

Socorro Independent School District
Montwood High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Montwood High School is dedicated to instilling excellence into our community of learners through programs that inspire integrity and success in all academic, athletic, and artistic realms.

Vision

Tomorrow's Leaders Learning Today

Superintendent & Board Members

Dr. José Espinoza
Superintendent of Schools

Paul Guerra
Board President
District 4

Cynthia Ann Najera
Vice President
District 2

Michael Anthony Najera
Board Secretary
District At-Large

Hector F. Gonzalez
Trustee
District 1

Gary Gandara
Trustee
District 5

Antonio "Tony" Ayub
Trustee
District At-Large

Angelica Rodriguez
Trustee
District 3

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population 2017 -2018 Preliminary Fall PEIMS file loaded (05/05/2018)

Count Percent

Student Total (2,656) - 100%

9th Grade (764) - 28.77%

10th Grade (655) - 24.66%

11th Grade (643) 24.21%

12th Grade (594) 22.36%

Student Demographics

Gender

Female (1,267) - 47.70%

Male (1,389) - 52.30%

Ethnicity

Hispanic-Latino (2,531) - 95.29%

Race

American Indian - Alaskan Native (2) - 0.08%

Asian (16) - 0.60%

Black - African American (26) - 0.98%

Native Hawaiian - Pacific Islander (3) - 0.11%

White (74) - 2.79%

Two-or-More (4) - 0.15%

Special Services

Top Primary Disabilities

Learning disability (112) - 59.00%

Other health impairment (29) - 15.00%

Autism (17) - 8.00%

Intellectual Disability (15) - 7.00%

Instructional Settings

Speech Therapy code (00) 0 0.00%

Homebound code (0) - 0.00%

Hospital Class code (0) - 0.00%

Mainstream code (99) - 52.38%

Resource Room codes (45)- 23.81%

VAC code (2) - 1.06%

Off Home Campus codes - 0.53%

State School code (0) - 0.00%

Residential Care codes (0) - 0.00%

Self-Contained codes (42) - 22.22%

Full-Time Early Childhood code (0) - 0.00%

English as a Second Language (ESL) (207) - 7.79%

Career and Technical Education (CTE) (2,366) - 89.08%

Free Lunch Participation (1,306) - 49.17%

Reduced Lunch Participation (326) - 12.27%

Other Economically Disadvantaged (0) - 0.00%

Gifted & Talented (162) 6.10%

Special Education (SPED) (189) 7.12%

Title 1 Participation (2,656) - 100.00%

Dyslexia (9) 0.34%

Homeless Statuses

Homeless Status Total (22) - 0.83%

Shelter 0 %

Doubled Up (21) - 0.79%

Unsheltered (1) - 0.04%

Hotel/Motel (0) - 0.00%

Other Student Information

At-Risk (1,257) - 47.33%

Economically Disadvantaged (1,632) - 61.45%

Title I Homeless (0) - 0.00%

Immigrant (98) - 3.69%

Limited English Proficient (LEP) (265) - 9.98%

Migrant (3) - 0.11%

Military Connected (51) - 1.92%

Foster Care (9) - 0.34%

CTE Single Parent/Pregnant Teen (3) - 0.11%

Section 504 – (131) - 4.93%

Demographics Strengths

167 ELL's are served by MHS, up from last year's population of 149.

152 students are in the G&T program.

176 students receive special education services.

Increases in Biology (4.89%) and U.S. History (10.79%) for the performance category: "Percent Masters Level".

ELL's had an increase of 26.39% on the "Percent Approaches Grade Level" for Algebra I. There were also increases the "Percent Meets Grade Level" and "Percent Masters Level" performance categories.

There were increases for the SPED population for EOC English II scores for "Percent Approaches Grade Level" and "Percent Meets Grade Level".

The LEP population had increases for Algebra I and Biology in the "Approaches Grade Level" category.

First year monitored students had increases in Biology for "Meets Grade Level" and "Masters Grade Level"; this population also had increased in English II for "Meets Grade Level".

Second year monitored students had increases in:

- Approaches Grade Level for Algebra I and English I
- Meets Grade Level for Algebra I, Biology, English I, and English II
- Masters Grade Level for Biology

Increased percentages for the TELPAS Listening Proficiency Rating occurred with:

- Beginners took place for the 10th grade
- Intermediates for all grade levels
- Advanced for 10th and 11th grade
- Advanced High for 9th and 12th grade

TELPAS Speaking Proficiency Ratings increased in:

- Beginning for 10th and 11th grade
- Intermediate for 9th, 10th, and 11th grade
- Advanced for 11th grade
- Advanced High for 9th, 10th, and 11th

Writing Proficiency Ratings in TELPAS increased for:

- Beginners in 10th grade
- Intermediates in 9th, 11, and 12th grade
- Advanced for 10th and 11th
- Advanced High for 9th, 10th, and 12th grade

TELPAS Reading Proficiency Ratings increased for:

- Beginners for 9th and 10th grade
- Intermediates for 11th and 12th grade
- Advanced for 12th grade
- Advanced High for 9th and 10th grade

March 2017 11th Grade SAT scores increased from the March 2016 11th Grade SAT scores in the following areas:

- Total number of students tested
- Ethnic populations (Asian, Black/African American, Hispanic, and White)
- Female population
- LEP population
- SPED population

Cohort SAT Data for the March 2017 SAT data from Grade 12 shows that there were increases in both "Evidence Based Reading and Writing" and "Math" for:

- Overall score
- Economic Disadvantage
- Hispanic
- Female
- Male
- LEP

2016/2017 SAT Grade 12 Data shows that scores fluctuated throughout the year but for the final administration in March scores increased for both the "Evidence Based Reading and Writing" and "Math" sections.

SAT Grade 11 Data from the 2015/2016 and 2016/2017 indicates there were increases from '15/'16 to '16/'17 in the following areas for "Evidence Based Reading and Writing"

- Overall passing rate
- Asian
- Black/African American
- Hispanic
- White
- Female
- LEP
- SPED

SAT Grade 11 Data from the 2015/2016 and 2016/2017 indicates there were increases from '15/'16 to '16/'17 in the following areas for "Math"

- Asian
- Black/African American
- White

Problem Statements Identifying Demographics Needs

Problem Statement 1: EOC Scores for English I decreased from the previous school year. Percent approaches grade level decreased 3.9% and Percent meets grade dropped 3%. **Root Cause:** The layout for the English exam differed from previous years. Students familiarity with the structure of the exam may have affected the approach students take when responding to the various components of the exam.

Problem Statement 2: EOC Scores for English II decreased from the previous school year. Percent approaches grade level dropped 3.6% and Percent masters grade level decreased 2.7%. **Root Cause:** The layout for the English exam differed from previous years. Students familiarity with the structure of the exam may have affected the approach students take when responding to the various components of the exam.

Problem Statement 3: EOC Scores for LEP decreased in all subjects except for Algebra I; Biology down 15.59%, English I down .026%, English II down 5.82% and US History down 24.35%. **Root Cause:** There was an increase in MHS's ELL population. Ensuring teachers are trained and have the appropriate current credentials (SIOP trained/ESL certification, etc) to meet the growing needs of this specific population.

Problem Statement 4: EOC Scores for the SPED population decreased in all subject areas except for English II; Algebra I down 2.32%, Biology down 6.56%, English I down 11.21% and US History down 3.98%. **Root Cause:** There was slight increase in the SPED population. Some teachers had multiple subject areas throughout the day. Providing teachers a limited number of preps will aid teachers in becoming skilled in the assigned subject area and will also aid them in focusing on instructional strategies to help meet the educational needs of this specialized population.

Student Academic Achievement

Student Academic Achievement Summary

Spring 2017 STAAR EOC, English I								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	727	42.06	3911.21	61.85%	62.04%	42.37%	4.4%	05/01/17
Economic Disadvantage	488	40.85	3864.96	60.08%	57.79%	38.93%	3.48%	05/01/17
Asian	3	30	3510.33	44%	33.33%	33.33%	0%	05/01/17
Black/African American	5	35.6	3693.2	52.40%	60%	40%	0%	05/01/17
Hispanic	695	42.21	3916.87	62.08%	62.3%	42.59%	4.6%	05/01/17
Native Hawaiian/Pacific Islander	3	34.33	3602.33	50.67%	0%	0%	0%	05/01/17
Two or More Races	2	36.5	3730	53.50%	50%	50%	0%	05/01/17
White	19	41.74	3892.84	61.42%	68.42%	42.11%	0%	05/01/17
Female	330	44.02	3993.83	64.75%	67.58%	50.91%	6.97%	05/01/17
Male	397	40.43	3842.53	59.44%	57.43%	35.26%	2.27%	05/01/17
First Year of Monitoring	19	41.26	3846.58	60.79%	63.16%	36.84%	0%	05/01/17
LEP	103	28.93	3432.92	42.50%	13.59%	3.88%	0.97%	05/01/17
Second Year of Monitoring	14	41.71	3875.43	61.43%	57.14%	42.86%	0%	05/01/17
Special Ed Indicator	67	27.27	3378.82	40.04%	13.43%	1.49%	0%	05/01/17

Spring 2017 STAAR EOC, English II								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken

002 Montwood HS	743	43.68	3922.89	64.24%	64.33%	46.7%	2.56%	05/01/17
Economic Disadvantage	447	42.02	3855.45	61.80%	59.06%	40.49%	2.24%	05/01/17
American Indian/Alaskan Native	1	39	3703	57%	0%	0%	0%	05/01/17
Asian	8	48.75	4193.75	71.75%	62.5%	62.5%	25%	05/01/17
Black/African American	8	35.13	3576	51.63%	37.5%	12.5%	0%	05/01/17
Hispanic	704	43.67	3920.91	64.22%	64.49%	46.73%	2.27%	05/01/17
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	3	46.33	4077	68.33%	66.67%	66.67%	0%	05/01/17
White	19	45.63	4015.53	67.05%	73.68%	52.63%	5.26%	05/01/17
Female	326	45.86	4018.63	67.45%	70.86%	54.6%	3.68%	05/01/17
Male	417	41.98	3848.04	61.74%	59.23%	40.53%	1.68%	05/01/17
First Year of Monitoring	4	46	3980	67.75%	75%	75%	0%	05/01/17
LEP	89	30.29	3403.47	44.57%	8.99%	2.25%	0%	05/01/17
Second Year of Monitoring	14	40.36	3766.79	59.36%	50%	28.57%	0%	05/01/17
Special Ed Indicator	61	29.11	3365.64	42.82%	14.75%	4.92%	0%	05/01/17

Spring 2017 STAAR EOC, Algebra I								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	564	33.31	4025.83	61.69%	89.36%	53.19%	20.74%	05/01/17
Economic Disadvantage	379	32.55	3993.02	60.26%	89.45%	48.55%	19%	05/01/17
American Indian/Alaskan Native	1	24	3653	44%	100%	0%	0%	05/01/17
Asian	2	31	4045	57.50%	50%	50%	50%	05/01/17

Black/African American	3	31	3937.67	57.33%	100%	33.33%	33.33%	05/01/17
Hispanic	539	33.51	4033.89	62.06%	89.61%	54.17%	20.96%	05/01/17
Native Hawaiian/Pacific Islander	3	31.33	3954	58%	66.67%	33.33%	33.33%	05/01/17
Two or More Races	2	24	3632	44.50%	50%	50%	0%	05/01/17
White	14	28.86	3830.07	53.57%	92.86%	28.57%	7.14%	05/01/17
Female	254	34.6	4077.4	64.05%	92.91%	60.24%	22.83%	05/01/17
Male	310	32.25	3983.58	59.75%	86.45%	47.42%	19.03%	05/01/17
First Year of Monitoring	18	36.17	4131.22	67%	100%	61.11%	16.67%	05/01/17
LEP	72	25.94	3738.25	48.06%	76.39%	20.83%	5.56%	05/01/17
Second Year of Monitoring	10	33.4	3989.6	62%	100%	60%	0%	05/01/17
Special Ed Indicator	60	20.9	3534.12	38.67%	41.67%	8.33%	5%	05/01/17

Spring 2017 STAAR EOC, Biology								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	635	33.9	4082.66	62.78%	88.03%	59.21%	13.86%	05/01/17
Economic Disadvantage	421	32.56	4022.94	60.29%	85.04%	54.39%	10.93%	05/01/17
Asian	3	37.67	4371.67	69.67%	66.67%	66.67%	66.67%	05/01/17
Black/African American	5	32.4	4005.6	60.20%	80%	60%	20%	05/01/17
Hispanic	606	33.91	4082.79	62.79%	88.12%	58.91%	13.53%	05/01/17
Native Hawaiian/Pacific Islander	2	29	3859.5	54%	100%	50%	0%	05/01/17
Two or More Races	2	27.5	3804.5	51%	50%	50%	0%	05/01/17
White	17	34.76	4108.76	64.41%	94.12%	70.59%	17.65%	05/01/17
Female	301	33.66	4070.64	62.34%	87.71%	58.14%	12.29%	05/01/17

Male	334	34.12	4093.5	63.19%	88.32%	60.18%	15.27%	05/01/17
First Year of Monitoring	20	31.75	3977.7	58.75%	90%	40%	10%	05/01/17
LEP	84	23.21	3636.62	42.96%	57.14%	14.29%	2.38%	05/01/17
Second Year of Monitoring	11	34.45	4117.82	64%	90.91%	54.55%	18.18%	05/01/17
Special Ed Indicator	40	19.35	3476.93	35.80%	35%	5%	0%	05/01/17

Spring 2017 STAAR EOC, US History								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	606	49	4296.97	72.05%	94.72%	75.25%	40.92%	05/01/17
Economic Disadvantage	333	47.38	4220.11	69.67%	93.69%	71.47%	34.23%	05/01/17
Asian	3	60	4815.67	88.33%	100%	100%	100%	05/01/17
Black/African American	5	49.8	4369	73.20%	80%	80%	60%	05/01/17
Hispanic	578	48.71	4280.05	71.63%	94.64%	74.57%	39.79%	05/01/17
Native Hawaiian/Pacific Islander	1	52	4337	76%	100%	100%	0%	05/01/17
Two or More Races	-	-	-	-	-	-	-	-
White	19	55.68	4708.74	81.89%	100%	89.47%	63.16%	05/01/17
Female	311	47.92	4243.97	70.46%	93.89%	72.99%	35.05%	05/01/17
Male	295	50.13	4352.85	73.73%	95.59%	77.63%	47.12%	05/01/17
First Year of Monitoring	9	45.67	4122.56	67.11%	100%	55.56%	22.22%	05/01/17
LEP	43	34.4	3728.26	50.65%	65.12%	25.58%	4.65%	05/01/17
Second Year of Monitoring	2	39.5	3884	58%	100%	0%	0%	05/01/17
Special Ed Indicator	35	36.2	3784.37	53.26%	80%	34.29%	8.57%	05/01/17

Spring 2016 STAAR EOC, English I								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	673	54.75	4005.13	59.53%	73.25%	50.37%	4.75%	05/01/16
Economic Disadvantage	410	52.34	3926.7	56.92%	67.8%	40.98%	3.17%	05/01/16
Asian	6	68.5	4578.67	74.50%	100%	100%	16.67%	05/01/16
Black/African American	5	49.2	3812.8	53.20%	80%	20%	0%	05/01/16
Hispanic	648	54.56	3998.25	59.32%	72.53%	49.85%	4.78%	05/01/16
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	2	64.5	4296.5	70%	100%	100%	0%	05/01/16
White	12	58.83	4121.33	64.08%	91.67%	58.33%	0%	05/01/16
Female	293	58.47	4129.74	63.57%	81.23%	64.16%	8.19%	05/01/16
Male	380	51.87	3909.05	56.41%	67.11%	39.74%	2.11%	05/01/16
First Year of Monitoring	5	54.6	3959.4	59.20%	100%	40%	0%	05/01/16
LEP	63	39.3	3543.7	42.76%	26.98%	9.52%	0%	05/01/16
Second Year of Monitoring	14	47.5	3767.36	51.71%	42.86%	21.43%	0%	05/01/16
Special Ed Indicator	14	44.86	3695.14	48.86%	42.86%	14.29%	0%	05/01/16

Spring 2016 STAAR EOC, English II								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	625	58.37	4047.94	63.44%	76.32%	52.32%	6.24%	05/01/16

Economic Disadvantage	355	55.77	3955.85	60.63%	69.58%	44.79%	3.94%	05/01/16
Asian	-	-	-	-	-	-	-	-
Black/African American	3	76.67	4740.33	83.67%	100%	100%	33.33%	05/01/16
Hispanic	4	66.75	4320.25	72.50%	100%	75%	0%	05/01/16
Native Hawaiian/Pacific Islander	599	58.02	4035.29	63.06%	75.46%	51.59%	5.84%	05/01/16
Two or More Races	1	75	4643	82%	100%	100%	0%	05/01/16
White	-	-	-	-	-	-	-	-
Female	18	64.28	4259.94	69.83%	94.44%	61.11%	16.67%	05/01/16
Male	329	60.54	4122.41	65.80%	80.55%	59.57%	8.21%	05/01/16
First Year of Monitoring	296	55.97	3965.17	60.82%	71.62%	44.26%	4.05%	05/01/16
LEP	8	57.88	3995.13	63%	100%	37.5%	0%	05/01/16
Second Year of Monitoring	54	37.61	3391.81	40.83%	14.81%	5.56%	0%	05/01/16
Special Ed Indicator	2	54	3869	58.50%	100%	0%	0%	05/01/16
002 Montwood HS	8	41	3483.25	44.50%	12.5%	0%	0%	05/01/16

Spring 2016 STAAR EOC, Algebra I								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	601	34.63	4097.49	64.12%	91.68%	56.91%	25.29%	05/01/16
Economic Disadvantage	370	33.62	4048.87	62.25%	90.54%	52.7%	21.89%	05/01/16
Asian	-	-	-	-	-	-	-	-
Black/African American	5	40.6	4362.4	75.20%	100%	80%	40%	05/01/16
Hispanic	5	26.2	3734.6	48.60%	80%	20%	0%	05/01/16
Native Hawaiian/Pacific Islander	576	34.57	4093.46	64.01%	91.67%	56.6%	24.83%	05/01/16

