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ABSTRACT

This paper describes magnet school programs offering a special or enhanced curricula to attract an ethnically diverse population at all grade levels in the Houston (Texas) Independent School District (HISD). Researchers collected data through interviews, site visits, brochures, campus programs summaries, and an analysis of the Student Master File. Evaluation of the data found that 89 educational programs located on 81 campuses have been established and operated during the 1990-91 school year. Organizationally, the following four basic types of programs exist: (1) School-within-a-School; (2) Add-On Programs; (3) Separate and Unique Schools; and (4) Cluster Centers. These programs serve students in pre-kindergarten through grade 12, and feature enrichment instruction in the areas of fine arts (in 12 elementary schools and 5 middle schools); mathematics, science, and computers (in 12 elementary schools and 4 middle schools); extended instructional day; and gifted and talented (in 10 elementary schools and 6 middle schools). Two programs offer Montessori instructional methods, and 11 elementary schools offer Extended Instructional Day Programs. At the high school level there are 16 specialty programs. Data indicate that 31,653 students were enrolled in elementary and secondary Magnet programs; 67 percent were minority students (Black and Hispanic American) and 33 percent were from other ethnic groups. Study data are presented in six tables. Two appendices provide various policy statements and guidelines. (JB)

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# HISD Magnet School Program Description 1990-91

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## EXECUTIVE SUMMARY

# HISD MAGNET SCHOOL PROGRAM DESCRIPTION 1990-91

### OVERVIEW

Magnet schools offer a special or enhanced curriculum to attract an ethnically diverse population of students district-wide. A total of 89 educational programs, located on 81 campuses, have been established and operated during the 1990-91 school year. These programs serve students of all grade levels, pre-kindergarten through twelfth grade, and feature enrichment instruction in areas from fine arts to math, science, and computers, to extended instructional day, and to gifted and talented.

### METHODOLOGY

General information, goals, and objectives of Magnet programs were obtained from interviews of and written materials provided by the Director of Enrichment Programs and Magnet Specialists. To describe the individual campus level Magnet programs as they were being operated during the 1990-91 school year, programs were grouped based on general enrichment areas. Personal interviews of Magnet coordinators and site visits were conducted. Brochures and campus program summaries were also provided by the Bureau of Enrichment. Generally, groups of three to seven Magnet coordinators met to discuss differences and similarities among their programs and between non-Magnet programs. Of particular interest were the academic characteristics of the programs. For the specialty high school program descriptions, each coordinator was interviewed individually. These interviews took place between November 1990 and April 1991. Draft copies of the descriptions were distributed to each coordinator for verification of the information. Information concerning the student enrollment and ethnicity for each of the Magnet schools and programs was obtained from the HISD Student Master File.

### EVALUATION QUESTIONS AND FINDINGS

*Research Question 1:* What are the characteristics of the HISD Magnet School Program?

Organizationally, there are four basic types of Magnet programs in HISD: School-Within-A-School programs, Add-On Programs, Separate and Unique Schools, and Cluster Centers. A School-Within-A-School (SWAS) program is one in which a subset of the student population attending a school is served by the Magnet program at that campus. All students in these programs, including those who are zoned to the host school, must apply for admission to the program through the Magnet application process. An Add-On Program (AOP) is one in which the Magnet specialty is added to the regular school curriculum; the programs at these schools serve all zoned and transfer students at that school. A Separate and Unique School (SUS) provides a unique curriculum and single educational focus for all students in the school. All students attending an SUS are transfer students; there is no zoned school population. Cluster Centers are one to five day programs in which students representing the different ethnicities in the district from two or three different schools attend classes together.

Each Magnet program has a Magnet coordinator and clerk who are responsible for recruitment, admissions, student transfers, documentation of objectives, and other administrative duties. For all Magnet programs, there are six goal areas with corresponding objectives that each Magnet school or program must meet. These goals are in the areas of enrollment and ethnicity, parental involvement, recruitment and awareness, instructional support, multicultural awareness, and a program specialty area.

All students applying for admission to a Magnet program must meet the general enrollment criteria. Some programs have additional academic requirements for admission. The common enrollment criteria for each Magnet program require a student to:

- 1) have an interest in the program,
- 2) complete an application, and
- 3) have an acceptable attendance and conduct record.

An Entrance Agreement which defines expectations of the program must be signed by the parent, student, coordinator, and principal. Further, students are enrolled only on the availability of tri-ethnic space which means that each program purposes to maintain an ethnic balance of minority and other<sup>1</sup> students.

The 1990–91 funds from the General Appropriations Budget for Magnet programs excluding salaries totalled \$2,241,953.

**Research Question 2:** What are the descriptions of the Magnet programs; what characteristics distinguish Magnet programs from non-Magnet programs and from each other?

