

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



South Windsor High School South Windsor School District

860-648-5000 • <http://www.southwindsorschools.org/page.cfm?p=83>

School Information

Grade Range **9-12**
Enrollment **1,363**

Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2013-14 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 [EdSight](#).

For district totals, please see the district profile.

* 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, 2013 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	699	51.3	48.3
Male	664	48.7	51.7
American Indian	*	*	*
Asian	136	10.0	13.1
Black or African American	64	4.7	6.0
Hispanic or Latino	95	7.0	7.1
Pacific Islander	*	*	*
White	1,030	75.6	69.9
Two or More Races	33	2.4	3.5
English Language Learners	8	0.6	2.6
Eligible for Free or Reduced-Price Meals	138	10.1	11.9
Students with Disabilities ¹	136	10.0	13.2

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	*	*	28	4.0
Male	*	*	65	9.7
Black or African American	*	*	8	12.5
Hispanic or Latino	*	*	11	11.5
White	8	0.8	63	6.1
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	30	20.2
Students with Disabilities	6	4.4	28	19.1
School	12	0.9	93	6.8
District		3.6		3.4

Number of students in 2012-13 qualified as truant under state statute: 7

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	98.5
Paraprofessional Instructional Assistants	0.5
Special Education	
Teachers and Instructors	12.3
Paraprofessional Instructional Assistants	18.0
Administrators, Coordinators and Department Chairs	
School Level	9.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	10.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.2

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	School Percent of Total (%)	District Percent of Total (%)
Asian	1	0.7	0.7
Black or African American	2	1.5	1.5
Hispanic	3	2.2	1.5
Native American	0	0.0	0.0
White	131	95.6	96.3

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance, 2012-13

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.3	9.6

Instruction

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	998
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:25 AM
End Time	02:00 PM

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	27	10.6	72	26.5
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
School	43	12.7	95	27.9
District		12.4		26.7

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	29	82.8
Other Health Impairment	58	96.6
Other Disabilities	6	*
Speech/Language Impairment	8	*
School	111	82.2
District		78.4

⁴Ages 6-21

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Performance

School Performance Index (SPI)

A School Performance Index (SPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 88 because in a district with a SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	SPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	SPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
School	

CAPT	SPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	SPI	Target	Achieved	
Black or African American	80.8	.	.	78.3	.	.	.	.
Hispanic or Latino	69.9	.	.	69.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	70.4	72.9	71.6	72.3	.	.	.	.
Students with Disabilities	62.9	52.1	63.1	60.0	.	.	.	.
High Needs	67.4	61.3	67.0	66.8	.	.	.	.
School	87.0	87.2	88.5	88.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	.	.	.	75.4	305	75.4
Curl Up	.	.	.	70.2	305	70.2
Push Up	.	.	.	88.5	305	88.5
Mile Run/PACER	.	.	.	71.5	305	71.5
All Tests - School	.	.	.	55.7	305	55.7
All Tests - District	47.4	52.2	66.3	55.7		55.9

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	91.0	Yes	91.3
Hispanic or Latino	25	96	72.3	Yes	74.5
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	38	81.6	70.1	Yes	72.5
Students with Disabilities	37	89.2	81.4	Yes	82.7
School	376	95.5	92.1	Yes	92.3
District		94.3	91.3	Yes	91.6

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.3	178	54.4
Male	83.2	196	55.7
Black or African American	73.5	12	35.3
Hispanic or Latino	72.5	13	32.5
White	84.4	294	55.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	57.9	12	21.1
Students with Disabilities	*	*	*
School	84.2	374	55.1
District	81.5		53.2

⁴College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	89.8	93.8
Male	75.9	91.1
Black or African American	*	*
Hispanic or Latino	76.9	*
White	83.6	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69.2	83.3
Students with Disabilities	43.9	75.9
School	82.3	92.3
District	82.1	92.3

⁶College 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.

⁷College 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