

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



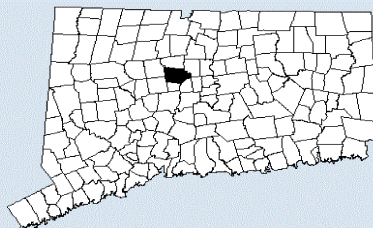
Farmington School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 9 |
| Enrollment | 4,159 |
| Per Pupil Expenditures ¹ | \$17,503 |
| Total Expenditures ¹ | \$73,689,219 |

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| Female | 2,053 | 49.4 | 48.4 |
| Male | 2,106 | 50.6 | 51.6 |
| American Indian or Alaska Native | 6 | 0.1 | 0.3 |
| Asian | 933 | 22.4 | 5.2 |
| Black or African American | 195 | 4.7 | 12.7 |
| Hispanic or Latino of any race | 357 | 8.6 | 26.9 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 173 | 4.2 | 3.8 |
| White | 2,495 | 60.0 | 51.1 |
| English Learners | 180 | 4.3 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 718 | 17.3 | 43.3 |
| Students with Disabilities ³ | 499 | 12.0 | 16.0 |

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 108 | 5.4 | 11 | 0.5 |
| Male | 127 | 6.2 | 45 | 2.1 |
| Black or African American | 21 | 10.9 | 8 | 3.9 |
| Hispanic or Latino of any race | 33 | 9.3 | 15 | 4.0 |
| White | 126 | 5.2 | 29 | 1.1 |
| English Learners | 12 | 6.4 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 105 | 14.6 | 27 | 3.3 |
| Students with Disabilities | 68 | 14.4 | 28 | 5.0 |
| District | 235 | 5.8 | 56 | 1.3 |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: 19

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Farmington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 284.0 |
| Paraprofessional Instructional Assistants | 51.8 |
| Special Education | |
| Teachers and Instructors | 41.1 |
| Paraprofessional Instructional Assistants | 90.1 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 6.0 |
| School Level | 19.4 |
| Library/Media | |
| Specialists (Certified) | 7.0 |
| Support Staff | 3.0 |
| Instructional Specialists Who Support Teachers | 22.4 |
| Counselors, Social Workers and School Psychologists | 26.8 |
| School Nurses | 8.0 |
| Other Staff Providing Non-Instructional Services/Support | 193.6 |

¹ 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 (%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 1 | 0.2 | 0.1 |
| Asian | 7 | 1.7 | 1.2 |
| Black or African American | 5 | 1.2 | 4.0 |
| Hispanic or Latino of any race | 10 | 2.4 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 398 | 94.5 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.0 | 10.4 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 12 | * | 10 | * |
| Hispanic or Latino of any race | * | * | * | * |
| White | 153 | 70.2 | 185 | 88.9 |
| English Learners | 0 | * | * | * |
| Eligible for Free or Reduced-Price Meals | 41 | 66.1 | 37 | 74.0 |
| Students with Disabilities | 16 | 55.2 | 28 | 68.3 |
| District | 234 | 72.7 | 266 | 86.9 |
| State | | 75.8 | | 84.8 |

² College-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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 44 | 53.7 |
| Emotional Disturbance | 7 | 17.9 |
| Intellectual Disability | * | * |
| Learning Disability | 118 | 74.2 |
| Other Health Impairment | 80 | 75.5 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 30 | 73.2 |
| District | 287 | 63.2 |
| State | | 67.8 |

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Farmington School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 84 | 2.0 | 2.0 |
| Emotional Disturbance | 39 | 0.9 | 1.1 |
| Intellectual Disability | 8 | 0.2 | 0.5 |
| Learning Disability | 159 | 3.9 | 5.7 |
| Other Health Impairment | 106 | 2.6 | 3.3 |
| Other Disabilities | 35 | 0.9 | 1.1 |
| Speech/Language Impairment | 51 | 1.2 | 1.8 |
| All Disabilities | 482 | 11.7 | 15.6 |

