

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

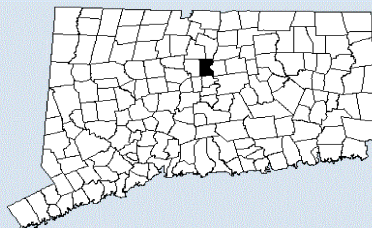


## Jumoke Academy District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	753
Per Pupil Expenditures <sup>1</sup>	\$12,172
Total Expenditures <sup>1</sup>	\$8,934,591

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	395	52.5	48.4
Male	358	47.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	8	1.1	5.1
Black or African American	711	94.4	12.9
Hispanic or Latino	29	3.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	*	*	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	321	42.6	35.9
Students with Disabilities <sup>1</sup>	48	6.4	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	46	12.7	21	5.4
Male	49	15.5	64	18.4
Black or African American	88	13.7	82	11.8
Hispanic or Latino	*	*	*	*
White	0	*	0	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	68	16.2	60	11.3
Students with Disabilities	14	33.3	7	14.9
District	95	14.0	85	11.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 25

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Jumoke Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	27.5
<b>Special Education</b>	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	27.5

<sup>1</sup>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	1	1.8	1.0
Black or African American	26	46.4	3.6
Hispanic or Latino	5	8.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	24	42.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	11	*	6	*
Hispanic or Latino	N/A	N/A	N/A	N/A
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	11	*	6	*
Students with Disabilities	N/A	N/A	N/A	N/A
District	11	*	6	*
State		63.6		77.5

<sup>3</sup>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 Peers<sup>4</sup>

	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		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,719,207	6,429	9,663
Instructional Supplies and Equipment	252,390	344	321
Improvement of Instruction and Educational Media Services	62,734	85	578
Student Support Services	983,138	1,339	1,103
Administration and Support Services	1,888,767	2,573	1,861
Plant Operation and Maintenance	1,023,091	1,394	1,637
Transportation	3,132	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	2,132	3	201
<b>Total</b>	<b>8,934,591</b>	<b>12,172</b>	<b>16,236</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	797,587	1,087	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	2.5	2.7
State	83.1	90.5
Federal	3.6	3.9
Tuition & Other	10.9	2.9

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### 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	*	*	*	*	*	*
Black or African American	394	59.2	391	52.1	157	46.2
Hispanic or Latino	19	*	19	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	0	N/A	0	N/A	0	N/A
English Learners	9	*	9	*	*	*
Non-English Learners	409	59.3	406	52.4	161	46.5
Eligible for Free or Reduced-Price Meals	193	57.3	190	49.8	64	45.8
Not Eligible for Free or Reduced-Price Meals	225	61.1	225	54.7	100	46.5
Students with Disabilities	35	39.1	35	31.4	20	30.7
Students without Disabilities	383	61.2	380	54.4	144	48.4
High Needs	215	56.1	212	48.7	76	43.3
Non-High Needs	203	62.8	203	56.4	88	48.8
District	418	59.4	415	52.5	164	46.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	36.1	31.6	32.5	*	165	38.2
Curl Up	22.2	*	17.5	*	165	25.5
Push Up	40.3	39.5	*	*	165	33.9
Mile Run/PACER	66.7	57.9	30.0	*	165	55.2
All Tests - District	8.3	*	*	*	165	13.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	0	0
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	0	0
District	*	*
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	*	*	*
Black or African American	*	8	*
Hispanic or Latino	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	8	*
Students with Disabilities	N/A	N/A	N/A
District	*	8	*
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	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 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	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.4	75	39.6	50	79.1	67.1
	High Needs Students	56.1	75	37.4	50	74.7	55.9
Math Performance Index	All Students	52.5	75	35.0	50	70.0	62.2
	High Needs Students	48.7	75	32.5	50	65.0	50.5
Science Performance	All Students	46.2	75	30.8	50	61.6	55.3
	High Needs Students	43.3	75	28.8	50	57.7	45.2
ELA Academic Growth	All Students	48.9%	100%	48.9	100	48.9	55.4%
	High Needs Students	47.2%	100%	47.2	100	47.2	49.8%
Math Academic Growth	All Students	52.9%	100%	52.9	100	52.9	61.7%
	High Needs Students	48.7%	100%	48.7	100	48.7	53.7%
Chronic Absenteeism	All Students	14.0%	<=5%	31.9	50	63.9	9.9%
	High Needs Students	16.1%	<=5%	27.8	50	55.5	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		69.1%	94%	36.8	50	73.5	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		71.7%   13.3%	75%	4.4	50	8.9	92.0%   51.6%
Arts Access		0.0%	60%	0.0	50	0.0	50.5%
<b>Accountability Index</b>				<b>502.7</b>	<b>950</b>	<b>52.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	62.8	56.1	6.8	16.7	
Math Performance Index Gap	56.4	48.7	7.6	18.7	
Science Performance Index Gap	48.8	43.3	5.5	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	98.6
Math	All Students	98.1
	High Needs Students	97.3
Science	All Students	99.4
	High Needs Students	98.7

<sup>3</sup>Minimum participation standard is 95%.

### 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

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, led 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 the practice of Instructional Rounds, 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 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 traditional and 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**

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 sponsored all city oratorical contests, Black History Month celebrations, Women in History recognition, recognition of Hispanic Heritage Month, 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. Such programs include both the Horizons program and Ethel Walker, Tails of Hope Youth Ambassadors, and summer enrichment in partnership with both the Connecticut Landmarks organizations. 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 continuing partnership with Teach for America. As a result of our strategic efforts, teachers and support staff are comprised of approximately 52% African American, 35% Caucasian, 3% Asian, 10 % Hispanic, and 1% Middle Eastern.

# District Profile and Performance Report for School Year 2016-17

## Jumoke Academy District

### **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.