

Mirabeau B. Lamar High School

An International Baccalaureate World School

2016-2017 STATE^{OF} SCHOOL



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The New School



As part of HISD's current bond program, Lamar High School will receive a new \$108 million facility that preserves the architecturally significant building structure and will accommodate up to 3,100 students. The existing main building with the well-known art deco façade, which faces Westheimer, will remain the main entrance to the facility. It will also house the existing auditorium, an alumni center, a child care facility for faculty and staff, and the performing arts area on the east end of the building.

The new four-story building features four, large, flexible academic areas on the east side of the property, perpendicular to the current structure. In the school's new academic model, students will be separated by grade level, and each grade level will be organized into neighborhoods of about 200 students or less, each with its own restrooms and food facilities. Each neighborhood will be taught by a team of inter-disciplinary teachers having the flexibility to set individual schedules as students learn in a project-based manner.

Connected to the existing building by a second story concourse, the new building will also feature a large transit center for bus and parent drop-off, a black box theater and performing arts facilities, a large banquet and food preparation space for the school's culinary program, and other career and technical education spaces. Additional features of the new campus include a competition gymnasium, a natatorium, a multi-level parking garage, and additional sports fields.

"Where this building differentiates itself from any other comprehensive high school is this concept of the neighborhoods," said Daniel Day, senior architect and designer of the new building. "It's a very forward-thinking teaching method that needs to be supported by the right kind of architectural space."



Mission & Vision

Mission Statement

The mission of Lamar High School is to develop inquiring, knowledgeable, and caring individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect.

Vision

The vision of Lamar High School is to provide a quality education in a safe, student-centered learning environment that facilitates high quality educational opportunities for every student. Both faculty and staff will generate teaching and learning that supports critical thinking, high achievement, ethical behavior, and respect for intercultural diversity. Leadership, service, and positive character traits will be nurtured by and for all. Teachers, administrators, staff, students, and parents alike are charged with preparing each student to be a productive citizen in a technological and global society.



The Mission of the International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Every student, parent, and teacher at Lamar High School is a participant in the IB—it defines who we are, what we do, and who we want to be. From the moment a stakeholder steps foot onto this campus they are a member of the IB family. As we like to say, we are not just a school with an IB Programme, we are an IB World School.

The International Baccalaureate Programme promotes responsible global citizenship, provides intercultural awareness to all members of the school community, and focuses on academic excellence while stressing the importance of synthesizing knowledge gained both in and out of the classroom.

International Baccalaureate Programmes foster positive attitudes to learning by encouraging students to:

- ask challenging questions
- critically reflect
- develop research skills
- learn how to learn

The relationship between IB World Schools, IB Students, and IB Headquarters can be described as triangular, since each party assumes certain responsibilities toward the other two parties.

The Houston Independent School District's mission to ensure that every graduate is ready for the world is reflected through the vision of Lamar High School and International Baccalaureate as presented in the IB Learner Profile. The aim of Lamar High School and all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The student characteristics exemplified by the IB Learner Profile affirm and sustain the HISD vision for a global graduate.

Ready for the World

HISD GLOBAL GRADUATE

COLLEGE-READY LEARNER

Proficient in the core disciplines as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.

LEADER

Works collaboratively and leads by example, embraces new ideas and technologies and motivates others to be open to change.

CRITICAL THINKER

Identifies and dissects issues, seeks multiple solutions. Understands when additional information is needed and effectively uses technology (21st century literacies) to research.

SKILLED COMMUNICATOR

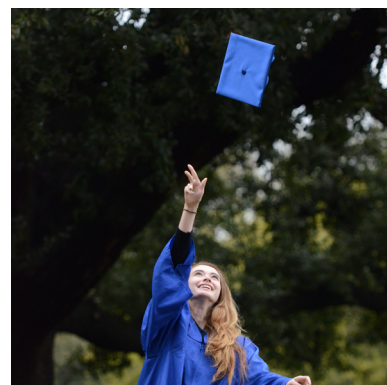
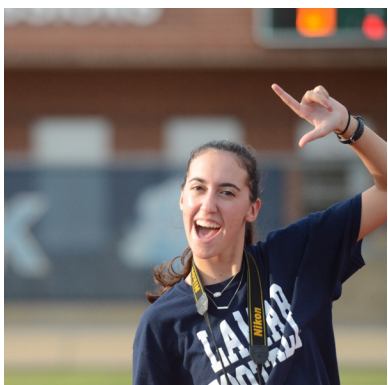
Reads, writes, speaks and listens effectively—adapts to diverse audiences and settings.

