

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



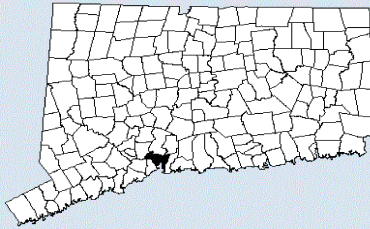
Common Ground High School District

203-389-0823

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | 9-12 |
| Number of Schools | 1 |
| Enrollment | 180 |
| Per Pupil Expenditures ¹ | \$14,549 |
| Total Expenditures ¹ | \$2,458,821 |

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

Contents

| | |
|--------------------------------|---|
| Students..... | 1 |
| Educators..... | 2 |
| Instruction and Resources..... | 2 |
| Performance..... | 4 |
| Narratives..... | 6 |

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 82 | 45.6 | 48.3 |
| Male | 98 | 54.4 | 51.6 |
| American Indian | 0 | 0.0 | 0.2 |
| Asian | * | * | 4.6 |
| Black or African American | 58 | 32.2 | 12.9 |
| Hispanic or Latino | 75 | 41.7 | 21.2 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| White | 39 | 21.7 | 58.4 |
| Two or More Races | * | * | 2.3 |
| English Language Learners | * | * | 5.7 |
| Eligible for Free or Reduced-Price Meals | 103 | 57.2 | 37.3 |
| Students with Disabilities ¹ | 31 | 17.2 | 12.8 |

¹Students 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 ² | | Suspension/ Expulsion ³ | |
|--|-------------------------------------|----------|---------------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 15 | 18.3 | * | * |
| Male | 13 | 14.9 | * | * |
| Black or African American | * | * | 9 | 16.3 |
| Hispanic or Latino | 16 | 22.9 | * | * |
| White | * | * | * | * |
| English Language Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 22 | 24.4 | 14 | 14.7 |
| Students with Disabilities | 6 | 23.1 | * | * |
| District | 28 | 16.6 | 16 | 9.1 |
| State | | 10.8 | | 7.4 |

Number of students in 2012-13 qualified as truant under state statute: 22

²A 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.

³The 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 2013-14

Common Ground High School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 15.4 |
| Paraprofessional Instructional Assistants | 1.0 |
| Special Education | |
| Teachers and Instructors | 1.0 |
| Paraprofessional Instructional Assistants | 0.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 3.0 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 0.0 |
| Counselors, Social Workers and School Psychologists | 0.5 |
| School Nurses | 0.3 |
| Other Staff Providing Non-Instructional Services/Support | 13.1 |

¹In 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 (%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian | 0 | 0 | 1.0 |
| Black or African American | 2 | 9.5 | 3.5 |
| Hispanic | 1 | 4.8 | 3.6 |
| Native American | 0 | 0 | 0.1 |
| White | 18 | 85.7 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 93.1 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

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

Classroom Teacher Attendance: 2012-13

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 4.2 | 9.3 |

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 0 | 0 | 0 | 0 |
| 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 |
| District | 6 | 15.4 | 9 | 31.0 |
| State | | 14.2 | | 26.8 |

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | 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 | | 69.2 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Common Ground High School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 0 | 0 | 1.4 |
| Emotional Disturbance | 0 | 0 | 1.0 |
| Intellectual Disability | 0 | 0 | 0.4 |
| Learning Disability | 0 | 0 | 4.2 |
| Other Health Impairment | 0 | 0 | 2.5 |
| Other Disabilities | 0 | 0 | 1.0 |
| Speech/Language Impairment | 0 | 0 | 1.9 |
| All Disabilities | 0 | 0 | 12.4 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0 | 0 | 2.8 |
| Private Schools or Other Settings | 0 | 0 | 8.1 |

²Grades K-12

Overall Expenditures:³ 2012-13

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,015,744 | 6,010 | 8,769 |
| Instructional Supplies and Equipment | 66,949 | 396 | 275 |
| Improvement of Instruction and Educational Media Services | 270,258 | 1,599 | 487 |
| Student Support Services | 194,816 | 1,153 | 965 |
| Administration and Support Services | 554,029 | 3,278 | 1,600 |
| Plant Operation and Maintenance | 118,150 | 699 | 1,472 |
| Transportation | 11,845 | . | 786 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 227,030 | 1,343 | 178 |
| Total | 2,458,821 | 14,549 | 14,642 |

Additional Expenditures

| | | | |
|-----------------------------------|---------|-------|-------|
| Land, Buildings, and Debt Service | 657,829 | 3,892 | 1,434 |
|-----------------------------------|---------|-------|-------|

