

SCHOOL REPORT CARD

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Section M



Brett Coomer / Houston Chronicle

Pre-K teacher Vanessa de Simone-Canseco has her students enthralled as she reads to her class at Marshall Elementary School in Spring.

THE RIGHT SCHOOL

2015 SCHOOL RANKINGS

From the best to the worst, find out if your child's school passed the test this year.

*Navigating the maze of Houston-area school systems can be panic-inducing. To help parents choose which school is right for their kids, the nonprofit Children at Risk just released its 2015 rankings, based on student test scores. Inside, we tell the stories of three families looking for the place where their children can flourish. **Story, Page M2***

PRE-K



FULL-DAY CLASSES

Districts expand pre-K programs to get the most bang for their buck. **Page M8**

SCHOOL PROFILE



NEW PARTNERSHIP

Baylor College of Medicine partners with a reinvented Third Ward school. **Page M9**

ONLINE



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Families navigate maze of school choices

Three stories show stress involved in searching for ideal place for your child

By Ericka Mellon

Deciding where to send a child to elementary school can be as stressful as selecting a college. Move to the suburbs or the city? Go to the campus down the street or apply to a specialty school?

More than 23,000 students applied to magnet programs in the Houston Independent School District for next year. Some waiting lists are more than 100 students deep.

The area's three biggest charter school networks — KIPP, YES Prep and Harmony — placed at least 22,790 children on waiting lists last year. "The good news is that parents are applying to schools that are doing really well. But I don't think there's enough quality supply," said Colleen Dippel, executive director of the nonprofit Families Empowered and the wife of KIPP co-founder Mike Feinberg.

Families Empowered works with families on the charter school waiting lists and with others seeking help with the school search process.

The best school, of course, can mean something different to everyone. One resource that Dippel said she consults is the school rankings from Children at Risk. The nonprofit annually grades public schools, based largely on student test scores in reading and math. The 2015 rankings for the eight-county Houston region are published in the Houston Chronicle's Sunday edition.

The journey to find the right school can be a challenge, bringing frustration, confusion, hope and — ideally — success. Three families shared their stories with the Chronicle.

'Better our lives'

Chrystal Jenkins-Washington calls herself a fighter, at least when it comes to her grandson, Jordan Melancon. The clean-cut 10-year-old has been mocked by his classmates, she said, and his grades have slipped at Houston ISD's Woodson Leadership Academy, a combined elementary and middle school on the south side.

She said she has tried to get Jordan into the nearby Sunnyside KIPP school, but he landed on the waiting list.

Jenkins-Washington said she didn't know about other options until she attended a school-choice fair hosted by Families Empowered in January. She happened to hear about the event, held at Gallery Furniture, thanks to a Facebook posting.

Getting there wasn't easy. She boarded a METROLift van in her wheelchair and made the 20-mile trek north with her grandson.

"If it's something for Jordan or something that will better our lives, I don't mind," said Jenkins-Washington, who has emphysema.

The 56-year-old grandmother earned her GED after dropping out of high school and is pursuing a master's degree in mental health counseling.

At the school-choice fair, Jenkins-Washington said that Houston ISD's Fondren Middle School caught her attention. It had a global perspective, newly authorized as an International Baccalaureate school, and Jordan



Mayra Beltrán / Houston Chronicle

Chrystal Jenkins-Washington, 56, is unhappy with her neighborhood school, Woodson. She is considering trying to transfer her grandson, Jordan Melancon, 10, elsewhere. She said his grades have slipped, and he gets picked on at the HISD campus.



Billy Smith II / Houston Chronicle

From left, Jeff, Jeri, Ryan and Kami Norus recently relocated to Houston, their third move in four years. Their friends with kids praised schools in The Woodlands, so the Noruses worked with Realtors to narrow down their home search to have their kids zoned to schools in the area.

liked the soccer teams.

"Can I start tomorrow?" Jordan, now in fourth grade, asked his grandma.

The middle school won't be an option for another year. Jenkins-Washington also had missed HISD's December deadline to apply to magnet schools, so Jordan's chance at getting into the most popular programs was shot.

Jenkins-Washington is considering having Jordan stay put for fifth grade.

In the 2015 Children at Risk rankings, Woodson earned an F grade, as did the nearby KIPP school (KIPP Spirit serves fifth-graders; KIPP ZENITH serves the lower grades). Fondren Middle also received an F.

The Woodson principal, Staci Taylor Fullmigher, said her school is making progress. State test scores rose in most grade levels and subjects from 2013 to 2014, though the school performs well below the district average.

The school added an hour to the schedule last year as part of Superintendent Terry Grier's reform efforts, and the principal uses the extra time for tutoring or enrichment activities. In an effort to improve the middle school, Fullmigher said, she has moved to single-gender classes after a positive pilot program for sixth-graders.

"Woodson is on the upswing," said Diana Gibson-Johnson, who supervises the campus.

A spokeswoman for KIPP, Chris Gonzalez, said the Children at Risk grades don't tell the full story. About half the KIPP schools received A's and B's.

"We believe we have a wait-list because families want something beyond an annual ranking," she said. "They want a school that will provide many opportunities for great futures, and families value our college matriculation and graduation results more than any of the various rankings we receive, no matter how good those rankings are."

For his part, Jordan said he enjoys going to the Woodson computer lab, where he does online reading activities, but he wishes he got more science lessons and that the other kids didn't call him names.

Jenkins-Washington said Jordan's classmates tell him "he tries to act white" — he and most of the students at Woodson are black — and he feels he has to "dummy down to fit in."

"I've got to do something," Jenkins-Washington said. "I'm just not sure."

'Not really calm'

With a background in architecture, Susann Stein has taken a methodical approach to searching for a home in Houston. The main factor, she said, is the quality of the neighborhood schools.

She and her husband, Matthias, moved here a year ago from Malaysia for his engineering job. The German natives have two children, Mathilda, 4, and Hermann, 1, and another on the way.

"We believe we have a wait-list because families want something beyond an annual ranking. They want a school that will provide many opportunities for great futures."

Chris Gonzalez, KIPP spokeswoman

They decided to rent first, picking an apartment in the Galleria area, near Matthias' office. They ultimately wanted to settle nearby, so that kept them in Houston ISD.

Susann visited the district's website and started mapping schools, focusing on those that earned A grades from Children at Risk. She and her husband agreed they wanted to be zoned to a high-performing school. They were worried about taking a chance on a magnet school lottery, and Susann said she wasn't clear on the deadlines and criteria (for kindergarten entry, testing is only required for the gifted magnet programs, called Vanguard).

"We're still not really calm," Stein said. "At first we thought we had it all figured out, and then new facts come in."

Stein said she realized living near some of the top elementary schools didn't guarantee she would be zoned to a top middle or high school.

"If we're buying a house," she said, "we don't want to sell it in five years."

The Steins have targeted houses zoned to Bellaire High, which earned an A+ grade from Children at Risk and ranked No. 22 in the region this year. The eight HISD high schools that ranked higher are application-only magnet or specialty schools. Bellaire has a magnet program for world languages, but the school mostly enrolls zoned students.

For elementary schools, Stein likes Kolter (rank: 45; grade: A+) and Lovett (rank: 120; grade: A). She has visited both.

The couple's Realtor, Wendy Lusky Rosenfeld, remains on the lookout for houses. The family may rent in the Kolter or Lovett zones before buying or building.

Rosenfeld said she often counsels her clients on schools.

"Some people are thoroughly confused," Rosenfeld said. "I try to push my clients to apply to as many schools as they might want to magnet-transfer into. They end up putting all their eggs in one basket, and then they have to change their whole buying plan because they don't get into a school."

For now, Stein said, Mathilda enjoys her private preschool in West University Place, where most of the children are not from Houston. Her English skills are improving.

"I think she has a Texas accent," Stein said.

'Incredibly friendly'

Jeff and Jeri Norus have become experts at moving, changing states three times in four years. Their latest stop: The Woodlands.

House-hunting last year, they came across one of the newer areas, the Village of Creekside Park. Jeri said she worried it wasn't being developed as carefully as other developments in the master-planned community. The neighborhood is zoned to Tomball ISD.

"People kept saying, 'That's not The Woodlands High School,'" she said.

The Noruses had been set on sending their children to schools in The Woodlands, as part of Conroe ISD. They were used to good public schools in northern Virginia's Loudoun County, where Jeri taught elementary school. Their friends with kids also praised The Woodlands' schools, so they worked with Realtors Cathy Cole and Jo Anne Johnson to narrow their search.

Their son, Ryan, now attends kindergarten at Conroe ISD's Deretchin Elementary in The Woodlands. The school earned an A+ grade from Children at Risk this year and ranked No. 12 among the region's elementary schools.

"Everyone is incredibly friendly," Jeri said. "His teacher has been amazing."

Their daughter, Kami, is an eighth-grader at Conroe ISD's McCullough Junior High, ranked No. 16 with a grade of A+ from Children at Risk. She eventually will go to The Woodlands High School, No. 21 on the list with an A+ grade. (Tomball High ranked No. 46 with an A- grade.)

Kami, getting ready for cheer-leading practice on a recent night, said the schoolwork at McCullough is tougher than at her school in Virginia.

"That's not a negative thing," said her dad, Jeff, a vice president for an energy-services company in The Woodlands.

"They are definitely preparing them for high school and college," Jeri added.



Melissa Phillip / Houston Chronicle

Susann and Matthias Stein are searching for a house zoned to Bellaire High, where they hope their children Mathilda, 4, and Hermann, 1, eventually will attend.

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Families Empowered founder offers advice

By **Ericka Mellon**

Colleen Dippel entered the education arena in 1996 as a Teach for America participant. She taught elementary school for three years in the Houston Independent School District and at KIPP Academy. Her husband, Mike Feinberg, was one of KIPP's founders. Dippel recently spoke with Chronicle reporter Ericka Mellon about her latest venture, running Families Empowered, a local nonprofit that provides free services to families searching for the best schools for their children. An edited transcript follows.

Q: What made you start Families Empowered in 2009?

A: I had obviously been involved with KIPP and then knowing Chris Barbic at YES (Barbic is the founder). I knew there was growing demand for these two charters. It just seemed like a natural question: Who helps these parents get into your schools? And they both said, 'We don't know. We don't have the resources to do that.' And I said, 'Well, someone ought to help them.'

Q: So, are you trying to steer parents just to charter schools?

A: No, no. Really, for us to be effective, it can't be about promoting a certain school agenda. We actually are model-agnostic. Our primary source of families is these charter wait-list parents. But we certainly work with any families who come to us.

Parents need to navigate a very complex choice system in Houston. It's not our job to tell the parent what they should believe. It's our job to try to connect families with as many schools and with accurate, actionable information — which is why we try to promote the Children at Risk ranking. We feel like when parents have information that's accurate and actionable, they can engage more meaningfully in the market.

Q: Do you think we will ever return to students just going to their closest neighborhood school? Does that not work in the urban core anymore?

A: I think the ideal is that the parent has a school that's close to their home, although we have parents who are looking for a school close to work.

Q: Can you share some secret tips?

A: (Laughs.) They're not secret. Families with means know the rules of the game. The rules of the game with K-12, where you have a high choice environment, they're the same rules that apply to college.

Our families generally don't know the rules of the game. So, the tips for us are, start early. Start looking in the fall. Really, by late November/early December, start filling out your applications. Apply to three or more schools. Know the deadlines, and get your stuff in on time.

Q: You also recommend touring schools. What should parents look for?



Courtesy photo

Colleen Dippel, founder and executive director of Families Empowered.

A: Parents should ask to quietly sit in a classroom. Look at the instruction. The climate of the school, the culture of the school, is something that's observable. How engaged are the students? Are they really interacting? You can sort of get that just peering through the window. Look at multiple classrooms. Is everything teacher-created and bought at the teacher supply store, or are they displaying student work? Does the school feel safe?

Q: Has the landscape changed since you started Families Empowered? It's been several years now.

A: Yes. Each year demand increases. We're seeing more demand in the outer suburbs. That was crystal clear last year.

