

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Jumoke Academy
Jumoke Academy District

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Location: 250 Blue Hills Avenue
Hartford,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Per Capita Income in 2000: N/A

Town Population in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

1990-2000 Population Growth: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

Number of Public Schools: 1

District Enrollment as % of Estimated Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter

School Grade Range: PK- 8

Instructional Focus: Academic Excellence

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 369

5-Year Enrollment Change: 37.7%*

*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	N/A	>95.0	N/A	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.3
Students Identified as Gifted and/or Talented	0	0.0	N/A	2.3
Students with Disabilities	15	4.1	N/A	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	62.2	N/A	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	280	94.6	N/A	86.8
Homeless	0	0.0	N/A	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,000	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	28	31
Computer Education	28	17
English Language Arts	475	425
Family and Consumer Science	0	1
Health	0	23
Library Media Skills	28	18
Mathematics	225	199
Music	28	33
Physical Education	28	40
Science	90	97
Social Studies	90	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	0.0	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	22.0	N/A	18.1
Grade 2	22.5	N/A	19.3
Grade 5	19.5	N/A	20.9
Grade 7	24.0	N/A	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	7.1
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.3	N/A	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	6.0	N/A	3.4
% of Computers with Internet Access	100.0	N/A	98.3
% of Computers that are High or Moderate Power	0.0	N/A	91.7
# of Print Volumes Per Student*	11.1	N/A	27.7
# of Print Periodical Subscriptions	10	N/A	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	16.00
Special Education: Teachers and Instructors	0.75
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and Assistants	1.00
Administrators, Coordinators, and Department Chairs District Central Office School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	4.7	N/A	13.2
% with Master's Degree or Above	40.0	N/A	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	3.6	N/A	8.7
% Assigned to Same School the Previous Year	55.0	N/A	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parents are an integral part of our educational program; administration, staff and parents have developed a plan of action resulting in several programs that foster a strong partnership between family and school. The parent's association and parent advisory board have been instrumental in building a school wide library, hosting a monthly family movie night and providing classroom representatives.

- We conduct a P.L.A.Y. (Promoting Literacy All Year) Program in which students bring home books for parents read to or with them each night. Parents sign a sheet to indicate their participation; each month, students who have returned their P.L.A.Y. sheet are given incentives. Our Reading First Program provides an information night for parents complete with a guest speaker who emphasizes the importance of reading. We host a Family Literacy Night through this program. This is a night when K-3 parents and their children are invited to come and share reading activities and storytelling. Older students are also invited to attend. This night is an exciting one at Jumoke, complete with book give-always, swaps and raffles for children and adults alike, as well as a visit from our local librarians.
- Parents work along-side teachers to help provide CMT preparation on Saturdays for two six-week sessions. The principal and the teachers provide a scripted curriculum for these sessions. . In addition staff and the parent association run tutoring sessions for parents and grandparents. Teachers encourage parents to purchase selections from book clubs and our Scholastic Book Fair. The homework that they assign each night is aligned with classroom instruction. Teachers and parents frequently discuss how to support student achievement. Parents volunteer for the Mathathon and Math Club. Our P.T.O. encourages each parent to volunteer at least two hours a year at the school. Many parents do much more than that, tutoring students and supporting classroom teachers, while learning about school expectations.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	361	97.8
Hispanic	8	2.2
White	0	0.0
Total Minority	369	100.0

Percent of Minority Professional Staff: 19.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Jumoke Academy is entering its six year of an on-going relationship with suburban schools which have fostered learning, friendship and understanding between our students. Those cooperative relationships have allowed our students and teachers to develop educational and social programs that foster learning between students from different cultural and socio-economic backgrounds.

- Jumoke Academy entered its third year as partners in the Connecticut Vanguard School Initiative, utilizing a grant from the State Department of Education to promote teacher-student cooperative learning and social interaction programs with our Vanguard partner, Integrated Day School in Norwich.

- Jumoke Academy also entered its third years as a partner with Hart School of Music, University of Hartford which has enabled our music and art programs to promote the artistic work of our students in cooperation with University students and children from the various communities surrounding Hartford. This program introduces our children to and supports their understanding of different cultures and ethnic groups in America and around the world as it relates to art and music. For example, our children study music and songs based on Jewish, Latin, African, and European cultures and history.

