

Houston Independent School District

Mirabeau B.
Lamar High School
An International Baccalaureate World School

State of the School
2009-2010





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

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State of the School 2009-2010

The Academic and Social Life of Lamar

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 IB experience is not
just a way to learn,
it's a way of life,
and the way
to a better world.**



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

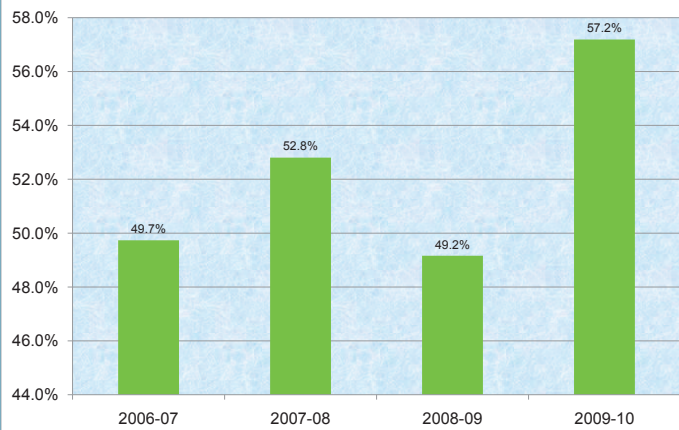


The relationship between IB World Schools, IB students, and IB Headquarters can be described as triangular, since each party assumes certain responsibilities toward the other two parties.

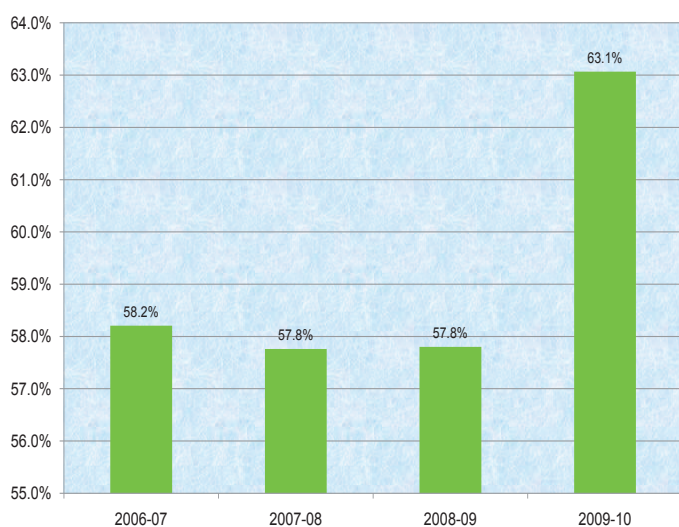


Personalized Student Pathways

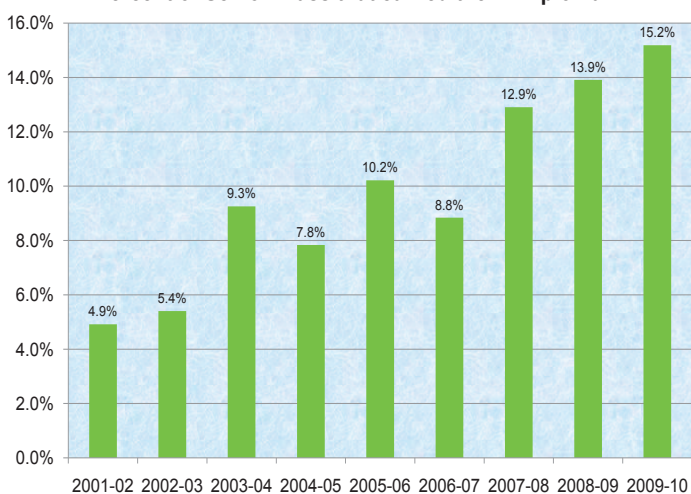
Percent of Seniors taking IB Exams



Percent of Exam Scores Between 4 and 7



Percent of Senior Class that earned the IB Diploma



Personalized Student Academic Pathways

Lamar students have the option of customizing their education.

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 attend 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.

IB Certificates

IB Certificates are intended for students who do not wish to pursue the IB Diploma. They can qualify for an IB Certificate by taking one or more IB exams in IB Diploma subjects. A Certificate denotes the IB exams taken and the scores received.



College Preparation Readiness Classes

College Preparation Readiness classes for ninth and tenth grades provide an alternative for students who may not wish to pursue the full IB diploma but still seek a college experience.

Students who select these courses may also choose advanced academic courses (International Baccalaureate and Advanced Placement) as well as the Texas Recommended Program.