There are twelve elementary schools and five middle schools that specialize in fine arts enrichment. Eleven of the twelve elementary programs have no additional requirements concerning a student's academic performance besides the general requirements for enrollment in Magnet programs. The enrollment criteria for the middle school programs require that a student have a 75% average or higher on the current report card. At the middle school level, auditions are also required.

There are twelve elementary schools and four middle schools that specialize in science, math, and/or computer enrichment. Nine of the programs require that, in addition to the general Magnet enrollment requirements, a student must have grade level academic performance. The other three programs have no requirements concerning a student's academic performance. The enrollment criteria for the middle school programs require that a student must have above average academic performance and grade level performance in science and math on standardized achievement tests. A student interview or student written letter is also part of the enrollment criteria for these programs.

There are ten elementary level and six middle school level Vanguard SWAS programs. Vanguard programs are designed for the gifted and talented student. In addition to the general enrollment requirements, a profile is developed for each applicant using standardized achievement and ability test scores, scores of tests designed to measure intellectual, creative, and leadership potential, report card grades, and parent and/or teacher observations.

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<sup>1</sup> Minority refers to Black and Hispanic students. Other refers to students who are White, Asian, American Indian, or of any other non-Black, non-Hispanic origin.

There are six elementary level and two middle school programs that have curricular focuses substantially different from the previously described groups. Among these are two programs that feature Montessori instructional methods, one that features international cultures and communications, and one that features a self-paced continuous progress curriculum.

Extended Instructional Day Programs are offered at eleven elementary schools. A common goal of these programs is to provide an enriched educational experience for students after school. To accomplish this, students choose from various courses: foreign language, drama, art, basic skills, science, math, sports, dance, gymnastics, music, tutoring, computer skills and technology, creative speaking and writing, and literature. Students are admitted to Extended Instructional Day programs according to the common enrollment criteria for all Magnet programs.

Cluster Centers are Magnet programs that serve students from all over the district. Generally, groups of students are invited from two or three different elementary schools such that when combined into one group, the group is ethnically balanced according to the Magnet guidelines. These groups of students participate in the activities at the Cluster Center sites from one to five days depending on the program. Cluster Centers focus on careers, international trade, international cultures, literature, and outdoor and wildlife education.

There are sixteen specialty high schools or high school programs, each with its unique curriculum. The SWAS programs include programs that specialize in the teaching professions, foreign language, hotel, restaurant, and travel careers, engineering professions, gifted and talented, business administration, science, computer technology, aviation science, and communications. There are five SUS campuses that specialize in health professions, law enforcement and criminal justice, performing and visual arts, vocational education, and a continuous progress curriculum. There is a single high school AOP that features a computer-assisted instruction program.

**Research Question 3:** What were the number and characteristics of the students that were served by each of the Magnet programs during the 1990–91 school year?

In Spring 1991, 31,653 students were enrolled in elementary and secondary Magnet programs. The ethnicity of these students was 67% minority and 33% other. A total of 28,293 elementary students participated in Cluster Center programs during the 1990–91 school year.<sup>2</sup> The ethnicity of the participants was 67% minority and 33% other.

At the elementary level, 12,027 students were enrolled in AOPs, and 6,498 students were enrolled in SWAS programs. The ethnicity of the students was 69% minority, 31% other and 62% minority, 38% other for the AOPs and SWAS programs, respectively.

At the middle school level, there were 1,396 students enrolled in AOPs and 5,143 students enrolled in SWAS programs. The ethnicity of the students was 64% minority, 36% other and 65% minority, 35% other for AOPs and SWAS programs, respectively. A total of 1,709 students were enrolled in high school AOPs, 3,055 students were enrolled in high school SWAS programs, and 3,652 students were enrolled at middle and high school SUS campuses. The ethnicity of the students was 88% minority, 12% other; 67% minority, 33% other; and 78% minority, 22% other for the AOPs, SWAS programs, and SUS campuses, respectively.

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<sup>2</sup> This figure does not include the student participation in the Cluster Center program at Port Houston Elementary School.

# HISD MAGNET SCHOOL PROGRAM DESCRIPTION 1990-91

DEPARTMENT OF RESEARCH AND EVALUATION  
HOUSTON INDEPENDENT SCHOOL DISTRICT

## Abstract

*Magnet schools offer a special or enhanced curriculum to attract an ethnically diverse population of students district-wide. A total of 89 educational programs, located on 81 campuses, have been established and operated during the 1990-91 school year. These programs serve students of all grade levels, pre-kindergarten through twelfth grade, and feature enrichment instruction in areas from fine arts to math, science, and computers, to extended instructional day, and to gifted and talented.*

## Introduction

### *History of Desegregation in Houston*<sup>1</sup>

Prior to the U.S. Supreme Court decisions in *Brown vs. The Board of Education*, HISD existed as a dual school system, that is, there were specific schools reserved for Black and White students. Following the *Brown I* and *II* rulings, HISD went through a series of desegregation activities similar to those of most other southern school systems. The most recent of these activities has been an extensive Magnet School Plan.

