



# CHANNEL VIEWS

**Channelview Independent School District**

*"Actively Engaged in the Future of Our Community"*

*Pictured Above: Students from the Student Advisory Council for the Superintendent attended the Commodity Food Expo. This group sampled items from possible vendors. Their input helped the CISD Nutrition Services Department decide which vendors to use for the 2008-2009 school year.*

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## ⋮ L.W. Kolarik Education Center



Exterior Front View

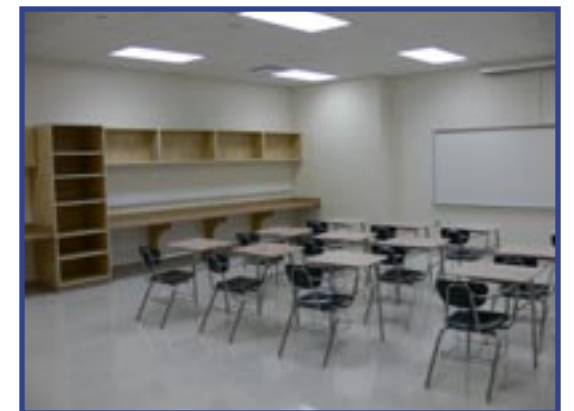
### : The Building's Design

The L.W. Kolarik Education Center is a 146,000 square foot, two-story, academic building. The building will accommodate up to 1,000 students. Ninth grade students will begin classes there on January 7, 2008.

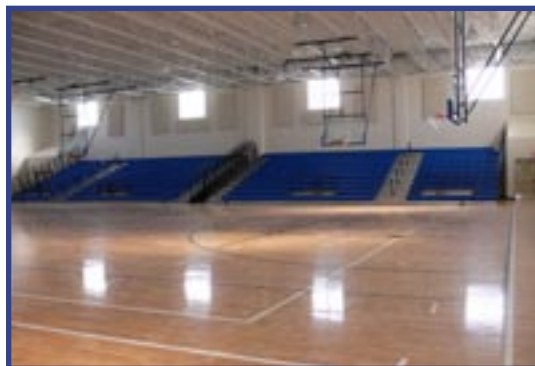
The building is equipped with 48 classrooms and labs, one full competition gym, 15 faculty offices, a mini black box theater with theater seating, and a cafeteria. The building's front entrance and parking area are accessible by entrances on Sheldon Road. The bus loading and staff parking areas at Channelview High School were expanded to also accommodate the Kolarik Center.



Library



Classroom



Competition Gym



Lab

### : The Academic Plan

Steve McCanless is the new principal for the Ninth Grade Center and is looking forward to an exciting start with his staff and students. Ninth grade teachers have worked diligently to create an atmosphere that will make education exciting.

The Kolarik Center will be structured into Ninth Grade Academy groups which are developed around the concept of smaller learning communities with interdisciplinary teams of English, Math, Science, and Social Studies. The campus will be divided into three Academy Groups: the Blue, Gold, and White groups. Each Academy will have two teams of teachers, and each team will share a specific area of the building. All teachers, both academic and elective, will be part of a team.

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[www.channelview.isd.esc4.net](http://www.channelview.isd.esc4.net)

**:: District Directory**

<b>Brown Elem.</b> 16550 Wallisville Road <i>David Walker, Principal</i>	(281) 860-1400	8:05 A.M.-3:05 P.M.
<b>Crenshaw Elem.</b> 16204 Wood Drive <i>Audry Lane, Principal</i>	(281) 457-3080	7:45 A.M.-2:45 P.M.
<b>McMullan Elem.</b> 1290 Dell Dale <i>Mike Niemeyer, Principal</i>	(281) 452-1154	8:05 A.M.-3:05 P.M.
<b>Schochler Elem.</b> 910 Deerpass <i>Ann Garza, Principal</i>	(281) 452-2880	8:05 A.M.-3:05 P.M.
<b>Cobb - 6th Grade Campus</b> 915 Dell Dale <i>Blake Smith, Principal</i>	(281) 452-7788	8:45 A.M.-3:45 P.M.
<b>DeZavala Elem.</b> 16150 Second Street <i>Manuel Escalante, Principal</i>	(281) 452-6008	7:45 A.M.-2:45 P.M.
<b>Hamblen Elem.</b> 1019 Dell Dale <i>Janice Powell, Principal</i>	(281) 457-8720	7:45 A.M.-2:45 P.M.
<b>Alice Johnson Jr. High</b> 15500 Proctor <i>Peter Griffiths, Principal</i>	(281) 452-8030	8:25 A.M.-3:25 P.M.
<b>Kolarik Education Cntr.</b> 1120 Sheldon Road <i>Steven McCanless, Principal</i>	(713) 378-3400	7:15 A.M.-2:15 P.M.
<b>Channelview High School</b> 1100 Sheldon Road <i>Cindi Ollis, Principal</i>	(281) 452-1450	7:15 A.M.-2:15 P.M.
<b>Channelview Annex Pre-K Day Care Center</b> 828 Sheldon Road <i>Judy Lee, Principal</i>	(281) 860-3827	7:30 A.M.-3:00 P.M. 5:30 A.M.-5:30 P.M.
<b>Apollo Endeavor</b> <i>Mark Sims, Principal</i>	(281) 860-3800 (281) 860-3800	8:00 A.M.-3:00 P.M. 8:00 A.M.-4:00 P.M.
<b>Jerry Neal Health Clinic</b> 828 Sheldon Road	(281) 457-6350	8:00 A.M.-3:30 P.M.

**:: 2007-2008 School Year  
Important Dates to Know**

**SECOND SEMESTER: JANUARY 7 - JUNE 5**

**HOLIDAYS**

Christmas .....	Dec.24-Jan 4
MLK Day.....	Jan. 21
Spring Break.....	Mar. 17-21
Memorial Day .....	May 26

**STAFF WORKDAYS, STUDENT HOLIDAYS**

February 15
March 24
May 5
June 6

**TESTING DATES**

Feb. 19	TAKS-I Writing TAKS-I Reading TAKS-I ELA TAKS Writing TAKS Reading TAKS Eng/Lang Arts TAAS Writing	3 - 5 (Eng/Span) & 7 (Eng) 8 & 9 Eng. 10 & Exit 4 (Eng./Span.), 7 & Exit (retest) 3 (Eng/Span), 5 (Eng/Span), 8 & 9 10 & Exit (retest) Exit (retest)
Feb.20	TAKS Math TAAS Math	Exit (retest) Exit (retest)
Feb. 21	TAKS ELA TAKS Science TAAS Reading TAKS-I ELA	10 (makeup) Exit (retest) Exit retest 10 (makeup)
Feb. 22	TAKS Social Studies	Exit (retest)
Feb. 23	TAKS Reading	3, 5 & 8 Eng./Span (make-up for all)
Mar. 3 – 28	RPTE II & TOP	TELPAS
Apr. 7	LAT Math	5 & 8
Apr. 8	TAKS Math TAKS-I Math	5 (Eng/Span), 8 (Eng) 5 (Eng/Span), 8 (Eng)
Apr. 10	TAKS Math	5 & 8 (make-up for all from April 7-8) *LAT included
Apr. 21	LAT Math	3-4, 6-7 & 10
Apr. 22	TAKS Math TAKS Eng/Lang Arts TAKS I Math TAAS Writing	3-4 (Eng/Span), 6 (Eng/Span), 7&10 Exit (retest) 3,4,6,7 (Eng/Span) & 10 (Eng) Exit (retest)
Apr. 23	TAKS Reading  TAKS Math TAK I Reading	3 (Eng/Span & Eng/Span retest), 4 (Eng/Span), 5 (Eng/Span & Eng/ Span retest), 6 (Eng/Span)-7, 8 Exit (retest) 4 & 6 (Eng/Span)
Apr. 24	TAKS I Reading TAK-I Math TAAS Math TAKS Science TAKS Math TAAS Reading TAKS I Science	3 & 5 (retest), 7, 8 (retest) Exit Exit (retest) 5 (Eng/Span), 8, 10 & Exit (& retest) 9 Exit (retest) 5 (Eng/ Span), 8, 10 & Exit
Apr. 25	TAKS Social Studies TAKS I Social Studies	8,10 & Exit (&retest) 8,10 & Exit
Apr. 26	TAKS/LAT Math TAKS/LAT Reading	3-4, 6-8 & 10 (make-up for all) 3-8 (make-up for all)
May 13	TAKS Math TAKS I Math	5 (Eng/Span retest) & 8 (retest) 5 (Eng/Span) & 8 (Eng)
May 15	TAKS Math	5 & 8 (Eng/Span make-up for all)