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

Special Education Expenditures: 2012-13

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 0 | 0.0 | 35.6 |
| Noncertified Personnel | 0 | 0.0 | 14.5 |
| Purchased Services | 0 | 0.0 | 5.0 |
| Tuition to Other Schools | 0 | 0.0 | 21.4 |
| Special Ed. Transportation | 0 | 0.0 | 8.5 |
| Other Expenditures | 0 | 0.0 | 14.9 |
| Total Expenditures | 0 | 0.0 | 100.0 |

| | | |
|---|---|------|
| PK-12 Expenditures Used for Special Education | . | 21.9 |
|---|---|------|

Expenditures by Revenue Source:⁴ 2012-13

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 77.0 | 71.0 |
| Federal | 5.1 | 6.5 |
| Tuition & Other | 17.9 | 22.5 |

⁴Revenue 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 2013-14

Common Ground High School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | . | . | . | . | . | . | . | . | |
| Hispanic or Latino | . | . | . | . | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | . | . | . | . | . | . | . | . | |
| Students with Disabilities | . | . | . | . | . | . | . | . | |
| High Needs | . | . | . | . | . | . | . | . | |
| District | . | . | . | . | . | . | . | . | |

| CAPT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | . | . | . | . | . | . | . | . | |
| Hispanic or Latino | . | . | . | . | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 56.0 | . | 60.7 | 65.7 | . | . | . | . | |
| Students with Disabilities | . | . | . | . | . | . | . | . | |
| High Needs | 56.0 | . | 61.0 | 66.1 | . | . | . | . | |
| District | 63.7 | 69.4 | 65.3 | 73.8 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 25% |

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | N/A | N/A | N/A | 50.0 | 36 | 50.0 |
| Curl Up | N/A | N/A | N/A | 69.4 | 36 | 69.4 |
| Push Up | N/A | N/A | N/A | 47.2 | 36 | 47.2 |
| Mile Run/PACER | N/A | N/A | N/A | * | 36 | * |
| All Tests - District | N/A | N/A | N/A | * | 36 | * |
| All Tests - State | 50.2 | 50.7 | 50.3 | 53.9 | | 51.1 |

²The 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.

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

District Profile and Performance Report for School Year 2013-14

Common Ground High School District

Cohort Graduation: Four-Year¹

| | 2012-13 | | | | 2013-14 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | * | * | 81.6 | Yes | 82.8 |
| Students with Disabilities | * | * | . | | . |
| District | 38 | 89.5 | 88.0 | Yes | 88.6 |
| State ⁴ | | 85.5 | | | |

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 90.6 | * | * |
| Male | 72.2 | * | * |
| Black or African American | 70.0 | 0 | 0.0 |
| Hispanic or Latino | 83.9 | * | * |
| White | * | * | * |
| English Language Learners | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 70.6 | * | * |
| Students with Disabilities | * | 0 | * |
| District | 80.9 | 9 | 13.2 |
| State | 72.9 | | 37.6 |

⁵College 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

⁶Participation 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.

Copyright © 2014 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

| | Class of 2013 | Class of 2012 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | * | * |
| Male | 70.0 | * |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | * | * |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 60.0 | * |
| Students with Disabilities | N/A | N/A |
| District | 65.7 | 60.0 |
| State | 72.7 | 88.5 |

⁷College 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.

⁸College 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 2013-14

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 educator works with aides, part-time staff, and in close partnership with district staff to ensure that students' educational needs are met. Common Ground's 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 person who is reviewing academic achievement and attendance data and working with parents and students to create attendance/academic plans; strengthened the intervention system and moved more academic interventions into the school day; 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 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.

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 be successful. 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 Homework Center support and after school 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

Educating a racially diverse student body and reducing racial isolation is a core goal of Common Ground. The diversity of our students creates a variety of opportunities for student interactions of different racial and economic backgrounds. Currently, 68% of students are minority, 32% are non-minority, and 53% students qualify for free or reduced lunch. In 2013-14, those percentages were 78.3% minority and 21.7% non-minority, with 57% students qualifying for free or reduced price lunch. In 2013-14, 35% of Common Ground students came from suburban communities, and 65% from 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. The school sets annual targets for increasing the number of minority students involved in Advanced Placement and honors courses, to ensure that all students have access to a college-ready curriculum. Common Ground's work as a community environmental non-profit creates many additional opportunities to overcome racial, economic, and geographic isolation.

Common Ground also initiated and sustained a number of intentional efforts to address race and equity issues, and supported students' participation on community-based forums on these topics. Mix-It-Up Day and Day of Silence activities engaged our entire school community in structured discussions, challenge activities, and meals focused on bridging divides and ending discrimination.

At the organization-wide level, Common Ground's staff diversity committee worked throughout 2013-14 to help the school build a culture of equity and inclusiveness, and helped to make equity a major organizational priority for 2014-15. Common Ground has redoubled its commitment to encourage a racially diverse pool of candidates for all new job openings; as a result, five of our eight newest full-time teaching staff are people of color.

District Profile and Performance Report for School Year 2013-14 Common Ground High School District

Equitable Allocation of Resources among District Schools

Common Ground High School is the only school in the Common Ground District.