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Inside the rankings

TOP 10 ELEMENTARY SCHOOLS

1. T.H. Rogers, Houston ISD
2. West University, Houston ISD
3. River Oaks, Houston ISD
4. Colony Meadows, Fort Bend ISD
5. Commonwealth, Fort Bend ISD
6. Horn, Houston ISD
7. Creekside Forest, Tomball ISD
8. Colson Tough, Conroe ISD
9. David, Conroe ISD
10. Sampson, Cypress-Fairbanks ISD

TOP 10 MIDDLE SCHOOLS

1. T.H. Rogers, Houston ISD
2. Fort Settlement Middle, Fort Bend ISD
3. Beckendorff Junior High, Fort Bend ISD
4. Seven Lakes Junior High, Katy ISD
5. Wharton K-8 Dual Language Academy, Houston ISD
6. Garland McMeans Junior High, Katy ISD
7. Pin Oak Middle, Houston ISD
8. Lanier Middle, Houston ISD
9. League City Intermediate, Clear Creek ISD
10. Harmony School of Excellence, charter school

TOP 10 HIGH SCHOOLS

1. DeBakey High School for Health Professions, Houston ISD
2. Carnegie Vanguard, Houston ISD
3. Kerr, Houston ISD
4. High School for the Performing and Visual Arts, Houston ISD
5. Clements, Fort Bend ISD
6. Clear Horizons Early College, Clear Creek ISD
7. Eastwood Academy, Houston ISD
8. YES Prep - Southwest, charter school
9. Clear Lake, Clear Creek ISD
10. North Houston Early College, Houston ISD

HIGH-PERFORMING, HIGH-POVERTY SCHOOLS

ELEMENTARY SCHOOLS

1. KIPP SHINE, charter
2. Park Place Elementary, Houston ISD
3. De Chaumes Elementary, Houston ISD
4. Houston Gateway Academy - Elite, charter
5. The Varnett School - East, charter
6. Accelerated Interdisciplinary Academy, charter
7. Two Dimensions Preparatory Academy - Veterans, charter
8. KIPP SHARP, charter

MIDDLE SCHOOLS

1. Houston Gateway Academy - Elite, charter
2. Project Chrysalis Middle, Houston ISD
3. Two Dimensions Preparatory Academy - Veterans, charter
4. Houston Gateway Academy - Evergreen, charter
5. Houston Gateway Academy - Coral, charter
6. YES Prep - West, charter
7. Energized For Excellence Middle, Houston ISD
8. Two Dimensions Preparatory Academy - Vickery, charter

HIGH SCHOOLS

1. Eastwood Academy, Houston ISD
2. YES Prep - Southwest, charter
3. North Houston Early College High, Houston ISD
4. East Early College High, Houston ISD
5. Harmony Science Academy, charter
6. YES Prep - North Central, charter
7. Alief Early College High, Alief ISD
8. YES Prep - East End, charter

Area districts juggle accelerating growth

Officials say they plan to continue proposing bonds every three years

By Leah Binkovitz

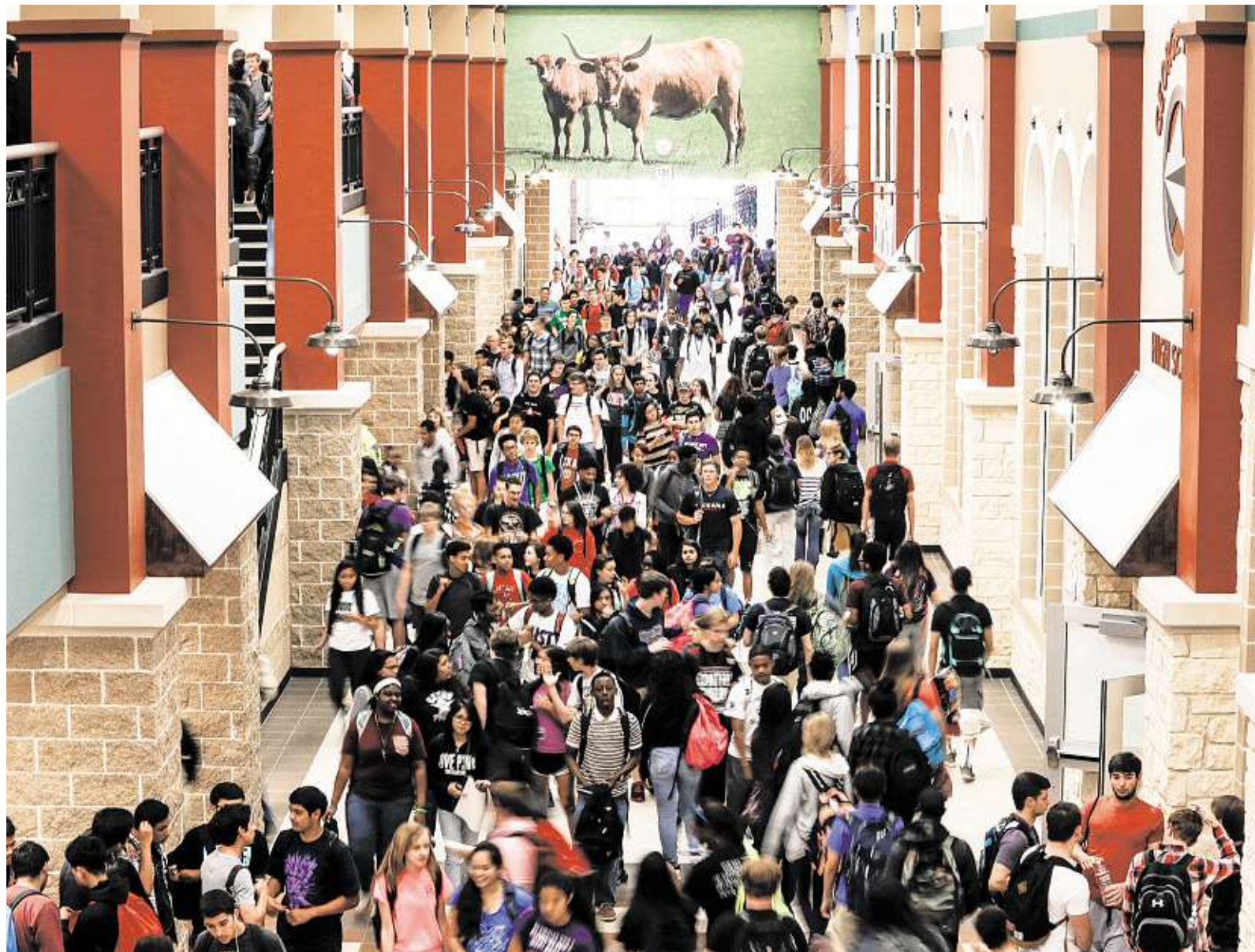
A number of school districts in Houston's booming suburbs have responded to the challenges and opportunities of surging enrollment in recent years. Leaders of others, watching the subdivisions rise, know the new students are coming.

In the shadow of bigger districts like Katy and Fort Bend, Lamar Consolidated ISD, for example, has quickly become one of the fastest-growing districts in the state. The district of some 28,500 students added 1,700 in the past year alone and expects 20,000 more over the next 10 years. Now its leaders must pursue an aggressive bond schedule to accommodate these students with new schools.

"It's a juggling act for sure," said Kevin McKeever, administrator of operations for Lamar CISD, based in Rosenberg.

It's a challenge for many area districts facing rapid growth. They have responded with a series of bond issues, including Cypress-Fairbanks ISD's \$1.2 billion package last year, and many are struggling to attract teachers and bus drivers. Groups like the Austin-based Fast Growth School Coalition have taken up such issues as tax rate caps that many districts are approaching as they scramble to fund new construction. The coalition represents 85 districts across the state, including many in the Houston region.

Alvin ISD in Brazoria County, with just over 20,000 students, added some 3,600 students, or 22 percent, in five years,



Eric Kayne

Hallways at George Ranch High School are packed with students between classes. Lamar Consolidated ISD is responding to rapid growth in the district by pursuing an aggressive bond schedule to build new schools.

"For the longest time, it was just steady growth, no matter what the economy did. ... (Now,) the growth is starting to accelerate."

Kevin McKeever, administrator of operations for Lamar CISD

according to the coalition. Like other booming districts, Alvin has had to reconsider school boundaries to balance demand with available classroom space. With developments like the 1,300-home Meridiana in the works, the district expects to add more than 5,000 students

in the next five years.

"Addressing the needs of a growing student population is a top priority in Alvin ISD," said the district's director of communications, Daniel Combs. A 2013 bond issue funded four high schools now under construction, and community leaders are

again evaluating needs to make more recommendations to the school board.

Smaller districts have felt the impact as well. In Montgomery County, New Caney ISD, with roughly 12,300 students in the 2013-2014 school year, grew by 35 percent from 2009 to 2014. Lamar

CISD, meanwhile, added some 4,100 students in that time, growing by 18 percent. In those districts, every new housing development is eyed with great interest.

Community support

McKeever has been with the Lamar district for 20 years and remembers when it was less than half the size it is today. "For the longest time, it was just steady growth, no matter what the economy did," said McKeever.

Now, he said, "The growth is starting to accelerate."

The district has passed bond issue after bond issue with hearty community support, including its most recent \$240.6 million bond package in November. This one included plans for five new elementary schools, a new middle school and practice swimming pools as well as new land purchases. The district plans to continue asking voters to approve bonds every three years or so, said Mike Rockwood, executive director of community relations.

The construction funded by the bonds has helped the district keep up with the growth. Only a handful of elementary schools are over capacity and only two exceed it by more than 40 students. And the district has maintained its unusual practice of capping high school enrollment at 2,000 students, with two exceptions. With a fifth high school set to open in Fulshear in the fall of 2016, McKeever said he isn't worried about enrollment getting out of hand.

Smaller campuses are a district priority, set by the school board. While the district has kept its eye on Katy as it experiences similar growth, McKeever said, "Our district is a little different than other districts because we have smaller high schools and we put all of our secondary schools on one campus." That allows for students across grade levels to share facilities and helps teachers work together to coordinate curriculum.

As the district — which received an A-rating in an annual report from the nonprofit Children at Risk for nearly half of its campuses this year — finds its footing, it will contend with challenges familiar to many districts. These include performance gaps between economically disadvantaged students and their more affluent

peers and between African-American and Latino students and their Anglo classmates. They also see minority students punished at disproportionate rates.

As the district competes for teachers, bus drivers and other employees, its leaders for the first time have sent recruiters as far away as Puerto Rico to seek qualified bilingual teachers, according to Laura Lyons, the district's executive director of elementary education.

Special programs

District officials also are trying to keep up with a changing job market for students. Much of the area's growth is tied to a boom in science and technology jobs, said academic administrator Valerie Vogt, who has worked to make sure those skills are taught in the classrooms.

Last year, the district piloted a program that would give students credit at any major university in Texas for computer science and calculus classes. Another career and technical education program offers welding and other certificates.

"You kind of run the gamut with those kinds of programs," Vogt said, whether a student wants to go on to college or straight to work.

But the program that has the most buzz right now is definitely the new Barrington Irving summer program. Irving, who made a name for himself as the youngest person to fly around the world alone, has partnered with the district to guide a handful of eighth-grade students as they build a race car from scratch over 12 weeks.

Students will rotate through several units, learn to use a design software used by architects and engineers and design their own dragsters. By the end of it, said Creighton Jaster, an assistant principal who helped design the program, "I should have a fully functioning, street-legal, wonderful car."

The idea is to give students a taste of science and technology career paths before they even enter high school and have to settle on an endorsement under new state requirements.

"I've been in the business since 1974 and I've never seen anything like this," said Vogt.

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Principals of top schools share their take

The Chronicle posed questions to principals of several high-performing schools. Here is a sampling of their answers:

John T. Threet
Principal, West University Elementary, Houston ISD, No. 2 elementary school

Q: What makes your school special?

A: We have a high expectation for all children. We are the largest HISD elementary school at 1,274 students. Of this number, over 96 percent live within our school zone. Our school has moved from a magnet school with 37 percent of our students transferring from other schools in 1996 to becoming a neighborhood school with less than 4 percent who do not live within our zone this year. Over time that number will drop as the former magnet students matriculate through our school and move on to middle school.



Threet

Q: How do you deal with the pressure of high-stakes testing?

A: We focus on teaching and learning. I became principal here at West U in 1996 after three years as the principal at a Title I (high-poverty) school. At that time I told the teachers if we focus on high-quality instruction that is aligned to the state objectives (now called TEKS), our children will perform well on state assessments. The emphasis must be on teaching the objectives, not on test review. We also begin interventions for children who struggle in the fall semester. Between classroom preparation and tutoring or other interventions, our kids are well-prepared by the time the STAAR rolls around in the spring. This takes pressure off of both the teachers and the children. Vince Lombardi

wisely said, "Practice does not make perfect. Perfect practice makes perfect." This is as true for learning as it is for sports. What we do in practice is what we will do when game time arrives on testing day.

