

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Farmington School District

Kathleen Greider, Superintendent • 860-673-8270 • <http://www.fpsct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,195
Per Pupil Expenditures	\$19,986
Total Expenditures	\$85,498,874

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	2,032	48.4	48.4
Male	2,153	51.3	51.5
Non-Binary	10	0.2	0.1
American Indian or Alaska Native	*	*	0.2
Asian	1,037	24.7	5.2
Black or African American	195	4.6	12.4
Hispanic or Latino of any race	530	12.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	274	6.5	4.8
White	2,149	51.2	45.1
English Learners/Multilingual Learners	248	5.9	11.3
Eligible for Free or Reduced-Price Meals	839	20.0	44.8
Students with Disabilities	562	13.4	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	13	0.6
Male	174	8.3	72	3.2
Non-Binary	*	*	0	*
Black or African American	25	13.5	*	*
Hispanic or Latino of any race	92	17.6	18	3.1
White	155	7.4	47	2.1
English Learners/Multilingual Learners	21	8.6	*	*
Eligible for Free or Reduced-Price Meals	152	18.7	33	3.5
Students with Disabilities	100	18.7	36	5.4
All Students - District	344	8.4	85	2.0
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 353

Number of school-based arrests: 8

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	286.4
General Education Paraprofessionals	52.8
Special Education Teachers and Instructors	47.1
Special Education Paraprofessionals	93.1
District Central Office Administrators	6.6
School Level Administrators	18.4
Library/Media Specialists (Certified)	7.2
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	22.0
Counselors, Social Workers and School Psychologists	28.3
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	224.1

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	8.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	12	2.8	1.4
Black or African American	11	2.6	4.9
Hispanic or Latino of any race	6	1.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	391	92.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	54	13.1	6.8
Teachers	46	13.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	15	*
Hispanic or Latino of any race	26	76.5	35	89.7
White	156	90.2	171	97.7
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	51	83.6	68	97.1
Students with Disabilities	24	63.2	36	81.8
All Students - District	300	90.4	327	97.0
All Students - State		89.2		95.3

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 Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	57	47.1
Emotional Disability	18	58.1
Intellectual Disability	*	*
Learning Disability	126	86.3
Other Health Impairment	120	83.9
Other Disabilities	*	*
Speech/Language Impairment	40	83.3
All Disabilities - District	372	71.1
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	132	3.2	2.9
Emotional Disability	31	0.7	1.1
Intellectual Disability	13	0.3	0.6
Learning Disability	146	3.5	6.5
Other Health Impairment	143	3.4	3.6
Other Disabilities	27	0.7	1.1
Speech/Language Impairment	58	1.4	2.0
All Disabilities	550	13.3	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	22	4.0	8.2
Private Schools or Other Settings	15	2.7	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$51,659,143	\$12,076	\$13,471
Support services - students	\$8,421,775	\$2,014	\$1,826
Support services - instruction	\$3,719,018	\$890	\$972
Support services - general administration	\$1,423,696	\$341	\$568
Support services - school based administration	\$5,096,143	\$1,219	\$1,274
Central and other support services	\$2,060,603	\$493	\$761
Operation and maintenance of plant	\$8,420,021	\$2,014	\$2,125
Student transportation services	\$4,698,474	\$1,276	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$85,498,874	\$19,986	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$5,161,097	29.1	26.4
Instructional Aide Salaries	\$2,497,131	14.1	10.1
Other Salaries	\$1,224,670	6.9	10.5
Employee Benefits	\$1,970,689	11.1	13.3
Purchased Services Other Than Transportation	\$1,447,289	8.2	6.8
Special Education Tuition	\$3,624,139	20.4	22.8
Supplies	\$81,100	0.5	0.6
Property Services	\$26,158	0.1	0.4
Purchased Services For Transportation	\$1,714,663	9.7	8.7
Equipment	\$3,800	0.0	0.2
All Other Expenditures	\$6,150	0.0	0.1
Total	\$17,756,886	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	20.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	91.5
State	3.7
Federal	2.5
Tuition & Other	2.3

