

January 19, 2012

Dear Parents,

Montgomery ISD is pleased to provide the following information about Montgomery High School. Included for your review is the School Report Card prepared by the Texas Education Agency which includes campus accountability rating, Texas Assessment of Knowledge and Skills (TAKS) passing rates and other indicators of school performance from 2010-2011. TAKS passing rates are reported for MHS, MISD, the state as a whole and a comparison group of schools with characteristics similar to MHS. The 2010-2011 School Report Card Definitions page contains explanations of the information included on the report.

Montgomery ISD is an *Acceptable* district with the high school receiving a *Recognized* rating for the third consecutive year. The testing achievement of Montgomery High School students is higher than the state average on every test at every grade level. We also received Gold Medal Acknowledgements in *College-Ready Graduates (Class of 2010)*, *Texas Success Initiative (TSI) ELA*, *Texas Success Initiative (TSI) Mathematics* and *Commended on Social Studies*. In TAKS Reading/ ELA our students outscored the State average by eight percentage points. In TAKS Social Studies our students outscored the State average by four percentage points. In TAKS Math our students passed at 91 percent, outscoring the State by seven percentage points and in TAKS Science, Montgomery High students passed at 94 percent, exceeding the State average by eleven percentage points. In all of our subgroups, we experienced gains in student performance. Of the 10 tests administered at the high school level, MHS students outscored the state on every test, ranging from 1% in 11th grade Social Studies to 20% in 9th grade Math.

I am proud and encouraged by the academic results presented in this school report card, but understand that improvements can be made. This year, our 9th grade students will take STAAR instead of TAKS while all other tested students will continue to take TAKS. We, the MHS staff, are committed to continuous improvement. The 2011-2012 Campus Improvement Plan continues to address initiatives to ensure that all of our students learn at high levels. One initiative from our *Needs Assessment* is the transition to STAAR. At MHS, and throughout MISD, we continue to refine our curriculum to best support *College Readiness* in all core subject areas. Montgomery High School is working to improve all students' academic performance and improve the rating earned by the school. *Exemplary* is our goal and with the support of parents, teachers and students, we will be successful.

Sincerely,



Phil Eaton

Principal

2010-11 School Report Card

School Name: MONTGOMERY H S

School Number: 170903002

2011 School Accountability Rating: Recognized

Gold Performance Acknowledgments:

College-Ready Graduates (Class of 2010)
Texas Success Initiative (TSI) ELA
Texas Success Initiative (TSI) Mathematics
Commended on Social Studies

District Name: MONTGOMERY ISD

2011 District Accountability Rating: Academically Acceptable

School Name: MONTGOMERY H S
School Number: 170903002
District Name: MONTGOMERY ISD

School Enrollment: 1,994
Grade Span: 09 - 12
School Type: Secondary

					School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
					State Average	District Average	School Group Median						
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator) @													
Reading/ELA	2011	90%	96%	96%	98%	96%	97%	98%	> 99%	> 99%	*	> 99%	96%
	2010	90%	96%	97%	98%	90%	97%	98%	> 99%	n/a	n/a	n/a	96%
Mathematics	2011	84%	94%	88%	91%	76%	89%	91%	93%	> 99%	*	> 99%	85%
	2010	84%	94%	88%	90%	72%	88%	91%	77%	n/a	n/a	n/a	86%
Science	2011	83%	92%	91%	94%	74%	90%	95%	> 99%	> 99%	*	*	85%
	2010	82%	93%	90%	93%	82%	85%	94%	75%	n/a	n/a	n/a	86%
Soc Studies	2011	95%	99%	98%	99%	92%	99%	99%	> 99%	> 99%	*	*	97%
	2010	94%	98%	97%	98%	90%	97%	99%	> 99%	n/a	n/a	n/a	97%
All Tests	2011	76%	90%	83%	89%	68%	84%	90%	93%	> 99%	*	> 99%	80%
	2010	76%	90%	83%	88%	71%	84%	89%	77%	n/a	n/a	n/a	81%
Students Not Tested Due to Exemptions													
LEP Exempt	2011	0.9%	0.5%	0.0%	0.3%	0.0%	2.5%	0.0%	0.0%	0.0%	-	0.0%	0.6%
	2010	0.9%	0.3%	0.0%	0.1%	0.0%	1.2%	0.0%	0.0%	0.0%	-	*	0.3%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)													
Reading/ELA	2011	47%	65%	67%	76%	80%	*	77%	*	*	*	*	86%
	2010	50%	70%	68%	70%	*	*	67%	*	*	*	*	67%
Mathematics	2011	42%	56%	55%	51%	40%	43%	54%	*	*	*	*	53%
	2010	45%	59%	61%	43%	38%	55%	42%	*	*	*	*	42%
Attendance Rate @													
2009-10		95.5%	95.8%	95.7%	95.1%	95.4%	95.2%	95.1%	94.9%	96.8%	*	*	94.0%
2008-09		95.6%	95.5%	95.8%	94.8%	95.4%	95.3%	94.7%	95.3%	n/a	n/a	n/a	93.3%
Annual Dropout Rate (Gr 9-12) @													
2009-10		2.4%	0.2%	0.4%	0.2%	0.0%	0.4%	0.2%	0.0%	0.0%	*	*	0.3%
2008-09		2.9%	0.5%	0.4%	0.5%	0.0%	0.0%	0.6%	0.0%	n/a	n/a	n/a	0.5%

