

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



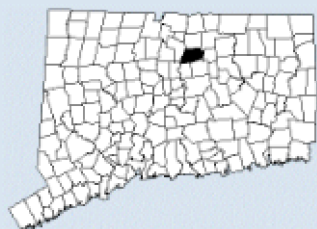
South Windsor School District

Kathleen Carter, Superintendent • 860-291-1200 • <http://www.southwindsorschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	5,125
Per Pupil Expenditures	\$18,218
Total Expenditures	\$95,298,073

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	2,612	51.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	1,783	34.8	5.2
Black or African American	301	5.9	12.4
Hispanic or Latino of any race	556	10.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	235	4.6	4.8
White	2,234	43.6	45.1
English Learners/Multilingual Learners	482	9.4	11.3
Eligible for Free or Reduced-Price Meals	948	18.5	44.8
Students with Disabilities	662	12.9	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	206	8.3	22	0.9
Male	218	8.5	86	3.2
Non-Binary	0	*	0	*
Black or African American	36	11.8	17	5.3
Hispanic or Latino of any race	65	11.9	17	2.9
White	137	6.3	48	2.1
English Learners/Multilingual Learners	73	14.7	*	*
Eligible for Free or Reduced-Price Meals	145	16.6	53	5.1
Students with Disabilities	103	17.0	33	4.4
All Students - District	424	8.4	108	2.1
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: 0
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	373.1
General Education Paraprofessionals	15.2
Special Education Teachers and Instructors	54.5
Special Education Paraprofessionals	118.9
District Central Office Administrators	15.0
School Level Administrators	20.0
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	18.6
Counselors, Social Workers and School Psychologists	28.5
School Nurses	18.5
Other Staff Providing Non-Instructional Services/Support	211.9

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	10.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	23	4.4	1.4
Black or African American	18	3.5	4.9
Hispanic or Latino of any race	24	4.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	453	87.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	35	7	6.8
Teachers	30	7.2	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	27	96.4	24	96.0
Hispanic or Latino of any race	44	91.7	38	97.4
White	160	91.4	151	99.3
English Learners/Multilingual Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	75	89.3	62	100.0
Students with Disabilities	39	81.3	54	96.4
All Students - District	353	94.4	339	99.1
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	67	56.3
Emotional Disability	29	76.3
Intellectual Disability	*	*
Learning Disability	142	91.0
Other Health Impairment	113	89.0
Other Disabilities	*	*
Speech/Language Impairment	59	90.8
All Disabilities - District	440	75.9
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	124	2.4	2.9
Emotional Disability	38	0.7	1.1
Intellectual Disability	13	0.3	0.6
Learning Disability	157	3.1	6.5
Other Health Impairment	130	2.5	3.6
Other Disabilities	77	1.5	1.1
Speech/Language Impairment	85	1.7	2.0
All Disabilities	624	12.2	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	21	3.4	8.2
Private Schools or Other Settings	19	3.0	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	\$59,511,802	\$11,377	\$13,471
Support services - students	\$8,814,341	\$1,762	\$1,826
Support services - instruction	\$2,306,332	\$461	\$972
Support services - general administration	\$1,754,075	\$351	\$568
Support services - school based administration	\$6,988,992	\$1,397	\$1,274
Central and other support services	\$3,737,552	\$747	\$761
Operation and maintenance of plant	\$7,601,230	\$1,520	\$2,125
Student transportation services	\$4,583,749	\$1,166	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$95,298,073	\$18,218	\$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	\$6,958,479	30.6	26.4
Instructional Aide Salaries	\$3,422,049	15.1	10.1
Other Salaries	\$1,809,698	8.0	10.5
Employee Benefits	\$2,286,736	10.1	13.3
Purchased Services Other Than Transportation	\$1,811,503	8.0	6.8
Special Education Tuition	\$3,813,397	16.8	22.8
Supplies	\$132,424	0.6	0.6
Property Services	\$32,452	0.1	0.4
Purchased Services For Transportation	\$1,995,812	8.8	8.7
Equipment	\$445,893	2.0	0.2
All Other Expenditures	\$3,727	0.0	0.1
Total	\$22,712,170	100.0	100.0

