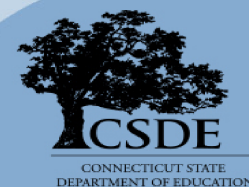


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



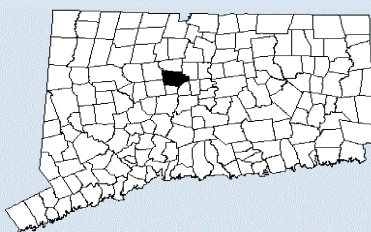
Farmington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,116
Per Pupil Expenditures ¹	\$18,734
Total Expenditures ¹	\$78,290,259

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	2,087	50.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	969	23.5	5.1
Black or African American	209	5.1	12.6
Hispanic or Latino of any race	409	9.9	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.3
White	2,323	56.4	48.6
English Learners/Multilingual Learners	184	4.5	8.8
Eligible for Free or Reduced-Price Meals	718	17.4	40.6
Students with Disabilities ³	525	12.8	16.7

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	*	*	14	0.6
Male	272	13.2	63	2.8
Non-Binary	*	*	0	*
Black or African American	43	21.9	9	4.2
Hispanic or Latino of any race	105	23.6	13	2.7
White	273	12.3	42	1.8
English Learners/Multilingual Learners	39	20.0	0	0.0
Eligible for Free or Reduced-Price Meals	207	28.6	28	3.3
Students with Disabilities	148	28.7	29	4.6
District	531	13.0	77	1.8
State		23.7		6.5

Number of students qualified as truant under state statute: 534

Number of school-based arrests: 11

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 2021-22

Farmington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	283.9
Paraprofessional Instructional Assistants	46.1
Special Education	
Teachers and Instructors	43.6
Paraprofessional Instructional Assistants	98.1
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	20.4
Library/Media	
Specialists (Certified)	7.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	20.5
Counselors, Social Workers and School Psychologists	28.0
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	213.9

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	4	1.0	1.3
Black or African American	8	1.9	4.3
Hispanic or Latino of any race	8	1.9	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	389	93.7	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.4

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	*	*	9	*
Hispanic or Latino of any race	13	56.5	17	81.0
White	126	68.1	207	88.5
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	63.3	44	73.3
Students with Disabilities	17	47.2	26	60.5
District	218	72.4	300	87.7
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	46	53.5
Emotional Disturbance	10	37.0
Intellectual Disability	*	*
Learning Disability	130	81.3
Other Health Impairment	101	82.1
Other Disabilities	*	*
Speech/Language Impairment	40	78.4
District	334	70.5
State		68.4

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 2021-22

Farmington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	94	2.3	2.3
Emotional Disturbance	27	0.7	1.1
Intellectual Disability	11	0.3	0.6
Learning Disability	160	3.9	6.1
Other Health Impairment	125	3.1	3.3
Other Disabilities	39	1.0	1.1
Speech/Language Impairment	60	1.5	1.9
All Disabilities	516	12.6	16.3

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	10	1.9	8.2
Private Schools or Other Settings	18	3.5	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$47,881,247	\$11,458	\$12,000
Support services - students	\$7,860,946	\$1,929	\$1,468
Support services - instruction	\$3,705,316	\$909	\$780
Support services - general administration	\$799,001	\$196	\$472
Support services - school based administration	\$4,637,907	\$1,138	\$1,103
Central and other support services	\$1,648,078	\$404	\$703
Operation and maintenance of plant	\$8,448,873	\$2,073	\$1,910
Student transportation services	\$3,308,891	\$1,374	\$1,287
Food services	.	.	\$28
Enterprise operations	.	.	\$170
Total	\$78,290,259	\$18,734	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,914,701	32.5	29.7
Instructional Aide Salaries	\$2,335,786	15.4	10.8
Other Salaries	\$1,175,569	7.8	9.8
Employee Benefits	\$1,831,173	12.1	13.8
Purchased Services Other Than Transportation	\$1,297,462	8.6	5.7
Special Education Tuition	\$2,518,498	16.6	22.6
Supplies	\$99,243	0.7	0.6
Property Services	\$4,028	0.0	0.4
Purchased Services For Transportation	\$949,590	6.3	6.3
Equipment	\$9,797	0.1	0.2
All Other Expenditures	\$690	0.0	0.1
Total	\$15,136,537	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.3	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	91.6
State	3.2
Federal	3.1
Tuition & Other	2.1

