

Goal Statement

To improve student understanding of literature as measured by state and local assessments.

To improve understanding of math concepts students encounter in the real world as measured by state and local assessments.

Background

Monroe, Connecticut is a suburban Fairfield County community with a population slightly in excess of 19,500 people. The school system enrolls approximately 4,125 students, in three elementary schools, a middle school campus, and a comprehensive high school. The town's location and quality of life have resulted in unprecedented growth. It is one of the fastest growing communities in Connecticut.

Jockey Hollow School Demographics

Grades: 7 and 8

2004/2005 student population: 642

Average class size: 24

Students in special education: 63

Students eligible for free/reduced lunch: 22



School Development Team 2004-2005

**Jockey Hollow School
Monroe Middle School Campus
365 Fan Hill Road
Monroe, CT 06468**

Mission Statement

Our mission is to identify and meet the needs of the whole child by providing a safe, supportive and challenging learning environment


Jockey Hollow School School Development Team 2004 - 2005



Team Members

Mrs. Belinda Battista, Co-Chairperson/Teacher
Cathryn Johnson, Co-Chairperson/Guidance
Mrs. Anita Healy, Campus Principal
Mrs. Rebecca Kosisko, Assistant Principal
Marie Blake, Teacher (8)
Holly Cyr, System-wide Math Coordinator
Doug DeVecchio, Teacher (8)
Linda Finocchi, System-wide Language Arts Coordinator
Myrna Mills Albino, Parent
Gina Picheco, Teacher (7)

Summary of Connecticut Mastery Test Data



**Grade 6 & 8 CMT Results, Fall 2002*
Percentage of Students in Goal Range**

	Grade	
	6	8
Reading	80	86
Writing	75	81
Math	79	75

**Results of the 2003 CMT were not available when Jockey Hollow’s School Development Team met to determine areas of strength and weakness.

Conclusions Drawn from Data Analysis

The analysis of the data review showed two areas of relative weakness. The first is in math especially in five specific CMT strands which include: #13 computations with percents, #15 approximating measures, #16 customary and metric measures, #21 probability, #23 algebraic concepts, and #25 mathematical applications.

The second weak area is in Language Arts, particularly in the area of critical stance. The team determined to make these two areas the focus for the 2004/2005 school year.

2004/2005 Goals/Indicators of Success

The Language Arts goal for the 2004/2005 school year was to improve understanding of literature as measured by state and local assessments. The indicator of success was 80% of grade 8 students will pass an assessment which reflects critical stance in literature.

The math goal was to improve understanding of math concepts students’ encounter in the real world as measured by state and local assessments. The indicator of success was 80% of grade 7 and 8 students will pass an assessment which reflects six specific CMT strands. These strands are #13 computations with percents, #15 approximating measures, #16 customary and metric measures, #21 probability, #23 algebraic concepts, and #25 mathematical applications.

Highlights of Achievement of 2004/2005 Goals

Various teachers reported on student achievement for the school year. In the area of critical stance, improvements ranged from 71% to 92% of students staying the same or improving scores on critical stance assessments. In math, improvements shown ranged from 31% to 89% of students improved scores on math application assessments.

The School Development Team determined that common assessments for each grade level were needed so that student achievement could be more accurately tracked.

2005/2006 School Year Priority Areas

The analysis of new data revealed two areas of relative weakness. The first is in four specific math CMT strands which include #11, #16, #20, and #25. The second weak area is in writing. The team determined to make these two areas the focus for the 2005/2006 school year.

2005/2006 Goals/Indicators of Success

The first goal is to improve understanding of math concepts students encounter in the real world as measured by state and local assessments. The indicator of success will be 80% of grade 7 and 8 students will pass an assessment which reflects four specific CMT strands. These strands are #11, #16, #20, and #25.

The Language Arts goal will be to improve students writing skills as measured by state and local assessments. The indicator of success will be 80% of grade 7 and 8 students will pass an assessment which reflects persuasive writing skills.

