

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



## 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 **1,364**

### 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 \(Class of 2015\)](#)  
(2015® The College Board)

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

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, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	687	50.4	48.4
Male	677	49.6	51.6
American Indian or Alaska Native	*	*	*
Asian	157	11.5	14.7
Black or African American	73	5.4	6.2
Hispanic or Latino	102	7.5	7.5
Pacific Islander	*	*	*
Two or More Races	34	2.5	3.6
White	993	72.8	67.7
English Language Learners	12	0.9	3.7
Eligible for Free or Reduced-Price Meals	160	11.7	13.5
Students with Disabilities <sup>1</sup>	133	9.8	13.1

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	9	1.3	26	3.7
Male	6	0.9	58	8.6
Black or African American	*	*	13	18.0
Hispanic or Latino	*	*	13	12.6
White	12	1.2	50	5.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	32	19.7
Students with Disabilities	9	6.7	24	16.2
School	15	1.1	84	6.1
District		3.7		3.0

**Number of students in 2013-14 qualified as truant under state statute: 9**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2014-15

## South Windsor High School

### South Windsor School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	96.1
Paraprofessional Instructional Assistants	0.5
<b>Special Education</b>	
Teachers and Instructors	12.3
Paraprofessional Instructional Assistants	17.2
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	10.7
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	9.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	40.6

<sup>1</sup>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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.5	1.4
Black or African American	1	0.7	1.0
Hispanic or Latino	2	1.5	1.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	131	96.3	96.4

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

### Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.2	8.6

## Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	967
Half/Extended Day Kindergarten	N/A

### School Schedule

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

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	14	66.7
Hispanic or Latino	13	59.1	18	81.8
White	132	55.9	196	78.4
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	41.4	18	69.2
Students with Disabilities	10	38.5	17	68.0
School	185	58.7	261	78.1
District		57.8		74.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	37	88.0
Other Health Impairment	55	94.8
Other Disabilities	*	*
Speech/Language Impairment	8	*
School	113	84.9
District		77.3

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2014-15

## South Windsor High School

### South Windsor School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment (CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	*	0	*	0	*
Asian	15	*	15	*	35	76.1
Black or African American	10	*	9	*	12	*
Hispanic or Latino	13	*	13	*	32	61.0
Native Hawaiian or Other Pacific Islander	0	*	0	*	*	*
Two or More Races	0	*	0	*	12	*
White	116	56.2	116	51.7	240	69.2
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	*	17	*	31	61.4
Not Eligible for Free or Reduced-Price Meals	136	58.4	136	53.0	302	69.4
Students with Disabilities	16	*	16	*	43	49.2
Students without Disabilities	138	58.3	137	53.4	290	71.6
High Needs	30	38.6	29	37.8	72	53.3
Non-High Needs	124	60.3	124	54.6	261	72.9
School	154	56.0	153	51.5	333	68.7

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	82.2	304	82.2
Curl Up	N/A	N/A	N/A	89.5	304	89.5
Push Up	N/A	N/A	N/A	85.5	304	85.5
Mile Run/PACER	N/A	N/A	N/A	71.7	304	71.7
All Tests - School	N/A	N/A	N/A	55.9	304	55.9
All Tests - District	46.8	50.8	55.9	55.9		52.4

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2014-15

## South Windsor High School

### South Windsor School District

#### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	91.3	Yes	91.6
Hispanic or Latino	*	*	74.5	Yes	76.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	30	90.0	72.5	Yes	74.9
Students with Disabilities	40	90.0	82.7	Yes	83.9
School	332	97.0	92.3	Yes	92.5
District		93.7	91.6	Yes	91.8

<sup>1</sup>The 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](#).

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

<sup>3</sup>Targets 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 Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.8	181	55.4
Male	83.2	186	57.8
Black or African American	65.7	*	*
Hispanic or Latino	68.2	17	38.6
White	84.0	274	56.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	58.2	17	30.9
Students with Disabilities	*	*	*
School	83.5	367	56.5
District	80.1		54.2

<sup>4</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</sup>Participation 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.

Copyright © 2014 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2014

#### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	86.4	94.7
Male	86.4	91.2
Black or African American	*	*
Hispanic or Latino	*	85.0
White	87.2	93.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	71.1	92.6
Students with Disabilities	66.7	90.0
School	86.4	93.0
District	86.1	93.0

<sup>6</sup>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.

<sup>7</sup>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 2014-15

## South Windsor High School

### South Windsor School District

#### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	56.0	75	74.7	100	74.7	67.9
	High Needs Students	38.6	75	51.5	100	51.5	56.7
Math Performance Index	All Students	51.5	75	68.6	100	68.6	59.3
	High Needs Students	37.8	75	50.4	100	50.4	47.8
Science Performance Index	All Students	68.7	75	91.6	100	91.6	56.5
	High Needs Students	53.3	75	71.1	100	71.1	45.9
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.7%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	68.3%	75%	45.5	50	91.0	66.1%
	% Passing Exams	56.5%	75%	37.7	50	75.4	37.3%
On-track to High School Graduation		95.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.3%	94%	99.3	100	99.3	77.6%
Postsecondary Entrance (Class of 2014)		86.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		89.9%   55.9%	75%	18.6	50	37.3	87.6%   51.0%
Arts Access		53.8%	60%	44.8	50	89.6	45.7%
<b>Accountability Index</b>				<b>1003.9</b>	<b>1250</b>	<b>80.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	60.3	38.6	21.6	16.8	
Math Performance Index Gap	54.6	37.8	16.8	19.5	
Science Performance Index Gap	72.9	53.3	19.6	17.3	
Graduation Rate Gap	94.0%	93.3%	0.7%	12.6%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	48.7
	High Needs Students	58.5
Math	All Students	48.4
	High Needs Students	56.6
Science	All Students	99.7
	High Needs Students	98.7

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)