Q: How do you keep your staff motivated?

A: I am a firm believer in hiring the best people I can, giving them their marching orders, and then getting out of the way to let them do their job. There are a few non-negotiables in our instructional program, but generally I give teachers a lot of freedom to use methodologies that work for them. I also treat my co-workers like professionals. We have mutual respect and trust for each other. They don't work for me; they work for HISD. While there is no doubt who is in charge, I follow a leadership principle taught to me by my grandfather: "The No. 1 rule in business is take care of your people. If you take care of them, they will take care of you." This means if I take care of our faculty, they will accomplish the goals and mission of this school for me. It's worked for the last 19 years at West U and worked for three years prior to that at my other school.

Q: How do you balance budget constraints with your programmatic priorities?

A: It is a matter of looking at the budget to see what we have to have versus what we would like to have. There are certain elements of the school budget that are driven by state law. Once these are covered, it is a matter of determining which elements are "nice to have" and which are "have to have." Instruction takes precedence over everything. I also believe in keeping administrative costs to a minimum. Given the size of our school, I have a relatively small office staff and administrative staff. This frees up funds for instruction.

Q: How much does class size matter?

A: There have been many small research studies on the

impact of class size on student performance conducted across the country going back to the 1980s. Most of this research indicates that classes would need to be 15:1 in order for there to be substantial improvement in student performance. It has been our experience that the key lies in hiring good teachers. Whether a class has 22 or 24 doesn't make much difference. The greatest impact on student performance is teacher performance.

Keri Fovargue
Head of school, River Oaks Elementary, Houston ISD, No. 3 elementary school

Q: How do you deal with the pressure of high-stakes testing?

A: In order to deal with the pressures of high-stakes testing, our faculty participates in careful and strategic planning. Grade level teams have a road map years in advance that includes alignment across all grade levels and subjects. The curriculum chosen is relevant and meaningful and pacing is critical. We also think of testing as a process. The preparation starts in kindergarten, and skills scaffold as developmentally appropriate. We transcend learning across the disciplines such as connecting literature to science and social studies, and we dissect the extent of the depth and complexity of each and every task we ask students to perform. By the time the "test" appears, the students are ready!

Q: What is the one piece of advice you'd give a parent trying to choose a school?

A: First and foremost, I encourage parents to decide what they want from a school. Then, find a school that aligns with those expectations. Visit the school to make sure that it will be a great fit for the student and



Fovargue

the family.

Q: What's the one thing you wish people better understood about your school?

A: It is easy to stereotype River Oaks Elementary by the location alone. Sixty percent of our students travel to us each day from all over the city. Because they bring a range of experiences, cultures and abilities, differentiation drives every conversation. If you were to take a snapshot of the city of Houston, you would find the "mini" Houston right here at ROE!

Q: What is your biggest brag about your campus?

A: The kids! The teachers! The families! The kids are truly amazing. Everyone has the learning of the child front and center. We exemplify what public education should be everywhere — families, schools and communities working together to propel children forward. I know we do a pretty great job of this!

Joanna Hagler
Principal, Commonwealth Elementary, Fort Bend ISD, No. 5 elementary school

Q: What makes your school special?

A: Students at Commonwealth have a strong sense of belonging because of the long-standing partnership with parents, the community, and the schools in our feeder pattern. This is a place where the community has banded together to create an environment for families. Our school is just one part of the greater community striving to do our best of our kids. This is just a great place to be a kid!



Hagler

Q: How do you define success at your campus?

A: Success is when all students reach their goals. Any parent with more than one child will tell you that what

works for one, may not work for another. We feel successful when we create the path to success for every child.

Q: What are the extracurriculars that you feel benefit students the most? How does your school provide those?

A: Our extracurricular activities are eclectic, which helps us meet the wide variety of interests of our students. Staff and parents partner to provide the Math Masters Club, Cougar Fit Club, Garden Club, and Green Team, just to name a few. We want our students to try new things so staff is always thinking of ways to entice them.

Q: What is your biggest brag about your campus?

A: My biggest brag about Commonwealth is how beautifully children from different countries and cultures can become unified within a school. We are very diverse, which makes for the most fascinating discussions in classrooms. Our students share their experiences to create such a rich learning environment.

Heather Motzny
Principal, Sampson, Cy-Fair ISD, No. 10 elementary school

Q: What makes your school special?

A: We have a very talented and dedicated staff that are willing to do whatever it takes to help our students be successful. We are also very fortunate to have the support of not only our parents, but the entire community.



Motzny

Q: What is your biggest brag about your campus?

A: We are very proud of the many community service projects that our Sampson Stallions have participated in this year. The students have created items for local chil-

Principals continues on M7

Principals from page M6

dren's hospitals and nursing homes, raised money for local charities, and collected school supplies for students. Our goal is to ensure that each child becomes a contributing and responsible member of society.

Q: How do you deal with the pressure of high-stakes testing?

A: The focus at Sampson is on student growth. We provide high-quality first-time instruction for our students and then target specific student needs. We are very thankful that our superintendent, Dr. Mark Henry, allows us to focus on our students, and not the tests.

Susan Monaghan
Principal, Pin Oak Middle, Houston ISD, No. 7 middle school

Q: What makes your school special?

A: Pin Oak Middle School is an exceptional school because we create smaller learning environments within a large campus. Students are assigned a grade-level cluster in one of the three houses. This allows for a much smaller group of students to work with a cluster of teachers and have the flexibility to meet with parents, students, and to plan for instruction. Pin Oak is a separate and unique school. We are a magnet school for foreign language, offering five different languages, as well as a boundary option school, providing the opportunity for students zoned to Pershing, Johnston, or Jane Long to apply to our school. The diversity of our student popula-



Monaghan

tion makes us different and unlike other middle schools. Students share in a dynamic learning experience and take away positive memories that last a lifetime.

Q: What are the extracurriculars that you feel benefit students the most? How does your school provide those?

A: Pin Oak Middle School is all about providing choices for our students. The middle school years are the time to explore and decide where you want to excel. We have bright, fun and ambitious students who enjoy selecting from the following options: UIL academics, outstanding sports programs, dance, large variety of clubs, theater, choir, band, orchestra, Name That Book, architecture, intro to engineering, sports history, debate, chess, reel-to-real, technology, robotics, home economics, guitar, photography, art, clay sculpting and more. The outstanding staff at Pin Oak are able to provide these opportunities for our students because of their own personal area of excellence.

Jennifer Day
Principal, Wharton Dual Language Academy, No. 5 middle school

Q: What makes your school special?

A: Wharton PK-8th Dual Language Academy is a magnet school that houses the only 100 percent Spanish/English dual language program in HISD and an International Baccalaureate Primary Years Program World School. Wharton students are academically prepared for high



Day

school and college when they graduate from 8th grade. Our PK-5th grade IB program of inquiry prepares our middle school students to take on the rigorous academic curriculum we provide in middle school, including pre-AP courses, algebra and AP Spanish.

Q: What are the extracurriculars that you feel benefit students the most? How does your school provide those?

A: We have many community partnerships with art organizations that provide artist-in-residence programs and presentations for PK-8th grade students, like FotoFest Literacy Through Photography, Art League of Houston, Writers in the Schools, Da Camera and Houston Grand Opera. Our students participate in several UIL activities like spelling bees, oral reading, impromptu speaking and cross-country. Other extracurricular activities on our campus include Name That Book, Spanish Book Club, Odyssey of the Mind, and Student Council.

Our after-school program provides academic and extracurricular programs for PK-8th grade and is sponsored in part by our CASE grant. Students receive support in both English and Spanish during homework time or tutorials and then enjoy a variety of activities including ballet folklorico dance, hip-hop, world percussion, culinary class, gardening, sports and chess.

Q: What is your biggest brag about your campus?

A: I am exceedingly proud of the hard work and dedication of our staff, who promote high expectations and provide rigorous instruction in two languages. Our students leave Wharton well-prepared to tackle the challenges of high school and college. We are a

small school that thinks big!

David Yaffie
Principal, Clements High, Fort Bend ISD, No. 5 high school

Q: What makes your school special?

A: Clements is unique because our students are highly engaged in their passions. Whether those interests are in academics, athletics, the arts or student organizations, our kids strive to be the best. I believe that Clements students are successful due to five main factors: their high level of engagement in school, their respect of others, their creativity, their ability to collaborate and the high expectations they have of themselves. Another unique thing about CHS: the building could be open 24-7-365 and we would have kids here. I arrive to school most days by 6:30 a.m. and there are already many kids in the building. Also, there are students here well into every evening. There is always something happening at CHS!

Q: What are the extracurriculars that you feel benefit students the most? How does your school provide those?

A: The extracurricular activity that matters the most is the one in which a given student finds a connection to his or her passion and to other students and an adult sponsor. We have over 60 active student clubs and organizations. That number does not include athletic teams. Each club has a volunteer faculty sponsor. Our clubs range from the traditional (chess, FFA, etc.), to the academic (honor societies, language clubs, robotics, etc.),



Yaffie

to the service-oriented (Habitat for Humanity, Red Cross, etc.), to the playful (badminton, table tennis, etc.).

Q: How much does class size matter?

A: For most classes, the number of students enrolled in a given period is not a big issue as long as there is physical space and enough desks in the classroom. The tipping point is that teachers have too many total kids each day. There is no way for a teacher to give the needed feedback and support to 160-180 kids each day. Just think of a high school English teacher that wants to provide detailed written feedback to each student about essays and research papers. Or, think about the math teacher that wants to diligently grade homework and provide assistance beyond marks indicating right or wrong. This is a daunting challenge.

Q: What is the one piece of advice you'd give a parent trying to choose a school?

A: I am confident that almost all parents want their children to attend a school that is safe, has teachers that genuinely care about their kids, provides a relevant academic challenge, and will prepare their students for life. The best way to learn if a school has these characteristics is to visit it during the school day, talk with faculty and staff, attend school events, and meet parents whose children attend the school. The worst way to pick a school is to base one's choice solely on standardized test scores or social media sites.

Q: What is your biggest brag about your campus?

A: The most recent point of pride for CHS is that we have seven current seniors who have been accepted to Stanford. That is a very high number as most high schools usually only get a maximum of one or two students accepted each year.

Pre-K not just about quantity, but quality

By Mihir Zaveri

The 12 children in Vanessa DeSimone-Canseco's pre-kindergarten class marched to the front of the room and pasted on an easel the paper body parts of an ant.

Most of the picture was complete, with brown circles diligently glued on for the insect's head, thorax and abdomen, which the children had also labeled.

But 5-year-old Abigail Castro noticed something was missing. "We need two more," Castro called out. The ant only had four legs.

Castro, like much of the class, had learned that insects have six legs — an exercise not just in life science, but also in counting, classification and comprehension that could potentially boost the child's academic achievement in kindergarten and beyond, experts say.

Like most districts in the Houston area, Spring ISD offers only half-day pre-K due to limited state funding. But as momentum for pre-K expansion grows at the state and federal level, districts increasingly are eyeing the expansion of early childhood programs to improve academic outcomes.

"If we went to a full-day program, there ... could have a greater, and longer lasting impact with more instructional time," said Spring ISD spokeswoman Sheleah Reed.

The pre-K focus is widespread. Klein ISD has included an early childhood and pre-kindergarten center as one of the larger components of a bond measure coming before voters in May. Trustees in several districts, including Houston ISD and Cypress-Fairbanks ISD, Texas' largest and third-largest school systems, have formally urged the state to fund full-day



Brett Coomer / Houston Chronicle

Marshall Elementary School pre-K teacher Vanessa DeSimone-Canseco sits with her students during a lesson.

pre-K.

The state helps fund half-day pre-K programs for at-risk students, including those from low-income families and those with limited English skills. Most districts in the Houston area provide half-day programs; a few, including the Houston, Aldine and Spring Branch districts, provide full-time instruction.

Christopher P. Brown, a professor of early childhood education at the University of Texas at Austin, said research has shown consistently that pre-K programs improve academic outcomes, especially for the at-risk children many programs target.

"You get more bang for your buck than waiting until later in their lives," Brown said.