Dual Credit College Program for Juniors and Seniors in Partnership with Houston Community College System

Dual credit courses

- New for 2010-2011 a limited number of combination Dual Credit/ DP Standard Level courses taught by resident instructors
 - features increased rigor
 - requires DP/AP exams
 - offers HCC college credit
- All other Dual Credit courses are taught in an online standard format with high school instructor support
 - offers HCC college credit
 - does not require DP or AP exams
- Students get an early start on transferable college credits at no cost for tuition and fees
- Entrance exam requirements met for Texas colleges and universities.
- Students graduate from high school with earned college credit
- Courses include English, Government, Economics, Sociology, and Psychology

Texas Recommended Scholars Program

This program is available to all Lamar students, including students in the IB Diploma Programme. Students are better prepared for college.

Eligible students with demonstrated financial need qualify for Texas grants.

Mission Statement for Lamar High School

Lamar High School develops inquiring, knowledgeable, and caring students to achieve their highest potential within an atmosphere of intercultural understanding and mutual respect.

11th and 12th Grade Enrollment in Dual Credit College Classes



College-Bound Campus Culture

- 82% of Lamar graduates continue with post secondary instruction (National Student Clearing House)
- 93% of students involved with post secondary continue into their second year (National Student Clearing House)
- Community involvement will support college-bound culture.
- Intellectual, social, and emotional preparation for every student
- Attitude shift for entire campus—all students are prepared for college

College emphasis for all students includes: admission exams, FAFSA, college application, and success in dual credit or IB Diploma courses.



Lamar Business Administration Magnet Program

Lamar Business Administration Magnet Program is comprised of over 700 students selected by application. Generally, one out of eight applicants qualifies for this rigorous program that includes courses in Business Support Systems, Management and Multimedia, Accounting, Business Law, Economics, and Banking and Finance.

Initiated in 1983, the program emphasizes college-bound readiness in all areas of instruction. Senior internships are provided to students by business partners to allow students to gain work experience in a wide-variety of careers that interest them. These business partners have included oil and gas, accounting and tax firms, lawyers, medical, advertising, financial institutions, insurance, non-profit, and educational organizations. Students gain, not only the work experience, but also the confidence to know what is expected of them in the workplace.

In collaboration with the Independent Petroleum Association of America, Lamar added the Global Energy Academy. A cohort of ninety 9th-grade Magnet students visited Halliburton's Real Time Drilling Center and the Schlumberger Corporation. Executives from the Petroleum industry are frequent guest speakers. Houston is a world center for global energy and careers in the Petroleum Industry are a major focus.

Professional Development for our magnet



teaching staff is in collaboration with the University of Houston's Global Energy Management program (GEM) at the Bauer College of Business.

College-Bound Strategies

- superior academic preparation
- student work ethic
- student support
- college center with two full-time coordinators

Prior to graduation students will:

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





IB Middle Years Programme (MYP)

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 to 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 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.



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



HISD Graduate Profile

HISD has worked with representatives from higher education, the local business community, and education organizations to identify the knowledge and skills that a student should possess to graduate from high school fully prepared to pursue additional education or to begin their careers. It was determined that to be successful in the 21st century, students not only need to meet academic standards, but they must also acquire the knowledge and skills to graduate as responsible citizens and as good communicators, thinkers, problem-solvers, and team players. They also need to be comfortable with technology and be aware of current events and issues.

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 programmes aim to develop internationally-minded people who are striving to become:



Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Those attributes are described in the HISD Graduate Profile as:



Independent Worker and Thinker

Students will set priorities and goals; identify, assess, and apply available information; and create options, develop plans of action, and monitor and evaluate their progress.



Teaching, Learning, and Assessment

What do we want students to know?

The Master Teacher Academy combines the HISD HAPG's (Horizontal Aligned Planning Guide), student expectations, and pedagogy into comprehensive lesson designs for core subjects. Core support subjects also utilize the same strategies:

- IB Middle Years Programme (MYP) Areas of Interaction and International/Intercultural Connections
- IB Middle Years Programme (MYP) Unit Plans are written to provide cohesion between the significant concept, the area of interaction, the unit question, and authentic assessment.
- Gifted and Talented strategies
- Bloom's Taxonomy of Cognition combined with authentic assessment
- The Lesson Cycle
- Brain-based Learning
- Kilgo Data-Driven Decision Systems
- 40 Developmental Assets for Healthy Communities—Healthy Youth
- Differentiated Instruction



How do we know students have learned it?

Criterion-Referenced Assessment corresponds to subject-specific objectives and is not subject to teacher judgment.