ADAPTABLE & PROUCTIVE

Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional, and community experiences.

RESPONSIBLE DECISION MAKER

Sets goals, develops action plans and works hard. When faced with challenges and obstacles is able to persist to achieve goals.



IB LEARNER PROFILE

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

RISK-TAKERS

We approach uncertainty with forethought, and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

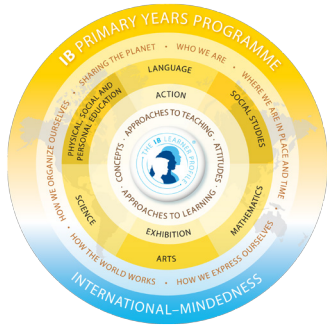
CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

REFLECTIVE

We thoughtfully consider the world and own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB/Lamar Feeder Pattern



Grades: PreK - 5
Age range: 3 - 12
First offered: 1997

The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

- Age-appropriate, moderated criterion-referenced assessments
- The inclusion of international mindedness in the curriculum
- A culminating product of student work—the exhibition
- Transdisciplinary initiatives within the curriculum
- Students to act in their communities as a result of their learning

Grades: 6 - 10
Age Range: 11 - 16
First offered: 1994

A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

- Samples of teachers' unit plans are monitored by IB with reports to the schools
- All students must study another language.
- The Personal Project at the end of grade ten may be a piece of writing or may take other forms and is monitored by IB
- Global Contexts
- Community service is encouraged

Grades: 11 - 12
Age range: 16 - 19
First offered: 1968

Research suggests many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge - students who flourish physically, intellectually, emotionally and ethically.

- Students are assessed in multiple, authentic ways in all subjects
- All diploma candidates must be assessed (speaking, reading, writing, composing) in a Language B
- The Extended Essay, a 4,000-word piece of written independent research
- Theory of Knowledge and Concurrency of Learning
- A minimum of 150 hours over two years in CAS (Creative, Action, Service)

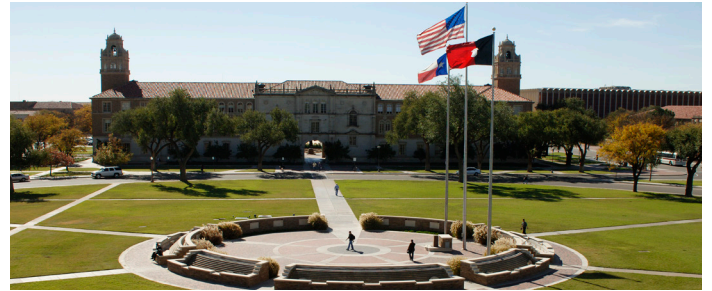
Grades: 11 - 12
Age range: 16 - 19
First offered: 2012

The CP is the framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment. The IBCP is specifically developed for students who wish to engage in career-related learning.

- IBCP requirements are assessed in accordance with rigorous international standards.
- IBCP students take written exams in, at least, 2 Diploma Programme courses
- Language Development Portfolio and the reflective project
- The approaches to learning course
- Community & service

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. Our four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalized world. Founded in 1968, we currently work with 3,968 schools in 144 countries to develop and offer four challenging programmes to students aged 3 to 19. The Lamar High School feeder pattern provides students the opportunity to participate in the complete IB continuum of education: PYP, MYP, DP, and CP.

College-Bound Campus Culture



In its latest list of America's Most Challenging High Schools for 2016, *The Washington Post* listed Lamar High School at rank 277, once again placing it within the top 1% nationally. The ranking was based on a rating called the Challenge Index, created by *Washington Post* education columnist Jay Mathews.