School Name: MONTGOMERY H S
 School Number: 170903002
 District Name: MONTGOMERY ISD

T E X A S E D U C A T I O N A G E N C Y
 2010-11 School Report Card

Page 2
 School Enrollment: 1,994
 Grade Span: 09 - 12
 School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
4-Year Completion Rate (Gr 9-12) @												
Class of 2010												
Graduated	84.3%	94.1%	96.6%	94.1%	100.0%	85.7%	94.8%	*	n/a	n/a	n/a	90.5%
Received GED	1.3%	0.7%	0.4%	0.7%	0.0%	0.0%	0.9%	*	n/a	n/a	n/a	1.6%
Continued HS	7.2%	3.4%	1.2%	3.4%	0.0%	14.3%	2.3%	*	n/a	n/a	n/a	6.3%
Dropped Out	7.3%	1.7%	1.4%	1.7%	0.0%	0.0%	2.0%	*	n/a	n/a	n/a	1.6%
Class of 2009												
Graduated	80.6%	90.2%	95.3%	90.2%	90.9%	75.0%	92.1%	*	n/a	n/a	n/a	78.6%
Received GED	1.4%	1.8%	0.5%	1.8%	9.1%	0.0%	1.4%	*	n/a	n/a	n/a	3.6%
Continued HS	8.6%	5.2%	1.5%	5.2%	0.0%	25.0%	3.2%	*	n/a	n/a	n/a	10.7%
Dropped Out	9.4%	2.8%	1.9%	2.8%	0.0%	0.0%	3.2%	*	n/a	n/a	n/a	7.1%
5-Year Extended Completion Rate (Gr 9-12) @												
Class of 2009												
Graduated	85.1%	94.2%	96.4%	94.2%	90.9%	92.6%	94.7%	*	n/a	n/a	n/a	85.2%
Received GED	1.9%	2.2%	0.7%	2.2%	9.1%	0.0%	1.8%	*	n/a	n/a	n/a	3.7%
Continued HS	2.1%	0.9%	0.0%	0.9%	0.0%	3.7%	0.7%	*	n/a	n/a	n/a	1.9%
Dropped Out	10.8%	2.8%	2.2%	2.8%	0.0%	3.7%	2.8%	*	n/a	n/a	n/a	9.3%
Class of 2008												
Graduated	83.4%	97.0%	95.8%	97.0%	92.0%	100.0%	97.0%	*	n/a	n/a	n/a	96.3%
Received GED	2.1%	1.4%	0.9%	1.4%	0.0%	0.0%	1.6%	*	n/a	n/a	n/a	0.0%
Continued HS	2.4%	0.3%	0.3%	0.3%	0.0%	0.0%	0.3%	*	n/a	n/a	n/a	0.0%
Dropped Out	12.2%	1.4%	3.0%	1.4%	8.0%	0.0%	1.0%	*	n/a	n/a	n/a	3.7%
Completion Rate I (Graduates and Continuers) @												
Class of 2010	91.4%	97.6%	97.9%	97.6%	100.0%	100.0%	97.1%	*	n/a	n/a	n/a	96.8%
Class of 2009	89.2%	95.4%	97.2%	95.4%	90.9%	100.0%	95.4%	*	n/a	n/a	n/a	89.3%
Recommended HS and Distinguished Achievement @ Program Graduates												
Class of 2010	82.7%	76.7%	82.2%	76.7%	47.4%	65.1%	79.3%	*	100.0%	*	-	56.5%
Class of 2009	82.5%	78.1%	82.4%	78.1%	30.0%	71.4%	80.1%	*	n/a	n/a	n/a	59.2%
Texas Success Initiative (TSI) Higher Education Readiness Component												
Eng Lang Arts 2011												
	66%	83%	74%	83%	71%	81%	84%	*	89%	*	*	76%
	60%	76%	70%	76%	56%	71%	77%	*	> 99%	*	*	67%
Mathematics 2011												
	69%	81%	76%	81%	48%	71%	85%	*	> 99%	*	*	72%
	66%	80%	76%	80%	67%	61%	83%	*	80%	*	*	67%