- Provides clear and specific standards of expected student achievement
- Fosters self-assessment and improvement
- Shows the state of students' conceptual understanding, knowledge, and skills
- Gives flexibility for curriculum design
- Can be applied in a variety of circumstances and contexts, and with a range of assessment tasks
- Common Benchmark Assessments, in an objective format developed through Subject Area Teams, are used as diagnostic tools to inform instruction.

Incoming freshmen cohorts attended 2010 Summer Academy and studied the areas of interaction.

Ninety-two percent of Lamar's sophomores and juniors take the PSAT.

HISD provides the opportunity for all freshmen and sophomore students to take the PSAT, and Lamar extends that opportunity to all juniors.



Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



Knowledgeable About Worldwide Issues

Students will have a basic knowledge of world issues, foreign affairs, history, politics, and geography. They will be aware of current events and be able to discuss issues affecting America and the world.



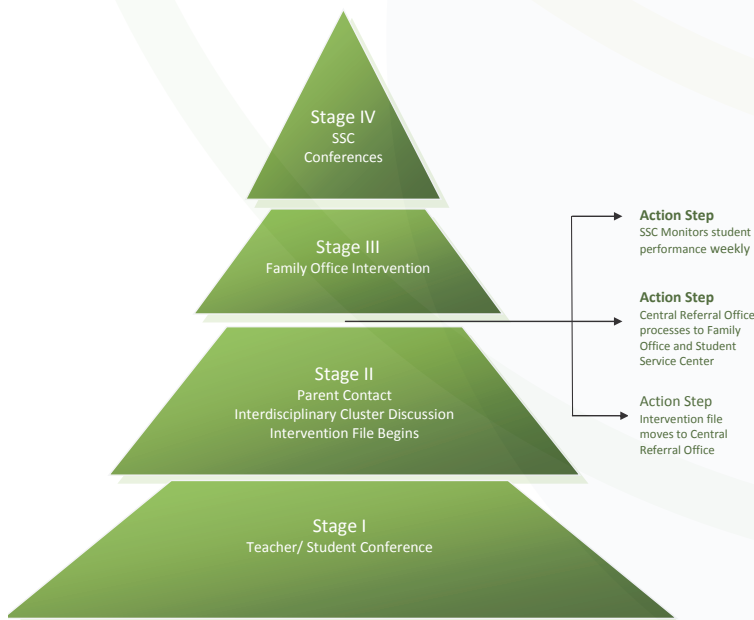
What do we do if students don't learn it?

Student intervention strategies are systematic, timely, and directive.

Teacher Interdisciplinary Clusters

- Study recent research in the educational community.
- Share examples of student work and the rubrics designed to utilize Criterion-Referenced Assessment.
- Discuss student academic progress and make suggestions for interventions.
- Discuss student behavior and recommend appropriate interventions.

Pyramid of Interventions



At Stage III of the Student Intervention Strategies, assistant principals in family offices initiate further interventions, including Lamar's Student Service Center.

Student Service Center



Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

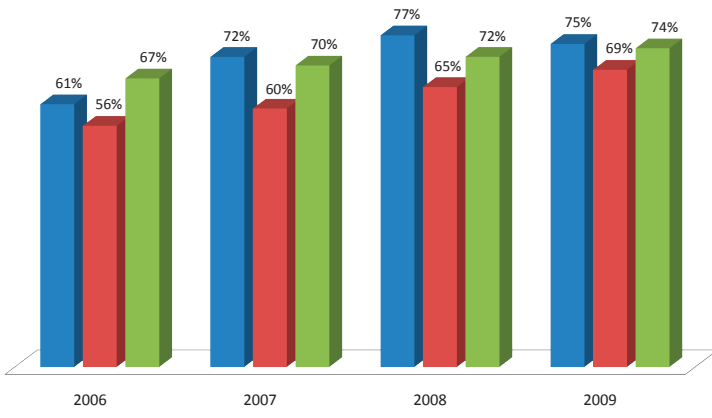


TEA Recognized Status

Texas Education Agency recognized Lamar High School in 2008 as the first HISD comprehensive high school to achieve “TEA Recognized Status” for the state’s accountability system. Lamar continues to be a Texas Education Agency “Recognized” campus in 2010.

