

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Common Ground High School Common Ground High School District

203-389-4333 • www.commongroundct.org

School Information

Grade Range	9-12
Enrollment	221
Per Pupil Expenditures	\$22,257
Total Expenditures	\$4,963,387

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 school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	*	*	*
Male	114	51.6	51.6
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	72	32.6	32.6
Hispanic or Latino of any race	103	46.6	46.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	7	3.2	3.2
White	34	15.4	15.4
English Learners/Multilingual Learners	16	7.2	7.2
Eligible for Free or Reduced-Price Meals	142	64.3	64.3
Students with Disabilities	65	29.4	29.4

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 - School	99	48.1	19	8.4
All Students - District		48.1		8.4

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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	2.0
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	2.0
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	0.5
Other Staff Providing Non-Instructional Services/Support	14.5

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	3.6	3.5
Asian	0	0.0	0.0
Black or African American	6	21.4	24.1
Hispanic or Latino of any race	8	28.6	27.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	3.6	3.5
White	12	42.9	41.4

Classroom Teacher Attendance, 2023-24

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

New! Educator Attrition: 2023-24

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

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$1,990,309	\$8,925
Support Services - Students	\$1,692,887	\$7,591
Improvement of Instruction	\$97,389	\$437
Library and Media Services	\$52,536	\$236
Support Services - Instruction	\$2,515	\$11
Support Services - School-Based Administration	\$649,870	\$2,914
Operation and Maintenance of Plant	\$459,128	\$2,059
Transportation Other Than to/From Home	\$18,754	\$84
Enterprise Operations	.	.
Total	\$4,963,387	\$22,257

Total per pupil expenditures (PPE) including share of district central expenditures is \$23,566.

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

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

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	31	93.9
Other Health Impairment	15	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - School	56	87.5
All Disabilities - District		0.0

This table includes students ages 6-21 with an IEP or services plan.

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 - School	42	85.7	44	100.0
All Students - District		85.7		100.0

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

School Schedule

Category	Value
Days of Instruction	183
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	919
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:00 AM
School End Time	03:05 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
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	*
School	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 - School	N/A	N/A	N/A	*	48	*
All Tests - District	N/A	N/A	N/A	*		*

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 - School	51	72.5
All Students - District		72.5

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 - School	42	45.2
All Students - District		45.2

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

- SAT® - meets benchmark 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	*	65.0
Students with Disabilities	*	*
All Students - School	53.8	66.7
All Students - District	53.8	66.7

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 - School: 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	.	17.1	N
Math Performance Index Gap	.	36.9	.	18.6	N
Science Performance Index Gap	.	42.2	.	18.3	N
Graduation Rate Gap	.	86.5%	.	6.5%	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%.

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