

Profile



2011-2012

**An Overview of Cypress-Fairbanks
Independent School District**

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BOARD OF TRUSTEES

<p>President <i>Dr. John Ogletree Jr.</i></p> <p>Vice President <i>Bob R. Covey</i></p> <p>Secretary <i>Lida Woodul</i></p>	<p>Members <i>Bill Morris</i> <i>Don Ryan</i> <i>Ethel Wolfe</i> <i>Larry Youngblood</i></p>
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The Board consists of seven trustees elected at-large to three-year terms. Terms of office are staggered to ensure continuity.

Regular meetings of the Board of Trustees are held on the second Monday of each month at 6 p.m. in the Cypress-Fairbanks ISD Instructional Support Center, 10300 Jones Road. Special-called meetings are held when the situation warrants it. A work session is held at 6 p.m. on the Thursday preceding the regular meeting.

The school Board officers are president, vice president and secretary; and they are elected annually by Board members.

Patrons are encouraged to attend meetings of the Board of Trustees. The meetings are broadcast live on Comcast Cable public access Channel 16, aired regularly on CFTV throughout each month and may be viewed on the district's website at www.cfisd.net.

ASSISTANCE DIRECTORY

The Cypress-Fairbanks ISD Instructional Support Center is located at 10300 Jones Road, Houston, Texas 77065. The building telephone number is **281-897-4000**. If you are seeking specific information in the following areas, you may call the direct lines listed below:

Athletics	281-894-3980
Communication	281-807-8939
Attendance Zones	281-517-2187
Elementary Instruction	281-897-4118
Guidance and Counseling	281-897-4068
Health Services	281-897-4015
Personnel, Ancillary	281-897-4189
Personnel, Professional	281-897-4050
Secondary Instruction	281-897-4047
Special Education Services	281-897-6400
Superintendent	281-897-4077
Tax Office	281-664-6300

SUPPORT FACILITIES

Ag-Science Centers:

Eldridge: 7600 N. Eldridge Parkway, Houston 77041

Telge: 11202 Telge Road, Cypress 77429

Berry Center: 8877 Barker Cypress Road, Cypress 77433 **281-894-3900**

Cy-Fair Annex: 22602 Hempstead Highway, Cypress 77429 **281-897-4750**

Early Learning Centers:

ELC 1: 11711 Falcon Road, Houston 77064 **281-517-2824**

ELC 2: 13935 Smokey Trail, Houston 77041..... **713-849-8220**

Barker Cypress: 17544-B Liner Lane, Houston 77095..... **281-856-1072**

Eldridge: 7600 N. Eldridge Parkway., Houston 77041 **281-807-8028**

Falcon: 11430 Falcon Road, Houston 77064 **281-517-2880**

Exhibit Center: 11206 Telge Road, Cypress 77429 **281-897-4749**

Falcon Annex: 11330 Falcon Road, Houston 77064 **281-517-2182**

Food Production Center: 11355 Perry Road, Houston 77064 **281-897-4535**

Food Service Annex: 6355 Clara St., Suite 800, Houston 77041 **713-849-8205**

Instructional Support Center: 10300 Jones Road, Houston 77065..... **281-897-4000**

Janie Scott Printing Center: 12510 Windfern Road, Houston 77064..... **281-897-4134**

Maintenance Center: 11430 Perry Road, Houston 77064 **281-897-4290**

Pridgeon Stadium: 11355 Falcon Road, Houston 77065 **281-897-4190**

Professional Library: 10300 Jones Road, Houston 77065 **281-897-4141**

Science Resource Center: 11206 Telge Road, Cypress 77429 **281-897-4004**

Security: 11200 Telge Road, Cypress 77429 **281-897-4337**

Tax Office: 10494 Jones Road, Suite 106, Houston 77065..... **281-664-6300**

Transportation Centers:

Barker-Cypress: 17522-B Liner Lane, Houston 77095 **281-463-5978**

Eldridge: 7600 N. Eldridge Parkway, Houston 77041 **281-955-4935**

Falcon: 11430 Falcon Road, Houston 77064 **281-897-4380**

Telge: 11010 Telge Road, Cypress 77429..... **281-897-4565**

Windfern Administrative Annex & Distribution Center:

12510 Windfern Road, Houston 77064 **281-897-4150**

ADMINISTRATIVE STAFF

Superintendent: **Mark Henry, Ed.D.**

General Counsel: **Marney Collins Sims**

ASSOCIATE SUPERINTENDENTS

Business and Financial Services: **Stuart Snow**

Curriculum and Instruction and School Administration: **Roy Garcia**

Governmental, Community and Planning Initiatives: **Pam Wells, Ed.D.**

Human Resources, Student Services and Communication: **Teresa Hull**

Technology and School Services: **Harold Rowe**

ASSISTANT SUPERINTENDENTS

Business and Financial Services: **Karen Smith**

Communication: **Kelli Durham**

Educational Support Services: **Dan McIllduff**
Elementary Curriculum and Instruction: **Linda Macias, Ed.D.**
Elementary School Administration: **Donna Guthrie**
Facilities and Construction: **Roy Sprague Jr.**
School Improvement and Accountability: **Ashley Clayburn, Ed.D.**
School Services: **Tony Barcelona**
Secondary Curriculum and Instruction: **Mary Jadloski**
Secondary School Administration: **Scott Sheppard, Ed.D.**
Student Services: **Deborah Stewart**
Support Services: **Colleen Wells**

DIRECTORS

Ancillary Personnel: **Jan Price**
Athletics: **Larry Peil**
Berry Center (General Manager): **Beth Wade**
Business Services: **Melissa McAnear**
College and Career Readiness: **Jennifer Williams**
Communication: **Stephanie Migl**
Community Programs: **Kristina Perez**
Construction: **Jim Vangorder**
Curriculum and Instruction for Special Populations: **Maria Trejo**
Elementary Special Programs and Services: **Barbara Levandoski**
Facilities Planning and Energy Management: **Claude Yoas**
Federal Programs: **Nancy Frankel**
Financial Services: **Mable Isles**
Food Services: **Matt Morgan**
General Administration: **Marty Edwards**
Guidance and Counseling: **Darlene Davenport**
Health Services: **Jan Jones**
Human Resources (Records, Leave, Credentials and Compensation): **Laura Harman**
Human Resources (Professional Staffing and Employee Relations): **Christina Cole**
Information Services: **Margaret Reed**
Instructional Technology: **Becky Cook**
Internal Audit: **Carol Oman**
Maintenance: **Archie Hayes**
Operations: **Tammy Blankenship**
Partners in Education: **Pam Scott**
Purchasing: **Kristine Johnston**
Secondary Curriculum and Instruction: **Pam Edwards**
Secondary Music: **Larry Matysiak**
Security: **Dave Straughan**
Special Education: **Jane Flinn**
Staff Development: **Robin McGlohn**
Student Admission, Attendance and Transfers: **Dave Schrandt**
Student Services: **David Garcia**
Student Services / Classroom Management: **Gloria Cooper**
Tax Assessor: **Anita Henry**
Technology Support Services: **Jay Johnson**
Testing: **Thelma Kinney-Haynes**
Transportation: **Rick Terrell**

PHILOSOPHY OF CYPRESS-FAIRBANKS ISD

The educational goal of Cypress-Fairbanks ISD is to provide an instructional program designed for the individual needs, interests and abilities of each student. This learning environment will promote the development of independent, responsible, contributing members of society. As indicators of their ability to succeed in the community, Cypress-Fairbanks ISD students will demonstrate:

- (1) acquisition of empirical and technological knowledge and skills;
- (2) proficiency in oral and written communication skills;
- (3) aesthetic values;
- (4) responsible citizenship;
- (5) social and interpersonal skills; and
- (6) worthwhile use of leisure time for healthful living.

OUR VISION

Cypress-Fairbanks ISD will be an exemplary educational community dedicated to the highest standards of quality at all levels and in all areas of endeavor. All students, parents, community members and district employees, respecting and valuing each other, will be committed to providing all students with an education which enables them to live successfully in an ever-changing society.

OUR MISSION

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator
- Competent Problem-solver
- Self-directed Learner
- Responsible Citizen
- Quality Producer

A BRIEF HISTORY

In 1884, Texas was a part of the frontier, and most of the state was virtually uninhabited. Along the Gulf Coast, a combination of ample rain, rich soil and lengthy growing seasons attracted settlers and contributed to the establishment of small farming communities. One community materialized near the site of the present Cy-Fair High School, and in 1884, its citizens erected a one-room building on the site where Lamkin Elementary School now stands. This type of educational system was adequate at the turn of the century, but as the region grew, the small systems began to consolidate. During the 1939-40 school year, the Cypress schools and the Fairbanks schools joined together to form what is now known as the Cypress-Fairbanks Independent School District.

The remainder of the history of the district has been one of phenomenal growth. In 1968, the 186-square-mile area was almost entirely rural. The character of the community is now more metropolitan. Although a number of acres are still devoted to farm and ranchland, there are also many suburban communities with homes in all price ranges. As a result, students come to the district from all socioeconomic groups.

Much of the growth has been due to the availability of highly desirable land and the excellent reputation of the Cypress-Fairbanks Independent School District. Firms transferring personnel to the Houston area often recommend the district as a desirable one in which to educate children. This growth has created a constant demand for more buildings and a greater expenditure of funds. Despite this, with the district's optional homestead exemption, a homeowner in Cypress-Fairbanks pays lower taxes than they would in any other district in the Gulf Coast Area, excluding Houston ISD and Spring Branch ISD.

The growth rate has called for the passage of a number of bond issues in order to build more facilities to accommodate CFISD students. Bonds were issued for \$3.75 million in 1967; \$14 million in 1970; \$23.6 million in 1972; \$35 million in 1976; \$68 million in 1979; \$90 million in 1983; \$58 million in 1988; \$98.5 million in 1990; \$76.2 million in 1994; \$265 million in 1998; \$470.5 million in 2001; \$713.2 million in 2004; and \$807 million in 2007.

DEMOGRAPHIC INFORMATION

There are 186 square miles of land within the boundaries of Cypress-Fairbanks ISD. This makes it the second-largest school system in land area out of the 22 districts in Harris County. Bordered by seven other school districts—Houston, Spring Branch, Katy, Klein, Aldine, Tomball and Waller—it is also the second-largest district in terms of student enrollment. There are more than 107,000 students enrolled in CFISD for the 2011-2012 school year—second only to Houston ISD. CFISD is home to more than 850 subdivisions and apartment complexes within its borders. There are a number of industries within district borders, including international corporations and a number of small factories and plants. CFISD is the third largest school district in Texas and the 25th largest in the nation.

2011-2012 DISTRICT GOALS

Student Growth and Development (Goal 1)

Student Progress: Academic Learning and Social / Emotional Development

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.

Students' behavior will exemplify the skills, attitudes and/or practices characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others, accountability for actions and healthy lifestyles.

Priority for Excellence in Core Areas

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science and social studies.

Priority for Achievement Gap

Close the achievement gap between at-risk and non-at-risk students, including limited English proficient, special education, economically disadvantaged and/or recent enrollees.

Priority for Fit and Drug-free Students

Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy and drug-free.

Priority for Attendance and Completion

Ensure that students understand the importance of attending school regularly and completing high school.

Personnel and Safe Schools (Goal 2)

Goal 2A: Attracting, Developing and Retaining Quality Staff

The district shall offer an attractive and competitive career package that features rich training opportunities and an enhanced working environment to assist in recruiting, developing and retaining highly qualified and effective personnel.

Priority for Attracting, Developing and Retaining Quality Staff

Continually assess efforts in recruiting, developing and retaining a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

Goal 2B: Safe and Disciplined Environment

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Priority for Safe and Disciplined Environment

Develop and/or refine for all students, staff and facilities strategies to maintain the safe and disciplined environment conducive to student learning and employee effectiveness.