Lamar High School aims to help every student have a plan for their postgraduate education. 93.2% of Lamar seniors graduate, and 76% of these graduates have enrolled in college within one year of graduation. 50% complete their post-secondary studies to receive a college degree. The average SAT score for Lamar students is 1445 and the average ACT score is 22.5.

Lamar High School provides the College Corner that hosts college visits, career seminars, parent meetings, and advocacy programs. These initiatives are designed to give every student and family the information needed to maximize their high school academic experience and navigate the college admission and financial aid process.

Lamar was top-ranked among HISD schools for FAFSA completion, and in 2016, Lamar seniors received \$36,642,549 in scholarships. Lamar graduates attend college in 44 of the 50 states, as well as universities in India, Japan, Germany, Spain, England, Israel, Canada, and Italy.

College readiness for Lamar students:

- community involvement supports college-bound culture
- intellectual, social, and emotional preparation for every student
- provide all students the opportunity to complete classes earning college credit

College emphasis for all students includes:

- admission exams
- FAFSA (Free Application for Federal Student Aid)
- college application
- offering dual credit, Advanced Placement or IB Diploma courses

College-Bound Strategies:

- superior academic preparation
- commitment to student work ethic
- College Corner with two full-time coordinators available to assist all students

Prior to graduation students will:

- complete a college application
- sit for college entrance exams or qualify through SAT, ACT, or EOC
- complete the FAFSA
- experience a college campus visit



Customizing their Education

Lamar High School offers over sixty advanced level courses in the following disciplines: English, math, science, social studies, fine arts, and languages other than English. Over twenty International Baccalaureate (IB) pre-diploma classes are offered to students typically in ninth and tenth grades, while over forty diploma level classes are available to eleventh and twelfth grade students. Advanced Placement (AP) courses are available for world history, human geography and government. During the 2015-2016 school year, Lamar High School administered 1846 AP exams and 2242 IB exams.



The IB Diploma Programme is the most rigorous academic pathway offered at Lamar High School. The IB Diploma is earned by completing coursework and examinations in six different subject areas, successful completion of an Extended Essay, and accumulation of CAS experience hours. IB Diploma recipients who earn at least a score of 4 on every exam and attend state universities in Texas, Florida, Colorado, and California are awarded 24 hours credit toward their bachelor degree plans.

IB Course Students are those who do not wish to pursue the full IB Diploma Programme. They can take one or more IB exams in IB Diploma subjects. Most universities accept a score of 4 or above for college credit or advanced placement.

IB Career-related Programme (IBCP) The IBCP incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCP encourages students to benefit from elements of an IB education through a selection of two or more Diploma Programme courses comprised of an approaches to learning (ATL)

course, a reflective project, language development, and community service.



All Dual Credit courses are taught in an online standard format with high school instructor support:

- offer HCC college credit
- do not require DP or AP exams
- provide an early start on transferable college credits at no cost for tuition and fees
- meet entrance exam requirements for Texas colleges and universities
- provide earned college credit for high school graduates



IB Middle Years

Life in the 21st century places many changing demands on students making the transition through adolescence. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude toward learning. In order to meet the challenges of life in the 21st century, Lamar High School has chosen to adopt the International Baccalaureate Middle Years Programme as the curricular framework through which all students will learn. Lamar High School offers a Summer Academy Programme to assist freshmen students in making the transition to the rigors of an International Baccalaureate education.

The Programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study the language of their community, a second language, humanities, sciences, mathematics, arts, physical education, and technology.

Personal Project—In the final year of the Programme, students engage in a personal project which allows them to demonstrate the understandings and skills they have developed throughout the Programme.

Aspects of IBMYP:

- encourage international-mindedness in students, starting with a foundation in their own language and culture
- encourage students to adopt a positive attitude through learning by solving problems, showing creativity and resourcefulness, and actively participating in their community through service
- reflect real life by providing a framework that allows students to see the connections among subjects, and between the subjects, and relevance to life issues
- support the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- emphasize, through the IB Learner Profile, the development of the whole student—physically, intellectually, emotionally, and ethically



IB Diploma Programme

The IB Diploma Programme is the most rigorous academic pathway offered at Lamar High School.

