

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

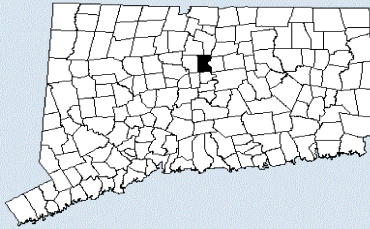


Jumoke Academy District

860-527-0575

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 1 |
| Enrollment | 734 |
| Per Pupil Expenditures ¹ | \$11,900 |
| Total Expenditures ¹ | \$8,520,203 |

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 397 | 54.1 | 48.3 |
| Male | 337 | 45.9 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | 0 | 0.0 | 4.9 |
| Black or African American | 692 | 94.3 | 12.8 |
| Hispanic or Latino | 33 | 4.5 | 23.0 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | * | * | 2.7 |
| White | * | * | 55.9 |
| English Learners | 0 | 0.0 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 297 | 40.5 | 38.0 |
| Students with Disabilities ¹ | 42 | 5.7 | 13.7 |

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 | 21 | 5.9 | 17 | 4.4 |
| Male | 21 | 6.8 | 61 | 18.0 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 0 | 0.0 | * | * |
| White | 0 | 0.0 | 0 | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 29 | 7.4 | 60 | 11.7 |
| Students with Disabilities | * | * | 6 | 12.8 |
| District | 42 | 6.3 | 78 | 10.7 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 148

Number of school-based arrests: 0

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 | 41.9 |
| Paraprofessional Instructional Assistants | 26.5 |
| Special Education | |
| Teachers and Instructors | 3.0 |
| Paraprofessional Instructional Assistants | 5.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 1.0 |
| School Level | 4.0 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 0.4 |
| Counselors, Social Workers and School Psychologists | 1.0 |
| School Nurses | 2.0 |
| Other Staff Providing Non-Instructional Services/Support | 26.0 |

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 | 1 | 1.9 | 1.0 |
| Black or African American | 19 | 36.5 | 3.5 |
| Hispanic or Latino | 3 | 5.8 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 29 | 55.8 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 89.1 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.6 |
| 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: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.6 | 9.4 |

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 | 7 | * | * | * |
| 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 | 7 | * | * | * |
| Students with Disabilities | N/A | N/A | N/A | N/A |
| District | 7 | * | * | * |
| State | | 61.2 | | 73.9 |

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 | | 68.8 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.6 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.6 |
| Other Health Impairment | 0 | 0.0 | 2.8 |
| Other Disabilities | 0 | 0.0 | 1.0 |
| Speech/Language Impairment | 0 | 0.0 | 1.9 |
| All Disabilities | 0 | 0.0 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 4,301,188 | 6,007 | 9,387 |
| Instructional Supplies and Equipment | 472,372 | 660 | 318 |
| Improvement of Instruction and Educational Media Services | 78,197 | 109 | 541 |
| Student Support Services | 1,168,841 | 1,632 | 1,048 |
| Administration and Support Services | 1,584,330 | 2,213 | 1,790 |
| Plant Operation and Maintenance | 913,359 | 1,276 | 1,608 |
| Transportation | 1,545 | . | 845 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 371 | 1 | 194 |
| Total | 8,520,203 | 11,900 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|---------|-----|-------|
| Land, Buildings, and Debt Service | 646,986 | 904 | 1,524 |
|-----------------------------------|---------|-----|-------|

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

Special Education Expenditures: 2014-15

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 35.1 |
| Noncertified Personnel | 0 | 0.0 | 14.5 |
| Purchased Services | 0 | 0.0 | 5.5 |
| Tuition to Other Schools | 0 | 0.0 | 21.6 |
| Special Ed. Transportation | 0 | 0.0 | 8.3 |
| Other Expenditures | 0 | 0.0 | 15.0 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴

2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 86.8 | 93.4 |
| Federal | 3.6 | 3.8 |
| Tuition & Other | 9.6 | 2.7 |