HISD began school desegregation in the Fall of 1960 when it implemented a grade per year transfer plan. Subsequently, the district has been engaged in other methods to achieve integration, e.g., freedom of choice (1967) and school pairing (1971). None of these methods achieved the desired results.

The HISD Magnet School Program, Phase I, was formally implemented with the beginning of the 1975-76 school year in compliance with the Amended Decree of September 18, 1970, by the U.S. District Court for the Southern District of Texas, Houston Division. This amended action, designated Civil Action No. 10444, dated July 11, 1975, provided for the depairing of twenty-two

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<sup>1</sup> The information presented in this section was summarized from the Magnet Schools Fourteenth Annual Final Report, 1988-89.

elementary schools, the restoration of the paired schools' original equidistant zone lines, and the implementation of the Magnet School Plan.

### *Development of Houston's Magnet School Program*<sup>2</sup>

The Magnet School Program in Houston began with an action by the Board of Trustees of HISD which established a Task Force on Quality Integrated Education. This task force, established in December 1974, was directed to seek out and recommend alternatives to forced school pairing as a desegregation method for HISD. They visited several cities with successful desegregation plans in operation. A few of these cities had implemented the use of Magnet schools; it was the Magnet schools in those cities that the task force felt were the most successful for integrating students of different ethnic groups.

In February 1975, the task force presented to the Board its primary recommendation that HISD establish a network of alternative programs or "centers of excellence." These programs, by providing high quality instruction in special areas and the basic skills, would attract students from all ethnic groups and areas of the district, thereby creating quality education in integrated settings.

An administrative support team was then established to assist the task force in putting its recommendations into action. This support team, headed by an assistant superintendent and consisting of principals, counselors, and instructional specialists from throughout the district, was charged with the responsibility of designing programs that would qualify as "centers of excellence" and be economically feasible as well. The support team was to draw up initial program specifications, objectives, action steps, and budgets and to establish procedures whereby personnel could be appointed to these programs and students could be recruited.

The administrative support team presented to the Board its initial program designs and installation budgets for approximately 40 Magnet programs. From these, on the administration's recommendation, 32 programs were to be implemented during the 1975-76 school year, with the remaining programs to begin the next year. The Board of Trustees then instructed its legal representatives to present this new plan to the Federal District Court as an alternative to the school pairing plan.

The Federal District Court heard the district's presentation on June 2, 1975. On July 12, 1975, the Federal District Court approved substitution of the recommended Magnet School Program for the district's school pairing plan. This adoption date gave the district five weeks to dismantle a pairing plan involving 22 schools, assign and/or hire 32 Magnet school staffs at 29 different campuses, market the programs, and enroll students in the programs.

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<sup>2</sup> The information presented in this section was summarized from the Magnet Schools Fourteenth Annual Final Report, 1988-89.

The Magnet School Plan as presented to the court and subsequently approved in July 1975, included the following four objectives:

1. Reduce the number of schools which were 90% or more White or combined Black and Hispanic.
2. Reduce the number of students attending schools which were 90% or more White or combined Black and Hispanic.
3. Provide free transportation upon request to all students attending Magnet Schools outside their regular school attendance zone.
4. Report student enrollment and teacher assignment by ethnic group in each Magnet School biannually.

Six people (three field information coordinators, two Magnet school program administrators, and an assistant superintendent) directed the implementation of the Magnet School Program. This included establishing new transportation routes to accommodate Magnet school transfer students.

In 1979, HISD petitioned the court to be declared unitary, that is, that no vestiges of a dual system remained. On September 28, 1979, the court directed the Texas Education Agency (TEA):

to make a study identifying and evaluating the educational challenges faced by HISD and other urban school districts... (and)... to develop a plan to meet these challenges which will provide for the voluntary cooperation and sharing of educational opportunities, with the goal of educational enrichment for both urban and suburban students.

The court directed the TEA to file a report by April 1, 1980, and directed HISD to "provide the TEA with appropriate data and otherwise assist the TEA with the development of the study." On April 1, 1980, the TEA submitted a response, the Voluntary Interdistrict Education Plan (VIEP). On July 17, 1980, the court received the "1980-81 Implementation Activities of the Plan Submitted by the Texas Education Agency." The HISD participates in the VIEP as the receiving district by enrolling students from surrounding districts in the Magnet schools.