T E X A S E D U C A T I O N A G E N C Y
2010-11 School Report Card

School Name: MONTGOMERY H S
School Number: 170903002
District Name: MONTGOMERY ISD

School Enrollment: 1,994
Grade Span: 09 - 12
School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
SAT/ACT Results @												
Tested												
Class of 2010	62.6%	66.9%	70.3%	66.9%	78.6%	58.3%	66.8%	*	83.3%	*	-	n/a
Class of 2009	61.5%	67.9%	69.7%	67.9%	?	47.4%	68.5%	*	n/a	n/a	n/a	n/a
At/Above Criterion												
Class of 2010	26.9%	36.9%	30.0%	36.9%	18.2%	23.8%	39.3%	*	60.0%	*	-	n/a
Class of 2009	26.9%	36.3%	25.9%	36.3%	*	22.2%	37.6%	*	n/a	n/a	n/a	n/a
Average SAT Score												
Class of 2010	985	1028	1020	1028	940	967	1038	*	*	-	-	n/a
Class of 2009	985	1051	1008	1051	*	1011	1057	*	n/a	n/a	n/a	n/a
Average ACT Score												
Class of 2010	20.5	22.8	21.7	22.8	17.5	20.5	23.3	-	*	*	-	n/a
Class of 2009	20.5	22.8	21.1	22.8	*	*	23.0	-	n/a	n/a	n/a	n/a

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School Number: 170903002
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School Enrollment: 1,994
Grade Span: 09 - 12
School Type: Secondary

	State Average	District Average	School Group Average	School
Class Size Averages by Subject				
Secondary: English/Language Arts	17.3	22.8	17.9	22.4
Foreign Languages	19.0	22.2	19.2	22.7
Mathematics	17.9	22.8	18.1	22.8
Science	19.0	22.7	20.0	22.6
Social Studies	19.6	25.1	21.0	25.4
Number of Students per Teacher	14.7	15.5	13.9	14.4
Instructional Staff Percent **	64.4%	61.2%	n/a	n/a
Instructional Expenditure Ratio **	65.3%	61.4%	n/a	n/a
Expenditures per Student (2009-2010):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$6,953	\$7,383
Instruction (11,95)			\$4,731	\$4,963
Instructional-Related Services (12,13)			\$189	\$126
Instructional Leadership (21)			\$69	\$50
School Leadership (23)			\$474	\$493
Support Services-Student (31,32,33)			\$339	\$422
Other Campus Costs (35,36,51,52,53)			\$1,151	\$1,330

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- *** For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>. A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.

2010-11 School Report Card Definitions

School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, the annual dropout rate and two new indicators: Commended Performance and English Language Learner Progress Indicator. Standards for all five indicators must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged). Note that for this year, new federal definitions are used for race and ethnicity. Most indicators that show performance for 2009-10 and earlier show race and ethnicity using the former definitions.

