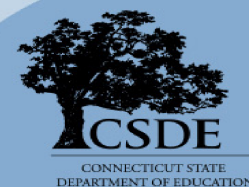


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2022-23



South Windsor High School

South Windsor School District

860-648-5000 • <http://highschool.southwindsorschools.org/home>

School Information

Grade Range	9-12
Enrollment	1,329
Per Pupil Expenditures ¹	\$17,134
Total Expenditures ¹	\$21,965,866

¹ Expenditure data reflect the 2021-22 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 2022-23 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	666	50.1	51.2
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	335	25.2	30.8
Black or African American	94	7.1	6.0
Hispanic or Latino of any race	123	9.3	10.5
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	74	5.6	4.8
White	700	52.7	47.8
English Learners/Multilingual Learners	25	1.9	8.8
Eligible for Free or Reduced-Price Meals	225	16.9	16.9
Students with Disabilities ²	177	13.3	13.2

² Students in this category 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

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	80	12.1	13	1.9
Male	*	*	28	4.1
Non-Binary	*	*	0	*
Black or African American	18	20.2	11	11.6
Hispanic or Latino of any race	19	14.5	*	*
White	77	11.1	15	2.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	55	24.8	18	7.3
Students with Disabilities	39	22.0	20	10.4
School	138	10.4	41	3.0
District		10.4		1.7

Number of students qualified as truant under state statute: 48

Number of school-based arrests: 0

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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South Windsor High School

South Windsor School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	100.7
Paraprofessional Instructional Assistants	0.5
Special Education	
Teachers and Instructors	14.7
Paraprofessional Instructional Assistants	15.0
Administrators, Coordinators and Department Chairs	
School Level	4.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	10.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.2

¹ 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	6	4.3	3.7
Black or African American	4	2.9	2.9
Hispanic or Latino of any race	8	5.8	3.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	121	87.1	89.3

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.9	9.8

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$14,341,863	\$11,187
Support Services - Students	\$2,796,770	\$2,182
Improvement of Instruction	\$44,631	\$35
Library and Media Services	\$205,348	\$160
Support Services - Instruction	\$504,262	\$393
Support Services - School-Based	\$1,929,616	\$1,505
Operation and Maintenance of Plant	\$2,116,882	\$1,651
Transportation Other Than to/From	\$26,494	\$21
Enterprise Operations	.	.
Total	\$21,965,866	\$17,134

Total per pupil expenditures (PPE) including share of district central expenditures is \$18,962.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	13	*
Emotional Disability	9	*
Intellectual Disability	0	0.0
Learning Disability	58	86.6
Other Health Impairment	54	98.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	142	80.2
District		78.1

³ 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 School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	26	100.0
Hispanic or Latino of any race	23	79.3	27	96.4
White	179	93.2	179	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	91.7	53	98.1
Students with Disabilities	37	90.2	40	100.0
School	288	92.6	328	99.7
District		92.4		99.1

⁴ 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

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	959
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:25 AM
End Time	02:00 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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	62	76.3	62	85.5	62	89.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	27	43.9	27	47.0	27	55.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	14	*	14	*	14	*
White	188	59.2	188	60.4	190	73.4
English Learners/Multilingual Learners	8	*	8	*	8	*
Non-English Learners/Non-Multilingual Learners	295	61.4	295	64.3	297	75.0
Eligible for Free or Reduced-Price Meals	47	49.4	47	47.9	47	61.0
Not Eligible for Free or Reduced-Price Meals	256	63.0	256	66.8	258	76.9
Students with Disabilities	39	39.3	39	40.9	40	52.4
Students without Disabilities	264	64.1	264	67.3	265	77.8
High Needs	78	46.1	78	46.2	79	59.5
Non-High Needs	225	66.0	225	70.0	226	79.7
School	303	60.9	303	63.9	305	74.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	83.8	308	83.8
Curl Up	N/A	N/A	N/A	96.4	309	96.4
Push Up	N/A	N/A	N/A	89.3	308	89.3
Mile Run/PACER	N/A	N/A	N/A	59.9	297	59.9
All Tests - School	N/A	N/A	N/A	49.7	294	49.7
All Tests - District	55.1	65.9	61.1	49.2		58.2

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	23	100.0
Hispanic or Latino of any race	28	96.4
White	179	97.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76	96.1
Students with Disabilities	46	91.3
School	302	98.3
District		96.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	98.8	216	66.5
Non-Binary	*	*	*
Black or African American	97.4	*	*
Hispanic or Latino	96.5	22	38.6
White	98.9	240	64.7
English Learners/Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.1	43	42.2
Students with Disabilities	93.8	16	19.8
School	98.8	431	67.3
District	97.4		65.0

³Students 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.

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.0	95.8
Male	79.7	90.3
Non-Binary	N/A	N/A
Black or African American	86.4	*
Hispanic or Latino of any race	51.7	*
White	83.1	90.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	67.1	87.0
Students with Disabilities	51.3	73.9
School	83.3	93.0
District	81.3	93.1

⁵College 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.

⁶College 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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South Windsor High School

South Windsor School District

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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.9	75	121.8	150	81.2	63.9
	High Needs Students	46.1	75	92.2	150	61.5	54.1
Math Performance Index	All Students	63.9	75	127.8	150	85.2	59.7
	High Needs Students	46.2	75	92.4	150	61.6	48.9
Science Performance Index	All Students	74.4	75	99.2	100	99.2	61.6
	High Needs Students	59.5	75	79.3	100	79.3	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	10.4%	<=5%	39.2	50	78.5	20.0%
	High Needs Students	21.6%	<=5%	16.8	50	33.6	28.5%
Preparation for CCR	% Taking Courses	96.3%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	67.3%	75%	44.9	50	89.8	44.3%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		98.3%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		96.2%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		83.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		93.2% 49.7%	75%	33.1	50	66.2	93.0% 45.5%
Arts Access		66.8%	60%	50.0	50	100.0	54.5%
Accountability Index				1196.8	1450	82.5	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	66.0	46.1	20.0	17.0	
Math Performance Index Gap	70.0	46.2	23.8	18.6	
Science Performance Index Gap	75.0	59.5	15.5	18.6	
Graduation Rate Gap	94.0%	96.2%	0.0%	5.4%	N

¹ 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.

² 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 (%) ³
ELA	All Students	99.4
	High Needs Students	98.8
Math	All Students	99.4
	High Needs Students	98.8
Science	All Students	99.7
	High Needs Students	98.8

³Minimum participation standard is 95%.

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