

# SPRING HILL H S

## Campus Improvement Plan

### 2018/2019

*~~ Proud Past, Promising Future ~~*



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DMAC Solutions ®

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# SPRING HILL H S

## **Mission**

*As the center of our community, Spring Hill High School is committed to the fulfillment of each learner's intellectual, creative and physical potential through the collaborative efforts of exceptional educators, dedicated parents and integrated, rigorous instruction provided in a safe environment.*

## **Vision**

*Our vision is to be a premier school district focused on engaged learning and student success.*

### Nondiscrimination Notice

SPRING HILL H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# SPRING HILL H S Site Base

Name	Position
Chancellor, Jeff	Teacher
Childers, Paige	Counselor
Dees, Breann	Teacher
Jordan, Laura	CTE
Kincy, Charlotte	RTI/College & Career Coordinator
Locke, Warren	Community/Business
Mcfatridge, Amy Mcfatridge	Teacher
Robinett, Rusty	Principal
Tidwell, Melinda	Assistant Principal

# Resources

Resource	Source
Child Nutrition Program	Federal
IDEA Special Education	Federal
Perkins CTE Funds	Federal
"50 Ways to Close the Achievement Gap"	Local
Activity Funds	Local
Attendance reports	Local
Benchmark Tests	Local
Co-curricular activities	Local
Common Assessments	Local
Curriculum Management Plan	Local
Diagnosticians	Local
District Facebook	Local
District Website	Local
District/Campus Call-Outs	Local
ELA/Writing Teachers	Local
Extra-curricular activities	Local
Fine arts programs	Local
G/T Funds	Local
Google Accounts Gr. 8-12	Local
Google Calendar	Local
Google classroom	Local
Google Drive	Local
Gregg County Shared Services Arrangement	Local
Master schedules	Local
Panther Night Out	Local
PEIMS Reports	Local
PLC "Learning By Doing"	Local
PLC Staff Development	Local
Remind 101	Local

# Resources

Resource	Source
Response to Intervention (RTI) Teams	Local
SafeSchools Training Program	Local
School Resource Officer	Local
Science equipment	Local
SHISD Mobile App	Local
Skyward Parent Portal	Local
Spring Hill Education Foundation Funds	Local
Superintendent's Mid-Week Message	Local
Technology staff development	Local
The Fundamental 5 Formula for Quality Instruction	Local
University job fairs	Other
CTE Funds	State
Edgenuity Courseware	State
ETS STAAR Reports	State
ETS STAAR/EOC Reports	State
High School Allotment	State
High School Student Allotment	State
Interactive whiteboards	State
Local Funds	State
Region VII	State
Released STAAR/EOC Tests	State
State Assessment Reports	State
State Compensatory	State
TEKS Clarifications	State
TEKS Resource System	State
Texas Association of School Boards	State

# SPRING HILL H S

**Goal 1.** All students and student groups will exceed the state average on all assessments including EOC, AP, ACT, SAT.

**Objective 1.** Increase EOC results across the board to exceed 90% approaching standard.

**Objective 2.** Increase the number of students reaching "master the standard" on EOC's by 10% across the board.

**Objective 3.** Increase ACT/SAT scores by 10% and A.P. test scores of 3 or higher by 10%.

**Goal 2.** To ensure academic achievement for all students, SHHS will meet or exceed 97% attendance rate.

**Objective 1.** Increase the daily ADA rate to exceed 97% student attendance.

**Goal 3.** To ensure academic achievement by all students, SHHS will maintain a drop-out rate of less than 1%.

**Objective 1.** Create an atmosphere that engages students and makes graduation a priority.

**Goal 4.** To ensure academic achievement by all students, SHHS will maintain a positive learning environment.

**Objective 1.** Maintain a safe and orderly campus.

**Objective 2.** Create a culture on the campus that engages all students.

**Objective 3.** Reinforce efforts for students to make good decisions in the areas of conflict resolution, suicide and violence prevention.

**Goal 5.** To ensure academic achievement by all students, SHHS will provide research-based and relevant instruction that promotes higher order thinking skills and problem-solving.

**Objective 1.** Research-based instructional strategies will be used in the classroom.

**Goal 6.** To ensure academic achievement by all students, SHHS will promote school, parent, and community partnerships/communication fostering increased student success.

**Objective 1.** Provide opportunities for students to engage with the community and with a global society.

**Goal 7.** To ensure academic achievement by all students, SHHS will integrate technology to enrich the curriculum and expand learning opportunities.

**Objective 1.** Technology will be implemented into classroom instruction.

# SPRING HILL H S

**Goal 1.** All students and student groups will exceed the state average on all assessments including EOC, AP, ACT, SAT.

**Objective 1.** Increase EOC results across the board to exceed 90% approaching standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create engaging student-centered lessons. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Teacher(s)	2018/19 School Year	(S)TEKS Clarifications, (S)TEKS Resource System	Formative - Day to Day
2. Use assessment data to drive instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal(s), Principal(s), Teacher(s)	Daily	(L)Google classroom, (S)ETS STAAR Reports, (S)ETS STAAR/EOC Reports, (S)State Assessment Reports, (S)TEKS Clarifications, (S)TEKS Resource System	Formative - Daily evaluations, tests, benchmarks.
3. Utilize PLC time to discuss best practices in instruction. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(S)TEKS Resource System	Formative - PLC time.
4. Create tutorial time for the different exams. Ex. Thursday night at the Library, EOC study sessions, A.P. study sessions. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Principal(s), Special Ed Teachers, Teacher(s)	2018/19	(S)High School Allotment	Formative - Weekly
5. Creating mandatory tutorial times for intentional non-learners. Ex. Saturday School, Friday Night School, before school, Thursday night at the Library. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2018/19	(S)High School Allotment, (S)State Compensatory	Formative - Weekly
6. Increase inclusion support for students being served in Special Education. (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Principal(s), Principal(s), Special Ed Teachers	2018/19		Formative - Daily/progress reports/six week reports
7. Recruit, support, and retain highly effective staff. (Target Group: All) (Strategic Priorities: 1) (CSFs: 2,7)	Assistant Principal(s), Principal(s)	2018/19	(L)District Facebook, (L)District Website, (L)Panther Night Out, (L)Superintendent's Mid-Week Message, (S)Local Funds	Summative - TTESS/ Walk throughs

# SPRING HILL H S

**Goal 1.** All students and student groups will exceed the state average on all assessments including EOC, AP, ACT, SAT.