Community Relations (Goal 3)

Goal 3A: Parent Communication

Parents and district staff will work jointly to enhance the quality and effectiveness of district campuses.

Priority for Parent Communication

Expand and refine efforts in communicating with students, parents and the community.

Goal 3B: Community and Business Partnerships

The district will establish and administer comprehensive school-business and school-community partnership programs.

Priority for Business Partnerships

Continue to increase the number of business and community partnerships and implement related programs for the mutual benefit of both groups.

Goal 3C: Communications

Communication among district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive.

Priority for Communication

Continue to enhance and expand the comprehensive and interactive communication plan.

Finance (Goal 4)

Fiscal Responsibility

The financing of education in Cypress-Fairbanks Independent School District will be equitable and adequate for all students and will reflect fiscal responsibility in budget planning.

Priority for Efficiency and Revenue

Continue to operate efficiently, explore other revenue sources and manage all district funds to maximize benefits that flow to students and that accommodate student growth.

Priority for State Funding Issues

Promote action that will address state funding inequities.

Priority for Facilities

Continue with the implementation of a long-range construction, building utilization and maintenance plan.

CAMPUS PLANNING / GOAL SETTING

Every year, as required by state law, the Cypress-Fairbanks ISD Board of Trustees establishes goals that target a high standard for student achievement as the district’s primary focus. A series of “support” goals lists priorities in other critical areas:

- personnel;
- safe schools;
- finance;
- community and business partnerships; and
- communication.

Each campus principal works with a committee of faculty, parents and business representatives to develop a Campus Improvement Plan (CIP) that addresses the student-learning goal and any of the support goals deemed relevant for that school’s needs.

After conducting a comprehensive needs assessment, schools may create additional goals of their own. However, each campus plan must address:

- Academic Excellence Indicator System (AEIS) performance targets;
- the needs of at-risk students;
- continuous improvement for special education;
- initiatives supported by compensatory education funds;
- parent involvement;
- staff development;
- instructional use of technology; and
- violence prevention and bullying prevention.

Schools receiving Title I funding must include additional items for their plans to be in compliance.

The Board approves the campus performance objectives in the summer and reviews the CIPs in the fall. Throughout the year, campus administrators, parents and faculty evaluate the effectiveness of the current year’s plan and modify goals and priorities, as needed.

To see the full text of CFISD’s District Action Plan, or to view any school’s CIP, visit the district website at www.cfisd.net.

2011-2012 SCHOOL CALENDAR

Aug. 22	First Day of Classes
Sept. 5.....	Student / Staff Holiday
Oct. 10.....	Professional Day / Student Holiday
Nov. 21-22.....	Inclement Weather Days
Nov. 21-25.....	Student / Staff Holidays
Dec. 21.....	Inclement Weather Day
Dec. 21-30.....	Student / Staff Holidays
Jan. 2-3.....	Professional Days / Student Holidays
Jan. 16.....	Student / Staff Holiday
Feb. 20.....	Professional Day / Student Holiday / Inclement Weather Day
March 12-16.....	Student / Staff Holidays
April 6.....	Student / Staff Holiday
May 28.....	Student / Staff Holiday
May 30	Last Day of School
May 31.....	Professional Day / Inclement Weather Day

ELEMENTARY SCHOOLS

1st Nine Weeks	Aug. 22 - Oct. 21
2nd Nine Weeks	Oct. 24 - Jan. 13
3rd Nine Weeks	Jan. 17 - March 23
4th Nine Weeks	March 26 - May 30

SECONDARY SCHOOLS

(1st SEMESTER)

1st Grading Period	Aug. 22 - Sept. 28
2nd Grading Period	Sept. 29 - Nov. 4
3rd Grading Period	Nov. 7 - Dec. 20

(2nd SEMESTER)

4th Grading Period	Jan. 4 - Feb. 17
5th Grading Period	Feb. 21 - April 13
6th Grading Period	April 16 - May 30

PROFESSIONAL DEVELOPMENT (PD) SCHEDULE

Aug. 15-19.....	Professional Days
Oct. 10*.....	Professional Day (Student Holiday)
Jan. 2-3.....	Professional Days (Student Holidays)
Feb. 20.....	Professional Day (Student Holiday)
May 31.....	Professional Day

**Professional Day for Secondary Teachers / Parent Conferences for Elementary Teachers*

Student Statistical Data



Completion Rate I*(class of 2010) 96.5%

Attendance Rate*..... (2010-2011) 95.9%

Student-Teacher Ratio*..... 16.4 to 1

**Based on 2010-2011 Accountability Data Tables*

Students on Free / Reduced

Meals (as of Sept. 15, 2011) 48.0%

STUDENT ENROLLMENT (Sept. 15, 2011)

High Schools	11	31,000
Middle Schools	17	24,267
Elementary Schools	52	52,525
Special Program Facilities	4	203
Total	84	107,995

ETHNIC BREAKDOWN (Sept. 15, 2011)

African-American	16.0%
Asian	8.0%
Hispanic	42.6%
Multi-racial	2.0%
Native American.....	0.4%
Pacific Islander.....	0.06%
White	30.3%

2010-2011 NATIONAL MERIT SCHOLARS AND COMMENDED STUDENTS

Merit Semi-Finalists:	34
*Commended Students:	90
National Achievement Scholars:	7
National Hispanic Scholars:	40

*Commended Students are those who missed the cutoff for the honor of National Merit Semi-Finalists by only a few points. Many of these students are offered academic scholarships by their chosen colleges / universities. Selection of finalists is determined in February.

2011 SAT

In order to make more options available to students upon their graduation from high school, school counselors encourage all students to take college-entrance exams. Mean scores for CFISD are as follows:

- **498** in critical reading;
- **527** in math; and
- **478** in writing.

STAFF INFORMATION

Professional/Administrative/Support

Admin. (Superintendent, Associate and Assistant Superintendents)	17
Curriculum Coordinators/Supervisors	54
Directors, Supervisors, Admin. Assistants, Support Staff	245
Special Ed. (Diagnosticians, Supervisors, Counselors, Curriculum).....	121
Principals and Assistant Principals	313
Directors of Instruction (Secondary and Middle).....	29
Counselors, Psychologists, Attendance Officers, Testing Coordinators	247
School Media Specialists	80
School Nurses	86
Vocational Support	3
TOTAL	1,195

Classroom Teachers

Classroom Teachers	5,885
Special Education Teachers	645
Deaf Education Teachers	34
TOTAL	6,564

Paraprofessionals

Secretaries:

School Secretaries, Assistant Secretaries, Clerks	537
Central Administration, Annex Secretaries, Clerks.....	177
Maintenance Secretaries	15
Food Service Secretaries	14
Transportation Secretaries	16
TOTAL	759

Aides:

Regular Aides (includes Chapter 1, Bilingual, etc.).....	705
Special Education and Deaf Education Aides	704
TOTAL	1,409

Special Service Personnel

Bus Drivers	925
Mechanics	44
Custodians	614
Maintenance	155
Security	38
Distribution	41
Cooks and Service Personnel	1,210
Club Rewind Personnel	372
TOTAL	3,399
GRAND TOTAL	13,326

TEACHING STAFF

A total of 7,759 teachers, counselors, supervisory personnel, attendance officers and administrators make up the professional staff of Cypress Fairbanks ISD. Current salary ranges for teachers are:

- Bachelor's degree \$45,250 to \$67,638
- Master's degree \$47,250 to \$69,638
- Average salary for teachers \$49,511

DEGREES HELD BY TEACHING STAFF

Bachelor's: 75.0% Master's: 24.4% Doctorate's: 0.6%

AVERAGE YEARS OF EXPERIENCE FOR TEACHERS

11.89 years

ACCREDITATION

CFISD is accredited by the Texas Education Agency.

Benefits Offered to CFISD Employees

Cypress-Fairbanks ISD offers various benefits to employees including accumulation of sick leave and health insurance packages.

NONDISCRIMINATION

Cypress-Fairbanks ISD is an equal opportunity employer and operates all educational programs without discrimination on the basis of race, color, age, national origin, gender, or disability. The district complies with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any employee seeking information about grievance procedures should contact the associate superintendent for human resources, student services and communication at 281-897-4030. Information related to student grievances is available in the office of each school's principal or by contacting the associate superintendent for human resources, student services and communication at 281-897-4030.

2010-2011 Honors/Achievements

District

- Largest **Recognized** District in Texas
- Five-star rating from the Financial Allocation Study (*FAST*)
- Received "Gold" level status for the Leadership Circle Award, from the Office of Susan Combs, Texas Comptroller for Public Accounts
- Recognized in the *American School & University* Top 10 issue for having one of the lowest per-pupil expenditures among the 100 largest public school districts in the nation
- Texas Business and Education Coalition 2010 Honor Roll (for *Gleason, Hamilton, Moore and Sampson elementary schools*)
- 2010 College Readiness Award from the Texas ACT Council (for *Jersey Village High School*)
- Thirteen CFISD schools recognized by National Center for Educational Achievement as Higher Performing Schools in Texas (*Cy-Fair, Cypress Woods and Jersey Village high schools; Aragon, Dean, Goodson, Hamilton and Spillane middle schools; and Black, Hamilton, Millsap, Moore and Sampson elementary schools*)

Personnel

Stacey Armstrong	Wall of Fame Honoree; National Center for Women & Information Technology Aspirations in Computing Educator Award (NCWIT)
Donna Benotti	First Vice President of TGCA (Texas Girls Coaches Association)
Sylvia Cook	Wall of Fame Honoree; 2010 Outstanding Career and Technology Administrator (Family & Consumer Sciences Teachers Association of Texas)
Ralph Funk	Wall of Fame Honoree; President of the Texas Association of Secondary School Principals (TASSP)
Perry Holmes	Houston Rockets "Teacher of the Game" (Houston Rockets)
Samantha Johnson	Barnes and Noble "My Favorite Teacher" Contest Winner
Shelley Johnson	National Special Needs Team Safety Road-e-o (2nd Place)
David Jones	Touchdown Club Coach of the Year Award (Finalist)
Cory Kelley	Walter Kase Teacher Excellence Award Finalist (Anti-Defamation League)
Stephanie Lyle	Wall of Fame Honoree; 2011 Dance Director of the Year (Texas Dance Educators Association)
Kevin Morosin	2010 Outstanding Middle School Teacher of the Year Award (Brazos Valley Technology Education Teacher Association)
Jo Beth Palmer	Inducted into UT Women's Athletics Hall of Honor (University of Texas)
Megan Phillips	Walter Kase Teacher Excellence Award Winner (Anti-Defamation League)
Edward Pustejovsky	Touchdown Club Coach of the Year Award (Finalist)
Mary Smith	Wall of Fame Honoree; 2010 Texas Alliance Distinguished Service Award (Texas Alliance for Geographic Education)
Sheri Stice	Wall of Fame Honoree; Inducted into the Texas High School Athletic Directors Association Hall of Honor (Texas High School Athletic Directors Association)
Clayton Terry	National Special Needs Team Safety Road-e-o (2nd Place)

TEA 2011 ACCOUNTABILITY RATING SYSTEM

Description: Beginning with the 2003-2004 school year, districts and campuses have earned state ratings based upon TAKS scores, completion rates (grades 9-12) and annual dropout rates (grades 7-8).

Exemplary schools attain a 90 percent passing rate on each subject area (reading/ELA, writing, mathematics, social studies and science) tested on the TAKS. High schools have a completion rate of at least 75 percent and middle schools must have an annual dropout rate of 1.6 percent or less. In addition, schools must meet the 60 percent standard on the English Language Learners (ELL) Progress Indicator and the 25 percent standard on the Commended Performance Indicator.

