

Pflugerville Independent School District

Hendrickson High School

2025-2026

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 16, 2025

Public Presentation Date: September 17, 2025

Mission Statement

Hendrickson is a safe and nurturing high school that will be an effective, relevant, and inspiring learning environment for all.

Vision

HHS will create a safe and nurturing environment by:

- promoting and maintaining a strong anti-bullying message across the campus
- building a strong, positive staff presence of available, approachable adults
- consistently using a system of cooperative behavior redirection and positive behavior reinforcement

HHS will promote effective learning by:

- expecting, valuing and teaching a strong sense of teamwork and collaboration
- setting high expectations with intentional support for achievement
- analyzing data collectively to inform instructional decisions

HHS will promote relevant learning by:

- fostering and maintaining positive relationships
- making connections between content and student lives, present and future
- purposefully designing instruction to extend learning beyond the classroom

HHS will promote inspirational learning by:

- empowering students to ask questions, voice opinions, and explore deeper into the content
- creating a sense of "Hawk Community" that contributes and serves beyond the walls of HHS

Value Statement

Improve **student learning** in every demographic, with an intentional plan for our most disadvantaged learners.

Critically read, write, and assess to measure learning and increase rigor.

Collaborate to intentionally build a **culture of success** in Hawk Nation.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hendrickson High School is one of four high schools in Pflugerville ISD. Hendrickson High School has 38% of students who identify as Hispanic. The remaining student population is 32% White, 15% African American, 9% Asian, and 6% Two or more races. Hendrickson has 212 students identified as Gifted and Talented, 200 who are Section 504, 208 Special Education students, and 164 who are emergent bilinguals (EB). The attendance rate in 2023-2024 for Hendrickson was 96.4%, up .8% from 2022-2023. The graduation rate for the Class of 2022 and 2021 was 97%. 21% of the Hendrickson staff has more than 20 years of teaching experience.

	2022-2023	2023-2024	2024-2025
Female	51%	49%	48%
Male	48%	50%	51%
Hispanic-Latino	37%	37%	37%
Asian	7%	8%	10%
Black - African American	15%	14%	15%
White	31%	31%	31%
Two-or-More	6%	6%	6%

Special Programs

	2022-23	2023-24	2024-25
Dyslexia	4%	5%	7%
Gifted and Talented	11%	10%	10%
Section 504	15%	14%	15%
Special Education	9%	9%	9%
Emergent Bilingual	5%	7%	7%
Homeless	.1%	.5%	.75%

Attendance Rate

2023-24	94.8%
2022-23	94.3%

2023-24	94.8%
2021-22	91.8%

Chronic Absenteeism

2023-24	12%
2022-23	15.3%
2021-22	26.7%

Demographics Strengths

1. **Diversity:** Hendrickson High School demonstrates diversity among its student population, which includes:

- 37% Hispanic students
- 31% White students
- 15% African American students
- 10% Asian students
- 6% Two or more races

2. **Support Programs:** The school has robust support programs indicating commitment to student success:

- 212 students identified as Gifted and Talented
- 315 students covered under Section 504 plans
- 193 Special Education students
- 142 emergent bilinguals (EB)

3. **Attendance Rate:** The school achieved a high attendance rate:

- 94.8% attendance rate for the 2023-2024 school year, which increased by 0.5% from the previous year (2022-2023).

4. **Graduation Rate:** Hendrickson High School maintains a high graduation rate:

- 98.4% graduation rate for the Class of 2022 and 2021.

5. **Experienced Staff:** The teaching staff includes experienced educators:

- 20% of the Hendrickson staff has more than 20 years of teaching experience.

These points highlight Hendrickson High School's strengths in diversity, support programs, student attendance, graduation rates, and experienced faculty, all of which are contributing factors to a well-rounded educational environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hendrickson has a diverse student population.

Root Cause: Majority of students are non-white

Problem Statement 2: Over 30% of our students participate in SPED, 504, and EB.