**: : L.W. Kolarik Education Center (cont.)**



The central office staff for the Kolarik Center. Pictured left to right: (Top) Abel Narvaez, Steve McCanless, Marshall Caplan, (Bottom) Valerie Deese, Rosie Ramirez, Robin Pledger, and Doris Graves

**Cont. from page 4**

The team teachers will share the same students throughout the day to further instill a more personalized learning environment.

Kolarik will also incorporate the Adult Advocate System which ensures that every ninth grade student will have at least one adult who knows them well and takes a personal interest in their academics. This will be accomplished by the addition of the new Advisory period during the school day. The Advisory teacher will see their students every day and work with them on academic skills, character building, future planning, and transition to high school activities. Every student needs to know that there is someone who can provide rapport, academic and personal guidance, and be an overall resource when needed. The Adult Advocate will satisfy these needs.

Kolarik is also planning a Ninth Grade transition program for incoming ninth graders for the 08-09 school year. The incoming freshmen will participate in a summer enrichment academy before the school year starts so they can familiarize themselves with the campus, the teachers, and the expectations of the Kolarik Center. Overall, this is an exciting time in CISD for the students who will get to experience the Kolarik Center.

**: The Ribbon Cutting**

The district celebrated the completion of the L.W. Kolarik Education Center with a Ribbon Cutting Ceremony and Open House on Tuesday, December 11, 2007. The evening's events began with the Masonic Leveling Ceremony followed by a ribbon cutting performed by the North Channel Area Chamber of Commerce's Ambassadors. The CHS JROTC posted the USA and Texas flags, and Mr. E.B. Garcia, Parliamentarian for the CISD Board of Trustees, lead the invocation. The program that followed featured performances by the CHS Jazz Ensemble and the Selected Ladies Choir from CHS and AJJH. Mr. Steve McCanless, the building principal, welcomed guests and spoke about his excitement and enthusiasm for the new start in January.

Channelview ISD was honored to have Senator John Whitmire as the keynote speaker. During his speech, Senator Whitmire commented on the importance of education. He mentioned also the importance of recognizing great educators, like Mr. Kolarik. He concluded by congratulating Mr. Kolarik for receiving this honor.

Mr. Larry Kolarik is a respected former employee. He began teaching for Channelview High School in 1967, and he retired as the Assistant Superintendent of Business in 1997. The district was thrilled to have Mr. Kolarik be part of the program. He concluded the evening's ceremony. He said that he was honored to have the school named after him, and he was grateful that so many thought so highly of his service to Channelview ISD. Mr. Kolarik received a standing ovation from the audience at the end of his speech.



Mr. Kolarik is pictured holding the ceremonial Chamber of Commerce scissors. Senator John Whitmire is to the left.

of his speech. The district presented Mr. Kolarik with a framed photo of a cast plaque that is now displayed in the entry of the Kolarik Center. The inscription on the plaque reads:

***“During 30 years of devoted service with Channelview Independent School District, Larry W. Kolarik served successfully in several capacities earning him the respect of students and his community. Whether he was teaching in a classroom or managing the construction of a new school, he never lost sight of his purpose as an educator. This plaque is dedicated to him for his commitment, hard work, and passion for education.”***

After the ceremony, Mr. Kolarik graciously provided assistance by guiding guests and answering questions.

Mr. Kolarik graciously provided assistance by guiding guests and answering questions.

# :: 2006-2007 Campus Accountability Reports

## Crenshaw Primary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	% Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	111	123	90%	100%	118	130	91%		-1		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	78	87	90%	71%	87	97	90%		0		
White	30	33	91%	27%	*	*	93%		-2		
Econ Disadv	88	100	88%	81%	88	99	89%		-1		
<b>Mathematics</b>											
All Students	91	125	73%	100%	90	133	68%	Yes	5	4	Yes
African Amer	*	*	*	*	*	*	*	*			
Hispanic	65	88	74%	70%	65	99	66%	Yes	8	5	Yes
White	23	33	70%	26%	22	31	71%	Yes	-1	2	No
Econ Disadv	69	101	68%	81%	66	101	65%	Yes	3	**	No
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	*	*	> 99%		*		
<b>Attendance (2005-2006)</b>											
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Stu Group %		Attendance Rate						
All Students	75,132	77,661	100%		96.70%						
African Amer	1,106	1,187	2%		93.20%						
Hispanic	52,502	53,953	69%		97.30%						
White	20,341	21,310	27%		95.50%						
Econ Disadv	56,423	58,263	75%		96.80%						
<b>Commended on Reading/ELA</b>						<b>Commended on Math</b>					
	# Commended	# Taking	Stu. Group %	% Commended		# Commended	# Taking	Stu. Group %	% Commended		
All Students	25	123	100%	20%	All Students	22	125	100%	18%		
African American	*	*	*	*	African American	*	*	*	*		
Hispanic	13	87	71%	15%	Hispanic	15	88	70%	17%		
White	11	33	27%	33%	White	6	33	26%	18%		
Econ Disadvan	14	100	81%	14%	Econ Disadvan	13	101	81%	13%		

## Harvey Brown Primary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	172	180	96%	100%	172	180	96%		0		
African Amer	*	*	98%	*	*	*	98%		0		
Hispanic	118	124	95%	69%	99	104	95%		0		
White	*	*	93%	*	*	*	94%		-1		
Econ Disadv	124	131	95%	73%	120	127	94%		1		
<b>Mathematics</b>											
All Students	150	180	83%	100%	136	183	74%		9		
African Amer	30	40	75%	22%	30	41	73%		2		
Hispanic	107	124	86%	69%	80	106	75%		11		
White	12	15	80%	8%	23	33	70%		10		
Econ Disadv	113	131	86%	73%	101	130	78%		8		
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	*	*	89%		*		
<b>Attendance (2005-2006)</b>											
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent		Attendance Rate						
All Students	103,008	107,106	100%		96.20%						
African Amer	21,718	22,527	21%		96.40%						
Hispanic	65,951	68,374	64%		96.50%						
White	14,640	15,478	14%		94.60%						
Econ Disadv	74,585	77,612	72%		96.10%						
<b>Commended on Reading/ELA</b>						<b>Commended on Math</b>					
	# Commended	# Taking	Student Group %	% Commended		# Commended	# Taking	Student Group %	% Commended		
All Students	50	180	100%	28%	All Students	40	180	100%	22%		
African American	8	*	*	20%	African American	*	40	22%	5%		
Hispanic	37	124	69%	30%	Hispanic	33	124	69%	27%		
White	5	*	*	33%	White	5	15	8%	33%		
Econ Disadvan	35	131	73%	27%	Econ Disadvan	29	131	73%	22%		