Gold Performance Acknowledgment (GPA): Schools may also qualify for GPAs for high performance on *Advanced Course/Dual Enrollment, Attendance, AP/IB, College-Ready Graduates, Commended Performance on TAKS, Comparable Improvement, SAT/ACT, Recommended High School Program, or Texas Success Initiative.*

Paired Schools: Schools that report enrollment but do not have grades in which the TAKS test is given (such as K–2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings.

Indicators of Student Performance *(Report shows only those indicators that apply, depending on grade span at the school.)*

TAKS Met 2011 Standard: The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for TAKS (Accommodated), VCMU Modified, and TAKS Alternate are included for all grades and subjects.

TAKS Progress: This indicator is shown only for alternative education campuses (AEC) rated under alternative education accountability (AEA) procedures. It is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects, to provide a single measure. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). While exit-level TAKS retests are included, students who take multiple TAKS exit-level retests are included only when the passing standard is met.

Students Not Tested Due to Exemptions: The report shows the percent of students who were exempted on every test because he or she received a limited-English proficiency (LEP) exemption and took only the *Texas English Language Proficiency Assessment System (TELPAS)* test.

Progress of Prior Year TAKS Failers: This measure shows the percent of students who failed the TAKS in the previous year but passed in the current year.

Student Success Initiative (SSI): Students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* This presents two calculations for students who failed all administrations of the reading (or mathematics) test in 2010: For those who were promoted to the next grade, the first measure shows the percentage that passed the reading (or mathematics) test in 2011. For those who were retained, the second measure shows the percent that passed the grade reading (or mathematics) test in 2011. The same information is presented for the previous year.

Recommended HS and Distinguished Achievement Program Graduates: The report shows the percent of graduates for the classes of 2010 and 2009 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

Attendance Rate: The report shows the attendance rate for the entire school year for students in grades 1-12.

Annual Dropout Rate: Depending on the grade span at the school, one or two of the following three rates are shown: *Annual Dropout Rate (Gr 7-8)*, *Annual Dropout Rate (Gr 7-12)*, and *Annual Dropout Rate (Gr 9-12)*. The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percent of the number of students in attendance in those grades.

Completion Rates: These indicators show the status of students after 4 years in high school (*4-Year Completion Rate*) or after 5 years in high school (*5-Year Extended Completion Rate*). The 4-year rate includes students who first attended ninth grade in 2006-07, showing their final status with the class of 2010. The 5-year rate includes students who first attended ninth grade in 2005-06, showing their final status by the fall of 2010. These show the percent of students who graduated, received a GED, continued high school, or dropped out. *Completion Rate I* sums the 4-year percent of students who graduated or continued high school. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program to improve student success in college. This indicator shows the percent of students who scored high enough on the TAKS to be exempted from the TSI requirements.

SAT/ACT Results: The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2010 and 2009.

School Characteristics

Class Size Averages by Grade and Subject: Class sizes are calculated from teacher class schedules. For example, the number of students in science is summed and divided by a count of the science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Number of Students per Teacher: The report shows the total number of students in membership, divided by the total number of teachers (expressed as full-time equivalents) at the school.

Instructional Staff Percent: This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2010-11 school year.

Instructional Expenditure Ratio: This measure shows the percent of the district’s total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities.

Expenditures per Student: This value shows actual 2009-10 expenditures for groups of functions divided by the total number of 2009-10 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

Comparisons Provided

For almost every indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group) and the school (School - All Students). The school “group” is a set of 40 other Texas public schools that are demographically similar to this school. District and state comparisons are not shown for the expenditure information, because they are not comparable to the school-level calculations.

Special Symbols

- @ - For Asian, Pacific Islander and Two or More Races on indicators that use the former race/ethnicity definitions, *n/a* is shown. See the Glossary for details.
- An *asterisk* (*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.
- Two asterisks (**) refer to a Chapter 44 measure. For more information, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

Definiciones para la Calificación Escolar 2010-11

Clasificación Escolar

La clasificación de las escuelas (*Accountability Rating*) está basada en el porcentaje de estudiantes quienes pasan el TAKS, las tasas de finalización de la preparatoria, las tasas de desertores escolares, y dos índices nuevos: progreso laudable y el índice del progreso de los estudiantes que están aprendiendo inglés. Los estándares para los cinco índices deben de ser satisfechos por todos los estudiantes (*All Students*) y por las varias otras agrupaciones de estudiantes (Africano Americano, Hispano, Blanco, y Con Desventaja Económica). Note que para este año se usan las nuevas definiciones federales para raza y origen étnico. La mayoría de los índices con información de 2010 y antes usan las definiciones anteriores.

