

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



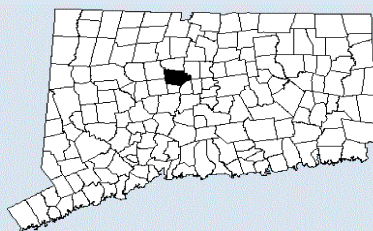
## Farmington School District

Ms. Kathleen Greider, Superintendent • 860-673-8270 • [www.fpsct.org](http://www.fpsct.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,112
Per Pupil Expenditures <sup>1</sup>	\$16,805
Total Expenditures <sup>1</sup>	\$68,866,145

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,002	48.7	48.4
Male	2,110	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	883	21.5	5.1
Black or African American	214	5.2	12.8
Hispanic or Latino	335	8.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	125	3.0	3.3
White	2,551	62.0	53.6
English Learners	155	3.8	7.2
Eligible for Free or Reduced-Price Meals	449	10.9	36.7
Students with Disabilities <sup>1</sup>	472	11.5	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	82	4.2	*	*
Male	115	5.6	*	*
Black or African American	23	11.0	7	3.3
Hispanic or Latino	32	10.0	12	3.6
White	101	4.1	24	0.9
English Learners	12	7.0	0	0.0
Eligible for Free or Reduced-Price Meals	82	12.7	15	2.2
Students with Disabilities	61	12.9	16	3.0
District	197	4.9	46	1.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 20

Number of school-based arrests: 16

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Farmington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	276.8
Paraprofessional Instructional Assistants	45.0
<b>Special Education</b>	
Teachers and Instructors	40.6
Paraprofessional Instructional Assistants	86.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	17.2
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	22.9
Counselors, Social Workers and School Psychologists	23.3
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	185.1

<sup>1</sup>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	0.3	0.1
Asian	5	1.2	1.1
Black or African American	3	0.7	3.7
Hispanic or Latino	9	2.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	386	95.5	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	35.0	*	*
Hispanic or Latino	*	*	14	56.0
White	129	67.2	178	85.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	19	40.4	30	65.2
Students with Disabilities	12	34.3	24	55.8
District	191	64.5	243	80.7
State		69.3		80.1

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	34	41.0
Emotional Disturbance	12	32.4
Intellectual Disability	*	*
Learning Disability	103	75.2
Other Health Impairment	77	74.0
Other Disabilities	*	*
Speech/Language Impairment	46	80.7
District	275	61.1
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Farmington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	86	2.1	1.8
Emotional Disturbance	37	0.9	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	137	3.3	5.2
Other Health Impairment	104	2.5	3.1
Other Disabilities	27	0.7	1.1
Speech/Language Impairment	65	1.6	1.8
All Disabilities	468	11.4	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	3.0	8.3
Private Schools or Other Settings	17	3.6	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,773,745	10,282	9,847
Instructional Supplies and Equipment	1,601,662	394	287
Improvement of Instruction and Educational Media Services	2,535,491	624	589
Student Support Services	4,841,181	1,192	1,120
Administration and Support Services	5,186,924	1,277	1,905
Plant Operation and Maintenance	6,976,959	1,717	1,648
Transportation	3,415,544	753	904
Costs of Students Tuitioned Out	2,329,894	N/A	N/A
Other	204,745	50	208
Total	68,866,145	16,805	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,626,167	646	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,960,398	57.4	33.8
Noncertified Personnel	379,298	2.7	14.5
Purchased Services	710,946	5.1	5.5
Tuition to Other Schools	2,024,099	14.6	23.4
Special Ed. Transportation	1,202,725	8.7	8.7
Other Expenditures	1,591,331	11.5	14.1
Total Expenditures	13,868,797	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.7	93.5
State	3.7	3.8
Federal	1.2	1.2
Tuition & Other	1.4	1.5

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	505	88.6	504	90.1
Black or African American	112	66.4	112	57.6
Hispanic or Latino	171	73.4	171	66.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	49	77.8	49	73.4
White	1338	80.1	1336	75.4
English Learners	150	77.2	148	77.2
Non-English Learners	2028	81.0	2027	77.1
Eligible for Free or Reduced-Price Meals	341	69.5	340	64.5
Not Eligible for Free or Reduced-Price Meals	1837	82.8	1835	79.4
Students with Disabilities	260	55.0	259	49.4
Students without Disabilities	1918	84.2	1916	80.8
High Needs	618	68.4	615	63.8
Non-High Needs	1560	85.6	1560	82.3
District	2178	80.7	2175	77.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.2	75.4	87.4	74.8	1,227	80.4
Curl Up	82.2	76.0	86.5	89.3	1,227	83.3
Push Up	68.8	79.1	81.2	83.3	1,227	78.2
Mile Run/PACER	83.2	84.6	82.9	72.6	1,227	81.2
All Tests - District	48.3	50.5	71.5	47.0	1,227	55.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Farmington School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	22	95.5
Hispanic or Latino	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42	100.0
Students with Disabilities	44	90.9
District	305	98.0
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	204	76.4
Male	95.5	239	72.4
Black or African American	89.7	*	*
Hispanic or Latino	93.2	19	43.2
White	97.3	315	78.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.5	43	46.2
Students with Disabilities	74.4	14	17.9
District	96.5	443	74.2
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	90.7	93.8
Male	79.2	88.5
Black or African American	61.9	*
Hispanic or Latino	*	*
White	85.5	92.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.9	71.0
Students with Disabilities	60.5	61.9
District	84.0	91.3
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.7	75	50.0	50	100.0	67.6
	High Needs Students	68.4	75	45.6	50	91.2	57.5
Math Performance Index	All Students	77.1	75	50.0	50	100.0	62.7
	High Needs Students	63.8	75	42.5	50	85.1	52.0
ELA Academic Growth	All Students	72.0%	100%	72.0	100	72.0	60.7%
	High Needs Students	63.8%	100%	63.8	100	63.8	55.6%
Math Academic Growth	All Students	74.2%	100%	74.2	100	74.2	61.9%
	High Needs Students	59.9%	100%	59.9	100	59.9	55.4%
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	10.9%	<=5%	38.2	50	76.5	16.6%
Preparation for CCR	% Taking Courses	72.7%	75%	48.5	50	96.9	74.8%
	% Passing Exams	74.2%	75%	49.5	50	98.9	44.8%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		98.0%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.7%	94%	96.5	100	96.5	81.8%
Postsecondary Entrance (Class of 2017)		84.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2%   55.0%	75%	36.7	50	73.3	96.6%   50.1%
Arts Access		54.4%	60%	45.3	50	90.7	51.2%
<b>Accountability Index</b>				<b>1072.7</b>	<b>1250</b>	<b>85.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.4	6.6	15.9	
Math Performance Index Gap	75.0	63.8	11.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.7%	3.3%	12.7%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.2
Math	All Students	99.1
	High Needs Students	98.0
Science	All Students	98.2
	High Needs Students	95.8

<sup>3</sup>Minimum 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: 52      State: 51.5**

#### 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 2017-18

## Farmington School District

### Narratives

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#### **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 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. 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 134 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 2017-18

## 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.