

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Common Ground High School District

203-389-0823

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	221
Per Pupil Expenditures	\$23,566
Total Expenditures	\$5,255,244

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	114	51.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	72	32.6	12.4
Hispanic or Latino of any race	103	46.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	3.2	4.8
White	34	15.4	45.1
English Learners/Multilingual Learners	16	7.2	11.3
Eligible for Free or Reduced-Price Meals	142	64.3	44.8
Students with Disabilities	65	29.4	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	51	51.5	8	7.4
Male	*	*	11	9.5
Non-Binary	*	*	0	*
Black or African American	32	48.5	12	16.2
Hispanic or Latino of any race	45	45.9	*	*
White	18	58.1	*	*
English Learners/Multilingual Learners	7	*	0	*
Eligible for Free or Reduced-Price Meals	78	55.7	15	9.9
Students with Disabilities	29	50.0	*	*
All Students - District	99	48.1	19	8.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 146
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	19.2
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	4.0
District Central Office Administrators	1.0
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	29.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	3.5	0.1
Asian	0	0.0	1.4
Black or African American	7	24.1	4.9
Hispanic or Latino of any race	8	27.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	3.5	0.3
White	12	41.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	9	27.3	6.8
Teachers	7	26.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	15	*	*	*
Hispanic or Latino of any race	21	87.5	24	100.0
White	*	*	10	*
English Learners/Multilingual Learners	7	*	0	*
Eligible for Free or Reduced-Price Meals	26	89.7	30	100.0
Students with Disabilities	11	*	6	*
All Students - District	42	85.7	44	100.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,990,309	\$8,925	\$13,471
Support services - students	\$1,692,887	\$7,591	\$1,826
Support services - instruction	\$152,440	\$684	\$972
Support services - general administration	\$291,858	\$1,309	\$568
Support services - school based administration	\$649,870	\$2,914	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$459,128	\$2,059	\$2,125
Student transportation services	\$18,754	\$84	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,255,244	\$23,566	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$362,652	59.2	26.4
Instructional Aide Salaries	\$74,089	12.1	10.1
Other Salaries	\$35,195	5.7	10.5
Employee Benefits	\$92,734	15.1	13.3
Purchased Services Other Than Transportation	\$35,205	5.7	6.8
Special Education Tuition	.	.	22.8
Supplies	\$12,926	2.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$612,801	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	11.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	2.3
State	50.8
Federal	12.7
Tuition & Other	34.3

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	14	*	14	*	14	*
Hispanic or Latino of any race	23	43.0	23	39.8	21	44.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	6	*	6	*	6	*
English Learners/Multilingual Learners	8	*	8	*	7	*
Non-English Learners/Non-Multilingual Learners	37	50.9	37	45.2	36	51.2
Eligible for Free or Reduced-Price Meals	25	37.6	25	36.1	23	41.2
Not Eligible for Free or Reduced-Price Meals	20	60.1	20	52.1	20	59.9
Students with Disabilities	13	*	13	*	12	*
Students without Disabilities	32	55.7	32	51.1	31	54.4
High Needs	32	38.2	32	36.9	30	42.2
Non-High Needs	13	*	13	*	13	*
All Students - District	45	47.6	45	43.2	43	49.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	77.1	48	77.1
Curl Up	N/A	N/A	N/A	66.7	48	66.7
Push Up	N/A	N/A	N/A	43.8	48	43.8
Mile Run/PACER	N/A	N/A	N/A	*	48	*
All Tests - District	N/A	N/A	N/A	*	48	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	20	60.0
White	10	*
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	38	68.4
Students with Disabilities	18	*
All Students - District	51	72.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	26	52.0
Male	*	*
Non-Binary	*	*
Black or African American	11	42.3
Hispanic or Latino of any race	19	39.6
White	9	*
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	24	40.7
Students with Disabilities	*	*
All Students - District	42	45.2
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	51.9	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	53.8	66.7
All Students - State	67.0	88.2