Gold Performance Acknowledgment - Reconocimiento de Progreso Académico Dorado.- Escuelas y distritos pueden calificar para el Reconocimiento Dorado por el desempeño de sus estudiantes en: Cursos Avanzados (*Advanced Courses*), Exámenes AP/IB, Tasa de Asistencia (*Attendance*), Graduados Preparados para la Universidad (*College-Ready Graduates*), Progreso Laudable en el TAKS (*Commended Performance on TAKS*), Mejoramiento Comparable (*Comparable Improvement*), Exámenes SAT/ACT, el Programa Recomendado de Preparatoria (*Recommended High School Program*), y/o en la Iniciativa de Éxito para Texas (*Texas Success Initiative*).

Paired Schools - Escuelas Par.- Estas son las escuelas que reportaron inscripciones pero no tienen grados en los cuales se administró el TAKS (como escuelas de Kinder a 2º grado) y éstas fueron hechas par con las escuelas que reciben a sus estudiantes con el fin de determinar sus calificaciones escolares.

Índices de Progreso Académico de los Estudiantes *(El reporte muestra índices pertinentes a su escuela, dependiendo de los grados escolares de ésta.)*

TAKS Met 2011 Standard: Cumplió con el Estándar 2011 del TAKS.- La prueba TAKS es una evaluación estatal que se administra a los estudiantes de las escuelas públicas de Texas en los grados del 3º al 11º. El TAKS mide qué tanto un estudiante ha logrado aprender, comprender y es capaz de aplicar importantes conceptos y habilidades correspondientes a cada nivel escolar. Los estudiantes son examinados en Letras y Artes de la Lengua Inglesa (*English Language Arts*) (10º al 11º grado), Lectura (*Reading*) (3º al 9º grado), Matemáticas (*Mathematics*) (3º al 11º grado), Redacción (*Writing*) (4º y 7º grado), Ciencias Naturales (*Science*) (5º, 8º, 10º y 11º grado) y Ciencias Sociales (*Social Studies*) (8º, 10º y 11º grado). Los resultados en el reporte incluyen solo a los estudiantes inscritos en el distrito hasta el último viernes de octubre. Estos resultados se suman a través de todos los grados examinados en dicha escuela. Los resultados de la prueba *TAKS (Accommodated)*, *TAKS Alternate*, y *TAKS Modified* están incluidos para ciencias naturales, ciencias sociales, y todos los sujetos en el 11º grado.

TAKS Progress: Progreso en el TAKS.- Este índice se reporta solamente para las escuelas de educación alternativa que han sido clasificadas bajo los procedimientos del Sistema de Clasificación Alternativa (*AEA: Alternative Education Accountability*). Está basada en el número de pruebas tomadas. Esta suma los resultados en los exámenes del 3º al 12º grado y para todas las materias para proveer con una medida única. Los resultados de aquellos quienes re-tomaron el TAKS de egreso también están incluidos en esta medida. Si un estudiante toma un examen más de una vez, solamente se incluye resultados de los exámenes que aprobó.

Students Not Tested Due to Exemptions: Estudiantes No Examinados Debido a Exenciones.- Este es el porcentaje de estudiantes exentos en cada prueba, porque él o ella ha recibido una exención por competencia limitada en inglés (*LEP exemption*) y tomaron solamente la prueba *TELPAS*.

Progress of Prior Year TAKS Failers: Progreso de los Reprobados en el TAKS del año previo.- Esta medida muestra el porcentaje de estudiantes quienes reprobaron el TAKS en el año previo y lo aprobaron en el año actual.

