

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



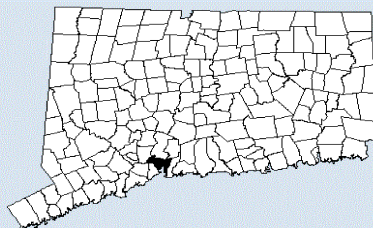
Common Ground High School District

203-389-0823

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	223
Per Pupil Expenditures ¹	\$17,053
Total Expenditures ¹	\$3,683,524

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	131	58.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	84	37.7	12.7
Hispanic or Latino of any race	90	40.4	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	*	*	51.1
English Learners	11	4.9	8.3
Eligible for Free or Reduced-Price Meals	141	63.2	43.3
Students with Disabilities ³	55	24.7	16.0

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

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	25	20.2	*	*
Black or African American	19	23.5	9	10.6
Hispanic or Latino of any race	18	20.7	*	*
White	*	*	*	*
English Learners	6	*	0	*
Eligible for Free or Reduced-Price Meals	34	23.9	11	7.3
Students with Disabilities	6	11.3	*	*
District	44	20.5	17	7.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 81

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2019-20

Common Ground High School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	23.3
Paraprofessional Instructional Assistants	13.8
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.8

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	6	18.8	4.0
Hispanic or Latino of any race	2	6.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	24	75.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	20	100.0	20	100.0
Hispanic or Latino of any race	26	100.0	9	*
White	7	*	7	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36	100.0	22	100.0
Students with Disabilities	9	*	11	*
District	53	94.6	36	97.3
State		75.8		84.8

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 Peers³

	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		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

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 District²

	District		State
	Count	Rate (%)	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,518,869	\$7,032	\$10,923
Support services - students	\$762,432	\$3,530	\$1,277
Support services - instruction	\$498,135	\$2,306	\$682
Support services - general administration	\$217,357	\$1,006	\$467
Support services - school based administration	\$412,521	\$1,910	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$266,536	\$1,234	\$1,718
Student transportation services	\$7,675	\$36	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$3,683,524	\$17,053	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$115,676	33.0	28.5
Instructional Aide Salaries	\$70,901	20.3	10.1
Other Salaries	\$74,947	21.4	11.1
Employee Benefits	\$48,842	14.0	13.0
Purchased Services Other Than Transportation	\$29,818	8.5	5.7
Special Education Tuition	.	.	22.5
Supplies	\$9,854	2.8	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$350,038	100.0	100.0
Percent of Total Expenditures Used for Special Education		9.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	6.5
State	63.1
Federal	6.7
Tuition & Other	23.8

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).

District Profile and Performance Report for School Year 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	26	84.6
Students with Disabilities	12	*
District	47	91.5
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	*
Male	80.0	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.9	*
Students with Disabilities	*	*
District	79.5	79.2
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	20.5%	<=5%	12.2%
	High Needs Students	23.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.7%	75%	80.4%
On-track to High School Graduation		87.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		79.5%	75%	71.5%
Arts Access		64.2%	60%	51.8%

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
Graduation Rate Gap	.	92.9%	.	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Common Ground High School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In the 2019-2020 School Year our School Improvement Plan had 3 primary Goals. GOAL 1: Academic.Improve students' academic success in classes and on high stakes tests.Increased student comfort level and independence with process of reading, writing, and problem-solving. Ss have stamina and skills to read and analyze SAT-length text passages.Ss have the motivation and skills to improve writing.Ss have the confidence and perseverance to persist in problem-solving.Ss see coherence of our math sequence. Students gain confidence as Learners.Growth is made visible .Ss understand that they can effect growth.Ss can set goals and meet them.Ss can meet daily lesson learning targets as measured by exits.Ss experience success in increasingly more difficult classes.

GOAL 2: Post-High School Success.Strengthen the systems that put students on pathways to college success, meaningful careers, powerful leadership, and healthy sustainable lives.All students will map, travel, and reflect on pathways toward post high school success.

All students are on track to graduate on time, and are making successful transitions to college, careers, and leadership and life after high school. All students are engaged in post-high school exploration work at every grade level; they are identifying and mapping pathways toward post-high school success. All students are making active, informed choices about the learning opportunities they are part of, and how they relate to their post-high school plans. Students and teachers share a broad definition of post-high school success -- college success, AND career, leadership, life. Across learning experiences, all students are experiencing Common Ground's foundational building blocks -- in particular, high school is relevant, and gives them real roles and rights.

GOAL 3: Climate.Increase student engagement and active participation in life at Common Ground. Students show up prepared and on time to class and engage in the lesson from start to finish. All students are connected to Programs (ASP GJC and partnerships)

All families have positive engagements with the school engagement (banquets, PLT, community partnerships, advocacy, etc). Student Council functions as a vehicle for making change. Students are represented and active on school committees and the School Board. Students are stewarding the site. Students have a role in discipline system.

In line with these goal, we supported students with disabilities by providing support educators in all classes where students with special needs were enrolled (above and beyond hours required by the IEP). Support educators allow teachers to focus extra attention and differentiation activities on students with greater needs.

We also provided daily after school academic labs and weekly Saturday programming that students could opt into or be referred by a teacher. We recognize that all students can master rigorous content but may need multiple at bats and differentiated ways of accessing this content.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Common Ground is a diverse community of learners.

From our 2019-2020 Fact Sheet: 73% of our students live in New Haven; our other students come from 17 different cities and towns, from Bridgeport to Branford to Derby. Our students are racially diverse: 40% African American, 34% Latinx, 21% white. 63% of students qualify for free/reduced lunch -- up 10 points five years ago, and far above the state average. 23% of students qualify for special education support -- well above the state & district averages. 6% of students are English Learners -- up from 2% five years ago. We are proud to welcome refugees and undocumented young people, transgender and gender non-binary students, young people who want a school where they can be themselves. Common Ground's suspension rate and chronic absenteeism rate are both several points below the average for Connecticut high schools.

Common Ground's commitment to co-created learning spaces and curriculum means that students have been involved in identifying and creating several of our most popular electives like: Race, Identity and Justice a course specifically designed to provide students mirrors and windows into entrenched systems of racial oppression in our community and identify ways to lead change.

Through our Core Curriculum, Common Ground students in 9th and 10th grade complete an interdisciplinary course of study that leads them through an exploration of their own identity and that of our school and further out to the broader New Haven Community with a special focus on the rich diversity of the communities where many of our students live.

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Equitable Allocation of Resources among District Schools

Common Ground High School District only has one school and all resources allocated to the school are distributed in service of Common Ground High School Students and those that teach them.