

COUNSELING CORNER

Academic Advising

We have concluded academic advising for grades 10th-12th. We are still working with feeder middle schools to wrap up rising 9th grade scheduling.

College and Career

- University of Arizona-March 17th
- Culinary Institute of Virginia-March 24th
- NOVA's Auto Tech and Welding Program 3/25

Tier 3 Students

Counselors are focusing on tier 3 students now and until the end of the year. We are assisting those struggling to make it across the finish line.

Reminders

- SAT Test Day Is April 15th. All Juniors will test for free. Seniors will be asynchronous that day.

Upcoming Events


- Application help session with NOVA on 3/18
- Course requests changes accepted until 4/30
- Sophomore Interview Day is on April 9th

Contact Info

Jenna Faust- Director of Counseling


Email: fausthjj@pwcs.edu

**State of the Pound
Hylton High School**
PAC Meeting
March 19, 2026




LEVEL UP

**Enrollment
2026-2027
1st Estimation**



Projected Enrollment for the 2025-2026 School Year	
9 th Graders =	405
10 th Graders =	449
11 th Graders =	492
12 th Graders =	448
Total Enrollment =	1794

**Estimated
Budget**




- Operating Budget = 21,693,423
- Total Staff Salaries = 97% of Operating Budget
 - 205 Staff Members
 - 53.4 Positions Covered by Fixed Allocation

Additional Staff Positions 25-26

- 1 Graduation Coach (Hired February 24-25)
- 3 Addition of ESOL Teachers due to teacher to student ratio change
- 1 Dean of Students

CP Update



Commitments

Commitment to Learning and Achievement for All

Theory of Action 1

What is the commitment?	How is success measured/changed?	What will look like... (expected impact outcomes)
<ul style="list-style-type: none"> High Quality Learning and Teaching High Quality Learning and Teaching High Quality Learning and Teaching 	<ul style="list-style-type: none"> High Quality Learning and Teaching High Quality Learning and Teaching High Quality Learning and Teaching 	<ul style="list-style-type: none"> High Quality Learning and Teaching High Quality Learning and Teaching High Quality Learning and Teaching

Strategic Priorities Learning and Achievement for All

Report Implementation Goal 1	Formative Review		
	2024	2025	2026
Report Goal: Algebra I & II pass rate from 70% to 80%, 85% to 90% for Sped students, and 90% to 95% for EL students.	70%	80%	90%

Report Implementation Goal 2	Formative Review		
	2024	2025	2026
Report Goal: 80% of students will achieve at least an 80% on higher order domain wide state assessment. 70% of Sped students will achieve at least an 80% on higher order state assessment. 70% of Sped students will achieve at least an 80% on higher order state assessment. 70% of Sped students will achieve at least an 80% on higher order state assessment.	70%	80%	90%

Report Implementation Goal 3	Formative Review		
	2024	2025	2026
Report Goal: Algebra I & II pass rate from 70% to 80%, 85% to 90% for Sped students, and 90% to 95% for EL students.	70%	80%	90%

Commitment 1: Learning and Achievement for All

Theory of Action 1

What is being done?	What is expected to be changed?	What will lead to a targeted impact outcome?
<p>Students will be able to compare & contrast different types of text (fiction & non-fiction) to determine the author's purpose and point of view.</p> <p>Students will be able to identify the main idea and supporting details of a text.</p>	<p>Students will be able to identify the main idea and supporting details of a text.</p> <p>Students will be able to identify the author's purpose and point of view.</p>	<p>Students will be able to identify the main idea and supporting details of a text.</p> <p>Students will be able to identify the author's purpose and point of view.</p>

Strategic Practices: Reading and Achievement for All 1

Request/Implementation Goal 1	Formative Review						
<p>Request Goal 1: All students will be able to identify the main idea and supporting details of a text.</p>	<p>Formative Review</p> <table border="1"> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	MON	TUE	WED			
MON	TUE	WED					

Request/Implementation Goal 2

Request/Implementation Goal 2	Formative Review						
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Request/Implementation Goal 3

Request/Implementation Goal 3	Formative Review						
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Commitment 2: Positive Climate and Culture

Theory of Action 1

What is being done?	What is expected to be changed?	What will lead to a targeted impact outcome?
<p>Students will be able to identify the main idea and supporting details of a text.</p> <p>Students will be able to identify the author's purpose and point of view.</p>	<p>Students will be able to identify the main idea and supporting details of a text.</p> <p>Students will be able to identify the author's purpose and point of view.</p>	<p>Students will be able to identify the main idea and supporting details of a text.</p> <p>Students will be able to identify the author's purpose and point of view.</p>

