
2006-07	$22,525,200	5.0%	$15,739,013	6.0%	$1.87	13.6%
2007-08	$23,403,683	3.9%	$16,531,532	4.8%	$1.18	-42.12%
2008-09	$24,993,795	6.4%	$17,887,929	7.6%	$1.24	4.7%
	Average:	5.6%	Average:	7.4%		

Cost Per Pupil – 2007

The following is a comparison of Hartford's "current expenditures" per pupil with the statewide average. (FY2007 is the last year of complete data.) "Current expenditures" is based on a federal definition for the amount of money spent on elementary and secondary instruction-related costs, plus food service. It does not include tuition payments, adult education, equipment expenditures, capital construction, or debt service.

	Hartford	Vermont Average
Instruction	$8,093	$8,098
Pupil Support Services	1,313	1,025
Staff Support Services	591	543
Administration	1,067	1,269
Transportation	282	517
Fiscal & Other Services	1,474	1,512
Food Services & Enterprise	244	380
Total Cost Per Pupil	$13,064	$13,344

Source: Vermont Department of Education
Summary of Annual Statistical Report of Schools (2007)

Allowable Tuition Rates – 2007-08

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. The following is a comparison of Hartford's net tuition cost per pupil with debt with that of the statewide average for 2007-08.

	Hartford	Vermont Average
Elementary (Pre-K to grade 6)	$12,022	$9,979
Middle grades (grades 7-8)	$11,969	$11,030
High school (grades 9-12)	$13,355	$11,705

Source: Vermont Department of Education
Allowable Tuition Rate Report (2007-08)

Special-education Costs Per Pupil

The following is a comparison of Hartford's special-education costs (per pupil) to the statewide average over the past three years.

Special-education Costs Divided by Total Number of Special-education Students

Year	Hartford	Vermont
2006	$14,002	$16,117
2007	$16,034	$16,347
2008	$15,663	$17,405

Source: Vermont Department of Education, Special Education Expenditures by Supervisory Unions (2006, 2007, 2008)

Vermont Assessment Results:

The Vermont assessment system in 2008 included the Vermont Developmental Reading Assessment (DRA) at grade 2, the New England Common Assessment Program (NECAP) in grades 3 through 8 and 11 for
reading and math, writing at grades 5, 8 and 11 and science at grades 4, 8 and 11. All of the state assessments are standardized, standards-based assessments in which student performance is compared to a set of state standards. All results are reported by school and grade.

Disaggregated test data, i.e., information regarding the performance of subgroups within out student population, are also reported to us for each of the Vermont assessments. This provides information about the performance of Hartford students based on characteristics of gender, poverty, and disability.

Beginning in 2008, science assessments were administered for the first time. While our elementary schools fared well by comparison to the state, we were disappointed in our student performance at both the
middle and high schools. As a partial response, we have conducted a careful analysis of our student results and have begun a curriculum reorganization to insure our curriculum is aligned with the required state standards.

*Indicates that there were no reliable data available because there were fewer than 10 students in that category who took the assessment.

Dothan Brook School

Dothan Brook School	Percent Proficient or Proficient with Distinction					
(Disaggregated Data)	Reading		Math		Writing (Gr. 5 only)	
	DBS	State	DBS	State	DBS	State
Males:	73%	65%	76%	62%	48%	37%
Females:	70%	75%	75%	63%	52%	58%
Disability:	22%	20%	15%	18%	*	7%
Non-disability:	80%	76%	86%	69%		54%
Poverty:	66%	53%	74%	45%	*	306%
All other students:	74%	77%	76%	71%		55%

Ottauquechee School

Ottauquechee School	Percent Proficient or Proficient with Distinction					
(Disaggregated Data)	Reading		Math		Writing (Gr. 5 only)	
	OQS	State	OQS	State	OQS	State
Males:	74%	65%	66%	62%	84%	37%
Females:	83%	75%	59%	63%	91%	58%
Disability:	38%	20%	23%	18%	0	7%
Non-disability:	82%	76%	69%	69%	95%	54%
Poverty:	62%	53%	44%	45%	*	306%
All other students:	80%	77%	66%	71%	*	55%

White River School

White River School	Percent Proficient or Proficient with Distinction					
(Disaggregated Data)	Reading		Math		Writing (Gr. 5 only)	
	WRS	State	WRS	State	WRS	State
Males:	62%	65%	63%	62%	54%	37%
Females:	76%	75%	58%	63%	79%	58%
Disability:	30%	20%	18%	18%	*	7%
Non-disability:	78%	76%	68%	69%	*	54%
Poverty:	62%	53%	54%	45%	*	306%
All other students:	73%	77%	64%	71%	*	55%

