

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



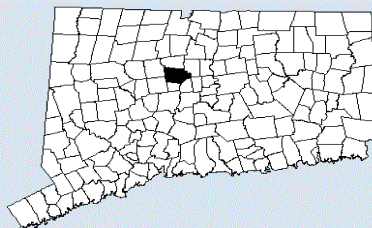
## Farmington School District

Ms. Kathleen Greider, Superintendent • 860-673-8270 • [www.fpsct.org](http://www.fpsct.org)

### District Information

Grade Range	PK-12
Number of Schools	9
Enrollment	4,036
Per Pupil Expenditures <sup>1</sup>	\$14,785
Total Expenditures <sup>1</sup>	\$61,119,177

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,924	47.7	48.3
Male	2,112	52.3	51.6
American Indian	7	0.2	0.2
Asian	648	16.1	4.6
Black or African American	210	5.2	12.9
Hispanic or Latino	251	6.2	21.2
Pacific Islander	0	0.0	0.0
White	2,893	71.7	58.4
Two or More Races	27	0.7	2.3
English Language Learners	71	1.8	5.7
Eligible for Free or Reduced-Price Meals	355	8.8	37.3
Students with Disabilities <sup>1</sup>	454	11.2	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	105	5.5	13	0.6
Male	151	7.2	66	3.0
Black or African American	26	12.1	16	7.1
Hispanic or Latino	28	11.2	*	*
White	176	6.2	49	1.6
English Language Learners	7	8.0	0	0.0
Eligible for Free or Reduced-Price Meals	62	15.5	27	5.9
Students with Disabilities	64	14.1	27	5.2
District	256	6.4	79	1.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 5**

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2013-14

## Farmington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	278.2
Paraprofessional Instructional Assistants	26.6
<b>Special Education</b>	
Teachers and Instructors	36.4
Paraprofessional Instructional Assistants	60.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	16.6
<b>Library/Media</b>	
Specialists (Certified)	6.6
Support Staff	3.0
Instructional Specialists Who Support Teachers	19.1
Counselors, Social Workers and School Psychologists	19.6
School Nurses	6.7
Other Staff Providing Non-Instructional Services/Support	184.6

<sup>1</sup>In 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 (%)
Asian	6	1.5	1.0
Black or African American	6	1.5	3.5
Hispanic	10	2.5	3.6
Native American	1	0.3	0.1
White	373	94.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.4
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	95	37.8	150	56.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	132	40.2	187	54.0
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	40	52.6
Emotional Disturbance	17	58.6
Intellectual Disability	*	*
Learning Disability	95	82.6
Other Health Impairment	90	84.1
Other Disabilities	*	*
Speech/Language Impairment	49	81.7
District	300	71.6
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Farmington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	81	2.0	1.4
Emotional Disturbance	29	0.7	1.0
Intellectual Disability	16	0.4	0.4
Learning Disability	115	2.8	4.2
Other Health Impairment	108	2.7	2.5
Other Disabilities	24	0.6	1.0
Speech/Language Impairment	63	1.6	1.9
All Disabilities	436	10.8	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,240,150	9,699	8,769
Instructional Supplies and Equipment	1,045,435	258	275
Improvement of Instruction and Educational Media Services	1,977,439	489	487
Student Support Services	3,860,385	954	965
Administration and Support Services	4,130,760	1,021	1,600
Plant Operation and Maintenance	4,885,621	1,208	1,472
Transportation	3,113,816	634	786
Costs of Students Tuitioned Out	2,660,477	N/A	N/A
Other	205,094	51	178
Total	61,119,177	14,785	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	3,217,060	795	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	5,755,409	50.3	35.6
Noncertified Personnel	516,699	4.5	14.5
Purchased Services	464,603	4.1	5.0
Tuition to Other Schools	2,308,547	20.2	21.4
Special Ed. Transportation	920,307	8.0	8.5
Other Expenditures	1,485,487	13.0	14.9
Total Expenditures	11,451,052	100.0	100.0
PK-12 Expenditures Used for Special Education		18.7	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	92.7	92.6
State	4.9	4.8
Federal	1.5	1.6
Tuition & Other	0.9	0.9

<sup>4</sup>Revenue 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 2013-14

## Farmington School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.0	75.0	78.2	76.0	.	.	.	.	
Hispanic or Latino	82.2	84.3	86.9	85.6	.	.	.	.	
English Language Learners	74.7	71.3	72.5	73.0	.	.	.	.	
Eligible for Free or Reduced-Price Meals	78.1	78.3	83.3	80.1	.	.	.	.	
Students with Disabilities	66.5	68.5	68.8	65.7	.	.	.	.	
High Needs	73.8	75.3	76.7	73.3	.	.	.	.	
District	92.8	92.8	93.3	91.8	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.8	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	75.5	70.3	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	78.6	79.6	68.5	62.8	.	.	.	.	
Students with Disabilities	60.5	61.7	53.9	52.8	.	.	.	.	
High Needs	70.0	71.1	63.2	61.8	.	.	.	.	
District	89.3	90.7	88.9	88.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.0	72.5	93.2	82.4	1,154	84.9
Curl Up	86.0	74.6	91.8	93.2	1,154	86.6
Push Up	76.7	69.6	87.2	86.5	1,154	80.1
Mile Run/PACER	87.4	77.5	85.8	79.7	1,154	82.7
All Tests - District	63.8	41.7	73.3	65.5	1,154	61.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Farmington School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	80.0	Yes	81.4
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	75.8	76.5	No	78.3
Students with Disabilities	36	72.2	90.6	No	91.0
District	326	95.1	94.0	Yes	94.0
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.8	209	67.2
Male	81.8	224	61.7
Black or African American	*	*	*
Hispanic or Latino	72.5	15	37.5
White	85.8	351	68.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	62.1	11	19.0
Students with Disabilities	34.8	*	*
District	84.1	433	64.2
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.5	94.4
Male	87.0	92.6
Black or African American	*	*
Hispanic or Latino	*	*
White	88.3	94.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	87.1	88.9
Students with Disabilities	75.8	*
District	88.8	93.5
State	72.7	88.5

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2013-14

## Farmington School District

### Narratives

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#### **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, philosophy, Vision of the Farmington Graduate and goals. Individual schools create their school improvement plans based on 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. Each school as well as a program and Special Services development plan is 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 provide many avenues for students to become involved in their school community in meaningful ways.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Farmington Public Schools remain 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 45 years and even with schools at and beyond enrollment capacity, the district continues to welcome approximately 130 Choice students.

The school district employs a K-12 coordinator who facilitates experiences and activities designed to increase students' intercultural competencies and awareness of diversity. Farmington plays a lead role in two interdistrict cooperative grants designed to increase achievement through the arts and four of our seven schools are actively participating in Sister School projects. Farmington High School's students participate in international student exchange programs. Farmington's commitment to improving student achievement while simultaneously addressing education equity, quality and diversity is well established.

# District Profile and Performance Report for School Year 2013-14

## Farmington School District

### **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 and five-year goals. 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.