Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

Holland Hill School

Fairfield School District

203-255-8314 • http://fairfieldschools.org/schools/hh/

School Information

Grade Range	**K-5**
Enrollment	**379**

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	185	48.8	48.7
Male	194	51.2	51.3
American Indian or Alaska Native	0	0.0	0.1
Asian	26	6.9	5.8
Black or African American	10	2.6	2.0
Hispanic or Latino	93	24.5	11.1
Pacific Islander	0	0.0	0.0
Two or More Races	22	5.8	4.4
White	228	60.2	76.6
English Language Learners	22	5.8	2.6
Eligible for Free or Reduced-Price Meals	63	16.6	10.1
Students with Disabilities[1]	52	13.7	12.8

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	12	6.6	0	0.0
Male	15	7.7	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	9	9.7	0	0.0
White	14	6.1	0	0.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	14.9	0	0.0
Students with Disabilities	*	*	0	0.0
School	27	7.2	0	0.0
District		5.3		2.0

Number of students in 2016-17 qualified as truant under state statute: 31

Number of school-based arrests: 0

[2]A student is chronically absent if he/she misses 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	24.3
Paraprofessional Instructional Assistants	1.8
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

[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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.3
Black or African American	0	0.0	0.2
Hispanic or Latino	1	2.4	1.8
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	1.0
White	40	97.6	96.8

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	14.5	9.8

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1006
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:10 AM
End Time	02:45 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0.0
Learning Disability	10	*
Other Health Impairment	10	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	10	*
School	32	76.2
District		77.7

[3]Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.
The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	18	*	18	*
Black or African American	*	*	*	*
Hispanic or Latino	43	67.1	43	63.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	119	78.2	118	72.9
English Language Learners	15	*	15	*
Non-English Language Learners	182	77.2	181	72.4
Eligible for Free or Reduced-Price Meals	45	69.1	44	63.3
Not Eligible for Free or Reduced-Price Meals	152	78.0	152	73.9
Students with Disabilities	28	56.5	27	48.6
Students without Disabilities	169	79.2	169	75.2
High Needs	73	66.3	72	61.0
Non-High Needs	124	81.6	124	77.6
School	197	76.0	196	71.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.5	N/A	N/A	N/A	62	85.5
Curl Up	87.1	N/A	N/A	N/A	62	87.1
Push Up	80.6	N/A	N/A	N/A	62	80.6
Mile Run/PACER	88.7	N/A	N/A	N/A	62	88.7
All Tests - School	66.1	N/A	N/A	N/A	62	66.1
All Tests - District	69.7	66.5	67.3	59.8		66.1

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

[3]Only students assessed in all four areas are included in this calculation.

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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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.0	75	50.0	50	100.0	67.6
	High Needs Students	66.3	75	44.2	50	88.4	57.5
Math Performance Index	All Students	71.5	75	47.7	50	95.4	62.7
	High Needs Students	61.0	75	40.7	50	81.4	52.0
ELA Academic Growth	All Students	80.8%	100%	80.8	100	80.8	60.7%
	High Needs Students	68.0%	100%	68.0	100	68.0	55.6%
Math Academic Growth	All Students	89.0%	100%	89.0	100	89.0	61.9%
	High Needs Students	80.7%	100%	80.7	100	80.7	55.4%
Chronic Absenteeism	All Students	7.2%	<=5%	45.7	50	91.4	10.7%
	High Needs Students	12.6%	<=5%	34.8	50	69.7	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% | 66.1%	75%	44.1	50	88.2	96.6% | 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**625.7**	**750**	**83.4**	

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	66.3	8.7	15.6	
Math Performance Index Gap	75.0	61.0	14.0	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	98.7
Science	All Students	98.6
	High Needs Students	96.2

[3]Minimum participation standard is 95%.

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports