

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

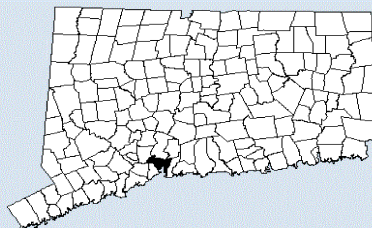


Common Ground High School District

203-389-0823

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | 9-12 |
| Number of Schools/Programs | 1 |
| Enrollment | 200 |
| Per Pupil Expenditures ¹ | \$16,721 |
| Total Expenditures ¹ | \$3,110,122 |

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|------------------------------------------|-------|-------------------------------------|----------------------------------|
| Female | 86 | 43.0 | 48.4 |
| Male | 114 | 57.0 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | * | * | 5.1 |
| Black or African American | 79 | 39.5 | 12.9 |
| Hispanic or Latino | 59 | 29.5 | 24.0 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | * | * | 2.9 |
| White | 51 | 25.5 | 54.8 |
| English Learners | * | * | 6.8 |
| Eligible for Free or Reduced-Price Meals | 98 | 49.0 | 35.9 |
| Students with Disabilities ¹ | 37 | 18.5 | 14.3 |

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 15.6 | 8 9.9 |
| Male | 12 11.0 | 9 8.3 |
| Black or African American | 7 9.7 | 13 17.8 |
| Hispanic or Latino | 10 19.2 | * * |
| White | 7 13.5 | * * |
| English Learners | 0 * | 0 * |
| Eligible for Free or Reduced-Price Meals | 16 17.0 | 13 11.9 |
| Students with Disabilities | * * | * * |
| District | 24 12.9 | 17 8.9 |
| State | 9.9 | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 33

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 | 17.5 |
| Paraprofessional Instructional Assistants | 5.6 |
| Special Education | |
| Teachers and Instructors | 2.0 |
| Paraprofessional Instructional Assistants | 1.5 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 2.0 |
| School Level | 0.0 |
| 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 | 9.1 |

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 | 3 | 13.0 | 3.6 |
| Hispanic or Latino | 0 | 0.0 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 20 | 87.0 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|-------------------------------------------------------------------|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 5.3 | 9.6 |

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 | 8 | * | 10 | * |
| English Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | * | * | 7 | * |
| Students with Disabilities | * | * | * | * |
| District | 16 | 37.2 | 21 | 55.3 |
| State | | 63.6 | | 77.5 |

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 | | 68.2 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.7 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.9 |
| Other Health Impairment | 0 | 0.0 | 2.9 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | 0 | 0.0 | 1.8 |
| All Disabilities | 0 | 0.0 | 13.9 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil | |
|-----------------------------------------------------------|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,294,807 | 6,961 | 9,663 |
| Instructional Supplies and Equipment | 42,932 | 231 | 321 |
| Improvement of Instruction and Educational Media Services | 606,869 | 3,263 | 578 |
| Student Support Services | 207,891 | 1,118 | 1,103 |
| Administration and Support Services | 602,719 | 3,240 | 1,861 |
| Plant Operation and Maintenance | 159,152 | 856 | 1,637 |
| Transportation | 8,941 | . | 877 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 186,811 | 1,004 | 201 |
| Total | 3,110,122 | 16,721 | 16,236 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|--------|-------|
| Land, Buildings, and Debt Service | 6,545,795 | 35,192 | 1,749 |
|-----------------------------------|-----------|--------|-------|

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

Special Education Expenditures: 2015-16

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 34.6 |
| Noncertified Personnel | 0 | 0.0 | 14.6 |
| Purchased Services | 0 | 0.0 | 5.8 |
| Tuition to Other Schools | 0 | 0.0 | 21.8 |
| Special Ed. Transportation | 0 | 0.0 | 8.5 |
| Other Expenditures | 0 | 0.0 | 14.7 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 75.8 | 69.4 |
| Federal | 1.7 | 5.1 |
| Tuition & Other | 22.5 | 25.5 |

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).

