

**STRATEGIC SCHOOL PROFILE 2007-08****Farmington School District**

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Location: 1 Monteith Drive  
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Connecticut

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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](http://www.sde.ct.gov).

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**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: 93.2%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 4,193  
5-Year Enrollment Change -1.0%

**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	226	5.4	5.3	28.7
K-12 Students Who Are Not Fluent in English	64	1.5	2.2	5.4
Students Identified as Gifted and/or Talented*	114	2.7	6.2	4.0
PK-12 Students Receiving Special Education Services in District	390	9.3	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	238	94.4	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	62	12.4	15.5	20.2

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	366	8.7
Black	224	5.3
Hispanic	163	3.9
White	3,430	81.8
Total Minority	763	18.2

**Percent of Minority Professional Staff:** 4.6%

**Open Choice:** 94 students 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:** 9.8% 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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 42 years and, even with students at and beyond enrollment capacity, the district continues to welcome approximately 92 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.

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## 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	77.1	52.0	90.8
Writing	85.3	63.4	95.1
Mathematics	79.3	60.0	81.0
Grade 4 Reading	80.1	55.9	90.5
Writing	84.8	62.9	91.8
Mathematics	78.9	60.3	79.9
Grade 5 Reading	87.4	62.2	96.3
Writing	88.6	64.5	95.1
Mathematics	88.6	65.9	92.6
Science	86.5	54.9	96.9
Grade 6 Reading	84.9	66.3	82.1
Writing	77.7	61.9	77.4
Mathematics	86.1	66.4	81.5
Grade 7 Reading	88.8	71.1	83.9
Writing	80.9	62.0	81.3
Mathematics	84.2	63.0	83.2
Grade 8 Reading	83.5	64.8	78.0
Writing	86.9	63.4	87.4
Mathematics	83.2	60.8	84.9
Science	74	58.6	54.1

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	71.7	45.5	84.6
Writing Across the Disciplines	85.4	57.9	90.8
Mathematics	74.1	50.1	82.3
Science	70.2	46.3	81.5

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	44.9	36.1	74.9

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		99.4	77.6	
Average Score	Mathematics	548	504	81.5
	Critical Reading	553	502	90.0
	Writing	545	503	87.7

**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 2007	98.4	92.6	77.7
Cumulative Four-Year Dropout Rate for Class of 2007	1.5	6.2	73.7
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.5	83.4
% Employed (Civilian Employment and in Armed Services)	3.6	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	287.10
Paraprofessional Instructional Assistants	25.90
Special Education	
Teachers and Instructors	27.05
Paraprofessional Instructional Assistants	44.80
Library/Media Specialists and Assistants	10.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	15.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.50
Counselors, Social Workers, and School Psychologists	19.50
School Nurses	6.70
Other Staff Providing Non-Instructional Services and Support	181.00

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	13.9	13.6	13.6
% with Master's Degree or Above	84.1	82.7	75.6

Average Class Size	District	DRG	State
Grade K	16.9	18.3	18.1
Grade 2	17.3	19.8	19.3
Grade 5	22.4	22.3	20.9
Grade 7	21.0	21.2	20.5
High School	18.2	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,013	988	987
Middle School	1,004	1,022	1,017
High School	994	977	1,006

\*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	3.6	3.4
Middle School	2.8	2.7	2.7
High School	3.9	3.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$27,730	\$6,534	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,010	\$238	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,797	\$423	\$443	\$491	\$429
Student Support Services	\$3,351	\$790	\$764	\$803	\$761
Administration and Support Services	\$4,820	\$1,136	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$6,100	\$1,437	\$1,329	\$1,365	\$1,322
Transportation	\$2,595	\$587	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$1,624	N/A	N/A	N/A	N/A
Other	\$768	\$181	\$147	\$159	\$145
<b>Total</b>	<b>\$49,796</b>	<b>\$11,662</b>	<b>\$12,203</b>	<b>\$11,984</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,828	\$1,138	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,504,002
Percent of Total PK-12 Expenditures Used for Special Education	15.0%

**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	92.0	5.8	1.5	0.7
Excluding School Construction	93.5	4.2	1.5	0.8

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 recommend 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.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	395
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

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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	41	1.0	0.9	0.7
Learning Disability	100	2.4	3.5	4.0
Intellectual Disability	14	0.3	0.3	0.5
Emotional Disturbance	43	1.0	0.6	1.0
Speech Impairment	90	2.1	2.2	2.4
Other Health Impairment*	90	2.1	2.2	2.1
Other Disabilities**	17	0.4	0.6	0.9
Total	395	9.4	10.4	11.5

\*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 2006-07 with a Standard Diploma	96.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.3	2.8

## 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	35.1	20.4	83.7	62.1
	Writing	34.2	19.3	83.9	63.0
	Mathematics	37.8	22.6	83.5	62.7
	Science	38.0	22.2	80.3	56.8
CAPT	Reading Across the Disciplines	25.0	11.4	71.7	45.5
	Writing Across the Disciplines	34.3	16.3	85.4	57.9
	Mathematics	17.6	14.7	74.1	50.1
	Science	20.0	14.4	70.2	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	22.8
	% With Accommodations	77.2
CAPT	% Without Accommodations	22.9
	% With Accommodations	77.1
% Assessed Using Skills Checklist		6.2

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	4	1.0
Private Schools or Other Settings	21	5.3

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	303	76.7	75.0	71.6
40.1 to 79.0 Percent of Time	62	15.7	17.7	16.6
0.0 to 40.0 Percent of Time	30	7.6	7.3	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Department of Special Services has conducted professional development activities designed to improve special education programming and outcomes for students. Initiatives have occurred and continue at all levels relative to improving teachers' skill in writing 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 2007-2008 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 2008-2009 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 and district plans, as well as annual results and outcomes, are available on our website at [www.fpsct.org](http://www.fpsct.org).

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