

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



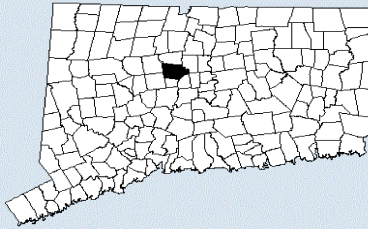
## Farmington School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,020
Per Pupil Expenditures <sup>1</sup>	\$15,518
Total Expenditures <sup>1</sup>	\$63,467,793

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,932	48.1	48.3
Male	2,088	51.9	51.6
American Indian or Alaska Native	7	0.2	0.2
Asian	700	17.4	4.7
Black or African American	224	5.6	12.9
Hispanic or Latino	264	6.6	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	34	0.8	2.5
White	2,791	69.4	57.2
English Language Learners	112	2.8	6.3
Eligible for Free or Reduced-Price Meals	447	11.1	37.6
Students with Disabilities <sup>1</sup>	482	12.0	13.3

<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	105	5.5	13	0.6
Male	127	6.2	46	2.1
Black or African American	38	16.7	*	*
Hispanic or Latino	33	12.5	12	4.4
White	142	5.2	33	1.1
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	69	17.2	26	5.5
Students with Disabilities	68	14.3	26	4.7
District	232	5.8	59	1.4
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 12**

<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 2014-15

## Farmington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	272.3
Paraprofessional Instructional Assistants	35.0
<b>Special Education</b>	
Teachers and Instructors	37.6
Paraprofessional Instructional Assistants	75.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	18.0
<b>Library/Media</b>	
Specialists (Certified)	6.4
Support Staff	3.4
Instructional Specialists Who Support Teachers	19.9
Counselors, Social Workers and School Psychologists	21.3
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	187.9

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	4	1.0	1.0
Black or African American	5	1.3	3.5
Hispanic or Latino	11	2.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	375	94.7	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	28.6	9	37.5
White	103	44.4	189	73.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	30.6	10	24.4
Students with Disabilities	10	27.0	10	25.6
District	151	46.3	235	67.9
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	41	51.9
Emotional Disturbance	15	38.5
Intellectual Disability	*	*
Learning Disability	101	77.7
Other Health Impairment	90	88.2
Other Disabilities	*	*
Speech/Language Impairment	49	81.7
District	305	69.2
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Farmington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	84	2.1	1.5
Emotional Disturbance	39	1.0	1.0
Intellectual Disability	15	0.4	0.5
Learning Disability	130	3.2	4.4
Other Health Impairment	102	2.5	2.6
Other Disabilities	23	0.6	1.0
Speech/Language Impairment	72	1.8	1.9
All Disabilities	465	11.6	13.0

<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	20	4.3	8.1
Private Schools or Other Settings	19	4.1	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	38,791,387	9,693	9,134
Instructional Supplies and Equipment	1,756,146	439	334
Improvement of Instruction and Educational Media Services	3,897,251	974	498
Student Support Services	4,083,724	1,020	1,001
Administration and Support Services	4,263,235	1,065	1,694
Plant Operation and Maintenance	5,146,136	1,286	1,572
Transportation	3,052,298	632	813
Costs of Students Tuitioned Out	2,270,156	N/A	N/A
Other	207,460	52	186
<b>Total</b>	<b>63,467,793</b>	<b>15,518</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	2,741,978	685	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,672,198	53.2	35.1
Noncertified Personnel	454,398	4.3	14.2
Purchased Services	543,053	5.1	5.2
Tuition to Other Schools	2,012,210	18.9	22.0
Special Ed. Transportation	772,152	7.2	8.6
Other Expenditures	1,210,159	11.3	14.9
<b>Total Expenditures</b>	<b>10,664,170</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.6	91.5
State	5.7	5.6
Federal	1.2	1.2
Tuition & Other	1.6	1.6

<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 2014-15

## 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	388	86.8	384	84.9	150	77.5
Black or African American	102	63.7	96	52.8	53	55.5
Hispanic or Latino	120	72.2	117	60.8	55	56.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1487	78.9	1474	71.2	683	70.4
English Language Learners	56	70.5	56	68.4	19	*
Non-English Language Learners	2058	79.5	2032	72.4	930	70.1
Eligible for Free or Reduced-Price Meals	193	67.8	189	57.8	96	56.1
Not Eligible for Free or Reduced-Price Meals	1921	80.4	1899	73.7	853	71.3
Students with Disabilities	297	58.2	290	51.8	134	51.3
Students without Disabilities	1817	82.7	1798	75.6	815	72.8
High Needs	467	63.8	457	56.9	212	54.8
Non-High Needs	1647	83.6	1631	76.6	737	74.1
District	2114	79.3	2088	72.3	949	69.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	87.8	74.5	93.9	83.7	1,177	84.5
Curl Up	87.5	76.9	94.7	85.8	1,177	85.8
Push Up	64.8	72.9	86.7	85.1	1,177	76.9
Mile Run/PACER	78.0	85.0	85.2	81.0	1,177	82.2
All Tests - District	51.3	48.9	76.0	57.8	1,177	57.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Farmington School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	81.4	Yes	82.8
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	32	87.5	78.3	Yes	80.0
Students with Disabilities	44	70.5	91.0	No	91.3
District	344	95.3	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.9	203	62.3
Male	77.2	209	60.4
Black or African American	50.0	8	17.4
Hispanic or Latino	64.4	17	37.8
White	82.6	317	65.0
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	51.9	16	20.8
Students with Disabilities	*	*	*
District	79.5	412	61.3
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	89.8	95.0
Male	82.0	94.7
Black or African American	*	*
Hispanic or Latino	66.7	*
White	87.3	94.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	71.4	82.8
Students with Disabilities	58.8	92.0
District	85.4	94.9
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Farmington School District

### Next Generation Accountability Results

These statistics are the first 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	79.3	75	100.0	100	100.0	67.9
	High Needs Students	63.8	75	85.1	100	85.1	56.7
Math Performance Index	All Students	72.3	75	96.4	100	96.4	59.3
	High Needs Students	56.9	75	75.8	100	75.8	47.8
Science Performance Index	All Students	69.8	75	93.0	100	93.0	56.5
	High Needs Students	54.8	75	73.1	100	73.1	45.9
Chronic Absenteeism	All Students	5.8%	<=5%	48.3	50	96.6	10.6%
	High Needs Students	13.4%	<=5%	33.2	50	66.3	17.3%
Preparation for CCR	% Taking Courses	57.4%	75%	38.3	50	76.6	66.1%
	% Passing Exams	61.3%	75%	40.9	50	81.7	37.3%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		95.3%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		88.7%	94%	94.4	100	94.4	77.6%
Postsecondary Entrance (Class of 2014)		85.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.2%   57.8%	75%	38.5	50	77.0	87.6%   51.0%
Arts Access		58.0%	60%	48.4	50	96.7	45.7%
<b>Accountability Index</b>				<b>1115.4</b>	<b>1250</b>	<b>89.2</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?					Y
ELA Performance Index Gap	75.0	63.8	11.2	17.3	
Math Performance Index Gap	75.0	56.9	18.1	19.6	
Science Performance Index Gap	74.1	54.8	19.2	17.2	
Graduation Rate Gap	94.0%	88.7%	5.3%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.0
	High Needs Students	97.1
Math	All Students	96.9
	High Needs Students	95.2
Science	All Students	99.5
	High Needs Students	99.5

#### 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: 60.0      State: 50.1**

#### 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 2014-15

## 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, 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 2014-15

## 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.