- Students experience a world-class education through a balanced two-year curriculum that is comprehensive and standardized worldwide.
- Student work is assessed by certified IB examiners and moderated by an international examining board.
- Students are required to engage in individual research and inquiry into the theory and nature of knowledge, and to participate in community service and action projects.
- Twenty-four countries accept the IB diploma as undeniable proof of a quality pre-university education.
- IB Diploma recipients who earn at least a score of 4 on every exam and attend state colleges and universities in Texas, Florida, Colorado, and California are able to take advantage of state legislation that guarantees students a minimum of 24 hours of credit toward their bachelor degree plans.

The International Baccalaureate Diploma is earned by completing coursework and examinations in six different subject areas. Exams are scored on a scale from 1-7 with a score of 4 considered passing. All exams have internal and external assessments. The core consists of enrollment in, and successful completion of, the Theory of Knowledge course, writing of the Extended Essay (a critical analysis of in-depth research), and the accumulation of CAS (creativity, activity, service) experiences.

During the 2015-16 school year, 626 eleventh and twelfth grade students took at least one IB exam. There were 613 exams that received a passing score (4+). The average exam score for IB Diploma recipients was 4.42, and the average total points earned was 28. The highest accumulation of points was 34. In the class of 2016, 31 students received the IB Diploma.



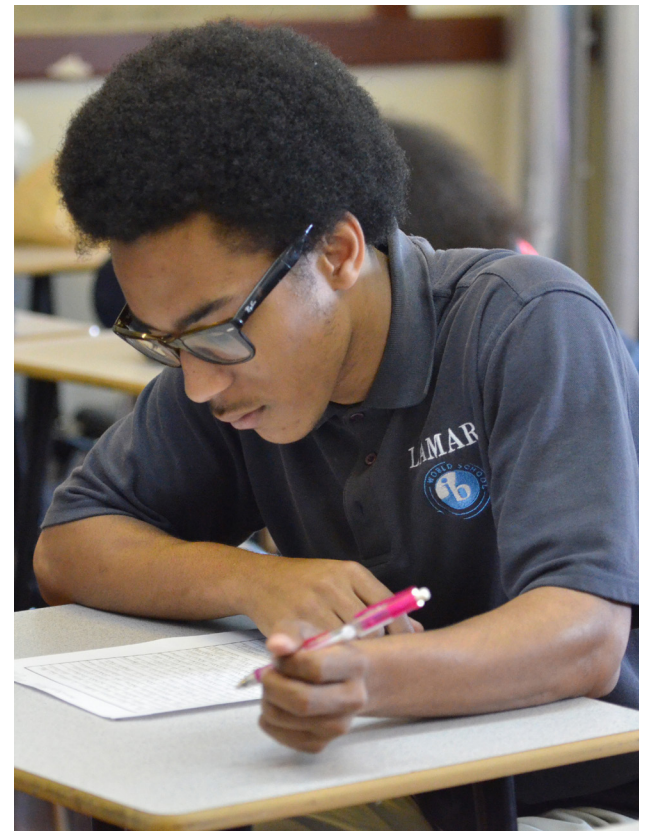
Magnet Program



Lamar Business Administration Magnet Program is comprised of almost 1,000 students selected by application. All magnet students are placed in advanced academic courses in 9th and 10th grade, and they complete the requirements for the IB Diploma Program in the 11th and 12th grades. The IB program emphasizes college-bound readiness in all areas of instruction. The rigor of the IB prepares students to compete in the global marketplace. Specific courses target this international business emphasis.

- Principles of Business, Marketing, and Finance
- Business Information Management
- IB Economics
- IB Business Management
- IB Computer Science

Additional work experience is provided through the Smart Financial Credit Union that opened its first high school branch office at Lamar High School in 2010. The branch manager hires Lamar magnet interns who are trained to provide bank services.



IB Career-related Programme

The IB Career-related Programme (IBCP) is an innovative education framework for students in the eleventh and twelfth grades incorporating the vision and educational principles of the IB into a unique programme specifically tailored for students who wish to engage in career-related learning. The aim of the IBCP is to provide students with both an academic and practical foundation to support both their further studies and specialized training, thereby ensuring their success in the workforce.

