

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



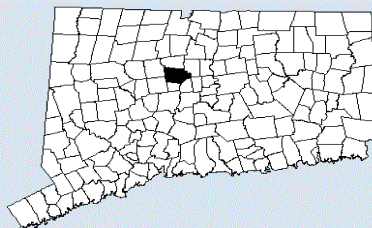
Farmington School District

Ms. Kathleen Greider, Superintendent • 860-673-8270 • www.fpsct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,078
Per Pupil Expenditures ¹	\$16,613
Total Expenditures ¹	\$68,344,443

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,968	48.3	48.4
Male	2,110	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	822	20.2	5.1
Black or African American	216	5.3	12.9
Hispanic or Latino	299	7.3	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	2,640	64.7	54.8
English Learners	127	3.1	6.8
Eligible for Free or Reduced-Price Meals	434	10.6	35.9
Students with Disabilities ¹	491	12.0	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	77	4.0	11	0.6
Male	100	4.8	41	1.9
Black or African American	22	10.6	7	3.2
Hispanic or Latino	28	9.5	*	*
White	91	3.6	36	1.4
English Learners	9	6.4	0	0.0
Eligible for Free or Reduced-Price Meals	65	15.8	15	3.3
Students with Disabilities	62	13.0	15	2.8
District	177	4.5	52	1.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 16

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	278.6
Paraprofessional Instructional Assistants	46.8
Special Education	
Teachers and Instructors	39.6
Paraprofessional Instructional Assistants	83.1
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	17.6
Library/Media	
Specialists (Certified)	7.4
Support Staff	2.0
Instructional Specialists Who Support Teachers	20.9
Counselors, Social Workers and School Psychologists	22.7
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	184.3

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	5	1.2	1.0
Black or African American	3	0.8	3.6
Hispanic or Latino	11	2.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	382	95.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	52.4
Hispanic or Latino	10	40.0	*	*
White	123	59.4	170	73.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	12	34.3	12	36.4
Students with Disabilities	19	43.2	21	48.8
District	173	58.4	230	72.6
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	39	46.4
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	118	82.5
Other Health Impairment	91	84.3
Other Disabilities	*	*
Speech/Language Impairment	57	78.1
District	316	67.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	86	2.1
Emotional Disturbance	29	0.7
Intellectual Disability	14	0.3
Learning Disability	143	3.5
Other Health Impairment	109	2.7
Other Disabilities	25	0.6
Speech/Language Impairment	82	2.0
All Disabilities	488	12.0

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	43,148,775	10,612 9,663
Instructional Supplies and Equipment	1,482,021	364 321
Improvement of Instruction and Educational Media Services	2,442,489	601 578
Student Support Services	4,482,920	1,103 1,103
Administration and Support Services	4,631,460	1,139 1,861
Plant Operation and Maintenance	6,169,345	1,517 1,637
Transportation	3,245,705	715 877
Costs of Students Tuitioned Out	2,621,942	N/A N/A
Other	119,786	29 201
Total	68,344,443	16,613 16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,721,018	669 1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	7,079,118	53.3
Noncertified Personnel	514,223	3.9
Purchased Services	596,227	4.5
Tuition to Other Schools	2,356,499	17.8
Special Ed. Transportation	1,171,588	8.8
Other Expenditures	1,556,917	11.7
Total Expenditures	13,274,572	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	90.7	91.0
State	6.4	5.9
Federal	1.3	1.4
Tuition & Other	1.7	1.7