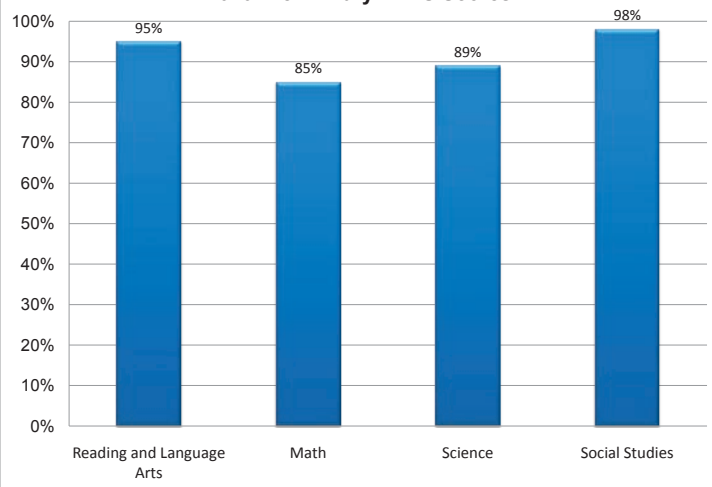
TAKS Scores

■ Lamar HS ■ HISD ■ State



As the state continues to raise the bar, in 2010, Lamar out-scored both HISD and the state in every subject and every grade level.

2010 Preliminary TAKS Scores



The Texas Education Agency’s accountability ratings for 2010 show that Lamar continues to be a “Recognized” campus.





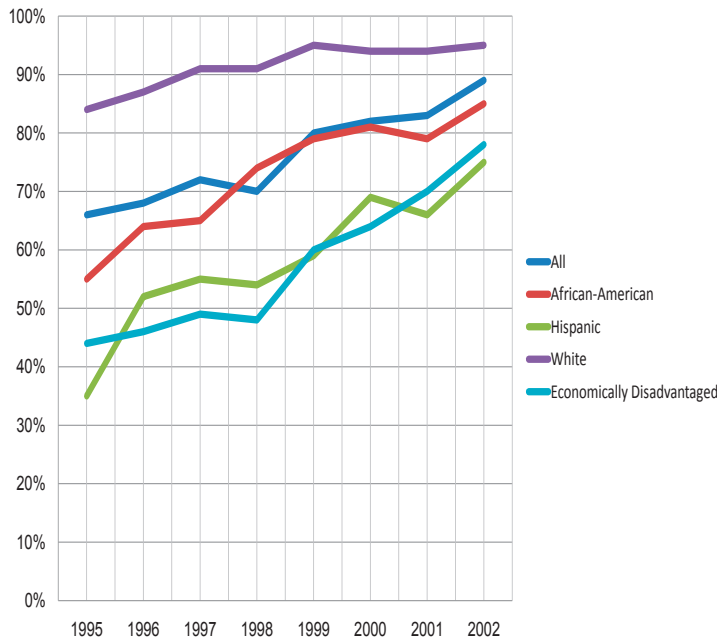
Closing the Achievement Gap

In 2003, The Texas Assessment of Academic Skills (TAAS) was replaced by The Texas Assessment of Knowledge and Skills (TAKS). The new assessment dramatically increased student-learning standards by requiring understanding of content at the upper levels of Bloom's Taxonomy. Assessment standards included, not only reading, writing, and

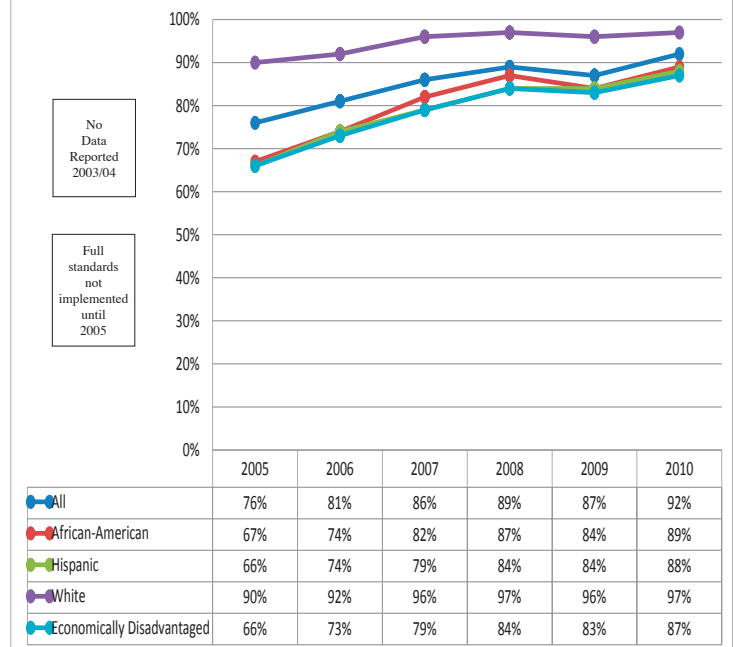
math (TAAS), but also science and social studies.

