



Montgomery Junior High School

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January 26, 2012

Dear Parent,

Attached you will find a copy of the State of Texas 2010-11 School Report Card for Montgomery Junior High. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in the public schools. The report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed "2010-11 School Report Card Definitions." The report for our school may or may not have all the information described, because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the information be provided for the state, the district, the school, and a group of schools similar to our school. Where possible, the information must be reported by ethnicity and socio-economic status of the students and must include at least two years of results. Please note that Montgomery Junior High School has continued to improve and maintain our high scores in all academic areas. **This resulted in our school receiving a School Accountability Rating of Recognized for the 2010-11 school year. Our test results also qualified Montgomery Junior High for additional acknowledgment by exceeding the 2011 Gold Performance Standards set by the State Legislature in Reading/ELA, Writing, and Social Studies.** These high ratings and acknowledgments are a direct result of the hard work put forth by the students, teachers, and parents of Montgomery Junior High School.

The School Report Cards can be found on the internet at:

<http://ritter.tea.state.tx.us/perfreport/src/2011/campus.srch.html>

A more complete report about Montgomery Junior High, the Academic Excellence Indicator System (AEIS) report, is available by contacting my office or can be accessed online at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2011/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of our school and programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Duane McFadden". The signature is fluid and cursive.

Duane McFadden, Principal
Montgomery Junior High

2010-11 School Report Card

School Name: MONTGOMERY J H

School Number: 170903042

2011 School Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Social Studies

District Name: MONTGOMERY ISD

2011 District Accountability Rating: Academically Acceptable

School Name: MONTGOMERY J H
School Number: 170903042
District Name: MONTGOMERY ISD

School Enrollment: 1,098
Grade Span: 07 - 08
School Type: Middle

					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%	96%	85%	95%	97%	> 99%	93%	*	95%	91%
	2010	90%	96%	96%	95%	88%	94%	96%	*	n/a	n/a	n/a	91%
Mathematics	2011	84%	94%	96%	94%	73%	94%	96%	50%	93%	*	90%	87%
	2010	84%	94%	94%	94%	80%	93%	95%	*	n/a	n/a	n/a	88%
Writing	2011	92%	97%	98%	97%	96%	96%	97%	*	91%	*	> 99%	92%
	2010	93%	97%	97%	98%	96%	92%	99%	*	n/a	n/a	n/a	96%
Science	2011	83%	92%	92%	88%	82%	83%	89%	*	*	*	75%	77%
	2010	82%	93%	90%	93%	96%	94%	94%	*	n/a	n/a	n/a	91%
Soc Studies	2011	95%	99%	98%	98%	91%	95%	99%	*	*	*	> 99%	97%
	2010	94%	98%	98%	99%	> 99%	98%	99%	*	n/a	n/a	n/a	97%
All Tests	2011	76%	90%	88%	87%	63%	85%	89%	50%	86%	*	80%	75%
	2010	76%	90%	88%	89%	73%	85%	90%	*	n/a	n/a	n/a	81%
Students Not Tested Due to Exemptions													
LEP Exempt	2011	0.9%	0.5%	0.0%	0.5%	0.0%	4.9%	0.0%	0.0%	0.0%	*	0.0%	0.3%
	2010	0.9%	0.3%	0.0%	0.4%	0.0%	3.6%	0.0%	0.0%	0.0%	-	0.0%	0.4%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)													
Reading/ELA	2011	47%	65%	61%	73%	55%	71%	78%	*	*	*	*	62%
	2010	50%	70%	61%	80%	80%	86%	79%	*	*	*	*	72%
Mathematics	2011	42%	56%	55%	57%	45%	57%	61%	*	*	*	*	43%
	2010	45%	59%	52%	67%	57%	71%	70%	*	*	*	*	56%
Student Success Initiative													
Grade 8 Reading													
Students Requiring Accelerated Instruction	2011	11%	3%	4%	3%	14%	10%	2%	*	*	*	< 1%	5%
	2010	10%	3%	3%	3%	5%	5%	2%	*	13%	*	20%	8%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2011	94%	99%	98%	99%	> 99%	98%	99%	*	*	*	> 99%	98%
	2010	95%	99%	98%	99%	> 99%	98%	99%	*	88%	*	> 99%	98%

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	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
Student Success Initiative (continued)												
Grade 8 Mathematics												
Students Requiring Accelerated Instruction												
2011	20%	9%	9%	9%	27%	17%	7%	*	*	*	11%	17%
2010	20%	4%	10%	4%	10%	8%	3%	*	< 1%	*	10%	11%
TAKS Cumulative Met Standard (1st & 2nd Admin)												
2011	88%	96%	97%	96%	82%	95%	97%	*	*	*	> 99%	92%
2010	88%	98%	96%	98%	> 99%	97%	98%	*	> 99%	*	> 99%	94%
Attendance Rate @												
2009-10	95.5%	95.8%	96.4%	96.0%	96.1%	96.0%	96.0%	96.7%	97.7%	-	95.7%	95.3%
2008-09	95.6%	95.5%	96.5%	95.5%	96.0%	95.9%	95.3%	96.5%	n/a	n/a	n/a	94.7%
Annual Dropout Rate (Gr 7-8) @												
2009-10	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%
2008-09	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%

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	State Average	District Average	School Group Average	School
Class Size Averages by Subject				
Secondary: English/Language Arts	17.3	22.8	18.5	23.2
Foreign Languages	19.0	22.2	22.9	20.3
Mathematics	17.9	22.8	19.0	22.8
Science	19.0	22.7	21.6	22.7
Social Studies	19.6	25.1	21.9	24.6
Number of Students per Teacher	14.7	15.5	14.5	16.0
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			\$5,939	\$6,055
Instruction (11,95)			\$4,298	\$4,308
Instructional-Related Services (12,13)			\$190	\$105
Instructional Leadership (21)			\$65	\$51
School Leadership (23)			\$443	\$434
Support Services-Student (31,32,33)			\$298	\$237
Other Campus Costs (35,36,51,52,53)			\$645	\$921

- '@' 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>.