

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Jockey Hollow School Monroe School District

203-452-2905 • <http://www.monroeps.org>

School Information

Grade Range	6-8
Enrollment	765
Per Pupil Expenditures	\$16,219
Total Expenditures	\$12,310,038

Expenditure data reflect the 2023-24 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 2024-25 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. 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	381	49.8	*
Male	384	50.2	50.1
Non-Binary	0	0.0	*
American Indian or Alaska Native	0	0.0	*
Asian	47	6.1	5.6
Black or African American	23	3.0	3.7
Hispanic or Latino of any race	131	17.1	17.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	35	4.6	4.0
White	529	69.2	69.2
English Learners/Multilingual Learners	17	2.2	2.4
Eligible for Free or Reduced-Price Meals	141	18.4	13.0
Students with Disabilities	134	17.5	17.2

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	30	7.8	10	2.6
Male	29	7.6	34	8.8
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	15	11.6	10	7.5
White	38	7.2	26	4.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	14.0	13	8.7
Students with Disabilities	17	12.3	14	9.7
All Students - School	59	7.7	44	5.7
All Students - District		7.5		3.0

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 54
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	44.5
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	11.0
Special Education Paraprofessionals	23.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.5
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	14.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.0
Black or African American	1	1.5	1.3
Hispanic or Latino of any race	2	3.0	2.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.3
White	63	95.5	96.2

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.1
District	11.5

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	4	6	5.4
Teachers	3	5.4	5.8

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$9,256,031	\$12,195
Support Services - Students	\$950,673	\$1,253
Improvement of Instruction	\$146,791	\$193
Library and Media Services	\$220,274	\$290
Support Services - Instruction	\$37,094	\$49
Support Services - School-Based Administration	\$1,039,055	\$1,369
Operation and Maintenance of Plant	\$632,077	\$833
Transportation Other Than to/From Home	\$1,251	\$2
Enterprise Operations	\$26,791	\$35
Total	\$12,310,038	\$16,219

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,536.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	8	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	64	82.1
Other Health Impairment	27	93.1
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
All Disabilities - School	107	79.9
All Disabilities - District		73.5

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

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	988
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:00 AM
School End Time	02:50 PM

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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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	47	89.0	47	84.9	*	*
Black or African American	23	61.9	23	56.8	*	*
Hispanic or Latino of any race	126	75.6	125	64.4	45	68.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	83.8	33	76.1	12	*
White	524	78.0	520	70.0	166	75.1
English Learners/Multilingual Learners	30	57.6	29	50.1	6	*
Non-English Learners/Non-Multilingual Learners	723	78.9	719	70.6	234	74.5
Eligible for Free or Reduced-Price Meals	135	68.1	132	60.3	43	66.4
Not Eligible for Free or Reduced-Price Meals	618	80.2	616	71.9	197	75.8
Students with Disabilities	135	54.6	134	46.5	39	49.9
Students without Disabilities	618	83.2	614	74.9	201	78.8
High Needs	243	63.9	240	55.7	74	59.5
Non-High Needs	510	84.8	508	76.5	166	80.6
School	753	78.0	748	69.8	240	74.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	80.6	83.2	N/A	496	81.9
Curl Up	N/A	91.9	92.0	N/A	495	91.9
Push Up	N/A	86.0	86.0	N/A	494	86.0
Mile Run/PACER	N/A	85.3	76.2	N/A	493	80.9
All Tests - School	N/A	70.9	64.3	N/A	493	67.7
All Tests - District	62.2	70.9	64.3	39.2		59.6

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.9	75	42.6	50	85.2	54.9
Math Performance Index	All Students	69.8	75	46.6	50	93.1	61.1
Math Performance Index	High Needs Students	55.7	75	37.1	50	74.3	50.6
Science Performance Index	All Students	74.1	75	49.4	50	98.8	62.6
Science Performance Index	High Needs Students	59.5	75	39.7	50	79.3	52.1
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	60.6%
ELA Academic Growth	High Needs Students	53.3%	100%	53.3	100	53.3	55.7%
Math Academic Growth	All Students	54.7%	100%	54.7	100	54.7	62.3%
Math Academic Growth	High Needs Students	44.3%	100%	44.3	100	44.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.7%	<=5%	44.6	50	89.1	17.2%
Chronic Absenteeism	High Needs Students	12.4%	<=5%	35.1	50	70.2	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	99.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	67.7%	75%	45.2	50	90.3	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				653.3	900	72.6	

Physical Fitness Estimated Participation Rate - School: 95.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.9	11.1	17.1	N
Math Performance Index Gap	75.0	55.7	19.3	18.6	Y
Science Performance Index Gap	75.0	59.5	15.5	18.3	N
Graduation Rate Gap	.	.	.	.	

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.

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 (%)
ELA	All Students	99.3
ELA	High Needs Students	98.8
Math	All Students	98.6
Math	High Needs Students	97.2
Science	All Students	98.0
Science	High Needs Students	94.9

Minimum participation standard is 95%.

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