McMullan Primary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	Pct Met Std	Std Grp %	# Met Std	# Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	*	*	98%	*	*	*	98%		0		
African Amer	*	*	> 99%	*	*	*	> 99%		*		
Hispanic	*	*	98%	*	*	*	97%		1		
White	*	*	> 99%	*	*	*	> 99%		*		
Econ Disadv	*	*	98%	*	*	*	97%		1		
<b>Mathematics</b>											
All Students	108	119	91%	100%	87	110	79%		12		
African Amer	12	16	75%	13%	13	16	81%		-6		
Hispanic	83	88	94%	74%	58	75	77%		17		
White	*	*	87%	*	14	17	82%		5		
Econ Disadv	72	82	88%	69%	63	80	79%		9		
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	*	*	> 99%		*		
<b>Attendance (2005-2006)</b>											
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate							
All Students	67,280	70,038	100%	96.10%							
African American	8,064	8,445	12%	95.50%							
Hispanic	47,468	49,176	70%	96.50%							
White	11,384	12,045	17%	94.50%							
Econ Disadv	47,425	49,403	71%	96.00%							
<b>Commended on Reading/ELA: ACKNOWLEDGED</b>						<b>Commended on Math</b>					
	# Commended	# Taking	Student Group %	% Commended		# Commended	# Taking	Student Group %	% Commended		
All Students	41	*	*	35%	All Students	26	119	100%	22%		
African American	4	*	*	25%	African American	*	16	13%	13%		
Hispanic	33	*	*	38%	Hispanic	21	88	74%	24%		
White	4	*	*	29%	White	3	*	*	20%		
Econ Disadvan	27	*	*	33%	Econ Disadvan	15	82	69%	18%		

Schochler Primary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	Pct Met Std	Std Grp %	# Met Std	# Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	116	122	95%	100%	95	104	91%		4		
African Amer	*	*	> 99%	*	*	*	93%		*		
Hispanic	86	92	93%	75%	57	65	88%		5		
White	*	*	> 99%	*	*	*	> 99%		*		
Econ Disadv	95	100	95%	82%	71	80	89%		6		
<b>Mathematics</b>											
All Students	110	126	87%	100%	83	108	77%		10		
African Amer	16	19	84%	15%	11	16	69%		15		
Hispanic	82	94	87%	75%	51	67	76%		11		
White	*	*	91%	*	17	20	85%		6		
Econ Disadv	90	103	87%	82%	65	83	78%		9		
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	*	*	> 99%	*	*		
<b>Attendance (2005-2006)</b>											
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate							
All Students	77,745	80,883	100%	96.10%							
African American	11,726	12,331	15%	95.10%							
Hispanic	48,832	50,497	62%	96.70%							
White	15,487	16,329	20%	94.80%							
Econ Disadv	59,775	62,147	77%	96.20%							
<b>Commended on Reading/ELA</b>						<b>Commended on Math</b>					
	# Commended	# Taking	Student Group %	% Commended		# Commended	# Taking	Student Group %	% Commended		
All Students	27	122	100%	22%	All Students	31	126	100%	25%		
African American	4	*	*	22%	African American	3	19	15%	16%		
Hispanic	20	92	75%	22%	Hispanic	27	94	75%	29%		
White	3	*	*	30%	White	*	*	*	9%		
Econ Disadvan	22	100	82%	22%	Econ Disadvan	24	103	82%	23%		

2006-2007 Campus Accountability Reports

Cobb Elementary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	% Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	296	359	82%	100%	344	385	89%		-7		
African Amer	22	25	88%	7%	*	*	97%		-9		
Hispanic	209	265	79%	74%	235	272	86%		-7		
White	56	59	95%	16%	*	*	99%		-4		
Econ Disadv	228	287	79%	80%	261	300	87%		-8		
<b>Mathematics</b>											
All Students	308	366	84%	100%	348	398	87%		-3		
African Amer	15	25	60%	7%	28	31	90%		-30		
Hispanic	231	271	85%	74%	243	281	86%		-1		
White	53	60	88%	16%	63	72	88%		0		
Econ Disadv	240	293	82%	80%	268	311	86%		-4		
<b>Science</b>											
All Students	92	123	75%	100%	95	133	71%	4			
African Amer	7	12	58%	10%	*	*	67%	-9			
Hispanic	68	92	74%	75%	67	100	67%	Yes	7	4	Yes
White	*	*	86%	*	*	*	92%	-6			
Econ Disadv	71	99	72%	80%	70	105	67%	Yes	5	4	Yes
<b>Writing</b>											
All Students	91	101	90%	100%	120	127	94%		-4		
African Amer	*	*	86%	*	*	*	92%		-6		
Hispanic	65	72	90%	71%	85	90	94%		-4		
White	*	*	90%	*	*	*	94%		-4		
Econ Disadv	71	78	91%	77%	94	100	94%		-3		
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	81	120	68% *		*		
<b>Attendance (2005-2006)</b>											
<b>Student Groups</b>	<b>Total Days Present</b>		<b>Total Days Absent + Total Days Present</b>			<b>Student Group %</b>		<b>Attendance Rate</b>			
All Students	83,022		86,029			100%		96.50%			
African Amer	6,534		6,801			8%		96.10%			
Hispanic	56,583		58,397			68%		96.90%			
White	17,146		18,045			21%		95.00%			
Econ Disadv	63,567		65,944			77%		96.40%			
<b>Commended on Reading/ELA: ACKNOWLEDGED</b>						<b>Commended on Writing</b>					
	# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended	
All Students	106	359	100%	30%		All Students	18	101	100%	18%	
African American	5	25	7%	20%		African American	*	*	*	14%	
Hispanic	70	265	74%	26%		Hispanic	13	72	71%	18%	
White	27	59	16%	46%		White	4	*	*	20%	
Econ Disadvan	80	287	80%	28%		Econ Disadvan	14	78	77%	18%	
<b>Commended on Math: ACKNOWLEDGED</b>						<b>Commended on Science</b>					
	# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended	
All Students	101	366	100%	28%		All Students	13	123	100%	11%	
African American	4	25	7%	16%		African American	*	12	10%	< 1%	
Hispanic	75	271	74%	28%		Hispanic	8	92	75%	9%	
White	17	60	16%	28%		White	*	*	*	14%	
Econ Disadvan	76	293	80%	26%		Econ Disadvan	7	99	80%	7%	
<b>Comparable Improvement: ACKNOWLEDGED: READING/ELA</b>											
	# of Matched Students			Quartile							
Reading/ELA	298			Q1							
Math	307			Q2							