Strategic Practices: Positive Climate and Culture 1

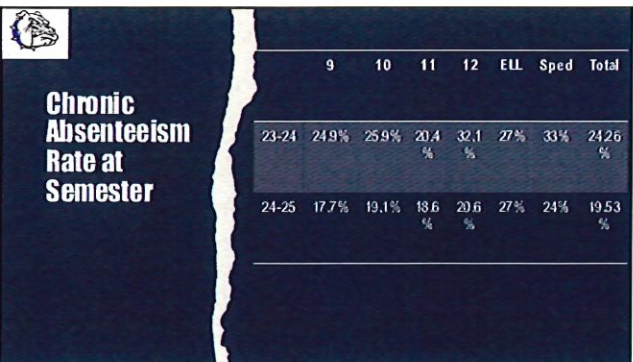
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Request/Implementation Goal 2

Request/Implementation Goal 2	Formative Review						
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Request/Implementation Goal 3


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Student Achievement Data - % of Failures in English at Semester

Subject	School Year 23-24	School Year 24-25
English 9	12.55%	18.26%
English 10	12.07%	12.04%
English 11	10.57%	7.24%
English 12	2.77%	4.47%




Student Achievement Data - % of Failures in History at Semester

Subject	School Year 23-24	School Year 24-25
World History/ Geo to 1500 Part I	9.77%	5.88%
World History/ Geo from 1500 Part II	21.74%	16.77%
US & VA History	14.05%	14.38%
US & VA Gov't	3.51%	4.90%




Student Achievement Data - % of Failures in Math at Semester

Subject	School Year 23-24	School Year 24-25
Algebra I	25.68%	33.33%
Algebra I, Part I	24.07%	43.18%
Algebra I, Part II	13.89%	21.43%
Geometry	33.33%	16.95%




Student Achievement Data - % of Failures in Science at Semester

Subject	School Year 23-24	School Year 24-25
Biology I	23.21%	13.20%
Chemistry I	7.82%	6.77%
Earth Science I	13.47%	9.93%
Environmental Science	15.63%	1.06%
Physics	15.38%	1.92%




9th Grade - % Core Passing at Semester

# of Courses Passing	4+	3	2	1	0
23-24	52%	21%	15%	7%	6%
24-25	57%	20%	12%	7%	5%
ESOL					




9th Grade - % Core Passing at Semester (ESOL Students)

# of Courses Passing ESOL	4+	3	2	1	0
23-24	34%	26%	22%	11%	8%
24-25	33%	23%	21%	12%	10%




9th Grade - % Core Passing at Semester (SPED Students)

# of Courses Passing SPED	4+	3	2	1	0
23-24	17%	34%	25%	8%	15%
24-25	25%	35%	13%	3%	24%



1st Semester Behavior Violations

Behavior Violations	2023-2024	2024-2025
Total	473	40
ACC Accumulated Offenses	2	
Allegations of Harassment		
BAP1 Classroom/Campus Disruption	55	6
BAP1 Eating/Drinking in Class		
BAP1 Sleeping in Class	2	
BAP2 Disruptive Demonstrations	9	
BAP3 Academic Dishonesty (cheating, plagiarism)	9	1



1st Semester Behavior Violations

BAP4 Tardiness	350	223
BAP5 Unexcused tardiness to school	5	1
BES01 Assault/Battery; No Bodily Injury		3

Athletic Participation 2024-2025

Fall Sport	Female Participation			Difference in Number of Females	Male Participation		
	YY 2022-23	SY 2023-24	SY 2024-25		YY 2022-23	SY 2023-24	SY 2024-25
Cross Country	7	11	10	3	6	6	9
Field Hockey	19	22	22	3	6	6	6
Football	6	0	1	1	9	11	17
Golf	1	1	7	2	10	7	8
Volleyball	11	25	22	1	0	0	0
Fall Total	60	64	62	-2	34	34	37

Athletic Participation 2024-2025

Winter Sport	Female Participation			Difference in Number of Females	Male Participation			Difference in Number of Males
	YY 2023-24	SY 2024-25	SY 2024-25		YY 2023-24	SY 2024-25	SY 2024-25	
Boys Basketball	1	1	2	1	20	20	21	2
Girls Basketball	26	1	16	1	1	1	1	1
Boys Ice Hockey	1	1	1	1	1	1	1	1
Girls Ice Hockey	11	1	11	1	1	1	1	1
Boys Soccer	1	1	1	1	1	1	1	1
Girls Soccer	2	2	2	1	1	1	1	1
Winter Total	42	6	43	12	34	34	35	1