Two or More Races	-	-	-	-	-	-	-	-
White	3	35.33	4095.33	65.33%	100%	66.67%	66.67%	05/01/16
Female	12	38.5	4332.08	71.42%	91.67%	75%	41.67%	05/01/16
Male	271	35.29	4119.96	65.37%	92.25%	63.1%	25.09%	05/01/16
First Year of Monitoring	330	34.08	4079.03	63.10%	91.21%	51.82%	25.45%	05/01/16
LEP	5	39	4219.2	72.20%	100%	100%	40%	05/01/16
Second Year of Monitoring	20	21.55	3560.1	39.95%	50%	5%	5%	05/01/16
Special Ed Indicator	16	29.75	3903.94	55.06%	87.5%	31.25%	18.75%	05/01/16
002 Montwood HS	10	25.2	3695.2	46.50%	70%	20%	0%	05/01/16

Spring 2016 STAAR EOC, Biology								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	591	34.02	4060.32	63.03%	94.59%	61.59%	8.97%	05/01/16
Economic Disadvantage	348	32.67	4003.78	60.52%	93.68%	54.89%	7.47%	05/01/16
Asian	6	42.5	4496	78.83%	100%	83.33%	66.67%	05/01/16
Black/African American	5	27.2	3773.2	50.40%	80%	20%	0%	05/01/16
Hispanic	565	33.93	4055.65	62.87%	94.69%	61.42%	8.14%	05/01/16
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	2	45	4576	83%	100%	100%	100%	05/01/16
White	13	34.85	4093.69	64.62%	92.31%	69.23%	7.69%	05/01/16
Female	265	34.02	4057.7	63.03%	95.85%	60.38%	7.92%	05/01/16
Male	326	34.02	4062.46	63.02%	93.56%	62.58%	9.82%	05/01/16
First Year of Monitoring	4	27.5	3788.75	51%	100%	25%	0%	05/01/16
LEP	22	23.59	3636.59	43.73%	72.73%	9.09%	0%	05/01/16

Second Year of Monitoring	14	29.07	3843.71	53.86%	92.86%	35.71%	0%	05/01/16
Special Ed Indicator	10	25.3	3705.8	46.90%	80%	20%	0%	05/01/16

Spring 2016 STAAR EOC, US History								
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
002 Montwood HS	531	49.27	4255.71	72.46%	98.68%	77.4%	30.13%	05/01/16
Economic Disadvantage	275	48.28	4212.13	71.01%	98.91%	73.82%	25.45%	05/01/16
Asian	2	54	4426.5	79.50%	100%	100%	50%	05/01/16
Black/African American	6	52	4347.83	76.33%	100%	83.33%	50%	05/01/16
Hispanic	507	49.16	4251.45	72.30%	98.62%	77.32%	29.19%	05/01/16
Native Hawaiian/Pacific Islander	2	50	4316	73.50%	100%	50%	50%	05/01/16
Two or More Races	3	53.33	4373.67	78.33%	100%	100%	33.33%	05/01/16
White	11	50.82	4327.64	74.73%	100%	72.73%	54.55%	05/01/16
Female	260	47.35	4172.84	69.64%	99.23%	70.38%	20%	05/01/16
Male	271	51.11	4335.22	75.17%	98.16%	84.13%	39.85%	05/01/16
First Year of Monitoring	4	46.75	4144.25	68.75%	100%	75%	25%	05/01/16
LEP	19	41.58	3948.32	61.11%	89.47%	52.63%	5.26%	05/01/16
Second Year of Monitoring	2	49.5	4243	72.50%	100%	50%	50%	05/01/16
Special Ed Indicator	9	52.44	4408	77.11%	100%	77.78%	44.44%	05/01/16

Student Academic Achievement Strengths

Increases in Algebra I and U.S. History for all performance categories ("Percent Approaches Grade Level", "Percent Meets Grade Level" and "Percent Masters Level")

Biology had an increase in "Percent Meets Grade Level" and "Percent Masters Level".

ELL's had an increase of 26.39% on the "Percent Approaches Grade Level" for Algebra I. There were also increases in Algebra I for "Percent Meets Grade Level" and "Percent Masters Level"

performance categories.

The SPED population had a slight increase in English II for "Percent Approaches Grade Level and "Percent Meets Grade Level".

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: EOC Scores for English I decreased from the previous school year. Percent approaches grade level decreased 3.9% and Percent meets grade dropped 3%. **Root Cause:** The English exam was structured differently from previous exams. Reliance on the exams layout may have affected how students pace themselves when taking the exam.

Problem Statement 2: EOC Scores for English II decreased from the previous school year. Percent approaches grade level dropped 3.6% and Percent masters grade level decreased 2.7%. **Root Cause:** The layout for the English exam differed from previous years. Students familiarity with the structure of the exam may have affected the approach students take when responding to the various components of the exam.

Problem Statement 3: EOC Scores for ELL's went down in all subjects except for Algebra I. **Root Cause:** There was an increase in MHS's ELL population. Ensuring teachers are trained and have the appropriate current credentials (SIOP trained/ESL certification, etc) to meet the growing needs of this specific population.

Problem Statement 4: EOC Scores for the SPED population decreased in all subject areas except for English II. **Root Cause:** There was minor difference (2 students) of students provided with special education services. The co-teaching assignments require restructuring in that SPED CT's in some cases taught more than one subject area as various more than one prep, SPED CT's worked with too many different general education teachers. Planning time specifically for SPED CT's and Gen. Ed CT's was not provided.

School Processes & Programs

School Processes & Programs Summary

Montwood High school will work to increase the rigor and relevance for students at all instructional levels. Teachers are provided with a Team Planning Schedule. Professional Learning Communities (PLCs) will meet twice a week to plan and analyze student data. Common assessments will be administered every 3, 6, and 9 weeks. This data along with district benchmark data will be used to determine student needs. Prescriptive tutoring sessions, fall, spring, and summer intersession will be provided for students for enrichment and remediation. A nine weeks planning calendar is developed and provided to teachers so that they are aware of their intervention days, faculty meetings, SIT meetings, and Magnet/Speciality Program meetings. Technology upgrades will continue and MHS will be a DNA campus this school year.

Based on the 2015/2016 TAPR report, MHS consisted of a diverse staff that consisted of 3.0% African-American, 16.7% Anglo, 0% Asian, 80.3% Hispanic, 49.1% male and 50.9% female. The majority of the staff possess 6-10 years of teaching experience. Montwood High School will continue to recruit the most highly qualified staff in their designated teaching area. All teachers will receive campus staff development through PLCs twice weekly to focus on student needs, learning strategies, and best teaching practices. Staff development will also be provided during the districts monthly half day sessions. Teachers will receive additional trainings through attendance at district and other conferences (locally and out of town). In additions, teachers will continue to receive training in Pre-AP, Advanced Placement, AVID, SIOP, Co-teaching, Differentiated instruction, and PLC's.

AVID is designed to increase school wide learning and performance. The focus of AVID is to ensure that all students and most especially the least served students in the middle, capable of completing a college preparatory path, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year universities and colleges, and will become educated and responsible participants in a democratic society.

AVID is an academic, regularly scheduled elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities. The goal of AVID is to educate the "whole student." This is achieved by unifying six important elements of education: students, curriculum, faculty, tutors, parents and community.

Rams Early College provides incoming freshmen to attend a comprehensive high school and earn an Associates Degree along with their High School Diploma. Students must apply to the program and 135 candidates will be selected each year to participate in the program. Students are not only a student at Montwood High School, they are also students at El Paso Community College. Because of the concurrent enrollment and the program of study required to graduate with both degree's Bridge camps take place during the school year to keep student's on track with academics.

The Montwood High School SYNERGI4 program is a small learning community that utilizes a curriculum that is project based, experiential in nature and reflects real world applications. This allows students to develop 21st century skills of competency, collaboration, communication, critical and creative thinking while earning college credit and graduating on the Distinguished Plan with STEM Endorsement. Teachers, students and parents will work cooperatively to develop a community of learners in order to provide a rigorous well-rounded education in preparation for educational and career opportunities beyond high school. The SYNERGI4 Program is designed for creative students that are motivated by academic success, aspire to obtain college and career readiness skills and prepare for the professional challenges of a global community with an interest and aptitude in applied science and

mathematics. Although the emphasis is on advanced science and math course-work, technology and engineering along with strong English and social studies instruction within the program will ensure a wellrounded curriculum. Students will complete four years of rigorous high school mathematics, science, English, and social studies, participate in science and math related (Robotics team, Science Extravaganza, etc) extracurricular activities and complete internships/ mentorships with local businesses.

School Processes & Programs Strengths

Tutoring programs that are offered before school, after school, Saturday's, during intersession and during school via college tutors and instructional aides with specialities in Math, English and English Language Acquisition.

The Rams Advancement Center (RAC) and Math Lab are two service programs for students requiring additional assistance.

TI Inspires continue to be utilized in Math classes and on assessments.

At risk populations are offered assistance not only through tutoring and our service programs, but Library aides are another resource available for supplemental instruction and mentoring.

For a minimal cost, students are provided with the opportunity to take the TSI, AP, PLAN, ACT, PSAT, and SAT exams and perform at college ready levels.

In accordance with House Bill 5 students are provided with the opportunity to participate in RECHS (Rams Early College High School), Synergi4, and AVID.