**Objective 2.** Increase the number of students reaching "master the standard" on EOC's by 10% across the board.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize PLC time to discuss best practices in instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19		Formative - Daily
2. Use student daily assessment data to drive instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Teacher(s)	Daily		Formative - Daily during class time.
3. Provide Gifted/Talented (G/T) students with a continuum of learning experiences leading to advanced products through A.P. courses, Robotics, and honors courses. (Target Group: All, GT) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal(s), G/T Teacher, Teacher(s)	2018/19	(L)G/T Funds	Formative - Daily in class
4. Create engaging student-centered lessons. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Teacher(s)	2018/19	(S)Local Funds	Formative - Daily lesson assessment.
5. Connect students to real-world experiences with field trips, field experience, and project-based learning. (Target Group: All, GT) (CSFs: 1,3,6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)G/T Funds, (S)Local Funds	Ongoing



# SPRING HILL H S

**Goal 1.** All students and student groups will exceed the state average on all assessments including EOC, AP, ACT, SAT.

**Objective 3.** Increase ACT/SAT scores by 10% and A.P. test scores of 3 or higher by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create engaging student-centered lessons. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Teacher(s)	2018/19	(S)Local Funds	Formative - Daily lessons.
2. Implement ACT/SAT prep classes. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(S)Local Funds	Summative - Evaluation of program.
3. Create "Panther Scholarship" for high score on the ACT/SAT. (Target Group: All) (CSFs: 1)	Principal(s)	2018/19		Summative - ACT/SAT scores
4. Create study sessions for each exam. Ex. Thursday Night at the Library, Boot Camps for each exam during the school day. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(S)Local Funds	Summative - ACT/SAT Scores
5. Utilize PLC time to discuss best practices in instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal(s), G/T Teacher, Principal(s), Teacher(s)	2018/19	(L)Response to Intervention (RTI) Teams, (S)High School Student Allotment, (S)State Compensatory, (S)TEKS Resource System	Summative - weekly PLC data
6. Promote participation for all Juniors and Sophomores to take the PSAT in order to practice for the ACT and SAT. (Target Group: 10th, 11th) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal(s), Teacher(s)	2018/19	(L)District Facebook, (L)District Website, (L)Superintendent's Mid-Week Message	Summative - Ongoing

# SPRING HILL H S

**Goal 2.** To ensure academic achievement for all students, SHHS will meet or exceed 97% attendance rate.

**Objective 1.** Increase the daily ADA rate to exceed 97% student attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create engaging student-centered lessons. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,6)	Assistant Principal(s), G/T Teacher, Principal(s), Teacher(s)	2018/19	(L)Google classroom, (S)TEKS Resource System	Summative - weekly ADA reports
2. Use attendance incentives such as Senior Privileges, perfect attendance rewards, and exemptions. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Secretary, Teacher(s)	2018/19	(L)Attendance reports, (S)State Compensatory	Summative - weekly ASA reports
3. Attendance reminders daily. Phone Calls, Parent contacts for frequent absenteeism. (Target Group: All, AtRisk) (Strategic Priorities: 4) (CSFs: 3)	Assistant Principal(s), Principal(s), Secretary, Teacher(s)	2018/19	(L)Attendance reports	Summative - weekly ADA reports

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**Goal 3.** To ensure academic achievement by all students, SHHS will maintain a drop-out rate of less than 1%.

**Objective 1.** Create an atmosphere that engages students and makes graduation a priority.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create engaging student-centered lessons. (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,4,7)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)Google classroom, (S)TEKS Resource System	Formative - lesson plans, walkthrough's
2. Monitor attendance and academic performance of at-risk students. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 4)	ARD Committee, Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)		(L)Attendance reports	Summative - weekly ADA reports
3. Continue Senior Privileges initiative. (Target Group: 11th, 12th) (Strategic Priorities: 4) (CSFs: 4)	Assistant Principal(s), Principal(s)			Summative - weekly ADA reports
4. Ensure opportunities for at-risk students to attend tutorials. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 4)	Assistant Principal(s), Principal(s)	2018/19	(L)Response to Intervention (RTI) Teams	Summative - progress reports
5. Provide staff development to build teacher capacity to meet the needs of diverse populations and at-risk students. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 4)	Assistant Principal(s), Counselor(s), Principal(s)	2018/19	(S)Local Funds, (S)State Compensatory	Summative - Walk Throughs
6. Create a Methodology for Academic and Personal Success (MAPS) class. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1,4)	Counselor(s), Principal(s)	2018/19	(S)Local Funds, (S)State Compensatory	Summative - Progress Reports
7. Provide elective classes that addresses interests of different student groups. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2018/19	(L)Technology staff development, (S)Local Funds, (S)State Compensatory	Summative - Class counts

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**Goal 4.** To ensure academic achievement by all students, SHHS will maintain a positive learning environment.

**Objective 1.** Maintain a safe an orderly campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase teacher and administrator visibility. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Principal(s), Teacher(s)	2018/19		Formative - Visibility in Hallways
2. Have teachers on duty in critical locations at critical times. Ex. Transitions, school events, etc... (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19		Summative - Daily duty areas
3. Have either a school resource officer or security visible to students and visitors during critical transitions. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Student Support Team(s)	2018/19	(L)School Resource Officer	Summative - Visibility of personnel.
4. Maintain the Student Code of Conduct (Target Group: All, AtRisk) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19		Summative - Discipline data

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**Goal 4.** To ensure academic achievement by all students, SHHS will maintain a positive learning environment.

**Objective 2.** Create a culture on the campus that engages all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use high yield instructional strategies to engage all students. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)Google classroom, (S)TEKS Resource System	Formative - Walk throughs
2. Infuse novelty into lessons. Ex. Teach Like a Pirate, Google Classroom, Breakout Edu boxes. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)Google classroom, (L)PLC "Learning By Doing", (L)PLC Staff Development , (S)TEKS Resource System	Formative - Ongoing assessment of student engagement
3. Increase student participation in existing or newly created clubs and organizations. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Principal(s)	2018/19	(L)Activity Funds, (S)Local Funds	Summative - Extracurricular involvement
4. Seek input from students and faculty to determine which activities are maintaining energy and which need to be terminated. (Target Group: All) (CSFs: 5,6)	Principal(s), Student Support Team(s), Teacher(s)	2018/19	(L)District Facebook	Summative - Meeting agenda sign ins
5. Utilize a positive reinforcement tactic to make students and staff feel a family atmosphere. Ex. Flip Flippen tactics, Capturing Kids hearts. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Club Sponsors, Counselor(s), Principal(s), Teacher(s)	2018/19		Formative - Ongoing observations

