

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

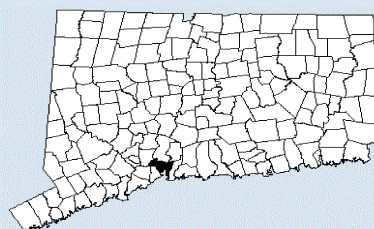


Common Ground High School District

203-389-0823

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	186
Per Pupil Expenditures ¹	\$16,353
Total Expenditures ¹	\$2,943,554

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	79	42.5	48.3
Male	107	57.5	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	65	34.9	12.8
Hispanic or Latino	56	30.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	55	29.6	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	78	41.9	38.0
Students with Disabilities ¹	36	19.4	13.7

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	12 16.9	* *
Male	8 7.8	* *
Black or African American	* *	7 11.1
Hispanic or Latino	14 26.9	* *
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	15 17.9	8 9.2
Students with Disabilities	7 21.2	* *
District	20 11.5	13 7.4
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 17

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	6.6
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.8
School Nurses	0.3
Other Staff Providing Non-Instructional Services/Support	8.1

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	2	9.1	3.5
Hispanic or Latino	1	4.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	19	86.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	0	0.0	0	0.0
District	7	17.5	12	40.0
State		61.2		73.9

³College-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 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		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,196,809	6,649	9,387
Instructional Supplies and Equipment	43,311	241	318
Improvement of Instruction and Educational Media Services	520,669	2,893	541
Student Support Services	177,205	984	1,048
Administration and Support Services	575,090	3,195	1,790
Plant Operation and Maintenance	162,405	902	1,608
Transportation	7,064	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	261,001	1,450	194
Total	2,943,554	16,353	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,624,840	14,582	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	83.4	70.3
Federal	3.7	7.0
Tuition & Other	12.9	22.6

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).

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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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	13	*	13	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	14	*	14	*	15	*
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	39	48.0	39	41.6	*	*
Eligible for Free or Reduced-Price Meals	17	*	17	*	22	45.3
Not Eligible for Free or Reduced-Price Meals	22	58.5	22	47.5	24	58.6
Students with Disabilities	7	*	7	*	12	*
Students without Disabilities	32	47.8	32	42.9	34	52.4
High Needs	20	39.7	20	35.3	30	49.0
Non-High Needs	19	*	19	*	16	*
District	39	48.0	39	41.6	46	52.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	49.0	49	49.0
Curl Up	N/A	N/A	N/A	67.3	49	67.3
Push Up	N/A	N/A	N/A	38.8	49	38.8
Mile Run/PACER	N/A	N/A	N/A	*	49	*
All Tests - District	N/A	N/A	N/A	*	49	*
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	84.1	Yes	85.3
Students with Disabilities	*	*	.		.
District	37	100.0	89.2	Yes	89.8
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	100.0	11	32.4
Male	100.0	7	19.4
Black or African American	100.0	6	27.3
Hispanic or Latino	100.0	*	*
White	100.0	6	30.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	8	24.2
Students with Disabilities	*	*	*
District	100.0	18	25.7
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	70.0	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	66.7	*
Students with Disabilities	*	*
District	71.1	*
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the 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	48.0	75	64.1	100	64.1	67.7
	High Needs Students	39.7	75	52.9	100	52.9	56.7
Math Performance Index	All Students	41.6	75	55.4	100	55.4	61.4
	High Needs Students	35.3	75	47.1	100	47.1	49.9
Science Performance Index	All Students	52.2	75	69.6	100	69.6	57.5
	High Needs Students	49.0	75	65.4	100	65.4	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	11.5%	<=5%	37.0	50	74.0	9.6%
	High Needs Students	16.3%	<=5%	27.3	50	54.6	15.6%
Preparation for CCR	% Taking Courses	27.1%	75%	18.1	50	36.2	67.6%
	% Passing Exams	25.7%	75%	17.1	50	34.3	40.7%
On-track to High School Graduation		92.6%	94%	49.3	50	98.5	85.1%
4-year Graduation All Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		93.3%	94%	99.3	100	99.3	78.6%
Postsecondary Entrance (Class of 2015)		71.1%	75%	94.7	100	94.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.0% 4.1%	75%	2.7	50	5.4	89.2% 50.5%
Arts Access		56.9%	60%	47.4	50	94.8	47.5%
Accountability Index				847.4	1250	67.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	39.7	.	16.5	
Math Performance Index Gap	.	35.3	.	18.9	
Science Performance Index Gap	.	49.0	.	17.2	
Graduation Rate Gap	.	93.3%	.	15.3%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	92.9
	High Needs Students	90.9
Math	All Students	92.9
	High Needs Students	90.9
Science	All Students	92.0
	High Needs Students	100.0

³Minimum 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: 51.4

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 2015-16

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 both 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 (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, containing important information about school life and helping students to succeed. Twice a year, parents conference 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

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, 69% of our students identify as young people of color, and 50% of our students qualify for free or reduced lunch. Thirty-four percent of our student body live in suburban communities, and 66% 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.

Two years ago, 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 the cultural responsiveness of our curriculum and pedagogy.

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Equitable Allocation of Resources among District Schools

Not applicable