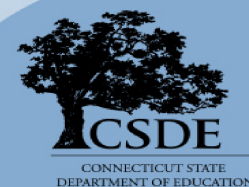


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



Holland Hill School Fairfield School District

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

School Information

Grade Range	K-5
Enrollment	360
Per Pupil Expenditures ¹	\$16,103
Total Expenditures ¹	\$5,635,905

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

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	179	49.7	48.9
Male	181	50.3	51.0
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	*
Asian	27	7.5	6.1
Black or African American	*	*	2.8
Hispanic or Latino of any race	72	20.0	12.6
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	25	6.9	5.1
White	218	60.6	73.3
English Learners/Multilingual Learners	27	7.5	2.4
Eligible for Free or Reduced-Price Meals	80	22.2	15.4
Students with Disabilities ²	40	11.1	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	14	7.5	0	0.0
Male	20	10.8	0	0.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	13	16.5	0	0.0
White	18	8.0	0	0.0
English Learners/Multilingual Learners	10	29.4	0	0.0
Eligible for Free or Reduced-Price Meals	14	16.5	0	0.0
Students with Disabilities	6	10.7	0	0.0
School	34	9.1	0	0.0
District		12.0		1.4

Number of students qualified as truant under state statute: 78

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	25.4
Paraprofessional Instructional Assistants	2.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	2.0
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

	Count	School Percent of Total (%)	District 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	2.5	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	39	97.5	96.6

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	13.9	10.8

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$4,035,921	\$11,531
Support Services - Students	\$397,405	\$1,135
Improvement of Instruction	\$162,484	\$464
Library and Media Services	\$150,627	\$430
Support Services - Instruction	\$105,982	\$303
Support Services - School-Based	\$394,418	\$1,127
Operation and Maintenance of Plant	\$388,772	\$1,111
Transportation Other Than to/From	.	.
Enterprise Operations	\$297	\$1
Total	\$5,635,905	\$16,103

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,068.

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 Peers³

	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	9	*
School	27	77.1
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	0	N/A	0	N/A
Asian	14	*	14	*	*	*
Black or African American	10	*	10	*	*	*
Hispanic or Latino of any race	40	75.2	40	69.8	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	113	87.5	113	83.2	40	90.5
English Learners/Multilingual Learners	21	77.7	21	76.0	6	*
Non-English Learners/Non-Multilingual Learners	169	86.2	169	81.2	60	84.7
Eligible for Free or Reduced-Price Meals	40	69.0	40	63.3	11	*
Not Eligible for Free or Reduced-Price Meals	150	89.5	150	85.3	55	87.5
Students with Disabilities	26	70.4	26	64.4	8	*
Students without Disabilities	164	87.6	164	83.2	58	85.8
High Needs	64	73.1	64	68.7	19	*
Non-High Needs	126	91.4	126	86.7	47	90.1
School	190	85.2	190	80.6	66	83.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.3	N/A	N/A	N/A	70	84.3
Curl Up	85.7	N/A	N/A	N/A	70	85.7
Push Up	87.1	N/A	N/A	N/A	70	87.1
Mile Run/PACER	58.6	N/A	N/A	N/A	70	58.6
All Tests - School	45.7	N/A	N/A	N/A	70	45.7
All Tests - District	71.0	70.4	67.4	62.0		67.7

²The 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.

³Only 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	85.2	75	50.0	50	100.0	64.2
	High Needs Students	73.1	75	48.7	50	97.5	54.2
Math Performance Index	All Students	80.6	75	50.0	50	100.0	58.6
	High Needs Students	68.7	75	45.8	50	91.6	47.7
Science Performance Index	All Students	83.1	75	50.0	50	100.0	61.4
	High Needs Students	.	75	.	.	.	51.3
ELA Academic Growth	All Students	91.0%	100%	91.0	100	91.0	60.4%
	High Needs Students	90.6%	100%	90.6	100	90.6	56.2%
Math Academic Growth	All Students	95.8%	100%	95.8	100	95.8	65.2%
	High Needs Students	90.0%	100%	90.0	100	90.0	59.1%
Progress Toward English Proficiency	Literacy	89.7%	100%	44.9	50	89.7	64.9%
	Oral	70.7%	100%	35.4	50	70.7	57.4%
Chronic Absenteeism	All Students	9.1%	<=5%	41.7	50	83.4	23.7%
	High Needs Students	15.7%	<=5%	28.7	50	57.3	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)		94.6% 45.7%	75%	30.5	50	61.0	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				793.0	900	88.1	

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	73.1	1.9	16.6	
Math Performance Index Gap	75.0	68.7	6.3	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	.

³Minimum participation standard is 95%.

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