# SPRING HILL H S

**Goal 4.** To ensure academic achievement by all students, SHHS will maintain a positive learning environment.

**Objective 3.** Reinforce efforts for students to make good decisions in the areas of conflict resolution, suicide and violence prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to Olweus campaign. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal(s)	2018/19		Formative - Daily reports
2. Create Restorative Discipline program for students attending ISS. (Target Group: AtRisk) (CSFs: 6)	Counselor(s), Principal(s), Student Support Team(s)	2018/19	(L)PLC Staff Development , (L)School Resource Officer	Summative - Discipline data
3. Create a grief counseling program to be offered after hours for district/community. (Target Group: AtRisk) (CSFs: 5,6)	Counselor(s)	2018/19	(S)Local Funds	Summative - Program attendance
4. Provide training to improve staff and student awareness of at-risk students. (Target Group: AtRisk) (CSFs: 3,5,6)	Assistant Principal(s), Club Sponsors, Principal(s), Teacher(s)	2018/19	(L)SafeSchools Training Program, (L)School Resource Officer	Summative - Training calendar
5. Send staff members to the "Youth Mental Health First Aid USA training and have them come back and present to the entire staff. (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)PLC Staff Development	Summative - On going
6. Staff members use the "7 Mindsets booklets" to share with students how to "live their ultimate life." (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	2018/19	(S)Local Funds	Summative - On Going

# SPRING HILL H S

**Goal 5.** To ensure academic achievement by all students, SHHS will provide research-based and relevant instruction that promotes higher order thinking skills and problem-solving.

**Objective 1.** Research-based instructional strategies will be used in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff development will be presented on the Fundamental Five, Questioning Strategies, Google Classroom, and Differentiated Instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Curriculum Director, Principal(s), Teacher(s)	2018/19	(L)Curriculum Management Plan, (L)Google Accounts Gr. 8-12, (L)Google classroom, (S)TEKS Resource System	Summative - Walkthrough observations.
2. Utilize PLC's to share innovative, research-based instructional strategies. (Target Group: All) (CSFs: 1,2,3,4,7)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)"50 Ways to Close the Achievement Gap" , (L)Curriculum Management Plan, (L)Google classroom, (L)The Fundamental 5 Formula for Quality Instruction	Summative - walkthrough observations
3. Use walkthrough data to address instructional needs. (Target Group: All) (CSFs: 1,2,3,4,7)	Principal(s)	2018/19		Formative - Walkthrough data
4. Create opportunities for teachers, who have seen innovative professional development sessions, to lead the staff in learning. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)	Assistant Principal(s), Principal(s), Teacher(s)	2018/19	(L)Technology staff development, (S)Local Funds	Summative - Ongoing

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**Goal 6.** To ensure academic achievement by all students, SHHS will promote school, parent, and community partnerships/communication fostering increased student success.

**Objective 1.** Provide opportunities for students to engage with the community and with a global society.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use outreach opportunities to serve on a global basis. Ex. Hurricane Relief, Day of Service across Longview. (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,5,6)	Assistant Principal(s), Campus Secretaries, Communications Administrative Assistant, Counselor(s), Parent Volunteers, Principal(s), Teacher(s)	2018/19	(L)District Facebook, (L)District Website, (L)School Resource Officer	Summative - relief efforts
2. Promote parent/community involvement in school activities/events. (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,5,6)	Counselor(s), PTA	2018/19	(L)District Facebook, (L)District Website, (L)Superintendent's Mid-Week Message, (S)Local Funds	Summative - Sign in Sheets
3. Use High School Facebook, Twitter, and Instagram accounts to keep the community informed and celebrate our students. (Target Group: All) (CSFs: 3,5,6)	Assistant Principal(s), Club Sponsors, Communications Administrative Assistant, Parent Volunteers, Teacher(s)	2018/19	(L)District Facebook, (L)District Website, (L)Panther Night Out, (L)SHISD Mobile App, (L)Superintendent's Mid-Week Message	Summative - Followers
4. Utilize clubs and organizations as community outreach instruments. Ex. Blood Drive, Asbury House, Special Ed. Field Day, Hobby Day. (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Club Sponsors	2018/19	(L)Activity Funds	Summative - Ongoing.



# SPRING HILL H S

**Goal 7.** To ensure academic achievement by all students, SHHS will integrate technology to enrich the curriculum and expand learning opportunities.

**Objective 1.** Technology will be implemented into classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing staff development to increase teacher comfort with technology. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Director of Technology, Instructional Technologist	2018/19	(L)"50 Ways to Close the Achievement Gap" , (L)Google classroom, (L)Technology staff development, (S)Interactive whiteboards	Summative - Staff development attendance
2. Teachers will begin to use Google Classroom as well as other online resources for lesson delivery. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Assistant Principal(s), Instructional Technologist, Principal(s)	2018/19	(L)Technology staff development	Summative - staff development requests
3. Provide opportunities for instructional technology specialist to come into classrooms and model lessons. (Target Group: All) (CSFs: 2,7)	Director of Technology, Instructional Technologist	2018/19	(L)Technology staff development	Summative - Staff development sign in sheets
4. Increase the number of chrome book carts. (Target Group: All) (CSFs: 1)	Principal(s), Teacher(s)	2018/19	(L)Technology staff development, (S)CTE Funds, (S)Local Funds	Summative - on going

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

A majority of the students are well adjusted no matter they're demographic.

### Demographics Weaknesses

Spring Hill tends to have "Cliques."

### Demographics Needs

Students

More focus on increasing Special Education assessment results.

Staff

Differentiated instruction training.

### Demographics Summary

We will be paying close attention to our subgroups that are not performing at an acceptable level. Although the rate of students passing the tests is increasing, the rate is still below the desired 100 percent. The school is addressing the needs of individual students. We have also implemented "Thursday Night at the Library" for tutorials and make-up work. The school will be working to provide for students needing remedial assistance through a dropout recovery program, home instruction, and credit recovery programs.



TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

LEA-level Data  
Campuses: 001  
2017 - 2018 Fall Collection, Resubmission

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	144	27.43%
GRADE 10	150	28.57%
GRADE 11	120	22.86%
GRADE 12	111	21.14%
<b>TOTAL</b>	<b>525</b>	<b>100.00%</b>

ENROLLMENT BY SEX	Count	%Enroll
MALE	291	55.43%
FEMALE	234	44.57%
<b>TOTAL</b>	<b>525</b>	<b>100.00%</b>

ADA ELIGIBILITY	Count	%Enroll
*0* ENROLLED, NOT IN MEMBERSHIP	1	0.19%
*1* ELIGIBLE FOR FULL DAY	507	96.57%
*2* ELIGIBLE FOR HALF DAY	0	0.00%
*3* TRANSFER FOR FULL DAY	17	3.24%
*4* INELIGIBLE FOR FULL DAY	0	0.00%
*5* INELIGIBLE FOR HALF DAY	0	0.00%
*6* TRANSFER FOR HALF DAY	0	0.00%
*7* ELIGIBLE FLEX ATND	0	0.00%
*8* INELIGIBLE FLEX ATND	0	0.00%
<b>TOTAL</b>	<b>525</b>	<b>100.00%</b>