Root Cause: Special program enrollment is rising on our campus

Student Learning

Student Learning Summary

End of Course STAAR EOC Spring 2024 compared to Spring 2025							
Subject	Approaches 2025	Meets 2025	Masters 2025	Approaches 2024	Meets 2024	Masters 2024	Difference
Algebra I	83%	39%	15%	84%	49%	21%	-1 approaches, -10 meets, -6 masters
English I	88%	83%	37%	91%	83%	37%	-3 approaches, same meets, same masters
English II	90%	79%	16%	92%	83%	18%	-2 approaches, -4 meets, -2 masters
Biology	96%	79%	34%	98%	81%	31%	-2 approaches, -2meets, -3 masters
US History	98%	83%	53%	97%	80%	53%	+1 approaches, +3 meets, = masters

Graduation Rates

Class of 2023	Graduated	98.4%
Class of 2022	Graduated	97.3%

Campus Advanced Placement Scores Over the last Five Years.

Five-Year School Summary Advanced Placement Scores					
	2020	2021	2022	2023	2024
Total AP Students	695	613	584	731	780
Number of Exams	1,416	1,346	1,1,69	1,521	1,706
AP Students with Scores 3+	455	336	410	510	569
% of Total AP Students with Scores 3+	65.47	54.81	70.21	69.77	72.95

Summary - Hendrickson has 164 EB students, 105 (64%) moved up at least 1 proficiency level on the TELPAS test.

TELPAS Growth 22-23 to 23-24		
	#	%

TELPAS Growth 22-23 to 23-24		
Progressed 1 Level	96	23.13
Progressed 2 or More Levels	9	2.17
Totals	105	25.3

College, Career & Military Readiness Indicators – CCMR Annual Graduates for Accountability

It is expected that all high school students graduate having met at least one CCMR indicator to be well-prepared after high school.

CCMR - Hendrickson HS			
	Class of 2021	Class of 2022	Class of 2023
CCMR Graduates	64%	65%	72%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	65	91		
College, Career and Military Readiness	89	91		
Graduation Rate	99.2	95		
School Progress		85	B	0%
Academic Growth	74	80	B	
Relative Performance (Eco Dis: 24.0%)		85	B	✓
Closing the Gaps	83	93	A	30%

Missed Closing the Gaps Targets

- **None - All Closing the Gaps interim targets for all evaluated student groups were met**

Student Learning Strengths

- Students continue to improve on STAAR EOC compared to the spring of 2024.
- Advanced Placement participation and performance increased from Spring 2024 to Spring 2025
- 15% of Emergent Bilingual (EB) students moved up at least one proficiency on the TELPAS exam.
- College, Career & Military Readiness Indicators improved by 16%.
- All Closing the Gaps interim targets for all evaluated student groups were met in 2025 Accountability

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 13% of students did not pass the 2025 STAAR EOC Algebra I exam.

Root Cause: A more intensive program to help students pass Algebra I STAAR EOC.

Problem Statement 2: Hendrickson would like to continue to increase participation in AP testing. The campus is concerned that this will affect performance.

Root Cause: The campus continues to push students to take at least one AP class every year.

Problem Statement 3: Only 72% of the Class of 2023 was able to obtain their College, Career & Military Readiness Indicators.

Root Cause: Most students achieved their CCMR on their TSI, AP, or SAT exams.

Problem Statement 4: Students who are not currently performing on level need interventions to help close their learning gaps.

Root Cause: Tier I instruction is not enough to help students get back to grade level performance, some students require Tier II and Tier III interventions.

Problem Statement 5: Academic growth in Math has shown a positive upward trend, while growth in English Language Arts has declined. This discrepancy indicates a need to evaluate current instructional practices, interventions, and student supports in ELA to ensure balanced progress across core content areas.