DeZavala Elementary School

	2007				2006			Required Improvement			
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	% Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	280	358	78%	100%	293	336	87%		-9		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	194	256	76%	72%	188	222	85%		-9		
White	79	94	84%	26%	101	107	94%		-10		
Econ Disadv	212	279	76%	78%	219	257	85%		-9		
<b>Mathematics</b>											
All Students	309	369	84%	100%	279	337	83%		1		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	225	266	85%	72%	182	223	82%		3		
White	78	95	82%	26%	94	107	88%		-6		
Econ Disadv	240	289	83%	78%	211	258	82%		1		
<b>Science</b>											
All Students	56	98	57%	100%	67	115	58%	Yes	-1	**	No
African Amer	*	*	*	*	*	*	*	*			
Hispanic	38	69	55%	70%	40	78	51%	Yes	4	**	No
White	17	26	65%	27%	26	35	74%	-9			
Econ Disadv	38	70	54%	71%	46	90	51%	Yes	3	**	No
<b>Writing</b>											
All Students	116	139	83%	100%	88	95	93%		-10		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	89	108	82%	78%	58	63	92%		-10		
White	24	28	86%	20%	*	*	93%		-7		
Econ Disadv	90	112	80%	81%	60	66	91%		-11		
<b>State Developed Alternative Assessment (SDAA) Table</b>											
	# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	121	124	98% *		*		
<b>Attendance (2005-2006)</b>											
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group %				Attendance Rate				
All Students	73,536	76,314	100%				96.40%				
African Amer	1,465	1,533	2%				95.60%				
Hispanic	48,433	49,857	65%				97.10%				
White	22,991	24,258	32%				94.80%				
Econ Disadv	55,705	57,707	76%				96.50%				
<b>Commended on Reading/ELA</b>						<b>Commended on Writing</b>					
	# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended	
All Students	69	358	100%	19%		All Students	26	139	100%	19%	
African American	*	*	*	*		African American	*	*	*	*	
Hispanic	44	256	72%	17%		Hispanic	18	108	78%	17%	
White	25	94	26%	27%		White	6	28	20%	21%	
Econ Disadvan	46	279	78%	16%		Econ Disadvan	16	112	81%	14%	
<b>Commended on Math</b>						<b>Commended on Science</b>					
	# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended	
All Students	81	369	100%	22%		All Students	12	98	100%	12%	
African American	*	*	*	*		African American	*	*	*	*	
Hispanic	62	266	72%	23%		Hispanic	7	69	70%	10%	
White	18	95	26%	19%		White	5	26	27%	19%	
Econ Disadvan	60	289	78%	21%		Econ Disadvan	7	70	71%	10%	
<b>Comparable Improvement</b>											
	# of Matched Students			Quartile							
Reading/ELA	276			Q2							
Math	274			Q2							

Hamblen Elementary School

	2007				2006			Required Improvement				
	# Met Std	# Taking	Pct Met Std	Std Grp %	# Met Std	# Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	
<b>Reading/ELA</b>												
All Students	634	740	86%	100%	572	682	84%		2			
African Amer	143	166	86%	22%	126	156	81%		5			
Hispanic	412	483	85%	65%	347	421	82%		3			
White	68	79	86%	11%	92	96	96%		-10			
Econ Disadv	423	506	84%	68%	358	440	81%		3			
<b>Mathematics</b>												
All Students	631	749	84%	100%	557	699	80%		4			
African Amer	131	168	78%	22%	119	161	74%		4			
Hispanic	416	485	86%	65%	349	431	81%		5			
White	73	84	87%	11%	82	98	84%		3			
Econ Disadv	426	513	83%	68%	345	452	76%		7			
<b>Science</b>												
All Students	139	226	62%	100%	123	220	56%	Yes	6	**	No	
African Amer	31	49	63%	22%	23	48	48%	Yes	15	**	No	
Hispanic	87	147	59%	65%	79	143	55%	Yes	4	**	No	
White	17	24	71%	11%	19	27	70%	1				
Econ Disadv	91	153	59%	68%	71	149	48%	Yes	11	**	No	
<b>Writing</b>												
All Students	226	280	81%	100%	187	222	84%		-3			
African Amer	56	71	79%	25%	44	50	88%		-9			
Hispanic	142	173	82%	62%	117	145	81%		1			
White	25	32	78%	11%	*	*	96%		-18			
Econ Disadv	156	195	80%	70%	124	150	83%		-3			
<b>State Developed Alternative Assessment (SDAA) Table</b>												
	# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?	
All Students	*	*	> 99%	*	130	175	74% *		*			
<b>Attendance (2005-2006)</b>												
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Stu Grp %		Attendance Rate							
All Students	140,579	145,666	100%		96.50%							
African Amer	35,579	36,988	25%		96.20%							
Hispanic	84,190	86,991	60%		96.80%							
White	18,881	19,718	14%		95.80%							
Econ Disadv	89,996	93,391	64%		96.40%							
<b>Commended on Reading/ELA</b>						<b>Commended on Writing</b>						
	# Commended	# Taking	Stu Grp %	% Commended		# Commended	# Taking	Stu Grp %	% Commended			
All Students	200	740	100%	27%	All Students	37	280	100%	13%			
African American	47	166	22%	28%	African American	7	71	25%	10%			
Hispanic	123	483	65%	25%	Hispanic	27	173	62%	16%			
White	27	79	11%	34%	White	3	32	11%	9%			
Econ Disadvan	120	506	68%	24%	Econ Disadvan	28	195	70%	14%			
<b>Commended on Math: ACKNOWLEDGED</b>						<b>Commended on Science</b>						
	# Commended	# Taking	Stu Grp %	% Commended		# Commended	# Taking	Stu Grp %	% Commended			
All Students	220	749	100%	29%	All Students	33	226	100%	15%			
African American	42	168	22%	25%	African American	4	49	22%	8%			
Hispanic	148	485	65%	31%	Hispanic	22	147	65%	15%			
White	26	84	11%	31%	White	7	24	11%	29%			
Econ Disadvan	136	513	68%	27%	Econ Disadvan	20	153	68%	13%			
<b>Comparable Improvement</b>												
	# of Matched Students		Quartile									
Reading/ELA	596		Q2									
Math	615		Q2									