LEP	Count	%Enroll
IMMIGRANT	15	2.86%
ECONOMIC DISADVANTAGE	5	0.95%
MILITARY CONNECTED	147	28.00%
FOSTER CARE	1	0.19%
DYSLEXIA	1	0.19%
<b>TOTAL</b>	<b>14</b>	<b>2.67%</b>

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	5	0.95%	0.95%
ASIAN	10	1.90%	1.90%
BLACK/AFRICAN AMER.	51	9.71%	9.71%
HISPANIC/LATINO	74	14.10%	14.10%
WHITE	367	69.90%	69.90%
HAWAIIAN/PAC ISLAND	1	0.19%	0.19%
TWO OR MORE	17	3.24%	3.24%
<b>TOTAL</b>	<b>525</b>	<b>100.00%</b>	<b>100.00%</b>

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ELIGIBLE FOR FREEREDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	1.36%	0.38%
BLACK/AFRICAN AMER.	29	19.73%	5.52%
HISPANIC/LATINO	57	38.79%	10.86%
WHITE	51	34.69%	9.71%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	5.44%	1.52%
<b>TOTAL</b>	<b>147</b>	<b>100.00%</b>	<b>28.00%</b>

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	6.87%	0.19%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	12	80.00%	2.29%
WHITE	2	13.33%	0.38%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
<b>TOTAL</b>	<b>15</b>	<b>100.00%</b>	<b>2.86%</b>

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.86%	0.19%
BLACK/AFRICAN AMER.	1	2.86%	0.19%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	31	88.57%	5.90%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	5.71%	0.38%
<b>TOTAL</b>	<b>35</b>	<b>100.00%</b>	<b>6.67%</b>

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

ELA1 - 67% met standard

ELA2 - 71% met standard

US His - 98% approaching standard - 91% met standard - 58% masters standard

Algebra - 85% approaching standard - 33% met standard

Biology - 96% approaching standard - 87% met standard - 33% masters standard

### Student Achievement Weaknesses

AP Calculus

Masters Grade Level in Algebra

CTE Offerings

### Student Achievement Needs

Increase Calculus Scores, Algebra EOC Masters Grade Level.

### Student Achievement Summary

End of Course Testing

ELA1 - 85% approaching standard - 67% met standard - 7% masters standard

ELA2 - 80% approaching standard - 71% met standard - 8% masters standard

US His - 98% approaching standard - 91% met standard - 58% masters standard

Algebra - 85% approaching standard - 33% met standard - 7% masters standard

Biology - 96% approaching standard - 87% met standard - 33% masters standard

A.P. Exams came out ahead of the state in every are accept Calculus.

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

ACT - Three Year Trends from 2015 - 2017

Number of students tested 83, 69, 64

Composite scores 21.6, 23, 23 \* 2017 State average is 20.7

Percent meeting college readiness \* 2017 State Average

Reading 23.2, 23.3, 23.1 19.5

Math 22.8, 22.2, 22.1 20.7

Science 22.5, 22.0, 22.6 20.9

SAT - Three Year Trends from 2015 - 2017

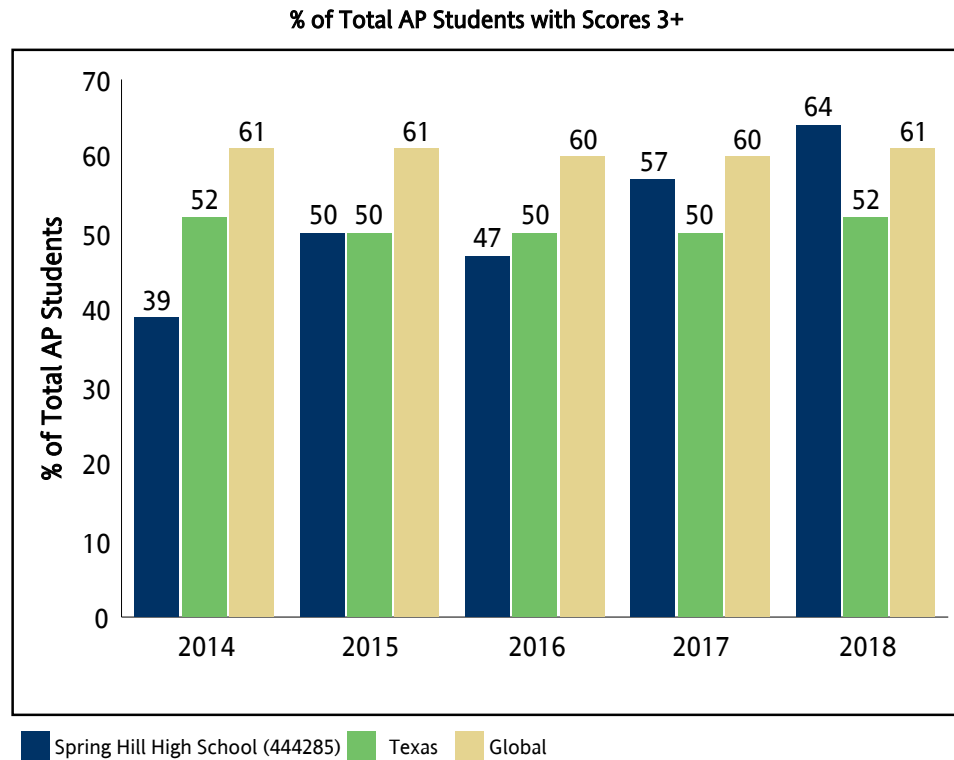
Number of students tested 30, 22, 19

# AP<sup>®</sup> Five-Year School Score Summary (2018)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)



	2014	2015	2016	2017	2018
<b>Spring Hill High School (444285)</b>					
Total AP Students	77	92	90	83	84
Number of Exams	90	161	154	159	139
AP Students with Scores 3+	30	46	42	47	54
% of Total AP Students with Scores 3+	39.0	50.0	46.7	56.6	64.3
<b>Texas</b>					
Total AP Students	239,705	270,634	291,737	313,721	320,022
Number of Exams	437,148	510,619	547,751	590,634	598,373
AP Students with Scores 3+	125,200	135,197	145,851	156,747	165,236
% of Total AP Students with Scores 3+	52.2	50.0	50.0	50.0	51.6
<b>Global</b>					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,819,078
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,111,739
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,729,455
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



# AP<sup>®</sup> Five-Year School Score Summary (2018)

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)