Sharee Cantrell, early child-

hood director for Spring Branch ISD, who runs one of the district's pre-K centers, said data show that students who went through its full-day pre-K program outperformed non-pre-K students on every standardized test from elementary school all the way to ninth and 10th grade.

The gains were particularly pronounced for economically disadvantaged students. On ninth grade end-of-course exams in 2013, students who took pre-K in 2002-03 passed at rates 14 to 20 percentage points higher than non-pre-K students.

Cantrell said a half-day program simply isn't long enough to realize the full impact of pre-K.

"When you have a half day, the teacher has twice as many kids to teach the same information in

half as much time," Cantrell said. "It's kind of difficult all the way around."

Full-day pre-K costs about \$6 million more than the state funds for half-day, money that the district picks up from its general fund, tuition from more affluent parents and federal funds, among other sources, according to the district's data.

Brown said simply instituting a program — full day or half day — is not enough. The structure of the programs is critical. And even when the classes are well designed, rankings like those from Children at Risk continue to be correlated with factors like poverty.

For example, Conroe ISD, where 85 percent of elementary schools were ranked A or B by

Children at Risk, has only a half-day program, with no plans to expand, according to district officials. Just over 35 percent of Conroe ISD students are economically disadvantaged, and the district encompasses upscale areas like The Woodlands.

In comparison, 20 percent of Spring ISD students ranked A or B, but almost 75 percent of its students were economically disadvantaged. That's part of the reason the district wants to expand its pre-K offerings.

Walking into a classroom and seeing if kids and teachers are engaged is a good way for parents to evaluate a pre-K program, Brown said.

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Reinvented Third Ward school thrives

Principal personally fields parent calls for Baylor-partnered magnet academy

By Jennifer Radcliffe

An unlikely factor influenced Baylor College of Medicine Academy's ascent to No. 32 in this year's Children at Risk regional middle school ratings: unlimited cell phone minutes.

Principal Jyoti Malhan plastered her number all over town as she recruited students to the Third Ward magnet, once home of the troubled Ryan Middle School. She forwarded the district and campus phones to her cell, fielding calls from prospective parents while driving and late at night.

"I pay my phone bill and I used it," said Malhan, who helped open the Young Women's College Preparatory Academy prior to being tapped for the Baylor school two years ago.

The goal was to open the school with at least 100 students, an ambitious endeavor considering its location and nonexistent track record. (Or worse, the record of Ryan Middle School, which was last ranked by Children at Risk in 2013 with an F — No. 277 of 283 middle schools in the region.) Despite the obstacles and the last-minute opening, Malhan received 450 applications.

This year, the 480-student school, which now enrolls sixth- and seventh-graders, received nearly 1,800 applications and has a wait list more than 900 deep.

Success, however, depended on more than numbers. Malhan had to take the 250 students who were selected through a random lottery — from all different academic backgrounds — and make sure they succeeded in the college-prep curriculum that includes classes like Latin and neuroscience. From hiring the best teachers to motivating students to attend Saturday tutorials, it's been a massive undertaking.

Sixty-nine of the original 250 sixth-graders ended up on academic probation after the first academic term. Sixteen were sent back to their zoned schools at the end of the year because of aca-



Sixth-graders Joseph Mazariego, 12, left, and Roland Reyes, 12, right, play chess during their lunchtime at Baylor College of Medicine Academy.

Melissa Phillip / Houston Chronicle

demic shortfalls.

The hard work has paid off. In just two years, the reinvented campus has emerged as a rare success story among open-enrollment middle schools in Houston ISD, debuting in the 2015 rankings with an A+ rating and as the sixth best middle school in the state's largest district.

"I would only feel good if I was No. 1, 2 or 3," said Malhan, who is quick to point out that all of the Houston ISD schools ranked above hers have selective admission.

While the open-enrollment model is mandated by a federal magnet grant for the campus, Malhan said it creates tremendous challenges, especially for a small, specialty school. Some students enter the school — where all classes are pre-Advanced Placement — ready for high-school level math, while others are failing standardized tests and working at a third-grade level.

Most started in the middle, but "the middle has shrunk and that is the challenge," Malhan said.

Because of the disparity in

students' backgrounds, the staff spends considerable time ranking, tracking and scheduling students to make sure students' needs are met.

Students said they enjoy the higher expectations.

"You get hooked on it," said Matthew Jimenez, 12, who came to Baylor Academy from Wilson Montessori in Montrose. "The staff makes it really nice because you know you're in a safe place."

Anjni Patel, 11, who came from River Oaks Elementary, said her favorite class is neuroscience. She's enjoyed dissecting a chicken wing and a cow eye.

"It's so much fun," she said. "You have such great teachers who help you get through all the hard times."

The partnership with Baylor College of Medicine, which provides training, curriculum and a full-time faculty member, sets the school apart. Ideally, Malhan said, her campus would feed students into the prestigious and selective DeBakey High School for Health Professions, which opened in the 1970s as a partnership with Baylor College of Medicine to guide more minorities and low-income students into the medical profession.

Doubts about whether the students could learn Latin melted within 15 minutes, said Robert Giasson, one of three full-time Latin teachers at the school. Students were quickly enchanted by the language.

"Everyone was really a little skeptical and dubious at first — the parents and the students," Giasson said. "All those questions are gone now ... Latin is often thought of as a really archaic, elitist language, but we have students from the Third Ward reading and speaking it."

And while middle school tends to be a wasteland, options that enable students to specialize in particular themes seem to work well. They provide a focus to adolescents who are easily overwhelmed by hormones, life and increasingly difficult academics, experts said.

"Middle schools are traditionally where students perform the worst," said Robert Sanborn, head of Children at Risk. "They go from these little elementaries to these factory-sized middle schools. It's really tough on kids."

When kids don't make a connection with their school — by finding a mentor, a career path or an extracurricular activity — they often decide to drop out. High-performing middle schools are a student's best chance to stay on track, Sanborn said.

"We absolutely need more of these," he said.

While most embrace the Baylor Academy, Malhan said she has felt some backlash from community members who wondered why improvements weren't made when the school served the neighborhood. When it closed in 2013, Ryan Middle School had dwindled to 272 students, 84 percent of them black and 15 percent Hispanic.

Today, the campus is about 45 percent Hispanic, 30 percent black and 25 percent white and Asian, better reflecting the city's population, as is mandated by the federal magnet grant.

"My intention is to reach out to everyone," Malhan said, adding that children from the neighborhood aren't given any preference in the lottery.

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From left, sixth-graders Matthew Jimenez, 12, and Ronit Pillai, Serena Hammond, and Anjni Patel, all 11, talk about the school.

Alley Theatre offers way to mix STEM lessons, arts methods



Marie D. De Jesus / Houston Chronicle

Guest teacher Sarah Bassinger combines theater techniques with a lesson about the carbon dioxide cycle at Emerson Elementary.

Districts part of growing trend to add arts in classrooms, turning STEM into STEAM

By **Ericka Mellon**

The fifth-graders at Emerson Elementary sat on the floor in a circle and awaited instructions from their guest teacher, Sarah Bassinger, from the Alley Theatre.

"Today, my friends, we're going to the grasslands," she told them on a recent morning. "Grab your ecologist jacket."

The children slid their arms through their imaginary gear, then Bassinger led them through a lesson on the oxygen-carbon dioxide cycle, a key concept in fifth-grade science.

The two-week, hour-long lessons offered by the Alley Theatre to public schools across the Houston area are part of a growing national trend to integrate the arts more into academics. In education lingo, the idea is called STEAM, for science, technology, engineering, arts and math. The term inserts the "A" into the better-known buzzword, STEM, which has gotten most of the attention and federal funding because of concerns that the United States has fallen behind in science- and math-related fields.

Critics question whether a focus on STEAM dilutes the science and math or whether

schools may be spread too thin.

"It's not anti-STEM. It's STEM-plus," said Babette Allina, an executive director at the Rhode Island School of Design.

Mary Sutton, who became the Alley Theatre's director of education two years ago, adapted her "Staging STEM" program from her work in California. Teaming with local teachers, she and her staff craft the lessons to ensure they cover the concepts in the Texas curriculum standards. They give students written pre- and post-tests to measure their results.

"There's just a whole list of learners who don't learn by reading in a book or doing rote memory exercises," said Sutton.

The Houston Ballet also sends teachers into schools with its "Dance To Learn" program, helping explain magnetism or Newton's laws of motion, for example, said Jennifer Sommers, the outreach coordinator.

The principal of Emerson Elementary, Alexander Rodriguez, said he learned about the Alley Theatre program from representatives at a local farmer's market. He liked the idea of exposing his mostly low-income students to theater professionals. He thought the children, many of

them still learning English, could benefit from instruction that let them move and express themselves beyond desks and pencils.

"What we have learned is, the more we give them opportunities to be creative, they can solve problems better," he said.

Rodriguez also was aware that Emerson's passing rate on the state science exam had dropped to 68 percent in 2014, down from 85 percent the year before. He said he hired a more experienced science specialist this school year, and fifth-graders go to the lab twice a week.

Emerson earned a grade of C+ in the latest Children at Risk rankings, based largely on high-level test scores in reading and math.

Zulema Esparza, an Emerson fifth-grade teacher, said she started off skeptical of the Alley Theatre lessons — which finished a few days before students had to take the state science exam.

"At first I thought, 'Oh my God, there's not enough science content,'" Esparza said midway through the two-week stint. "But as the days are progressing, there's more and more."

She saw her students laughing, shouting out answers to Bassinger and volunteering to participate in scenes.

"They love it," Esparza said. "The second day, they were already hugging her."

At Spring ISD's Winship Elementary, Principal Lauren Thompson said she took a "leap of faith" to devote two weeks of science classes to the Alley Theatre program this year. To her relief, her students fared well on an internal science test, with 83 percent passing, a few points above the district average.

"Sometimes when students are having fun, they don't know they're learning," said Thompson, whose school earned a C grade from Children at Risk.

In Klein ISD, district officials are exposing students to STEAM-related careers such as engineering and architecture through a traveling truck filled with activities. The "STEAM Express" was funded by \$400,000 in donations.

On a recent morning, Ehrhardt Elementary third-grader Aidan Jakobsohn headed straight for the computer program allowing him to design a roller-coaster. He clicked to create a loop, making it 397 feet tall, with the car going 207 miles per hour.

Too fast, the program said. The 8-year-old tried again, changing the measurements. Then again.

"SUCCESS!" the screen flashed at last.

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ABOUT THE RANKINGS

The 2015 public school rankings from Children at Risk include nearly 1,350 campuses from the eight-county Houston region. The local nonprofit used data from the Texas Education Agency to rank the schools from best to worst and to assign each a letter grade, from A+ to F.

The rankings were based largely on student performance on state exams in reading and math. The analysis also takes into account annual student progress on the tests and the relative scores of low-income students.

The 2015 rankings are not directly comparable to those from last year. Children at Risk revised its statistical analysis and changed the variables for high schools.

The ranking indexes

Student achievement: The biggest factor in the formula was the percentage of students scoring "advanced" in reading and math on the State of Texas Assessments of Academic Readiness exams in 2014. This measure counted 60 percent for elementary and middle schools and 30 percent for high schools.

Socioeconomic performance:

This factor credited campuses that helped low-income students succeed academically. Campuses were rated on their deviation from expected STAAR scores based on their percentage of low-income children. This index counted 20 percent for all schools.

Student growth:

Schools were evaluated on the gains their students made on the STAAR reading and math tests from the prior year, compared with students who scored similarly. This index counted 20 percent. For schools without sufficient data, Children at Risk used their relative performance on a different measure: the percentage of students who met the final recommended passing standard on the STAAR exams.

College readiness:

High schools were judged on their graduation rates; student participation on the SAT and ACT college-entrance exams and their average scores; and the percentage of students taking Advanced Placement and International Baccalaureate exams and their average passing rates. Children at Risk calculated its own graduation rates, giving schools credit for freshmen who graduated within six years from any Texas public school. Students who may have left for private school or moved out of the state or country count against the school. This index counted 30 percent.

Key

The charts on the following pages include some of the data used in the rankings plus other information. Schools are listed by district, then ordered by their Children at Risk rank and letter grade. The list includes 870 elementary schools, 314 middle schools and 163 high schools.

The reading and math scores

indicate the percentage of students scoring at the "advanced" level on the STAAR in 2014 and the percentage meeting a lower bar, the state's final recommended passing standard. The state's current school accountability system uses an easier standard.

The list also includes student enrollment for 2013-14 and the percentage of economically disadvantaged students.

