

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

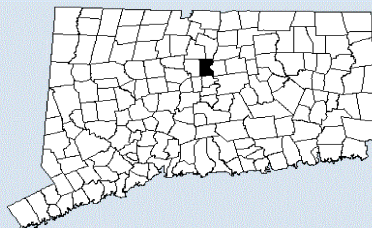


Jumoke Academy District

860-527-0575

District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	716
Per Pupil Expenditures ¹	\$10,570
Total Expenditures ¹	\$7,441,211

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	388	54.2	48.3
Male	328	45.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	4.7
Black or African American	694	96.9	12.9
Hispanic or Latino	11	1.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	6	0.8	2.5
White	*	*	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	375	52.4	37.6
Students with Disabilities ¹	44	6.1	13.3

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	29	8.1	27	6.9
Male	23	7.5	60	18.0
Black or African American	*	*	85	12.3
Hispanic or Latino	0	0.0	0	0.0
White	0	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	8.4	57	15.0
Students with Disabilities	10	20.8	8	16.3
District	52	7.9	87	12.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 162

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	39.0
Paraprofessional Instructional Assistants	31.5
Special Education	
Teachers and Instructors	4.4
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	4.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	2.0
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	6.0	1.0
Black or African American	18	36.0	3.5
Hispanic or Latino	3	6.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	26	52.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	93.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
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	0	0.0	0	0.0
Students with Disabilities	N/A	N/A	N/A	N/A
District	0	0.0	0	0.0
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,991,265	5,669	9,134
Instructional Supplies and Equipment	340,153	483	334
Improvement of Instruction and Educational Media Services	24,675	35	498
Student Support Services	883,618	1,255	1,001
Administration and Support Services	1,258,299	1,787	1,694
Plant Operation and Maintenance	941,390	1,337	1,572
Transportation	735	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	1,076	2	186
Total	7,441,211	10,570	15,289

Additional Expenditures

Land, Buildings, and Debt Service	473,356	672	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	87.9	93.5
Federal	2.6	2.8
Tuition & Other	9.4	3.7

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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	405	62.8	405	51.8	143	49.4
Hispanic or Latino	*	*	*	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	0	N/A	0	N/A	0	N/A
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	243	60.0	243	49.4	77	45.3
Not Eligible for Free or Reduced-Price Meals	168	66.9	168	55.5	68	54.5
Students with Disabilities	34	46.1	34	33.4	16	*
Students without Disabilities	377	64.3	377	53.5	129	51.2
High Needs	252	59.5	252	49.0	80	44.9
Non-High Needs	159	68.0	159	56.3	65	55.4
District	411	62.8	411	51.9	145	49.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	43.5	40.0	43.8	*	142	45.1
Curl Up	33.9	55.0	46.9	*	142	44.4
Push Up	38.7	62.5	43.8	*	142	47.9
Mile Run/PACER	27.4	55.0	62.5	*	142	45.1
All Tests - District	*	17.5	*	*	142	14.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	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		87.0			

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 2013-14 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	*	*	*
Male	*	*	*
Black or African American	*	*	*
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	*	*	*
Students with Disabilities	N/A	N/A	N/A
District	*	*	*
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	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	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	62.8	75	83.8	100	83.8	67.9
	High Needs Students	59.5	75	79.4	100	79.4	56.7
Math Performance Index	All Students	51.9	75	69.1	100	69.1	59.3
	High Needs Students	49.0	75	65.4	100	65.4	47.8
Science Performance Index	All Students	49.6	75	66.2	100	66.2	56.5
	High Needs Students	44.9	75	59.9	100	59.9	45.9
Chronic Absenteeism	All Students	7.9%	<=5%	44.3	50	88.6	10.6%
	High Needs Students	8.9%	<=5%	42.3	50	84.6	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		81.6%	94%	43.4	50	86.8	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		64.0% 14.8%	75%	2.5	50	4.9	87.6% 51.0%
Arts Access		41.2%	60%	34.3	50	68.6	45.7%
Accountability Index				590.5	850	69.5	

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	68.0	59.5	8.5	17.3	
Math Performance Index Gap	56.3	49.0	7.3	19.6	
Science Performance Index Gap	55.4	44.9	10.5	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.5
	High Needs Students	99.6
Math	All Students	99.5
	High Needs Students	99.6
Science	All Students	100.0
	High Needs Students	100.0

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Jumoke Academy District

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 in the home of 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 recognition, 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.