

Farmington Area Public Schools

District Indicators of Success

	Indicator	Baseline	Goal	Result
Learning / Academics				
Growth	Meets or exceeds individual growth target on the NWEA Reading (fall to spring)	47.5%	53%	42.2%
	Meets or exceeds individual growth target on the NWEA Math (fall to spring)	44.3%	48%	39.1%
	Meets or exceed pre-kindergarten expectations on the TS Gold Literacy	82.93%	85%	83.7%
	Meets or exceed pre-kindergarten expectations on the TS Gold Math	84.45%	86%	85.2%
Grade Level Proficiency	TBD by MN Dept of Ed			
College & Career Readiness	Percent of 9th graders on track to graduate	92%	100%	95.5%
	Percent of 12th graders graduating in 4 years	93.2%	100%	91.7%
	Percent of 12th graders with at least one post-secondary experience while at FHS (PSEO, AP, CIS, MNCAPS, MN School of Beauty, CTE 917, Work Based and Mentorship)	66%	70%	73%
Comprehensive Achievement and Civic Readiness				
All children are ready for school	Percent of preschool students who meet or exceed the expectation level for the social emotional domain on the TS Gold	80.95%	83%	81%
All racial and economic achievement gaps between students are closed	Percent of students in each racial/ethnic group who meet or exceed their individual growth targets on the Spring 2025 NWEA MAP Reading test (Hispanic/Latino, American Indian/Alaska Native, Asian, Black/African American, Multi-Ethnic, White)	43.3%	60%	38.7%
		N/A		N/A
		43.4%		48.2%
		46.2%		43.1%
		46.5%		44.0%
	Percent of students in each racial/ethnic group who meet or exceed their accelerated growth target on the Spring 2025 NWEA MAP Reading test (Hispanic/Latino, American Indian/Alaska Native, Asian, Black/African American, Multi-Ethnic, White)	48.6%		42.4%
		18.9%	30%	16.0%
		N/A		N/A
		19.9%		16.1%
		17.8%		19.3%
	Percent of students in each racial/ethnic group who meet or exceed their individual growth targets on the Spring 2025 NWEA MAP Math test (Hispanic/Latino, American Indian/Alaska Native, Asian, Black/African American, Multi-Ethnic, White)	23.2%		19.0%
		23.1%		18.3%
		40.3%	60%	31.4%
		N/A		N/A
		39.9%		46.6%
		40.3%		40.0%
		46.5%		34.1%
		45.5%		40.7%

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	Percent of students in each racial/ethnic group who meet or exceed their accelerated growth target on the Spring 2025 NWEA MAP Math test (Hispanic/Latino, American Indian/Alaska Native, Asian, Black/African American, Multi-Ethnic, White)	17.2% N/A 21.0% 18.1% 17.2% 18.9%	30%	12.4% N/A 19.0% 16.4% 15.4% 15.5%
All students are ready for career and college	Percentage of students at or above college readiness benchmarks in 3 or more subject areas from 28.8% to 32% as reported by ACT for the Graduating Class of 2025. (change from 2023-24 due to ACT not requiring science portion of the test)	28.8%	32%	28.3%
All students graduate from high school	Percent of 12 th graders graduating in 6 years	94.9%	100%	94.8%
Achievement and Integration				
	Increase the percentage of BIPOC students who enroll in Advanced Placement and College in the Schools courses.	21.6%	25% (year 25-26)	23.1%
	Decrease the disparity in percentage of Hispanic students in grades 2-5 meeting their spring target on the aReading as compared to all students from 18.8% in 23-24 to 15% in 25-26. *goal adjusted with updated data	18.8%	15% (year 25-26)	18.3%
	Farmington Area Schools will increase student access to racially diverse educators by increasing the racial diversity of educators	3.05%	3.2% (year 25-26)	3.15%
Learner Experience (5 point scale)				
Profile of a Lifelong Learner	I set learning goals and track my progress	3.54		4.12
	I believe my teachers challenge me to think	3.97		3.92
	I see failure as an opportunity to grow.	3.69		3.66
	I reflect on past learning experiences when faced with new situations and challenges.	3.78		3.78
	I take ownership of my choices and the resulting outcomes.	3.98		3.98
	I try to find as much information as I can in new situations.	3.74		3.74
	I think challenging situations are a chance to grow and learn.	3.90		3.89
Safe and Supported	I feel safe at school.	3.86		3.81
	I know how to get help when I have a problem.	4.01		4.01
	I believe my teachers care about me.	3.94		3.91
	I believe this school values and respects the diversity I	3.79		3.79

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	bring to the learning environment.			
Engagement	I believe my learning is important at my school.	4.15		4.12
	I enjoy my electives or specials.	3.97		3.98
	I like going to school each day.	3.18		3.05
Staff Experience (5 point scale)				
	I feel employees in my immediate environment consistently model positive, profession, and ethical behaviors	4.02		4.08
	I feel safe at work	3.92		4.06
	I feel supported with good processes and the appropriate resources to do my job	3.35		3.49
	I believe that my organization promotes independence in how employees complete job tasks.	4.06		4.14
	I would recommend that parents select my organization to serve their child	3.64		3.63
Family Experience (5 point scale)				
Family / Caregiver Satisfaction	I believe my child's learning is a high priority in this school	3.79		3.81
	I believe this school has a positive impact on my child's growth and development	3.70		3.70
	I believe this school values and respects the diversity my child brings to the learning environment	3.66		3.67
Community Education	Farmington Community Education offers opportunities I need.	3.58		3.62
	Farmington Community Education offers opportunities I enjoy.	3.64		3.64
Operations				
Finances	Fund balance within board policy (8-12%)	8.9%	8-12%	11.7%
	Excellence in Reporting	Yes		Yes
	Percentage of expenditures dedicated directly to learners	81%	≥80%	83.4%
Technology	I believe the technology opportunities for Farmington Area Public School students is excellent	3.71		3.65

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	I feel Farmington Area Public Schools uses technology effectively to personalize student learning	3.41		3.41
Facilities	I think the school is clean and well maintained.	4.23		4.20