Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023-24

CONNECTICUT Education

Mill Hill School

Fairfield School District

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

School Information

Grade Range	**K-5**
Enrollment	**402**
Per Pupil Expenditures[1]	**$16,635**
Total Expenditures[1]	**$6,720,510**

[1] *Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	204	50.7	49.1
Male	198	49.3	50.8
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	*
Asian	26	6.5	6.3
Black or African American	*	*	3.3
Hispanic or Latino of any race	28	7.0	14.0
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	5.5
White	325	80.8	70.8
English Learners/Multilingual Learners	6	1.5	3.7
Eligible for Free or Reduced-Price Meals	37	9.2	16.8
Students with Disabilities[2]	77	19.2	19.0

[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	13	6.4	0	0.0
Male	13	6.6	0	0.0
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	22	6.8	0	0.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	9	11.0	0	0.0
School	26	6.5	0	0.0
District		8.3		2.4

Number of students qualified as truant under state statute: 39

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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	24.7
Paraprofessional Instructional Assistants	3.3
Special Education	
Teachers and Instructors	5.3
Paraprofessional Instructional Assistants	11.3
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.5
Other Staff Providing Non-Instructional Services/Support	7.5

[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	0.9
Hispanic or Latino of any race	1	2.2	2.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	44	97.8	95.8

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	18.7	13.5

Instruction and Resources

School-Level Expenditures[1]: 2022-23

	Total ($)	Per Pupil ($)
Instruction	$4,599,082	$11,384
Support Services - Students	$602,998	$1,493
Improvement of Instruction	$340,292	$842
Library and Media Services	$232,125	$575
Support Services - Instruction	$180,213	$446
Support Services - School-Based Administration	$415,997	$1,030
Operation and Maintenance of Plant	$346,406	$857
Transportation Other Than to/From Home	$2,400	$6
Enterprise Operations	$998	$2
Total	$6,720,510	$16,635

Total per pupil expenditures (PPE) including share of district central expenditures is $19,801.

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

Students Who Spend 80% or Greater Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	11	*
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	15	*
School	45	71.4
District		69.5

[2] 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	977
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:55 AM
End Time	03:30 PM

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	13	*	13	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	160	80.2	161	75.2	63	78.8
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	190	81.1	191	75.9	*	*
Eligible for Free or Reduced-Price Meals	26	76.3	26	70.1	8	*
Not Eligible for Free or Reduced-Price Meals	171	81.0	172	76.2	68	79.4
Students with Disabilities	41	63.2	42	57.9	17	*
Students without Disabilities	156	84.9	156	80.2	59	86.7
High Needs	63	69.5	64	64.6	25	64.6
Non-High Needs	134	85.5	134	80.6	51	86.2
School	197	80.4	198	75.4	76	79.1

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	82.1	N/A	N/A	N/A	56	82.1
Curl Up	92.9	N/A	N/A	N/A	56	92.9
Push Up	92.9	N/A	N/A	N/A	56	92.9
Mile Run/PACER	91.1	N/A	N/A	N/A	56	91.1
All Tests - School	73.2	N/A	N/A	N/A	56	73.2
All Tests - District	68.5	54.9	52.9	50.1		56.7

[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	80.4	75	50.0	50	100.0	63.9
	High Needs Students	69.5	75	46.3	50	92.6	54.1
Math Performance Index	All Students	75.4	75	50.0	50	100.0	60.2
	High Needs Students	64.6	75	43.1	50	86.1	49.5
Science Performance Index	All Students	79.1	75	50.0	50	100.0	61.8
	High Needs Students	64.6	75	43.1	50	86.2	51.4
ELA Academic Growth	All Students	68.0%	100%	68.0	100	68.0	58.7%
	High Needs Students	73.1%	100%	73.1	100	73.1	54.2%
Math Academic Growth	All Students	75.4%	100%	75.4	100	75.4	61.4%
	High Needs Students	73.5%	100%	73.5	100	73.5	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	6.5%	<=5%	47.1	50	94.1	17.7%
	High Needs Students	8.7%	<=5%	42.6	50	85.2	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		.	94%	.	.	.	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% | 73.2%	75%	48.8	50	97.6	93.6% | 47.2%
Arts Access		.	60%	.	.	.	55.0%
Accountability Index				**710.8**	**850**	**83.6**	

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	69.5	5.5	17.3	
Math Performance Index Gap	75.0	64.6	10.4	18.5	
Science Performance Index Gap	75.0	64.6	10.4	18.4	
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	98.0
	High Needs Students	94.1
Math	All Students	98.5
	High Needs Students	95.6
Science	All Students	98.7
	High Needs Students	96.3

[3]Minimum participation standard is 95%.

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