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 2021-22

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	509	87.9	509	88.6	212	89.0
Black or African American	110	64.5	109	59.2	45	62.0
Hispanic or Latino of any race	199	70.6	197	63.1	71	65.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,184	76.0	1,180	70.2	552	76.3
English Learners/Multilingual Learners	175	73.0	175	70.6	52	72.0
Non-English Learners/Non-Multilingual Learners	1,934	78.2	1,927	73.8	866	78.1
Eligible for Free or Reduced-Price Meals	343	68.1	342	61.8	142	68.4
Not Eligible for Free or Reduced-Price Meals	1,766	79.7	1,760	75.8	776	79.5
Students with Disabilities	270	55.1	267	49.2	127	52.9
Students without Disabilities	1,839	81.1	1,835	77.1	791	81.8
High Needs	650	66.2	647	61.1	268	64.6
Non-High Needs	1,459	82.9	1,455	79.1	650	83.2
District	2,109	77.8	2,102	73.5	918	77.8

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.1	75.5	83.3	91.1	1,152	82.9
Curl Up	85.3	74.8	88.1	89.8	1,152	84.3
Push Up	65.8	69.4	79.9	87.0	1,152	74.8
Mile Run/PACER	83.7	53.4	82.3	72.8	1,152	73.3
All Tests - District	55.5	37.4	56.0	61.0	1,152	52.2
All Tests - State	48.9	46.7	44.3	43.3		45.8

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 2021-22

Farmington School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	21	95.2
White	218	97.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66	95.5
Students with Disabilities	37	75.7
District	321	96.9
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	204	64.6
Male	98.2	229	70.2
Non-Binary	*	0	*
Black or African American	96.6	12	41.4
Hispanic or Latino	93.2	21	47.7
White	98.1	271	64.7
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.2	55	50.5
Students with Disabilities	84.8	15	19.0
District	97.8	433	67.3
State	95.0		43.5

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.9	96.3
Male	76.1	88.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	65.0	*
White	83.9	93.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	83.3
Students with Disabilities	57.1	88.0
District	83.7	92.5
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

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	77.8	75	50.0	50	100.0	64.2
	High Needs Students	66.2	75	44.1	50	88.2	54.2
Math Performance Index	All Students	73.5	75	49.0	50	98.1	58.6
	High Needs Students	61.1	75	40.7	50	81.5	47.7
Science Performance Index	All Students	77.8	75	50.0	50	100.0	61.4
	High Needs Students	64.6	75	43.1	50	86.2	51.3
ELA Academic Growth	All Students	66.0%	100%	66.0	100	66.0	60.4%
	High Needs Students	58.6%	100%	58.6	100	58.6	56.2%
Math Academic Growth	All Students	72.8%	100%	72.8	100	72.8	65.2%
	High Needs Students	64.3%	100%	64.3	100	64.3	59.1%
Progress Toward English Proficiency	Literacy	80.3%	100%	40.1	50	80.3	64.9%
	Oral	73.2%	100%	36.6	50	73.2	57.4%
Chronic Absenteeism	All Students	13.0%	<=5%	33.9	50	67.8	23.7%
	High Needs Students	24.9%	<=5%	10.3	50	20.5	34.0%
Preparation for CCR	% Taking Courses	80.6%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	67.3%	75%	44.9	50	89.8	43.5%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		96.9%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		100.0%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		83.7%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		89.6% 52.2%	75%	17.4	50	34.8	94.0% 45.8%
Arts Access		57.0%	60%	47.5	50	95.0	52.4%
Accountability Index				1169.3	1450	80.6	

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	66.2	8.8	16.6	
Math Performance Index Gap	75.0	61.1	13.9	18.2	
Science Performance Index Gap	75.0	64.6	10.4	17.4	
Graduation Rate Gap	94.0%	100.0%	-6.0%	10.2%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	98.5
Math	All Students	98.8
	High Needs Students	98.1
Science	All Students	98.4
	High Needs Students	96.3

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: 55.2

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2021-22

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, Community Conversation Evenings, 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 2021-22

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.