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	47.6	75	95.3	150	63.5	64.7
ELA Performance Index	High Needs Students	38.2	75	76.4	150	51.0	54.9
Math Performance Index	All Students	43.2	75	86.4	150	57.6	61.1
Math Performance Index	High Needs Students	36.9	75	73.8	150	49.2	50.6
Science Performance Index	All Students	49.9	75	66.5	100	66.5	62.6
Science Performance Index	High Needs Students	42.2	75	56.3	100	56.3	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	48.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	52.5%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	92.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	45.2%	75%	30.1	50	60.2	47.2%
On-track to High School Graduation	All Students	70.5%	94%	37.5	50	75.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	72.5%	94%	77.2	100	77.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.5%	94%	92.0	100	92.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	53.8%	75%	71.7	100	71.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	10.4%	75%	6.9	50	13.9	49.0%
Arts Access	All Students	64.1%	60%	50.0	50	100.0	55.1%
Accountability Index				870.1	1450	60.0	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	38.2	.	16.9	N
Math Performance Index Gap	.	36.9	.	18.4	N
Science Performance Index Gap	.	42.2	.	18.2	N
Graduation Rate Gap	.	86.5%	.	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	91.8
ELA	High Needs Students	91.4
Math	All Students	91.8
Math	High Needs Students	91.4
Science	All Students	87.8
Science	High Needs Students	85.7

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Common Ground High School School Improvement Plan focuses on the following three goals:

- 1) Academic equity and growth - supporting improved student academic achievement and growth in reading, math, and science.
- 2) Climate - supporting improved attendance and positive school culture.
- 3) Post High School Success - all students will graduate on time, with college acceptance and a clear post-secondary plan. Our strategies to increase student academic achievement include (1) strengthening cycles instructional walkthroughs and high-quality coaching, (2) engaging in focused professional learning around data-driven instruction, (3) fully implementing a tiered systems of support and individualized targeted interventions (MTSS), (4) incorporating grade-level literacy strategies with reteaching of critical competencies, and (5) administering interim assessments to assess academic growth

Our strategies to increase student attendance and positive school culture include (1) charting our ACE team with fully implementing a tiered approach to improving attendance, including weekly team meetings, consistent family communication in a range of media (postcards, daily calls home, attendance conferences, etc.), and continuous use of data to evaluate and drive success, (2) ensuring a more robust and actionable evaluation of Staff and Student school climate survey data, and (3) implementing a structured Behavior Management System.

Our strategies for supporting post-high school success include (1) a consistent routine of tracking grades in academic classes, auditing credits at the end of each semester, and contacting families and assigning interventions to ensure students are on track to earning credit required for graduation, and (2) ensuring all juniors and seniors have access to ongoing structured post-high school planning supports -- including a structured curriculum, college visits and fairs, financial aid workshops for families, and college application supports.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Common Ground's mission focuses explicitly on helping a geographically, racially, culturally, and economically diverse student body reach high academic standards, succeed in college and careers, and grow into powerful leaders for a just and sustainable world. Our student body reflects this commitment: - 70% of seats at our charter school are reserved for young people from New Haven; our other students come from 18 different cities and towns, from Bridgeport to Branford to Derby. - Our students are racially diverse: 33% African American, 48% Latinx, 22% white.

- 64% of students qualify for free/reduced lunch . - 29% of students qualify for special education support -- well above the state & district averages.

- 7% of students are English Learners. - We are proud to welcome refugees and recent immigrants, LBGTQIA students, and young people who want a school where they can be themselves.

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. Students build specific skills in conflict resolution, effective communication, and problem-solving within diverse communities as part of this core curriculum.

Every student is part of a small, intentionally diverse guidance (advisory) group that sticks together from grades 9-12. Students engage in community-building circles, social-emotional learning opportunities, community service, and other practices that build community across lines of difference. School-wide traditions like community service day, student-led POWER assemblies, town hall meetings, after-school programs, and family multi-cultural nights are also designed to reduce isolation and build community.

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Equitable Allocation of Resources among District Schools

Common Ground High School District only has one school. All resources allocated to the school are distributed in service of Common Ground High School Students and those that teach them. As a charter school, we raise significant funds through individual contributions and grants to supplement public funds, since public funding for charter schools is not adequate to meet student needs.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	50.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	50.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.