

VI.B.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

May 6, 2015

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Common Ground High School from July 1, 2015, through June 30, 2020, subject to the conditions noted in the Commissioner's May 6, 2015, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of May, Two Thousand Fifteen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education Designate

DATE: May 6, 2015

SUBJECT: Renewal of State Charter – Common Ground High School, New Haven

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance, and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and SBE carefully evaluate qualitative and quantitative evidence and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence, and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

Based on an evaluation of Common Ground High School (Common Ground), the CSDE seeks the SBE's approval to renew Common Ground's charter for a period of five years. Common Ground increases quality educational options for families in New Haven and surrounding communities. In 2013, Common Ground achieved a School Performance Index (SPI) of 73.8 and earned the "Progressing"

classification, whereas New Haven’s District Performance Index (DPI) was 53.3. Common Ground was recently recognized as one of Connecticut’s Schools of Distinction. Common Ground maintains strong demand and support from the community, as evidenced by a waitlist of over 50 students each year for the past five years.

History/Background

Common Ground opened in 1997 in the city of New Haven. Common Ground currently serves 180 students in Grade 9 through 12. Table 1 provides 2014-15 student enrollment and demographic data. The majority of students (119 students) reside in New Haven, and the remaining students come from 16 area towns. Common Ground’s mission is to “cultivate habits of healthy living and sustainable environmental practice with a diverse community of children, young people, adults, and families.” Accordingly, Common Ground’s academic program stresses environmental connections, relevant learning experiences, and hands-on learning laboratories. Students also have access to extended learning opportunities through college and career exploration activities, off-site job shadow opportunities, and senior capstone service learning projects. In 2014, Common Ground had a four-year graduation rate of 90%, compared to 76% in New Haven Public Schools. Common Ground reported that 93% of students were accepted to college or postsecondary programs. Common Ground maintains a positive school climate, which fosters student engagement and academic success. Based on the CSDE’s review of the charter, the school is satisfactorily achieving its mission.

Table 1. 2014-15 Student Enrollment and Demographic Information	
Grades served:	9-12
Total enrollment:	180
Percentage of students qualifying for free or reduced-price meals:	53%
Percentage of special education students:	17%
Percentage of students with limited English proficiency:	1%
Percentage of minority students:	72%
Percentage of Black students:	32%
Percentage of Hispanic students:	36%
Percentage of Caucasian students:	28%
Percentage of Other students:	4%

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Common Ground on November 21, 2014. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s charter school performance standards: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. Common Ground submitted data and evidence to substantiate the charter school’s written responses.

A state-appointed renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, school management, finance, and school governance reviewed the renewal application

and asked for clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

Renewal Site Visit: On February 10, 2015, the CSDE renewal team conducted an on-site visit at Common Ground. The purpose of the renewal site visit was to observe charter school programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, and parents and community members. The team used this process to ensure the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of Common Ground from the Superintendent of New Haven and from contiguous school districts: West Haven, East Haven, North Haven, Hamden, Woodbridge, and Orange. No superintendent provided a written comment on the renewal of the charter school; however, New Haven Superintendent Garth Harries provided supportive testimony during the public hearing. New Haven Mayor Toni Harp provided a letter of support, explaining that, "Common Ground engages young people from across our city and throughout the region, providing transformative experiences and challenging them to become leaders within their community." State Senator Martin Looney provided a letter of support, indicating that, "The opportunities that Common Ground affords people of all ages in the City of New Haven to truly embrace environmental education and stewardship are of great value to our Community."

Public Hearing: Maria Mojica and Terry Jones, members of the SBE, and CSDE staff held a public hearing on March 10, 2015, in New Haven and heard from 37 individuals on the potential renewal of Common Ground and the impact it is having on the community. Public hearing participants included several members from the Common Ground community, including family members, students, school staff, and community members. In total, over 152 people attended the public hearing. The responses generated during the public hearing were overwhelmingly positive, both in terms of the impact the charter school has had on the community and support for Common Ground in the context of school choice.

Renewal Site Visit Findings and Follow-Up Activities

As required by law, the CSDE's renewal review focused on the following areas: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. Data and information contained in this section speak to Common Ground's performance and success according to these four areas. The following section and the Charter Renewal Report highlight school strengths and areas for continued growth. Common Ground has satisfactorily begun to remedy issues identified by the CSDE during its February 10, 2015, site visit.