Student Success Initiative (SSI): Iniciativa para el Éxito Estudiantil.- Estudiantes en 5º y 8º grado deben pasar el TAKS en lectura y matemáticas para pasar al 6º y 9º grado. Se les dan tres oportunidades para pasar. Dependiendo de su escuela, el reporte muestra 4 medidas: (1) Estudiantes que Requieren Instrucción Acelerada (*Students Requiring Accelerated Instruction*) – por materia y por grado, los estudiantes quienes no pasaron el TAKS durante la primera administración. A estos estudiantes se les debe proveer con instrucción acelerada; (2) Estándar Cumplido del TAKS Cumulativo (*TAKS Cumulative Met Standard*) – el porcentaje de estudiantes (no duplicados) quienes tomaron y aprobaron el TAKS ya sea la primera y la segunda administración combinadas; (3) Reprobados del TAKS y Pasados por el Comité de Colocación de Grados Escolares (*TAKS Failers Promoted by Grade Placement Committee*) – el porcentaje de estudiantes quienes reprobaron todas las veces que fueron examinados en el TAKS de lectura y fueron avanzados al próximo grado por el comité de colocación. (4) Estudiantes quienes cumplieron con el estándar del TAKS (reprobaron en el previo) (*TAKS Met Standard (Failed in previous year)*) – presenta dos cálculos para estudiantes quienes reprobaron todas las administraciones del examen de lectura (o matemáticas) en 2010. Para aquellos quienes fueron avanzados. La primera medida es el porcentaje de los que pasaron el examen 2011 de lectura (o matemáticas). Para los que fueron retenidos, la segunda medida muestra el porcentaje quienes subsecuentemente pasaron el examen de lectura (o matemáticas) en 2011. La información también se reporta para 2010.

Attendance Rate: Tasa de Asistencia.- Este reporte muestra la tasa de asistencia estudiantil del 1º al 12º grado para el año escolar entero.

Annual Dropout Rate: Índice Anual de Deserción Escolar.- Dependiendo de la escuela, una o dos de las siguientes tasas pueden ser reportadas: Tasa de deserción anual (7º y 8º) (*Annual Dropout Rate (Gr. 7-8)*); Tasa de deserción anual (7º- 12º) (*Annual Dropout Rate (Gr 7-12)*); y (3) Tasa de deserción anual (9º- 12º) (*Annual Dropout Rate (Gr 9-12)*) muestra el porcentaje de estudiantes en esos grados que abandonaron sus estudios.

Completion rate: Tasas de finalización escolar.- Estos índices muestran el estatus de estudiantes después de 4 años en high school (*4-Year Completion Rate*), o después de 5 años en high school (*5-Year Extended Completion Rate*). El índice de 4 años incluye estudiantes que empezaron el 9º grado en 2006-07 y muestra su estatus en 2010. El índice de 5 años incluye estudiantes que empezaron el 9º grado en 2005-06 y muestra su estatus en 2010. Cada presenta el porcentaje de estudiantes quienes se graduaron, recibieron un GED, continuaron en la escuela, o desartaron sus estudios. La Tasa de Finalización I (*Completion Rate I*) agrega el porcentaje de estudiantes quienes se graduaron o continúan en la preparatoria. La misma información ha sido reportada para los graduados en el 2010. Tasa de Finalización II (*Completion Rate II*) se presenta para escuelas alternativas.

Recommended HS and Distinguished Achievement Program Graduates: Programa Recomendado de Preparatoria y Logros Distinguidos.- En este reporte se puede hallar el porcentaje de estudiantes que se graduaron en el 2010 y el 2009 quienes cumplieron los requisitos del Programa Recomendado de Preparatoria (*Recommended High School Program*) de la Mesa Directiva de Educación del Estado de Texas (*SBOE*) o el programa de Logros Distinguidos (*DAP*).

Texas Success Initiative (TSI): Iniciativa de Éxito para Texas.- Esta iniciativa (*The Texas Success Initiative*) es un programa diseñado para mejorar los logros de los estudiantes en el ámbito universitario. Este índice muestra el porcentaje de estudiantes cuyo desempeño en el TAKS amerita que se les exente de los requisitos del TSI.