The high schools show the Children at Risk graduation rate.

Letter grades

A: Campuses at or above the 75th percentile

B: At or above the 55th percentile

C: At or above the 35th percentile

D: At or above the 15th percentile

F: Below the 15th percentile

Notes

Schools were excluded from the rankings for various reasons, including if they lacked certain data.

Schools that span numerous grade levels, such as a K-8 campus, appear on both the elementary and middle school lists. The test scores used cover all the grade levels, not the specific grade spans.

The achievement index holds schools accountable for the "advanced" standard, a high bar for many students. The data also include, in some cases, a larger pool than those counted in the state's accountability system.

Research by Children at Risk from LaPorcha Carter, Jesus Davila, Katie McConnell, Robert Sanborn and Torey Tipton. Associate professor Lori Taylor, of Texas A&M University, conducted the growth score analysis. Houston Chronicle reporters Ericka Mellon, Matt Dempsey, Jennifer Radcliffe, Leah Binkovitz, Mibir Zaveri and Benjamin Wermund contributed data review and analysis and reporting for this special section.

Do letter grades leave struggling schools behind?

Lawmakers disagree on party lines whether to use A-F system in judging districts

By **Benjamin Wermund**

Several years ago, the nonprofit education group Children at Risk gave Briargrove Elementary a "C" on its annual school report card. It wasn't a failing grade, but it was low enough to motivate parents to do something. The PTO started tutoring services for students who needed extra help and put pressure on the principal.

This year, Briargrove is an "A" school. It's an example of how an A-F ratings system — which Children at Risk switched to years ago and which lawmakers are considering for the state's annual school ratings — can help prompt a school to improve, said Robert Sanborn, president and CEO of Children at Risk.

"What we found was when we made the switch, parents seemed to understand it a lot more," Sanborn said. "You had parents working together to try to make their school better, or parents sort of using the marketplace ... whether it's 'top tier' or 'meets standards' or whatever the jargon is — the A-F is just super easy to understand."

But the experience at Briargrove, in the Galleria area, also makes a point for those who don't want the state to make the switch to the A-F system: More affluent schools will make better grades — or improve more easily

— in part because parents at those schools tend to be more engaged. In an A-F system, detractors say, it will be easy to guess which schools will get the worst grades, largely based on the neighborhood the campus is in.

"I have serious concerns that, rather than help underperforming schools, an A-F grading system merely stigmatizes underfunded schools and those serving disadvantaged communities," state Sen. Rodney Ellis, a Houston Democrat, said.

Under a law approved two years ago, individual schools were to be ranked starting in 2016 as "exemplary," "recognized," "acceptable" or "unacceptable." This would replace the current categories, "met standard" or "improvement required."

A bill filed by Sen. Larry Taylor, R-Friendswood, and approved by the Senate last month, would change that to letter grades. Taylor said this system

would be easier for parents and communities to understand.

"The campus A-F rating system provides Texas parents with a universally recognized, more transparent way to determine the quality of their local schools," Taylor said. "This knowledge gives parents another tool to make the best decisions regarding their child's education."

Taylor also has filed a bill to create a Texas Commission on Next Generation Assessments and Accountability to provide a forum for parents, educators and community leaders to discuss how the state should redesign its school assessment and accountability systems. Before assigning A-F campus ratings, the Legislature intends to fully consider the recommendations made by the commission, he said.

So far the proposed shift to letter grades has drawn party-line votes: Republicans have supported the move and Democrats have opposed it. But now the bill is headed to the House, where opposition appears to be much

stronger. Such a grading system was included in a bill approved by the Senate two years ago, but the letter grading was removed by the House during negotiations over concerns similar to those aired during last month's Senate debate.

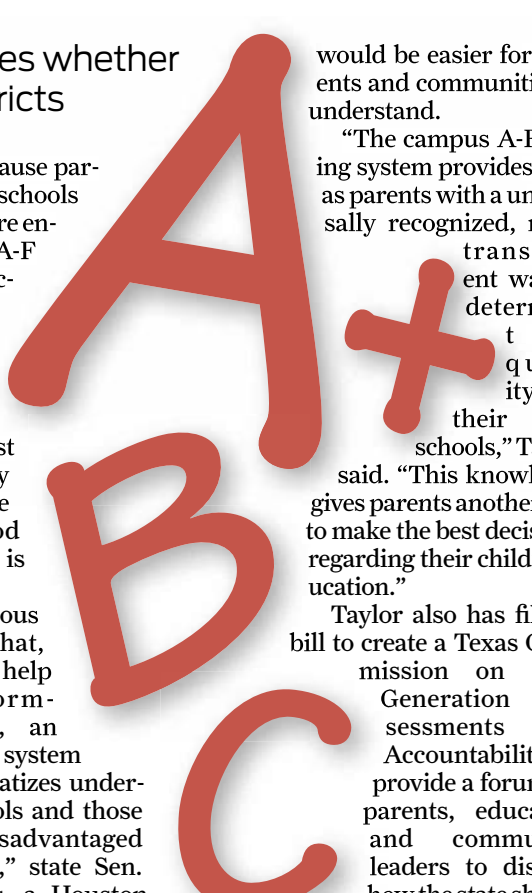
Democrats argued that most low-grade schools will be in poor and minority neighborhoods. Parents in most of those schools will have little or no way to ensure improvement, Sen. Royce West, D-Dallas, argued at the time.

Focusing on the ratings themselves, however, is missing the point, said Mike Petrilli, president of the Thomas B. Fordham Institute, a national education-policy think tank. The ratings assigned to a school are only meant to communicate how well the school is doing, and an A-F system typically is the easiest to understand, he said. But states should really focus on building the best accountability system.

Petrilli argued, though, that a single grade doesn't give full picture. Instead, schools should earn grades on multiple measurements, like students' proficiency and the progress they make over time.

"In my ideal world we would use A-F, but have at least a handful of grades — just like a kid gets on a report card," Petrilli said. "Parents can handle at least a handful of grades."

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ELEMENTARY SCHOOLS

HARRIS COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank
Aldine ISD								
Sammons	801	85.0	15	24	32	43	B+	319
Carter Academy	952	88.0	10	22	31	40	B	360
Carroll Academy	1065	92.0	11	16	30	33	B	378
Stephens	977	86.8	12	17	29	45	B-	414
Raymond Acad.	1,060	85.6	11	17	35	33	B-	423
Marcella Int	811	93.7	7	19	26	44	C+	486
Johnson	897	95.5	9	19	29	33	C	519
Oleson	1013	89.8	9	16	27	37	C	536
Worsham	904	91.9	9	13	28	32	C	541
Spence	1033	90.9	7	16	19	31	C-	553
Odum	800	94.9	8	15	26	38	C-	565
Magrill	1074	79.0	9	13	28	30	C-	596
Ernel	698	88.5	7	12	26	33	D+	652
Stehlik Int	988	87.9	8	13	27	28	D	662
Bethune Acad.	414	75.8	7	14	21	27	D	672
Anderson Acad.	687	81.4	15	8	38	23	D	674
Parker Int	898	84.6	8	12	25	28	D	676
Calvert	914	91.0	9	9	23	21	D	680
Kujawa	883	87.5	8	11	25	28	D	686
Orange Grove	937	92.7	9	10	29	24	D	705
Escamilla Int	957	92.6	8	10	29	27	D	713
Eckert Int	831	91.9	6	11	20	30	D-	716
Houston Academy	655	79.8	9	11	31	24	D-	718
Carmichael	1056	82.3	10	10	27	23	D-	729
Reed Academy	914	86.9	8	11	29	24	D-	731
Wilson Int	971	79.2	9	10	30	27	D-	742
Bussey	1,095	93.4	5	9	25	19	D-	745
Thompson	856	88.8	9	9	21	22	D-	751
Goodman	843	87.9	8	9	26	23	D-	755
Dunn	1,017	81.9	9	7	26	24	D-	756
Harris Academy	682	93.0	4	9	20	22	D-	759
Mendel	346	91.6	7	9	17	24	D-	760
Rayford Int	728	73.5	9	8	31	23	F	763
Black	846	89.6	7	7	23	18	F	778
Francis	771	91.7	5	8	17	18	F	783
Jones	1076	77.0	9	8	27	19	F	790
Conley	854	87.6	6	9	21	23	F	792
Hill Int	759	85.8	5	10	25	25	F	794
Gray	977	90.5	5	7	19	21	F	806
Stovall Academy	571	90.0	5	8	15	18	F	811
Caraway Int	758	89.8	5	6	17	18	F	831
Smith Academy	583	90.2	3	4	14	13	F	849
Alief ISD								
Outley	1,052	61.2	28	27	53	50	A	135
Mahanay	746	77.3	18	26	48	47	A	148
Miller Int	933	72.9	15	25	42	47	A-	242
Liestman	894	79.4	16	21	38	39	A-	262
Youngblood Int	1,110	84.0	15	24	40	46	A-	264
Boone	892	83.5	20	24	37	42	B+	277
Petrosky	680	72.8	17	15	35	36	B	351
Chancellor	781	81.0	12	23	33	41	B	362
Martin	929	81.6	9	21	24	40	B	377
Mata Int	815	84.8	12	16	35	36	B-	438
Holmquist	1,167	78.4	12	14	34	35	C+	472
Alexander	875	82.3	14	13	33	23	C	511
Budewig Int	1,185	81.0	12	15	36	33	C	522
Rees	722	74.8	9	16	28	36	C	530
Chambers	752	91.5	6	16	18	29	C	540
Cummings	604	82.8	10	16	25	24	C-	549
Hicks	735	82.0	10	16	29	35	C-	560
Hearne	1,173	84.2	9	12	27	31	C-	583
Collins	1,069	92.5	5	16	16	33	C-	598
Heflin	746	81.6	12	9	25	26	D+	615
Owens Int	1,046	91.8	8	13	24	28	D+	632
Klentzman Int	942	90.8	4	15	21	34	D+	639
Landis	966	90.7	7	11	25	26	D	681
Youens	1,004	83.6	9	11	25	26	D-	725
Kennedy	791	84.8	5	11	22	28	D-	748
Bush	972	92.0	7	10	18	20	D-	761
Horn	1,139	89.4	5	9	18	24	F	805
Smith	811	81.3	7	7	22	18	F	822
Sneed	1,190	87.2	4	8	18	19	F	838
Best	878	93.2	2	1	9	8	F	868
Channelview ISD								
B H Hamblen	695	81.0	15	31	39	55	A	154
Crenshaw	577	89.1	11	13	21	28	C-	582
De Zavala	604	92.2	5	17	22	40	D+	618
McMullan	553	87.3	10	12	28	31	D+	630
Harvey S Brown	766	67.1	8	13	26	30	D	687
Schochler	530	84.9	7	12	23	32	D-	727
Viola Cobb	444	82.0	4	15	16	25	D-	730
Crosby ISD								
Drew Int	756	45.8	13	17	41	37	C	544
Newport	657	51.0	14	15	33	30	C-	594
Crosby	215	40.9	14	7	44	23	D-	744
Cy-Fair ISD								
Sampson	1,166	2.1	54	57	80	81	A+	10
Pope	965	6.6	47	52	77	78	A+	18
Hamilton	980	7.3	45	50	76	77	A+	26
Warner	942	9.8	43	49	71	74	A+	28
Swenke	1,276	9.5	38	44	67	68	A+	68
Gleason	888	43.8	34	36	56	59	A+	77
Birkes	1,305	25.7	29	41	59	69	A+	80
Keith	854	11.1	37	41	68	68	A+	78
Black	1,022	32.0	32	34	57	58	A+	92
Lamkin	969	50.2	26	29	51	53	A+	101
Farney	1,125	25.6	28	36	58	59	A	103
Adam	947	46.5	27	28	53	53	A	119
Lee	925	61.7	24	34	52	57	A	129
Moore	944	31.0	27	33	53	55	A	139
Millsap	782	31.0	25	26	54	49	A	141
Copeland	1,054	30.3	30	31	52	55	A	147
Rennell	1,102	22.6	30	36	59	61	A	150
Ault	969	24.3	29	33	57	59	A	162
Yeager	1,046	49.8	26	24	51	48	A	175
Postma	1,004	31.1	25	32	54	54	A-	189
Bang	1,011	59.2	21	26	46	46	A-	191
Wilson	1,056	54.0	19	29	46	53	A-	193
Hairgrove	946	84.4	15	25	34	49	A-	202
Matzke	934	54.0	20	26	44	52	A-	206
Kirk	963	67.6	21	27	38	45	A-	220
Lowery	860	39.1	26	23	55	47	A-	226
Jowell	957	77.1	13	26	35	53	A-	234
Danish	1,107	70.7	19	23	42	46	A-	237
Sheridan	865	67.3	17	22	41	44	A-	240
Holmsley	902	59.9	19	25	46	48	A-	253
Robison	937	21.6	23	30	51	56	A-	260
Post	1,103	67.4	17	24	42	44	A-	270
Tipps	1,287	79.2	15	22	34	43	B+	311
Hancock	1,050	59.9	18	20	41	41	B+	312
Andre	1,296	76.8	15	20	36	43	B	334
Hemmenway	830	73.6	13	20	37	38	B	354
Emmott	832	62.6	14	23	34	42	B	369
Willbern	968	62.2	17	20	37	37	B	383
Fiest	1,129	48.8	19	21	46	43	B-	395
Owens	967	63.4	19	18	39	37	B-	406
Walker	1,095	71.1	13	19	36	39	B-	407
McFee	1,234	77.2	15	19	38	35	B-	412
Dr Debbie Emery	883	68.7	13	18	35	44	B-	420
Robinson	1,027	74.2	14	18	39	38	B-	421
Holbrook	1,123	89.3	10	18	30	34	C+	476
Lieder	1,018	80.2	12	18	27	38	C+	477
Metcalfe	958	82.9	13	16	31	32	C+	483
Duryea	1,029	74.1	11	18	33	35	C	535
Reed	975	75.5	12	16	29	33	C-	557
Frazier	1,071	76.7	9	13	28	32	C-	600
Horne	1,092	67.5	12	14	31	28	D+	616
Bane	894	93.4	7	12	22	31	D+	645
Francone	1,019	84.7	10	12	24	28	D+	650
Deer Park ISD								
Deer Park	779	21.8	31	34	57	63	A	116
Fairmont	831	21.3	28	31	54	54	A	212
San Jacinto	935	36.1	24	21	49	45	B+	325
J P Dabbs	742	44.6	11	18	32	41	C-	558
Carpenter	825	41.6	11	17	34	43	C-	595
Deepwater	723	79.8	6	15	24	33	D+	634
Galena Park ISD								
Pyburn	697	84.4	15	23	32	47	B+	302
North Shore	915	86.2	14	22	31	46	B+	315
Tice	735	88.0	13	19	34	37	B	359
Purple Sage	521	87.5	13	20	35	43	B	364
Cloverleaf	862	92.9	7	20	27	43	B-	436
Sam Houston	838	93.6	10	19	30	40	C+	449
Normandy Cross	646	81.1	13	13	31	34	C+	480
MacArthur	727	89.0	10	13	25	33	C	513
Cimarron	813	83.8	13	12	28	29	C	546
Jacinto City	856	89.4	9	16	32	38	C-	554
Shirley Williamson	694	68.3	10	17	32	35	C-	563
Green Valley	764	89.1	5	14	24	31	C-	578
Woodland Acres	427	82.7	12	14	28	34	C-	585
James B Havard	681	68.1	14	13	33	31	D+	606
Galena Park	681	90.3	7	15	24	33	D+	644
Goose Creek CISD								
Austin	969	38.7	24	25	50	46	A-	222
Crockett	708	55.9	20	22	44	39	B+	300
Walker	1024	47.3	20	23	40	42	B	372
Alamo	616	77.9	9	20	28	35	C+	448
James Bowie	792	76.5	15	15	31	32	C+	473
San Jacinto	550	85.6	10	18	25	37	C+	474

