Connecticut State Department of Education

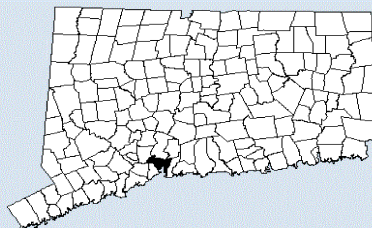# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Common Ground High School District

203-389-0823

District Information

Grade Range	**9-12**
Number of Schools/Programs	**1**
Enrollment	**216**
Per Pupil Expenditures[1]	**$15,851**
Total Expenditures[1]	**$3,201,816**

[1]Expenditure data reflect the 2017-18 school year.

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	80	37.0	48.4
Male	136	63.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	87	40.3	12.8
Hispanic or Latino of any race	74	34.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	47	21.8	52.4
English Learners	12	5.6	7.6
Eligible for Free or Reduced-Price Meals	135	62.5	42.1
Students with Disabilities[3]	49	22.7	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	10	13.7	*	*
Male	15	11.9	*	*
Black or African American	13	16.0	8	9.1
Hispanic or Latino of any race	6	8.8	*	*
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	17.2	12	8.3
Students with Disabilities	10	21.7	*	*
District	25	12.6	15	6.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 76

Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	8.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.8
School Nurses	0.6
Other Staff Providing Non-Instructional Services/Support	20.9

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	3	12.5	3.8
Hispanic or Latino of any race	1	4.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	20	83.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	20	83.3	15	*
Hispanic or Latino of any race	*	*	9	*
White	*	*	13	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	22	81.5	16	*
Students with Disabilities	8	*	9	*
District	33	80.5	41	95.3
State		74.5		85.2

[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 Peers[3]

	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		67.6

[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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

[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 District[2]

	District Count	District Rate (%)	State 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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$1,325,111	$6,560	$10,545
Support services - students	$380,922	$1,886	$1,373
Support services - instruction	$421,065	$2,084	$644
Support services - general administration	$126,359	$626	$462
Support services - school based administration	$697,321	$3,452	$1,007
Central and other support services	$343	$2	$671
Operation and maintenance of plant	$241,367	$1,195	$1,629
Student transportation services	$9,328	$46	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$3,201,816	$15,851	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$163,475	59.3	29.7
Instructional Aide Salaries	$18,469	6.7	9.6
Other Salaries	$7,299	2.6	10.4
Employee Benefits	$49,056	17.8	13.0
Purchased Services Other Than Transportation	$25,728	9.3	5.5
Special Education Tuition	.	.	22.6
Supplies	$11,560	4.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$275,588	100.0	100.0
Percent of Total Expenditures Used for Special Education		8.6	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	7.4
State	68.7
Federal	5.6
Tuition & Other	18.3

[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).

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	24	36.7	24	35.4	23	40.6
Hispanic or Latino of any race	8	*	8	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	7	*	7	*	7	*
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	40.1	26	37.3	25	39.9
Not Eligible for Free or Reduced-Price Meals	13	*	13	*	13	*
Students with Disabilities	12	*	12	*	12	*
Students without Disabilities	27	46.6	27	39.6	26	45.5
High Needs	31	41.1	31	37.4	30	40.4
Non-High Needs	8	*	8	*	8	*
District	39	43.4	39	38.3	38	42.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	46.8	47	46.8
Curl Up	N/A	N/A	N/A	66.0	47	66.0
Push Up	N/A	N/A	N/A	25.5	47	25.5
Mile Run/PACER	N/A	N/A	N/A	*	47	*
All Tests - District	N/A	N/A	N/A	0.0	47	0.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	6	*
District	37	91.9
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	8	24.2
Male	98.0	13	25.5
Black or African American	97.5	*	*
Hispanic or Latino of any race	*	*	*
White	100.0	12	57.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.6	6	13.3
Students with Disabilities	91.3	*	*
District	97.6	21	25.0
State	95.9		42.6

[3]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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	*	*
Male	60.9	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
District	66.7	78.3
State	71.0	87.8

[5]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.

[6]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

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	43.4	75	86.8	150	57.9	67.7
	High Needs Students	41.1	75	82.2	150	54.8	58.1
Math Performance Index	All Students	38.3	75	76.6	150	51.1	63.1
	High Needs Students	37.4	75	74.8	150	49.8	52.7
Science Performance Index	All Students	42.5	75	56.6	100	56.6	63.8
	High Needs Students	40.4	75	53.8	100	53.8	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	12.6%	<=5%	34.9	50	69.7	10.4%
	High Needs Students	16.2%	<=5%	27.6	50	55.1	16.1%
Preparation for CCR	% Taking Courses	88.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	25.0%	75%	16.7	50	33.3	42.6%
On-track to High School Graduation		93.4%	94%	49.7	50	99.4	88.0%
4-year Graduation All Students (2018 Cohort)		91.9%	94%	97.8	100	97.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.6%	94%	98.5	100	98.5	83.3%
Postsecondary Entrance (Class of 2018)		66.7%	75%	88.9	100	88.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		83.9% | 0.0%	75%	0.0	50	0.0	96.4% | 52.9%
Arts Access		66.3%	60%	50.0	50	100.0	51.9%
Accountability Index				**944.8**	**1450**	**65.2**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	41.1	.	15.4	
Math Performance Index Gap	.	37.4	.	17.6	
Science Performance Index Gap	.	40.4	.	16.1	
Graduation Rate Gap	.	92.6%	.	11.1%	N