Support for teachers is provided via SCEI Coaches and ICC's providing instructional support and guidance.

PLC's provide a forum in which teachers review data, identify at risk populations, collaborate the use of instructional practices and mini professional development.

Technology training was provided to familiarize teachers with various apps to implement in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are still reluctant in incorporating technology in lessons. **Root Cause:** At times technology is not up to date, there is not enough technology for all students, teachers need additional time to practice the use and implementation of the programs and additional training in content specific technology, specifically for 9th grade teachers.

Problem Statement 2: Increase the use of Standards Based Grading **Root Cause:** There is still some uncertainty how to implement SBG. Verbage may be

not be "student/parent" friendly. Ongoing training, refreshers and observations of SBG in practice did not take place as often.

Problem Statement 3: Broaden the use of data disaggregation to aid in making interactive lessons that are engaging. **Root Cause:** At times, the disaggregation of data is viewed negatively (a teacher's freedom to teach is taken away). The follow up that is necessary to ensure implemented interventions were effective is lacking.

Perceptions

Perceptions Summary

Montwood High School will ensure a safe and supportive learning school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns and keeping safety as top priority.

Montwood High School incorporated the Habits of Mind concept.

Montwood High School will continue to improve parental/community involvement by creating effective home-to-school communication and increasing family learning opportunities. We will continue to provide enrichment opportunities for parents by providing supplies, materials, trainings, books, and support. Montwood High School will increase participation from the community in monthly SIT committee meetings by including a parent, community, and business member. The parent liaison will continue to provide family framework twice a month and hold sessions for parents and community members to receive information regarding our Student Support Plan (School Wide Interventions), high school requirements and college and career opportunities provided throughout the school year. In addition, the parents of our new ninth graders will receive information at our Montwood Matters (Freshmen Orientation) meeting that addresses: scheduling, EOC exams, counseling services, extracurricular and co-curricular activities and tutoring opportunities.

Perceptions Strengths

Visitors are required to sign in and must have proper identification in their possession so that a hall pass may be issued.

Only the main entrance doors are kept unlocked throughout the day.

Signage is posted throughout the campus redirecting visitors to the main entrance.

OLWEUS is a committee comprised of one stakeholder from each department as well as a student, and community members. This committee is designed to raise awareness against bullying.

Monthly fire drills take place.

The Safety Committee meets once a month to ensure that the emergency operations plan is kept up to date.

Interventions for students are documented in Eduphoria.

Attendance Committee meets on a regular basis to address student loss of credit.

All calls are made to parents to keep them informed of campus events.

Living tree is also utilized as another form of communication with the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent communication is not as effective despite efforts to reach parents. **Root Cause:** Parents change phone numbers and do not update information with the campus. The same is true for an email address.

Problem Statement 2: Parents are not getting information that is specific to their child. **Root Cause:** All calls are sent out to all parents, so many parents either hang up or do not answer when they see the campus' number.

Problem Statement 3: Build stronger communication between the campus and stakeholder via Parent Liaison. **Root Cause:** New employee will serve as Parent Liaison and will have to build relationships within the campus as well as with the community.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2017-2018 school year, Montwood High School will continue to refine our plan of action to ensure that feel safe at school and school events 100% of the time.

Evaluation Data Source(s) 1: Climate Survey
Discipline Referrals

Summative Evaluation 1: Significant progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Safety Committee will continue to meet every Wednesday to ensure that all safety concerns are identified and resolved.	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0	Campus Administration Sgt. Vazquez	Agenda Meeting Minutes Decreased number of bullying incidents reported from 2016-2017			
Funding Sources: 211 - Title I, Part A - 500.00						
2) Olweus committee, made up of teacher department representatives, wil meet monthly to discuss safety/bullying concerns and to provide recommendations.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Olweus Committee Chair	Safety drills Decrease in reported bullying incidents Agenda, meeting minutes			
Funding Sources: 199 - General - 0.00						
3) MHS teachers, counselors, security team, and administration will be highly visible during morning, lunch, after school, and class transition time.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Teachers Administration Security Officers Counselors	Decreased discipline referrals			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2017-2018 school year, Montwood High School will be 100% compliant with safety audits and safety drills

Evaluation Data Source(s) 2: Audit Reports
EOP binder

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Montwood High School will continue to train faculty and staff in the safety procedures and drills.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	EOP Committee Chair (AP)	100% Compliance with safety drills as documented in the Safety (EOP) binder.			
	Funding Sources: 199 - General - 0.00					
2) MHS safety committee members will participate in debriefing exercises after safety drills and determine effectiveness and recommend plans for improvement.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	EOP Committee Chair	Reduced evacuation time during drills.			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2017-2018 school year, the total number of disciplinary referrals at Montwood High School will decrease by 5%

New Strategy

Evaluation Data Source(s) : Disciplinary referrals will decrease by 5%

Evaluation Data Source(s) 3: Discipline Reports
Decreased discipline referrals

Summative Evaluation 3: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) During class meetings, students will be reminded of the expectations for behavior and the consequences for their actions.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration Student Activities Director	Decreased Discipline Referrals			
	Funding Sources: 199 - General - 0.00					
2) During Staff Development, teachers will review the Behavior Management Form as part of their student discipline management plan.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Administration Teachers	Decreased Discipline Referrals			
	Funding Sources: 199 - General - 0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: For the 2017 - 2018 school year, English I and II EOC scores will increase to 75%.

Evaluation Data Source(s) 1: EOC State Assessment scores

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
System Safeguard Strategy PBMAS 1) Provide professional development opportunities that are data driven, research based and student centered.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administrators SCEI Coaches Instructional Department Chair	Increased assessment scores			
	Funding Sources: 199 - General - 0.00					
2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores Decrease in number of students identified as Tier III.			
	Funding Sources: 199 - General - 0.00					
3) Provide opportunities for SIOP training to all teachers to address subpopulations.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chair	Increased assessment scores Increased assessment scores for subpopulations.			
	Funding Sources: 199 - General - 0.00					
4) Provide release time for teachers to attend professional development, and participate in learning walks.		Administration SCEI Coaches Department Chair	Increased assessment scores			
	Funding Sources: 199 - General - 0.00					
5) Provide supplemental instructional material, general supplies, contracts, classroom furniture and technology to be used in the classroom in support of student achievement in all core areas among all students, including AVID, GT, ELL and SPED students.		Administration	Increased assessment scores and grades			
	Funding Sources: 211 - Title I, Part A - 45000.00, 199 - General Fund : Special Education - 9033.00, 199 - General: Gifted and Talented - 15850.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the 2017-2018 school year, Algebra I scores will improve from 89 to 94%.

Evaluation Data Source(s) 2: Student state assessment data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities that are data driven, research based and student centered	1.0, 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0	Administrators SCEI Coaches Department Chair	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores Decrease in number of students identified as Tier III.			
				Funding Sources: 199 - General - 0.00		
3) Provide release time for teachers to attend professional development, and participate in learning walks.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
System Safeguard Strategy PBMAS 4) Provide opportunities for SIOP training to all teachers to address subpopulations.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the 2017-2018 school year, Biology EOC scores will increase from 88% to 93%.

Evaluation Data Source(s) 3: EOC State Assessment Data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities that are data driven, research based and student centered	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
3) Provide release time for teachers to attend professional development, and participate in learning walks	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
4) Provide opportunities for SIOP training to all teachers to address subpopulations.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2017-2018 school year, US History scores will improve from 95% to 97%. .

Evaluation Data Source(s) 4: Student state assessment data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities that are data driven, research based and student centered	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
2) Provide targeted interventions to students that are identified as Tier III, to include supplemental support, after school, intersession, and Saturday Sessions.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
3) Provide release time for teachers to attend professional development, and participate in learning walks	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
4) Provide opportunities for SIOP training to all teachers to address subpopulations.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches Department Chairs	Increased assessment scores			
				Funding Sources: 199 - General - 0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2017-2018 school year, the overall number of students enrolled in dual-credit, pre AP and AP courses courses will increase by 5% as compared to the overall enrollment for the 2016-2017 year.

Evaluation Data Source(s) 5: The overall number of students enrolled in dual credit courses will increase by 5% as evident in course rosters.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) MHS counselors will provide information to parents via parent meetings, call outs, letters, and personal phone calls to inform them of various advanced academic opportunities.	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0, 9.0, 10.0	Administration Counselors	increase in course enrollment/master schedule			
	Funding Sources: 199 - General - 0.00					
2) Provide information on advanced courses at Campus Career and College Fairs, middle school registration, and community meetings.		Administration Counselors	Increase in course enrollment/master schedule			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: By the beginning of the 2017-2018 school year, the numbers of students enrolled in Career and Technical Education classes will increase by 3% as compared to the 2016-2017 Beginning-Of-Year enrollment.

Evaluation Data Source(s) 6: The number of students enrolled in Career and Technical Education classes will increase by 3%.

Summative Evaluation 6: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors will provide information to students during registration and again at our parent nights.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Counselors	Increase in CTE Enrollment Master Schedule			
Funding Sources: 199 - General - 0.00						
2) CTE department will showcase their many programs during the middle school tours to promote awareness of the many opportunities available for students.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Counselors CTE facilitators	Increase in CTE Enrollment Master Schedule			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2017-18 school year, ELL students will have an overall increase of 5% on EOC assessments.

