

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



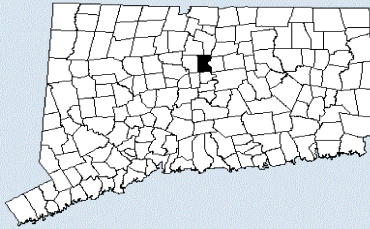
Jumoke Academy District

860-527-0575

District Information

Grade Range	PK-12
Number of Schools	1
Enrollment	704
Per Pupil Expenditures ¹	\$12,172
Total Expenditures ¹	\$7,169,182

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	384	54.5	48.3
Male	320	45.5	51.6
American Indian	*	*	0.2
Asian	0	0.0	4.6
Black or African American	679	96.4	12.9
Hispanic or Latino	6	0.9	21.2
Pacific Islander	12	1.7	0.0
White	0	0.0	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	449	63.8	37.3
Students with Disabilities ¹	38	5.4	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	19	5.4	19	4.9
Male	20	7.1	45	14.4
Black or African American	*	*	60	9.0
Hispanic or Latino	0	*	*	*
White	0	0.0	0	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	29	7.1	50	11.3
Students with Disabilities	8	19.0	*	*
District	39	6.2	64	9.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 107

²A student is chronically absent if he/she misses 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.

³The 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	35.0
Paraprofessional Instructional Assistants	24.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.5
Other Staff Providing Non-Instructional Services/Support	19.0

¹In 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	District Percent of Total (%)	State Percent of Total (%)
Asian	6	14.0	1.0
Black or African American	13	30.2	3.5
Hispanic	4	9.3	3.6
Native American	0	0	0.1
White	20	46.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,349,724	5,687	8,769
Instructional Supplies and Equipment	212,492	361	275
Improvement of Instruction and Educational Media Services	457,039	776	487
Student Support Services	1,006,309	1,709	965
Administration and Support Services	1,205,970	2,047	1,600
Plant Operation and Maintenance	930,109	1,579	1,472
Transportation	359	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	7,180	12	178
Total	7,169,182	12,172	14,642

Additional Expenditures

Land, Buildings, and Debt Service	929,741	1,579	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	71.0	80.2
Federal	3.8	4.3
Tuition & Other	25.2	15.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.3	81.9	83.4	80.2	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.6	78.3	79.9	66.7	.	.	.	.
Students with Disabilities	.	.	.	46.4	.	.	.	.
High Needs	72.8	78.7	79.6	60.5	.	.	.	.
District	75.1	81.9	83.4	80.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	46.5	22.5	24.4	N/A	152	34.2
Curl Up	38.0	47.5	*	N/A	152	35.5
Push Up	42.3	45.0	29.3	N/A	152	39.5
Mile Run/PACER	56.3	57.5	39.0	N/A	152	52.0
All Tests - District	8.5	*	*	N/A	152	8.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
White	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A
District	N/A	N/A	N/A
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district improvement plan focuses on two main goals; 1.) Scholar demonstration of grade level standards in literacy, writing, and numeracy as articulated by the Common Core standards and 2.) Scholar demonstration of and application of 21st century skills necessary for success in life, learning environments, college and careers. The Academy expects to achieve these goals by using a variety of texts, promoting reading and writing across all content areas, developing numeracy skills, conceptual understanding and application of numbers, promoting critical thinking and problem solving, developing collaborative and communication skills, developing social responsibility and citizenship and promoting the use of technology for information as well as to inform work.

To help achieve the aforementioned goals, the Academy has identified specific theories of action with parent and community input that focus on fostering school, parent and community partnerships. The input provided by parents and community members is collected through regular Town Meetings and parent association leadership meetings. Examples of these relationships include parent, community, and scholar participation in service learning experiences such as the Annual Pretty in Pink Ball for Kids, a partnership with the Maggie Gardener House designed to help cancer survivors and their families, monthly school activities such as the Back to School BBQ for parents, community, and returning and new scholars, High School Transition Activities for scholars and their parents, academic achievement recognition ceremonies, Parent Education Series focusing on Curriculum, Common Core standards, Smarter Balance and Benchmark Assessment overviews, technology integration, parent conferences, and the use of PowerSchool information systems to communicate between home and school about student progress and achievement.

In addition to the previously mentioned examples of school, parent, and community partnership initiatives, parents are actively involved in student assistance team meetings and special education planning and placement team meetings to support the educational success of their scholar. As a learning community, we are committed to ensuring that we understand the unique needs of our scholars and continue to engage our adult service providers in professional development designed to support effective communication, interaction, and lesson design for our scholars. Additional professional development has included ongoing focus on promoting differentiated instruction and the development and implementation of targeted intervention supports as needed. Further emphasis has been placed on increasing inclusion practices and strategic co-planning between special and regular education teachers so that all of our scholars are achieving.

To further support school home/partnerships and scholar achievement, the Academy continues to support a Saturday Academy program where the focus is on preparing scholars for Smarter Balance Assessment through the use of technology based instruction. The software applications used on Saturdays are available for at home use for each participating scholar.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a Public Charter School, the Academy has maintained an open enrollment process that results in its scholars being admitted through a lottery system. As a result, admitted scholars have come from the City of Hartford and its surrounding towns to include Windsor, Bloomfield, East Hartford, Avon, Simsbury, and Manchester, Connecticut. The Academy has hosted visiting charter schools from Boston, MA to engage in shared learning experiences for faculty, staff, and students. The diversity and demographics of the participants supports our efforts to reduce racial and ethnic isolation.

The Academy's schools have supported and sponsored many activities to celebrate its racial and ethnic diversity. The events have included multi cultural nights, parade of flags, district oratorical contest, Black History Month celebrations, Women in History recognitions, Stepping Stones, and participation in the Hartford Girls Rock program designed to promote scholarship and recognition of minority girls. In addition, many of the Academy's scholars participate in both the Summer and Saturday Academy programs which help to promote equity in student achievement. It should be noted that the Academy also strategically involves independent and private high schools to participate in transition programming for graduating 8th grade scholars.

The Academy continues to employ a diverse workforce. Our efforts are supported through strategic recruiting efforts that include participation in recruitment fairs held at Connecticut universities, CREC Minority Recruitment Fair, and a partnership with Teach for America. As a result of our strategic efforts, teachers and support staff are comprised of 63% African American, 31% Caucasian, 6% Asian, and 6 % Hispanic.

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Equitable Allocation of Resources among District Schools

Allocation for instructional needs are based on student enrollment and staffing at each of our campuses. Building and district leadership meet to identify areas of need based on the district and building improvement plans. This process results in the preparation of school and department budget requests that are subject to review by district leadership. In addition to the approved allocated funds, discretionary funds are made available to building leadership to meet teacher and scholar educational and enrichment programming needs.

It should be noted that the Board of Directors reviews and approves a detailed budget for each fiscal school year.