	Spring Hill High School (444285)					Texas					Global				
Biology	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1			742	799	891	1,010	1,197	14,169	14,351	15,738	16,471	18,632
4	1	4	6	6	1	2,526	2,964	3,185	3,663	4,209	47,989	49,708	50,161	53,712	56,097
3	3	10	3	5	9	4,515	5,675	5,922	7,993	7,496	75,312	80,744	80,218	93,864	85,332
2		2	2	2		4,875	5,850	6,416	7,877	8,523	58,024	61,741	68,659	70,372	73,650
1						2,460	2,531	3,529	3,571	4,645	18,770	18,384	24,163	21,673	26,429
<b>Total Exams</b>	4	16	12	13	10	15,118	17,819	19,943	24,114	26,070	214,264	224,928	238,939	256,092	260,140
<b>Mean Score</b>	3.25	3.13	3.50	3.31	3.10	2.62	2.64	2.57	2.61	2.57	2.91	2.91	2.85	2.89	2.87

Calculus AB	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	1	2	4	1		3,827	3,752	4,484	3,493	3,336	72,511	66,411	76,875	59,590	59,849
4		2	1	1		2,954	3,266	3,543	3,757	3,551	48,984	51,769	53,696	57,084	53,346
3	1	6	3	4	1	3,407	3,928	3,743	4,771	4,919	52,076	56,482	53,743	66,211	64,893
2		4	2	13	7	2,201	2,394	2,379	6,166	6,149	31,360	31,371	30,109	69,864	69,087
1	1	6	9	4	14	8,507	9,793	10,158	7,935	8,064	89,775	98,285	95,103	64,890	61,909
<b>Total Exams</b>	3	20	19	23	22	20,896	23,133	24,307	26,122	26,019	294,706	304,318	309,526	317,639	309,084
<b>Mean Score</b>	3.00	2.50	2.42	2.22	1.41	2.59	2.52	2.58	2.57	2.54	2.94	2.86	2.96	2.93	2.94

English Language and Composition	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			3		1	4,466	4,386	5,260	4,356	5,709	48,497	52,434	58,643	53,198	61,736
4	5	2	5	3	4	8,618	8,926	9,306	9,658	9,658	90,548	97,172	96,625	106,530	103,313
3	9	11	13	8	15	15,116	14,941	15,952	16,449	17,010	143,859	144,613	149,154	161,283	167,697
2	26	14	11	19	12	20,350	21,197	24,258	23,779	22,209	152,507	157,552	176,254	179,103	170,381
1	2	5	2	7	2	15,571	17,238	15,726	19,355	17,046	71,713	78,604	69,453	83,301	78,815
<b>Total Exams</b>	42	32	34	37	34	64,121	66,688	70,502	73,597	71,632	507,124	530,375	550,129	583,415	581,942
<b>Mean Score</b>	2.40	2.31	2.88	2.19	2.71	2.47	2.43	2.49	2.40	2.51	2.79	2.79	2.82	2.77	2.83



# AP<sup>®</sup> Five-Year School Score Summary (2018)

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)

Spring Hill High School (444285)						Texas					Global				
English Literature and Composition															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	1	2	2	2		2,287	2,449	2,399	2,386	2,125	30,531	30,460	30,224	27,624	22,907
4	1	1		2	2	5,661	6,157	6,104	5,949	5,501	70,802	73,125	72,400	65,350	58,926
3	3	8	5	11	8	10,171	10,823	10,965	11,631	10,504	118,081	122,631	119,608	120,711	110,020
2	1	7	2	6	9	13,471	13,943	15,034	16,090	15,851	131,572	131,534	135,861	137,878	145,669
1		2			1	7,944	8,003	8,823	10,506	11,754	47,745	45,004	48,942	54,969	67,566
<b>Total Exams</b>	6	20	9	21	20	39,534	41,375	43,325	46,562	45,735	398,731	402,754	407,035	406,532	405,088
<b>Mean Score</b>	3.33	2.70	3.22	3.00	2.55	2.52	2.54	2.50	2.43	2.35	2.76	2.78	2.75	2.69	2.57

Macroeconomics															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		2	4	1		1,936	1,746	2,294	2,563	2,972	18,908	19,390	23,694	24,769	28,932
4		1	5	9	4	3,190	3,370	4,034	4,418	4,531	27,343	28,223	31,776	33,120	33,137
3	2	2		2	3	3,071	3,149	3,365	3,975	3,987	21,758	21,685	21,841	24,004	23,804
2	4	10	5	3	5	3,700	3,885	4,359	4,476	4,752	20,497	21,579	22,957	22,383	24,647
1	1	2	2	3	1	8,619	11,376	11,672	12,938	11,745	29,036	36,195	35,182	37,827	36,310
<b>Total Exams</b>	7	17	16	18	13	20,516	23,526	25,724	28,370	27,987	117,542	127,072	135,450	142,103	146,830
<b>Mean Score</b>	2.14	2.47	3.25	3.11	2.77	2.32	2.16	2.26	2.27	2.37	2.89	2.79	2.90	2.89	2.96

Studio Art: 2-D Design Portfolio															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1	1		358	455	394	588	619	3,795	4,892	4,542	6,450	6,528
4		1	2	4	3	681	735	923	975	1,079	8,055	8,177	10,412	10,370	11,255
3	2	1	2	1	1	860	845	1,089	1,150	1,548	9,646	9,200	11,109	11,578	13,033
2	1		1			560	499	631	581	631	5,039	5,077	4,952	4,434	4,462
1						125	180	182	83	167	969	1,385	796	722	1,156
<b>Total Exams</b>	3	2	6	6	4	2,584	2,714	3,219	3,377	4,044	27,504	28,731	31,811	33,554	36,434
<b>Mean Score</b>	2.67	3.50	3.50	4.00	3.75	3.23	3.29	3.22	3.42	3.33	3.32	3.35	3.41	3.52	3.48

# AP<sup>®</sup> Five-Year School Score Summary (2018)

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)

Spring Hill High School (444285)					Texas					Global					
Studio Art: Drawing Portfolio															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5				2		239	279	288	462	492	2,749	2,872	3,196	4,469	4,690
4			1			359	373	460	541	642	3,611	4,100	5,100	5,632	6,641
3	2	1		2		650	761	760	758	890	7,007	7,470	7,310	7,307	7,451
2						323	387	317	312	314	3,316	3,466	2,779	2,660	1,893
1						92	106	78	47	87	679	732	536	407	305
<b>Total Exams</b>	2	1	1	4		1,663	1,906	1,903	2,120	2,425	17,362	18,640	18,921	20,475	20,980
<b>Mean Score</b>	3.00	3.00	4.00	4.00		3.20	3.17	3.30	3.50	3.47	3.26	3.26	3.40	3.54	3.64