Root Cause: Lack of differentiated instruction to meet diverse reading levels. Reduced student engagement or stamina in reading and writing tasks.

Problem Statement 6: Not all of the graduates of Hendrickson High School are ready to enroll, enlist, or be employed.

Root Cause: Inconsistent implementation of college and career readiness programs (CCR). Limited exposure to real-world experiences (e.g., internships, job shadowing, military presentations). Gaps in soft skill development (communication, time management, professionalism). Inadequate access to or use of career interest inventories or pathway planning tools. Lack of collaboration between counselors, teacher

School Processes & Programs

School Processes & Programs Summary

The PLCs at HHS develop how to teach the curriculum after looking at the district's scope and sequence. The professional development of the campus is based on the needs of the teachers and bringing in new district initiatives. The campus has a Principal Leadership Team comprised of department chairs that help guide the decision-making process and inform and gather insight from all department members. The administration team is made up of a principal, an associate principal, and five assistant principals. Each administrator is in charge of a department and the five assistant principals are split by last name and are paired with a counselor to serve each student. The schedule is set up so that all content teachers have common planning times. Every staff member has the opportunity to lead extracurriculars at Hendrickson. The campus provides each student with a laptop. The plan is to utilize technology to better understand the content.

School Processes & Programs Strengths

The school has not had much turnover concerning department chairs. The core members of the Principal Leadership Team are mostly veteran teachers and staff who have served the campus for more than 5 years. The campus has strong PLCs that continue to improve on the work to ensure student achievement improves year to year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All staff members want to be involved in decision-making on the campus.

Root Cause: Staff need to be informed about decisions that are to be made in the future.

Problem Statement 2: All staff members will use all of the tools provided by the campus to communicate with families.

Root Cause: There is a lack of consistent expectations, training, and accountability around family communication tools.

Perceptions

Perceptions Summary

The staff of Robert E. Hendrickson High School believes that all students can achieve and go beyond their High School goals. Hendrickson prides itself on taking all students to the next level.

During the 2023-2024 school year, 964.6% of our student population attended school regularly. Our campus strives to implement strategies to encourage students to arrive on time and attend school daily to avoid missing vital instruction.

Based on the Upbeat survey data from the Spring of 2025, Professional Development, Parent-Teacher Communication, and School Safety and Order will be the focus as the campus heads into the 2025-2026 School Year.

Student Discipline

	2022-23	2023-24	2024-25
Percentage of students with discipline	9%	7%	7%

Perceptions Strengths

The Upbeat data from the Fall of 2023 to the Fall of 2024 shows that teachers felt valued and trusted other teachers and the administration. The teachers and staff care about the school and feel that they were able to make it better than the previous year.

The attendance rate at Hendrickson has risen over the past three years. The school has worked hard to ensure that teachers provide engaging lessons and that students continue to be connected to at least one extracurricular club or organization.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and Teacher communication and Instructional Leadership showed negative gains from Fall to Spring

Root Cause: Give teachers more tools to communicate and revisit the overall instructional plan at HHS

Problem Statement 2: Supporting teachers helps retain teachers.

Root Cause: Quality professional development leads to teacher retention.

Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: Hendrickson High School will provide team building, professional learning, and support as we continue to create the culture and systems to retain current staff at 85% or more by June 2026.

Evaluation Data Sources: Current staff roster

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 2: Hendrickson will recruit highly effective teachers to replace vacancies in the Spring of 2025.

Evaluation Data Sources: Attendance at job fairs by administration

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement at all performance levels on STAAR Algebra I EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Math Academic Growth from 78% to 85%

-Approaches from 87% to 92%

-Meets from 53% to 58%

-Masters from 13% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 2: By June 2026, there will be increases in Growth and Achievement at all performance levels on STAAR English I and English II EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 70% to 80%
- Approaches from 88% to 93%
- Meets from 77% to 82%
- Masters from 24% to 29%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 3: ELA will retain 90% of students in the advanced academics pathways throughout their time at HHS.