School Performance: The CSDE reviewed Common Ground's student achievement and school climate data, as well as progress toward mission-specific goals to determine its track record in improving student performance. First, the CSDE looked at student achievement, including overall school performance, performance trends over time, performance by content area, and performance by subgroup. Also, the

CSDE examined performance relative to the host district. Table 2 provides a summary of student achievement data. Common Ground demonstrates strong performance, supporting the renewal of the school’s charter. Common Ground’s 2013 School Performance Index (SPI) was 73.8, substantially outperforming New Haven, the host and majority sending district. In 2013, New Haven’s overall District Performance Index (DPI) was 53.3. Common Ground is currently classified as a “Progressing” school. Common Ground was recognized by the CSDE as a School of Distinction based on its most recent assessment data.

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	69.4	65.3	73.8
Overall host district DPI:	53.1	52.1	53.3
Math SPI:	65.1	53.4	63.7
Math host district DPI:	46.9	46.2	47.0
Reading SPI:	75.6	71.4	73.9
Reading host district DPI:	52.6	53.1	51.3
Writing SPI:	77.6	78.2	86.9
Writing host district DPI:	68.0	70.0	69.1
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	47.0	44.8	46.9
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	48.1	47.9	47.8
EL SPI:	N/A	N/A	N/A
EL host district DPI:	27.8	23.9	25.3
FRL SPI:	N/A	60.7	65.7
FRL host district DPI:	49.5	48.3	47.2
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	28.1	31.5	30.7

N/A: N<20 students.

Second, the CSDE looked at school culture and climate data, including student attendance, student chronic absenteeism, behavioral incidents, and graduations rates at the high school level. Table 3 provides a summary of school climate data. Common Ground fosters a positive school culture and climate, supporting the renewal of the school’s charter. Common Ground’s 2013-14 average daily student attendance rate was 94%, and the student chronic absenteeism rate was 17%. In 2013-14, New Haven’s average daily attendance rate was 92%. In 2013-14, the statewide chronic absenteeism rate for high schools was 15.4%, and the New Haven’s chronic absenteeism rate at the high school level was 37%. While Common Ground’s attendance and chronic absenteeism rates are stronger than the host district, Common Ground’s chronic absenteeism rate exceeds the statewide average of 10.7%. As a charter school, Common Ground has the opportunity to innovate and cultivate best practices to address chronic absenteeism. Common Ground has proactively identified the need for added staff focused on

attendance, stronger interventions, and a partnership with the New Haven Housing Authority. In 2013-14, the percentage of students at Common Ground with one or more suspension was 8.9%, compared to 7.5% in New Haven and 7.5% statewide.

Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	93.4%	94.6%	94.0%	94.4%
Chronic absenteeism rate:	N/A	12.8%	14.5%	16.6%
Number of in-school suspensions:	18	17	*	13
Number of out-of-school suspensions:	*	*	*	12
Suspension rate (% students with 1+ suspension):	8.6%	11.5%	3.6%	8.9%
Number of expulsions:	0	*	*	0
Cohort graduation rate (if applicable):	86.8%	90.3%	89.5%	89.7%
Holding power rate (if applicable):	92.1%	93.5%	94.7%	89.7%

*N<5; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Stewardship, Governance, and Management: Common Ground’s certified financial audit uncovered no deficiencies. Common Ground required greater delineation of financial policies and procedures, including check signing; purchasing procedures; daily deposits of cash; and processes for reviewing, approving, and reconciling bank and credit card statements. Common Ground’s organizational structure, leadership, and staffing allow the school to successfully deliver upon its mission and goals. Common Ground’s Board of Directors engages in regular goal-setting and performance monitoring. Common Ground is currently developing a dashboard to provide a transparent and real-time summary of organizational performance (e.g., academic, financial).

Student Population: In 2012, the General Assembly amended C.G.S. § 10-66bb(g) to require charter schools to make efforts to effectively attract, enroll and retain a diverse student population. All students are enrolled into Common Ground through a blind lottery process. According to October 2014 demographic data, students from minority groups represent 72% of Common Ground’s population, compared to 85% of New Haven’s population, which represents the majority sending district; 53% of Common Ground’s students are eligible for free or reduced-priced meals, compared to 59% in New Haven; 17% of students were identified as needing special education services, compared to 12% in New Haven; and 1% of students were identified as English learners (ELs), compared to 14% in New Haven. It will be important for Common Ground to continue in its efforts to attract, enroll, and retain ELs.