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

Level	Percent (%)
District	23.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.0
State	14.8
Federal	2.3
Tuition & Other	0.9

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	6	*	6	*	*	*
Asian	929	82.5	924	86.2	374	85.0
Black or African American	141	65.4	141	60.0	73	65.8
Hispanic or Latino of any race	303	63.1	303	59.8	123	60.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	141	71.8	141	69.1	*	*
White	1,212	74.3	1,209	72.6	506	75.3
English Learners/Multilingual Learners	388	70.4	385	73.3	118	67.7
Non-English Learners/Non-Multilingual Learners	2,344	76.0	2,339	75.2	1,028	77.0
Eligible for Free or Reduced-Price Meals	440	61.8	439	58.2	207	61.9
Not Eligible for Free or Reduced-Price Meals	2,292	77.8	2,285	78.2	939	79.1
Students with Disabilities	310	49.1	308	46.1	140	49.3
Students without Disabilities	2,422	78.6	2,416	78.6	1,006	79.7
High Needs	921	63.2	916	62.3	379	61.6
Non-High Needs	1,811	81.4	1,808	81.4	767	83.1
All Students - District	2,732	75.2	2,724	75.0	1,146	76.0

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	89.5	72.1	78.0	81.3	1,450	80.0
Curl Up	91.5	93.8	94.4	93.5	1,433	93.3
Push Up	76.1	80.0	86.6	85.1	1,471	81.9
Mile Run/PACER	81.4	87.7	75.4	57.4	1,473	76.0
All Tests - District	61.5	55.3	59.3	48.4	1,393	56.1
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	12	*
Hispanic or Latino of any race	31	83.9
White	196	98.5
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	74	93.2
Students with Disabilities	45	88.9
All Students - District	318	97.2
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	261	74.4
Male	*	*
Non-Binary	*	*
Black or African American	29	54.7
Hispanic or Latino of any race	34	39.1
White	214	65.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61	41.8
Students with Disabilities	16	15.4
All Students - District	499	69.7
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	90.1	92.6
Male	83.3	92.1
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	71.4	80.0
White	84.1	93.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76.7	81.5
Students with Disabilities	66.7	72.4
All Students - District	86.3	92.4
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	75.2	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	63.2	75	42.1	50	84.2	54.9
Math Performance Index	All Students	75.0	75	50.0	50	99.9	61.1
Math Performance Index	High Needs Students	62.3	75	41.5	50	83.0	50.6
Science Performance Index	All Students	76.0	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	61.6	75	41.1	50	82.2	52.1
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	60.6%
ELA Academic Growth	High Needs Students	53.6%	100%	53.6	100	53.6	55.7%
Math Academic Growth	All Students	70.4%	100%	70.4	100	70.4	62.3%
Math Academic Growth	High Needs Students	56.0%	100%	56.0	100	56.0	55.9%
Progress Toward English Proficiency	Literacy	77.5%	100%	38.7	50	77.5	58.7%
Progress Toward English Proficiency	Oral	65.6%	100%	32.8	50	65.6	55.7%
Chronic Absenteeism	All Students	8.4%	<=5%	43.1	50	86.3	17.2%
Chronic Absenteeism	High Needs Students	15.4%	<=5%	29.2	50	58.4	24.8%
% Taking CCR Courses	All Students	96.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	69.7%	75%	46.5	50	92.9	47.2%
On-track to High School Graduation	All Students	98.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.3%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	86.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	56.1%	75%	37.4	50	74.9	49.0%
Arts Access	All Students	63.7%	60%	50.0	50	100.0	55.1%
Accountability Index				1193.9	1450	82.3	

Physical Fitness Estimated Participation Rate - District: 91.1% | 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	75.0	63.2	11.8	16.9	N
Math Performance Index Gap	75.0	62.3	12.7	18.4	N
Science Performance Index Gap	75.0	61.6	13.4	18.2	N
Graduation Rate Gap	94.0%	96.3%	0.0%	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	99.0
ELA	High Needs Students	97.4
Math	All Students	98.8
Math	High Needs Students	97.2
Science	All Students	98.2
Science	High Needs Students	96.3

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: 56.5

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

South Windsor Public Schools is fortunate to partner with committed parents, a dedicated board of education and a supportive community. The continued support of our community members has ensured that our staff is equipped with the resources needed to deliver effective instruction and support the learning experience of the whole child.