Recognized schools attain an 80 percent passing rate on each subject area tested on TAKS. High schools must have a completion rate of at least 75 percent and middle schools must have an annual dropout rate of 1.6 percent or less. In addition, schools must meet the 60 percent standard on the English Language Learners (ELL) Progress Indicator and the 15 percent standard on the Commended Performance Indicator.

Academically Acceptable schools attain a 70 percent passing rate in reading/ELA, writing and social studies; a 65 percent passing rate must be attained in mathematics; and a 60 percent passing rate in science. High schools must have a completion rate of at least 75 percent and middle schools must have an annual dropout rate of 1.6 percent or less.

Academically Unacceptable schools have TAKS scores and/or dropout rates that fall below the *Academically Acceptable* category.

2011 ACCOUNTABILITY RATINGS

Exemplary (15 schools):

Hamilton Middle School; Copeland, Danish, Hairgrove, Hamilton, Holmsley, Keith, Lamkin, Matzke, Millsap, Moore, Sampson, Sheridan, Swenke and Warner elementary schools

Recognized (46 schools):

Cy-Fair, Cypress Falls, Cypress Ranch, Cypress Woods high schools; Goodson, Kahla, Labay, Smith and Spillane middle schools; Adam, Andre', Ault, Bane, Bang, Birkes, Black, Duryea, Emery, Emmott, Farney, Fiest, Francone, Frazier, Gleason, Hemmenway, Holbrook, Horne, Jowell, Kirk, Lee, Lieder, Lowery, McFee, Metcalf, Owens, Post, Postma, Reed, Rennell, M. Robinson, A. Robison, Tipps, Walker, Willbern, Wilson and Yeager elementary schools

Academically Acceptable (18 schools):

Cypress Creek, Cypress Lakes, Cypress Ridge, Cypress Springs, Jersey Village, Langham Creek and Windfern high schools; Aragon, Arnold, Bleyl, Campbell, Cook, Dean, Hopper, Thornton, Truitt and Watkins middle schools; Hancock Elementary School

TAKS—Spring 2011

Texas Assessment of Knowledge and Skills Percent of all Students Meeting Standards

Spring 2011

GRADE	SUBJECT	DISTRICT SCORE	STATE SCORE	DIFFERENCE
3	Reading	91	89	2
	Math	90	87	3
4	Reading	88	85	3
	Math	94	88	6
	Writing	92	90	2
5	Reading	91 / 95	86 / 92	5/3
	Math	93 / 97	85 / 92	8/5
	Science	92	87	5
6	Reading	87	84	3
	Math	83	83	0
7	Reading	90	86	4
	Math	83	81	2
	Writing	96	94	2
8	Reading	93 / 96	89 / 94	4/2
	Math	82 / 89	80 / 88	2/1
	Science	83	79	4
	Social Studies	98	95	3
9	Reading	92	89	3
	Math	77	70	7
10	English / Language Arts	95	91	4
	Math	79	74	5
	Science	82	76	6
	Social Studies	97	93	4
11	English / Language Arts	97	95	2
	Math	93	90	3
	Science	94	91	3
	Social Studies	99	99	0

Chart based on assessment data through June 2011

Note: More statistical information about the district's TAKS results is available online at the Texas Education Agency's website at www.tea.state.tx.us.

Grades 5 and 8 Reading and Math include 1st administration and cumulative after 2nd administration.

2011 SAT Results				
High School	# of Students	Critical Reading	Math	Writing
Cy-Fair	498	513	537	490
Cypress Creek	443	515	543	487
Cypress Falls	470	491	531	467
Cypress Lakes	309	450	483	443
Cypress Ranch	312	508	534	490
Cypress Ridge	328	484	509	463
Cypress Springs	241	459	465	438
Cypress Woods	505	518	544	497
Jersey Village	376	497	536	486
Langham Creek	398	510	543	493
Windfern	12	439	493	426
CFISD	3,892	498	527	478
Texas	166,012	479	502	465
National	1,647,123	497	514	489

2011 SAT Results for Top 10 Percent			
High School	Critical Reading	Math	Writing
Cy-Fair	637	652	628
Cypress Creek	611	660	600
Cypress Falls	583	646	572
Cypress Lakes	557	604	560
Cypress Ranch	619	655	614
Cypress Ridge	568	609	559
Cypress Springs	533	545	523
Cypress Woods	623	653	619
Jersey Village	604	647	602
Langham Creek	632	686	626
CFISD	601	641	594
Texas	561	590	551
National	575	606	572

2011 ACT Results						
High School	# of Students	English	Math	Reading	Science	Composite
Cy-Fair	186	20.7	22.9	21.9	22.4	22.0
Cypress Creek	197	21.1	23.8	22.2	22.4	22.5
Cypress Falls	165	19.8	23.4	20.9	21.7	21.6
Cypress Lakes	183	16.7	20.0	18.3	19.6	18.8
Cypress Ranch	165	20.5	23.2	22.1	22.3	22.1
Cypress Ridge	100	19.0	21.8	21.1	21.3	21.0
Cypress Springs	107	16.6	19.4	18.9	19.3	18.7
Cypress Woods	275	21.8	23.9	22.8	22.8	23.0
Jersey Village	130	20.0	23.2	21.8	22.1	21.9
Langham Creek	159	20.4	23.2	21.2	21.8	21.7
Windfern	7	14.3	19.1	16.1	17.6	17.0
CFISD	1,674	19.9	22.7	21.3	21.7	21.5
Texas	101,569	19.6	21.5	20.7	20.8	20.8
National	1,623,112	20.6	21.1	21.3	20.9	21.1

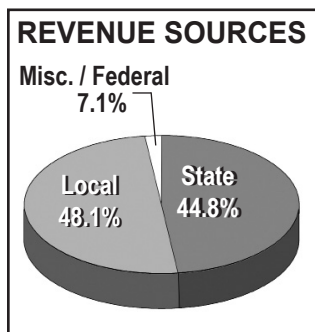
2011-2012 TAX RATE COMPARISONS

The chart below is a comparison of the estimated tax rates and taxes paid by a homeowner in Cypress-Fairbanks ISD with those paid by homeowners in several neighboring districts. Figures are based on a home valued by the Harris County Appraisal District at \$200,000.

District	Tax Rate	Homestead Exemption	Total Taxes
Spring	1.5700	\$15,000	\$2,904.50
Katy	1.5266	\$15,000	\$2,824.21
Humble	1.5200	\$15,000	\$2,812.00
Klein	1.4600	\$15,000	\$2,701.00
Aldine	1.4305	\$15,000	\$2,646.50
Tomball	1.3600	\$15,000	\$2,516.00
Alief	1.3350	\$15,000	\$2,469.75
Cypress-Fairbanks	1.4300	20%+\$15,000	\$2,073.50
Spring Branch	1.3945	20%+\$15,000	\$2,022.03
Houston	1.1567	20%+\$15,000	\$1,677.22

2011-2012 BUDGET

In June 2011, the Board of Trustees adopted a budget in the amount of **\$673,690,208**. The following is a breakdown by funds: the 2011-2012 operating budget, which includes **MAINTENANCE** and **OPERATIONS**,



is funded with 48.1 percent from local funds (taxes), 44.8 percent from state funds, and 7.1 percent from federal or miscellaneous sources. **DEBT SERVICE** is funded from state and local funds. **FOOD SERVICE** is a self-supporting entity. **GRANT PROGRAMS** are funded entirely from state and/or federal funds. **CONSTRUCTION** is authorized by patrons and repaid in the debt service budget. Approximately 87.2 percent of the budget is allocated for personnel to accommodate continued student growth in the district, compliance with HB72 requirements (e.g.,

the 22:1 student-to-teacher ratio) and other payroll costs such as workers' compensation, unemployment compensation and health insurance.

PER PUPIL EXPENDITURE

The total budgeted per pupil expenditure in **2011-2012** for the general maintenance and operations fund is **\$6,256**. Debt service represents a budget expenditure of \$1,323 per pupil and is budgeted in a separate fund.

CAMPUS ENROLLMENT

as of Sept. 15, 2011

SENIOR HIGH SCHOOLS		MIDDLE SCHOOLS	
CY-FAIR.....	3,349	ARAGON.....	1,655
CYPRESS CREEK.....	3,375	ARNOLD.....	1,571
CYPRESS FALLS.....	3,406	BLEYL.....	1,559
CYPRESS LAKES.....	3,391	CAMPBELL.....	1,289
CYPRESS RANCH.....	2,580	COOK.....	1,591
CYPRESS RIDGE.....	3,015	DEAN.....	1,464
CYPRESS SPRINGS.....	2,495	GOODSON.....	1,139
CYPRESS WOODS.....	2,808	HAMILTON.....	1,618
JERSEY VILLAGE.....	3,277	HOPPER.....	1,417
LANGHAM CREEK.....	3,046	KAHLA.....	1,352
WINDFERN.....	258	LABAY.....	1,588
SPECIAL PROGRAM FACILITIES		SALYARDS.....	1,360
ABC.....	20	SMITH.....	1,544
ALC.....	124	SPILLANE.....	1,108
Carlton Center.....	42	THORNTON.....	1,311
JJAEP.....	17	TRUITT.....	1,460
		WATKINS.....	1,241
ELEMENTARY SCHOOLS			
ADAM.....	902	KIRK.....	925
ANDRE'.....	1,229	LAMKIN.....	988
AULT.....	909	LEE.....	913
BANE.....	987	LIEDER.....	1,070
BANG.....	952	LOWERY.....	888
BIRKES.....	1,311	MATZKE.....	967
BLACK.....	1,041	McFEE.....	1,053
COPELAND.....	1,006	METCALF.....	1,044
DANISH.....	1,127	MILLSAP.....	791
DURYEA.....	1,105	MOORE.....	948
EMERY.....	868	OWENS.....	1,000
EMMOTT.....	918	POST.....	986
FARNEY.....	1,125	POSTMA.....	806
FIEST.....	1,082	REED.....	994
FRANCONE.....	1,024	RENNELL.....	911
FRAZIER.....	1,057	M. ROBINSON.....	982
GLEASON.....	964	A. ROBISON.....	1,006
HAIRGROVE.....	871	SAMPSON.....	1,256
HAMILTON.....	911	SHERIDAN.....	888
HANCOCK.....	1,084	SWENKE.....	967
HEMMENWAY.....	820	TIPPS.....	1,298
HOLBROOK.....	1,082	WALKER.....	1,089
HOLMSLEY.....	986	WARNER.....	1,363
HORNE.....	1,115	WILLBERN.....	948
JOWELL.....	1,051	WILSON.....	1,039
KEITH.....	810	YEAGER.....	1,068

REGISTRATION INFORMATION

Children entering kindergarten for the first time must be 5 years old on or before Sept. 1. Cypress-Fairbanks ISD offers full-day kindergarten on all campuses. A half-day pre-kindergarten is offered for children 4 years of age on or before Sept. 1 if they meet at least one of the following criteria: they are unable to speak and comprehend the English language; they are from a family whose income, according to standards set by the State Board of Education, is at or below subsistence level; they are homeless; they have a parent who is an active member of the military (or injured, MIA or killed while on active duty); or they have been in foster care of the Department of Family and Protective Services.