Evaluation Data Source(s) 7: Student state data assessments

Summative Evaluation 7: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Interventions provided by Title III instructional aide.		LPAC coordinator ESL Teacher Principal English Dept. leads & heads	Increase in state assessments in language proficiency			
Funding Sources: 199 - General Fund: Bilingual - 10575.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: For the 2017-18 school year, students served in special education will have an overall increase of 5% on EOC assessments.

Evaluation Data Source(s) 8: State assessments

Summative Evaluation 8: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be served in appropriate setting and will have researched based materials to support instruction.		Sped & gen ed teachers administrators SCEI coaches	Increase in district data checks			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 9: For the 2017-18 school year, students coded at-risk will have an overall increase of 5% on EOC assessments.

Evaluation Data Source(s) 9: State assessments

Summative Evaluation 9: Significant progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Interventions provided by teachers should be researched based.		SCEI coaches Teachers Administration	Increase in state assessments & campus check points			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2017-18 school year, 95% of teachers will achieve proficient on the TTESS instrument.

Evaluation Data Source(s) 1: Walkthroughs

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be provided opportunities to engage in professional development to address best instructional practices.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEIs Department Chairs	TTESS walkthroughs Coaching Visits			
				Funding Sources: 199 - General - 0.00		
2) Teachers will continue to participate in training on TTESS, Fundamental 5, AVID Strategies to improve classroom instruction.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEIS AVID Coordinator Department Chairs	Sign in Sheets Walkthroughs			
				Funding Sources: 199 - General - 0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2017-18 school year, the campus will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hire only highly qualified staff.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SISD Human Resources	Certifications			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2017-18 school year, Montwood High School will increase the number of professional development opportunities offered to employees by 50%.

Evaluation Data Source(s) 3: Professional Development opportunities will increase by 50%.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be provided opportunities to engage in professional development to address best instructional practices.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEIs Department Chairs	TTESS walkthroughs Coaching Visits			
				Funding Sources: 199 - General - 0.00		
2) Teachers will continue to participate in training on TTESS, Fundamental 5, SIOP, technology training, AVID Strategies and PLCs to improve classroom instruction.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEIS AVID Coordinator Department Chairs	Sign in Sheets Walkthroughs			
				Funding Sources: 199 - General - 0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2017 -18 school year, Montwood High school will allocate funding to purchase researched based programs, technology, instructional materials that will help achieve system safeguards.

Evaluation Data Source(s) 4: MHS will meet the 60% system safeguards.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective













Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to receive training specific strategies such as SIOP and PBL to enhance their teaching practices.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEI Coaches	Increase assessment scores Higher passing rates			
	Funding Sources: 199 - General - 0.00					
2) Teachers, counselors and administration will continue to attend AVID Summer Institute to improve instructional practices.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration AVID coordinator Counselors Teachers	Schoolwide implementation of AVID strategies Increase rigor in all courses Increase in assessment scores			
	Funding Sources: 199 - General - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Technology purchases such as computers, laptops and scanners will be purchased for MHS faculty and staff to serve all student populations.		Administration, Department ICC's, Department Chairs.	Increase assessment scores.			
	Funding Sources: 211 - Title I, Part A - 25000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 1: During the 2017-2018 school year, Montwood High School will provide at least 10 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: At least 10 events will be offered by the campus for parent and community members.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The Parent Liaison will provide parent sessions on a monthly basis that address parent concerns. Purchase of Snacks and Refreshments, Supplies and Materials as needed for Parent Workshops.	1.0, 2.0, 4.0, 6.0, 9.0, 10.0	Administration Parent Liaison	Increased participation in educational events as evident on sign in sheets.			
2) To promote teamwork and unity, the Student Activities director, along with CIS, Counselors, teachers, parent liaison and administration will provide opportunities for parents to engage in Parent Teacher Conference Nights, Montwood Matters, Advanced Academic Nights, DNA nights, Intersession meetings, Breakfast on the Go, Summer School meetings, Community Meetings, TStem Advisory meetings, Booster Organization meetings, Coffee with the Principal, Title I Annual Meetings and STEM nights.	1.0, 2.0, 3.0, 4.0, 6.0, 9.0, 10.0	CIS Student Activities Director Counselors Administration Teachers Parent Liaison	Increased participation in educational events Agendas Sign in Sheets			
Funding Sources: 211 - Title I, Part A - 500.00						
Critical Success Factors CSF 5 CSF 6	1.0, 2.0, 4.0, 6.0, 9.0, 10.0	Administration Parent Liaison	Increased participation in school community participation at Montwood High School.			
3) Provide opportunities for Parent Liaison, SISD parents, and community members to attend conferences in order to improve and strengthen parent and family engagement.	Funding Sources: 211 - Title I, Part A - 500.00					
Critical Success Factors CSF 4 CSF 5 CSF 6	4.0, 6.0, 10.0	Administration Parent Liaison	Increased participation in school community at Montwood High School and on-going learning to implement relevant sessions to our campus.			
4) Provide opportunities for Parent Liaison to attend professional development training's to promote an increase of parental involvement and opportunities to attend Statewide conferences and trainings.	Funding Sources: 211 - Title I, Part A - 0.00					


<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p>	6.0, 10.0	Administration Parent Liaison	Increase the number of parents attending the scheduled meetings and have multiple hands on activities to retain parental involvement.			
<p>5) Provided parent liaison with materials for parent workshops, purchase technology, reading materials and other print media to include: calendars, newsletters and parent handouts.</p>						
<p align="center">Funding Sources: 211 - Title I, Part A - 500.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 2: For the 2017-18 school year, the campus will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 50%.

Evaluation Data Source(s) 2: The number of notifications sent from Montwood High School will increase by 50%.

Summative Evaluation 2: Met Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Montwood High School will increase communication by utilizing websites, email, Living Tree, marquee, Breakfast on the Go, Call outs, fliers, and posters.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	School Messenger AP Student Activities Director Librarians Administration Parent Liasion	Increased parent involvement	✓	✓	✓
	Funding Sources: 199 - General - 0.00					
						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 3: By the end of the 2017-18 school year, Montwood High School will offer a minimum of 10 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase the number of partnership activities to at least 10.

Summative Evaluation 3: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Student Activities director along with Assistant Principal will work together to increase the number of partnerships.	1.0, 2.0, 4.0, 6.0, 8.0, 9.0, 10.0	Student Activities Director Assistant Principal	Increase in community partnerships			
Funding Sources: 199 - General - 0.00						
2) Provide community partners an opportunity to work in conjunction with Montwood High School to provide opportunities for events that include topics such as: Law Enforcement Presentations Driving Courses Drug and Gang Awareness Dating Violence Suicide Prevention	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	CIS Administration	Increased parental participation and awareness.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 4: For the 2017-2018 school year, Montwood High School will offer at least 3 customer service training sessions to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Montwood High School will provide at least 3 customer service training sessions.

Summative Evaluation 4: Met Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) To improve campus climate for parents, community members and staff, support staff will attend 3 trainings that will address customer service.	1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0	Administration Support Staff	Decrease in parent complaints regarding poor customer service. Positive responses on the climate survey.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2017-18 school year, the percentage of Special Education and ELL students that meet standard on the state assessment in Reading/ELA will improve to 60% as reported on the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: 60% of subgroups will meet accountability standards.

Summative Evaluation 1: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Targeted tutoring sessions will be provided to all subpopulations in all content areas.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration SCEIs Department Chairs	Increase in assessment scores			
				Funding Sources: 211 - Title I, Part A - 60000.00		
2) Saturday School and intersession programs will focus on specific strategies that will support student learning.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administraton SCEIs	Increase in assessment scores			
				Funding Sources: 199 - General Fund: SCE - 60000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: For the 2017-18 school year, 100% of teachers at MHS will provide all students relevant and effective interventions to promote their academic growth.

Evaluation Data Source(s) 2: 100% of teachers will provide interventions to all students that are meaningful and effective.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be provided with structured PLC time to discuss students needing interventions. They will develop a plan of action for each student.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers	Increase in assessment scores			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2017-2018 school year, MHS administrators will engage in data talks with teachers every 3 weeks to review assessments, student progress and instruction.

Evaluation Data Source(s) 3: Sign in sheets
Assessments

Summative Evaluation 3: Significant progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers and administrators will engage in data talks that will address student growth and interventions.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administrators Teachers	Increase student performance in assessments, daily work and projects.			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: For the 2017-18 school year, MHS will increase student attendance by 3%.

Evaluation Data Source(s) 4: Decrease in LOC contracts
Increased student attendance

Summative Evaluation 4: Met Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Develop an incentive program for students to encourage students to attend school every day. (iPad mini giveaway.)	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers Support Staff	Increase in attendance from prior year.			
	Funding Sources: 199 - General - 750.00					
2) Contact parents to notify them of their child's absence after 3 absences.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Teachers Attendance Clerks	Increase student attendance			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: For the 2017-18, Montwood High School will decrease the number of dropouts by 5%.