Hartford Memorial Middle School

Middle School	Percent Proficient or Proficient with Distinction					
(Disaggregated Data)	Reading		Math		Writing (Gr. 8 only)	
	HMMS	State	HMMS	State	HMMS	State
Males:	70%	65%	63%	63%	45%	37%
Females:	84%	75%	63%	63%	72%	58%
Disability:	17%	20%	17%	18%	6%	7%
Non-disability:	88%	76%	71%	69%	69%	54%
Poverty:	55%	53%	43%	45%	43%	30%
All other students:	82%	77%	67%	71%	65%	55%

Summary of NECAP Data (All Grades) Hartford vs. State, 2006

Performance by Grade
Percent Proficient or Proficient with Distinction

	Percent Proficient or Proficient with Distinction					
	Reading		Math		Writing (Gr. 5 & 8 only)	
	Hartford	State	Hartford	State	Hartford	State
Grade 3:	74%	71%	60%	67%		
Grade 4:	69%	68%	68%	62%		
Grade 5:	78%	68%	67%	64%	64%	48%
Grade 6:	72%	72%	71%	66%		
Grade 7:	80%	71%	62%	60%		
Grade 8:	75%	61%	62%	59%	61%	47%
ALL GRADES:	**75%**	**69%**	**65%**	**63%**	**63%**	**48%**

Performance by Subgroup
Percent Proficient or Proficient with Distinction

	Reading (All Grades)		Math (All Grades)		Writing (Gr. 5 & 8 only)	
	Hartford	State	Hartford	State	Hartford	State
Males:	73%	62%	71%	63%	63%	41%
Females:	83%	72%	70%	63%	90%	64%
Disability:	38%	23%	36%	23%	27%	12%
Non-disability:	83%	71%	75%	67%	84%	57%
Poverty:	62%	48%	55%	45%	51%	36%
All other students:	82%	74%	74%	70%	81%	59%

Hartford High School

Performance by Grade
Percent Proficient or Proficient with Distinction

	Percent Proficient or Proficient with Distinction					
	Reading		Math		Writing (Gr. 5 & 8 only)	
	Hartford	State	Hartford	State	Hartford	State
Grade 11:	55%	68%	20%	30%	26%	39%

Hartford School District
NECAP Science Results

Performance by Grade 4, 8 & 11

Percent Proficient or Proficient with Distinction		
School	Hartford	State
Dothan Brook	65%	48%
Ottauquechee	53%	48%
White River	50%	48%
Middle School	17%	27%
High School	17%	25%

Student Plans after Graduation- Class of 2008:

4-year college	55%
2-year college	10%
Employment, Military, Other	33%
Undecided	2%

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) that withdrew from school during the previous summer and school year.

	04-05	**05-06**	**06-07**	**07-08**
Hartford	3.02	2.38	3.00	3.27
Vermont	2.40	2.85	3.08	3.25

Source: Vermont Department of Education
Vermont Public Schools Dropout Report

Graduation Rate (only event completion rate is available at this time):

The event completion rate represents the percentage of 12th grade students who were promoted from Vermont High Schools in the 2007-2008 school year.

Hartford	**State**
95.43%	92%

Outcome Data for Students Attending the Career and Technology Center 2007-2008:

The Hartford Area Career and Technology Center (HACTC) is one of 16 regional career and technical centers in Vermont. The HACTC serves students attending Hartford, Thetford, Windsor, Woodstock, Hanover, Lebanon and Mascoma high schools. Students from Home Study programs, independent school students and adults on a space available basis are also eligible to attend the HACTC. The Center currently offers 14 occupational programs of study. The Vermont Department of education has established performance indicators for career and technical education in the state as reported below.

Standard 1: Technical Skills

Technical skills are the individual competencies and tasks that have been identified for each program area. The state benchmark is 73.87% of program completers will achieve at least entry level proficiency in these skills.

- State 73.87%
- HACTC 80.3% Exceeds state standard

Standard 2: Academic Skills

The state-NSRE assessment scores are required for all students from public high schools attending the regional career and technical centers. The state benchmark for students entering the centers is 46.3% must have achieved or exceeded the standard in math and language arts. This information is sent to the center in the summer prior to new students entering the programs. The information is utilized by teachers as a tool in preparation for the upcoming school year.

- State 46.3%
- HACTC 62% Exceeds state standard

Standard 3: Placement

This standard is based on follow-up data collected on students that graduated from the center in the previous school year. The placement data includes students in post-secondary schools, employed or in military service. The state benchmark is 95.51%.