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2016-17

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	460	88.6	460	89.0	199	74.5
Black or African American	101	66.2	101	59.2	43	54.7
Hispanic or Latino	161	70.4	161	65.6	63	62.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	78.2	34	73.7	14	*
White	1454	78.4	1454	74.5	618	68.0
English Learners	153	74.7	153	74.4	50	65.4
Non-English Learners	2060	79.7	2060	76.3	888	68.6
Eligible for Free or Reduced-Price Meals	203	65.0	203	60.1	92	59.0
Not Eligible for Free or Reduced-Price Meals	2010	80.8	2010	77.8	846	69.4
Students with Disabilities	264	53.2	264	49.2	100	50.9
Students without Disabilities	1949	82.9	1949	79.8	838	70.5
High Needs	524	64.6	524	60.9	206	57.6
Non-High Needs	1689	83.9	1689	80.9	732	71.4
District	2213	79.3	2213	76.1	938	68.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.4	65.9	92.3	77.2	1,211	80.5
Curl Up	75.9	78.9	89.7	84.2	1,211	82.1
Push Up	68.0	73.6	90.1	77.9	1,211	77.3
Mile Run/PACER	89.0	82.6	93.3	77.6	1,211	86.0
All Tests - District	54.3	50.5	74.0	59.6	1,211	59.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	23	100.0
Hispanic or Latino	23	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52	90.4
Students with Disabilities	47	80.9
District	338	95.6
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	191	71.0
Male	96.5	232	67.4
Black or African American	94.7	*	*
Hispanic or Latino	95.1	15	36.6
White	97.7	317	72.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.6	23	33.8
Students with Disabilities	81.6	16	18.4
District	97.2	423	69.0
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.5	95.7
Male	80.4	89.7
Black or African American	79.2	*
Hispanic or Latino	73.9	*
White	86.1	94.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.3	79.3
Students with Disabilities	52.5	*
District	84.9	92.8
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.3	75	50.0	50	100.0	67.1
	High Needs Students	64.6	75	43.1	50	86.2	55.9
Math Performance Index	All Students	76.1	75	50.0	50	100.0	62.2
	High Needs Students	60.9	75	40.6	50	81.2	50.5
Science Performance	All Students	68.4	75	45.6	50	91.2	55.3
	High Needs Students	57.6	75	38.4	50	76.9	45.2
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	55.4%
	High Needs Students	56.7%	100%	56.7	100	56.7	49.8%
Math Academic Growth	All Students	73.8%	100%	73.8	100	73.8	61.7%
	High Needs Students	63.7%	100%	63.7	100	63.7	53.7%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	11.4%	<=5%	37.2	50	74.3	15.8%
Preparation for CCR	% Taking Courses	65.7%	75%	43.8	50	87.7	70.7%
	% Passing Exams	69.0%	75%	46.0	50	92.0	43.5%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.6%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		88.1%	94%	93.7	100	93.7	82.0%
Postsecondary Entrance (Class of 2016)		84.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.6% 59.6%	75%	39.7	50	79.5	92.0% 51.6%
Arts Access		56.0%	60%	46.7	50	93.4	50.5%
Accountability Index				1135.8	1350	84.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.6	10.4	16.7	
Math Performance Index Gap	75.0	60.9	14.1	18.7	
Science Performance Index Gap	71.4	57.6	13.8	16.6	
Graduation Rate Gap	94.0%	88.1%	5.9%	12.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.1
Math	All Students	99.6
	High Needs Students	98.9
Science	All Students	99.6
	High Needs Students	99.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 50.7

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Farmington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The school district engages in an annual strategic planning cycle of continuous improvement to support the district mission, core beliefs, Vision of the Farmington Graduate and goals. Individual schools create their school improvement plans based on an analysis of school-based data and student learning needs. This school improvement process relies upon a school team, which includes parents, to set the improvement plan for the school. The school development process involves annual planning and accountability measures that demonstrate progress toward the goals. School and district plans, as well as annual results and outcomes, are posted on the district's website. School Development Plans as well as a Program and Special Services Development Plan are included to ensure all students achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens. Administrators, teachers, school-based social workers and psychologists engage directly with children and families to address the academic, social and emotional aspects of educating the whole child including good attendance in school and participation in all aspects of the well-rounded education provided in Farmington. Throughout the school year parents are invited and encouraged to participate in special events and advisory board/PTO meetings all designed to strengthen the home-school partnership. Schools host Curriculum Open House nights, parent conferences, transition meetings and many other community events that build a strong sense of belonging for all families and children. Farmington is a school district that provides many during the day and after school programs to allow students to become involved in their school community in meaningful ways. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Farmington Public Schools remains deeply committed to the letter and spirit of the law intended to reduce racial, ethnic, and economic isolation through local and regional school and district programs. Farmington provides a multitude of opportunities for all students to experience a variety of cultural enrichment programming throughout students' K-12 experience. Farmington enjoys a rich history that is integrated into curriculum throughout the grade levels that speaks to reducing racial, ethnic and economic isolation. Farmington's continuing commitment to the Choice program provides important education and social experiences for both Hartford and Farmington students. Farmington has participated in Project Concern, now Choice, for more than 50 years, and the district continues to welcome approximately 134 Choice students each school year. All schools in the district have a designated Family and Student Support Facilitator who coordinates experiences and activities designed to develop a strong sense of belonging to an inclusive community. These facilitators also plan learning experiences to increase students' intercultural competencies and awareness of diversity. Farmington plays a lead role in two interdistrict cooperative grants promoting achievement through the arts and four of our seven schools are actively participating in Sister School projects. Farmington's commitment to improving student achievement while simultaneously addressing education equity, quality and diversity is well established.

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Equitable Allocation of Resources among District Schools

The Farmington Public Schools' budget is presented to the town after two months of school and program budget reviews and adjustments with principals, central office administrators, program directions and finally, a thorough study by the Board of Education of the budget recommended for consideration by the Superintendent. The budget is prepared to support the district mission, vision, core beliefs and goals. A comprehensive Theory of Action guides improvement design and efforts throughout the school district. This process ensures that the budget is allocated appropriately by school and by program and the resource allocation reflects the priorities and goals of the Board of Education as well as the strengths and needs of students.