Students registering for pre-kindergarten based on the inability to speak English will be given a language-proficiency test. Parents of students registering for pre-kindergarten based on low income levels must furnish a W-2 form and/or paycheck stubs for the last 30 days prior to enrolling. *(More details are available at www.cfisd.net.)*

Students enrolling in CFISD for the first time will need: a certified copy of their birth certificate; an immunization record from a previous school or a validated record from a physician or a public health clinic; a report card from a previous school; TAKS scores; and a Social Security card, if available. Parents must provide proof of residence in CFISD. In addition, high school students registering in grades 10-12 are strongly encouraged to bring an unofficial transcript when they register. Parents are expected to accompany their children during registration. Any parent who is unsure which school his/her child should attend may call 281-517-2187 or refer to the Campus/School Locator at www.cfisd.net for assistance.

HEALTH SERVICES

Staff members of the school health services program include licensed professional nurses (RNs) dedicated to protecting and promoting the welfare of people. The primary purpose of the Cypress-Fairbanks Health Services Program is the optimal maintenance, promotion, protection and improvement of students, staff members and members of the community. The goals of the school health services program are to:

- augment health instruction which guides students toward reaching full capacity as individuals who make responsible decisions about personal, family and community health;
- advocate and help provide an environment conducive to the promotion and maintenance of health;
- detect and provide nursing care for any physical condition which impedes learning or threatens optimum health (nursing care is defined as assessment, intervention, counseling and/or referral of any physical conditions);
- provide liaisons for schools, homes, community agencies, physicians and other health personnel;

- provide a physical, mental and emotional health advocate for children within the district;
- achieve acceptable levels of compliance with federal, state and local health regulations;
- maintain and utilize current individual and collective health data;
- provide learning and growth experiences for staff members; and
- evaluate the program's effectiveness.

2011-2012 IMMUNIZATION REQUIREMENTS

This chart summarizes the vaccine requirements incorporated in Title 25 Health Services, 97.61-97.72 of the Texas Administrative Code. Students will not be allowed to enroll if his/her immunization records are not presented to the school upon enrollment and if the student's immunization records are not current. Cypress-Fairbanks ISD requests that the immunizations be presented at the beginning of the semester in which they are required.

The following immunizations are required for all Texas students:

VACCINE REQUIRED <small>(Attention to notes / footnotes)</small>	MINIMUM NUMBER OF DOSES REQUIRED BY GRADE LEVEL				
	K-1st	2nd-6th	7th	8th	9th-12th
DTaP/DTP/DT/Td <i>(Diphtheria/Tetanus/ Pertussis)</i> ¹	5 doses or 4 doses	5 doses or 4 doses	3 doses	3 doses	3 doses
<p>Note: 5 doses of DTaP/DTP/DT/Td vaccine; one dose must have been received on or after the 4th birthday. However, 4 doses meet the requirement if the 4th dose was received on or after the 4th birthday. For students age 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday.</p>					
Tdap <i>(Tetanus/Diphtheria/ Pertussis)</i>			1 Tdap/Td booster within last 5 years	1 Tdap/Td booster within last 10 years	1 Tdap/Td booster within last 10 years
<p>Note: For 7th grade: 1 dose of Tdap is required if at least 5 years have passed since the last dose of tetanus-diphtheria-containing vaccine. For 8th-12th grade: 1 dose of Tdap is required when 10 years have passed since the last dose of tetanus-diphtheria-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.</p>					
Polio ¹	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses
<p>Note: 4 doses of polio; one dose must be received on or after the 4th birthday. However, 3 doses meet the requirement if the 3rd dose was received on or after the 4th birthday.</p>					

VACCINE REQUIRED <small>(Attention to notes / footnotes)</small>	MINIMUM NUMBER OF DOSES REQUIRED BY GRADE LEVEL				
	K-1st	2nd-6th	7th	8th	9th-12th
MMR ^{1,2} <i>(Measles, Mumps and Rubella)</i>	2 doses	2 doses	2 doses	2 doses	2 doses
Note: <i>The first dose of MMR must be received on or after the 1st birthday. For K and 1st grade, 2 doses of MMR are required. For 2nd – 12th grade the requirement is 2 doses of a measles-containing vaccine, and one dose each of rubella and mumps vaccine.</i>					
Hepatitis B ²	3 doses	3 doses	3 doses	3 doses	3 doses
<i>For students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. (Two 10 mcg/1.0 ml of Recombivax).</i>					
Varicella ^{1,2,3}	2 doses	1 dose	2 doses	2 doses	2 doses (Grade 9) 1 dose (Grades 10-12)
<i>The first dose of varicella must be received on or after the first birthday. 2 doses are required for K, 1st, 7th, and 8th grade. 1 dose is required for all other grade levels. For any student who receives the first dose on or after 13 years of age, 2 doses are required.</i>					
Meningococcal			1 dose	1 dose	1 dose (Grade 9)
Hepatitis A ^{1,2}	2 doses				
<i>The first dose of hepatitis A must be received on or after the first birthday.</i>					

¹ Receipt of the dose up to (and including) four days before the birthday will satisfy the school entry immunization requirement.

² Serologic confirmation of immunity to measles, mumps, rubella, hepatitis A/B or varicella or serologic evidence of infection is acceptable in place of vaccine.

³ Previous illness may be documented with a written statement from a physician, school nurse or the student's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

EXEMPTIONS

The law allows: (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child; and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). For students needing medical exemptions, a written statement by the physician should be submitted to the school. Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at www.immunizetexas.com.

FOOD SERVICE PROGRAM

Cypress-Fairbanks ISD participates in the National School Lunch and Breakfast (NSLB) Program: It is the intent of this federally funded program that all students have the opportunity to have lunch and breakfast at school regardless of their ability to pay. Families whose income is at or below the current eligibility income scale may receive free and reduced-price meals for their student.

BREAKFAST: Breakfast is available at all schools and consists of an entrée, juice and milk. Breakfast prices are \$1 for elementary students, \$1.25 for secondary students and \$1.50 for adults.

LUNCH: Hot lunches are available at every school cafeteria. Lunches consist of a lunch entrée, vegetable, fruit, bread/grain and milk. Plate lunch prices are \$1.75 for elementary students, \$2 for secondary students and \$2.75 for adults. A variety of *a la carte* items are available in both elementary and secondary schools. In addition, entrée salads and sandwich lunch boxes are offered at every school.

FREE AND REDUCED-PRICE MEAL INFORMATION:

- Families whose income is at or below the current income eligibility scale may receive free or reduced-price meals.
- Free and reduced-price meal applications are available at each campus and online at freeandreduced.cfsid.net.
- Any child who is eligible for a free or reduced-price lunch is also eligible for a free or reduced-price breakfast.
- Reduced-price lunch is 40 cents.
- Reduced-price breakfast is 20 cents.

The Child Nutrition Department's menu is designed with good nutrition in mind. Building from the *Guidelines for Americans* and MyPyramid.gov, school lunches provide 1/3 of the Recommended Dietary Allowance (RDA) and school breakfasts provide 1/4 of the RDA.

Vary your veggies and focus on fruit. School lunches offer fruits and vegetables every day. Fresh fruits such as melons, grapes, pears, apples, and bananas are offered when in season.

Get your calcium rich foods every day. The school lunch program provides skim white milk and 1-percent flavored milk. Yogurt is available for breakfast and lunch.

Make half your grains whole. School lunches provide whole grain options every day at lunch and breakfast.

Know your limits. Children and adults should choose a diet low in

saturated fat, cholesterol and moderate in total fat. School lunches average approximately 30 percent calories from total fat and 10 percent calories from saturated fat over a 5 day period. There are no fryers on any school campus. The Child Nutrition Department evaluates food on taste, appearance and nutrient profile.

Children and adults should eat a variety of foods in moderation.

School lunches are designed to offer a variety of foods in moderation. Portion sizes are weighed and/or measured to ensure compliance with the National School Lunch and Breakfast Program as well as the state requirements from Texas Department of Agriculture (TDA). A variety of food choices consumed in moderation helps children and adults achieve a variety of nutrients while maintaining an adequate calorie level.

ACADEMIC INFORMATION

HIGH SCHOOL

Cypress-Fairbanks high schools operate under a semester system with two semesters equaling one school year. Each semester is divided into three six-week reporting periods. Students take seven classes per day which are 50 minutes in length. A year's work will provide students with one credit in each course taken. Additional credits may be earned through summer school, correspondence and credit-by-exam. Accelerated (K-level) courses are offered in English, mathematics, science, foreign language, social studies, gifted/talented education, computer science and art. SAT/College Preparatory Strategies is also offered for K-level credit.

Graduation Requirements for Classes of 2012 and 2013

Students who entered the ninth grade in the fall of 2007, 2008 or 2009 must enroll in courses necessary to complete the *Recommended High School Program (RHSP)* or the *Distinguished Achievement Program (DAP)* unless the student, parent and a school counselor agree that the student should be permitted to take courses under the *Minimum High School Program (MHSP)*. Students should study the table on page 25, outlining requirements for the *RHSP* and the *MHSP*.

Note that students graduating under the *RHSP* will need to schedule additional courses not required for the *MHSP*. These courses include Algebra II, Chemistry, World Geography, foreign language (two credits), fine arts (one credit) and three state-approved electives. Additionally, beginning with the Class of 2011, students must earn 26 total credits, including four math and four science credits. Counselors at each high school will furnish all other information necessary for students to complete registration.

Courses	(RHSP) Recommended High School Program	(MHSP) Minimum High School Program
English	4	4
Advanced Academic Strategies or Skills for Academic Success	1/2 or 1	1/2 or 1
Mathematics	4 Algebra I, Geometry, Algebra II and an additional math course	3 must include Algebra I, Geometry
Science	4 Integrated Physics and Chemistry, Biology, Chemistry and Physics or additional science course or 4 Biology, Chemistry, Physics and an additional science course	2 Integrated Physics and Chemistry, Biology or 3 Biology, Chemistry, or Physics
U.S. History	1	1
World History	1	1
World Geography	1	
Government	1/2	1/2
Economics	1/2	1/2
Health or Principles of Health Science	1/2 or 1	1/2 or 1
Physical Education	1 1/2	1 1/2
Languages other than English (Foreign Language)	2	
Speech	1/2	1/2
Fine Arts	1	
Technology Applications (Computer course)	1	1
Academic Elective: World Geography or Science Elective		1
Electives	3	3 to 5
Total State Credits Required	26	22

Note: Math Models with Applications and AP Computer Science may not serve as math credits on the DAP. Additionally, Integrated Physics and Chemistry may not serve as a science credit on the DAP.

Distinguished Achievement Program (DAP)

Students desiring to earn the *Distinguished Achievement Program* transcript must complete the requirements for the *RHSP* plus **one additional credit in languages other than English (foreign language)** and any combination of four advanced measures selected from the following options:

- a score of three or above on The College Board Advanced Placement Examination;
- a grade of 3.0 or higher on courses that count for college credit, including tech-prep programs and dual credit courses;
- original research/project conducted under the direction of mentor(s) reported to an appropriate audience and judged by a panel of professionals in the field that is the focus of the project (*original research may not be used for more than two measures*); and/or
- a score on the PSAT that qualifies a student for recognition in one of the following ways: (1) Commended Scholar or higher by the National Merit Scholarship Corporation; (2) National Achievement Scholarship Program for Outstanding Black Students; or (3) National Hispanic Scholar Program. (*Note: The PSAT score may only count as one advanced measure, regardless of the number of honors received by the student.*)

Graduation Requirements for Students in Special Education

Graduation requirements for students in Special Education are determined by the student's Admission, Review and Dismissal (ARD) committee. Students receiving Special Education services will take the TAKS, TAKS-Accommodated, TAKS-Modified, TAKS-Alternate, or may be exempt from the requirement as determined by the student's ARD committee.