Evaluation Data Source(s) 5: Enrollment data

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) CIS will work collaboratively with Administration, Counselors, and Department Chairs to identify students that are at risk of dropping out.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	CIS Administration Counselors Department Chairs	Decreased dropout rate			
	Funding Sources: 199 - General - 0.00					
2) Intervention strategies will be provided to students in danger of dropping out to support them in their academics and attendance.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	SCEIs Department Chairs Administratoin	Decreased dropout rate.			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide professional development opportunities that are data driven, research based and student centered.
2	2	4	Provide opportunities for SIOP training to all teachers to address subpopulations.

State Compensatory

Budget for Montwood High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.002.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$64,374.00
199.11.6118.00.002.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$18,660.00
199.11.6119.00.002.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$106,726.00
199.11.6119.00.002.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,684.00
199.12.6129.00.002.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,606.00
199.11.6141.00.002.7.30.0.00.	6141 Social Security/Medicare	\$773.00
199.11.6141.00.002.7.30.8.00.	6141 Social Security/Medicare	\$5,972.00
199.12.6141.00.002.7.30.0.00.	6141 Social Security/Medicare	\$241.00
199.11.6142.00.002.7.30.0.00.	6142 Group Health and Life Insurance	\$11,362.00
199.11.6142.00.002.7.30.8.00.	6142 Group Health and Life Insurance	\$21,117.00
199.12.6142.00.002.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.002.7.30.0.00.	6143 Workers' Compensation	\$236.00
199.11.6143.00.002.7.30.8.00.	6143 Workers' Compensation	\$1,822.00
199.12.6143.00.002.7.30.0.00.	6143 Workers' Compensation	\$73.00
199.11.6146.00.002.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$260.00
199.12.6146.00.002.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$109.00
199.11.6146.00.002.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,903.00
199.11.6146.00.002.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$1,342.00
199.11.6146.00.002.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$5,999.00
199.11.6149.00.002.7.30.0.00.	6149 Employee Benefits	\$968.00
199.11.6149.00.002.7.30.5.00.	6149 Employee Benefits	\$389.00
199.11.6149.00.002.7.30.8.00.	6149 Employee Benefits	\$3,947.00

199.11.6149.00.002.7.30.9.00.	6149 Employee Benefits	\$790.00
199.12.6149.00.002.7.30.0.00.	6149 Employee Benefits	\$369.00
6100 Subtotal:		\$348,343.00
6200 Professional and Contracted Services		
199.32.6299.99.002.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00

Personnel for Montwood High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
203166 - MALDONADO, CARMEN C	LIBRARY AIDE	SCE	0.5
218310 - HERRERA, STEPHEN A	SCE-TEACHER CSR	SCE	1
Dianna Rios	AVID Coordinator	Title I	1
Guadalupe Montoya	SCE Teacher	Rams Learning Center	1
Luz Palmer	SCEI	SCE	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00

2	6	1			\$0.00
2	6	2			\$0.00
2	8	1			\$0.00
2	9	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	4	1			\$750.00
5	4	2			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00
Sub-Total					\$750.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Saturday School and intersession programs will focus on specific strategies that will support student learning.		\$60,000.00
Sub-Total					\$60,000.00
199 - General Fund : Special Education					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$9,033.00
Sub-Total					\$9,033.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$45,000.00
3	4	3	Technology purchase such as computers, laptops and scanners. (\$24000.00)		\$25,000.00
4	1	2			\$500.00
4	1	3	Payment for conferences for Parent Liaisons, community members		\$500.00
4	1	4			\$0.00
4	1	5			\$500.00
5	1	1	Tutoring sessions for students and sub-pops.		\$60,000.00
Sub-Total					\$132,000.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$10,575.00
Sub-Total					\$10,575.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	instructional material, general supplies, contracts, classroom furniture and technology		\$15,850.00
Sub-Total					\$15,850.00
Grand Total					\$228,208.00

Addendums

School	School Year	YTD
Montwood High School	1617	94.98
Montwood High School	1516	95.4

School Population (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Student Total	2,529	100%
9th Grade	644	25.46%
10th Grade	670	26.49%
11th Grade	623	24.63%
12th Grade	592	23.41%
Late Enrollments (*Notes*)	16	0.63%

Student Demographics (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Gender		
Female	1,212	47.92%
Male	1,317	52.08%

Ethnicity	Count	Percent
Hispanic-Latino	2,406	95.14%

Race

Special Services (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Top Primary Disabilities		
Learning disability	100	56.00%
Other health impairment	22	12.00%
Autism	22	12.00%
Intellectual Disability	15	8.00%
Instructional Settings		
Speech Therapy code (00)	0	0.00%
Homebound code (01)	0	0.00%

American Indian - Alaskan Native	1	0.04%
Asian	18	0.71%
Black - African American	24	0.95%
Native Hawaiian - Pacific Islander	6	0.24%
White	67	2.65%
Two-or-More	7	0.28%

Hospital Class code (02)	0	0.00%
Mainstream code (40)	86	48.86%
Resource Room codes (41,42)	45	25.57%
VAC code (08)	1	0.57%
Off Home Campus codes (91,92,93,94,95,96,97,98)	3	1.70%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	1	0.57%
Self-Contained codes (43,44)	40	22.73%
Full-Time Early Childhood code (45)	0	0.00%
Other Student Information (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
At-Risk	1,117	44.17%
Economically Disadvantaged	1,446	57.18%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	45	1.78%
Limited English Proficient (LEP)	201	7.95%
Migrant	3	0.12%

Student by Program (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	167	6.60%
Career and Technical Education (CTE)	2,203	87.11%
Free Lunch Participation	1,213	47.96%
Reduced Lunch Participation	233	9.21%
Other Economically Disadvantaged	0	0.00%

Gifted & Talented	152	6.01%
Special Education (SPED)	176	6.96%
Title 1 Participation	2,529	100.00%
Dyslexia	15	0.59%
Homeless Statuses		
Homeless Status Total	24	0.95%
Shelter	2	0.08%
Doubled Up	21	0.83%
Unsheltered	1	0.04%
Hotel/Motel	0	0.00%

Military Connected	51	2.02%
Foster Care	2	0.08%
CTE Single Parent/Pregnant Teen	5	0.20%
Section 504 (No Section 504 File for 2017)	0	0.00%

	Spring 2017 STAAR EOC, Algebra I							Spring 2016 STAAR EOC, Algebra I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	564	33.31	4025.83	61.69%	89.36%	53.19%	20.74%	601	34.63	4097.5	64.12%	91.68%	56.91%	25.29%
Economic Disadvantage	379	32.55	3993.02	60.26%	89.45%	48.55%	19%	370	33.62	4048.9	62.25%	90.54%	52.7%	21.89%
American Indian/Alaskan Native	1	24	3653	44%	100%	0%	0%	-	-	-	-	-	-	-
Asian	2	31	4045	57.50%	50%	50%	50%	5	40.6	4362.4	75.20%	100%	80%	40%
Black/African American	3	31	3937.67	57.33%	100%	33.33%	33.33%	5	26.2	3734.6	48.60%	80%	20%	0%
Hispanic	539	33.51	4033.89	62.06%	89.61%	54.17%	20.96%	576	34.57	4093.5	64.01%	91.67%	56.6%	24.83%
Native Hawaiian/Pacific Islander	3	31.33	3954	58%	66.67%	33.33%	33.33%	-	-	-	-	-	-	-
Two or More Races	2	24	3632	44.50%	50%	50%	0%	3	35.33	4095.3	65.33%	100%	66.67%	66.67%
White	14	28.86	3830.07	53.57%	92.86%	28.57%	7.14%	12	38.5	4332.1	71.42%	91.67%	75%	41.67%
Female	254	34.6	4077.4	64.05%	92.91%	60.24%	22.83%	271	35.29	4120	65.37%	92.25%	63.1%	25.09%
Male	310	32.25	3983.58	59.75%	86.45%	47.42%	19.03%	330	34.08	4079	63.10%	91.21%	51.82%	25.45%
First Year of Monitoring	18	36.17	4131.22	67%	100%	61.11%	16.67%	5	39	4219.2	72.20%	100%	100%	40%
LEP	72	25.94	3738.25	48.06%	76.39%	20.83%	5.56%	20	21.55	3560.1	39.95%	50%	5%	5%
Second Year of Monitoring	10	33.4	3989.6	62%	100%	60%	0%	16	29.75	3903.9	55.06%	87.5%	31.25%	18.75%
Special Ed Indicator	60	20.9	3534.12	38.67%	41.67%	8.33%	5%	10	25.2	3695.2	46.50%	70%	20%	0%
	Spring 2017 STAAR EOC, Biology							Spring 2016 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	635	33.9	4082.66	62.78%	88.03%	59.21%	13.86%	591	34.02	4060.3	63.03%	94.59%	61.59%	8.97%
Economic Disadvantage	421	32.56	4022.94	60.29%	85.04%	54.39%	10.93%	348	32.67	4003.8	60.52%	93.68%	54.89%	7.47%
Asian	3	37.67	4371.67	69.67%	66.67%	66.67%	66.67%	6	42.5	4496	78.83%	100%	83.33%	66.67%
Black/African American	5	32.4	4005.6	60.20%	80%	60%	20%	5	27.2	3773.2	50.40%	80%	20%	0%
Hispanic	606	33.91	4082.79	62.79%	88.12%	58.91%	13.53%	565	33.93	4055.7	62.87%	94.69%	61.42%	8.14%
Native Hawaiian/Pacific Islander	2	29	3859.5	54%	100%	50%	0%	-	-	-	-	-	-	-
Two or More Races	2	27.5	3804.5	51%	50%	50%	0%	2	45	4576	83%	100%	100%	100%
White	17	34.76	4108.76	64.41%	94.12%	70.59%	17.65%	13	34.85	4093.7	64.62%	92.31%	69.23%	7.69%
Female	301	33.66	4070.64	62.34%	87.71%	58.14%	12.29%	265	34.02	4057.7	63.03%	95.85%	60.38%	7.92%
Male	334	34.12	4093.5	63.19%	88.32%	60.18%	15.27%	326	34.02	4062.5	63.02%	93.56%	62.58%	9.82%
First Year of Monitoring	20	31.75	3977.7	58.75%	90%	40%	10%	4	27.5	3788.8	51%	100%	25%	0%
LEP	84	23.21	3636.62	42.96%	57.14%	14.29%	2.38%	22	23.59	3636.6	43.73%	72.73%	9.09%	0%
Second Year of Monitoring	11	34.45	4117.82	64%	90.91%	54.55%	18.18%	14	29.07	3843.7	53.86%	92.86%	35.71%	0%
Special Ed Indicator	40	19.35	3476.93	35.80%	35%	5%	0%	10	25.3	3705.8	46.90%	80%	20%	0%