When comparing all previous data charts in this report, the combined result is that Lamar continues to raise achievement levels for all students, and is closing the gaps between student populations.

TAAS Scores Denote Closing Achievement Gap



TAKS Closing Achieving Gap



Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.



Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Proficient Problem-Solver

Students will make good decisions, handle problems and challenges, and think logically. They will interpret and process information, assess the current and desired situations, anticipate the potential outcomes, and solve problems.

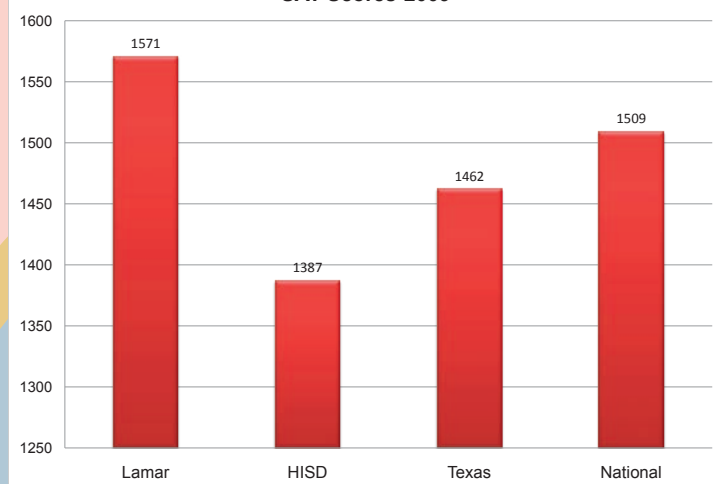


Achievement

Class of 2010 National Merit, National Achievement, and National Semifinalists

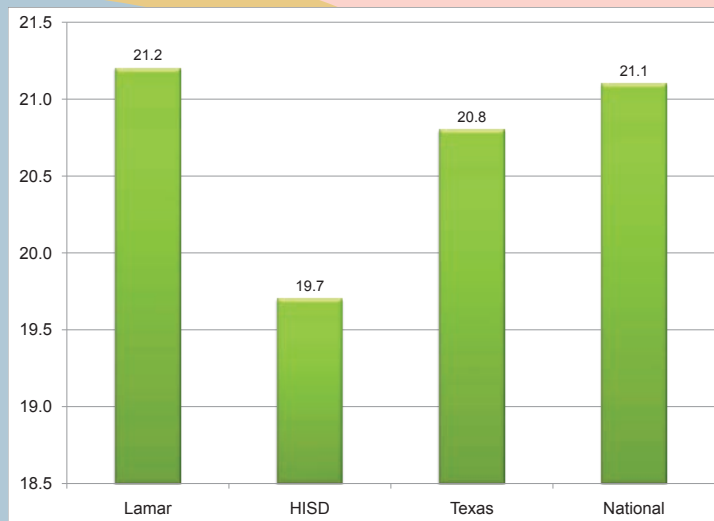
- 7 National Merit Semifinalists
- 11 Commended National Merit Finalists
- 5 National Hispanic Recognition Program Finalists
- 2 National Achievement Finalist
- 2 Outstanding Participants

SAT Scores-2009



Outstanding Performance

2010 SAT and ACT test scores show Lamar students score above district, state, and national averages.



Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

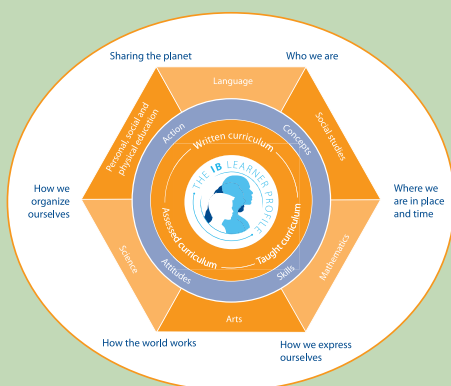


Cooperative Team Member

Students will use effective leadership and group skills to develop supportive and cooperative relationships with other students, teachers, and members of the community. They will understand and respect the contributions of diverse cultures.