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 | 397 | 61.0 | 398 | 51.6 | 162 | 46.7 |
| Hispanic or Latino | * | * | * | * | 8 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | 0 | N/A |
| White | 0 | N/A | 0 | N/A | 0 | N/A |
| English Learners | * | * | * | * | * | * |
| Non-English Learners | * | * | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 282 | 58.1 | 282 | 49.8 | 112 | 45.6 |
| Not Eligible for Free or Reduced-Price Meals | 137 | 67.2 | 138 | 56.7 | 58 | 48.1 |
| Students with Disabilities | 39 | 41.8 | 40 | 38.3 | 10 | * |
| Students without Disabilities | 380 | 63.1 | 380 | 53.5 | 160 | 47.2 |
| High Needs | 290 | 57.8 | 291 | 49.5 | 115 | 45.5 |
| Non-High Needs | 129 | 68.5 | 129 | 57.8 | 55 | 48.4 |
| District | 419 | 61.1 | 420 | 52.0 | 170 | 46.4 |

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 | | | |
| Grade 4 | | | |
| 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 | 60.3 | 54.5 | 46.3 | * | 148 | 54.7 |
| Curl Up | 61.9 | 63.6 | 63.4 | * | 148 | 62.2 |
| Push Up | 38.1 | 51.5 | 61.0 | * | 148 | 52.0 |
| Mile Run/PACER | 76.2 | 72.7 | 73.2 | * | 148 | 71.6 |
| All Tests - District | 19.0 | 30.3 | 29.3 | * | 148 | 23.6 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

| | 2014-15 | | | | 2015-16 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | 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 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 | | 87.2 | | | |

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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 | * | 7 | * |
| 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 | * | 7 | * |
| Students with Disabilities | N/A | N/A | N/A |
| District | * | 7 | * |
| State | 95.6 | | 40.7 |

⁵College 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

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 2015 | Class of 2014 |
|--|-----------------------|--------------------------|
| | 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 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 | 71.9 | 88.3 |

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 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 | 61.1 | 75 | 40.7 | 50 | 81.5 | 67.7 |
| | High Needs Students | 57.8 | 75 | 38.5 | 50 | 77.1 | 56.7 |
| Math Performance Index | All Students | 52.0 | 75 | 34.7 | 50 | 69.4 | 61.4 |
| | High Needs Students | 49.5 | 75 | 33.0 | 50 | 66.0 | 49.9 |
| Science Performance Index | All Students | 46.4 | 75 | 31.0 | 50 | 61.9 | 57.5 |
| | High Needs Students | 45.5 | 75 | 30.3 | 50 | 60.6 | 47.0 |
| ELA Academic Growth | All Students | 54.5% | 100% | 54.5 | 100 | 54.5 | 63.8% |
| | High Needs Students | 52.2% | 100% | 52.2 | 100 | 52.2 | 58.3% |
| Math Academic Growth | All Students | 55.7% | 100% | 55.7 | 100 | 55.7 | 65.0% |
| | High Needs Students | 54.1% | 100% | 54.1 | 100 | 54.1 | 57.4% |
| Chronic Absenteeism | All Students | 6.3% | <=5% | 47.4 | 50 | 94.7 | 9.6% |
| | High Needs Students | 7.8% | <=5% | 44.4 | 50 | 88.7 | 15.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 67.6% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 40.7% |
| On-track to High School Graduation | | 83.1% | 94% | 44.2 | 50 | 88.4 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | N/A | 75% | 0.0 | 0 | 0.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 68.5% 23.6% | 75% | 3.9 | 50 | 7.9 | 89.2% 50.5% |
| Arts Access | | 40.5% | 60% | 33.7 | 50 | 67.5 | 47.5% |
| Accountability Index | | | | 598.3 | 950 | 63.0 | |

| 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 | 68.5 | 57.8 | 10.7 | 16.5 | |
| Math Performance Index Gap | 57.8 | 49.5 | 8.3 | 18.9 | |
| Science Performance Index Gap | 48.4 | 45.5 | 2.9 | 17.2 | |
| Graduation Rate Gap | . | . | . | . | |

¹If 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.

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

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 99.3 |
| | High Needs Students | 99.0 |
| Math | All Students | 99.5 |
| | High Needs Students | 99.3 |
| Science | All Students | 97.2 |
| | High Needs Students | 95.9 |

³Minimum 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: 37.6

State: 51.4

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 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 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 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 continues to maintain 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 a city-wide oratorical contest 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 approximately 56% African American, 35% Caucasian, 2% 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.