Alice Johnson Junior High School

	2007				2006			Required Improvement			
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
All Students	833	1,007	83%	100%	692	975	71%		12		
African Amer	133	163	82%	16%	117	163	72%		10		
Hispanic	510	631	81%	63%	395	587	67%		14		
White	174	194	90%	19%	165	204	81%		9		
Econ Disadv	537	675	80%	67%	429	642	67%		13		
<b>Mathematics</b>											
All Students	649	1,010	64%	100%	498	985	51%	Yes	13	**	No
African Amer	95	164	58%	16%	80	165	48%	Yes	10	**	No
Hispanic	400	635	63%	63%	283	593	48%	Yes	15	**	No
White	138	192	72%	19%	121	206	59%	Yes	13	8	Yes
Econ Disadv	415	678	61%	67%	304	650	47%	Yes	14	**	No
**Met the minimum size requirement, but did not meet the 70% floor for Recognized.											
<b>Writing</b>											
All Students	429	475	90%	100%	419	505	83%		7		
African Amer	66	76	87%	16%	70	82	85%		2		
Hispanic	271	302	90%	64%	253	313	81%		9		
White	83	88	94%	19%	86	99	87%		7		
Econ Disadv	280	321	87%	68%	272	341	80%		7		
<b>Social Studies</b>											
All Students	412	518	80%	100%	317	450	70%		10		
African Amer	67	85	79%	16%	51	77	66%		13	3	No
Hispanic	252	326	77%	63%	181	265	68%		9	1	No
White	84	97	87%	19%	77	99	78%		9		
Econ Disadv	266	348	76%	67%	185	283	65%		11	3	No
<b>STATE-DEVELOPED ALTERNATIVE ASSESSMENT (SDAA) TABLE</b>											
2007				2006			Required Improvement				
# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?	
269	283	95%	100%	177	280	63%		32			
<b>Annual Drop-out Rate Grades 7-8</b>											
2005-2006				2004-2005			Required Improvement				
# Official Dropouts	# 7-8 Graders	% Official Dropout Rate	Stu Grp %	# Official Dropouts	# 7-8 Grade	Official Dropout Rate	Met Min Size	Act Chg	RI	Met RI?	
All Students	19	1,397	1.40%	100%	1	1,311	0.10%		0		
African Amer	2	273	0.70%	20%	1	238	0.40%		0.4		
Hispanic	14	790	1.80%	57%	0	689	0.00%		-0.2		
White	3	310	1.00%	22%	0	361	0.00%		0		
Econ Disadv	13	910	1.40%	65%	0	794	0.00%		-0.1		
<b>Attendance 2005-2006</b>											
		Total Days Present	Total Days Absent + Total Days Present		Stu Grp %		Attendance Rate				
All Students		200,968	209,610		100%		95.90%				
African American		36,962	38,218		18%		96.70%				
Hispanic		116,531	121,208		58%		96.10%				
White		43,977	46,639		22%		94.30%				
Econ Disadv		132,691	138,030		66%		96.10%				
<b>Commended on Reading/ELA</b>						<b>Commended on Writing</b>					
		# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended
All Students		233	1,007	100%	23%	All Students		71	475	100%	15%
African American		35	163	16%	21%	African American		8	76	16%	11%
Hispanic		129	631	63%	20%	Hispanic		41	302	64%	14%
White		63	194	19%	32%	White		18	88	19%	20%
Econ Disadv		133	675	67%	20%	Econ Disadvan		36	321	68%	11%
<b>Commended on Math</b>						<b>Commended on Social Studies</b>					
		# Commended	# Taking	Stu Grp %	% Commended			# Commended	# Taking	Stu Grp %	% Commended
All Students		93	1,010	100%	9%	All Students		95	518	100%	18%
African American		8	164	16%	5%	African American		17	85	16%	20%
Hispanic		61	635	63%	10%	Hispanic		47	326	63%	14%
White		18	192	19%	9%	White		26	97	19%	27%
Econ Disadv		61	678	67%	9%	Econ Disadvan		54	348	67%	16%
<b>Comparable Improvement</b>											
		# of Matched Students		Quartile							
Reading/ELA		909		Q4							
Math		926		Q3							

2006-2007 Campus Accountability Reports

Channelview High School

	2007				2006			Required Improvement				
	# Met Std	# Taking	% Met Std	Std Grp %	# Met Std	# Taking	% Met Std	Met Min Size	Act Chg	RI	Met RI?	
<b>Reading/ELA</b>												
All Students	1,054	1,300	81%	100%	1,019	1,326	77%		4			
African Amer	192	236	81%	18%	181	230	79%		2			
Hispanic	575	740	78%	57%	530	730	73%		5			
White	260	290	90%	22%	279	329	85%		5			
Econ.Disadv	558	736	76%	57%	469	636	74%		2			
<b>Mathematics</b>												
All Students	716	1,276	56%	100%	581	1,292	45%	Yes	11	**	No	
African Amer	117	233	50%	18%	90	228	39%	Yes	11	**	No	
Hispanic	384	725	53%	57%	275	706	39%	Yes	14	**	No	
White	190	284	67%	22%	192	321	60%	Yes	7	**	No	
Econ.Disadv	374	726	52%	57%	232	611	38%	Yes	14	**	No	
<b>Science</b>												
All Students	437	715	61%	100%	393	724	54%	Yes	7	**	No	
African Amer	68	135	50%	19%	56	138	41%	Yes	9	**	No	
Hispanic	224	393	57%	55%	177	375	47%	Yes	10	**	No	
White	127	166	77%	23%	145	190	76%	1				
Econ.Disadv	220	402	55%	56%	142	297	48%	Yes	7	**	No	
<b>Social Studies</b>												
All Students	644	711	91%	100%	618	712	87%		4			
African Amer	123	136	90%	19%	114	137	83%		7			
Hispanic	339	387	88%	54%	313	369	85%		3			
White	161	167	96%	23%	176	187	94%		2			
Econ.Disadv	349	398	88%	56%	255	293	87%		1			
<b>STATE-DEVELOPED ALTERNATIVE ASSESSMENT (SDAA) TABLE</b>												
# Tests Met ARD	# Tests	% Met ARD	Stu Grp %	# Tests Met ARD	# Tests	% Met ARD	Met Min Size	Act Chg	RI	Met RI?		
177	187	95%	100%	124	180	69%		26				
<b>COMPLETION RATE TABLE (Gr. 9-12)</b>												
	Class of 2006					Class of 2005			Required Improvement			
	# Completers	# Non-compltrs	# in class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	323	58	390	82.80%	100%	323	356	90.70%	Yes	-7.9	-2.9	No
African Amer	72	11	83	86.70%	21%	59	60	98.30%		-11.6		
Hispanic	144	30	176	81.80%	45%	150	168	89.30%	Yes	-7.5	-2.2	No
White	100	17	124	80.60%	32%	107	121	88.40%	Yes	-7.8	-1.7	No
Econ. Disadv	119	25	148	80.40%	38%	103	118	87.30%	Yes	-6.9	-1.2	No
<b>Advanced Courses Completion (2005-2006)</b>												
	# w/ Credit for an Advanced Course		# w/ Credit for any Course			Stu Grp %		% w/ Credit for Advanced Courses				
All Students	314		1,986			100%		15.80%				
African Amer	61		390			20%		15.60%				
Hispanic	154		1,037			52%		14.90%				
White	87		515			26%		16.90%				
Econ. Disadv	134		976			49%		13.70%				
<b>AP/IB Results (2005-2006)</b>												
	# Taking AP and/or IB	# of 11th and 12th graders	Stu Grp %	% Taking AP and/or IB	# Scoring at or Above Criterion	# Taking AP and/or IB	% Scoring at or Above Criterion					
All Students	85	676	100%	12.60%	22	85	25.90%					
African Amer	11	144	21%	7.60%	1	11	9.10%					
Hispanic	36	328	49%	11.00%	11	36	30.60%					
White	29	188	28%	15.40%	8	29	27.60%					
<b>Attendance Rate (2005-2006)</b>												
	Total Days Present	Total Days Absent + Total Days Present	Student Group %	Attendance Rate								
All Students	313,710	339,691	100%	92.40%								
African Amer	61,502	65,756	19%	93.50%								
Hispanic	163,199	176,743	52%	92.30%								
White	81,734	89,693	26%	91.10%								
Econ. Disadv	160,880	173,889	51%	92.50%								