- Our partnership with Artist Collective enhances Jumoke Academy's academic curriculum and enrichment activities by specifically providing instruction on the various cultures, countries and races around the world. For example, each month our students learn about a different culture or ethnic group by involving themselves in activities or programs such as the celebration of Kwanza, Rosh Hashanah, Three Kings Day, Black History Month, Hispanic Awareness Month as well as the various celebrations of different islands in the West Indies.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	44.4	33.8	74.0
Grade 6	15.2	35.4	14.8
Grade 8	7.1	37.0	3.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	34.8	52.0	8.0
Writing	50.0	63.4	9.8
Mathematics	56.5	60.0	25.8
Grade 4 Reading	27.3	55.9	4.4
Writing	56.8	62.9	23.3
Mathematics	43.2	60.3	12.6
Grade 5 Reading	34.2	62.2	4.3
Writing	47.4	64.5	11.1
Mathematics	55.3	65.9	16.7
Science	21.1	54.9	5.6
Grade 6 Reading	61.5	66.3	21.4
Writing	69.2	61.9	54.8
Mathematics	76.9	66.4	60.1
Grade 7 Reading	58.3	71.1	14.8
Writing	62.5	62.0	38.7
Mathematics	45.8	63.0	13.5
Grade 8 Reading	60.0	64.8	25.8
Writing	50.0	63.4	17.6
Mathematics	35.0	60.8	8.8
Science	15.0	58.6	1.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	98.4	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 14 students were responsible for these incidents. These students represent 4.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	1	0
Physical/Verbal Confrontation	11	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	9	0
Total	21	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	43.1	62.1
Writing	N/A	N/A	55.9	63.0
Mathematics	N/A	N/A	54.0	62.7
Science	N/A	N/A	19.0	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
	% Assessed Using Skills Checklist	N/A

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,234	\$3,797	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$113	\$347	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$86	\$264	\$219	N/A	\$429
Student Support Services	\$455	\$1,401	\$732	N/A	\$761
Administration and Support Services	\$719	\$2,211	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$329	\$1,014	\$1,146	N/A	\$1,322
Transportation	\$0	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$1	\$62	N/A	\$145
Total	\$2,937	\$9,036	\$12,187	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$208	\$640	\$1,737	N/A	\$1,882

Special Education Expenditures

Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	82.3	13.4	4.4
Excluding School Construction	0.0	85.3	14.3	0.3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

School Improvement Plans and Activities

Jumoke Academy students continue to demonstrate achievement on the CMT and the Adequate Yearly Progress that outperforms the majority of urban districts in the State of Connecticut. Jumoke Academy's elementary school has been rated by an independent study based on the CMT as one of the top ten performing schools in Connecticut's urban districts. Jumoke Academy's new middle school opened less than three years ago demonstrates even more dramatically the academic accomplishments of students who have remained at the academy for multiple years. The scores below illustrate the performance of the middle school students based on the 2008 CMT

Grade 6 Grade 7 Grade 8

Math 95 79 85

Reading 80 75 85

Writing 90 85 90

Last year over 1000 Connecticut elementary schools were measured in an independent report by ConnCan entitled, The State of Connecticut Public Education: A 2007 Report Card for Elementary and Middle Schools. Using Connecticut Mastery Scores, these schools were rated based on five separate educational achievement categories: 1. Overall performances gains 2. Most Improved 3. Low Income Students 4. African American Student Achievement 5. Hispanic Student Achievement. Jumoke scored in the top 10 in 4 of the five categories measured. Jumoke Academy was cited in a State of Connecticut report comparing schools' current CMT scores with those in 2003. Our scores in reading had improved by 36 points; writing by 31 points and mathematics by 49 points. Jumoke Academy's minority fourth and fifth grade students met or exceeded the State of Connecticut's average math scores regardless of color or other socio-economic factors. Jumoke Academy is one of the few districts in the State of Connecticut where its minority students have closed the academic achievement gap with white students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

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