

## HHS Comparison Data

### State Comparisons:

#### *2015 Accountability Summary*

| <b>Index</b>                       | <b>HHS</b> | <b>State Target</b> |
|------------------------------------|------------|---------------------|
| Index 1 (Student Achievement)      | 84         | 60                  |
| Index 2 (Student Progress)         | 25         | 15                  |
| Index 3 (Closing Performance Gaps) | 47         | 31                  |
| Index 4 (Postsecondary Readiness)  | 80         | 57                  |

#### *2014 Accountability Summary*

| <b>Index</b>                       | <b>HHS</b>   | <b>State Target</b> |
|------------------------------------|--------------|---------------------|
| Index 1 (Student Achievement)      | 86           | 55                  |
| Index 2 (Student Progress)         | Not measured | Not measured        |
| Index 3 (Closing Performance Gaps) | 44           | 31                  |
| Index 4 (Postsecondary Readiness)  | 74           | 57                  |

Our new accountability system is only two years old.

### ***Algebra STAAR EOC Results***

|      |      |     |       |     |
|------|------|-----|-------|-----|
| 2012 | HISD | 92% | State | 83% |
| 2013 | HISD | 91% | State | 78% |
| 2014 | HISD | 88% | State | 81% |
| 2015 | HISD | 91% | State | 81% |

### ***Algebra STAAR EOC Level 3 Advanced***

|      |      |     |       |     |
|------|------|-----|-------|-----|
| 2013 | HISD | 24% | State | 16% |
| 2014 | HISD | 18% | State | 18% |
| 2015 | HISD | 30% | State | 21% |

In order to address the needs of our advanced learners, we have met vertically as a math department to increase our rigor in the classroom and we have focused on answering question 4 "what will we do when they know it" with more description and detail as to what that actually looks like in the classroom.

### ***Biology STAAR EOC Results***

|      |     |      |       |     |
|------|-----|------|-------|-----|
| 2012 | HHS | 93%  | State | 87% |
| 2013 | HHS | 96%  | State | 85% |
| 2014 | HHS | 98%  | State | 91% |
| 2015 | HHS | 100% | State | 92% |

### ***Biology STAAR EOC Level 3 Advanced***

|      |     |     |       |     |
|------|-----|-----|-------|-----|
| 2012 | HHS | 7%  | State | 9%  |
| 2013 | HHS | 20% | State | 12% |
| 2014 | HHS | 18% | State | 12% |
| 2015 | HHS | 52% | State | 18% |

Note: Our increased performance at level 3 was due to a realignment of our science courses. Only our advanced students took Biology that year. We will see a less skewed score in 2016.

### ***ELA 1 STAAR EOC Results***

2013 Reading HHS 82% State 65% Writing HHS 57% State 48%

2014 HHS 80% State 62%

2015 HHS 73% State 63%

2013 tests were administered as a separate writing and reading test; therefore, we cannot compare three consecutive years of data.

Although we are above the state in ELA 1 and 2 scores, we are not satisfied with our performance. Action plan steps include professional development for our teachers, revising our curriculum, adding Read180 as a Tier 2 intervention, double blocking ELA 1 with a Creative Writing course, and revising our enrichment classes to better meet the needs of our students.

### ***ELA 2 STAAR EOC Results***

2013 Reading HHS 88% State 78% Writing HHS 56% State 52%

2014 HHS 85% State 66%

2015 HHS 83% State 66%

2013 tests were administered as a separate writing and reading test; therefore, we cannot compare three consecutive years of data.

Although we are above the state in ELA 1 and 2 scores, we are not satisfied with our performance. Action plan steps include professional development for our teachers, revising our curriculum, adding Read180 as a Tier 2 intervention, double blocking ELA 1 with a Creative Writing course, and revising our enrichment classes to better meet the needs of our students.

## *US History STAAR EOC Results*

2014 HHS 96% State 92%  
2015 HHS 96% State 92%

US History STAAR EOC was administered state-wide for the first time in 2014.

## *ACT Composite Scores*

| <b>Year</b> | <b>HHS</b> | <b>State</b> |
|-------------|------------|--------------|
| 2011        | 22.1       | 20.8         |
| 2012        | 21.8       | 20.8         |
| 2013        | 21.5       | 20.9         |
| 2014        | 20.7*      | 20.9         |
| 2015        | 21.8       | 20.9         |

\*In 2014, sophomores were included due to the new ruling concerning admission into dual credit classes.

## *SAT Mean Scores*

2012

Critical Reading HHS 486 State 474  
Mathematics HHS 514 State 499  
Writing HHS 461 State 461

2013

Critical Reading HHS 463 State 477  
Mathematics HHS 501 State 499  
Writing HHS 442 State 461

2014

Critical Reading HHS 476 State 476  
Mathematics HHS 495 State 495  
Writing HHS 448 State 461

*We have brought in SAT boot camps to help increase our student scores.*

*Advanced Placement Tests (% of Total AP Students with Scores 3+)*

| Year | HHS  | State |
|------|------|-------|
| 2011 | 52.8 | 48.7  |
| 2012 | 43.7 | 51.3  |
| 2013 | 51.1 | 50.5  |
| 2014 | 58.0 | 52.2  |
| 2015 | 60.0 | 49.9  |

*Graduation Rate*

2011 HHS 98.4% State 89.1%  
2012 HHS 96.5% State 87.7%  
2013 HHS 97.7% State 89.1%

**Internal Comparisons:**

*Graduation*

**2013**

264 graduates

29 students graduated under the Distinguished Achievement Program (11%)

185 students graduated under the Recommended Program (70%)

1 National Merit Scholar

**2014**

302 graduates

37 students graduated under the Distinguished Achievement Program (12%)

210 students graduated under the Recommended Program (70%)

3 National Merit Scholars

**2015**

277 graduates

35 students graduated under the Distinguished Achievement Program (13%)

198 students graduated under the Recommended Program (71%)

2 National Merit Scholars

### **Scholarship Totals**

Class of 2015 -- \$2.5 million (277 graduates)

Class of 2014 -- \$3.4 million (304 graduates)

Class of 2013 -- \$3.4 million (264 graduates)

### **Career and Technical Education**

Career and Technical Education at Hallsville Independent School District provides students with real world learning experiences, career awareness activities, and technology/industry standards to provide them with the necessary skills to gain entry level employment in a high skill, high wage job and/or continue their education at a post-secondary institution.

### **Students Obtaining Industry Certificates**

| <b>Year</b>  | <b>Number</b> | <b>Areas of Certifications</b> |
|--------------|---------------|--------------------------------|
| 2012-2013    | 107           | 9                              |
| 2013-2014    | 161           | 6                              |
| 2014-2015    | 223           | 10                             |
| <b>Total</b> | <b>491</b>    |                                |

### **CTE Dual Credit**

| <b>Year</b>  | <b>Number of Students</b> | <b>Programs of Study</b>                            |
|--------------|---------------------------|---|
| 2012-2013    | 36                        | 4 - Cosmo, Auto, Welding, Culinary                  |
| 2013-2014    | 49                        | 5 - Cosmo, Auto, Welding, Culinary and Process Tech |
| 2014-2015    | 58                        | 5 - Cosmo, Auto, Welding, Culinary and Process Tech |
| <b>Total</b> | <b>143</b>                |   |