Working together at Liestman Elementary



From left, Tracy Tran, 4; Evelin Batz-Osorio, 4; Evan Pham, 4; Promise Eche, 5; and Jacob Villanueva, 4, move between work stations during their pre-kindergarten lesson at Liestman Elementary School, which received an A- in this year's Children at Risk school rankings. As part of Alief ISD, Liestman offers only half-day pre-K.

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %
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Elementary from page 11

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank
Schultz	873	44.3	29	26	57	47	A-	196
Kuehnle	697	17.9	27	33	55	59	A-	204
Benfer	693	42.3	26	25	48	50	A-	223
Mittelstadt	873	47.4	23	26	50	43	A-	236
Zwink	879	47.9	21	22	48	46	A-	248
Klenk	783	64.0	16	25	41	44	A-	273
Greenwood Forest	703	58.9	18	22	38	43	B+	288
Kreinhop	850	28.6	26	22	48	48	B+	291
Krahn	755	34.8	25	26	53	50	B+	298
Roth	694	42.1	21	21	54	48	B+	299
Northampton	813	23.9	28	25	57	47	B+	310
Lemm	589	26.5	23	26	50	47	B	338
Kohrville	771	38.7	22	21	49	45	B	345
Mueller	815	36.7	22	19	53	42	B	371
McDougle	659	81.6	10	13	33	34	C	528
Bernshausen	675	52.6	15	13	40	32	C-	569
Elland	559	89.1	12	11	25	21	C-	584
Kaiser	787	87.4	7	12	25	25	D+	608
Epps Island	804	86.2	5	7	19	22	F	769
Nitsch	781	85.3	6	8	18	20	F	785
La Porte ISD								
Leo Rizzuto	588	52.2	20	31	52	56	A	176
Heritage	599	42.8	22	25	54	51	A-	269
Jennie Reid	485	46.4	17	24	42	51	B+	314
Bayshore	530	66.2	15	26	41	51	B+	321
La Porte	492	76.2	13	19	30	41	B-	402
Lomax	519	37.2	22	20	44	46	C+	453
College Park	461	58.4	17	14	38	29	C	515
Pasadena ISD								
Meador	608	76.0	24	26	53	52	A	113
Turner	513	46.8	29	30	57	57	A-	195
Atkinson	584	69.9	18	23	45	40	A-	197
Frazier	565	68.5	16	28	40	46	A-	221
Stuchbery	740	71.2	16	19	39	38	B+	276
Jensen	671	82.0	20	22	43	42	B+	312
Matthys	716	85.8	14	19	34	29	B+	318
Bailey	800	85.9	12	24	35	43	B+	324
Melillo	992	63.5	16	22	42	46	B	340
Pomeroy	968	92.7	7	23	28	45	B	343
Laura Welch Bush	1,003	65.3	17	16	43	38	B	361
South Shaver	645	91.8	10	19	35	34	B-	392
Carter Lomax	1,021	63.2	14	19	39	43	B-	398
Red Bluff	593	90.6	10	17	31	37	B-	401
South Belt	529	49.3	15	18	43	37	B-	422
Richey	895	92.7	15	17	32	32	B-	424
Young	789	91.3	11	16	30	29	C+	443
Garfield	921	85.5	16	12	35	27	C+	458
South Houston	642	93.0	14	18	31	36	C+	462
Fisher	833	86.0	11	14	31	27	C+	478
Kruse	725	91.3	11	12	20	27	C+	494
McMasters	431	83.8	17	11	34	27	C	505
Sparks	507	87.2	9	14	27	27	C	510
Burnett	672	83.3	10	16	33	32	C	521
Parks	527	93.7	9	13	28	34	C	543
Milstead	929	86.2	9	16	28	30	C-	571
Pearl Hall	828	91.7	10	10	25	28	C-	580
Teague	725	62.1	12	13	35	23	C-	587
Moore	569	59.4	13	15	34	33	D+	601
Mae Smythe	715	83.4	12	12	27	31	D+	607
Schneider	865	89.5	8	14	26	31	D+	619
L F Smith	843	91.1	8	13	31	28	D+	620
Golden Acres	515	80.6	13	13	29	31	D+	624
Keller	648	89.0	9	13	29	31	D+	631
Morris	863	89.8	10	11	38	34	D	638
Morales	541	89.8	10	11	38	34	D	659
Jessup	866	91.8	13	7	30	21	D	667
Bobby Shaw	846	90.8	7	12	22	32	D	701
Freeman	482	85.3	5	12	25	22	D-	715
Genoa	811	81.3	13	5	25	14	D-	733
Williams	815	86.4	7	9	27	24	F	781
De Zavala	750	90.5	8	7	23	20	F	786
Gardens	632	88.8	5	5	21	14	F	821
Sheldon ISD								
Royalwood	552	83.7	15	17	36	39	B	358
Garrett	518	85.1	11	13	26	28	C-	588
H M Carroll	728	86.1	11	11	27	24	D+	651
Sheldon	695	78.7	11	13	27	26	D+	653
L E Monahan	477	79.7	10	11	22	29	D	665
Spring Branch ISD								
Frostwood	687	4.1	42	56	73	80	A+	27
Memorial Drive	470	6.6	49	44	77	70	A+	29
Wilchester	747	3.3	48	44	75	70	A+	48
Bunker Hill	702	9.3	38	41	65	66	A+	73
Hunters Creek	643	13.8	40	31	67	58	A	121
Valley Oaks	631	26.9	38	25	60	47	A	149
Rummel Creek	679	2.5	41	28	73	59	A	185
Meadow Wood	508	36.0	28	22	54	42	A-	192
Housman	573	85.7	11	14	31	34	C	512
Thornwood	489	81.8	12	14	35	34	C	533
Nottingham	555	46.3	19	14	44	32	C-	559
Ridgecrest	903	90.1	10	13	23	25	C-	577
Buffalo Creek	657	91.9	7	11	24	29	D+	654
Cedar Brook	898	75.9	10	9	25	25	D	677
Westwood	658	87.8	12	8	29	20	D	679
Terrace	486	67.7	10	9	29	19	D	704
Sherwood	452	70.1	13	7	31	22	D-	714
Shadow Oaks	706	89.1	4	9	21	20	F	765
Edgewood	769	86.3	6	9	20	20	F	771
Woodview	643	87.7	10	5	21	18	F	772
Pine Shadows	813	79.7	9	7	20	13	F	789
Treasure Forest	647	94.1	3	10	15	19	F	793
Spring Shadow	814	91.4	6	7	23	20	F	813
Spring Branch	632	90.8	4	5	13	10	F	828
Hollibrock	799	98.0	2	3	8	9	F	856
Spring ISD								
Northgate	738	49.2	24	29	49	49	A	137
Chet Burchett	710	63.9	15	27	36	44	A-	214
Milton Cooper	789	84.0	17	21	35	44	A-	232
Anderson	652	63.3	17	18	40	39	B+	326
Ponderosa	729	74.6	10	18	29	31	B-	417
Benke	791	80.7	12	18	29	35	C+	466
Carolee Booker	970	83.7	10	15	26	28	C+	500
Pat Reynolds	735	73.7	15	16	32	31	C	514
Heritage	517	79.9	12	17	30	34	C	527
John Winship	538	44.2	17	14	38	30	C-	562
Salyers	720	69.3	13	16	31	30	C-	575
Mildred Jenkins	764	72.8	10	13	28	28	C-	586
Smith	612	59.2	14	11	35	29	C-	589
Meyer	719	82.2	9	11	29	26	D+	617
Joan Link	683	89.5	12	11	25	26	D+	635
Ralph Eickenroth	612	87.9	7	13	22	28	D	657
Deloras Thompson	692	75.4	9	11	23	27	D	692
Ginger McNabb	745	71.3	12	8	34	22	D-	750
Helen Major	658	88.1	5	8	23	24	D-	758
Gloria Marshall	673	64.3	9	9	25	19	F	779
Hoyland	892	90.0	9	5	23	15	F	809
Clark Int	1,509	87.3	5	6	17	17	F	832
Donna Lewis	693	91.6	4	7	21	17	F	839
Pearl M Hirsch	708	74.6	7	3	22	11	F	855
Bammel	894	84.5	5	3	15	12	F	857
Tomball ISD								
Creekside Forest	769	3.6	54	64	83	88	A+	7
Timber Creek	497	7.2	35	46	67	73	A+	72
Willow Creek	861	12.8	35	41	60	68	A+	93
Lakewood	763	15.9	30	41	65	65	A+	100
Northpointe Int	942	14.8	32	39	67	67	A	104
Tomball Int	723	37.6	21	25	50	58	A	180
Rosehill	583	44.9	21	35	46	51	A-	211
Canyon Pointe	834	23.9	32	33	62	56	A-	231
Tomball	727	59.6	19	13	41	28	B-	426
Decker Prairie	588	39.8	20	17	46	43	C+	490
Charter								
KIPP SHINE	810	92.8	26	50	55	69	A+	21
Harmony Excell	904	29.0	39	39	67	62	A+	39
Harmony Sci-Hou	752	51.2	34	35	64	59	A+	50
Harmony Aca-Elite	398	92.0	17	35	40	62	A+	79
Varnett-East	387	93.5	17	32	39	48	A+	89
Allief Montessori	283	94.7	20	31	43	60	A+	94
Accelerated Inter.	223	94.8	22	26	52	49	A+	96
Two Dimensions-Vet	223	92.8	27	20	40	40	A	105
Harmony Sci-Whou	840	46.2	26	27	60	50	A	106
KIPP SHARP	872	96.2	22	29	51	59	A	108
Harmony Disc.-Hou	757	44.9	26	27	57	53	A	124
Gateway-Coral	708	93.2	14	34	43	74	A	152
Gateway-Evergreen	515	95.9	11	34	38	62	A	153
Two Dimensions-Vick	235	92.8	9	26	37	41	A-	224
Harmony Sci-NW	666	41.7	26	21	53	47	A-	228
Heights Learning	150	99.3	21	12	30	48	A-	266
KIPP Explore(E.End)	928	93.0	16	28	36	46	B+	285
Harmony Innovation	604	73.8	22	19	51	42	B+	287
Beatrice Mayes	424	75.0	20	15	49	39	B	346
Stepping Stones	307	85.0	15	16	37	41	B-	385
The Rhodes School	683	72.6	18	12	38	26	B-	399
SER-Ninos	572	97.2	6	19	24	39	B-	440
Amigos Por Vida	522	97.5	8	18	25	46	C+	444
Bissonnet	432	97.0	13	10	33	21	C+	457
Baker-Ripley	254	98.8	8	18	27	41	C+	485
Harmony Fine Arts	664	62.8	17	13	47	33	C+	493
KIPP Dream	821	95.5	10	18	28	31	C	516
Raul Yzaguirre	345	97.7	7	14	28	33	C	520
Aristoi Classical	430	24.7	20	9	50	30	C-	579
Harmony Sci-Braes	348	85.9	12	10	29	29	D+	621
Acad.-Accel. Learn.	702	97.9	7	13	22	28	D+	636
Harmony Explorer	350	71.1	16	10	38	23	D+	646
Harm.Excel.-Endav	567	73.2	11	12	28	30	D+	649
Harmony Ingenuity								

