

STRATEGIC SCHOOL PROFILE 2008-09**Farmington School District**

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Farmington,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Per Capita Income in 2000: \$39,102

Town Population in 2000: 23,641

Percent of Adults without a High School Diploma in 2000*: 9.1%

1990-2000 Population Growth: 14.7%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.4%

Number of Public Schools: 7

District Enrollment as % of Estimated. Student Population: 94.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008

4,192

5-Year Enrollment Change

-2.7%

DISTRICT GRADE RANGE

Grade Range

PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	263	6.3	6.4	30.3
K-12 Students Who Are Not Fluent in English	40	1.0	2.2	5.2
Students Identified as Gifted and/or Talented*	110	2.6	6.6	4.0
PK-12 Students Receiving Special Education Services in District	411	9.8	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	242	84.0	91.3	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	80	13.8	14.2	19.0

*100.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.1
Asian American	423	10.1
Black	231	5.5
Hispanic	172	4.1
White	3,360	80.2
Total Minority	832	19.8

Percent of Minority Professional Staff: 4.5%

Open Choice: 92 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 10.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 40.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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's continuing commitment to the 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 43 years and even with students at and beyond enrollment capacity, the district continues to welcome approximately 93 Choice students.

The Farmington Public Schools participate as an active partner in three interdistrict magnet school programs.

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's commitment to improving student achievement while simultaneously addressing educational quality and diversity is well established and all indications point to further positive development in future years.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.4	54.6	98.1
Writing	88.3	62.5	98.7
Mathematics	87.5	62.8	96.9
Grade 4 Reading	89.2	60.7	98.8
Writing	82.9	64.2	89.1
Mathematics	85.9	63.6	88.4
Grade 5 Reading	84.4	66.0	82.6
Writing	84.8	66.5	88.3
Mathematics	84.3	68.8	79.6
Science	83	58.1	87.7
Grade 6 Reading	90.6	68.9	89.0
Writing	87.7	62.2	94.5
Mathematics	90.0	68.8	85.9
Grade 7 Reading	88.0	74.9	74.5
Writing	77.9	62.9	72.6
Mathematics	86.5	66.0	87.9
Grade 8 Reading	89.2	68.4	89.0
Writing	90.2	66.5	92.3
Mathematics	86.6	64.5	84.5
Science	86.6	60.6	89.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	77.2	47.4	93.9
Writing Across the Disciplines	84.2	55.0	93.1
Mathematics	77.7	47.8	93.9
Science	67.2	42.8	82.4

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	44.8	36.2	72.1

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.9	74.5	
Average Score	Mathematics	561	507	88.4
	Critical Reading	549	503	88.4
	Writing	560	506	89.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.0	92.1	60.3
Cumulative Four-Year Dropout Rate for Class of 2008	3.9	6.6	53.3
2007-08 Annual Dropout Rate for Grade 9 through 12	0.7	2.5	65.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.4	84.1
% Employed (Civilian Employment and in Armed Services)	3.0	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	285.15
Paraprofessional Instructional Assistants	24.90
Special Education	
Teachers and Instructors	29.90
Paraprofessional Instructional Assistants	52.70
Library/Media Specialists and/or Assistants	10.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	15.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	19.90
School Nurses	6.70
Other Staff Providing Non-Instructional Services and Support	177.50

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.1	13.7	13.6
% with Master's Degree or Above	80.2	83.3	76.1

Average Class Size	District	DRG	State
Grade K	19.3	18.4	18.3
Grade 2	19.9	19.4	19.3
Grade 5	22.7	22.0	21.0
Grade 7	21.3	21.6	20.5
High School	18.9	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,013	991	988
Middle School	1,003	1,018	1,016
High School	994	977	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	3.4	3.3
Middle School	2.9	2.5	2.6
High School	3.9	2.9	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$28,236	\$6,744	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$1,085	\$259	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$1,820	\$435	\$461	\$461	\$446
Student Support Services	\$3,557	\$850	\$808	\$862	\$806
Administration and Support Services	\$5,094	\$1,217	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$6,027	\$1,439	\$1,382	\$1,386	\$1,377
Transportation	\$2,630	\$607	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$2,417	N/A	N/A	N/A	N/A
Other	\$901	\$215	\$152	\$164	\$151
Total	\$51,767	\$12,270	\$12,869	\$12,531	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,411	\$1,053	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,378,100	16.2	19.2	20.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	90.9	6.7	1.5	0.9
Excluding School Construction	91.9	5.5	1.6	0.9

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 directors, 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	405
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	47	1.1	1.0	0.8
Learning Disability	117	2.8	3.5	3.9
Intellectual Disability	16	0.4	0.3	0.5
Emotional Disturbance	45	1.1	0.6	1.0
Speech Impairment	86	2.1	2.1	2.3
Other Health Impairment*	79	1.9	2.1	2.1
Other Disabilities**	15	0.4	0.7	0.9
Total	405	9.7	10.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	90.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	52.4	30.2	87.6	65.7
	Writing	36.8	19.5	85.1	64.1
	Mathematics	43.4	30.7	86.8	65.7
	Science	44.4	23.8	84.8	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	77.2	47.4
	Writing Across the Disciplines	22.2	13.6	84.2	55.0
	Mathematics	N/A	N/A	77.7	47.8
	Science	22.2	10.6	67.2	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	17.2
	% With Accommodations	82.8
CAPT	% Without Accommodations	17.2
	% With Accommodations	82.8
% Assessed Using Skills Checklist		5.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	2	0.5
Private Schools or Other Settings	20	4.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	314	77.5	75.9	72.7
40.1 to 79.0 Percent of Time	67	16.5	17.2	16.1
0.0 to 40.0 Percent of Time	24	5.9	6.9	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Department of Special Services has conducted professional development activities designated to improve special education programming and outcomes for students. Initiatives have occurred and continue at all levels relative to improving teachers' skill in writing and student goals and objectives so that they are data-based, measurable, relevant and meaningful for students and parents. In addition, teachers collaborated with their general education colleagues to develop and refine their skills in the instruction of reading and math to the most challenging students. Academic data from the 2008-2009 school year showed that these intensive efforts lead to positive student outcomes. The department continues to have a positive relationship with the Special Education PTA (SEPTA), which serves as a vehicle for parent education. Pre-K parents will meet regularly during the 2009-2010 school year for both education and support.

The school district engages in an annual strategic planning cycle of continuous improvement to support the district mission, vision 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 involving 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 district plans, as well as annual results and outcomes, are available on our website at www.fpsct.org.