SAT/ACT Results: Resultados de las Pruebas SAT/ACT.- Esta tasa tiene cuatro medidas: (1) Examinados (*Tested*) indica el porcentaje de estudiantes graduados que tomaron ya sea el examen SAT o el ACT; (2) Obtuvieron puntuación a nivel “calificación criterio” o superior (*At/Above Criterion*) indica el porcentaje de estudiantes graduados quienes obtuvieron la puntuación para “calificación criterio”(o la superaron) en el SAT o el ACT (la “calificación criterio” en el SAT es de 1,110 puntos y de 24 puntos en el ACT); y (3) & (4) Promedio de calificaciones en el SAT (*Average SAT Score*) y el ACT (*Average ACT Score*) reporta los promedios en el SAT y el ACT. Estos se reportan para las generaciones del año 2010 y 2009.

Características de la Escuela

Class Size Averages by Grade and Subject: Tamaño Promedio del Salón Escolar por Grado y Materia.- El tamaño promedio de los salones de clases se calcula utilizando los horarios de clases que imparten los maestros. Por ejemplo, se suma el número de estudiantes en ciencias naturales y se divide por el número de clases de ciencias naturales. Las clases de primaria se presentan por grado; las de secundaria se presentan por materia.

Number of Students per Teacher: Número de Estudiantes por Maestro.- El reporte indica el número total de estudiantes dividido por el número total de maestros (expresado en términos de tiempo completo) en la escuela.

Instructional Staff Percent: Porcentaje del Personal de Instrucción.- Esta medida indica el porcentaje del total de empleados de tiempo completo cuya descripción de sus funciones de trabajo es la de proveer instrucción directa en el salón de clases a estudiantes durante el año escolar 2010-11.

Instructional Expenditure Ratio: Tasa de Gastos de Instrucción.- Esta medida muestra el porcentaje del total actual de los gastos del distrito para el año fiscal 2009-10 que fueron utilizados para pagar actividades de instrucción directa (*direct instructional activities*).

Expenditures per Student: Gastos por Estudiante.- Esta medida muestra los gastos actuales durante el año escolar 2009-10 para varios grupos de funciones dividida por el número de estudiantes en 2009-10. Note que los gastos reportados no son la cantidad que se gastó en actualidad para cada estudiante, pero es un promedio del total (*per-pupil average of the total*). Estos gastos por estudiante son reportados por gastos totales en cada una de las seis agrupaciones de categorías de operaciones.

Comparaciones Reportadas

Para casi todos estos índices, el reporte muestra los resultados para todos los estudiantes en varias categorías, a nivel del estado (*State Average*), del distrito (*District Average*), del grupo de comparación escolar (*School Group*) y del plantel escolar (*School—All Students*). El grupo escolar está compuesto de 40 otras escuelas en Texas que son demográficamente similares a su escuela. Las comparaciones de la información sobre gastos a nivel del distrito y del estado no se reportaron porque no son comparables a los cálculos hechos a nivel de la escuela.

Símbolos Especiales

- @ - Para asiáticos, población originaria de las islas del Pacífico, o personas de dos o más razas, en índices que usan las definiciones anteriores, no hay información, y se usa *n/a*. Véase el glosario del AEIS para más detalles.
- Un asterisco (*) para un índice del TAKS indica que se registraron menos de 5 estudiantes en dicha categoría, incluyendo cero estudiantes; para el resto de los índices, un asterisco quiere decir que menos de 5 estudiantes estaban en la categoría, excluyendo cero estudiantes.
- Un guión (-) para un índice [excepto el TAKS] indica que no hay estudiantes para esa categoría.
- *n/a* - significa que no existe información disponible o que la información no es pertinente.
- Un signo de interrogación (?) indica que la información fluctúa fuera de parámetros razonables.
- >99% se usa para representar información que es equivalente o vale cerca de 100%; <1% se usa para representar progreso cerca o equivalente a 0%.
- Dos asteriscos (**) indica información bajo *Chapter 44*. Para más detalles véase <http://www.tea.state.tx.us/index4.aspx?id=3881>