Commended on Reading/ELA					Commended on Science				
	# Commended	# Taking	Stu Grp %	% Commended		# Commended	# Taking	Stu Grp %	% Commended
All Students	101	1,300	100%	8%	All Students	39	715	100%	5%
African Amer	14	236	18%	6%	African American	7	135	19%	5%
Hispanic	49	740	57%	7%	Hispanic	10	393	55%	3%
White	35	290	22%	12%	White	19	166	23%	11%
Econ.Disadv	43	736	57%	6%	Econ Disadv	19	402	56%	5%
Commended on Math					Commended on Social Studies				
	# Commended	# Taking	Stu Grp %	% Commended		# Commended	# Taking	Stu Grp %	% Commended
All Students	101	1,276	100%	8%	All Students	204	711	100%	29%
African American	15	233	18%	6%	African American	39	136	19%	29%
Hispanic	40	725	57%	6%	Hispanic	93	387	54%	24%
White	38	284	22%	13%	White	67	167	23%	40%
Econ.Disadv	43	726	57%	6%	Econ Disadv	87	398	56%	22%
Comparable Improvement: ACKNOWLEDGED: MATHEMATICS									
	# Matched Students		Quartile						
Reading/ELA	1,073		Q4						
Math	1,066		Q1						
Recommended High School Program (RHSP) (Class of 2006) : ACKNOWLEDGED									
	Rec. HS Pgm.Graduates	Total Graduates	Stu Grp %	% Completing Rec. HS Pgm.					
All Students	265	304	100%	87.20%					
African American	55	67	22%	82.10%					
Hispanic	124	138	45%	89.90%					
White	79	92	30%	85.90%					
Econ.Disadv	100	112	37%	89.30%					
SAT/ACT Results (Class of 2006)									
	# Taking SAT and/or ACT	# of Non-Special Education Graduates	Stu Grp %	% Taking SAT and/or ACT	# Scoring at or Above Criterion	# Taking SAT and/or ACT	% Scoring at or Above Criterion		
All Students	181	268	100%	67.50%	14	181	7.70%		
African American	50	59	22%	84.70%	2	50	4.00%		
Hispanic	63	123	46%	51.20%	8	63	12.70%		
White	56	79	29%	70.90%	3	56	5.40%		
Texas Success Initiative (TSI) ELA: DOES NOT QUALIFY									
	Number Scoring at or Above Standard	Number Taking Exit-level ELA	Student Group %	% Scoring at or Above Standard					
All Students	107	348	100%	31%					
African American	22	68	20%	32%					
Hispanic	55	186	53%	30%					
White	28	85	24%	33%					
Econ.Disadv	54	189	54%	29%					
Texas Success Initiative (TSI) Mathematics: DOES NOT QUALIFY									
	# Scoring at or Above Standard	# Taking Exit-level Mathematics	Student Group %	% Scoring at or Above Standard					
All Students	157	343	100%	46%					
African American	29	66	19%	44%					
Hispanic	75	186	54%	40%					
White	47	82	24%	57%					
Econ. Disadv	78	190	55%	41%					

## Screen Time

### Use computers to increase your child's ability to focus, sit still

Children as young as two can type letters on the computer, draw pictures and solve problems. This gives them a sense of mastery and control. While at the computer, children are also learning to sit still, pay attention and follow simple directions. Plus they're developing their hand-eye coordination.

To help your child benefit from computer use, wait until he shows an interest. Then select the best possible software. Make sure it:

- Is appropriate for your child's level of development. Games should teach useful skills like sorting colors or shapes (for twos and threes). Fours and fives can select words with similar sounds.
- Uses pictures and spoken instructions your child can understand (versus written ones).

- Has characters, music and graphics he likes.
- Gives your child control over the pace, content and level of difficulty.
- Engages your child actively. It should give him feedback. Plus make him laugh, explore and use his imagination.

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## CHS Graduation Plan

Students graduating in 2008, 2009 or 2010 must pass the Exit Level Texas Assessment of Knowledge and Skills in English, Math, Science, and Social Studies. Each student who earns a diploma will meet the requirements of one of the following graduation plans. The appropriate State of Texas Seal designating which plan was completed will be attached to the student's transcript.

Graduation Requirements	Minimum Program	Recommended Program	Distinguished Program
English	4 credits	4 credits	4 credits
Mathematics	3 credits	3 credits	3 credits
Science	2 credits	3 credits	3 credits
Social Studies	2 ½ credits	3 ½ credits	3 ½ credits
Economics	½ credit	½ credit	½ credit
Language Other Than English	None	2 credits	3 credits
Physical Education	1 ½ credits	1 ½ credits	1 ½ credits
Health	½ credit	½ credit	½ credit
Speech	½ credit	½ credit	½ credit
Technology Applications	1 credit	1 credit	1 credit
Fine Arts	None	1. credit	1. credit
Academic Elective	1. credit	None	None
Elective Courses	8 ½ credits	4 ½ credits	3 ½ credits
<b>Total</b>	<b>25. 0</b>	<b>25. 0</b>	<b>25. 0</b>
<b>Advanced Measures</b>	<b>0. 0</b>	<b>0. 0</b>	<b>4. 0</b>

(Applies to students entering Grade 9 in the 2007-08 school year and thereafter.) A student entering Grade 9 in the 2007-2008 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the recommended high school program specified in §74.63 of this title (relating to Recommended High School Program) or the advanced program specified in §74.64 of this title (relating to Distinguished Achievement High School Program--Advanced High School Program) unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program specified in §74.62 of this title (relating to Minimum High School Program).

Graduation Requirements	Minimum Program	Recommended Program	Distinguished Program
Eng./Language Arts	4 credits	4 credits	4 credits
Mathematics	3 credits	4 credits	4 credits
Science	2 credits	4 credits	4 credits
Social Studies	2 ½ credits	3½ credits	3 ½ credits
Economics	½ credit	½ credit	½ credit
Academic Elective	1 credit	None	None
Physical Education	1 ½ credits	1 ½ credits	1 ½ credits
Languages Other Than English	None	2 credits	3 credits
Health Education	½ credit	½ credit	½ credit
Technology Applications	1 credit	1 credit	1 credit
Fine Arts	None	1 credit	1 credit
Speech	1 ½ credits	1 ½ credits	1 ½ credits
<b>Program Credits Excluding Electives</b>	<b>16 ½</b>	<b>22 ½</b>	<b>23 ½</b>
<b>Additional Components (Elective Courses)</b>	<b>5 ½ credits</b>	<b>3 ½ credits</b>	<b>2 ½ credits</b>
<b>Local Requirements</b>	<b>3 credits</b>	<b>None</b>	<b>None</b>
<b>Total Program and Elective Credits</b>	<b>25</b>	<b>26</b>	<b>26</b>

## CHS Class Ranking

Unofficial class ranking occurs at the end of the first semester of the freshman, sophomore, junior, and senior years. The weighted grade point scale is used to compute class rank.

Students who are ranked in the top ten percent of their graduating class are eligible for a period of two school years following their graduation for automatic admission into Texas general academic universities and colleges.

Ranking in class is computed by totaling the weighted grade points attained for approved courses and dividing by the number of approved courses taken in grades 9-12. Approved courses are defined as those courses meeting the requirements of the Recommended High School Diploma and/or the Distinguished Achievement Diploma. Any letter grade shall be equated to the mid point scale for that class. Courses taken in summer or evening school, as well as correspondence courses and courses taken for concurrent college credit (unless it is a course taken in lieu of a class during the regular school day) will not count toward rank in class. If the same summer or evening course is offered in the high school, then credit will be awarded for high school graduation upon receipt of an official transcript showing the grade and credit earned in the approved course and shall be counted toward class rank in class (CISD Policy EHDD). Students must have the principal's approval both for the course to be taken and the college or university offering the credit prior to enrolling. Any course taken for credit recovery on campus or through an approved institution will not be used to compute class rank in class. Neither Channelview High School nor the District is responsible for securing records from the college or university. Neither assumes liability resulting from the failure of the college or university to report grades and credit in a timely manner for rank-in-class or graduation.

Ranking in class for graduates is determined after the completion of the first semester of the school year. The total class size shall be the number of classified seniors plus the number of declared early high school graduates on the first instructional day of the second semester. A declared early high school graduate is defined as a student who has on file in the counseling office, no later than the last day of the first six weeks of the school year in which he/she plan to graduate, his/her intent to graduate early.

Foreign exchange students will not be ranked with graduating seniors and declared early graduates.

### Valedictorian/Salutatorian

Valedictorian and salutatorian are those two students with the highest and second-highest class rank. Students must be enrolled in the high school for no less than three semesters, exclusive of summer and evening school, including the last two semesters prior to graduation in order to be considered for valedictorian or salutatorian.

Should a tie exist for valedictorian after class ranks are computed, the school will declare two or more valedictorians. After the valedictorians are designated, the person(s) who is second will be designated salutatorian(s).

### Honor Graduates

Those students who rank in the first five percent of their graduating class are considered "magna cum laude."

Those students who rank in the second five percent are considered "cum laude".

## GPA Scale

Numeric grade averages are given to students after each six week's grading period. The three six weeks grade averages and semester exams are averaged to determine the semester average/grades. Based on a seven-point weighted scale, grade points are assigned to each semester grade and are recorded on the student's permanent record (Academic Achievement Record). Grade points are assigned using the following scale:

Numerical Grade	Regular	Honors/ Pre-AP	Advanced Placement/Dual Credit
100	5.0	6.0	7.0
99	4.9	5.9	6.9
98	4.8	5.8	6.8
97	4.7	5.7	6.7
96	4.6	5.6	6.6
95	4.5	5.5	6.5
94	4.4	5.4	6.4
93	4.3	5.3	6.3
92	4.2	5.2	6.2
91	4.1	5.1	6.1
90	4.0	5.0	6.0
89	3.9	4.9	5.9
88	3.8	4.8	5.8
87	3.7	4.7	5.7
86	3.6	4.6	5.6
85	3.5	4.5	5.5
84	3.4	4.4	5.4
83	3.3	4.3	5.3
82	3.2	4.2	5.2
81	3.1	4.1	5.1
80	3.0	4.0	5.0
79	2.9	3.9	4.9
78	2.8	3.8	4.8
77	2.7	3.7	4.7
76	2.6	3.6	4.6
75	2.5	3.5	4.5
74	2.4	3.4	4.4
73	2.3	3.3	4.3
72	2.2	3.2	4.2
71	2.1	3.1	4.1
70	2.0	3.0	4.0

## Students of the Month

During each school year, every campus selects one outstanding student per month to recognize as their Student of the Month. The students are invited to eat lunch at the Administration Building with their principal. The students are also recognized at the regularly scheduled board meetings.

### SEPTEMBER



PICTURED FROM LEFT TO RIGHT: (BACK) ANTHONY ARCENEUX - COBB 6TH GRADE CENTER, SHAYE ERVIN - CHS, STANLEY WESLEY - AJJH (FRONT) JOSE AGUIRRE - HAMBLLEN ELEMENTARY, LUIS RODRIGUEZ - BROWN ELEMENTARY, BENITO MARTINEZ - DEZAVALA ELEMENTARY, ISAAC FERRERIA - SCHOCHLER ELEMENTARY, DIANA ESPINOZA - McMULLAN ELEMENTARY, AND MICHAEL ALEXANDER - CRENSHAW ELEMENTARY.

### OCTOBER



PICTURED FROM LEFT TO RIGHT: (BACK) ANDRES LEAL - HAMBLLEN ELEMENTARY, LESLIE CANCHOLA - COBB 6TH GRADE CENTER, ORLANDO YANEZ - CHS, MALICIA FLUELLEN - AJJH, DANIEL SQUIBB - CRENSHAW ELEMENTARY (FRONT) ORALIA VENCES - DEZAVALA ELEMENTARY, MICHAEL AGUILAR - SCHOCHLER ELEMENTARY, CASHE ERVIN - BROWN ELEMENTARY, AND SERGIO ACUNA - McMULLAN ELEMENTARY.

### NOVEMBER



PICTURED FROM LEFT TO RIGHT: (BACK) CLAYTON HUTCHINS - McMULLAN ELEMENTARY, JUSTIN COLLUMS - CHANNELVIEW HIGH SCHOOL, SHILAH CONTRERAS - AJJH, ALFREDO HERRERA - COBB ELEMENTARY (FRONT) NICOLAS IZAGUIRRE - HAMBLLEN ELEMENTARY, CYNTHIA VACA - CRENSHAW ELEMENTARY, TREVOR THOMPSON - DEZAVALA ELEMENTARY, JACQUELINE GONZALEZ - BROWN ELEMENTARY, AND JONATHAN BARRETT - SCHOCHLER ELEMENTARY.

## District Improvement Planning

As we near the end of the 2007 fall semester, we have begun the District Improvement Planning process for 2008-2009. Each year the Board of Trustees adopts goals to provide our students with the very best educational process they justly deserve. As aggressive as last year's goals for student success were, next year's is just as challenging. Driven by the goals adopted by the Board of Trustees, the District Improvement process outlines our goals. A District Improvement Committee, which consists of school staff, parents, and community members, is formed to identify critical areas of need, wants, and wishes and establishes comprehensive plans that best fit our recourses.

Through this process, the District Improvement Committee develops and recommends goals, objectives and strategies for adoption by the district's Board of Trustees. Your contributions to our planning process will help us in our continued effort to promote growth and development. We encourage your suggestions and recommendations for district improvement. You may submit these suggestions by phone, letter or the district web site. Use the Contact Us link online and select the "District and Campus Improvement Suggestions" option in the form. The deadline for suggestions is **January 23, 2008**. A public meeting will be held that evening for community members to vocalize their suggestions. **The meeting will begin at 7:00 p.m. in the Board Room in the Administration Building (1403 Sheldon Road).**

Although we are constantly growing, Channelview Independent School District is still a community school district. Being so, our district should reflect the morals and ethics of our community. With your suggestions, we will develop the goals that ensure our students will succeed. This is our school district and working together, we can experience the accomplishments and the successes of our students.

**Phone:** (281) 452-8002

**Mail:** 1403 Sheldon Road  
Attn: District Improvement Committee  
Channelview, TX 77530

**Website:** [www.channelview.isd.esc4.net](http://www.channelview.isd.esc4.net)

## :: Veteran's Day Program



"I am the American Flag. I am the visual symbol of freedom, courage, and hope... PROTECT ME." Each year at the Veterans' Day Program, the LOTC Cadets at Alice Johnson Junior High recite the poem "I am

the American Flag" written by Donald Robert Foisie. The poem describes the symbolism of the Flag and what it means to Americans.

The Veterans' Day Program honors the men and women who have served our country sacrificing their time, their family, and some even their lives for the basic freedoms that we enjoy as American citizens today. The program explains many traditions practiced by the military such as the 21 Gun Salute and Taps. The program ended with recognition of each branch of the military by displaying the different flags and playing the song of each branch. This event was an impressive display of patriotism by some of our youngest citizens.

Cobb Elementary School students had the privilege of meeting a Congressional Medal of Honor recipient, First Sergeant David McNerney. During the Vietnam War, his unit was attacked by a North Vietnamese battalion near Poley Doc in 1967. While running through enemy fire, he managed to set-up a defensive perimeter. The commanding officers were killed and he suffered an injury from a hand grenade. Despite these challenges, McNerney weakened the enemy's fire power and designated a landing spot for a rescue craft. Although he was wounded, he refused to board the aircraft and stayed with the remaining men in his unit until a new commander could arrive. Not many people are bestowed with the Congressional Medal of Honor, and the Cobb students had a rare opportunity to hear the tale of a true hero.

## :: Red Ribbon Week



Campuses celebrated Red Ribbon Week from October 22 through October 26. Red Ribbon Week is a time for students to learn the importance of saying no to drugs and alcohol.

Campuses had fun dress-up days like "Put a Lid on Drugs" and "Shade out Drugs" where students could wear hats and sun glasses to school. Students also got to participate in door decorating contests and poster design contests to show their support of being drug free. Some student groups from AJJH and CHS performed skits during lunch periods throughout the week that demonstrated

the consequences of drugs.

Pictured is Carlos Flores, who designed the winning theme for his classroom door. Classes at Brown Elementary decorated their doors with a "Drug Free" theme for a contest at each grade level. Carlos' teacher had a competition within her class to pick a theme for their door. His design illustrates a person at a crossroad. One way is drug free and the other is not. Each choice has significant consequences, and Carlos demonstrated with his design that choosing drugs does not result in positive consequences.

## :: Extraordinary Educator



The Gulf Coast Administrators of Special Education recognizes one Special Education teacher and one Regular Education teacher each year. Dr. Loree Bruton, Channelview ISD's Special Services Director, nominated Ms. Brandy Collins as the Regular Education Teacher of the Year.

Ms. Collins is a 4th grade teacher at McMullan Elementary school and has been with Channelview ISD for five years. Dr. Bruton had the opportunity to work with Ms. Collins during the 2006-2007 school year. Ms. Collins

was working with a student who had significant health needs.

Dr. Bruton noticed that Ms. Collins set high expectations for every student in her class without regard to disability. She takes the time to review data and assess each child's academic strengths and weaknesses. Based on her findings, she then makes recommendations for instructional accommodations in order to assist the students with attaining grade level achievement.

The student mentioned typically refrained from speaking in class and demonstrated very introverted behaviors prior to coming to her class. At the start of the year, he would defer most effort to a paraprofessional who was assigned to work with him. Ms. Collins intervened and within six weeks the student was speaking to adults and willingly participating in class. By mid-year the paraprofessional was no longer needed to assist within the classroom because the student was responding to Ms. Collins' expectations. Ms. Collins advocated for this student to take grade level assessments in both reading and math and by the end of the year, the student was successful on both.

Not only is Ms. Collins excellent with students, she also works effectively with parents. She clearly articulates student progress and any concerns she has regarding performance. She handles parent advocates in a positive, professional manner, always keeping the focus on the child. At the end of the 2006-07 school year, Ms. Collins was asked to teach an inclusion class for the 2007-2008 school year. She gladly accepted this challenge and many more students with disabilities are now benefiting from her teaching competence today.

Ms. Collins attended a conference with the area's other nominees in late November. She received a framed certificate and a gift for her nomination. She says that she is flattered to receive this recognition for her efforts, and she was thrilled to attend the conference to learn more about working with students with disabilities.

## Annual CISD Wassail

CISD hosted its Annual Wassail and Open House on Thursday, December 13. The halls were decked with beautifully adorned trees that were decorated by elementary students. Guests enjoyed an elaborate buffet of cookies and treats along with comforting wassail. Choirs and bands from the schools provided entertainment and filled the room with the sounds of Christmas. Several groups featured soloists who did an outstanding job. The audience



Crenshaw's Choir performance narrated Santa's journey to become cooler so kids would like him again. These two dancers were rockin' to Santa's new sound. In the end, Santa decided he was perfect just as he is!



Hamblen's Faculty Choir rounded out the day's performances with "North Pole, North Pole".



Ms. Carlin, along with Ms. Lane, proudly accepted the award for the "Best Tree Decoration Art" on behalf of all her talented artists!

enjoyed many of the classics along with some new favorites. The day's events were brought to an end by the Hamblen Faculty Choir. Earlier in the day, Ms. Carlin, the art instructor for Crenshaw Elementary School, accepted the award for the Best Tree Decoration Artwork. Her students used Crayola Modeling Magic to form ornaments for their tree. Mr. and Mrs. Claus greeted children throughout the day taking their last minute Christmas wishes.

One of Santa's elves was also available to keep things running smoothly! The central staff members hope that all campus employees had an opportunity to drop by and enjoy the festivities. This community event is a tradition that is enjoyed by all employees at CISD.

## More Holiday Cheer!

December is a busy time of year for many people and sometimes the true "spirit" of the season is lost in all the hustle. Our students, however, have kept the meaning of Christmas alive and well. Below are a few pictures to illustrate how are youngsters are spreading Holiday Cheer!



Santa narrates the Christmas Program at Cobb Elementary. The choir, band, LOTC, and dancers collaborated to put on a very exciting show!



The Hamblen Melody Makers carolled down the halls of The Methodist Hospital in Baytown. The patients, nurses, and doctors really felt the JOY!



McMullan students put on a kookie "Kazookie Christmas". Crazy instruments and wacky carols made for a fun performance!

## ∴ School Board Appreciation Month

January is School board Appreciation Month. These dedicated individuals volunteer time to help ensure that quality education is being provided to our students. Please take the time to thank them for their efforts during January or anytime!

## ∴ YeeHaw! It's Rodeo Art Time!



Delia DeLeon prepares her entry for the Houston Livestock Show and Rodeo Art Show.

Dust of your boots and put on your cowboy hat! Buckaroos from first grade all the way up through twelfth have done their best creating beautiful masterpieces for the Houston Livestock Show and Rodeo (HLSR) Art Show. The Channelview Independent School District will

be holding an exhibition of these creations on Thursday, January 10, 2008, from 2:00 p.m. to 7:00 p.m. at the L.W. Kolarik Education Center. This is the largest art show for Channelview ISD and the community is strongly encour-

aged to attend. This year, the HLSR plans to award fifteen \$15,000 scholarships to students who submit entries. Special recognition is bestowed upon selected works and the artists who created them. The "Best of Show," "Gold Medal", and "Special Merit" winners have their work prominently displayed in the Show's Hayloft Gallery throughout the run of the Show. This is an exciting opportunity for our young artists.

The HLSR Art Committee will be judging the entries from CISD on Friday, January 11, and all the artwork will be moved after the judging.

So don't be a cowpoke! Be sure to mosey on over to the L.W. Kolarik Education Center on Thursday, January 10, 2008, anytime between 2:00 p.m. and 7:00 p.m. Parking's in the rear, y'all!

## ∴ Giving More than Thanks



The Nutrition Services Association recruited the help of students and teachers to collect food and canned goods to make Thanksgiving gift baskets for families. The students at Schochler Elementary School went above and

beyond. Students in the picture are from the winning class. They donated over 160 items! Donations from Schochler filled twenty three baskets.

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