IBCP students engage with a challenging programme of study that genuinely interests them while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. They are well prepared to succeed at institutions of higher learning. The IBCP provides a comprehensive link between the academic challenge of the Diploma Programme and the international-mindedness of the IB classroom into a tailored, career-focused pathway.

The IBCP framework is built around three interconnected elements:

- two or more Diploma Programme courses
- an IBCP core that includes approaches to learning, community and service, language development and a reflective project
- an approved career-related study

The IB Career-related Programme enables schools to widen participation in an IB education. Schools retain the ability to choose the career-related courses that are most suited to local conditions and the needs of their students. Schools gain the added flexibility in direct curriculum development as well as the IBCP core to create an educational pathway that puts a strong focus on individual student needs.

The IBCP enables students to:

- develop a broad range of career-related competencies and to deepen their understanding in general areas of knowledge
- prepare for effective participation in an ever-changing world of work
- foster the attributes of the Learner Profile allowing students to become true lifelong learners willing to consider new perspectives

- engage in learning that makes a positive difference to future lives
- become a self-confident person ready for life in the 21st century



Career & Technical Education

The Career and Technical Education (CTE) programs offered at Lamar High School provide opportunities for students to acquire the necessary academic and technical skills needed to enter into a high-skill, high-wage, high-demand global workforce and/or continue their education at the postsecondary level.

CTE career pathways and Business and Industry and STEM endorsements include:

Business Management and Administration

- Banking and finance
- Accounting, career preparation, and internships
- Computer systems
- Smart Financial Bank on campus partnership

Culinary Arts

- Café M Restaurant
- Library coffee bar and catering services
- ServSafe certification

Agriculture, Food, and Natural Resources

- Veterinary science
- Annual livestock show, cook-off, and auction
- Horticulture and greenhouse operations

Science, Technology, Engineering, and Mathematics

- Electronics and engineering research and design
- Robotics with local, state, and national competitions
- OSHA certification

Arts, AV technology, and Communications

- Graphic design, illustration, and animation
- Journalism and yearbook production
- Daily cable television news production and broadcast

Health Science (Beginning 2018-2019)

- Therapeutic and diagnostic services
- EMT



Academic Performance



2016 Accountability Summary

Lamar High School met standards for the 2015-16 school year, earning the highest possible rating of distinction in Student Achievement, Student Progress, and Postsecondary Readiness, according to the Texas Education Agency's Accountability Rating System. Student performance on the five tested core areas of Algebra I, Biology, English I, English II, and U.S. History was used to determine the rating. The distinction rating is awarded to schools that perform in the top 25% of all comprehensive high schools in the State of Texas.

- **Student Achievement** – Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. (All Students)
- **Student Progress** – Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student group. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)
- **Closing Performance Gaps** – Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. (All Students; Student Groups by Race/Ethnicity)
- **Postsecondary Readiness** – This measure emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training program or the military. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)

TEXAS EDUCATION AGENCY 2016 Accountability Summary LAMAR H S (101912008) - HOUSTON ISD

Accountability Rating

Met Standard

Met Standards on

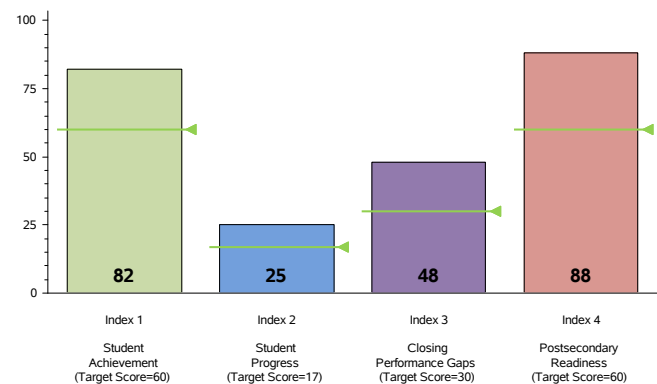
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report



Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Forensics and Fine Arts

Lamar sees the arts as a form of human expression and a means to explore the human condition. Through active participation in the arts, students learn to be imaginative and open-minded thinkers who can work individually and collaboratively to create artistic experiences. Lamar students can choose from a wide array of arts and communication studies that will prepare them to be performers, as well as knowledgeable patrons and supporters of the arts in their communities.