District improvement planning includes an annual assessment of various measures that result in both district and building-based goal setting. Recent efforts include providing training and support to implement a multi-tiered student support system which builds on academic interventions with behavioral, attendance and emotional supports as well as the implementation of a district-wide SEL model. South Windsor continues to partner with Effective School Solutions to provide district-level support to students with significant mental health needs, allowing them to maximize success in the least restrictive environment.

As part of our ongoing efforts to improve and streamline communication across the district, we have partnered with ParentSquare, a unified communication platform designed to keep parents and caregivers well-informed and to encourage greater engagement and connection with South Windsor Public Schools. The ParentSquare platform will take the place of SchoolMessenger and will be used for secure communication among parents, caregivers, students, and staff, in the form of broadcast messages, teacher and principal newsletters, event notification, sign ups and more, to help families support classroom learning at home.

South Windsor Public Schools strives to partner with parents and caregivers in many ways. Meetings are held with parents of students transitioning into grades 6 and 9, and course planning and graduation requirements are reviewed during an information night at the high school for incoming grade 9 families. The high school also offers information sessions regarding post-secondary planning, AP and ECE credit opportunities, and financial aid for college.

Our district continues to value the importance of regular attendance and works to combat the effects of chronic absenteeism on student success. Each school has an attendance committee to support students and families and prevent truancy. The district regularly partners with South Windsor Youth and Family Services to provide families access to community-based child and family services.

Family participation in school activities and programs is actively encouraged. Parents are given regular opportunities to meet with school leadership during PTO meetings and other focus groups in order to provide input and share ideas. Two family engagement/school climate specialists (one at the middle school and one at the high school) provide increased effective partnership opportunities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

South Windsor Public Schools seeks to cultivate and support culturally responsive classrooms and learning communities by creating experiences that enrich and expand the depth of students' knowledge beyond today's classroom. We continue our long-standing partnership with CREC and welcome more than 100 Open Choice students and their families to South Windsor.

Our district focuses on building staff capacity around cultural competence and developing culturally sustainable practices. All staff receive training around issues related to diversity, equity and inclusion. A district-level equity council works collaboratively with building-based equity teams to create inclusive environments for all staff, students and families.

South Windsor Public Schools continues to expand efforts to recruit and retain a racially, ethnically and linguistically diverse staff. For the 2024-25 school year, 18% of newly hired staff are educators who bring racial, ethnic and linguistic diversity to our district. Staff undergo training to understand the impact of implicit bias in the hiring process. South Windsor administrators participate in a variety of networking/recruitment events to recruit diverse candidates. This commitment is clearly outlined in the Board of Education's 2023-2026 Strategic Plan.

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Equitable Allocation of Resources among District Schools

The South Windsor Board of Education recognizes its responsibility to ensure an equitable allocation of resources among all of its schools. A systematic, multilevel budget process involving teachers, administrators, curriculum specialists and central office staff is used to build a budget that achieves this allocation. Budget meetings are held with representatives from each school and content area to identify the needs of students and staff. New staff and program requests are discussed, and recommendations are reviewed by the superintendent and central office administrators. A continuous cycle of curriculum review ensures that all content areas have up-to-date materials that reflect appropriate standards and practices. The district closely monitors enrollment figures to ensure that school staffing and resources are appropriately distributed. An annual assessment of each school facility addresses particular building and technology needs; identified needs are included in the district's budget or referred to the town's capital projects program.

District Profile and Performance Report for School Year 2024-25

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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	4	12.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	6.1	32.0
Retired	13	39.4	23.7
Teach/Admin in Other CT Dist	10	30.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	2	6.1	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	2	6.1	2.3
TOTAL	33		

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.