Table 4 summarizes student waitlist and mobility information. Common Ground maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 171 students were on the waitlist. The waitlist has included over 50 students each year for the past five years.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	69	109	83
Number of enrolled students who left during the school year:	12	13	23
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	10	13	9

Pending annual SBE approval and legislative appropriations, Common Ground proposes the following enrollment and growth plan (see Table 5). The number of students served will be determined based on available funding and school performance.

Table 5. Preliminary Growth Projections															
SY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016											53	49	53	30	185
2016-2017											59	50	41	45	195
2017-2018											65	58	59	38	210

Legal Compliance: It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families. Common Ground is in the process of updating policies to comply with new CSDE administrative oversight guidelines (i.e., anti-nepotism, conflict of interest, background checks, Board meeting agenda postings). Based on the renewal application, site visit, and interviews, it appears Common Ground is in compliance with all current applicable laws and regulations.

Recommendation with Conditions

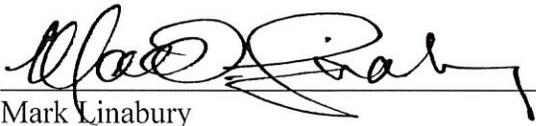
Common Ground provides its students and their families from 17 sending districts with a high-quality public school education. The data demonstrate the school is satisfactorily achieving its mission and successfully closing Connecticut’s achievement gap. Based on the record of student achievement of Common Ground and the CSDE’s evaluation of the charter, the CSDE recommends that the SBE renew the school’s charter for a period of five years.

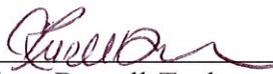
While Common Ground is serving its students very well academically, the rate of chronic absenteeism exceeds the 10.7% state average. By September 30, 2015, the CSDE will require Common Ground to submit a plan to target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. Additionally, Common Ground must submit its year-to-date chronic absenteeism rate to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January. The CSDE will work with Common Ground to establish

reasonable growth targets, and Common Ground must participate in relevant technical assistance organized by the CSDE.

If approved, in the 2015-16 school year, Common Ground will provide a high-quality public education to nearly 200 students in Grades 9 through 12.

Prepared by: 
Robert E. Kelly
Charter School Program Manager

Reviewed by: 
Mark Linabury
Bureau Chief, Bureau of Choice Programs

Approved by: 
Charlene Russell-Tucker
Chief Operating Officer



CHARTER RENEWAL REPORT | SPRING 2015

Charter School Information:						
Charter School Name:	Common Ground High School					
School Director:	Lizanne Cox					
School Board Chairperson:	Frank Mitchell					
Location (City/Town):	New Haven, CT					
Rating Key:						
Meets/Exceeds (M/E): The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.						
Approaches (A): The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.						
Falls Below (FB): The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.						
Standard 1: School Performance Indicators			FB	A	M/E	Points / Max
1.1. Student Achievement, Growth, and Gap Closure					✓	4 / 4
1.2. Mission-Specific Goals					✓	4 / 4
1.3. School Culture and Climate				✓		2 / 4
1.4. Instruction					✓	4 / 4
1.5. Academic Program					✓	4 / 4
1.6. Supports for Special Populations					✓	4 / 4
Notes and Evidence:						
<ul style="list-style-type: none"> <p>● Indicator 1.1: Based on the most recent Connecticut Academic Performance Test (CAPT) administration in 2013, Common Ground achieved an overall School/District Performance Index (SPI/DPI) of 73.8. Common Ground substantially outperformed New Haven, the host and majority sending district. In 2013, New Haven’s overall DPI was 53.3. Common Ground was recognized as one of Connecticut’s Schools of Distinction. In spring 2014, Connecticut’s schools piloted the new Smarter Balanced Assessments (i.e., test to replace the CAPT) in mathematics and reading for non-accountability purposes. Schools statewide continued administration of CAPT science assessments. On 2014 CMT science assessments, 72% of Grade 10 Common Ground students scored at or above proficient, compared to 53% of Grade 10 students in New Haven. Common Ground is currently classified as a “Progressing” school.</p> <p>● Indicator 1.2: Common Ground maintains measurable goals in the areas of academic excellence and college readiness, ecological literacy, character development and commitment to community, and a professional culture of continuous improvement. Goals are reflective of the school’s unique environmental focus and programming. Common Ground reported significant progress toward its school-specific goals. For example, Common Ground reported that 93% of students were accepted to college or postsecondary programs; additionally, 100% of Common Ground seniors successfully defended portfolio projects on environmental leadership as a graduation requirement. Aligned to character development and commitment to community, 96% of students completed at least 10 hours of community service and/or school leadership roles.</p> 						

