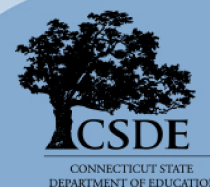


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



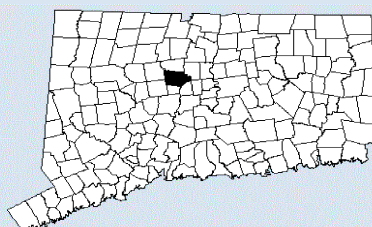
Farmington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,086
Per Pupil Expenditures ¹	\$17,551
Total Expenditures ¹	\$74,573,480

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,006	49.1	48.4
Male	2,080	50.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	930	22.8	5.2
Black or African American	201	4.9	12.7
Hispanic or Latino of any race	394	9.6	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.0
White	2,373	58.1	49.9
English Learners	176	4.3	8.3
Eligible for Free or Reduced-Price Meals	752	18.4	42.7
Students with Disabilities ³	509	12.5	16.3

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	7	0.3
Male	195	9.6	30	1.4
Black or African American	37	18.3	*	*
Hispanic or Latino of any race	71	18.3	9	2.1
White	193	8.4	20	0.8
English Learners	15	8.2	*	*
Eligible for Free or Reduced-Price Meals	161	22.9	14	1.6
Students with Disabilities	106	21.7	18	2.9
District	354	8.8	37	0.9
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 2020-21

Farmington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	276.3
Paraprofessional Instructional Assistants	49.5
Special Education	
Teachers and Instructors	41.4
Paraprofessional Instructional Assistants	95.8
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	19.4
Library/Media	
Specialists (Certified)	6.8
Support Staff	2.0
Instructional Specialists Who Support Teachers	22.5
Counselors, Social Workers and School Psychologists	26.1
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	209.2

¹ 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	4	1.0	0.1
Asian	8	2.0	1.3
Black or African American	6	1.5	4.1
Hispanic or Latino of any race	9	2.2	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	381	92.9	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	7.3

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	*	*	13	*
Hispanic or Latino of any race	9	45.0	*	*
White	145	62.5	193	87.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	46.7	40	76.9
Students with Disabilities	13	31.0	19	70.4
District	218	64.5	284	87.9
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	44	50.0
Emotional Disturbance	9	32.1
Intellectual Disability	*	*
Learning Disability	110	76.4
Other Health Impairment	95	76.6
Other Disabilities	*	*
Speech/Language Impairment	35	77.8
District	300	65.8
State		67.9

³ This 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 2020-21

Farmington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	93	2.3	2.1
Emotional Disturbance	28	0.7	1.1
Intellectual Disability	10	0.2	0.5
Learning Disability	144	3.6	5.8
Other Health Impairment	124	3.1	3.3
Other Disabilities	32	0.8	1.2
Speech/Language Impairment	54	1.3	1.9
All Disabilities	485	12.0	15.9

¹ This 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	8	1.6	8.3
Private Schools or Other Settings	14	2.9	4.8

² This 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$46,381,719	\$10,916	\$11,205
Support services - students	\$7,052,056	\$1,700	\$1,346
Support services - instruction	\$3,151,181	\$760	\$698
Support services - general administration	\$698,041	\$168	\$464
Support services - school based administration	\$4,390,854	\$1,058	\$1,037
Central and other support services	\$1,573,290	\$379	\$691
Operation and maintenance of plant	\$7,927,089	\$1,911	\$1,692
Student transportation services	\$3,399,250	\$891	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$74,573,480	\$17,551	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,795,129	33.8	29.6
Instructional Aide Salaries	\$2,287,655	16.1	11.1
Other Salaries	\$1,236,090	8.7	9.5
Employee Benefits	\$1,718,444	12.1	13.5
Purchased Services Other Than Transportation	\$927,858	6.5	5.4
Special Education Tuition	\$2,217,405	15.6	22.5
Supplies	\$78,568	0.6	0.5
Property Services	\$6,206	0.0	0.3
Purchased Services For Transportation	\$914,643	6.4	7.2
Equipment	\$7,148	0.1	0.2
All Other Expenditures	\$875	0.0	0.1
Total	\$14,190,021	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	92.3
State	3.4
Federal	1.5
Tuition & Other	2.8

⁴ Revenue 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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Farmington School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55	98.2
Students with Disabilities	43	93.0
District	300	98.7
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	91.9	218	63.4
Male	92.1	205	64.7
Black or African American	79.3	9	31.0
Hispanic or Latino	77.5	13	32.5
White	92.5	280	61.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	86.6	51	45.5
Students with Disabilities	66.7	*	*
District	92.0	423	64.0
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	84.8	91.0
Male	84.9	90.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.7	90.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.5	86.4
Students with Disabilities	62.5	66.7
District	84.8	90.5
State	67.4	84.9

³ 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.

⁴ 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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	8.8%	<=5%	19.0%
	High Needs Students	18.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	75.9%	75%	80.6%
	% Passing Exams	64.0%	75%	36.0%
On-track to High School Graduation		98.5%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		98.7%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		92.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		84.8%	75%	67.4%
Arts Access		57.2%	60%	50.7%

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
Graduation Rate Gap	94.0%	92.9%	1.1%	9.8%	N

¹ 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.

² If 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

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 Global Citizen, Equity Framework 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 families 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 with deliberate attention to learning history from different perspectives. Farmington's continuing commitment to the Open Choice program provides important educational and social experiences for all students. Farmington has participated in Project Concern, now Open Choice, for more than 50 years, and the district continues to welcome approximately 140 Choice students each school year. All schools in the district have a designated Family / School Liaison 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 educational equity, inclusion and diversity is well established. Our Equity Framework ensures we approach this work in a comprehensive manner.

District Profile and Performance Report for School Year 2020-21

Farmington School District

Equitable Allocation of Resources among District Schools

The Farmington Public Schools' budget is presented to the town following a two month process of school and program budget reviews and adjustments with principals, central office administrators, and program directors. The Board of Education conducts a thorough review of the budget recommended for consideration by the Superintendent. The budget is prepared to support the district mission, Vision of the Global Citizen, 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 allocations reflect the priorities and goals of the Board of Education as well as the data-driven strengths and needs of students.