MHS Report Card 2010 – 2011

- *Twelve MHS Seniors place in the top five teams out of 1055 in the 2010 Houston Regional Stock Market game competition sponsored by Merrill Lynch and the Texas Council for Economic education.
- *One Lady Bear Band member is selected to perform with the All State Band in San Antonio.
- *The Bear Band received a rating of excellent in Concert and SightReading at the Region 9 UIL Band Contest. The Symphonic Band brought home the coveted Sweepstakes Trophy.
- *Four choir students make the Texas All State Choir.
- *MHS Choir Department earns 127 medals at the UIL Solo and Ensemble Contest.
- *Two MHS debate students qualified for State in Extemporaneous Speaking.
- *Two Senior debate students qualify for State by winning first place at the UIL District meet.
- *Academic Decathlon Team finished third in Regionals and earned 47 individual medals; nine members are advancing to State competition.
- *MHS Theatre advances to Region Competition.
- *MHS Theatre places 3rd in the Region Competition earning All-Star Cast, Best Technician and Best Crew honors.
- *MHS Student is named Montgomery County Fair Queen.
- *One MHS FFA Student earns Grand Champion for her Broiler.
- *Several Bonnie Belles earned Division I honors at the DanceLine competition.
- *MHS Marine Corps JROTC placed second overall at Caney Creek's annual Field Meet.
- *Lady Bear Volleyball advances to Regional Quarter Finals.
- *Bear Football advances to the State Quarter Finals.
- *Twenty-six Bear football players earn Academic All District Honors; five earn All-Montgomery County honors.
- *Two Bear football players selected to the Associated Press All-State Team and two are selected to the all greater Houston team by VYPE magazine.
- *Three Bear football players are selected to the Texas Sports Writers Association All State Football Team.
- *Eight Bear football players receive Academic All-State recognition.
- *Two Bear Powerlifters qualify for the Texas High School Powerlifting State Championships.
- *Two Montgomery Powerlifters became the first ever multiple medalist team at the State Powerlifting Championship.
- *At the State Swimming and Diving championships students broke the school record in the 200 and 500 freestyles, the 100 backstroke, and the 200 medley relay and 400 free relay.
- *Four swimmers make the all-State team; Ten receive 2nd place honors.
- *Several swimmers and divers qualify for State.
- *Lady Bear Soccer and Boys Soccer earn District Champ titles.
- *Lady Bear Soccer wins the Area Championship.
- *Five Lady Bear Soccer players earn first team All-District honors and four earn 2nd team All-District.
- *Bear Soccer are area champions and made Montgomery history being the first soccer team to win sectionals and move onto the fourth round of playoffs.
- *Boys Golf dominate District 17-AAAA Tournament in College Station. The Bears took 10 of the 15 individual positions; two golfers make first team and four make second team.
- *Congratulations to Lady Bear Gold and Purple Teams for placing 1st and 2nd at the District 17-4A Golf Tournament.

- *Golf History was made when the Lady Bears and Bears qualify 4 teams to play at the Region III-4A Tournament.
- *Four Lady Bear Golfers make 1st Team All-District.
- *The Lady Bear Purple Golf Team won their 15th consecutive Region III-4A championship; Two Lady Bear Golfers made First Team All-Region.
- *One Lady Bear Golfer makes Academic All-State and five Lady Bear and Bear golfers make 2nd team.
- *Lady Bear Golf wins State for the tenth time in eleven years.
- *Bear Varsity Tennis Team finishes District undefeated for the seventh year in a row.
- * Montgomery Tennis Teams earn silver and bronze medals at State.
- *Montgomery Varsity tennis is awarded first place overall at District with double the points of the closest school and advance to Regionals.
- *Congratulations to Boys Varsity track for securing a second place finish in District 17 4-A. A total of 10 Bears qualified for further competition at the regional meet.
- *Congratulations to one Lady Bear Track student, breaking her own school record in the 200 meter dash at the State Track and Field competition.
- *Congratulations to three Bear basketball players for being selected to the Texas Association of Basketball coaches Academic All-State Team.
- *The Lady Bear Softball team clinched their 3rd District Championship in a row.
- *One Lady Bear earns the District 17-4A MVP award; one earns the District 17-4A Offensive Player of the Year award ; One earns the District 17-4A Pitcher of the Year award; one earns first team catcher; two earn 1st team infield; one earns 1st team utility player.
- * Ten Lady Bear Softball players receive Academic All-District Honors.