

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



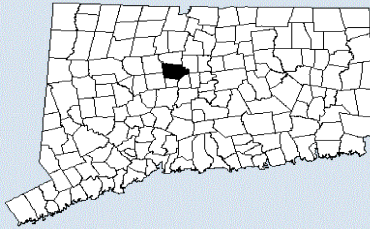
Farmington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,096
Per Pupil Expenditures ¹	\$16,183
Total Expenditures ¹	\$66,206,133

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,982	48.4	48.3
Male	2,114	51.6	51.6
American Indian or Alaska Native	6	0.1	0.2
Asian	771	18.8	4.9
Black or African American	233	5.7	12.8
Hispanic or Latino	286	7.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	56	1.4	2.7
White	2,744	67.0	55.9
English Learners	108	2.6	6.4
Eligible for Free or Reduced-Price Meals	442	10.8	38.0
Students with Disabilities ¹	495	12.1	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	74	3.8	20	1.0
Male	105	5.2	39	1.9
Black or African American	24	10.6	14	5.9
Hispanic or Latino	21	7.6	*	*
White	103	3.9	34	1.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	51	11.9	22	4.6
Students with Disabilities	68	13.5	25	4.4
District	179	4.5	59	1.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 10

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.

District Profile and Performance Report for School Year 2015-16

Farmington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	277.5
Paraprofessional Instructional Assistants	42.8
Special Education	
Teachers and Instructors	38.8
Paraprofessional Instructional Assistants	84.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	18.8
Library/Media	
Specialists (Certified)	7.4
Support Staff	3.0
Instructional Specialists Who Support Teachers	21.9
Counselors, Social Workers and School Psychologists	21.4
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	188.1

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	4	1.0	1.0
Black or African American	4	1.0	3.5
Hispanic or Latino	12	3.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	384	94.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.4

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	*	*	*	*
Hispanic or Latino	*	*	12	50.0
White	128	55.7	168	71.8
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	11	34.4	15	41.7
Students with Disabilities	12	30.0	18	40.0
District	171	54.6	236	70.2
State		61.2		73.9

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	38	45.2
Emotional Disturbance	17	41.5
Intellectual Disability	*	*
Learning Disability	95	74.2
Other Health Impairment	90	86.5
Other Disabilities	*	*
Speech/Language Impairment	46	67.6
District	294	64.8
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Farmington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.2	1.6
Emotional Disturbance	41	1.0	1.0
Intellectual Disability	13	0.3	0.5
Learning Disability	128	3.2	4.6
Other Health Impairment	104	2.6	2.8
Other Disabilities	23	0.6	1.0
Speech/Language Impairment	80	2.0	1.9
All Disabilities	478	11.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,531,073	9,898	9,387
Instructional Supplies and Equipment	1,583,372	396	318
Improvement of Instruction and Educational Media Services	2,504,917	627	541
Student Support Services	4,509,279	1,129	1,048
Administration and Support Services	4,471,952	1,120	1,790
Plant Operation and Maintenance	8,005,389	2,004	1,608
Transportation	3,206,646	677	845
Costs of Students Tuitioned Out	2,242,055	N/A	N/A
Other	151,450	38	194
Total	66,206,133	16,183	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,643,615	662	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,514,691	53.8	35.1
Noncertified Personnel	663,129	5.5	14.5
Purchased Services	683,244	5.6	5.5
Tuition to Other Schools	1,969,245	16.3	21.6
Special Ed. Transportation	972,385	8.0	8.3
Other Expenditures	1,305,852	10.8	15.0
Total Expenditures	12,108,546	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.5	90.3
State	5.8	5.8
Federal	2.0	2.1
Tuition & Other	1.7	1.8

