

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

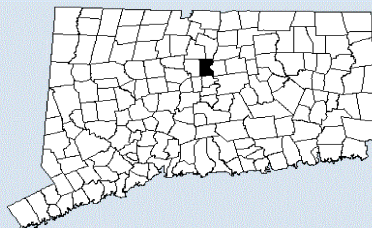


Jumoke Academy District

860-527-0575 • <http://jumokeacademy.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	706
Per Pupil Expenditures ¹	\$12,845
Total Expenditures ¹	\$9,210,024

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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.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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	367	52.0	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	650	92.1	12.7
Hispanic or Latino of any race	39	5.5	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	8	1.1	3.8
White	*	*	51.1
English Learners	6	0.8	8.3
Eligible for Free or Reduced-Price Meals	445	63.0	43.3
Students with Disabilities ³	42	5.9	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	53	16.1	14	3.8
Male	*	*	24	7.0
Black or African American	88	15.0	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	0	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	22	9.9	29	5.9
Students with Disabilities	10	25.6	*	*
District	96	15.4	38	5.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 205

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

Jumoke Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	40.9
Paraprofessional Instructional Assistants	29.5
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	4.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	6.4
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	26.0

¹ 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	17	31.5	4.0
Hispanic or Latino of any race	5	9.3	4.1
Native Hawaiian or Other Pacific Islander	1	1.9	0.1
Two or More Races	0	0.0	0.1
White	31	57.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.0	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	*	*
Hispanic or Latino of any race	0	*	*	*
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	*	*	*
Students with Disabilities	*	*	0	*
District	10	*	*	*
State		75.8		84.8

² College-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 Peers³

	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		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,492,941	\$6,266	\$10,923
Support services - students	\$1,037,255	\$1,447	\$1,277
Support services - instruction	\$29,145	\$41	\$682
Support services - general administration	\$12,939	\$18	\$467
Support services - school based administration	\$2,487,361	\$3,469	\$1,021
Central and other support services	\$65,806	\$92	\$679
Operation and maintenance of plant	\$1,084,577	\$1,513	\$1,718
Student transportation services	.	.	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$9,210,024	\$12,845	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$183,434	27.1	28.5
Instructional Aide Salaries	\$201,695	29.8	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$95,241	14.1	13.0
Purchased Services Other Than Transportation	\$193,564	28.6	5.7
Special Education Tuition	.	.	22.5
Supplies	\$1,934	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$675,868	100.0	100.0
Percent of Total Expenditures Used for Special Education		7.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	7.3
State	88.2
Federal	3.3
Tuition & Other	1.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	*	*
District	16	*
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.5	87.5

³ College 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.

⁴ College 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	15.4%	<=5%	12.2%
	High Needs Students	11.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		63.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		0.0%	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Jumoke Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan is based on the following two goals:

1. Demonstrate mastery of grade level standards in literacy, writing, numeracy, and technology as articulated by the common core standards.
2. Demonstrate and cultivate the characteristics of a well-rounded, productive member of an ever-changing world.

The second goal aims to address 21st century skills scholars need to be successful and focuses on problem solving, critical thinking, communicating and collaborating, empathy and caring, and social responsibility. 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 Hall Meetings and parent association leadership meetings. Examples of these outreach opportunities that result in meaningful 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. The Academy works toward minimizing scholar truancy by regularly communicating with parents and following policy. 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 a focus on literacy specific to the Foundations phonics program, benchmark assessment system, Illustrative Math curriculum grades 6-8, ongoing focus on promoting differentiated instruction and the development and implementation of targeted intervention supports as needed. Further emphasis continues to be 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 community partnerships and scholar achievement, the Academy continues to support summer programming in partnership with Goodwin University, CT River Academy, and The Friendship Kidscamp where the focus is on college, careers in manufacturing, STEM, literacy, and preventing the "summer slide." Students from the Greater Hartford community and Jumoke Academy Scholars are involved in summer learning experiences that are provided.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our efforts to reduce racial, ethnic and economic isolation during the last school year began with ensuring that the Academy recruited and attracted an applicant pool of diverse faculty and staff. The academy's faculty diversity is made up of representatives from African American, Caucasian, Hispanic, Asian, and Middle Eastern heritage. The focus on having a diverse staff representation has also resulted in our ability to also attract a diverse student population. The scholar population at the Academy is approximately .4% Asian, 93% African American, 5% Caucasian, 5.0% Hispanic, and .5% unclassified. We continue to maintain strong relationships with local community organizations and promote the Academy regularly in area publications including *Identidad Latina*, *The Northend Agent* and in social media through Facebook, Twitter, and on Instagram. Additionally, the Academy takes a grass roots approach to promoting its campuses and programs through its annual Heritage Gala. This event gives the Academy the opportunity to directly communicate with all stakeholders the opportunities for a quality education for all constituents and families who might consider enrolling their children for the upcoming school year. The Academy continues to see increases in its Spanish speaking population of scholars compared to previous years while also maintaining its numbers of other minority groups and scholars from low-income households. It should be noted that the Academy is purposeful in its attempts to provide diverse experiences for scholars as evidenced by involving them in literacy partnerships with the local library in support of elementary school reading initiatives, and collaborative programs inclusive of Horizons at The Ethel Walker School in Simsbury, CT, college, career, and STEM enrichment at Goodwin University and the CT River Academy, and a Saint Joseph's STEM experience for first grade scholars. Jumoke scholars were also involved in community-based musical performances and theatrical presentations supported by the Bushnell theater in Hartford, CT. In addition, the Academy continues to host the All City Oratorical Contest that involves charter, independent, magnet, and Hartford public school students.

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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.