

STRATEGIC SCHOOL PROFILE 2012-13**Common Ground High School District**

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Location: 358 Springside Avenue
New Haven,
ConnecticutWebsite: www.commongroundct.org

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

COMMUNITY DATA

County: New Haven
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 1

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 District Enrollment as % of Estimated. Student Population: N/A

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

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2012 169
 5-Year Enrollment Change 10.5%

DISTRICT GRADE RANGE

Grade Range 9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	98	58.0	N/A	36.7
K-12 Students Who Are Not Fluent in English	1	0.6	N/A	5.8
Students Identified as Gifted and/or Talented*	6	3.6	N/A	3.8
PK-12 Students Receiving Special Education Services in District	21	12.4	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	6	9.1	N/A	12.7

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	1.8
Black	57	33.7
Hispanic	70	41.4
Pacific Islander	0	0.0
White	35	20.7
Two or more races	4	2.4
Total Minority	134	79.3

Percent of Minority Professional Staff: 4.3%

Non-English Home Language:

5.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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

As a charter school, COMMON GROUND works to be part of the solution to racial, ethnic, and economic isolation in Connecticut. Given the inter-district nature of our program, students interact with peers coming from a variety of circumstances (approximately 30% of our students live out-of-district). Our students are provided with meaningful experiences with diverse populations through venues such as Green Jobs Corps, our youth employment program; environmental community programs sponsored by our parent organization, The New Haven Ecology Project, Inc.; and a multitude of community-based youth programs, such as Evolutions at the Peabody Museum, the CT Envirothon, and Elm Shakespeare. Our students also encounter diversity through university and college-based partnerships, junior job shadows, and senior projects, which require off-site interviews and service. Internally, the school program encourages these connections and fosters close and positive interaction among students of all backgrounds through school programs such as Mix It Up, Peer Mentoring, Adventure Club, and electronic academic exchanges with students from other countries. The lack of state funds to provide transportation to students outside of the city remains a significant obstacle in our quest for a more diverse student body. We are hopeful, however, that a \$10,000,000 campaign to construct a new building with state-of-the-art science and art classrooms and a multi-purpose space, and renovations to the existing plant will enhance our diversification efforts.

STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 4 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 5 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	
Grade 6 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 8 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	39.5	48.5	27.3	
Writing Across the Disciplines	61.4	62.1	31.1	
Mathematics	27.9	52.4	12.9	
Science	39.5	48.8	28.6	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	9.5	51.1	1.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.2	78.5	
Average Score	Mathematics	430	503	10.5
	Critical Reading	453	499	12.8
	Writing	437	504	8.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	90.3	84.8	44.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	69.0	82.6
% Employed (Civilian Employment and in Armed Services)	27.6	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	15.15
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.50
School Nurses	0.30
Other Staff Providing Non-Instructional Services and Support	12.30

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	7.0	N/A	13.9
% with Master's Degree or Above	55.0	N/A	79.8

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	21.0	N/A	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,050	N/A	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1.0	N/A	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$1,114	\$6,751	\$8,821	N/A	\$8,570
Instructional Supplies and Equipment	\$58	\$354	\$279	N/A	\$257
Improvement of Instruction and Educational Media Services	\$254	\$1,542	\$425	N/A	\$471
Student Support Services	\$114	\$693	\$860	N/A	\$950
Administration and Support Services	\$401	\$2,429	\$2,002	N/A	\$1,547
Plant Operation and Maintenance	\$204	\$1,235	\$1,635	N/A	\$1,459
Transportation	\$10	N/A	\$861	N/A	\$765
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$223	\$1,354	\$362	N/A	\$170
Total	\$2,379	\$14,417	\$15,744	N/A	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$299	\$1,812	\$1,882	N/A	\$1,398

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

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	5.6	71.7	20.3	2.3
Excluding School Construction	6.3	68.2	7.9	17.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

We are a single school district.

SPECIAL EDUCATION

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

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

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

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	100.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	39.5	48.5
	Writing Across the Disciplines	N/A	N/A	61.4	62.1
	Mathematics	N/A	N/A	27.9	52.4
	Science	N/A	N/A	39.5	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		16.7

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

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

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During its fifteenth year, Common Ground redoubled its commitment to academic excellence and college preparation. School improvement goals focused upon increasing rigor across the curriculum, expanding AP and honors-level classes and class enrollments, rolling out Common Core State Standards curriculum revisions, and providing targeted support to students not mastering learning objectives. We also inaugurated an Environmental Leadership e-portfolio initiative, through which students collect evidence demonstrating mastery of 21st century learning skills. Successful defense of this 21st century learning skills portfolio before a panel of school community members is now a graduation requirement. We believe that a mix of no excuses, standards-based reform and opportunities for active, authentic environmental learning is a potent recipe for success among young people. Our teachers begin with academic standards, identifying the concepts and skills that we know every student must master. Every lesson, in every unit, in every course is built around these standards and research-based effective teaching strategies. We are relentless. In addition, teachers identify which internally developed 21st century learning expectation standards (which we refer to as “leadership” standards), will be addressed in course and attendant opportunities for students to demonstrate mastery of those standards. Students master these academic and leadership standards and skills by tackling big questions, doing authentic work, and performing for public audiences. Parents were involved in school improvement planning in many ways: a parent leadership team met once a month and informed a parent representative to the board of directors; parent workshops yielded parent input on school improvement, parent needs, and communication; and parents sat on several important school committees, such as School Climate and Technology.