Evaluation Data Sources: Course selections, SchoolLinks

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 4: By June 2026, there will be increases in Achievement at all performance levels on STAAR U.S. History EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 98% to 100%
- Meets from 84% to 86%
- Masters from 54% to 60%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 5: By June 2026, there will be increases in Achievement at all performance levels on STAAR Biology EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 97% to 100%
- Meets from 79% to 85%
- Masters from 35% to 40%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 6: By June 2026, Hendrickson HS will increase growth and performance by 5% in all tested areas to include STAAR, AP, TSIA, SAT, and PSAT outcomes.

Evaluation Data Sources: STAAR, AP, TSIA, SAT, PSAT

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: To meet PfISD's 3E Promise of preparing all students for Employment, Enrollment or Enlistment after high school, the percentage of Class of 2026 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 92%. By Class of 2029, 100% of Graduates will be CCM-ready.

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school. Goals also align to an accountability CCMR rating of "A" (minimum 88%)

(see also addendums for CCMR goals by student group):

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 88%)

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 92%) - Reset to meet 3E Promise

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 95%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 97%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: CTE courses that offer an industry-based Certification will have a 95% participation rate and 5%-10% gain in overall passing rates.

Evaluation Data Sources: HHS CTE Program Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2026, Hendrickson's student attendance rate will increase from 94.7% in 2024-2025 to 96%. The rate of Chronic Absenteeism will be reduced by 3.7% from the estimated 2024-2025 rate of 14.2% to 10%.

Evaluation Data Sources: ADA Reports, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2025-2026 school year, HHS will reduce the disproportionality rates by 5% in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS), across all student groups, specifically for African American students, students receiving special education services, and African American students receiving special education services.

Evaluation Data Sources: Discipline Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Hendrickson HS will increase parental involvement by 20% from 10% of parents participating throughout the 2025-2026 school in the Parent University sessions held by counselors designed to improve school performance and school outcomes.

Evaluation Data Sources: Sign-in sheets, increased academic outcomes

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: Hendrickson High School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will maintain at A
- Domain 1 Rating will maintain at A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will maintain at A

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025

Addendums

CCMR Graduates Campus Goals - Hendrickson HS

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 89% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 (2023 Accountability Reports - Actual Outcomes for Goal-Setting)	Class of 2023 (Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Goals Reset to Meet PfISD 3E Promise	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
65%	72%	84%	88%		92%	95%	97%	100%
Actual Outcomes		89%						

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	45%	57%	72%	n/a	88%	n/a	69%	55%	57%	55%	83%	n/a	70%
Class of 2023 (Actual Outcomes for Goal-Setting)	62%	68%	81%	n/a	88%	n/a	67%	69%	58%	63%	94%	n/a	74%
Class of 2024	65%	71%	82%	n/a	89%	n/a	70%	72%	61%	66%	95%	n/a	77%
Actual Outcomes: Class 2024	83%	83%	93%	n/a	100%	n/a	94%	84%	85%	80%	86%	n/a	92%
Class of 2025	68%	72%	83%	n/a	90%	n/a	73%	75%	64%	69%	96%	n/a	78%
Actual Outcomes: Class 2025				n/a		n/a						n/a	
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	88%	88%	94%	n/a	100%	n/a	95%	88%	89%	85%	90%	n/a	94%
Actual Outcomes: Class 2026				n/a		n/a						n/a	
Class of 2027	94%	93%	96%	n/a	100%	n/a	97%	92%	92%	90%	93%	n/a	96%
Actual Outcomes: Class 2027				n/a		n/a						n/a	
Class of 2028	99%	98%	98%	n/a	100%	n/a	98%	96%	96%	95%	97%	n/a	98%
Actual Outcomes: Class 2028				n/a		n/a						n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029				n/a		n/a						n/a	

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

CCMR Targeted Strategies

Strategies are included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.