Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22

Mill Hill School

Fairfield School District

203-255-8320 • http://fairfieldschools.org/schools/mh/

School Information

Grade Range	**K-5**
Enrollment	**368**
Per Pupil Expenditures[1]	**$15,148**
Total Expenditures[1]	**$5,453,161**

[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 school.

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

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.9
Male	179	48.6	51.0
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	*
Asian	*	*	6.1
Black or African American	0	0.0	2.8
Hispanic or Latino of any race	23	6.3	12.6
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	23	6.3	5.1
White	299	81.3	73.3
English Learners/Multilingual Learners	*	*	2.4
Eligible for Free or Reduced-Price Meals	32	8.7	15.4
Students with Disabilities[2]	49	13.3	16.3

[2] 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[3]		Suspension/Expulsion[4]	
	Count	Rate (%)	Count	Rate (%)
Female	9	4.8	0	0.0
Male	13	7.2	0	0.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	0.0
White	17	5.7	0	0.0
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
School	22	6.0	0	0.0
District		12.0		1.4

Number of students qualified as truant under state statute: 102

Number of school-based arrests: 0

[3] 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.

[4] This column displays 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	3.4
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.5

[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	0.2
Black or African American	0	0.0	0.5
Hispanic or Latino of any race	1	2.4	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	41	97.6	96.6

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	3.8	10.8

Instruction and Resources

School-Level Expenditures[2]: 2020-21

	Total ($)	Per Pupil ($)
Instruction	$3,801,671	$10,560
Support Services - Students	$401,529	$1,115
Improvement of Instruction	$189,247	$526
Library and Media Services	$217,219	$603
Support Services - Instruction	$107,846	$300
Support Services - School-Based	$379,839	$1,055
Operation and Maintenance of Plant	$355,387	$987
Transportation Other Than to/From	$117	$0
Enterprise Operations	$306	$1
Total	$5,453,161	$15,148

Total per pupil expenditures (PPE) including share of district central expenditures is $18,113.

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

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	N/A	N/A
Learning Disability	*	*
Other Health Impairment	10	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	21	100.0
School	40	95.2
District		76.6

[3] This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	975
Half/Extended Day Kindergarten	N/A

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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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	16	*	16	*	7	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	140	84.7	140	78.4	39	72.3
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	14	*	*	*
Not Eligible for Free or Reduced-Price Meals	165	85.2	165	78.7	*	*
Students with Disabilities	37	66.4	37	60.3	14	*
Students without Disabilities	142	89.7	142	83.3	40	80.4
High Needs	50	70.7	50	64.9	18	*
Non-High Needs	129	90.4	129	83.8	36	80.6
School	179	84.9	179	78.5	54	74.0

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

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	78.3	N/A	N/A	N/A	60	78.3
Curl Up	96.7	N/A	N/A	N/A	60	96.7
Push Up	85.0	N/A	N/A	N/A	60	85.0
Mile Run/PACER	91.7	N/A	N/A	N/A	60	91.7
All Tests - School	65.0	N/A	N/A	N/A	60	65.0
All Tests - District	71.0	70.4	67.4	62.0		67.7

[2]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.
[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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	84.9	75	50.0	50	100.0	64.2
	High Needs Students	70.7	75	47.1	50	94.3	54.2
Math Performance Index	All Students	78.5	75	50.0	50	100.0	58.6
	High Needs Students	64.9	75	43.3	50	86.5	47.7
Science Performance Index	All Students	74.0	75	49.4	50	98.7	61.4
	High Needs Students	.	75	.	.	.	51.3
ELA Academic Growth	All Students	90.4%	100%	90.4	100	90.4	60.4%
	High Needs Students	82.1%	100%	82.1	100	82.1	56.2%
Math Academic Growth	All Students	87.0%	100%	87.0	100	87.0	65.2%
	High Needs Students	80.2%	100%	80.2	100	80.2	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.1	23.7%
	High Needs Students	7.1%	<=5%	45.7	50	91.4	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		.	94%	.	.	.	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		96.8% | 65.0%	75%	43.3	50	86.7	94.0% | 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				**716.5**	**800**	**89.6**	

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	70.7	4.3	16.6	
Math Performance Index Gap	75.0	64.9	10.1	18.5	
Science Performance Index Gap	75.0	.	.	17.9	
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.

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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

[3]Minimum participation standard is 95%.

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