MIDDLE SCHOOLS

HARRIS COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank
Aldine ISD								
Shotwell	1,084	80.5	10	8	31	36	C-	201
Grantham Acad.	1,070	87.3	12	3	30	26	D-	225
Teague	914	76.9	10	5	28	26	D	249
Stovall	1,005	89.4	9	5	25	25	D-	252
Aldine	927	90.7	8	4	23	26	D-	257
Hamber	986	88.0	9	3	26	24	D-	264
Drew Academy	558	76.5	11	3	31	24	D	265
Plummer	947	80.4	10	3	28	21	F	275
Lewis	950	78.7	9	3	25	19	F	279
Hoffman	892	68.3	6	6	21	17	F	286
Alief ISD								
Albright	1,265	75.3	20	9	45	32	B	137
O'Donnell	1,265	80.7	14	9	32	38	B-	141
Killough	958	83.9	13	7	31	25	C-	206
Holub	884	80.7	14	3	36	20	D+	216
Alief	984	82.2	10	6	27	23	D	230
Olle	1,079	88.0	10	4	26	18	D-	236
Channelview ISD								
Alice Johnson	1,021	83.4	8	8	28	27	D	224
Aguirre	927	74.1	10	7	30	22	D	239
Crosby ISD								
Crosby	790	42.4	13	7	34	32	D	232
Cy-Fair ISD								
Hamilton	1,547	18.2	41	34	71	67	A+	21
Spillane	1,310	13.0	41	34	72	67	A+	22
Aragon	1,647	28.7	33	23	63	52	A	46
Smith	1,851	31.2	30	21	60	53	A	55
Salyards	1,494	13.1	34	26	67	63	A	57
Goodson	1,208	22.2	28	21	57	51	A-	75
Arnold	1,591	45.7	23	16	50	44	A-	90
Labay	1,522	55.1	22	13	49	40	A-	91
Cook	1,614	49.5	25	16	51	39	A-	93
Bleyl	1,572	54.3	21	14	46	36	B+	106
Truitt	1,406	64.3	19	13	42	33	B+	113
Watkins	1,278	66.5	17	11	39	33	B	138
Kahla	1,451	72.0	17	9	42	30	B-	143
Campbell	1,237	68.3	15	11	37	30	B-	151
Dean	1,546	82.0	13	8	32	29	C	179
Hopper	1,395	75.4	15	7	39	27	C	188
Thornton	1,329	73.4	13	6	38	26	D+	214
Deer Park								
Deer Park	786	27.2	25	12	54	48	B+	109
Fairmont	791	31.2	24	11	52	47	B	127
Deepwater	643	78.2	15	4	36	29	C	186
Bonnette	794	42.9	17	7	44	35	C	197
Galena Park ISD								
Cobb Sixth Grade	1,179	79.8	10	18	36	42	B+	104
Woodland Acres	462	86.6	12	14	39	47	B+	115
North Shore	1,328	76.1	15	13	39	44	B	123
Cunningham	940	80.3	13	10	36	40	C+	168
Galena Park	1,038	84.9	10	9	30	32	C-	200
Goose Creek CISD								
Highlands	1,143	52.8	17	13	40	41	B	125
Cedar Bayou	1,036	65.4	15	11	39	38	B-	148
Gentry	1,001	51.7	18	9	44	38	C+	164
Horace Mann	958	81.7	12	8	32	27	C	183
Baytown	759	77.5	9	6	27	26	D	242
Houston ISD								
T.H. Rogers	794	31.0	78	76	95	96	A+	1
Wharton K-8	474	57.6	39	36	66	69	A+	5
Pin Oak	1,205	32.5	53	38	79	74	A+	7
Lanier	1,396	29.9	55	41	81	73	A+	8
Briarmeadow Ch.	603	63.2	33	34	65	64	A+	15
Project Chrystalis	210	92.4	30	25	71	62	A+	30
Baylor Col. of Med.	236	70.3	35	29	78	67	A+	32
Garden Oaks	674	50.6	24	19	47	42	A	54
Wilson Montessori	501	51.7	28	14	53	36	A	56
Energized-Excell.	374	98.1	17	22	43	62	A	59
Young Women's Col.	535	66.5	32	16	70	44	A	64
Sharpstown Int'l	1,068	94.8	17	18	44	48	A	65
Young Men's Col.	384	76.3	24	17	52	40	A-	74
Pilgrim Academy	1,115	96.0	11	22	29	45	A-	76
West Briar	1,158	51.3	27	16	55	40	A-	77
Burbank	1,422	94.9	14	19	38	46	A-	80
Stevenson	1,386	93.1	17	20	40	44	A-	82
Grady	558	51.6	25	11	52	41	A-	86
Rice School	1,151	68.7	20	18	48	39	A-	88
Pershing	1,653	56.5	23	13	48	33	B+	101
Johnston	1,677	64.0	22	10	51	31	B	120
Energized STEM-W.	264	89.8	15	14	32	34	B	123
Texas Connections	3,890	42.6	28	8	53	28	B-	144
The Rusk School	530	85.5	11	11	34	28	B-	147
Hartman	1,420	94.6	9	12	28	35	B-	156
Hamilton	1,250	84.2	18	8	42	31	B-	157
Revere	1,220	89.4	10	11	30	33	C+	161
Ortiz	1,010	97.2	8	9	25	31	C	181
Young Scholars	192	82.3	9	8	31	24	C	182
Clifton	920	88.2	10	8	31	30	C-	202
Williams	490	96.1	6	5	21	20	D	218
Deady	861	96.4	8	6	23	21	D+	219
Black	839	96.7	14	4	33	13	D-	248
Holland	675	91.9	7	4	22	23	D-	250
Jackson	931	95.6	6	6	21	21	D-	253
Edison	745	95.8	7	4	22	19	D-	259
Gregory-Lincoln	659	91.0	6	4	22	16	F	269
Fleming	492	96.7	3	3	20	19	F	270
Hogg	722	85.2	6	4	24	17	F	271
Reagan K-8	1,194	91.4	5	6	19	18	F	277
Thomas	488	89.5	4	4	16	18	F	280
Sugar Grove	737	96.9	4	5	15	15	F	282
Attucks	459	91.5	5	4	16	19	F	283
McReynolds	637	96.4	4	4	16	21	F	284
Dowling	1,129	81.0	5	5	21	23	F	288
Key	654	93.1	4	3	16	16	F	289
Marshall	962	91.4	5	4	20	18	F	290
Welch	918	83.7	7	2	21	15	F	294
Woodson	890	94.2	5	3	13	12	F	296
Fonville	1,111	93.8	6	2	18	13	F	297
Long Academy	977	91.4	3	4	15	15	F	300
Fondren	780	91.7	4	3	17	16	F	302
Henry	938	94.8	3	3	13	12	F	307
Cullen	654	86.5	3	2	15	14	F	312
Forest Brook	990	87.0	2	1	9	7	F	314
Huffman ISD								
Huffman	783	30.0	16	5	40	29	D	228
Humble ISD								
Riverwood	1,101	5.0	40	29	71	64	A+	39
Creekwood	1,083	11.7	37	21	67	52	A	69
Kingwood	1,033	28.4	28	16	55	48	A-	89
Woodcreek	1,223	29.5	23	15	49	39	B	130
Timberwood	1,331	33.1	22	11	48	36	B-	148
Atascocita	1,145	22.8	19	11	47	36	C	190
Humble	1,166	75.5	10	5	28	18	D	240
Ross Sterling	868	79.4	8	6	26	24	D-	251
Katy ISD								
Beckendorff	1,675	5.4	55	47	82	78	A+	3
Seven Lakes	1,550	4.6	53	43	80	78	A+	4
Garland McMeans	1,085	10.9	46	44	72	78	A+	6
Beck	1,100	9.0	43	42	74	76	A+	12
Cinco Ranch	1,209	13.5	38	27	68	64	A+	34
Woodcreek	1,585	7.4	39	27	72	66	A+	37
Memorial Parkway	894	26.2	30	17	60	53	A	67
Katy	1,354	44.6	21	14	49	45	B+	102
West Memorial	718	41.1	23	10	50	32	B	133
Cardiff	1,267	65.0	15	9	43	37	B-	155
Morton Ranch	1,268	62.5	17	7	43	28	C+	166
McDonald	973	62.0	16	8	42	29	C	192
Mayde Creek	1,141	61.7	15	8	39	31	C	194
Klein ISD								
Doerre	1,203	13.9	46	37	72	69	A+	13
Kleb	1,350	25.6	31	26	61	60	A	48
Krimmel	1,139	31.4	31	21	60	51	A	51
Strack	1,152	28.3	29	22	56	53	A	58
Wunderlich	1,547	71.2	17	22	41	53	A	61
Schindewolf	1,348	32.0	27	14	58	44	A-	97
Ulrich	1,072	47.4	20	13	47	41	B+	117
Hildebrandt	1,098	29.3	26	14	56	44	B	119
Klein	1,230	82.8	7	8	25	28	D	243

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank
La Porte ISD								
Baker Sixth Grade	532	46.1	17	25	46	50	A	60
Lomax	609	47.8	18	6	42	25	C-	209
La Porte	555	50.3	16	4	39	19	D	245
Pasadena ISD								
Southmore	864	87.8	14	8	32	38	B	135
Bondy	1,004	64.7	19	7	40	40	B-	142
Thompson	957	63.3	19	8	43	35	C+	160
Jackson	776	90.2	11	8	26	32	C+	169
South Houston	864	86.9	14	7	37	32	C	174
Park View	993	84.1	11	10	30	30	C	180
Beverly Hills	1,019	70.2	17	6	37	31	C	191
San Jacinto	629	88.6	13	5	29	32	C	195
Miller	850	87.2	13	3	31	26	D+	217
Queens	682	89.9	9	5	27	37	D	227
Sheldon ISD								
Michael R Null	869	79.7	11	6	31	23	F	223
C E King	921	80.8	8	5	27	21	F	267
Spring Branch ISD								
Memorial	1,411	3.5	46	44	76	79	A+	14
Cornerstone	369	30.6	37	37	72	70	A+	19
Westchester	936	58.9	25	30	52	62	A+	42
Spring Branch	1,163	36.1	27	21	53	45	A	70
Spring Forest	804	91.4	18	10	42	32	C+	165
Spring Woods	938	81.9	5	6	17	28	D	233
Northbrook	908	88.7	5	7	18	15	F	254
Spring Oaks	820	83.8	8	3</				

