

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



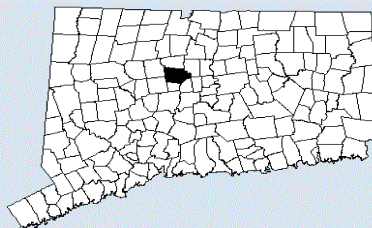
Farmington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,094
Per Pupil Expenditures ¹	\$16,714
Total Expenditures ¹	\$71,116,967

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,004	48.9	48.4
Male	2,090	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	904	22.1	5.2
Black or African American	210	5.1	12.8
Hispanic or Latino of any race	339	8.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	2,492	60.9	52.4
English Learners	154	3.8	7.6
Eligible for Free or Reduced-Price Meals	652	15.9	42.1
Students with Disabilities ³	481	11.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	114	5.8	18	0.9
Male	104	5.1	60	2.8
Black or African American	23	11.4	19	8.8
Hispanic or Latino of any race	31	9.3	12	3.3
White	111	4.6	43	1.7
English Learners	16	9.5	*	*
Eligible for Free or Reduced-Price Meals	91	13.1	36	4.7
Students with Disabilities	67	13.9	34	5.9
District	218	5.4	78	1.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 25

Number of school-based arrests: 6

⁴A 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.

⁵This 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 2018-19

Farmington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	279.9
Paraprofessional Instructional Assistants	49.1
Special Education	
Teachers and Instructors	39.8
Paraprofessional Instructional Assistants	95.8
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	18.6
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	22.4
Counselors, Social Workers and School Psychologists	24.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	192.3

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	6	1.5	1.1
Black or African American	4	1.0	3.8
Hispanic or Latino of any race	8	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	387	94.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.0

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	8	*	17	70.8
Hispanic or Latino of any race	*	*	*	*
White	145	70.4	173	89.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	46.3	36	72.0
Students with Disabilities	16	41.0	32	76.2
District	215	71.0	262	86.8
State		74.5		85.2

²College-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	38	50.0
Emotional Disturbance	9	22.0
Intellectual Disability	*	*
Learning Disability	100	67.1
Other Health Impairment	78	73.6
Other Disabilities	*	*
Speech/Language Impairment	37	74.0
District	267	59.3
State		67.6

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

District Profile and Performance Report for School Year 2018-19

Farmington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	78	1.9	1.9
Emotional Disturbance	41	1.0	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	149	3.7	5.5
Other Health Impairment	106	2.6	3.2
Other Disabilities	26	0.6	1.1
Speech/Language Impairment	55	1.4	1.8
All Disabilities	467	11.5	15.0

¹This 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	10	2.1	8.2
Private Schools or Other Settings	16	3.4	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$43,622,207	\$10,252	\$10,545
Support services - students	\$6,631,343	\$1,619	\$1,373
Support services - instruction	\$3,132,844	\$765	\$644
Support services - general administration	\$707,052	\$173	\$462
Support services - school based administration	\$4,127,850	\$1,008	\$1,007
Central and other support services	\$1,606,479	\$392	\$671
Operation and maintenance of plant	\$7,666,125	\$1,871	\$1,629
Student transportation services	\$3,609,117	\$989	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$13,950	\$3	\$65
Total	\$71,116,967	\$16,714	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,476,743	33.4	29.7
Instructional Aide Salaries	\$2,019,802	15.1	9.6
Other Salaries	\$950,267	7.1	10.4
Employee Benefits	\$1,259,536	9.4	13.0
Purchased Services Other Than Transportation	\$1,102,699	8.2	5.5
Special Education Tuition	\$2,209,594	16.5	22.6
Supplies	\$52,015	0.4	0.6
Property Services	\$6,544	0.0	0.4
Purchased Services For Transportation	\$1,293,975	9.7	8.0
Equipment	\$22,306	0.2	0.2
All Other Expenditures	\$1,000	0.0	0.1
Total	\$13,394,480	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	93.2
State	3.3
Federal	1.3
Tuition & Other	2.1

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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	*	*	*	*	*	*
Asian	511	89.3	511	90.9	208	89.4
Black or African American	108	66.5	107	58.7	44	63.9
Hispanic or Latino of any race	176	76.5	176	68.5	59	73.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,289	80.2	1,288	75.0	588	80.3
English Learners	170	78.6	170	77.5	66	80.8
Non-English Learners	1,985	81.7	1,983	77.6	852	81.1
Eligible for Free or Reduced-Price Meals	351	70.0	350	63.6	133	67.6
Not Eligible for Free or Reduced-Price Meals	1,804	83.6	1,803	80.2	785	83.4
Students with Disabilities	263	55.1	261	49.7	120	57.3
Students without Disabilities	1,892	85.1	1,892	81.4	798	84.7
High Needs	641	69.2	639	64.5	259	68.7
Non-High Needs	1,514	86.6	1,514	83.1	659	86.0
District	2,155	81.4	2,153	77.5	918	81.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.1	78.6	77.1	71.3	1,241	78.5
Curl Up	81.0	75.7	81.9	84.7	1,241	80.7
Push Up	67.7	75.7	71.6	83.3	1,241	74.6
Mile Run/PACER	82.7	86.6	75.5	71.0	1,241	79.1
All Tests - District	54.1	51.9	65.5	50.3	1,241	55.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

Farmington School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	23	91.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47	91.5
Students with Disabilities	37	75.7
District	297	95.6
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	205	71.9
Male	95.6	219	68.4
Black or African American	87.5	*	*
Hispanic or Latino of any race	97.1	17	48.6
White	97.0	289	72.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.1	44	42.3
Students with Disabilities	77.8	11	13.6
District	96.9	424	70.1
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.7	92.0
Male	79.3	92.9
Black or African American	*	*
Hispanic or Latino of any race	63.6	*
White	84.6	94.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.2	77.8
Students with Disabilities	60.0	92.3
District	81.9	92.5
State	71.0	87.8

⁵College 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.

⁶College 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 2018-19

Farmington School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.4	75	50.0	50	100.0	67.7
	High Needs Students	69.2	75	46.2	50	92.3	58.1
Math Performance Index	All Students	77.5	75	50.0	50	100.0	63.1
	High Needs Students	64.5	75	43.0	50	85.9	52.7
Science Performance Index	All Students	81.1	75	50.0	50	100.0	63.8
	High Needs Students	68.7	75	45.8	50	91.6	54.2
ELA Academic Growth	All Students	70.7%	100%	70.7	100	70.7	59.9%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.1%
Math Academic Growth	All Students	74.6%	100%	74.6	100	74.6	62.5%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.2%
Progress Toward English Proficiency	Literacy	51.3%	100%	25.7	50	51.3	60.0%
	Oral	58.4%	100%	29.2	50	58.4	52.1%
Chronic Absenteeism	All Students	5.4%	<=5%	49.1	50	98.2	10.4%
	High Needs Students	11.8%	<=5%	36.4	50	72.8	16.1%
Preparation for CCR	% Taking Courses	78.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	70.1%	75%	46.7	50	93.4	42.6%
On-track to High School Graduation		98.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.7%	94%	99.6	100	99.6	83.3%
Postsecondary Entrance (Class of 2018)		81.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 55.4%	75%	37.0	50	73.9	96.4% 52.9%
Arts Access		57.5%	60%	47.9	50	95.8	51.9%
Accountability Index				1220.9	1450	84.2	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	69.2	5.8	15.4	
Math Performance Index Gap	75.0	64.5	10.5	17.6	
Science Performance Index Gap	75.0	68.7	6.3	16.1	
Graduation Rate Gap	94.0%	93.7%	0.3%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.0
Math	All Students	99.3
	High Needs Students	98.8
Science	All Students	98.7
	High Needs Students	97.5

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 61.9 State: 51.5

District Profile and Performance Report for School Year 2018-19

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 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 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 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 50 years, and the district continues to welcome approximately 126 Choice students each school year. .All schools in the district have a designated Family and Student Support Facilitator 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 education equity, quality and diversity is well established.

District Profile and Performance Report for School Year 2018-19

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, 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 allocation reflects the priorities and goals of the Board of Education as well as the strengths and needs of students