Students who receive Special Education services, enter ninth-grade in the fall of 2004 and thereafter, and complete the same credit, assessments, and curriculum requirements (i.e., no content modifications) as students in general education may graduate under the Minimum, Recommended, or the Distinguished Achievement Programs. On the other hand, students who receive Special Education services with modifications in state assessments and/or curriculum (e.g., are enrolled in co-teach, resource, adaptive behavior and/or life skills) will qualify to graduate under the *MHSP* only.

Graduation Requirements for the Classes of 2014 and Beyond

Students who enter the ninth grade in the **fall of 2010 and thereafter** must enroll in courses necessary to complete the *RHSP* or the *DAP* unless the student, parent and a school counselor agree that the student should be permitted to take courses under the *MHSP*. Students should study the

table below which outlines requirements for the *RHSP* and the *MHSP*. Note that students graduating under the *RHSP* will need to schedule additional courses not required for the *MHSP*. Counselors at each high school will furnish all other information necessary for students to complete registration.

Courses	Recommended High School Program	Minimum High School Program
English	4	4
PACE (Personal, Academic and Career Exploration) or PACE Plus	$\frac{1}{2}$ or 1	$\frac{1}{2}$ or 1
Mathematics	4 Algebra I, Geometry, Algebra II and an additional math course	3 must include Algebra I, Geometry
Science	4 Biology, Chemistry, Physics and an additional science course	2 Integrated Physics and Chemistry, Biology or 3 Biology, Chemistry and Physics
U.S. History	1	1
World History	1	1
World Geography	1	
Government	$\frac{1}{2}$	$\frac{1}{2}$
Economics	$\frac{1}{2}$	$\frac{1}{2}$
Health or Principles of Health Science	$\frac{1}{2}$ or 1	$\frac{1}{2}$ or 1
Physical Education	1	1
Languages other than English (Foreign Language)	2	
Speech	$\frac{1}{2}$	$\frac{1}{2}$
Fine Arts	1	1
Academic Elective: World Geography or Science Elective		1
Electives	4 $\frac{1}{2}$	3 $\frac{1}{2}$ to 5 $\frac{1}{2}$
Total State Credits Required	26	22

Note: Math Models with Applications and AP Computer Science may not serve as math credits on the DAP. Additionally, Integrated Physics and Chemistry may not serve as a science credit on the DAP.

The courses below have an accelerated curriculum: (Note: K indicates a local honors course; AP indicates Advanced Placement; and H denotes a course for identified gifted/talented students.)

English/Language Arts	Social Studies (continued)
SAT College Prep K	Government K, H, AP
Scholars' College Preparatory K, H	World Area Studies K, H
English I K, H	World Geography K, H
English II K, H	Economics K, H, AP
English III K, H, AP	Macro Economics H, AP
English IV K, H, AP	Micro Economics H, AP
Advanced Journalism II K	Psychology H, AP
Debate III-IV K	Human Geography H, AP
Science	Comparative Government & Politics H, AP
Biology I K, H	European History K, H, AP
Biology II H, AP	Foreign Language
Chemistry I K, H	Spanish III K
Chemistry II H, AP	Spanish IV-V K or AP
Physics I K, H	Spanish VI K
Physics II BH, AP	Spanish for Native Speakers III K
Physics II CH, AP	Spanish for Native Speakers IV AP
Anatomy & Physiology K, H	French III K
Environmental Science H, AP	French IV K or AP
Earth and Space Science K, H	French V K
Mathematics	French VI K
Geometry K, H	German III K
Algebra II K, H	German IV K or AP
College Algebra K, H	German V K
Pre-Calculus K, H	German VI K
Calculus AB H, AP	Latin III K
Calculus BC H, AP	Latin IV K or AP
Statistics H, AP	Latin V K
Fine Arts	Latin VI K
Art III or IV AP Drawing	American Sign Language
Art III or IV AP Two-Dimensional	Technology Applications
Art III or IV AP Three-Dimensional	Computer Programming K
Art History AP	Computer Science AP
Music Theory AP	Advanced Computer Science K
Social Studies	Computer Science-Problems and Solutions K
United States History K, H, AP	Internetworking Technologies I K
World History K, H, AP	Internetworking Technologies II K

Participation in Commencement

To be eligible to participate in commencement exercises, students must meet state graduation requirements through having earned a minimum of 22 credits in designated courses.

Honor Graduate Designations

The district recognizes honor graduates meeting the following standards: summa cum laude (6.5 GPA), magna cum laude (6.25 GPA) and cum laude (6.0 GPA).

Additional High School Opportunities:

More than 230 courses prepare students for college and/or careers. Courses are designed to meet the needs of individual differences and interests. Additional opportunities include:

- **Summer school** provides makeup work and enrichment.
- **Dual credit** courses are offered in some subjects. These courses allow high school students the opportunity to earn high school and college credit for the same course.
- The **career and technology program** offers pre-employment lab courses in business, computer programming, networking technologies, health science, culinary arts, cosmetology, welding, auto technician and early childhood professions. Students may also participate in career preparation co-op and apprenticeship programs.
- A comprehensive **music program** is offered in band, orchestra and choral music.
- **Athletic teams** for boys and girls are widely recognized in Texas University Interscholastic League competition.
- **School libraries** provide balanced collections of books, magazines and media. Electronic databases allow researching from school and home.
- Students compete successfully in **Texas University Interscholastic League literacy events** in various academic areas.
- Many students participate in a variety of **co-curricular** and **extracurricular clubs**, organizations and activities.
- All high schools have **fully-equipped laboratories** in science, family and consumer sciences, career and technology, office education, technology applications and photography.

MIDDLE SCHOOL

Our middle schools consist of grades six, seven and eight. Students are enrolled in seven classes per day, and each class period is approximately 45 minutes in length.

Required Sixth-Grade Courses:

- English Language Arts
- Reading
- Mathematics
- Science
- Contemporary World Cultures
- Physical Education/Health
- One elective is selected from Choir/Art/Speech, Art/Choir/Theater Arts, Band and Orchestra

Required Seventh-Grade Courses:

- English Language Arts
- Science
- Texas History
- Mathematics
- Computer Literacy*
- Physical Education**

1½ to 2½ electives may be chosen from French IA or French I, Spanish IA or Spanish I, Spanish for Native Speakers II, Art, Reading, Journalism, Speech, Theater Arts, Touch System Data Entry (Keyboarding), Choir, Orchestra, Band, Concepts of Engineering and Technology, Principles of Manufacturing, Career Portals: Family and Consumer Sciences, Exploring Foods and Fabrics and Teen Leadership.

Required Eighth-Grade Courses:

- English Language Arts
- Mathematics
- Science
- United States History
- Computer Literacy*
- Physical Education**

1½ to 2½ electives may be chosen from French I, French IA or French IB, French II, Spanish I, Spanish IA or Spanish IB, Spanish II, Spanish for Native Speakers II or III-IV K, German I, Latin I, Art, Journalism, Speech, Theater Arts, Choir, Touch System Data Entry (Keyboarding), Orchestra, Band, Reading, Teen Leadership, Concepts of Engineering and Technology, Principles of Manufacturing, Career Portals: Family and Consumer Sciences, Exploring Foods and Fabrics, Principles of Human Services and Hospitality/Tourism, Introduction to Web Mastering, Introduction to Computer Science and Business Information Management I.

** All seventh- and eighth-grade students receive instruction in a computer literacy program through the collaborative efforts of English, mathematics, social studies and science teachers.*

***Students must take a total of three semesters of physical education in grades seven and eight.*

Note: Depending on skill proficiency, middle school students may be required to take additional language arts, reading or math courses in lieu of electives. Decisions will be based on TAKS test scores.

High school credit for Algebra I, French I-II, Spanish I-II, Spanish for Native Speakers II-IV K, German I, Latin I, Professional Communications, Intermediate Professional Communications, Art I, Touch System Data Entry (Keyboarding), Business Information Management I, Principles of Human Services and Hospitality/Tourism, Concepts of Engineering and Technology and Principles of Manufacturing are offered for seventh- or eighth-grade students meeting certain standards.

Additional Middle School Opportunities

Organized athletics are offered to students interested in competitive sports beginning in the seventh grade.

ELEMENTARY SCHOOL

A variety of grouping arrangements—**heterogeneous, homogeneous, small group, large group, one-to-one, literacy groups, work stations, flexible subgroups**, etc.—are used to personalize the instructional program and to help all students receive the type of assistance needed to be academically successful. In addition to a principal, assistant principals and instructional specialists, every elementary faculty includes at least one full-time counselor, a nurse, a speech and language clinician, a reading specialist, a librarian and specially-trained teachers for kindergarten, special education programs, art, music, physical education, gifted/talented education, English as a Second Language and content-area liaisons. Some schools include specialized staffing for Small-group Reading Intervention, pre-kindergarten, high at-risk enrollments, bilingual classes and alternative behavior management programs. All campuses have also been trained in the district's behavior management program—Building Better Relationships.

The elementary **computer technology program** follows the state's long-range technology plan which calls for the gradual implementation of computer applications at the campus level. Priority applications for the next several years will focus on tool-based applications and software reinforcement for content-area objectives and skills—with the use of technology shifting more from the hands of teachers to the hands of students.

At the elementary level, students in grades K-5 use the computer for: writing; keyboarding; math problem solving; math skills reinforcement; multimedia presentations; data retrieval; accelerated reading; geography skills; online research; PowerPoint presentations by students and teachers; and science applications.

Every kindergarten teacher has two computers in the classroom; mini-lab configurations are being utilized in grades 1-5 for classroom applications in all subject areas; banks of wireless laptops are also being added to campus inventories of technology hardware.

The elementary science program is enhanced by a unique instructional support system—the Science Resource Center (SRC)—which is staffed by a full-time curator and lab technicians. They conduct a variety of classroom science demonstration programs in the elementary schools at the teacher’s request. They also maintain a wide range of supplemental science materials for school checkout. The SRC also provides on-site grade-level tours and field trips to the district’s Nature Trails.

Enrichment and extension experiences and activities are included in the curriculum courses of study at all grade levels during the school day and as extended-day programs.

Schools may choose to participate in academic competitions—spelling bees, writing competitions, music memory contests and math contests—to encourage the special interests and talents of all students. A variety of student clubs and special projects, such as art exhibits, science fairs, math clubs, sports/athletics clubs and student councils, have been developed at individual campuses based on student and faculty interests.

The elementary program pivots around the Learning Resource Center (LRC) which contains a vast array of supplemental audio/visual materials, both electronic and hard copy reference resources and recreational reading materials. Each LRC is directed by a certified media specialist/librarian.

Tutorial programs in reading, language arts and math are offered during summer school to students performing below expectations in these subjects. (Registration fees are required).

Progress reports are sent to parents after the fourth week of the reporting period and report cards are sent each nine weeks, with options for parent conference times being offered for students not performing satisfactorily in their schoolwork. Conferences may also be initiated by teachers or parents at any time during the year to discuss academic or behavioral concerns.

SPECIAL EDUCATION SERVICES

The Special Education Department provides educational services to more than 7,500 students with disabilities throughout the district. These students have demonstrated an educational need for specialized services and have met the eligibility criteria specified in the State Board of Education rules. Students may be eligible for services from age 3 through age 21. Students with hearing and vision disabilities may receive services from birth. All students receiving services through special education are placed there by an Admission, Review and Dismissal (ARD) committee and have

an Individual Education Plan (IEP) designed by the committee. Services are offered to students with: auditory impairment, autism, deaf/blind, emotional disturbance, learning disability, mental retardation, orthopedic impairment, other health impairment, speech impairment, visual impairment, traumatic brain injury and non-categorical early childhood.

Instructional arrangements for special education students:

- At the elementary level, resource, in-class support and speech therapy services are available on all campuses. Preschool Programs for Children with Disabilities (PPCD), adaptive behavior (AB) and Learning in Functional Environments (LIFE Skills) classes are provided at selected campuses. At the secondary level, resource, in-class support, facilitation, adaptive behavior, LIFE Skills classes and speech therapy services are available on all campuses.
- As part of the Northwest Harris County Cooperative for the Hearing Impaired, classes for students with auditory disabilities are offered at Birkes Elementary, Hancock Elementary, Campbell Middle School and Cypress Ridge High School. In addition to the on-site locations, students are served by itinerant teachers, speech pathologists, counselors and an audiologist.
- Other program options include Dorothy Carlton Center, Adaptive Behavior Center, home-bound/hospital, adaptive physical education and itinerant services for students with visual impairments.

Related services may include psychological services, occupational therapy, physical therapy, music therapy, orientation mobility training, school health services, assistive technology and special transportation.

Education in the **Least Restrictive Environment (LRE)** with the use of supplementary aids and services is a central factor considered for students needing special services. A continuum of services is utilized to afford students the appropriate support given to their unique needs. Teaching models such as in-class support and co-teaching are utilized to support education in the least restrictive environment.

DEPARTMENT OF PSYCHOLOGICAL SERVICES

The district's Department of Psychological Services includes 24 staff members who are licensed psychologists and/or licensed specialists in school psychology and eight psychology interns who are in an American Psychological Association accredited pre-doctoral Professional Psychology Intern Training program. The department has been recognized as the most outstanding in Texas four times.

Each psychologist is assigned to several of the district's schools where he/she provides a variety of direct and indirect services to students

including consultation, counseling and assessment. Special focus is generally placed on students with emotional disabilities, autism spectrum disorders and attention problems whether they are in general education, served under section 504 or in special education programs. Interns work under the supervision of the licensed psychologists at assigned schools for the entire year they are in CFISD.

Psychological Services staff members are involved with a number of districtwide programs including crisis intervention, suicide prevention, the district safety committee and participation in the development of district programs that will assist students, their parents and district employees.

CURRICULUM AND INSTRUCTION AND SCHOOL ADMINISTRATION INITIATIVES

Overview: The CFISD staff works to enhance the curriculum and instruction program to ensure that students develop the skills and abilities necessary for dealing with the complexities of the 21st century. Current trends indicate that productive, successful citizens must possess sophisticated skills and abilities in reading, writing, technology, problem-solving, decision-making and critical-thinking. The following descriptions provide snapshots of selected curricular initiatives undertaken by the district:

(1) **TEKS Implementation:** The state curriculum, the Texas Essential Knowledge and Skills (TEKS), continues to be implemented in all content areas at all grade levels. The TEKS were developed, under the direction of the Texas Education Agency (TEA), by writing teams comprised of teachers, curriculum specialists, university professors, business leaders and parents.

(2) **Standards Project:** The Answers booklet provides parents with updated information about curriculum content and academic standards. Booklets, in English and Spanish, containing information on academic subject areas are available on the district website. In the spring of 1998, teachers and coordinators worked to vertically align English/language arts and mathematics for pre-K–12. The same work was completed for social studies and science curricula in the fall of 1998. Aims of the two projects included: (1) smooth flow of content, concepts and skills from grade level to grade level; and (2) consistency among campuses in what is taught. Coordinators work with teachers to update district curricula when the TEA makes changes.

(3) **Learning Styles/Learner Types:** This initiative allows school leaders to develop responsive, personalized and differentiated classrooms. Differentiation is simply a teacher attending to the learning needs of a

particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike.

(4) **Teacher Training:** Throughout each school year, including summer, teachers attend mini-courses, workshops and conferences for ongoing professional development. Courses are provided at the campus level as part of the Campus Improvement Plan (CIP) and at the district level as a means of providing curriculum updates, research-based strategies and technology training. The district has provided additional opportunities for quality professional development by making training more accessible and convenient with the addition of multiple online professional development opportunities. These include elementary and secondary curriculum District Time Equivalency classes and online resources in the areas of Classroom Management (*Building Better Relationships*) and Research-based Effective Instructional Strategies. Training programs offered through Harris County and Region IV Education Service Center are advertised in each building.

(5) **Campus Improvement Plans (CIP):** Each campus annually develops a CIP with the principal directing the efforts of teachers, parents, community representatives and students, as appropriate to increase student success. Work on the CIP begins with the campus conducting a comprehensive needs assessment. Once the strength and needs have been identified, the campus determines the CIP strategies to be carried out throughout the year. Each plan focuses on student learning in the core content areas, the state-mandated curricula, campus culture, student safety, attendance, college and career readiness, and high school completion rate. Each CIP is based on specific content area targets set to ensure the campus reaches *Recognized* or *Exemplary* performance within three years of the current year.

(6) **Curriculum Specialists and Curriculum Coaches:** The district provides curriculum specialists to work with students as an additional instructor and to provide students with extended learning time. The district also provides curriculum coaches to work with campus teachers on developing lesson plans, including selection of instructional strategies and creation of learning materials.

(7) **Science Resource Center (SRC):** The SRC provides the animals, equipment and experiments which help teachers make academic subjects come alive for students. A guinea pig, ring-necked dove and bearded dragon are just some of the animals that students may learn about from close observation. Science lab kits are prepared and distributed to science teachers throughout the school year.

(8) **Research-based Strategies:** District teachers plan their lessons featuring strategies proven by research to be the most effective in producing

high student achievement levels. Examples of these are Quantum Learning and the strategies, as identified in Robert Marzano's "Classroom Instruction That Works." These include: (a) identifying similarities and differences; (b) summarizing and note-taking; (c) reinforcing effort and provide recognition; (d) homework and practice; (e) nonlinguistic representations; (f) cooperative learning; (g) setting objectives and providing feedback; (h) generating and testing hypotheses; and (i) questions, cues and advance organizers.

(9) **Leadership Initiatives:** Working with several universities, the district is able to offer graduate programs for those interested in the superintendent certificate, principal certificate (formerly mid-management), counseling certificate, diagnostician certificate and doctorate degree. Other opportunities for leadership experiences are offered through: the Leadership Academy II, a year-long program which focuses on both managerial and instructional skills necessary for the transformational school leader; and a variety of workshops that have been identified as essential for CFISD administrators. The district also focuses on the development of teacher leadership, such as the Teacher Leadership Academy for teacher leaders at all levels.

(10) **Mega-monitoring:** Effective schools collect classroom observation data about the instructional process. When school leaders have a clear, objective picture of what is happening in the classroom, they can establish standards for practice, guide professional learning, support reflective dialogue and develop best practices among faculty. Through brief classroom visits (mega-monitoring), using research-based tools and data collection software on a handheld device, instructional leaders can quickly collect data about critical instructional practices. Reflective discussions on the classroom walkthrough data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers and suggest professional learning for the whole school.

(11) **New Arrival Center (NAC):** The NAC program offers an innovative approach to meet the needs of students who are immigrants to the United States. The one-year program is designed to motivate students and accelerate the acquisition of the English language through an accelerated learning model. The NAC programs are located at five middle schools, four high schools and four elementary schools. Although the goal of the program is to increase each student's language proficiency by one level, results indicate the majority of students increase two or more language proficiency levels after participating in the NAC program for one year.

(12) **PLATO:** In an effort to support students at risk of dropping out of

school, CFISD utilizes the PLATO learning program for credit reclamation. This web-based curriculum allows students to self-pace through their coursework.

(13) **Achieve 3000:** Achieve 3000, a web-based, leveled-reading program, provides individualized reading and writing instruction. This interactive reading program e-mails high interest and engaging non-fiction articles to students daily. Students may access the program at school or at home.

(14) **READ 180:** READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Students in grades 4, 5 and 7-12 participate in this program, as well as special education students in grades 6-12. The program directly addresses individual needs through adaptive and instructional software, high-interest literature and direct instruction in

TECHNOLOGY

The district's use of technology for both instructional and administrative applications continues to increase, consistent with state and national objectives. From an instructional standpoint, the district is aggressively deploying both personal computers and networking technologies to enable students and teachers to take advantage of instructional software and networking resources such as the Internet and the district's internal network. The Texas Essential Knowledge and Skills (TEKS) and the State of Texas Long Range Plan for Technology form the foundation upon which these initiatives are based. These plans, along with the district's plan, emphasize increasing access to technology for students and teachers, increasing teacher training, and developing a highly capable technology infrastructure.

The district uses technology in a variety of instructional settings from kindergarten through high school. Our goal over the next few years is to maintain the student-to-computer ratio of 2.75 students per computer. Combining these computers with the district's high-speed network allows students and teachers to use resources such as digital libraries and filtered Internet websites from all computers at the campus. The district is also deploying video conferencing, digital projectors, interactive marker boards and wireless technologies to extend and enhance learning opportunities.

This array of capable resources and the district's focus on teacher training provides students and teachers with significant opportunities to use technology in ways not previously available and places the district in a position to continue to excel and meet the challenges of the 21st Century.

TRANSPORTATION

Our future as a nation depends on the education of our young people. Not only is an effective transportation system an integral part of making a quality education available to students, it is also one of the most visible aspects of the school system to the community. On a typical day, district buses transport more than 68,000 students, complete approximately 3,600 trips to and from campuses and provide transportation for approximately 12,000 field trips annually. The purpose of the Transportation Department is to provide service to the students of the district in a safe, efficient and courteous manner. In keeping with this purpose drivers must:

- (as well as attendants and mechanics) undergo a criminal background record check and drug/alcohol screen before being hired;
- have acceptable driving records as determined by the Texas Department of Public Safety. These driving records are checked annually;
- pass an annual physical examination as prescribed by the Department of Public Safety for school bus drivers in Texas;
- understand that they are subject to random drug/alcohol tests throughout the year as prescribed by the Department of Transportation federal regulations; and
- undergo extensive initial training as well as a continuing training program. Training includes topics such as student-management skills, emergency procedures and safe driving techniques.

SPECIAL PROGRAMS

Programs for special populations are coordinated and are an integral part of the total instructional program.

At-Risk Program

Cypress-Fairbanks continually evaluates the progress of each student so that appropriate educational services may be provided. Within this system, the district's at-risk effort is designed to identify and reach students in Pre-K -12 who are not successful in school and are at risk of leaving school prior to graduation. Each campus develops a yearly at-risk plan to meet the needs of identified students. Most elementary schools conduct individual staffings for at-risk students at the end of each grading period. At the elementary level, the principal is designated as the at-risk liaison for his/her campus. At the secondary level, Academic Achievement Specialists track and provide support for at-risk students. The district may utilize alternative teaching strategies, counseling, mentors, peer interaction, progress review groups, specialized materials and tutoring to improve skills and motivate students. A parent is notified of his/her student's special needs, and parent approval is requested before students enter special courses or programs designed to meet the at-risk student's

needs. The district's goal is for all students to experience success and become productive citizens.

HORIZONS (Gifted / Talented)

The district's gifted and talented program is available in all schools and serves students in grades K-12. The purpose of the program is to provide a service for those students who demonstrate significantly advanced intellectual abilities. A variety of objective and subjective tools are used to identify and assess these students to determine appropriate placement in the HORIZONS program. Tools used to assess students include parent/teacher surveys as the subjective assessment, and the objective tools include the NNAT (Naglieri Nonverbal Abilities Test), CogAT (Cognitive Abilities Test) or the OLSAT (Otis-Lennon School Abilities Test). The objective tests are used to provide insight as to the advanced intellectual processing ability of students and help us identify the various types of intelligences demonstrated by the individuals tested. Types of intelligences assessed include verbal ability, spatial reasoning and analytical reasoning.