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 7 | 1.5 | 8.2 |
| Private Schools or Other Settings | 13 | 2.7 | 5.0 |

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

| | Total (\$) | Per Pupil | |
|--|--------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$45,765,160 | \$10,871 | \$10,923 |
| Support services - students | \$6,741,892 | \$1,652 | \$1,277 |
| Support services - instruction | \$3,179,897 | \$779 | \$682 |
| Support services - general administration | \$695,364 | \$170 | \$467 |
| Support services - school based administration | \$4,338,010 | \$1,063 | \$1,021 |
| Central and other support services | \$1,637,697 | \$401 | \$679 |
| Operation and maintenance of plant | \$7,722,371 | \$1,892 | \$1,718 |
| Student transportation services | \$3,608,828 | \$957 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | . | . | \$163 |
| Minor school construction | . | . | \$59 |
| Total | \$73,689,219 | \$17,503 | \$17,629 |

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

| | District | | State |
|--|--------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$4,458,611 | 30.7 | 28.5 |
| Instructional Aide Salaries | \$2,343,682 | 16.2 | 10.1 |
| Other Salaries | \$984,667 | 6.8 | 11.1 |
| Employee Benefits | \$1,567,160 | 10.8 | 13.0 |
| Purchased Services Other Than Transportation | \$1,039,650 | 7.2 | 5.7 |
| Special Education Tuition | \$2,876,369 | 19.8 | 22.5 |
| Supplies | \$68,014 | 0.5 | 0.6 |
| Property Services | \$8,707 | 0.1 | 0.3 |
| Purchased Services For Transportation | \$1,153,859 | 8.0 | 8.0 |
| Equipment | \$8,635 | 0.1 | 0.2 |
| All Other Expenditures | \$1,000 | 0.0 | 0.1 |
| Total | \$14,510,356 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 19.7 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 91.9 |
| State | 3.7 |
| Federal | 1.8 |
| Tuition & Other | 2.7 |

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40 | 41 | 50 |
| National Public | 34 | 32 | 36 |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45 | 39 | 32 |
| National Public | 40 | 33 | 25 |

¹ 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

| | 2018-19 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 19 | * |
| Hispanic or Latino of any race | 20 | 95.0 |
| English Learners | 6 | * |
| Eligible for Free or Reduced-Price Meals | 56 | 98.2 |
| Students with Disabilities | 31 | 96.8 |
| District | 283 | 99.3 |
| State | | 88.5 |

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

| | Class of 2019 | Class of 2018 |
|--|-----------------------|--------------------------|
| | Entrance ³ | Persistence ⁴ |
| | Rate (%) | Rate (%) |
| Female | 89.5 | 93.2 |
| Male | 85.5 | 88.4 |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| White | 87.6 | 92.4 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 77.2 | 76.7 |
| Students with Disabilities | 61.8 | 75.0 |
| District | 87.2 | 90.8 |
| State | 71.5 | 87.5 |

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

| Indicator | | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency | Literacy | 78.1% | 100% | 60.4% |
| | Oral | 74.9% | 100% | 57.6% |
| Chronic Absenteeism | All Students | 5.8% | <=5% | 12.2% |
| | High Needs Students | 12.1% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | 79.6% | 75% | 80.4% |
| On-track to High School Graduation | | 97.9% | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | 99.3% | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | 98.6% | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | 87.1% | 75% | 71.5% |
| Arts Access | | 56.2% | 60% | 51.8% |

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev ² | Is Gap an Outlier? ² |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | 94.0% | 98.6% | -4.6% | 10.9% | N |

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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 Global Citizen 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 collaboration among all stakeholders including 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 with deliberate attention to learning history from different perspectives. Farmington's continuing commitment to the Open Choice program provides important educational 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 135 Choice students each school year. All schools in the district have a designated Family / School Liaison 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 educational 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 following a two month process of school and program budget reviews and adjustments with principals, central office administrators, and program directors. The Board of Education conducts a thorough review 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 allocations reflect the priorities and goals of the Board of Education as well as the data-driven strengths and needs of students.