HIGH SCHOOLS

HARRIS COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank	Grad. rate %
Aldine ISD									
Victory Early Col.	441	72.8	16.4	25	88.0	65	A	34	98.9
Carver	911	71.4	1.5	8	42.0	30	B-	72	93.9
MacArthur	3,631	90.2	1.4	12	28.9	33	C+	75	75.4
Aldine	3,139	85.7	1.2	11	24.8	33	C+	79	71.3
Nimitz	2,547	70.9	0.7	10	25.5	30	C-	101	70.1
Eisenhower	2,627	75.6	0.6	4	18.1	14	F	145	68.4
Alief ISD									
Kerr	809	65.9	28.5	27	88.0	73	A+	3	96.4
Alief Early Col.	403	78.9	13.2	12	81.7	36	A+	26	96.5
Hastings	3,914	76.3	1.8	5	29.1	22	D	119	67.4
Elsik	3,973	77.6	1.3	3	27.1	16	F	136	70.2
Taylor	2,887	72.6	2.1	2	31.1	15	F	138	76.3
Channelview ISD									
Channelview	2,289	69.8	2.5	3	31.6	20	C	82	100.0
Crosby ISD									
Crosby	1,488	36.4	3.0	5	36.4	26	D+	104	86.4
Cy-Fair ISD									
Cypress Ranch	3,257	14.2	12.0	16	70.3	52	A	33	92.7
Cypress Woods	3,152	18.0	16.5	10	70.5	38	A	38	90.5
Cy-Fair	3,526	28.0	13.8	6	65.8	31	A-	43	88.2
Langham Creek	3,139	44.1	8.3	10	53.3	34	A-	44	84.8
Cypress Creek	3,251	41.5	8.4	10	53.8	36	A-	45	84.7
Jersey Village	3,449	50.5	8.7	4	47.5	25	B+	62	84.7
Cypress Falls	3,544	45.9	6.9	6	49.9	31	B+	63	83.2
Cypress Springs	2,716	68.6	4.1	4	37.6	22	C	92	77.0
Cypress Ridge	2,962	61.8	3.7	3	36.6	19	C-	99	80.4
Cypress Lakes	3,514	62.8	2.8	2	39.9	15	D+	106	84.1
Deer Park ISD									
Deer Park	4,034	36.2	6.4	7	54.6	31	B-	70	86.9
Galena Park ISD									
North Shore	4,723	70.4	3.4	2	33.1	15	D	121	84.8
Galena Park	2,033	78.3	1.6	2	27.1	14	D-	125	86.7
Goose Creek CISD									
Sterling	2,271	51.7	3.2	11	37.6	35	C+	74	81.8
Memorial	1,849	45.9	3.7	6	41.3	29	C	89	86.3
Lee	1,440	70.3	1.7	3	24.1	18	D-	129	82.1
Houston ISD									
DeBakey	823	45.1	59.4	68	98.6	100	A+	1	100.0
Carnegie Van.	608	22.0	41.2	53	98.3	78	A+	2	95.3
HSPVA	699	17.6	46.7	26	93.4	64	A+	4	100.0
Eastwood Aca.	415	84.8	13.1	48	84.5	88	A+	7	99.0
N.Hou. Early Col.	413	89.3	5.2	47	73.4	83	A+	10	97.0
Challenge Early	450	69.1	19.0	14	91.3	64	A+	11	100.0
East Early Col.	470	84.0	11.1	32	80.7	75	A+	12	99.1
Int'l Studies	432	72.7	3.8	26	66.5	61	A+	17	98.6
Bellaire	3,604	48.6	14.5	15	56.6	43	A+	22	81.1
Law Enforce.	506	82.6	9.7	11	63.8	40	A	36	92.8
Lamar	3,225	48.3	7.8	11	59.4	39	A	41	85.8
Westside	2,753	53.2	6.4	7	51.5	30	B+	61	80.9
Reagan	2,190	76.3	2.6	9	44.9	37	B-	69	81.8
Jordan	883	81.2	1.2	7	41.2	24	B-	71	91.1
Waltrip	1,630	72.6	2.8	9	31.4	27	C+	78	74.4
Energ.-STEM-W.	231	85.7	0.6	4	41.9	37	C	85	85.2
Lee	1,359	96.0	0.2	9	14.0	23	C-	93	53.3
Sharpstown	1,358	89.1	0.8	6	16.7	22	D+	105	64.3
Chavez	2,988	84.0	1.7	7	25.2	23	D+	111	71.0
Mount Carmel	359	70.8	1.4	4	45.3	15	D+	112	86.6
Furr	931	95.0	0.4	6	16.0	30	D+	114	68.4
Milby	2,092	79.8	0.8	5	18.6	21	D	120	71.8
Austin	1,695	87.6	0.1	4	15.4	22	D-	122	72.3
Washington	773	93.7	0.8	3	22.0	14	F	139	66.2
Davis	1,650	95.1	0.4	2	24.9	14	F	142	72.0
Westbury	2,076	78.8	0.5	3	16.1	14	F	143	66.0
Worthing	639	78.7	0.0	3	8.6	14	F	147	70.0
Jones	443	85.3	0.0	3	10.8	12	F	151	58.9
Yates	977	69.7	0.0	2	15.1	8	F	156	68.5
Scarborough	670	90.9	0.2	0	18.1	9	F	157	65.8
Madison	2,004	76.5	0.2	1	15.3	6	F	158	69.7
Wheatley	859	81.8	0.0	1	8.1	5	F	159	58.5
Sterling	830	76.9	0.0	1	9.5	3	F	160	66.8
Kashmere	500	85.4	0.3	0	7.5	3	F	162	60.9
Huffman ISD									
Hargrave	954	22.7	5.3	2	44.0	22	C	90	83.5
Humble ISD									
Kingwood	2,554	5.6	22.3	13	80.1	44	A+	25	92.6
Quest Early Col.	343	32.9	16.7	15	83.7	61	A-	47	92.8
Kingwood Park	1,746	17.7	9.8	11	63.8	35	A-	55	92.2
Atascocita	3,083	26.8	9.0	2	55.7	24	B-	66	88.1
Summer Creek	2,318	47.6	3.0	2	39.0	14	D-	127	80.0
Humble	1,577	62.9	1.1	0	29.3	6	F	152	80.0
Katy ISD									
Seven Lakes	3,577	5.7	27.9	19	86.0	52	A+	13	89.7
Cinco Ranch	3,189	9.9	17.2	23	76.5	61	A+	14	91.3
Taylor	2,911	16.4	18.1	18	73.6	51	A+	24	89.2
Katy	2,946	28.8	11.2	10	68.8	39	A	40	85.4
Mayde Creek	2,706	57.5	5.1	10	47.8	38	B+	60	82.7
Morton Ranch	3,299	54.4	3.8	3	41.7	17	C-	91	83.7
Klein ISD									
Klein Oak	3,845	23.2	12.2	12	57.0	36	A-	52	85.0
Klein Collins	3,506	26.8	9.1	12	52.3	34	A-	53	86.5
Klein	3,757	25.2	9.6	10	57.0	36	A-	58	88.1
Klein Forest	3,461	70.9	2.7	3	33.1	14	F	134	76.0
La Porte ISD									
La Porte	2,190	39.4	4.3	2	42.6	14	D+	115	87.6
Pasadena ISD									
Memorial	2,961	62.3	3.1	16	39.2	46	B+	59	86.9
Dobie	3,847	58.6	2.6	6	36.7	27	C	81	85.0
South Houston	2,515	82.4	1.2	7	25.6	34	C	88	78.5
Pasadena	2,471	82.2	1.4	5	24.4	23	D	118	75.2

Athletics and academics



Clear Creek High School football players take the field at CCISD Veterans Stadium last fall for a game against Dickinson High School. In this year's Children at Risk school rankings, Clear Creek earned an A- and Dickinson earned a C-.

Craig H. Hartley

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank	Grad. rate %
Sam Rayburn	2,876	79.3	2.3	4	28.9	19	D-	128	77.6
Sheldon ISD									
C E King	1,812	73.0	1.6	2	30.2	18	D-	123	83.1
Spring Branch ISD									
Westchester	936	58.9	9.8	30	69.2	63	A+	20	93.3
Memorial	2,567	10.5	27.0	7	78.2	33	A+	23	87.6
Stratford	2,010	29.5	12.5	8	60.4	27	A-	48	85.8
Spring Woods	2,094	72.2	3.3	7	33.9	27	C+	77	76.3
Northbrook	2,119	82.3	0.7	1	20.8	7	F	155	68.8
Spring ISD									
Westfield	3,218	73.0	1.1	7	21.5	29	C-	98	71.2
Dekaney	2,704	77.6	0.1	4	16.3	18	F	135	71.3
Spring	3,451	55.6	1.1	2	26.8	12	F	153	79.4
Tomball ISD									
Tomball	1,557	26.1	6.0	16	50.8	47	A-	46	87.9
Charter									
YES-SW	855	90.3	13.0	32	80.9	72	A+	8	90.9
Harmony Sci.	62	75.6	8.1	18	55.6	48	A+	15	96.9
YES-N.Cen.	943	79.7	15.4	18	74.7	45	A+	19	92.5
YES-E.End	871	86.1	8.3	21	63.2	45	A	27	92.6
YES-SW	951	77.6	15.8	30	71.4	60	A	28	97.1
KIPP Houston	560	88.0	4.5	9	64.4	51	A	37	96.4
Raul Yzaguirre	285	94.0	0.0	9	20.3	40	B-	73	79.2
Gateway-Coral	708	93.2	0.0	10	30.1	34	C	80	68.8

BRAZORIA COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank	Grad. rate %
Alvin ISD									
Manvel	2,521	39.4	5.3	6	40.0	22.0	C	83	83.8
Alvin	2,524	47.7	1.8	5	33.6	25.0	D+	110	82.6
Angleton ISD									
Angleton	1,814	47.8	4.0	4	44.9	18.0	D+	107	87.7
Brazosport ISD									
Brazoswood	2,423	36.2	4.7	3	42.7	14.0	C	84	85.0
Brazosport	972	69.8	0.4	1	19.7	7.0	F	150	82.2
Columbia-Brazoria ISD									
Columbia	845	46.4	3.1	2	37.4	13.0	F	133	91.9
Pearland ISD									
Dawson	2,114	24.8	15.9	10	61.1	38.0	A	35	92.1
Pearland	2,896	25.2	9.8	6	51.8	28.0	B	64	88.7
Sweeny ISD									
Sweeny	564	41.7	5.4	15	42.9	50.0	A-	56	94.4

CHAMBERS COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank	Grad. rate %
Anahuac ISD									
Anahuac	331	41.1	2.9	2	46.8	24	D-	124	85.8
Barbers Hill ISD									
Barbers Hill	1,356	13.7	15.2	25	73.3	59	A	29	92.0
East Chambers ISD									
East Chambers	383	47.0	3.2	4	40.8	25	C-	103	90.3

FORT BEND COUNTY

School	No. of stud.	Econ. disad. %	Adv. read. %	Adv. math %	Pass read. %	Pass math %	C@R grade	Hou. rank	Grad. rate %
Fort Bend ISD									
Clements	2,502	7.1	41.9	33	89.2	72	A+	5	92.9
Dulles	2,225	21.2	16.9	20	67.8	54	A+	16	86.7
Austin	2,280	20.0	16.8	28	70.2	58	A+	18	88.2
Travis	2,428	26.7	12.2	13	60.1	34	A	39	88.1
E Elkins	2,011	22.9	8.1	15	53.0	37	A-	49	86.8
Kempner	2,343	33.6	6.8	15	50.0	36	A-	57	87.8
Hightower	2,292	44.5	5.7	4	38.9	15	C+	76	87.2
Bush	2,067	51.7	3.1	3	37.5	14	D-	126	81.3
Marshall	1,316	62.6	0.4	3	23.2	17	F	149	78.4
Willowridge	1,278	70.3	0.4	2	16.9	9			