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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 | * | * |
| Black or African American | 15 | * | 15 | * | 20 | 45.0 |
| Hispanic or Latino | 10 | * | 10 | * | 13 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 16 | * | 16 | * | 14 | * |
| English Learners | * | * | * | * | 7 | * |
| Non-English Learners | 39 | 59.1 | 39 | 49.2 | 44 | 48.7 |
| Eligible for Free or Reduced-Price Meals | 19 | * | 19 | * | 25 | 37.9 |
| Not Eligible for Free or Reduced-Price Meals | 24 | 64.6 | 24 | 55.3 | 26 | 53.7 |
| Students with Disabilities | 6 | * | 6 | * | 9 | * |
| Students without Disabilities | 37 | 58.5 | 37 | 50.0 | 42 | 45.4 |
| High Needs | 23 | 50.4 | 23 | 39.7 | 31 | 40.3 |
| Non-High Needs | 20 | 65.6 | 20 | 57.5 | 20 | 54.6 |
| District | 43 | 57.5 | 43 | 48.0 | 51 | 45.9 |

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 | | | |
| 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 | 65.1 | 43 | 65.1 |
| Curl Up | N/A | N/A | N/A | 79.1 | 43 | 79.1 |
| Push Up | N/A | N/A | N/A | 65.1 | 43 | 65.1 |
| Mile Run/PACER | N/A | N/A | N/A | * | 43 | * |
| All Tests - District | N/A | N/A | N/A | 0.0 | 43 | 0.0 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

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

| | 2015-16 | |
|------------------------------------------|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | * | * |
| District | 34 | 91.2 |
| State | | 87.4 |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

| | Participation ⁶ | Meeting Benchmark | |
|------------------------------------------|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 100.0 | 12 | 38.7 |
| Male | 100.0 | 10 | 20.0 |
| Black or African American | * | * | * |
| Hispanic or Latino | 100.0 | * | * |
| White | 100.0 | 14 | 50.0 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 100.0 | * | * |
| Students with Disabilities | * | * | * |
| District | 100.0 | 22 | 27.2 |
| State | 96.1 | | 43.5 |

³College 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

⁴Participation 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.

Copyright © 2017 ACT, Inc. www.act.org

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

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College Entrance and Persistence

| | Class of 2016 | Class of 2015 |
|------------------------------------------|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | * | * |
| Male | * | * |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | * | * |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 77.3 | * |
| Students with Disabilities | * | * |
| District | 76.7 | 81.5 |
| State | 72.0 | 88.5 |

⁵College 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.

⁶College 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.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|------------------------------------------------------|---------------------|--------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 57.5 | 75 | 76.6 | 100 | 76.6 | 67.1 |
| | High Needs Students | 50.4 | 75 | 67.2 | 100 | 67.2 | 55.9 |
| Math Performance Index | All Students | 48.0 | 75 | 64.0 | 100 | 64.0 | 62.2 |
| | High Needs Students | 39.7 | 75 | 52.9 | 100 | 52.9 | 50.5 |
| Science Performance | All Students | 45.9 | 75 | 61.2 | 100 | 61.2 | 55.3 |
| | High Needs Students | 40.3 | 75 | 53.8 | 100 | 53.8 | 45.2 |
| ELA Academic Growth | All Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.4% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 49.8% |
| Math Academic Growth | All Students | N/A | 100% | 0.0 | 0 | 0.0 | 61.7% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 53.7% |
| Chronic Absenteeism | All Students | 12.9% | <=5% | 34.2 | 50 | 68.4 | 9.9% |
| | High Needs Students | 15.6% | <=5% | 28.8 | 50 | 57.6 | 15.8% |
| Preparation for CCR | % Taking Courses | 45.7% | 75% | 30.5 | 50 | 60.9 | 70.7% |
| | % Passing Exams | 27.2% | 75% | 18.1 | 50 | 36.2 | 43.5% |
| On-track to High School Graduation | | 91.5% | 94% | 48.7 | 50 | 97.4 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | 91.2% | 94% | 97.0 | 100 | 97.0 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | 86.4% | 94% | 91.9 | 100 | 91.9 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | 76.7% | 75% | 100.0 | 100 | 100.0 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 82.7% 0.0% | 75% | 0.0 | 50 | 0.0 | 92.0% 51.6% |
| Arts Access | | 52.7% | 60% | 43.9 | 50 | 87.8 | 50.5% |
| Accountability Index | | | | 868.7 | 1250 | 69.5 | |

| 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 | 65.6 | 50.4 | 15.3 | 16.7 | |
| Math Performance Index Gap | 57.5 | 39.7 | 17.8 | 18.7 | |
| Science Performance Index Gap | 54.6 | 40.3 | 14.3 | 16.6 | |
| Graduation Rate Gap | . | 86.4% | . | 12.0% | 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 | 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 |

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: 50.2

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 2016-17

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. 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, and interconnectedness a core value of Common Ground. 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 58% of our students qualify for free or reduced lunch. Thirty-three percent of our student body live in suburban communities, and 67% 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, 20% of our teachers identify as persons of color. Because recruiting and hiring racially diverse teaching staff has proven difficult, we intentionally recruit and hire 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 strives to ensure 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.

Three 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 and ensure that our curriculum and pedagogy reflect this commitment to diversity and equity.

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Equitable Allocation of Resources among District Schools

Not applicable.