[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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	97.6
	High Needs Students	96.9

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Common Ground's school improvement plan is clear, steady, and ambitious. We will: . 1) Push every student to reach high standards and graduate college-ready, by continuing to strengthen both core teaching and learning and supports . 2) Work unrelentingly toward equitable opportunities and outcomes for our students eliminating internal gaps, and building our capacity to deliver culturally relevant teaching and curriculum. 3) Ensure that students make successful transitions to college and persist on their way to degrees

Common Ground's full-time certified special educators and support staff work in close partnership with district staff to ensure that students' educational needs are met. Our inclusive and diverse learning community integrates special education students into regular courses. Collaborative learning groups, hands-on and project-focused courses, differentiated curriculum, and co-teaching provide individualized support for students with different learning styles, challenges, and skills.

We are acting on a number of fronts to increase student retention rates and to promote attendance through a combination of preventive and responsive work. Our student support staff review academic achievement and attendance data and work with parents, students, and teaching staff to create attendance/academic plans. More academic interventions have been moved into the school day, strengthening that interventions system. We have also added additional teaching assistants, partnered with the Housing Authority of New Haven, whose staff also do truancy work, and continued to focus on classroom practice, with a school-wide emphasis on delivering culturally responsive pedagogy.

We are committed to supporting the role of the family in the education of our students. Our Parent Leadership Team, which serves in an advisory capacity to school leadership, spearheads this effort. Parent Leaders survey families' educational and support needs and schedule workshops accordingly on topics ranging from parenting skills (e.g. specific ways to help children to be successful in high school, including ways to create a productive home learning environment), to issues of health and welfare, to issues of topical interest, such as Internet safety. The school also hosts family academic nights to share students' academic work students and provide direction to family members to support that work at home, and family banquets celebrating student achievement.

Regular parent communication is essential for involving parents in the education of their children. The school publishes a parent newsletter once a month with important information about school life and helping students to succeed. Twice a year, parents conference with their child's guidance teacher. The school uses an SMS system to communicate important information by phone and e-mail. Parents are notified when students are scheduled for Homework Center support and after school or Saturday enrichment, and they are routinely called in to co-create academic contracts and behavior plans to address challenges students are experiencing in school. The school website and social media sites have become increasingly important vehicles for parent communication. All parent materials are translated, and food, childcare, and Spanish translation are offered at all parent events.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Cultivating a diverse human community that thrives within an environment of trust, equity, dignity, and interconnectedness is one of Common Ground's core values. The diversity of our student body affords many rich opportunities for students of different racial, ethnic and economic backgrounds to interact. Currently, 77% of our students identify as young people of color, and 63% of our students qualify for free or reduced lunch. Twenty-seven percent of our students live in suburban communities, and 73% reside in the City of New Haven, reflecting Common Ground's commitment to reducing geographic isolation and engaging students from both urban and non-urban communities.

We are also committed to hiring staff who reflect the racial and ethnic diversity of our student body. Currently, 30% of our teaching staff "teachers and support educators"and 40% of the high school staff identify as persons of color. Because recruiting and hiring racially diverse teaching staff has been a challenge, we intentionally recruit and hire racially support staff of color who want to become certified teachers. We have also entered into a partnership with Relay, an alternate certification program, to promote the certification of those support staff. Common Ground works to ensure that 100% of our students are involved in meaningful, interactions with students and adults from backgrounds different than their own.

Every Common Ground classroom, after-school program, and guidance group brings together students from diverse racial and ethnic backgrounds. All of our students are involved in school-wide activities that promote integration, belonging, and student voice - including deliberative town hall meetings, mix-it-up activities co-facilitated by students and staff, student-led orientation activities, class outdoor expeditions, Day of Silence, and our annual all-school hike.

Five years ago, we entered into a multi-year partnership with Co-Creating Effective and Inclusive Organizations (CEIO) - aiming to build a more equitable and inclusive organizational culture, ensure that our policies reflect this commitment to diversity and equity, create a more culturally responsive curriculum, and strengthen our staff's capacity to engage racially and economically diverse students and families.

Equitable Allocation of Resources among District Schools

Not applicable