

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



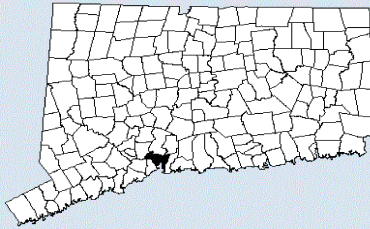
## Common Ground High School District

203-389-0823

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	180
Per Pupil Expenditures <sup>1</sup>	\$14,998
Total Expenditures <sup>1</sup>	\$2,699,590

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).  
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	80	44.4	48.3
Male	100	55.6	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	58	32.2	12.9
Hispanic or Latino	64	35.6	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	50	27.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	95	52.8	37.6
Students with Disabilities <sup>1</sup>	30	16.7	13.3

<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	14	18.9	*	*
Male	12	12.5	*	*
Black or African American	*	*	7	12.5
Hispanic or Latino	14	23.0	*	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	24.7	13	14.1
Students with Disabilities	6	20.7	*	*
District	26	15.3	15	8.6
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 28**

<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 2014-15

## Common Ground High School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	15.8
Paraprofessional Instructional Assistants	4.9
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
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	0.3
Other Staff Providing Non-Instructional Services/Support	9.0

<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	0	0.0	1.0
Black or African American	2	9.5	3.5
Hispanic or Latino	1	4.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	18	85.7	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	9.2

### 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	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	0	0.0
District	7	25.9	8	21.1
State		58.4		73.8

<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		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Common Ground High School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,042,985	5,794	9,134
Instructional Supplies and Equipment	52,095	289	334
Improvement of Instruction and Educational Media Services	384,981	2,139	498
Student Support Services	264,650	1,470	1,001
Administration and Support Services	558,692	3,104	1,694
Plant Operation and Maintenance	141,142	784	1,572
Transportation	6,391	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	248,654	1,381	186
Total	2,699,590	14,998	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	952,385	5,291	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	66.9	73.2
Federal	5.3	7.2
Tuition & Other	27.8	19.6

<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 2014-15

## Common Ground High School 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	*	*	*	*	N/A	N/A
Black or African American	13	*	13	*	15	*
Hispanic or Latino	10	*	10	*	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	7	*	7	*	17	*
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	59.3	20	53.7	24	41.9
Not Eligible for Free or Reduced-Price Meals	12	*	12	*	30	52.4
Students with Disabilities	*	*	*	*	11	*
Students without Disabilities	*	*	*	*	43	48.8
High Needs	22	58.3	22	51.7	31	43.1
Non-High Needs	10	*	10	*	23	53.9
District	32	59.9	32	53.0	54	47.7

#### 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>			
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	N/A	N/A	N/A	72.5	51	72.5
Curl Up	N/A	N/A	N/A	80.4	51	80.4
Push Up	N/A	N/A	N/A	62.7	51	62.7
Mile Run/PACER	N/A	N/A	N/A	27.5	51	27.5
All Tests - District	N/A	N/A	N/A	17.6	51	17.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Common Ground High School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	82.8	Yes	84.1
Students with Disabilities	*	*	.		.
District	29	89.7	88.6	Yes	89.2
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 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	91.2	10	29.4
Male	67.7	7	22.6
Black or African American	72.7	*	*
Hispanic or Latino	83.3	*	*
White	*	8	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	83.8	9	24.3
Students with Disabilities	*	*	*
District	80.0	17	26.2
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	56.5	*
Students with Disabilities	*	*
District	65.5	81.8
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Common Ground High School District

### Next Generation Accountability Results

These statistics are the first 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	59.9	75	79.9	100	79.9	67.9
	High Needs Students	58.3	75	77.7	100	77.7	56.7
Math Performance Index	All Students	53.0	75	70.7	100	70.7	59.3
	High Needs Students	51.7	75	68.9	100	68.9	47.8
Science Performance Index	All Students	47.7	75	63.6	100	63.6	56.5
	High Needs Students	43.1	75	57.5	100	57.5	45.9
Chronic Absenteeism	All Students	15.3%	<=5%	29.4	50	58.8	10.6%
	High Needs Students	21.2%	<=5%	17.7	50	35.4	17.3%
Preparation for CCR	% Taking Courses	23.1%	75%	15.4	50	30.8	66.1%
	% Passing Exams	26.2%	75%	17.4	50	34.9	37.3%
On-track to High School Graduation		82.7%	94%	44.0	50	88.0	85.6%
4-year Graduation All Students (2014 Cohort)		89.7%	94%	95.4	100	95.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.8%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		65.5%	75%	87.4	100	87.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.2%   17.6%	75%	11.8	50	23.5	87.6%   51.0%
Arts Access		42.4%	60%	35.3	50	70.6	45.7%
<b>Accountability Index</b>				<b>872.0</b>	<b>1250</b>	<b>69.8</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	.	58.3	.	17.3	
Math Performance Index Gap	.	51.7	.	19.6	
Science Performance Index Gap	53.9	43.1	10.8	17.2	
Graduation Rate Gap	.	95.8%	.	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

### 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: N/A State: 50.1**

#### 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 2014-15

## Common Ground High School District

### 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 for culturally relevant teaching and curriculum.
- 3) Ensure that students make successful transitions to college and persist on their way to 4-year 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 team-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. We have added a support staff position responsible for reviewing academic achievement and attendance data and working with parents and students to create attendance/academic plans, and strengthened the intervention system, moving more academic interventions into the school day. 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, especially formative assessment and differentiation.

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 (such as 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, and finally, to issues of topical interest, such as Internet safety. The school also offers family academic nights, vehicles for sharing the academic work students are engaging in and direction or families to support that work at home.

Regular parent communication is essential for involving parents in the education of their children. The school publishes a parent newsletter once a month, which contains important information about school life and helping students to succeed. Twice a year, parents have one-on-one conferences with their child's guidance teacher, and the school hosts family banquets celebrating student achievement. The school uses an SMS system to communicate important information by phone and e-mail. Parents are notified when students are scheduled for academic support and enrichment, and they are routinely called in to help to solve students' academic and behavior problems through the creation of academic contracts and behavior plans. 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, 68% of our students identify as young people of color, 32% identify as white, and 49% of our students qualify for free or reduced lunch. Thirty-five percent of our student body lives in suburban communities, and 65% 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.

Common Ground employs a range of strategies to ensure that 100% of our students are involved in meaningful, positive 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. Common Ground's work as a community environmental non-profit fosters interactions with a wide range of audiences, creating many additional opportunities to overcome racial, economic, and geographic isolation. 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, for instance. Common Ground has also initiated and sustained a number of intentional efforts to address race and equity issues, and supported students' participation in community-based forums on these topics.

In the past year, 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, and strengthen our staff's capacity to engage racially and economically diverse students and families. As part of this work, we have begun a deep look at culturally responsive and sensitive teaching and learning.

# District Profile and Performance Report for School Year 2014-15

## Common Ground High School District

### Equitable Allocation of Resources among District Schools

Not applicable.