- State 95.51%
- HACTC 98.39% Exceeds state standard

Standard 4: Industry Credentials

The Vermont Department of Education has set a goal of 100% of all approved career and technical center programs having an industry credential offered to students by the 2005-2006 school year. While both we and the state are not there yet the HACTC has been a pioneer in this area since 1990 when its first program, Auto Technology, achieved industry certification through the National Automotive Technicians Education Foundation (NATEF). Since then that program has been recertified and other programs in Allied Medical Services, Building Trades, Business Cluster programs, Collision Repair and Refinishing, Culinary Arts, Human Services, Natural Resources, and Design, Illustration/Media Arts have afforded students industry credentials. The current state benchmark is 22.8%.

- State 22.8%
- HACTC 76.5% Exceeds state standard

Standard 5: High School Graduation
This performance indicator represents the total number of career and technical education students who graduate on time compared to the number of students that are enrolled in the center but do not graduate on time. The state benchmark is 93.76%.

- State 93.76%
- HACTC 100% Exceeds state standard

Standard 6: Non-Traditional Participation
This performance indicator represents the total number of non-traditional students enrolled at the HACTC. Non-traditional refers to genders enrolled in programs that are not typical to their gender such as females in construction and manufacturing programs and males in health and human services programs. The state benchmark is 13.3%.

- State 13.3%
- HACTC 12.07% Below state standard

Standard 7: Non-Traditional Program Completion
This performance indicator represents the number of students who were not only enrolled in a non-traditional program, but those who completed that program. The state benchmark is 12.58%.

- State 12.58%
- HACTC 11.19% Below state standard

HACTC Plans after Graduation
The chart below represents where students in the class of 2008 planned to be upon graduation. The information is based on responses from 112 completers.

	Completer's	%Total
Post-secondary education	72	64%
Employment	25	22%
Military	5	4%
Undecided/ not returned	10	9%

Technology Report for 2008-2009:

The school district continues its commitment to technology as an educational tool. Over the past year, there have been continuing improvements to our infrastructure, facilities, and staff training.

At present, the district has over 1200 computers in both labs and classrooms with Internet access. All access to the Internet is "filtered" through CIPA-compliant software to ensure that appropriate material is available to students. The district has been on a 4-year computer replacement program which has helped to ensure that up-to-date software and applications can run efficiently.

The district's webpage underwent significant change during the summer of 2008. At this writing, the district has engaged a firm to continue the upgrade of the website by extending new design elements to all school level homepages while retaining all working links to teacher and student pages. The district is midway through a process that will see all of our web activity and email being moved into FirstClass. This process will provide us with around the clock technical support and monitoring, improved firewall protections, simpler operation, greatly enhanced tools for teachers, archived email with full retrieval capabilities, and much lower annual costs.

We have continued to advance our use of whiteboard technology in the district and at the mid-year, have now reached the point where 64% of our district classrooms are not equipped with SmartBOARDS. This was accomplished largely with the use of our share of a financial settlement with Microsoft as the result of a national class action lawsuit. Due to the saturation point reached, and the innovative, enthusiastic use by our teaching staff, the school district was encouraged to apply for status as a Smart Technologies' Showcase School District. We did file an application and in short order, found ourselves accepted. We are now one of only 100 or so schools and districts in the country to achieve this recognition.
Due to the efforts of our two Technology Integration Specialists and the support of our technical staff, the district continues to make significant progress in the use of technology in the classroom.

Extracurricular Activities 2008-2009:

(Expressed as number of students)

HHS

Concert Band	36	
Jazz Band	20	
Concert Choir	48	
Musical	65	
Pizzazz	40	
One-Act Play	40	
Creative Stitchery Club	2	
Debate Club	12	
Math Team	78	
National Honor Society		26
Prom Committee	12	
Student Council	39	
Music Festivals - Band & Orchestra	5	
Music Festivals - Choir	19	
Men's a Capella		10

Hartford High School
Number of Students who participated in the following sports:

Activity		
Football		61
Field Hockey		40
Soccer		84
Cross Country		14
Basketball		66
Ice Hockey		40
Baseball / Softball		58
Track		26
Winter Track		26
Tennis		37
Golf		17
Lacrosse		73
Total (Duplicated)	*	542

**Duplicated indicates that a student may have been counted more than once.*

Hartford Memorial Middle School
Total number of athletes in each sport (duplicated count)

Football	54
Field Hockey	19
Girl's Soccer	38
Boy's Soccer	23
Boy's Basketball	39
Girl's Basketball	33
Baseball	26
Softball	16
Total	**248**

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 (age0-21) 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 Junction, 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. The comprehensive educational services are designed to result, to the maximum extent possible, in all students succeeding in the regular classroom.

Educational Support Teams (EST) directed by the building principal exist in each school to 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 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's efforts in their respective buildings to comply with these nondiscrimination laws and regulations.