- **Indicator 1.3:** Common Ground's 2013-14 average daily student attendance rate was 94%, and the student chronic absenteeism rate was 17%. In 2013-14, New Haven's average daily attendance rate was 92%. In 2013-14, the statewide chronic absenteeism rate for high schools was 15.4%, and the New Haven's chronic absenteeism rate at the high school level was 37%. While Common Ground's attendance and chronic absenteeism rates are stronger than the host district, the school recognizes the importance of continuing to address chronic absenteeism. Common Ground has proactively identified the need for added staff focused on attendance, stronger interventions, and a partnership with the New Haven Housing Authority regarding truancy. Common Ground reported a graduation rate of 90%, compared to 71% in New Haven. Common Ground maintains a positive school climate, which fosters student engagement and academic success. In 2013-14, the percentage of students at Common Ground with one or more suspension was 8.9%, compared to 7.5% in New Haven, and 7.5% statewide.
- **Indicator 1.4:** Classroom observations revealed strong instruction and pedagogy. Teachers have a common understanding of effective instruction, which is demonstrated through common instructional routines in lesson planning and classroom instruction. Teachers and school administrators described the use of data to differentiate and improve instruction for all students. Teachers are required to complete individual professional plans and set learning objectives aligned with school-wide goals as well as with teacher evaluation standards developed by CSDE. Teachers have access to extensive professional learning opportunities, including through weekly professional development and a two-week summer institute.
- **Indicator 1.5:** Common Ground's academic program stresses environmental connections, relevant learning experiences, and learning laboratories. Common Ground is in its fourth year of Common Core alignment and implementation. Common Ground uses student assessment data to quickly diagnose student learning needs and provide timely interventions through a daily, small group intervention block. In addition to hands-on, project-based learning, Common Ground integrates technology throughout the curriculum through one-to-one student devices and online learning applications. Common Ground emphasizes foundational reading skills across content areas. Students also have access to extended learning opportunities through college and career exploration activities, off-site job shadow opportunities, and senior capstone service learning projects.
- **Indicator 1.6:** Currently, 17% of students receive special education services under IDEA. The majority of these students are making satisfactory progress on short-term IEP objectives and annual goals. Where students do not meet expected goals, IEPs are appropriately revised to add necessary supports. Students receiving special education services benefit from the extensive services provided to all students attending the charter school. These services include small student-to-staff ratios, daily intervention blocks, and individual advisors.



Standard 2: Stewardship, Governance, and Management Indicators	FB	A	M/E	Points / Max
2.1. Fiscal Viability			✓	2 / 2
2.2. Financial Management			✓	2 / 2
2.3. Governance and Management		✓		1 / 2
2.4. Organizational Capacity			✓	2 / 2
2.5. Accountability Measures			✓	2 / 2
2.6. School Facility			✓	2 / 2

Notes and Evidence:

- Indicator 2.1:** Common Ground’s certified financial audit uncovered no deficiencies. Common Ground’s current asset ratio, total margin (net income/total revenue), and debt-to-asset ratio (total liabilities/total assets) meet or exceed ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.
- Indicator 2.2:** Common Ground required greater delineation of financial policies and procedures, including check signing; purchasing procedures; daily deposits of cash; and processes for reviewing, approving, and reconciling bank and credit card statements.
- Indicator 2.3:** Common Ground is in the process of updating policies and by-laws to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism, conflict of interest, background checks, Board meeting agenda postings).
- Indicator 2.4:** Common Ground’s organizational structure, leadership, and staffing allow the school to successfully fulfill its mission and goals.
- Indicator 2.5:** Common Ground’s Board of Directors engages in regular goal-setting and performance monitoring. Common Ground is currently developing a dashboard to provide a transparent and real-time summary of organizational performance (e.g., academic, financial).
- Indicator 2.6:** Common Ground has a safe and well-maintained school facility to support high-quality teaching and learning. Leveraging support from the state and more than 300 individuals, foundations, and businesses, Common Ground recently embarked on a construction project for a new school building that will support growth to 225 students. The new facility will support the school’s environmental focus through state-of-the-art science labs and classrooms.