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 2015-16

Farmington School District

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	*	*	*	*	0	N/A
Asian	419	87.2	419	88.2	164	74.5
Black or African American	105	61.9	105	57.1	48	54.2
Hispanic or Latino	136	71.7	135	65.0	52	60.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	7	*
White	1498	78.5	1498	74.0	617	69.8
English Learners	62	65.4	62	66.5	17	*
Non-English Learners	2123	79.3	2122	75.6	871	69.8
Eligible for Free or Reduced-Price Meals	243	66.5	243	60.1	98	56.5
Not Eligible for Free or Reduced-Price Meals	1942	80.4	1941	77.2	790	71.0
Students with Disabilities	309	56.7	308	51.6	140	51.0
Students without Disabilities	1876	82.5	1876	79.2	748	72.8
High Needs	517	63.4	516	58.4	209	55.6
Non-High Needs	1668	83.7	1668	80.6	679	73.6
District	2185	78.9	2184	75.3	888	69.4

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	83.0	72.3	92.4	89.9	1,191	83.6
Curl Up	88.0	74.9	89.6	94.3	1,191	86.0
Push Up	76.0	73.5	85.1	86.6	1,191	79.7
Mile Run/PACER	83.6	79.4	88.2	78.5	1,191	82.5
All Tests - District	58.7	48.4	77.8	61.9	1,191	61.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Farmington School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	22	86.4	82.8	Yes	84.2
Hispanic or Latino	20	80.0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	55	81.8	80.0	Yes	81.7
Students with Disabilities	40	75.0	91.3	No	91.6
District	335	95.8	94.0	Yes	94.0
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	186	63.3
Male	96.1	224	63.1
Black or African American	93.6	*	*
Hispanic or Latino	92.5	13	32.5
White	98.5	310	66.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.6	17	25.0
Students with Disabilities	70.0	*	*
District	97.2	410	63.2
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.5	88.6
Male	81.4	93.6
Black or African American	*	*
Hispanic or Latino	75.0	*
White	85.1	91.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.2	62.5
Students with Disabilities	46.9	*
District	83.9	91.3
State	71.9	88.3

⁷College 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.

⁸College 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 2015-16

Farmington School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.9	75	50.0	50	100.0	67.7
	High Needs Students	63.4	75	42.3	50	84.6	56.7
Math Performance Index	All Students	75.3	75	50.0	50	100.0	61.4
	High Needs Students	58.4	75	38.9	50	77.9	49.9
Science Performance Index	All Students	69.4	75	46.2	50	92.5	57.5
	High Needs Students	55.6	75	37.0	50	74.1	47.0
ELA Academic Growth	All Students	71.9%	100%	71.9	100	71.9	63.8%
	High Needs Students	62.9%	100%	62.9	100	62.9	58.3%
Math Academic Growth	All Students	84.2%	100%	84.2	100	84.2	65.0%
	High Needs Students	69.2%	100%	69.2	100	69.2	57.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.0%	<=5%	38.0	50	76.0	15.6%
Preparation for CCR	% Taking Courses	62.7%	75%	41.8	50	83.6	67.6%
	% Passing Exams	63.2%	75%	42.1	50	84.2	40.7%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.8%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.7%	94%	91.2	100	91.2	78.6%
Postsecondary Entrance (Class of 2015)		83.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6% 61.0%	75%	40.7	50	81.4	89.2% 50.5%
Arts Access		56.3%	60%	46.9	50	93.9	47.5%
Accountability Index				1153.3	1350	85.4	

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?					Y
ELA Performance Index Gap	75.0	63.4	11.6	16.5	
Math Performance Index Gap	75.0	58.4	16.6	18.9	
Science Performance Index Gap	73.6	55.6	18.1	17.2	
Graduation Rate Gap	94.0%	85.7%	8.3%	15.3%	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	99.1
	High Needs Students	98.2
Math	All Students	99.0
	High Needs Students	98.0
Science	All Students	98.9
	High Needs Students	97.7

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: 60.9

State: 51.4

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 2015-16

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, philosophy, 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. 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 allow 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 120 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 2015-16

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.