## United States Government and Politics

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		1	2	1		1,810	1,554	2,411	2,475	2,874	32,336	27,546	36,539	35,692	43,572
4				1		2,404	2,755	3,065	3,232	3,404	33,898	38,345	40,193	39,911	43,352
3		2	1	7	4	5,915	5,943	6,646	7,590	7,753	71,829	70,019	74,014	82,502	86,359
2	3	4	7	7	3	6,624	7,555	7,586	8,707	8,609	67,126	70,847	71,302	78,985	79,774
1	1	6	2	1	2	10,991	13,072	13,336	14,688	12,410	66,996	76,566	74,976	83,884	74,010
<b>Total Exams</b>	4	13	12	17	9	27,744	30,879	33,044	36,692	35,050	272,185	283,323	297,024	320,974	327,067
<b>Mean Score</b>	1.75	1.92	2.42	2.65	2.22	2.19	2.10	2.20	2.19	2.31	2.62	2.54	2.64	2.58	2.70

## United States History

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			3		3	3,589	3,583	5,015	4,545	4,801	50,976	44,897	59,029	54,969	54,024
4		4	2	4	4	7,855	7,263	7,935	7,990	8,773	98,927	85,806	88,709	90,214	93,312
3		4	7	4	3	8,667	10,689	11,005	11,072	11,731	93,548	112,701	111,449	113,685	114,898
2		9	7		2	15,058	14,006	13,780	13,768	13,279	130,143	118,045	114,930	119,549	114,221
1		4	1			17,619	21,450	22,806	23,539	21,004	91,384	115,077	120,395	130,554	128,704
<b>Total Exams</b>		21	20	8	12	52,788	56,991	60,541	60,914	59,588	464,978	476,526	494,512	508,971	505,159
<b>Mean Score</b>		2.38	2.95	3.50	3.67	2.33	2.25	2.32	2.28	2.38	2.76	2.64	2.70	2.65	2.66

# AP<sup>®</sup> Five-Year School Score Summary (2018)

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)

	Spring Hill High School (444285)					Texas					Global				
World History	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		1		1		2,401	2,587	2,822	3,854	3,855	16,430	17,460	18,994	25,542	27,186
4	1	2	1	1	2	5,712	5,531	6,217	8,847	8,982	39,498	37,745	44,534	59,848	60,833
3	2	7	2	6	7	12,740	13,547	13,104	13,515	14,251	78,640	83,601	84,010	80,167	83,747
2	10	9	15	3	5	14,228	17,171	16,480	18,720	18,330	68,632	79,600	82,100	88,957	86,829
1	6		7	1	1	12,589	15,161	16,892	13,625	14,372	43,733	47,968	56,523	46,241	47,050
<b>Total Exams</b>	19	19	25	12	15	47,670	53,997	55,515	58,561	59,790	246,933	266,374	286,161	300,755	305,645
<b>Mean Score</b>	1.89	2.74	1.88	2.83	2.67	2.39	2.32	2.31	2.50	2.49	2.66	2.61	2.61	2.77	2.78

# AP<sup>®</sup> School Summary with Comparable Groups (2018)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✔ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

## Spring Hill High School (444285)

	Score	Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Macr Econ	US Gov Pol	US Hist	Worl Hist	Calc AB	Biol	Total Exams*
School (444285)	5		1				3				4
	4	3	4	2	4		4	2		1	20
	3	1	15	8	3	4	3	7	1	9	51
	2		12	9	5	3	2	5	7		43
	1		2	1	1	2		1	14		21
	<b>Total Number of Exams</b>	4	34	20	13	9	12	15	22	10	139
	<b>Mean Score</b>	3.75	2.71	2.55	2.77	2.22	3.67	2.67	1.41	3.10	2.59
	<b>Standard Deviation</b>	0.50	0.87	0.76	1.01	0.83	1.07	0.82	0.59	0.32	1.01
	<b>Total Schools</b>	1	1	1	1	1	1	1	1	1	1
Texas	5	619	5,709	2,125	2,972	2,874	4,801	3,855	3,336	1,197	59,457
	4	1,079	9,658	5,501	4,531	3,404	8,773	8,982	3,551	4,209	96,446
	3	1,548	17,010	10,504	3,987	7,753	11,731	14,251	4,919	7,496	132,880
	2	631	22,209	15,851	4,752	8,609	13,279	18,330	6,149	8,523	144,999
	1	167	17,046	11,754	11,745	12,410	21,004	14,372	8,064	4,645	164,591
	<b>Total Number of Exams</b>	4,044	71,632	45,735	27,987	35,050	59,588	59,790	26,019	26,070	598,373
	<b>Mean Score</b>	3.33	2.51	2.35	2.37	2.31	2.38	2.49	2.54	2.57	2.57
	<b>Standard Deviation</b>	1.04	1.21	1.12	1.43	1.27	1.31	1.19	1.38	1.10	1.31
	<b>Total Schools</b>	502	1,164	1,076	649	815	1,056	900	1,123	896	1,854
United States	5	6,156	60,183	22,277	24,167	43,380	53,418	26,439	55,112	17,811	675,911
	4	10,916	101,489	57,472	30,202	43,241	92,325	59,811	50,585	53,906	980,345
	3	12,686	165,421	107,886	22,347	86,240	114,023	82,903	62,138	82,949	1,239,001
	2	4,367	168,446	143,502	23,392	79,669	113,606	86,316	66,682	72,235	1,158,063
	1	1,139	78,238	66,988	35,136	73,849	128,090	46,883	60,141	26,102	897,875
	<b>Total Number of Exams</b>	35,264	573,777	398,125	135,244	326,379	501,462	302,352	294,658	253,003	4,951,195
	<b>Mean Score</b>	3.47	2.82	2.56	2.89	2.70	2.66	2.78	2.91	2.86	2.87
	<b>Standard Deviation</b>	1.02	1.18	1.10	1.46	1.31	1.32	1.18	1.40	1.08	1.30

# AP<sup>®</sup> School Summary with Comparable Groups (2018)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✔ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

	Score	Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Macr Econ	US Gov Pol	US Hist	Worl Hist	Calc AB	Biol	Total Exams*
<b>United States</b>	<b>Total Schools</b>	4,859	12,897	13,342	4,724	9,570	13,009	7,078	13,184	10,768	20,530
<b>Global</b>	<b>5</b>	6,528	61,736	22,907	28,932	43,572	54,024	27,186	59,849	18,632	724,971
	<b>4</b>	11,255	103,313	58,926	33,137	43,352	93,312	60,833	53,346	56,097	1,019,421
	<b>3</b>	13,033	167,697	110,020	23,804	86,359	114,898	83,747	64,893	85,332	1,271,893
	<b>2</b>	4,462	170,381	145,669	24,647	79,774	114,221	86,829	69,087	73,650	1,181,510
	<b>1</b>	1,156	78,815	67,566	36,310	74,010	128,704	47,050	61,909	26,429	913,944
	<b>Total Number of Exams</b>	36,434	581,942	405,088	146,830	327,067	505,159	305,645	309,084	260,140	5,111,739
	<b>Mean Score</b>	3.48	2.83	2.57	2.96	2.70	2.66	2.78	2.94	2.87	2.89
	<b>Standard Deviation</b>	1.02	1.19	1.10	1.47	1.31	1.32	1.19	1.40	1.08	1.30
	<b>Total Schools</b>	5,088	13,574	14,063	5,491	9,730	13,439	7,475	14,416	11,625	22,537

\* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Spring Hill High School	1	84	1		32	36	14	1	
Texas	1,854	320,022	7,882	44	87,417	104,083	72,766	42,525	5,305
United States	20,530	2,741,413	54,018	805	937,367	982,738	549,168	209,284	8,033
Global	22,537	2,819,078	56,315	2,537	971,648	1,010,184	559,619	210,589	8,186

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

# AP<sup>®</sup> Current Year Score Summary (2018)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

✓ Data Updated Jul 4, 2018, Report Run Jul 18, 2018

Disciplines : All Disciplines

Spring Hill High School (444285)

Total AP Students in Your School: **84**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	<b>4</b>	<b>20</b>	<b>51</b>	<b>43</b>	<b>21</b>	<b>139</b>
Percentage of Total Exams	<b>3</b>	<b>14</b>	<b>37</b>	<b>31</b>	<b>15</b>	<b>100</b>
Number of AP Students	<b>3</b>	<b>18</b>	<b>42</b>	<b>37</b>	<b>19</b>	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio		3	1			4
English Language and Composition	1	4	15	12	2	34
English Literature and Composition		2	8	9	1	20
Macroeconomics		4	3	5	1	13
United States Government and Politics			4	3	2	9
United States History	3	4	3	2		12
World History		2	7	5	1	15
Calculus AB			1	7	14	22
Biology		1	9			10



# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

The school culture is good. Students and staff are happy with the school and are actively involved in many areas. Our students are typically supported at home and have been given the basic skills to succeed in school. Our academic performance reflects the student's abilities and cognitive achievement. The students are interested in taking a role in making the high school a better place. Our students have embraced the many educational opportunities and extracurricular activities the high school offers. Students at Spring Hill have the desire for post high school education and goals.

### School Culture and Climate Summary

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## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Veteran staff.  
Staff is eager to learn and become better at their craft.  
Staff is ready to help in any way.  
The school has a family atmosphere.

### Staff Quality, Recruitment and Retention Weaknesses

Math Team is relatively new.  
With veteran teachers comes the possibility of retirement.

### Staff Quality, Recruitment and Retention Needs

# Comprehensive Needs Assessment

More CTE staff. Or More creative ways to have staff take on more classes.  
Google Classroom.

## Staff Quality, Recruitment and Retention Summary

Staff is made up of veteran teachers. The turnover rate was is low due to the fact that many staff are planted here. The highest turnover is in the coaching staff. That seems to be stabilizing as the Athletic Director is back for his 4th year.  
There is a good mix of new and experienced teachers, which allows for the proper transfer of knowledge within the profession.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

The veteran teachers know their content well.

### Curriculum, Instruction and Assessment Weaknesses

The veteran teachers tend to go into autopilot.  
The knowledge of content interferes 's with strength of delivery.

### Curriculum, Instruction and Assessment Needs

Increased understanding of ongoing informal assessment that continually informs instruction.  
Increased use of technology that engages students.  
Increased use of writing across the curriculum.

### Curriculum, Instruction and Assessment Summary

Current staff being a veteran staff are well informed in the content they teach. There are some engagement issues that can be easily addressed with focused professional



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

development in that area. The fundamental five strategies are permeating into instruction but will need to continue to grow.

## Family and Community Involvement

### Family and Community Involvement Strengths

Family involvement in the student's lives which translates over to the school environment.

### Family and Community Involvement Weaknesses

Attendance at Open house events.

### Family and Community Involvement Needs

Increase parent attendance at Open House events.

### Family and Community Involvement Summary

School is very involved in community affairs and families are very involved in the school. The school is the center of the community and a major source of information flow.

## Technology

### Technology Strengths

Instructional technology specialist on campus. Also, the technology department as a whole is very supportive and can be counted on to assist in all our technology needs

# Comprehensive Needs Assessment

## Technology Strengths (Continued)

swiftly.

## Technology Weaknesses

Availability of technology is lacking. The high school has 210 Chromebooks to serve 550 students. Some teachers are reluctant to use technology.

## Technology Needs

More access to technology.  
More access to training.  
An instructional technology plan.

## Technology Summary

The technology availability is on the rise. We will need to provide training and follow up to ensure that it is being used for student engagement.

# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Community Demographics  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
Drop-out Rates  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Graduation Rate  
Graduation Records  
Highly Qualified Staff  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
Semester Exam Grades  
Special Programs Evaluations  
Staff Development  
State Assessment Reports  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents

*Course: Methodology for Academic and Personal Success*  
*(MAPS) PEIMS Code: N1130021*  
*Abbreviation: MAPS1*  
*Grade Level(s): 9-10*  
*Number of Credits: 1.0*

*Course description:*

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

*Essential knowledge and skills:*

- (a) Introduction
  - (1) The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career.
  - (2) Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.
- (b) Knowledge and Skills
  - (1) Learning and Communication Styles. The student explores and analyzes the basic concepts of learning and communication styles based on current research and practices effective communication. The student is expected to:
    - (A) determine the student's personal learning style;
    - (B) determine the student's personal communication style;

- (C) demonstrate effective communication in a variety of situations with varied audiences;
  - (D) formulate and provide effective verbal and nonverbal feedback and respond appropriately to presentations of peers;
  - (E) synthesize research and self-analysis in order to establish individual strategies for academic and personal success;
  - (F) demonstrate tolerance and appreciation of other's motivation and strengths; and
  - (G) identify and monitor behaviors of personal academic success that are critical in maintaining a passing average.
- (2) Self-Discipline and Attitude. The student reviews campus policies and rules of conduct and defines attitude and the effects of personal attitude on conduct. The student is expected to:
- (A) brainstorm and compile a code of conduct for a model campus;
  - (B) demonstrate understanding of existing campus policies;
  - (C) define attitude and explore the potential effects of personal attitude on human interactions;
  - (D) identify the student's personal attitude and the positive and negative effects of attitude on self and others;
  - (E) identify the student's personal ability to adhere to campus policies and design a plan of improvement as needed;
  - (F) define anger and analyze positive and negative methods for handling anger;
  - (G) define change and identify steps necessary to accomplish change; and
  - (H) analyze situations regarding campus policies and rules of conduct to determine the basic issue or problem involved in each, outline possible responses, and propose a positive solution.
- (3) Resiliency. The student reviews and understands personal and environmental resiliency builders to use in establishing and realizing goals. The student is expected to:
- (A) identify and discuss elements of personal and environmental resiliency;
  - (B) explain the concept of self-image and its potential impact on life choices;
  - (C) apply conflict resolution skills both orally and in writing;
  - (D) demonstrate an awareness of and explain primary causes of stress and identify healthy stress management skills;
  - (E) identify and clearly articulate a balanced set of personal and academic goals, including both short-term and long-term goals; and
  - (F) outline an action plan, including a proposed time frame, to achieve a specific goal.