Lamar Forensics

- National Forensic League awards
- NFL Société de 300 recognition in top 100 schools for Debate
- National Speech and Debate Association Hall of Fame - Ms. Eloise Blair
- Texas Speech Communication Association Educator of the Year, 2016 - Ms. Eloise Blair

Lamar Band

- Marching Band
- Concert Band
- Jazz Band

Lamar Choir

- Varsity and Junior Varsity ensembles
- Fall and Spring concerts

Lamar String Orchestra

- Philharmonia Orchestra
- Symphonia Orchestra

Lamar Piano

- Class piano instruction open to all students
- Winter and Spring recitals on Steinway grand piano

Lamar Visual Art

- Art 1 and 2 (Principles of design, 2-D media, color theory, art criticism)
- Juried art shows and individual portfolios for IB Diploma Programme

Lamar Theatre

- Loading Dock Production Company
- One-Act Plays
- IB Theatre Portfolios (performance and technical)

Lamar Dance Theatre

- Modern Dance/Hip Hop
- Annual Dance Showcase

Lamar Varsity Rangerettes

- Drill team
- Individual and group competitions



Athletics

Lamar offers a diversified and comprehensive athletics program with a variety of opportunities for all of our student athletes. The athletic programs foster team spirit and good sportsmanship within the framework of rigorous competition. Student athletes excel personally in their sport and in their academics, and many receive significant scholarship awards. In addition to athletics classes, Lamar sponsors sports clubs that include Lacrosse, Field Hockey and Rugby.

Courses offered include:

- Baseball (Boys)
- Basketball (Boys and Girls)
- Cross-Country and Track (Boys and Girls)
- Football (Freshman, JV, and Varsity)
- Golf (Boys and Girls)
- Soccer (Boys and Girls)
- Softball (Girls)
- Swimming (Boys and Girls)
- Tennis (Boys and Girls)
- Volleyball (Girls)
- Water Polo (Boys and Girls)
- Wrestling (Boys and Girls)



*Milan Young - Full Ride to LSU
National Champion Hurdles*



*Julia Heymach - Full Ride to Stanford
National Champion Mile, Ranked #2 in the Nation*

Alumni Association



The Lamar High School Alumni Association was chartered in July 1998 to raise funds and to support the school, its students, and its teachers, as well as provide services for its alumni. Their generous gifts through the years continue to provide scholarships for current students, facility improvement, and alumni connections. They commissioned *The History of Mirabeau B. Lamar High School* by Anne Sloan.

- The Lamar Alumni Association awarded six graduating seniors with \$8,000 each for college scholarships, bringing the overall total of HOPE Scholarships granted since 2005 to \$180,000.
- The Lamar Alumni Association awarded a \$1,000 Teacher of the Year Award to Dr. Raymond Cain, Algebra, and a \$1,000 Miss Red Award to Sergio Arjon, Biology.
- The Capital Campaign volunteers continued soliciting donations from alumni to support the construction of the new wing for Lamar, the creation of five new playing fields, and the new FFA Ranch Center, and for teacher training.
- The Lamar Alumni Association assisted several classes with tours during their reunion weekends.
- The Lamar Alumni Association funded a monthly landscape service to maintain the front lawn of the high school.
- The Lamar Alumni Association hired several Lamar graduates to do research over the summer to improve the database and add to the school's historical records.



Fran Callahan, Executive Director
Lamar Alumni Association
www.lamarhsalumni.co

Parent/Teacher Organization

Lamar PTO includes 400 parents who work diligently to raise funds for major school initiatives that benefit students. In addition, they volunteer as monitors for school activities and testing, assist with hospitality for school cultural exchanges and college night, and host parent/student campus visits throughout the year.

- PTO volunteers staff the School Store, raising over \$100,000 for the Student Assistance Fund that provides qualified students with transportation allowances, school uniforms and supplies, testing fees, and needed expenses.
- PTO volunteers fund teacher “wish lists” twice a year for classroom materials not otherwise provided by HISD.
- PTO volunteers host quarterly teacher appreciation lunches and provide teacher-support gifts throughout the year.
- PTO volunteers fund, organize, and staff Lamar’s annual College Night, which welcomes over 100 colleges and universities, as well as over 1,000 students and parents.
- PTO volunteers plan and staff a theme-based Homecoming dance, as well as provide food, drinks, and decorations for a festive evening.
- PTO volunteers have raised funds in excess of \$75,000 for Safe-Prom and senior activities.



Kathleen Holt and Sarah Thweatt

PTO President and President-Elect, 2016-2017

lamarhoustonpto@yahoo.com

www.houstonisd.org/lamarhs

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The Whole Student

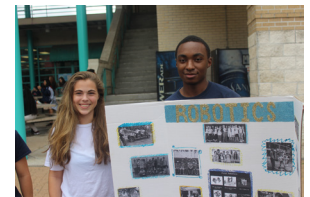
The mission of the Student Service Center is to remove any obstacle that is impeding the progress of any Lamar High School student. The center's ultimate goal is to assist students with getting back on track—academically and/or emotionally. By providing flexible scheduling, the Student Service Center assists students to transition from services received beyond the campus to their regular campus schedule.

Through a partnership with Community in Schools (CIS), two full-time and two part time licensed social workers coordinate with more than 100 outside agencies to provide social services for students and parents. CIS and Lamar provide numerous social worker internships for local universities and medical schools.

Lamar Booster Clubs provide financial support for many activities and departments at Lamar High School.

Lamar Athletic Booster Club membership dues and contributions fund transportation to events and equipment for our athletic teams including baseball, basketball, cheerleading, cross country, diving, drill team, football, lacrosse, golf, soccer, softball, swimming, tennis, track and field, volleyball, water polo, and wrestling.

Lamar Fine Arts Booster Club has purchased art talk textbooks, auto-lock table easels, sheet music, orchestra and color guard uniforms, wireless microphones for the theater, and other requested items for art, band, color guard, choir, dance, orchestra, and theater departments.



CLUBS AND ORGANIZATIONS

American Field Service	Harry Potter Club	Photography & Film Club
Best Buddies	Technology Club	Pilates and Yoga Club
Biology Club	Interact	Pre-Med HOSA
Book Club	Italian Club	Quiz Bowl
Breakfast Club	Japanese Club	Reading Aces
Chess Club	Junior States of America	Red Cross
Christian Athletes Club	Key Club	Robotics-Science Club
Comedy Club	Knitting and Crochet Club	Rubik's Cube Club
Computer Science Club	Bowling Club	Spanish Club
Ecology/Environmental Club	Lamar for Healthy Living	Spanish Poetry Club
ESL Club	Lone Star Society	The American Israel Friendship League
FCCLA Family, Career & Community Leaders of America	Magic Club	The DA
Fifty-One Rising	Math Interest and Competition Club	Ultimate Frisbee
Foodie Club	Mind Masters	Vietnam War History Club
Foster Future	Model UN	Wakonda—Freshman Club
Freedom Society	Future Farmers of America	Young Democrats
French Club	National Honor Society	Young Engineer's Club
Gay/Straight Alliance	Odyssey of the Mind	Young Republican Club of America
Girl Code	Operation Smile	
Global Awareness Club	PAWS—Protection Animal Welfare Society	



Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

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Administration

Richard A. Carranza, Superintendent of Schools
Steven Gutierrez, Ph.D., Chief School Officer, Northwest Area Office
Rhonda Johnson, Ed.D., School Support Officer, Northwest Area Office
James A. McSwain, Ed.D., Principal, Lamar High School





Artist: **Hanna O'Connor - 12**

Title: "Houston"

Medium: Watercolor



Artist: **Olivia Haroutounian - 12**

Title: "Orange Hills"

Medium: Oil on Gessoed Paper



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