A Full Continuum of International Education

The International Baccalaureate Programme Requires



Primary Years Programme Grades PreK-5

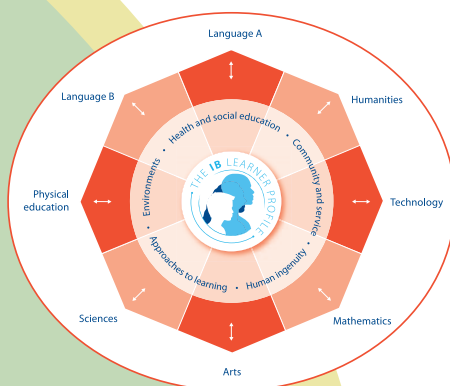
Age-appropriate, moderated
criterion-referenced assessments

The inclusion of international
mindedness in the curriculum

A culminating product of
students

Transdisciplinary initiatives
within the curriculum

Students to act in their
communities as a result
of their learning



Middle Years Programme Grades 6-10

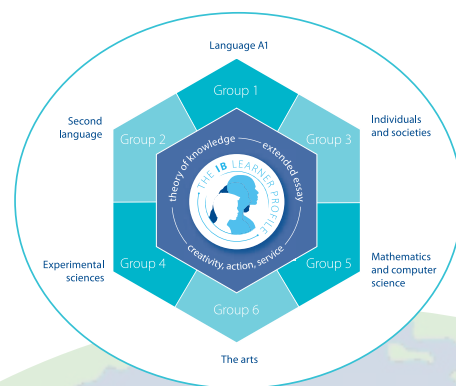
Samples of teachers' assessment
of students are moderated by
IB with reports to the schools

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.

Areas of Interaction

A community service project is
required of all students



Diploma Programme Grades 11-12

Students, themselves, 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

The International Baccalaureate offers learning experience through three programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), and Diploma Programme (DP)—designed to work with each other as a full continuum spanning the years from pre-kindergarten to pre-university. All three programmes have a strong international dimension, draw on content from educational cultures around the world, require study across a broad range of subjects, focus on developing the skills of learning, and encourage students to become responsible members of their community. The Lamar High School feeder pattern provides students the opportunity to participate in the complete IB continuum of education: PYP, MYP and DP.



Community Service

Lamar students have contributed more than 30,000 hours of community service with:

Medical Bridges Program

Collaboration with Veterans of Foreign Wars
with packages for service personnel
in Iraq and Afghanistan

Blood Drives

Texas Children's Hospital Christmas

Women's Shelter

Warm-Up America

Christmas Party and Valentine's Day Party

Collaboration with Upper Kirby District

Programs On Drug And Alcohol Abuse Awareness

Toys for Tots

Christmas gifts for children at Depelchin Children's Center

Recycling Projects

Habitat for Humanity

Hospital Volunteers

Environmental Projects



Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Responsible Citizen

Students will contribute their energy, time, and talents to improving the welfare of themselves and others. They will have a sense of social responsibility and participate in the democratic process.



Peer Tutoring

Adult Literacy Programs

Amigos de las Américas

Christmas Card Project

Missions To Foreign Countries



A Safe and Caring Environment

Lamar's Vision is to provide a high-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 a 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 productive citizens in a technological and global society.

Lamar's Student Diversity and Our Response

Our students are not only ethnically diverse, but also recognize diversity within diversity—something for everyone that allows students to be fully engaged. We believe it's important for every Lamar student to be a part of an organization.

Fine Arts

Lamar offers a full Fine Arts spectrum—hip-hop to jazz and modern dance; piano and orchestra; drawing and painting to sculpture and ceramics; and classic plays to student-directed one-act plays.

Athletics

A diversified comprehensive athletics program provides opportunities ranging from the model high-school student athlete to the college-bound scholarship winner.

Clubs and Organizations

Clubs and organizations that support the needs and desires of our eclectic population continue to be chartered on a regular basis providing opportunities for our students to make connections.



Career and Technical Education

The Lamar CTE department provides equity in excellence and unlimited educational opportunities for all 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. Lamar takes steps to ensure that lack of English-language skills will not be a barrier to admission and participation in all educational and vocational programs.

JROTC (Junior Reserve Officer Training Corps)

Lamar's JROTC is currently ranked as a high performing program in HISD. The Lamar program, established in 1937, stresses post-secondary education at either the university or technology-school level. There were **13** JROTC graduates in the Class of 2010 and of those, there were **11** college-bound students earning a total of \$461,000 in scholarships.



Sports, Clubs, and Organizations

According to a study by the Carnegie Corporation, students who participate in constructive, organized school activities are less likely to get involved in risky activities, and while engaged in constructive activities, students learn specific competencies, pro-social values, and attitudes. Lamar's clubs and organizations are constantly evolving to meet student needs.

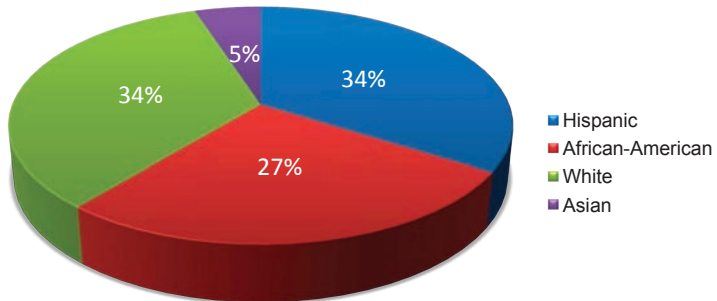
ACADEMIC DECATHALON AMERICAN FIELD SERVICE
 AMERICAN TECHNOLOGY HONOR SOCIETY
 ANIMAL WELFARE SOCIETY ARROWHEAD HONOR SOCIETY
 ART CLUB ASIAN CULTURAL CLUB
 BAND COLOR GUARD
 BASEBALL BASKETBALL (BOYS AND GIRLS)
 BREAKFAST CLUB CHEERLEADING CHESS TEAM CHOIR
 CHORALE CHRISTIAN STUDENT UNION
 COMPUTER SCIENCE CLUB CONCERT WOMEN
 CROSS COUNTRY AND TRACK (BOYS AND GIRLS)
 CULINARY ARTS DEBATE CLUB DIAMONDS DRAMA CLUB
 THESPIANS ENTREPRENEURS OF AMERICA
 FIELD HOCKEY (GIRLS)
 FELLOWSHIP OF CHRISTIAN ATHLETES FOOTBALL
 FRENCH CLUB FUTURE FARMERS OF AMERICA
 FRENCH HONOR SOCIETY GAY/STRAIGHT ALLIANCE
 GERMAN CLUB GERMAN HONOR SOCIETY GOLF
 ICE HOCKEY (BOYS)
 INDUSTRIAL TECHNOLOGY CLUB INTERACT ITALIAN CLUB
 JAPANESE CLUB JUNIOR STATE OF AMERICA
 JROTC KEY CLUB
 LACROSSE (BOYS AND GIRLS) LAMAR CABLE TELEVISION
 LAMAR LIFE (MAGAZINE) LAMAR STUDENT COUNCIL
 LA VIDA DULCE MADRIGALS MAGNET SCHOOL
 MUSLUM STUDENT ASSOCIATION
 NAME THAT BOOK CLUB NATIONAL HONOR SOCIETY
 ODYSSEY OF THE MIND ORCHESTRA ORENDA (YEARBOOK)
 PHOTOGRAPHY PING PONG CLUB POETS ALIVE
 QUILL AND SCROLL QUIZ BOWL
 RANGERETTES DRILL TEAM SENIOR CLASS RUSSIAN CLUB
 SCRABBLE CLUB SOCCER (BOYS AND GIRLS) SOFTBALL
 SPANISH NATIONAL HONOR SOCIETY
 TECHNOLOGY STUDENT ASSOCIATION TENNIS VOLLEYBALL
 WAKONDA CLUB (FRESHMEN) WARRIORS
 WATERPOLO (BOYS AND GIRLS) WRESTLING
 LAMAR YOUNG REPUBLICANS LAMAR YOUNG DEMOCRATS
 CLUB OF AMERICA YU-GI-OH-CLUB



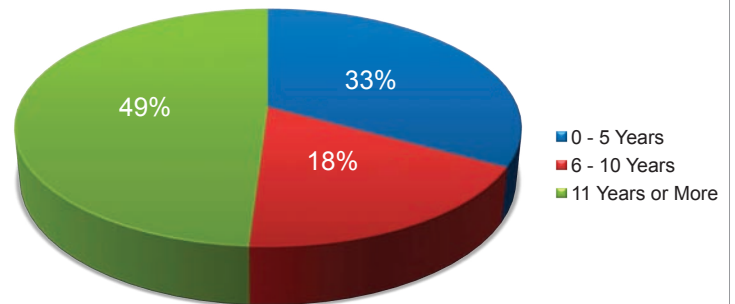
Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