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	569	87.1	569	91.0	253	91.7
Black or African American	102	62.3	102	57.8	44	58.2
Hispanic or Latino of any race	279	70.5	276	64.2	108	70.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	141	79.3	140	79.3	62	82.1
White	1,172	77.2	1,169	74.4	519	78.2
English Learners/Multilingual Learners	223	71.6	223	73.5	75	72.2
Non-English Learners/Non-Multilingual Learners	2,047	79.0	2,040	77.3	916	80.7
Eligible for Free or Reduced-Price Meals	425	66.0	422	61.6	175	66.0
Not Eligible for Free or Reduced-Price Meals	1,845	81.1	1,841	80.4	816	83.0
Students with Disabilities	308	53.5	301	49.0	137	52.0
Students without Disabilities	1,962	82.2	1,962	81.2	854	84.5
High Needs	750	65.9	743	63.3	306	65.2
Non-High Needs	1,520	84.4	1,520	83.6	685	86.7
All Students - District	2,270	78.3	2,263	76.9	991	80.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.8	81.4	80.9	95.0	1,253	86.8
Curl Up	85.9	79.4	81.1	87.6	1,252	83.4
Push Up	77.6	86.1	83.1	87.2	1,251	83.5
Mile Run/PACER	88.2	87.2	71.8	66.6	1,240	78.5
All Tests - District	63.2	59.3	55.2	59.4	1,230	59.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	34	97.1
White	161	96.9
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	72	91.7
Students with Disabilities	40	80.0
All Students - District	304	96.1
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	241	79.5
Male	254	70.8
Non-Binary	7	*
Black or African American	*	*
Hispanic or Latino of any race	41	56.2
White	252	72.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74	56.5
Students with Disabilities	20	24.4
All Students - District	502	75.0
All Students - State		47.2

Students 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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	91.3	97.5
Male	83.7	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	78.8	*
White	83.0	91.5
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	75.4	95.5
Students with Disabilities	59.5	79.2
All Students - District	87.5	93.6
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.3	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	65.9	75	43.9	50	87.8	54.9
Math Performance Index	All Students	76.9	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	63.3	75	42.2	50	84.3	50.6
Science Performance Index	All Students	80.0	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	65.2	75	43.4	50	86.9	52.1
ELA Academic Growth	All Students	71.5%	100%	71.5	100	71.5	60.6%
ELA Academic Growth	High Needs Students	64.1%	100%	64.1	100	64.1	55.7%
Math Academic Growth	All Students	73.3%	100%	73.3	100	73.3	62.3%
Math Academic Growth	High Needs Students	64.0%	100%	64.0	100	64.0	55.9%
Progress Toward English Proficiency	Literacy	75.5%	100%	37.8	50	75.5	58.7%
Progress Toward English Proficiency	Oral	74.0%	100%	37.0	50	74.0	55.7%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.5	17.2%
Chronic Absenteeism	High Needs Students	15.8%	<=5%	28.4	50	56.7	24.8%
% Taking CCR Courses	All Students	93.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	75.0%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	98.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.9%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	87.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	59.2%	75%	39.5	50	78.9	49.0%
Arts Access	All Students	57.5%	60%	47.9	50	95.8	55.1%
Accountability Index				1236.2	1450	85.3	

Physical Fitness Estimated Participation Rate - District: 96.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	65.9	9.1	16.9	N
Math Performance Index Gap	75.0	63.3	11.7	18.4	N
Science Performance Index Gap	75.0	65.2	9.8	18.2	N
Graduation Rate Gap	94.0%	94.9%	0.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	99.0
Math	All Students	99.2
Math	High Needs Students	98.0
Science	All Students	98.7
Science	High Needs Students	97.0

Minimum 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: 56.9

State: 50.2

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

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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. Students have a multitude of opportunities to experience a variety of cultural enrichment programming throughout students' K-12 experience. The town's rich history is integrated into the 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 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 all students' intercultural competencies and awareness of diversity. The district has established a Community Council for Equity and Inclusion with representation from teachers, administrators, families and students who meet regularly to provide feedback on the district's our school's improvement goals from an equity lens. A comprehensive Equity Framework guides the development of priorities and progress checks each year. 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.

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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 resource allocation through the lens of equity and access. 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	3	8.3	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	2	5.6	2.2
Personal Reasons	3	8.3	6.7
Position Eliminated or Expired	3	8.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	8	22.2	23.7
Teach/Admin in Other CT Dist	14	38.9	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	2	5.6	1.2
Took Job Related To Education	1	2.8	2.3
TOTAL	36		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.