Parents and/or campus staff may refer students to be screened for the program during the annual open referral period beginning Oct. 1 and ending the last school day in November. All referrals must be made through the elementary counselor or the secondary director of instruction. Parents may discuss the option of screening for transfer students upon entry into the school district. If a student was identified as gifted in his/her former school district, then parents must bring verification of that previous placement upon registration in CFISD.

Parents can visit the HORIZONS website at <http://www.cfisd.net/dept2/curricu/gifted/gifted.htm> to find more information regarding the HORIZONS program and resources for parents in understanding gifted children.

Pre-Kindergarten Program

Leading educators say a child's early years are a period of rapid growth, during which key concepts related to future academic success are developed. Long-range studies clearly document the value of early training for young children. These studies show that young adults who attended a high quality preschool program demonstrated greater gains in education, employment and social responsibility than similar young adults who did not attend preschool.

The Cypress-Fairbanks ISD pre-kindergarten program is state funded for students whose success might be impeded due to their economic situation; limited English proficiency; being homeless; having a parent who is an active duty member of the military (or injured, MIA or killed while on active duty); or having been in foster care. Through pre-kindergarten experiences, these children are provided with the extra academic support needed to prepare them for kindergarten.

The pre-kindergarten program focuses on oral language development. It also provides children with developmentally appropriate learning activities. A child's half-day schedule includes the following components: language and communication, emergent literacy reading and writing, math, science, social studies, technology, gross motor development, art, music, health and social/emotional development.

Small-group Reading Intervention Program

The Small-group Reading Intervention Program provides intervention for first-grade students who are experiencing reading difficulties. The premise behind this program is that students should be identified and helped before their difficulty in reading increases. Students identified for this program receive intensive reading instruction by a teacher specially trained to diagnose and address students' reading problems. The small group model promotes students' success in learning to read.

Remedial and Compensatory Instruction

The district identifies students needing remedial or compensatory instruction. Special programs assist students in mastering the Texas Essential Knowledge and Skills (TEKS) for courses or subject areas. Programs that provide remedial or compensatory instruction are as follows:

(1) **Tutorial Programs** are offered at the elementary level for English/ language arts, math, and science. These programs are offered during the day with our content specialists or during academic camps or Saturday school.

(2) **Specialized Compensatory Instruction** is offered through regular curriculum. These services are provided for students who have not mastered the essential knowledge and skills of a course or subject area; for students reading below grade level; for elementary students needing to improve their proficiency in reading, language arts, mathematics and science; and for students in grades 9 – 12 needing remedial instruction in English and mathematics or who have failed to master the state's exit-level exam. Ninth-grade students who had academic difficulties in the eighth grade and need additional assistance are taught study skills in the course, Skills for Academic Success.

(3) **Bilingual/English as a Second Language (ESL)** is available for students (Pre-K-12) who speak a language other than English and are limited English proficient. The programs assist students in attaining English proficiency, developing high levels of academic standards that all students are expected to meet.

(4) **Pre-Kindergarten** provides a half-day program for students who will be 4 years of age on or before Sept. 1 of each year, if one or more of the

following criteria are met: (a) the child is unable to speak and comprehend the English language; (b) the child is from a family whose income, according to the standards set by the State Board of Education, is at or below subsistence level; or (c) the child has a parent who is an active member of the military; or (d) the child is homeless.

(5) **Small-group Reading Intervention Program** provides tutorial assistance for first-grade students who are experiencing difficulties learning to read. This program is not offered at all elementary campuses.

(6) **Alternative Education Programs** are designed for students unable to function in the structure of a regular school setting. Placement of a student is determined by a meeting with the parents/guardians and appropriate school representatives to discuss all factors contributing to possible placement and to review the student's records.

(7) **Title I – Regular** is a federally funded program provided to elementary and secondary school campuses with a high percentage of free and reduced lunch participants. Campus planning committees determine how the money will be spent to improve student achievement in reading, mathematics and science.

Windfern High School of Choice

Windfern High School of Choice is the district's "campus of choice" offering 11th- and 12th-grade students a nontraditional environment, one which mirrors that of a community college. Accommodating up to 400 students, the school ensures student success through small class size, high teacher-student interaction and individualized academic support. Students come to Windfern from all 10 of the district's traditional high schools through an application, recommendation and interview process. Students who attend Windfern can be categorized into two groups:

- Credit-deficient students who seek to re-engage their graduation plan (Two-thirds of the school's graduates have had their graduation plans derailed by personal, family or health issues.)
- Credit-accelerated students who seek to expedite their graduation (One-third of Windfern students are early graduates, completing their credits in 3 or 3 1/2 years.)

Flexible scheduling is offered through the use of both one-hour/18-week semester courses and two-hour/nine-week semester courses. Classes are offered throughout the day from 7:30 a.m. to 2:30 p.m., affording students the flexibility to schedule their classes to accommodate their out-of-school responsibilities. In addition to core courses required to graduate, Windfern offers TAKS-tutorial classes, PLATO online courses, credit-by-exam opportunities, and ESL immersion classes for over-aged students.

SAFE SCHOOLS

Project Safety

Project Safety is a districtwide program focused on school safety with an emphasis on bullying and drug prevention. Anti-bullying and anti-drug lessons developed by a districtwide writing team of administrators coupled with vignettes created by the different high school Radio and TV classes are taught in grades K-12 on a monthly basis.

Project Safety also includes displaying posters at each campus that advertise the Project Safety slogan, “Drugs Hurt—Bullying Hurts—So Don’t”, as well as signs that declare properties of Cypress-Fairbanks ISD as “Drug Free, Alcohol Free, Tobacco Free and Bully Free.”

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a proactive systems approach for creating and maintaining safe and effective learning environments in schools. PBIS provides a positive structure focusing on the use of strategies that are respectful toward students. This application of an evidence-based system assists schools in increasing academic performance, increasing safety, decreasing problem behaviors and establishing a positive school culture. Through a collaborative effort, district staff design a framework whereby students are given consistent behavioral expectations in all settings within the school. PBIS uses proactive strategies for defining, teaching and supporting appropriate student behavior to create a positive, safe and effective school environment. Focusing attention on creating and sustaining this type of system helps to improve lifestyle results (health, social, family, work) in students; therefore, providing a foundation for students to develop characteristics that will enable them to live meaningfully and successfully in society and in the workplace.

COMMUNITY OUTREACH

Club Rewind (Before-/After-School Program)

Club Rewind is the district’s before-/after-school care program offered at each elementary campus. The fee-based program, operated by part-time employees, provides morning and/or afternoon care to students. The program’s morning care begins at 6:45 a.m. and includes various Good Morning Games, board games, puzzles, books and other social activities. The students are divided by age/grade at a 1:20 staff-to-student ratio. The after-school program begins immediately after school and operates until 6:30 p.m. The students are divided by age/grade with a 1:16 staff-to-student ratio. The program includes snack time, up to one hour of homework time and various recreational games, leadership, arts/culture, math/science, literacy and healthful living activities. All activities include an educational objective, masked within a hands-on activity or game. Club Rewind strives to create an environment where students can

apply concepts learned in school and practice skills, while having fun at the same time. For more information including enrollment details, please visit www.cfisd.net/campuses/clubrewind, contact the main office at 281-807-8900 or send an email to clubrewind@cfisd.net.

Parent-Teacher Organizations (PTOs)

Parent-Teacher Organizations (PTOs) are in place in most elementary schools in Cypress-Fairbanks ISD. Membership is open to any family or faculty member of the school for a nominal fee. These PTOs support and enhance the academic environment of the school by allowing parents to demonstrate parental support and concern for their children's education. PTO boards include officers who coordinate parental talents and resources through volunteer work within the school. Members of PTOs often serve in an advisory capacity to the building principal when parental input is desired. Another important role of the PTO is to promote school spirit and community involvement. PTOs typically raise funds through projects, which utilize community resources and encourage family involvement. These funds are used to enrich students' educational experiences by providing such extras as cultural arts programs, awards and incentives, parties and special activities, playground equipment, various publications such as yearbooks, student and staff morale boosters, grounds beautification and additional materials for classrooms and libraries.

PTO Presidents Council

The PTO Presidents Council was organized by the school district, under the auspices of the superintendent, to improve communication between the district administration and parents in the district. The Council is composed of PTO presidents from elementary schools. They meet regularly during the school year to enable members to share ideas and concerns and to improve the coordination of their efforts within the community. Decisions and policy changes affecting the school district are introduced and discussed with district administrators. Information is then disseminated to parents by the PTO presidents via their home schools. The Council also serves as an informal advisory group to the administration by representing parental opinions and concerns.

Volunteers In Public Schools (VIPS)

Volunteers participating in Cypress-Fairbanks ISD schools make a significant contribution to the education of children. It is impossible to measure the extent to which these dedicated individuals, who give freely of their time and resources, impact the lives of CFISD students. The school curriculum is enriched with frequent presentations by members of our community who share their expertise, skills and experiences with students on topics currently under investigation in classrooms. Much of

this firsthand information proves invaluable in demonstrating that the skills and concepts students are learning in school have direct applications in the community. Volunteers provide increasingly technical expertise, and the district is fortunate to be able to draw from a diversity of skills and knowledge in its community. Each school year, thousands of volunteers donate hundreds of thousands of hours in service to the school district. Volunteers contribute in areas such as computer and science labs, cultural arts, clerical, career day programs, fund-raisers, mentoring, newsletters, public relations, tutoring and assisting in instructional areas. Any community member wishing to contribute their time and assistance to CFISD schools is welcome to call the Partners in Education office at 281-894-3950.

VIPS Executive Board

The VIPS Executive Board is comprised of volunteers elected to take on specific responsibilities offering support, guidance and training to all volunteers in the district. The VIPS Executive Board meets monthly to evaluate and address the needs of the district and distribute information relating to volunteer and community activities and strengthen parental involvement in education.

Partners in Education (PIE)

Business and community partnerships are cooperative efforts with education to foster an exchange of resources with the goal of enhancing student achievement. Cypress-Fairbanks ISD has long enjoyed the benefits of an active partnership with business and community groups. Within the district, partnerships routinely fall into one of three categories:

- 1) **Release Time:** Employees are provided time from work to assist students and/or teachers on a regular basis. The mentor, tutoring, reading and storytelling programs fall into this category;
- 2) **Career-Related Programs:** Career Days, the Speakers Directory, Junior Achievement, job shadowing and cooperative work programs are just a few of the career-related programs; and
- 3) **Material Resources/Special Projects:** These programs may involve supplying equipment, facilities, supplies, monetary donations, scholarships, awards and transportation for special events.

The support from the community is critical to the success of our students. During each school year, thousands of hours of services and resources are donated by our business and community partners. Any business or community group that shares the belief that our nation's ability to compete in the global economy is linked to our success in educating our citizens, and who wants to express that belief by establishing a partnership with one or more of our schools, is invited to call the Partners in Education office at 281-894-3950.

Mentor Program

The Partners in Education Mentor Program is a cooperative effort on the part of volunteers from businesses, faith-based and/or non-profit organizations, the community and the school district designed to encourage students (elementary through high school) to finish school and focus on future education and career goals. A mentor is a suitable role model committed to helping a student with his or her academic and social development. For more information, call the Partners in Education office at 281-894-3950.

Superintendent's Parent Advisory Committee

To improve lines of communication with the district's parents, each year the superintendent organizes a Superintendent's Parent Advisory Committee. This committee is made up of one representative from each of the district's schools. Meetings are held throughout the school year, allowing the superintendent to get input from district parents and to provide information which can be disseminated to all the schools. This committee also provides input into the district's annual action plan.

Superintendent's Hispanic Parent Advisory Committee

To improve lines of communication with the parents of the district's Hispanic students, the superintendent organizes a Superintendent's Hispanic Parent Advisory Committee. The committee is made up of representatives from each of the district's schools. The committee meets throughout the school year, which allows the superintendent to get input from district parents and to provide information that can be disseminated to all the schools. This committee also provides input into the district's annual action plan

Faith-based Community Leaders

The superintendent meets with faith-based community leaders quarterly to discuss issues that affect families that both the district and these communities of faith serve. As a result, volunteers are recruited for Bus Buddies, a program supporting the youngest elementary students for their first week's ride home from school; Adopt-a-School, service project initiatives; Reach Out to Dropouts, a door-knocking effort to motivate students to go back to school; and communication efforts in response to legislative issues.

PORTRAITS OF...

A CYPRESS-FAIRBANKS ISD GRADUATE

Cypress-Fairbanks ISD is committed to providing the environment and learning opportunities for all students so that, as graduates, they will possess the characteristics that will enable them to live meaningfully and successfully in society and in the workplace. The CFISD graduate will be an effective communicator, a competent problem-solver, a self-directed learner, a responsible citizen and a quality producer.

A CYPRESS-FAIRBANKS ISD TEACHER

Classroom teachers ultimately create the environment and learning opportunities necessary to help each student take on the qualities and behaviors described in the *Portrait of a Cypress-Fairbanks ISD Graduate*. As students are developing concepts of themselves as learners, citizens and workers in the CFISD community, teachers can have a powerful influence. The *Portrait of a Cypress-Fairbanks ISD Teacher* states that a CFISD teacher is an instructional strategist, a creator of a student-centered environment, a positive role model, a lifelong learner and a team player.

A CYPRESS-FAIRBANKS ISD ADMINISTRATOR

The Cypress-Fairbanks ISD administrator is the instructional leader and the key to supporting the environment and learning opportunities for students and teachers as they work to acquire the characteristics described in the *Portrait of Cypress-Fairbanks ISD Graduate* and *Portrait of a Cypress-Fairbanks ISD Teacher*. The CFISD administrator is a creative visionary, an effective communicator, a dedicated professional, a lifelong learner and an inspiring catalyst.

A CYPRESS-FAIRBANKS ISD BOARD MEMBER

The Cypress-Fairbanks ISD Board member provides direction and promotes student success by supporting and celebrating the characteristics cited in the portraits of the administrator, the teacher and the graduate. The CFISD Board member is a logical visionary, a reflective investigator, a thoughtful decision maker, a dedicated team player and a knowledgeable advocate.

Policy Online

The Texas Association of School Boards (TASB) "Policy Online" service provides patrons with easy access to all Cypress-Fairbanks ISD local and legal policies. During monthly meetings, the Board of Trustees regularly reviews and adopts new versions of local policies. The "Policy Online" service has a one- to two-week time delay between adoption of local policies and placement of a new policy online.

Policies can be viewed with any Internet browser by utilizing links from the CFISD home page at www.cfisd.net or by entering the following URL address:

<http://www.tasb.org/policy/pol/private/101907>

The Cypress-Fairbanks ISD Board of Trustees maintains its official records of local and legal policies in hard copy form in the office of the superintendent. The officially maintained version shall govern in the event of a discrepancy. For answers to questions regarding policies, please call 281-517-6332.

Grades Online

Parents of CFISD students in grades 3-12 have access to their students' grades online through a program called Home Access Center, which is easily accessible by going to any campus website.

Parent Portal: my.cfisd.net

The parent portal (my.cfisd.net) offers parents/guardians access to numerous district web-based services consolidated into one place. The site provides access to information that allows parents to stay informed with up-to-date student, campus and district information.

CAMPUS LISTINGS

Cypress-Fairbanks ISD School Directory

HIGH SCHOOLS

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Cy-Fair	Mike Smith	22602 Hempstead Highway	281-897-4600
2. Cypress Creek	Jim Wells	9815 Grant Road	281-897-4200
3. Cypress Falls	Becky Denton	9811 Huffmeister Road	281-856-1000
4. Cypress Lakes	Sarah Harty	5750 Greenhouse Road	281-856-3800
5. Cypress Ranch	Darlene Medford	10700 Fry Road	281-373-2300
6. Cypress Ridge	Claudio Garcia	7900 N. Eldridge Parkway	281-807-8000
7. Cypress Springs	Barbara Weiman	7909 Fry Road	281-345-3000
8. Cypress Woods	Sue McGown	13550 Woods Spillane Blvd.	281-213-1800
9. Jersey Village	Ralph Funk	7600 Solomon St.	713-896-3400
10. Langham Creek	Dr. Cheryl Johns	17610 FM 529	281-463-5400
11. Windfern	Martha Strother	12630 Windfern Road	281-807-8684

MIDDLE SCHOOLS

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Aragon	Maria Mamaux	16823 West Road	281-856-5100
2. Arnold	Vicki Snokhous	11111 Telge Road	281-897-4700
3. Bleyl	Stacia Carew	10800 Mills Road	281-897-4340
4. Campbell	Dr. Cheryl T. Henry	11415 Bobcat Road	281-897-4300
5. Cook	Sherma Duck	9111 Wheatland Drive	281-897-4400
6. Dean	Chris Hecker	14104 Reo St.	713-460-6153
7. Goodson	Phyllis Hamilton	17333 Huffmeister Road	281-373-2350
8. Hamilton	Ify Ogwumike	12330 Kluge Road	281-320-7000
9. Hopper	Dr. Robert Borneman	7811 Fry Road	281-463-5353
10. Kahla	Marvin Webster	16212 West Little York Road	281-345-3260

11. Labay	Patty Mooney	15435 Willow River Drive	281-463-5800
12. Salyards	Jill Smith	21757 Fairfield Place Drive	281-373-2400
13. Smith	Susan Higgins	10300 Warner Smith Blvd.	281-213-1010
14. Spillane	Gary Kinninger	13403 Woods Spillane Blvd.	281-213-1645
15. Thornton	Laura Perry	19802 Kieth Harrow Blvd.	281-856-1500
16. Truitt	Robert Hull	6600 Addicks Satsuma Road	281-856-1100
17. Watkins	Dr. José Martinez	4800 Cairnvillage St.	281-463-5850

SPECIAL PROGRAM FACILITIES

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Adaptive Behavior Center	Maybelline Carpenter	12508 Windfern Road	281-897-4174
2. Alternative Learning Center-East	Laurie Snyder	12508 Windfern Road	281-897-4171
3. Alternative Learning Center-West	Wendi Witthaus	19350 Rebel Yell Drive	281-855-4310
4. Dorothy Carlton Center	Rhonda Turns	13550 Woods Spillane Blvd.	281-213-1950

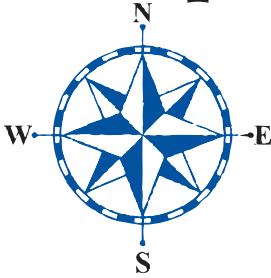
ELEMENTARY SCHOOLS

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
1. Adam	Beth May	11303 Honeygrove Lane	281-897-4485
2. Andre'	Marilyn Fredell	8111 Fry Road	281-463-5500
3. Ault	Janet Bakondy	21010 Maple Village Drive	281-373-2800
4. Bane	Virginia Marez	5805 Kaiser St.	713-460-6140
5. Bang	Erwann Wilson	8900 Rio Grande Drive	281-897-4760
6. Birkes	Dr. Carla Brosnahan	8500 Queenston Blvd.	281-345-3300
7. Black	Melissa LeDoux	14155 Grant Road	281-320-7145
8. Copeland	Michelle Rice	18018 Forest Heights Drive	281-856-1400
9. Danish	Kelly Dalton	11850 Fallbrook Drive	281-955-4981
10. Duryea	Deborah Harbin	20150 Arbor Creek Drive	281-856-5174

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
11. Emery	Anne Wilcox	19636 Plantation Myrtles Drive	281-855-9080
12. Emmott	Jessica Hernandez	11750 Steepleway Blvd.	281-897-4500
13. Farney	Patricia Reilly	14425 Barker Cypress Road	281-373-2850
14. Fiest	Crystal Romero-Mueller	8425 Pine Falls Drive	281-463-5838
15. Francone	Yvette Garcia	11250 Perry Road	281-897-4512
16. Frazier	Jeff LaCoke	8300 Little River Road	713-896-3475
17. Gleason	Melody Goffney	9203 Willowbridge Park Blvd.	281-517-6800
18. Hairgrove	Darynda Klein	7120 N. Eldridge Parkway	713-896-5015
19. Hamilton	Dr. Catherine Bartlett	12050 Old Kluge Road	281-370-0990
20. Hancock	Louanne Shaffer	13801 Schroeder Road	281-897-4523
21. Hemmenway	Dr. Jae Simpson-Butler	20400 West Little York Road	281-856-9870
22. Holbrook	Howard Diacon	6402 Langfield Road	713-460-6165
23. Holmsley	Ana Diaz	7315 Hudson Oaks Drive	281-463-5885
24. Horne	Janna Barnhart	14950 West Little York Road	281-463-5954
25. Jowell	Dr. Julie Manuel	6355 Greenhouse Road	281-463-5966
26. Keith	Cheryl Fisher	20550 Fairfield Green	281-213-1744
27. Kirk	Doug Ogilvie	12421 Tanner Road	713-849-8250
28. Lamkin	Gale Parker	11521 Telge Road	281-897-4775
29. Lee	Tonya Goree	12900 West Little York Road	713-849-8281
30. Lieder	Dr. Karen Stockton	17003 Kieth Harrow Blvd.	281-463-5928
31. Lowery	Brenda Trial	15950 Ridge Park Drive	281-463-5900
32. Matzke	Becky Koop	13102 Jones Road	281-897-4450
33. McFee	Donna Harden	19315 Plantation Cove Lane	281-463-5380
34. Metcalf	John Steward	6100 Queenston Blvd.	281-856-1152
35. Millsap	Jodi Matteson	12424 Huffmeister Road	281-897-4470
36. Moore	Jana Needham	13734 Lakewood Forest Drive	281-370-4040

SCHOOL	PRINCIPAL	SCHOOL ADDRESS	PHONE
37. Owens	Laura Barrett	7939 Jackrabbit Road	281-463-5915
38. Post	Missy Kilday	7600 Equador St.	713-896-3488
39. Postma	Kim Freed	18425 West Road	281-345-3660
40. Reed	Kandy Bond	8700 Tami Renee Lane	713-896-5035
41. Rennell	Leslie Thomas	19500 Tuckerton Blvd.	281-213-1550
42. M. Robinson	Kathy Dickson	4321 Westfield Village Drive	281-855-1240
43. A. Robison	Kelly Gerletti	17100 Robison Woods Road	281-213-1700
44. Sampson	Heather Motzny	16002 Coles Crossing Drive	281-213-1600
45. Sheridan	Gina Guidry	19790 Kieth Harrow Blvd.	281-856-1420
46. Swenke	Elizabeth Miller	22400 Fairfield Place Drive	281-213-1200
47. Tipps	Pam Redd	5611 Queenston Blvd.	281-345-3350
48. Walker	Melissa Ehrhardt	6424 Settlers Village Drive	281-345-3200
49. Warner	Michael Maness	10400 Warner Smith Blvd.	281-213-1650
50. Willbern	Dr. Carrie Marz	10811 Goodspring Drive	281-897-3820
51. Wilson	Pamela Link	18015 Kieth Harrow Blvd.	281-463-5941
52. Yeager	Susan Brenz	13615 Champion Forest Drive	281-440-4914

District Map



Cypress-Fairbanks ISD
 10300 Jones Road
 Houston, TX 77065
 281-897-4000

LEGEND

- Elementary Schools
- Middle Schools
- ▲ Senior High Schools
- ★ District Facilities
- Special Program Facilities
- District Boundary