	Spring 2017 STAAR EOC, English I							Spring 2016 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	727	42.06	3911.21	61.85%	62.04%	42.37%	4.4%	673	54.75	4005.1	59.53%	73.25%	50.37%	4.75%
Economic Disadvantage	488	40.85	3864.96	60.08%	57.79%	38.93%	3.48%	410	52.34	3926.7	56.92%	67.8%	40.98%	3.17%
Asian	3	30	3510.33	44%	33.33%	33.33%	0%	6	68.5	4578.7	74.50%	100%	100%	16.67%
Black/African American	5	35.6	3693.2	52.40%	60%	40%	0%	5	49.2	3812.8	53.20%	80%	20%	0%
Hispanic	695	42.21	3916.87	62.08%	62.3%	42.59%	4.6%	648	54.56	3998.3	59.32%	72.53%	49.85%	4.78%
Native Hawaiian/Pacific Islander	3	34.33	3602.33	50.67%	0%	0%	0%	-	-	-	-	-	-	-
Two or More Races	2	36.5	3730	53.50%	50%	50%	0%	2	64.5	4296.5	70%	100%	100%	0%
White	19	41.74	3892.84	61.42%	68.42%	42.11%	0%	12	58.83	4121.3	64.08%	91.67%	58.33%	0%
Female	330	44.02	3993.83	64.75%	67.58%	50.91%	6.97%	293	58.47	4129.7	63.57%	81.23%	64.16%	8.19%
Male	397	40.43	3842.53	59.44%	57.43%	35.26%	2.27%	380	51.87	3909.1	56.41%	67.11%	39.74%	2.11%
First Year of Monitoring	19	41.26	3846.58	60.79%	63.16%	36.84%	0%	5	54.6	3959.4	59.20%	100%	40%	0%
LEP	103	28.93	3432.92	42.50%	13.59%	3.88%	0.97%	63	39.3	3543.7	42.76%	26.98%	9.52%	0%
Second Year of Monitoring	14	41.71	3875.43	61.43%	57.14%	42.86%	0%	14	47.5	3767.4	51.71%	42.86%	21.43%	0%
Special Ed Indicator	67	27.27	3378.82	40.04%	13.43%	1.49%	0%	14	44.86	3695.1	48.86%	42.86%	14.29%	0%
	Spring 2017 STAAR EOC, English II							Spring 2016 STAAR EOC, English II						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	743	43.68	3922.89	64.24%	64.33%	46.7%	2.56%	625	58.37	4047.9	63.44%	76.32%	52.32%	6.24%
Economic Disadvantage	447	42.02	3855.45	61.80%	59.06%	40.49%	2.24%	355	55.77	3955.9	60.63%	69.58%	44.79%	3.94%
American Indian/Alaskan Native	1	39	3703	57%	0%	0%	0%	-	-	-	-	-	-	-
Asian	8	48.75	4193.75	71.75%	62.5%	62.5%	25%	3	76.67	4740.3	83.67%	100%	100%	33.33%
Black/African American	8	35.13	3576	51.63%	37.5%	12.5%	0%	4	66.75	4320.3	72.50%	100%	75%	0%
Hispanic	704	43.67	3920.91	64.22%	64.49%	46.73%	2.27%	599	58.02	4035.3	63.06%	75.46%	51.59%	5.84%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	1	75	4643	82%	100%	100%	0%
Two or More Races	3	46.33	4077	68.33%	66.67%	66.67%	0%	-	-	-	-	-	-	-
White	19	45.63	4015.53	67.05%	73.68%	52.63%	5.26%	18	64.28	4259.9	69.83%	94.44%	61.11%	16.67%
Female	326	45.86	4018.63	67.45%	70.86%	54.6%	3.68%	329	60.54	4122.4	65.80%	80.55%	59.57%	8.21%
Male	417	41.98	3848.04	61.74%	59.23%	40.53%	1.68%	296	55.97	3965.2	60.82%	71.62%	44.26%	4.05%
First Year of Monitoring	4	46	3980	67.75%	75%	75%	0%	8	57.88	3995.1	63%	100%	37.5%	0%
LEP	89	30.29	3403.47	44.57%	8.99%	2.25%	0%	54	37.61	3391.8	40.83%	14.81%	5.56%	0%
Second Year of Monitoring	14	40.36	3766.79	59.36%	50%	28.57%	0%	2	54	3869	58.50%	100%	0%	0%
Special Ed Indicator	61	29.11	3365.64	42.82%	14.75%	4.92%	0%	8	41	3483.3	44.50%	12.5%	0%	0%

	Spring 2017 STAAR EOC, US History							Spring 2016 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
002 Montwood HS	606	49	4296.97	72.05%	94.72%	75.25%	40.92%	531	49.27	4255.7	72.46%	98.68%	77.4%	30.13%
Economic Disadvantage	333	47.38	4220.11	69.67%	93.69%	71.47%	34.23%	275	48.28	4212.1	71.01%	98.91%	73.82%	25.45%
Asian	3	60	4815.67	88.33%	100%	100%	100%	2	54	4426.5	79.50%	100%	100%	50%
Black/African American	5	49.8	4369	73.20%	80%	80%	60%	6	52	4347.8	76.33%	100%	83.33%	50%
Hispanic	578	48.71	4280.05	71.63%	94.64%	74.57%	39.79%	507	49.16	4251.5	72.30%	98.62%	77.32%	29.19%
Native Hawaiian/Pacific Islander	1	52	4337	76%	100%	100%	0%	2	50	4316	73.50%	100%	50%	50%
Two or More Races	-	-	-	-	-	-	-	3	53.33	4373.7	78.33%	100%	100%	33.33%
White	19	55.68	4708.74	81.89%	100%	89.47%	63.16%	11	50.82	4327.6	74.73%	100%	72.73%	54.55%
Female	311	47.92	4243.97	70.46%	93.89%	72.99%	35.05%	260	47.35	4172.8	69.64%	99.23%	70.38%	20%
Male	295	50.13	4352.85	73.73%	95.59%	77.63%	47.12%	271	51.11	4335.2	75.17%	98.16%	84.13%	39.85%
First Year of Monitoring	9	45.67	4122.56	67.11%	100%	55.56%	22.22%	4	46.75	4144.3	68.75%	100%	75%	25%
LEP	43	34.4	3728.26	50.65%	65.12%	25.58%	4.65%	19	41.58	3948.3	61.11%	89.47%	52.63%	5.26%
Second Year of Monitoring	2	39.5	3884	58%	100%	0%	0%	2	49.5	4243	72.50%	100%	50%	50%
Special Ed Indicator	35	36.2	3784.37	53.26%	80%	34.29%	8.57%	9	52.44	4408	77.11%	100%	77.78%	44.44%

	0317 TELPAS Grade 9											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%
Economic Disadvantage	49	41.37	728.43	65.69%	2.04%	30.61%	30.61%	34.69%	6.12%	30.61%	28.57%	32.65%
Hispanic	59	41.71	730.42	66.24%	1.69%	30.51%	30.51%	33.9%	5.08%	30.51%	28.81%	32.2%
White	1	0	363	0%	100%	0%	0%	0%	100%	0%	0%	0%
Female	23	37.74	709.61	59.96%	8.7%	34.78%	17.39%	34.78%	8.7%	43.48%	17.39%	26.09%
Male	37	43.05	733.43	68.35%	0%	27.03%	37.84%	32.43%	5.41%	21.62%	35.14%	35.14%
LEP	60	41.02	724.3	65.13%	3.33%	30%	30%	33.33%	6.67%	30%	28.33%	31.67%
Special Ed Indicator	4	37	705.75	58.75%	0%	0%	75%	25%	0%	0%	75%	25%
	0317 TELPAS Grade 10											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
Economic Disadvantage	42	39.02	738.38	60.93%	11.9%	23.81%	45.24%	19.05%	14.29%	45.24%	23.81%	16.67%
Hispanic	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	27	37.63	733.81	58.78%	14.81%	22.22%	44.44%	18.52%	18.52%	40.74%	22.22%	18.52%
Male	31	43.13	762.32	67.39%	6.45%	16.13%	48.39%	29.03%	6.45%	35.48%	32.26%	25.81%
LEP	58	40.57	749.05	63.38%	10.34%	18.97%	46.55%	24.14%	12.07%	37.93%	27.59%	22.41%
Special Ed Indicator	7	41.71	758.14	65.29%	0%	28.57%	42.86%	28.57%	0%	42.86%	28.57%	28.57%

