

Farmington Area Public Schools

District Indicators of Success 2025-26

	Indicator	2022-23	2023-24	2024-25	Goal	2025-26
Learning						
Achievement in Early Learning (P-K)	Meets or exceed pre-kindergarten expectations on the TS Gold Literacy	75.3%	82.9%	83.7%	85.2%	86%
	Meets or exceed pre-kindergarten expectations on the TS Gold Math	75.3%	84.5%	85.2%	86.7%	84%
	Percent of preschool students who meet or exceed the expectation level for the social emotional domain on the TS Gold <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>-All Children Are Ready for School</i>	57%	81%	81%	83%	85%
Achievement & Growth Foundational Skills (K-1)	The percentage of students in Grades K-1 that score in the “low risk” category on the earlyReading will increase from 43% in Spring 2025 to 45% in Spring 2026.		*	43%	45%	46%
	The percentage of students in Grades K-1 making typical or aggressive growth from fall to spring on the earlyReading will increase from 42% in SY24-25 to 44% in SY25-26.		*	42%	44%	43%
	The percentage of students in Grades K-1 that score in the “low risk” category on the earlyMath will increase from 63% in Spring 2025 to 65% in Spring 2026.		*	63%	65%	65%
	The percentage of students in Grades K-1 making typical or aggressive growth from fall to spring on the earlyMath will increase from 58% in SY24-25 to 60% in SY25-26.		*	58%	60%	56%
Achievement Scores (2-5)	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 18.3% in 24-25 to 15% in 25-26. <i>Achievement & Integration Goal</i>		18.8	18.3%	15% (year 25-26)	17.2%
Achievement and Growth Scores (2-8)	The percentage of students in Grades 2-8 that score in the “low risk” or “exceeds” category on the aReading will increase from 56% in Spring 2025 to 58% in Spring 2026.		*	56%	58%	57%
	The percentage of students in Grades 2-8 making typical or aggressive growth from fall to spring on the aReading will increase from 62% in SY24-25 to 64% in SY25-26.		*	62%	64%	54%
	The percentage of students in Grades 2-8 that score in the “low risk” or “exceeds” category on the aMath will increase from 62% in Spring 2025 to 64% in Spring 2026.		*	62%	64%	61%

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	The percentage of students in Grades 2-8 making typical or aggressive growth from fall to spring on the aMath will increase from 59% in SY24-25 to 61% in SY25-26.		*	59%	61%	59%
Focused Achievement and Growth Scores (2-8)	The percentage of Hispanic students in Grades 2-8 that score in the “low risk” or “exceeds” category on the aReading will increase from 37% in Spring 2025 to 40% in Spring 2026. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>-All racial and economic achievement gaps between students are closed</i>		*	37%	40%	36%
	The percentage of Hispanic students in Grades 2-8 making typical or aggressive growth from fall to spring on the aReading will increase from 62% in SY24-25 to 65% in SY25-26. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>-All racial and economic achievement gaps between students are closed</i>		*	62%	65%	54%
	The percentage of Hispanic students in Grades 2-8 that score in the “low risk” or “exceeds” category on the aMath will increase from 39% in Spring 2025 to 42% in Spring 2026. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>-All racial and economic achievement gaps between students are closed)</i>		*	39%	42%	38%
	The percentage of Hispanic students in Grades 2-8 making typical or aggressive growth from fall to spring on the aMath will increase from 53% in SY24-25 to 56% in SY25-26. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>- All racial and economic achievement gaps between students are closed</i>		*	53%	56%	59%
College & Career Readiness (9-12)	9th grade learners on track to graduate.	93%	92%	95.5%	100%	95.8%
	12th grade learners graduating in 4 years.	94.1%	93.2%	91.7%	100%	91.8%
	Percent of 12 th graders graduating in 6 years. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>- All Students Graduate from High School</i>	95.3%	94.9%	94.8%	100%	96.9%
	Increase the percentage of BIPOC students who enroll in Advanced Placement and College in the Schools courses. <i>Achievement & Integration Goal</i>	21.5%	21.6%	23.1%	25% (year 25-26)	24.7%
	12th grade learners with at least one post-secondary experience while at FHS (PSEO, AP, CIS, Pathways, & Work Based and Mentorship)	66%	66%	73%	75%	71.1%

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	Learners 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 2026. <i>Comprehensive Achievement & Civic Readiness Goal</i> <i>- All Students are Ready for Career and College</i>	27.0%	28.8%	28.3%	32%	24.8%
(PK-12)	Farmington Area Schools will increase student access to racially diverse educators by increasing the racial diversity of educators. <i>Achievement & Integration Goal</i>	2.7%	3.05%	3.15%	3.2% (year 25-26)	3.21%
Operations						
Finances	Fund balance within board policy (8-12%)	10.5%	11.7%	FY25 Audit	8-12%	FY26 Audit
	Excellence in Reporting	Yes	Yes	Yes		Yes
	Percentage of expenditures dedicated directly to learners	81%	81%	83.4%	≥80%	FY26 Audit
Technology	I believe the technology opportunities for Farmington Area Public School students is excellent	***	3.71	3.65	**	**
	I feel Farmington Area Public Schools uses technology effectively to personalize student learning	***	3.41	3.41	**	**
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.	***	2.74	3.74	**	**
	I think challenging situations are a chance to grow and learn.	***	3.90	3.89	**	**

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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 bring to the learning environment.	***	3.79	3.79	**	**
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	**	**

Indicates New Assessment for 2024-25 school year

****Studer Education Experience Surveys have been paused during the 2025-2026 school year. ****

***** Student Education Experience Surveys started in the 2023-24 school year*****