

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

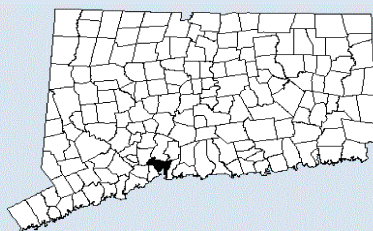


## Common Ground High School District

203-389-0823

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	202
Per Pupil Expenditures <sup>1</sup>	\$15,958
Total Expenditures <sup>1</sup>	\$3,191,523

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	85	42.1	48.4
Male	117	57.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	83	41.1	12.8
Hispanic or Latino	62	30.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	48	23.8	53.6
English Learners	7	3.5	7.2
Eligible for Free or Reduced-Price Meals	118	58.4	36.7
Students with Disabilities <sup>1</sup>	35	17.3	14.8

<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	17	22.4	7	9.2
Male	12	10.8	8	7.1
Black or African American	*	*	7	9.0
Hispanic or Latino	13	21.7	*	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	20.9	13	11.1
Students with Disabilities	6	17.1	*	*
District	29	15.5	15	7.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 48

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 2017-18

## Common Ground High School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	18.5
Paraprofessional Instructional Assistants	5.6
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.3
<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	6.8

<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	1.1
Black or African American	3	12.5	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	87.5	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino	*	*	8	*
White	7	*	12	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	12	*
Students with Disabilities	*	*	*	*
District	17	37.0	30	76.9
State		69.3		80.1

<sup>2</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>3</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		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Common Ground High School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,336,910	6,685	9,847
Instructional Supplies and Equipment	45,918	230	287
Improvement of Instruction and Educational Media Services	232,739	1,164	589
Student Support Services	557,231	2,786	1,120
Administration and Support Services	613,230	3,066	1,905
Plant Operation and Maintenance	230,937	1,155	1,648
Transportation	250	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	174,308	872	208
Total	3,191,523	15,958	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	1,745,292	8,726	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	14.6	22.6
State	64.1	70.1
Federal	2.9	4.5
Tuition & Other	18.4	2.8

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	18	*	18	*
Hispanic or Latino	9	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	14	*	14	*
English Learners	*	*	*	*
Non-English Learners	40	57.8	40	51.1
Eligible for Free or Reduced-Price Meals	16	*	16	*
Not Eligible for Free or Reduced-Price Meals	29	61.0	29	54.3
Students with Disabilities	9	*	9	*
Students without Disabilities	36	57.1	36	49.2
High Needs	24	45.0	24	42.5
Non-High Needs	21	66.1	21	56.4
District	45	54.8	45	49.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	50.7	67	50.7
Curl Up	N/A	N/A	N/A	73.1	67	73.1
Push Up	N/A	N/A	N/A	61.2	67	61.2
Mile Run/PACER	N/A	N/A	N/A	19.4	67	19.4
All Tests - District	N/A	N/A	N/A	14.9	67	14.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Common Ground High School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	12	*
Hispanic or Latino	17	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	88.9
Students with Disabilities	9	*
District	43	86.0
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	13	39.4
Male	100.0	17	32.7
Black or African American	100.0	7	21.9
Hispanic or Latino	*	*	*
White	100.0	15	53.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	6	17.6
Students with Disabilities	*	*	*
District	100.0	30	35.3
State	96.3		44.8

<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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	54.5	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	*
Students with Disabilities	*	*
District	62.2	69.6
State	70.9	88.3

<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 2017-18

## Common Ground High School 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	54.8	75	73.1	100	73.1	67.6
	High Needs Students	45.0	75	60.0	100	60.0	57.5
Math Performance Index	All Students	49.0	75	65.3	100	65.3	62.7
	High Needs Students	42.5	75	56.7	100	56.7	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	15.5%	<=5%	29.0	50	58.0	10.7%
	High Needs Students	19.0%	<=5%	21.9	50	43.8	16.6%
Preparation for CCR	% Taking Courses	55.3%	75%	36.9	50	73.7	74.8%
	% Passing Exams	35.3%	75%	23.5	50	47.1	44.8%
On-track to High School Graduation		87.3%	94%	46.4	50	92.9	87.5%
4-year Graduation All Students (2017 Cohort)		86.0%	94%	91.5	100	91.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		62.2%	75%	82.9	100	82.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		171.8%   14.9%	75%	10.0	50	19.9	96.6%   50.1%
Arts Access		63.6%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>747.3</b>	<b>1050</b>	<b>71.2</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?					Y
ELA Performance Index Gap	66.1	45.0	21.1	15.9	
Math Performance Index Gap	56.4	42.5	13.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	100.0%	.	12.7%	N

<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	97.8
	High Needs Students	96.0
Math	All Students	97.8
	High Needs Students	96.0
Science	All Students	97.8
	High Needs Students	100.0

<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: N/A**

**State: 51.5**

#### 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 2017-18

## 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 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, 73% of our students identify as young people of color, and 59% of our students qualify for free or reduced lunch. Thirty-two percent of our student body live in suburban communities, and 68% 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, 28% of our teaching staff are teachers and teaching assistants--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. 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.

# District Profile and Performance Report for School Year 2017-18

## Common Ground High School District

### **Equitable Allocation of Resources among District Schools**

Not applicable.