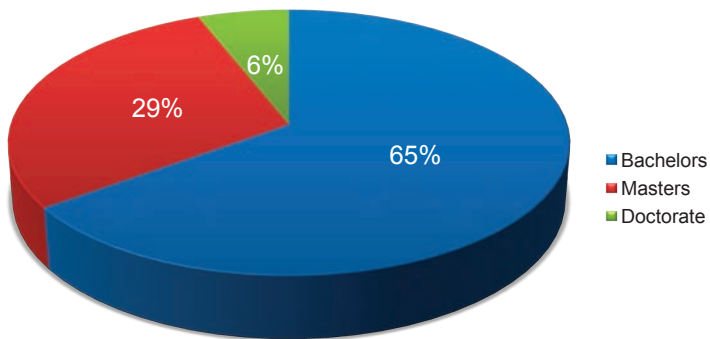
Students - Ethnic Breakdown



Faculty- years of teaching experience



Faculty - Highest Degree Earned





Lamar High School Alumni Association Contributions to Lamar High School: 2009 – 2010

- Contributed over \$1.5 million during the last three years for the conversion of the old auditorium into a 21st century performance hall with new lighting, sound, stage, curtains, video, carpet, and seats. The performance hall was renamed the Ned S. Holmes Performance Hall in honor of the major donor.
- The association hosted the return of Tommy Tune (Class of 1957) to perform in October 2009 at the Grand Reopening of new performance hall. A thousand alumni, parents, and friends attended.
- Purchased a Steinway 9-foot concert grand piano (which once belonged to Harry Connick, Jr.) for performances in the new hall.
- Contributed fifteen \$1,000 HOPE Scholarships annually for Lamar graduates who attend college.
- Contributed \$50,000 to landscape improvements.
- Began work on \$200,000 in new fencing.
- Sponsored the annual Distinguished Alumni Luncheon, which attracts over 400 alumni and honors several outstanding alumni.
- Contributed funds to clean the front and side of the school.
- Developed a new website.
- Hosted the third annual Dick Elledge Memorial Golf Tournament which attracted over 100 golfers. The funds raised at this tournament were used to support the golf program and provide scholarships.
- Researched the history of Lamar football and converted all available football films into DVD's. These will be used during several upcoming events to which all former players will be invited.
- Released the third Lamar High School Directory for the alumni and published the annual newsletter.



Kristina Cashin—2009-2010



Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



Culturally Aware

Students will demonstrate knowledge of cultures and regions beyond the borders of the United States.



Parent-Teacher Organization—PTO

- Membership numbers over 300 families.
- More than \$20,000 collected in membership dues combined with aggressive fund-raising initiatives support outreach programs to the school community in both informative and educational pursuits.
- There are over 100 Board Members chairing committees in numerous capacities.
- Building & Grounds Committee purchased two large planters flanking the front entrance to Lamar, and 12 cranberry red picnic tables for the south courtyard and pool area.
- The PTO publishes the annual Student Directory and the PTO Press, listing the colleges and scholarships earned by each graduating class.
- PTO volunteers supply and staff the school store, which raises over \$45,000 for the Student Assistance Fund, which provides qualified students with transportation allowances, school supplies, testing fees, and needed expenses.
- Parent Partners was started by the PTO to help parents of teenagers cope with these sometimes very difficult years. The organization strives to provide support and encouragement to parents by forming and facilitating discussion groups consisting of other parents who are traveling the same road, with the ultimate goal of keeping our kids safe.
- PTO volunteers are instrumental in assisting with Book Distribution, selling Chick-Fil-A, School Tours, Teacher Appreciation, College Night, College Corner, Yearbook Pictures, MYP Personal Projects, proctoring IB exams and TAKS testing, School Tours, the National Honor Society induction ceremony, Culinary Arts functions, Fish Camp, Cultural Exchange Program with Japan and China, Teacher Grants, Homecoming Tailgate, Hospitality, Booster Club liaisons, Middle School Outreach, Freshman Round-Up, staffing the main office phone, field trip volunteers, and registration.
- Class Representative Committees spend four years organizing grade level activities for the parents in their class with the goals of meeting other parents and raising funds for senior year. Those funds will be spent on the senior class breakfast, the class picnic, purchase of senior gifts, and most importantly, to finance, organize, and implement the All-Night After-Prom Party called “Safe Prom” to keep the students

off the streets and out of trouble in those “wee” hours following the Senior Prom.

- College Corner was started by PTO volunteers. This valuable benefit provides resources for students in their college search, and provides scholarship and financial aid information.
- The PTO implemented a new website for the purpose of providing information to Lamar families.



Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Effective Communicator

Students will master the basic skills of reading, writing, comprehending, listening, and speaking that are critical to daily life. They will communicate with others in an articulate, effective, and efficient manner.





Produced by 9d5z[léS' VBchVgUf[a` of Lamar H[VZEZaa^



photo—Bryna J. Hoang, 2009-2010

artwork: Jennifer Moore—2009-2010



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