- (4) Time Management and Organization. The student understands the skills of time management and the tools of organization. The student is expected to:
  - (A) demonstrate an understanding of time management skills including prioritizing and scheduling;
  - (B) define and demonstrate responsibility and accountability in time management;
  - (C) describe tools of organization including different methods of organization;
  - (D) prioritize personal and academic goals; and
  - (E) develop a personal organization system, including creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study Skills. The student analyzes the characteristics of a successful student and practices effective study skills. The student is expected to:
  - (A) define the characteristics of a successful student;
  - (B) analyze the benefits of good study habits and the costs of poor ones;
  - (C) discuss and apply the learning cycle;
  - (D) discuss and demonstrate use of a variety of memory techniques;
  - (E) demonstrate the ability to follow directions and to listen for a specific purpose;
  - (F) demonstrate and use reading strategies, including rereading and questioning;
  - (G) demonstrate and practice study strategies such as skimming, note-taking, outlining, and using study-guide questions;
  - (H) discuss and apply test-taking strategies; and
  - (I) present on the use and benefits of one of the study skills.
- (6) Leadership. The student explores and analyzes the role and characteristics of an effective leader in order to demonstrate leadership in a group setting. The student is expected to:
  - (A) define leadership;
  - (B) list and analyze the characteristics of an effective leader, including the interpersonal skills required for leadership;
  - (C) evaluate personal strengths and weaknesses to determine one's own leadership style;
  - (D) define what it means to delegate and identify the purpose and benefit of delegating; and
  - (E) participate in group projects as both the leader and a supporting member.
- (7) Character. The student explores and analyzes positive character. The student is expected to:

- (A) define positive character traits including responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness
  - (B) define character and describe someone in history who can be considered a person of character;
  - (C) identify positive and negative strategies for dealing with failure and with success;
  - (D) evaluate personal strategies for dealing with failure and with success, identifying specific strengths and weaknesses;
  - (E) analyze positive and negative influences that others have on personal action and beliefs;
  - (F) identify areas in which personal responsibility may be exercised or improved;
  - (G) formulate five personal standards of conduct for which the student will not compromise;
  - (H) discuss ethical behavior and integrity;
  - (I) define citizenship and discuss the positive traits that indicate good citizenship; and
  - (J) critique examples of people who display positive traits of citizenship and who fail to display the positive traits of citizenship.
- (8) Academic Exploration. The student explores and analyzes interests and goals in order to establish a plan for academic success that continues throughout high school into postsecondary education. The student is expected to:
- (A) determine individual talents, abilities, skills, and interests;
  - (B) complete a college choice survey;
  - (C) select a university, college, community college, trade school or internship and develop a plan to enter or start selected post high school career plan;
  - (D) identify high school courses related to career choices in the student's interest area;
  - (E) write professional letters requesting information from the programs listed in his/her college choice survey; and
  - (F) write a college entrance essay and complete a college application.
- (9) Career Exploration. The student researches, analyzes, and applies career information. The student is expected to:
- (A) complete a career interest and aptitude assessment or survey;
  - (B) match interests and aptitudes to career opportunities;
  - (C) recognize and understand the impact of career choice on lifestyle, including budget;

- (D) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
- (E) research careers available with and without a college/university degree using print and online resources as well as personal interviews;
- (F) analyze the personal characteristics, knowledge and skills necessary for the workplace;
- (G) learn how to search for a job, collect personal references, complete a job application, or apply for an internship;
- (H) identify and practice the skills necessary for a job interview and participate in a formal mock job interview;
- (I) prepare and deliver presentations individually and in groups to demonstrate knowledge of career possibilities and the decision process involved in identifying career goals; and
- (J) develop a model resume for a career opportunity in the student's area of interest.

*Description of specific student needs this course is designed to meet:*

The course was created to be a specific venue for developing and practicing the skills and attitudes identified in the course description. As explained in the specific need for the course above, students entering high school continue to need specific instruction in time management, organization and study skills, particularly as those skills apply to the increasing expectations, responsibilities and academic demands of high school. Students also need a structured introduction to and exploration of the personal and academic options available in high school and beyond. It is essential that young people have the format and guidance early in their high school careers that enable them to identify their own particular strengths and interests and to establish their individual goals. At the same time, students develop and practice resiliency, leadership, and self-determination. Even though there are various courses that cover some facets of the content for this course, there is no course that contains all of the specific skills identified along with the specific lesson plans for developing and applying those skills.

*Major resources and materials:*

Plano ISD MAPS course contains over 150 detailed, comprehensive lesson plans covering: learning styles, discipline, attitude, time management, study skills, resiliency, organizational skills, goal setting, leadership, careers, and character. The lesson plans have been written by master teachers in Plano ISD and revised based on student participation and feedback. The course contains more material and lessons than a teacher can use in the classroom during a one- or two-semester course. However, each campus will select the lessons and customize the course to meet the specific needs of its students. The lesson plans include specific information



for teachers as to timing, materials needed, student activities, discussion questions, follow-up, and evaluation. Activity sheets, handouts, for each lesson are provided for the teacher. For more information on acquiring the Plano ISD MAPS course, please contact Matthew Sipes at [matthew.sipes@pisd.edu](mailto:matthew.sipes@pisd.edu).

Among the additional resources used in the course are:

- The 7 Habits of Highly Effective Teens. Covey, S. (1998). The 7 Habits of Highly Effective Teens. New York: Fireside.

*Suggested methods for evaluating student outcomes:*

Students will be evaluated on an ongoing basis through their participation in class discussion, completion of individual and group activities, daily quizzes, unit projects and/or unit tests. Students will complete long-range individual and group activities, including a career research project.

*Teacher qualifications:*

Secondary Teacher certificate appropriate for grade level assignment

*Additional information:*

Since the 2004-2005 school year, Plano ISD has offered the MAPS course to student in grades 9 or 10 who have been identified as at-risk as they transition to the high school experience. By consistently monitoring the grades of students taking the course, campuses have illustrated that students are being successful in earning credits toward graduation. In addition, ongoing student and teacher surveys have shown that the overall attitude of students toward school and academic performance has improved as have the students' self-concept and sense of personal responsibility.

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools