

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



South Windsor High School South Windsor School District

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

School Information

Grade Range	9-12
Enrollment	1,442
Per Pupil Expenditures	\$17,869
Total Expenditures	\$24,677,451

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

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	729	50.6	51.0
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	475	32.9	34.8
Black or African American	112	7.8	5.9
Hispanic or Latino of any race	158	11.0	10.8
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	4.6
White	632	43.8	43.6
English Learners/Multilingual Learners	23	1.6	9.4
Eligible for Free or Reduced-Price Meals	281	19.5	18.5
Students with Disabilities	180	12.5	12.9

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	54	7.6	9	1.2
Male	54	7.4	29	3.9
Non-Binary	0	*	0	*
Black or African American	*	*	7	6.0
Hispanic or Latino of any race	18	11.6	7	4.3
White	51	8.2	19	3.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	17.4	21	6.8
Students with Disabilities	31	18.7	16	8.6
All Students - School	108	7.5	38	2.6
All Students - District		8.4		2.1

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

School Profile and Performance Report for School Year 2024-25

South Windsor High School

South Windsor School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	111.6
General Education Paraprofessionals	1.2
Special Education Teachers and Instructors	14.7
Special Education Paraprofessionals	19.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.3
Other Staff Providing Non-Instructional Services/Support	52.2

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	0	0.0	0.0
Asian	7	4.7	4.4
Black or African American	5	3.4	3.5
Hispanic or Latino of any race	9	6.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	128	85.9	87.3

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	9.7
District	10.1

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	13	8.9	7
Teachers	11	8.6	7.2

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.

School Profile and Performance Report for School Year 2024-25

South Windsor High School

South Windsor School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$15,776,914	\$11,424
Support Services - Students	\$3,263,849	\$2,363
Improvement of Instruction	\$70,544	\$51
Library and Media Services	\$222,626	\$161
Support Services - Instruction	\$580,980	\$421
Support Services - School-Based Administration	\$2,263,848	\$1,639
Operation and Maintenance of Plant	\$2,445,734	\$1,771
Transportation Other Than to/From Home	\$52,956	\$38
Enterprise Operations	.	.
Total	\$24,677,451	\$17,869

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,137.

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	13	*
Emotional Disability	17	*
Intellectual Disability	*	*
Learning Disability	44	81.5
Other Health Impairment	55	93.2
Other Disabilities	8	36.4
Speech/Language Impairment	*	*
All Disabilities - School	140	77.8
All Disabilities - District		75.9

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	27	96.4	22	95.7
Hispanic or Latino of any race	43	91.5	31	100.0
White	160	92.0	138	100.0
English Learners/Multilingual Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	74	89.2	55	100.0
Students with Disabilities	39	83.0	34	100.0
All Students - School	351	94.6	317	99.7
All Students - District		94.4		99.1

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	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	964
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:25 AM
School End Time	02:00 PM

School Profile and Performance Report for School Year 2024-25

South Windsor High School

South Windsor School District

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	*	*	*	*	*	*
Asian	96	75.3	96	79.3	96	86.1
Black or African American	26	58.7	26	54.0	27	67.6
Hispanic or Latino of any race	47	50.1	47	48.2	46	58.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	168	61.4	168	59.7	170	73.2
English Learners/Multilingual Learners	14	*	14	*	14	*
Non-English Learners/Non-Multilingual Learners	345	64.8	345	64.0	346	76.0
Eligible for Free or Reduced-Price Meals	76	52.1	76	49.4	75	63.7
Not Eligible for Free or Reduced-Price Meals	283	67.0	283	67.1	285	77.9
Students with Disabilities	42	41.4	42	35.3	44	44.1
Students without Disabilities	317	66.8	317	67.0	316	79.2
High Needs	110	49.9	110	46.4	111	57.8
Non-High Needs	249	70.0	249	70.8	249	82.6
School	359	63.8	359	63.3	360	74.9

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	81.3	352	81.3
Curl Up	N/A	N/A	N/A	93.5	353	93.5
Push Up	N/A	N/A	N/A	85.1	350	85.1
Mile Run/PACER	N/A	N/A	N/A	57.4	350	57.4
All Tests - School	N/A	N/A	N/A	48.4	347	48.4
All Tests - District	61.5	55.3	59.3	48.4		56.1

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.

School Profile and Performance Report for School Year 2024-25

South Windsor High School

South Windsor School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	29	89.7
White	196	98.5
English Learners/Multilingual Learners	8	*
Eligible for Free or Reduced-Price Meals	74	93.2
Students with Disabilities	43	93.0
All Students - School	316	97.8
All Students - District		97.2

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	258	75.7
Male	*	*
Non-Binary	*	*
Black or African American	28	54.9
Hispanic or Latino of any race	33	42.3
White	212	67.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60	43.5
Students with Disabilities	13	16.0
All Students - School	495	71.8
All Students - District		69.7

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	91.7	92.5
Male	86.3	92.8
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	73.1	80.0
White	86.8	94.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	79.1	81.1
Students with Disabilities	75.0	75.0
All Students - School	88.5	92.7
All Students - District	86.3	92.4

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

School Profile and Performance Report for School Year 2024-25

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.8	75	127.6	150	85.1	64.7
ELA Performance Index	High Needs Students	49.9	75	99.8	150	66.6	54.9
Math Performance Index	All Students	63.3	75	126.6	150	84.4	61.1
Math Performance Index	High Needs Students	46.4	75	92.7	150	61.8	50.6
Science Performance Index	All Students	74.9	75	99.9	100	99.9	62.6
Science Performance Index	High Needs Students	57.8	75	77.0	100	77.0	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	7.5%	<=5%	45.0	50	89.9	17.2%
Chronic Absenteeism	High Needs Students	16.5%	<=5%	27.1	50	54.2	24.8%
% Taking CCR Courses	All Students	97.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	71.8%	75%	47.9	50	95.8	47.2%
On-track to High School Graduation	All Students	97.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	98.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	88.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	48.4%	75%	32.3	50	64.6	49.0%
Arts Access	All Students	64.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1226.0	1450	84.5	

Physical Fitness Estimated Participation Rate - School: 94.6% | 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	70.0	49.9	20.0	17.1	Y
Math Performance Index Gap	70.8	46.4	24.5	18.6	Y
Science Performance Index Gap	75.0	57.8	17.2	18.3	N
Graduation Rate Gap	94.0%	98.0%	0.0%	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	98.4
ELA	High Needs Students	95.8
Math	All Students	98.4
Math	High Needs Students	95.8
Science	All Students	98.1
Science	High Needs Students	95.8

Minimum participation standard is 95%.

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