Standard 3: Student Population Indicators	FB	A	M/E	Points / Max
3.1. Recruitment and Enrollment Process			✓	2 / 2
3.2. Waitlist and Enrollment Data			✓	2 / 2
3.3. Demographic Representation		✓		1 / 2
3.4. Transfer/Retention Rates			✓	2 / 2
3.5. Parental and Community Support			✓	2 / 2



Notes and Evidence:

- **Indicator 3.1:** Common Ground currently serves 180 students in Grade 9 through 12. The school employs fair and equitable enrollment and recruitment processes. Common Ground students are selected through a blind lottery. Common Ground strives to recruit a diverse student body through strategies, such as mailings, school visits, open houses, bilingual recruitment, and translators. Common Ground collaborates with staff from sending schools and districts, and maintains a strong intake process for new students.
- **Indicator 3.2:** Common Ground maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 171 students were on the waitlist. The waitlist has included over 50 students each year for the past 5 years.
- **Indicator 3.3:** Students from minority subgroups represent 72% of Common Ground’s student population, and 56% of students qualify for free or reduced-price meals. The percentage of special education students at Common Ground is 17%, and the percentage of English learners is 1%. It will be important for Common Ground to continue in its efforts to attract, enroll, and retain diverse learners, including English learners.
- **Indicator 3.4:** During the 2013-14 school year, 23 students transferred out of the school during the course of the school year, and nine students chose not to re-enroll for the next grade offered at the school. These figures are reasonable, given mobility rates in New Haven.
- **Indicator 3.5:** Common Ground demonstrates strong community support, as evidenced by the sizable waitlist, attendance and testimony at the recent renewal hearing, family involvement at the school, and parent satisfaction. 152 individuals attended the March 10, 2015, renewal public hearing, and 37 individuals offered testimony supporting the school’s efforts and the renewal of its charter. Common Ground maintains strong community partnerships with the New Haven Public Housing Authority, Yale Peabody Museum, Elm Shakespeare Company, and the Nature Conservancy.

Standard 4: Legal Compliance Indicators		Assurances:
4.1. Signed Statement of Assurances		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2. Open Public Meetings		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation:		Total Pts / Max Pts:
Five-year charter renewal		42 / 46
Prepared by:	Approved by:	
Robert Kelly		



COMMON GROUND HIGH SCHOOL DATA

Table 1. 2014-15 Student Enrollment and Demographic Information	
Grades served:	9-12
Total enrollment:	180
Percentage of students qualifying for free or reduced price meals:	53%
Percentage of special education students:	17%
Percentage of students with limited English proficiency:	1%
Percentage of minority students:	72%
Percentage of Black students:	32%
Percentage of Hispanic students:	36%
Percentage of Caucasian students:	28%

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	69.4	65.3	73.8
Overall host District Performance Index (DPI):	53.1	52.1	53.3
Math SPI:	65.1	53.4	63.7
Math host district SPI:	46.9	46.2	47.0
Reading SPI:	75.6	71.4	73.9
Reading host district SPI:	52.6	53.1	51.3
Writing SPI:	77.6	78.2	86.9
Writing host district SPI:	68.0	70.0	69.1
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	47.0	44.8	46.9
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	48.1	47.9	47.8
EL SPI:	N/A	N/A	N/A
EL host district DPI:	27.8	23.9	25.3
FRL SPI:	n/a	60.7	65.7
FRL host district DPI:	49.5	48.3	47.2
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	28.1	31.5	30.7

N/A: N<20 students.



Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	93.4%	94.6%	94.0%	94.4%
Chronic absenteeism rate:	N/A	12.8%	14.5%	16.6%
Number of in-school suspensions:	18	17	*	13
Number of out-of-school suspensions:	*	*	*	12
Suspension rate (% students with 1+ suspension):	8.6%	11.5%	3.6%	8.9%
Number of expulsions:	0	*	*	0
Cohort graduation rate (if applicable):	86.8%	90.3%	89.5%	89.7%
Holding power rate (if applicable):	92.1%	93.5%	94.7%	89.7%

*N<5; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	69	109	83
Number of enrolled students who left during the school year:	12	13	23
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	10	13	9