	0317 TELPAS Grade 11											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
Economic Disadvantage	31	43.84	768.1	68.58%	0%	35.48%	32.26%	32.26%	6.45%	32.26%	32.26%	29.03%
Hispanic	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	19	41	754.37	64.16%	0%	36.84%	36.84%	26.32%	5.26%	31.58%	36.84%	26.32%
Male	18	45.28	775.72	70.78%	0%	22.22%	38.89%	38.89%	5.56%	27.78%	33.33%	33.33%
LEP	37	43.08	764.76	67.38%	0%	29.73%	37.84%	32.43%	5.41%	29.73%	35.14%	29.73%
Special Ed Indicator	1	36	730	56%	0%	0%	100%	0%	0%	100%	0%	0%
	0317 TELPAS Grade 12											
	Total Students	Raw Score	Scale Score	Percent Score	Listening Proficiency Rating				Speaking Proficiency Rating			
					Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
002 Montwood HS	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
Economic Disadvantage	31	46.48	780.35	72.61%	0%	3.23%	25.81%	70.97%	0%	22.58%	16.13%	61.29%
Hispanic	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
White	-	-	-	-	-	-	-	-	-	-	-	-
Female	17	48.06	789.29	75.12%	0%	0%	41.18%	58.82%	0%	29.41%	17.65%	52.94%
Male	28	44.89	772.86	70.21%	3.57%	10.71%	17.86%	67.86%	3.57%	21.43%	14.29%	60.71%
LEP	45	46.09	779.07	72.07%	2.22%	6.67%	26.67%	64.44%	2.22%	24.44%	15.56%	57.78%
Special Ed Indicator	5	39.2	747.6	61.40%	0%	0%	0%	100%	0%	0%	0%	100%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
5%	28.33%	31.67%	31.67%	15%	25%	45%	15%
6.12%	28.57%	30.61%	32.65%	14.29%	26.53%	44.9%	14.29%
3.39%	28.81%	32.2%	32.2%	13.56%	25.42%	45.76%	15.25%
100%	0%	0%	0%	100%	0%	0%	0%
8.7%	30.43%	34.78%	21.74%	21.74%	39.13%	26.09%	13.04%
2.7%	27.03%	29.73%	37.84%	10.81%	16.22%	56.76%	16.22%
5%	28.33%	31.67%	31.67%	15%	25%	45%	15%
0%	25%	50%	25%	0%	50%	50%	0%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
7.14%	19.05%	50%	23.81%	11.9%	28.57%	50%	9.52%
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
-	-	-	-	-	-	-	-
11.11%	18.52%	51.85%	18.52%	14.81%	33.33%	37.04%	14.81%
3.23%	12.9%	48.39%	35.48%	6.45%	22.58%	54.84%	16.13%
6.9%	15.52%	50%	27.59%	10.34%	27.59%	46.55%	15.52%
0%	14.29%	71.43%	14.29%	14.29%	28.57%	42.86%	14.29%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
0%	29.03%	48.39%	22.58%	0%	25.81%	54.84%	19.35%
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
-	-	-	-	-	-	-	-
0%	15.79%	63.16%	21.05%	5.26%	31.58%	47.37%	15.79%
0%	44.44%	22.22%	33.33%	0%	27.78%	50%	22.22%
0%	29.73%	43.24%	27.03%	2.7%	29.73%	48.65%	18.92%
0%	100%	0%	0%	0%	100%	0%	0%

Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
0%	12.9%	41.94%	45.16%	0%	22.58%	67.74%	9.68%
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
-	-	-	-	-	-	-	-
0%	0%	47.06%	52.94%	0%	11.76%	70.59%	17.65%
3.57%	25%	25%	46.43%	3.57%	28.57%	53.57%	14.29%
2.22%	15.56%	33.33%	48.89%	2.22%	22.22%	60%	15.56%
0%	0%	40%	60%	0%	60%	20%	20%

	March 2017 SAT, Grade 11							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	582	0%	461.27	0	22.8	23	459.14	0
Economic Disadvantage	324	0%	445.46	0	21.98	23	445.86	0
Asian	4	0%	610	0	31.5	32	670	0
Black/African American	4	0%	520	0	25.5	27	485	0
Hispanic	555	0%	458.09	0	22.64	23	455.96	0
Native Hawaiian/Pacific Islander	1	0%	430	0	20	21	420	0
White	18	0%	515	0	25.33	27	506.67	0
Female	305	0%	470.49	0	23.5	25	456.16	0
Male	277	0%	451.12	0	22.02	23	462.42	0
First Year of Monitoring	9	0%	435.56	0	21.11	26	452.22	0
LEP	36	0%	401.39	0	19.5	24	403.61	0
Second Year of Monitoring	2	0%	405	0	19	22	460	0
Special Ed Indicator	31	0%	380.97	0	18.45	20	390.97	0

	December 2016 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	10	0%	478	0	23.8	26	501	0
Economic Disadvantage	6	0%	486.67	0	24	22	491.67	0
Hispanic	10	0%	478	0	23.8	26	501	0
White	-	-	-	-	-	-	-	-
Female	8	0%	480	0	24	26	498.75	0
Male	2	0%	470	0	23	22	510	0
LEP	3	0%	436.67	0	21.33	22	476.67	0
	January 2017 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	12	0%	468.33	0	23.17	25	490.83	0
Economic Disadvantage	9	0%	462.22	0	22.78	25	482.22	0
Hispanic	11	0%	474.55	0	23.55	25	497.27	0
White	1	0%	400	0	19	21	420	0
Female	8	0%	462.5	0	22.88	25	466.25	0
Male	4	0%	480	0	23.75	30	540	0
LEP	1	0%	430	0	21	23	460	0

	March 2017 SAT, Grade 12							
	Total Students	Percent Score	Evidence-Based Reading and Writing Section Score	Writing Score (Pre-2016)	Writing and Language Test Score	Math Test Score	Math Section Score	Math Score (Pre-2016)
002 Montwood HS	8	0%	517.5	0	26.25	30	523.75	0
Economic Disadvantage	1	0%	550	0	24	30	590	0
Hispanic	8	0%	517.5	0	26.25	30	523.75	0
White	-	-	-	-	-	-	-	-
Female	3	0%	533.33	0	28	30	566.67	0
Male	5	0%	508	0	25.2	30	498	0
LEP	1	0%	450	0	24	22	440	0

	October 2016 PSAT 8/9, Grade 9				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	1	0	610	300	310
Economic Disadvantage	-	-	-	-	-
American Indian/Alaskan	-	-	-	-	-
Asian	-	-	-	-	-
Black/African American	-	-	-	-	-
Hispanic	1	0	610	300	310
Native Hawaiian/Pacific I	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
Female	-	-	-	-	-
Male	1	0	610	300	310
First Year of Monitoring	-	-	-	-	-
LEP	-	-	-	-	-
Second Year of Monitorin	-	-	-	-	-
Special Ed Indicator	-	-	-	-	-

	October 2016 PSAT 10, Grade 10				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section Score	Math Section Score
002 Montwood HS	610	0	846.93	410.26	436.67
Economic Disadvantage	349	0	832.72	402.26	430.46
American Indian/Alaskan	1	0	610	320	290
Asian	7	0	940	454.29	485.71
Black/African American	6	0	713.33	360	353.33
Hispanic	579	0	846.23	409.64	436.6
Native Hawaiian/Pacific I -	-	-	-	-	-
Two or More Races	3	0	883.33	460	423.33
White	14	0	895.71	431.43	464.29
Female	272	0	851.91	417.17	434.74
Male	338	0	842.93	404.7	438.22
First Year of Monitoring	4	0	887.5	437.5	450
LEP	55	0	748.18	359.09	389.09
Second Year of Monitorin	11	0	783.64	386.36	397.27
Special Ed Indicator	37	0	702.16	340	362.16

	October 2016 PSAT 10, Grade 11				
	Total Students	Raw Score	Scale Score	Evidence-Based Reading and Writing Section	Math Section Score
002 Montwood HS	172	0	1039.07	523.49	515.58
Economic Disadvantage	68	0	1031.47	517.94	513.53
American Indian/Alaskan	-	-	-	-	-
Asian	3	0	1276.67	630	646.67
Black/African American	2	0	980	530	450
Hispanic	157	0	1033.5	519.49	514.01
Native Hawaiian/Pacific I	1	0	920	440	480
Two or More Races	-	-	-	-	-
White	9	0	1083.33	565.56	517.78
Female	116	0	1023.97	519.66	504.31
Male	56	0	1070.36	531.43	538.93
First Year of Monitoring	-	-	-	-	-
LEP	2	0	915	450	465
Second Year of Monitorin	-	-	-	-	-
Special Ed Indicator	1	0	800	410	390