A second Magnet School Task Force composed of community and HISD personnel began meeting in the Fall of 1980 to determine needs for expansion or redirection of the Magnet Program in order to maximize integration efforts and better accommodate the VIEP. On June 17, 1981, Judge Robert O'Connor declared HISD unitary and retained jurisdiction of the case on the inactive docket for three years. On March 1, 1982, the National Association for the Advancement of Colored People (NAACP) filed a request for oral argument in the process of appeals. The Fifth Circuit Court of Appeals affirmed Judge O'Connor's ruling on February 16, 1983.

At the end of the three year period in the summer of 1984, a public hearing was held. A settlement agreement to remain in effect for a term of five years, was signed on September 10, 1984, by the parties of the lawsuit. On November 26, 1984, Judge John V. Singleton approved an Order of Dismissal of the lawsuit and an Order Approving the Settlement Agreement.

The last evaluation of Magnet Schools, the Fourteenth Annual Final Report, released July 1989, presented information regarding the achievement of the four objectives established by the Court Order which approved the implementation of Magnet schools in July 1975. It also provided information required by the Settlement Agreement which ended the district's twenty-eight year old desegregation lawsuit. The Settlement Agreement required the following to be reported for each Magnet program and location: per pupil expenditure, race or ethnicity, achievement scores, average class size, student/teacher ratio, teacher experience, and waiting lists.

This evaluation is the first study conducted since HISD has not been under any court order concerning its integration efforts. All previous evaluations have responded to objectives and inquiries designated by the courts as described above. Providing quality ethnically integrated education is still the primary objective of Magnet schools. The number of Magnet programs that are being offered to HISD and area students has grown from 32 in 1975 to 89 in 1990. Programs have been added each year and existing programs have been modified to meet the needs of changing student populations. This evaluation was primarily conducted to describe the general characteristics of the HISD Magnet Program and to describe the individual programs as they are currently being implemented at the campuses. Enrollment and ethnicity of the individual programs are also reported.

#### **The following research questions were addressed:**

1. What are the characteristics of the HISD Magnet School Program? (See page 6 for results.)
2. What are the descriptions of the Magnet programs; what characteristics distinguish Magnet programs from non-Magnet programs and from each other? (See page 15 for results.)
3. What were the number and characteristics of the students who were served by each of the Magnet programs during the 1990-91 school year? (See page 40 for results.)

#### **Methodology**

General information, goals, and objectives of Magnet programs were obtained from interviews of and written materials provided by the Director of Enrichment Programs and Magnet Specialists. To describe the individual campus level Magnet programs as they were being operated during the 1990-91 school year, programs were grouped based on general enrichment areas. Personal interviews of Magnet coordinators and site visits were conducted. Brochures and campus program summaries were also provided by the Bureau of Enrichment. Generally, groups of three to seven Magnet coordinators met to discuss differences and similarities among their programs and between non-Magnet programs. Of particular interest were the academic characteristics of the programs. All coordinators were asked to attend these meetings.<sup>3</sup> Of the 72 coordinators asked to attend the

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<sup>3</sup> Descriptive information for the middle school Vanguard programs was obtained from the Director of Gifted and Talented. Information concerning Camp Cullen and Camp Olympia was obtained through the Director of Outdoor Education. The program at Red Elementary School was without a coordinator at the scheduled interview time; the coordinator was later interviewed by telephone. The coordinator at Revere Middle School was on a field trip at the time of the scheduled interview; this coordinator was subsequently interviewed during a site visit.

interview sessions, 93% attended. For the specialty high school program descriptions, each coordinator was interviewed individually. These interviews took place between November 1990 and April 1991. Draft copies of the descriptions were distributed to each coordinator for verification of the information. Information concerning the student enrollment and ethnicity for each of the Magnet schools and programs was obtained from the HISD Student Master File.

## Results

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### Question 1 What are the characteristics of the HISD Magnet School Program?

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#### Method

General information, goals, and objectives of Magnet programs were obtained from interviews of and written materials provided by the Director of Enrichment Programs and Magnet Specialists.

#### Findings

##### *Program Types*

Organizationally, there are four basic types of Magnet programs in HISD: School-Within-A-School programs, Add-On Programs, Separate and Unique Schools, and Cluster Centers. A School-Within-A-School (SWAS) program is one in which a subset of the student population attending a school is served by the Magnet program at that campus. All students in these programs, including those who are zoned to the host school, must apply for admission to the program through the Magnet application process. An Add-On Program (AOP) is one in which the Magnet specialty is added to the regular school curriculum; the programs at these schools serve all zoned and transfer students at that school. There are some schools that feature an Add-On Program and also have a School-Within-A-School program. A Separate and Unique School (SUS) provides a unique curriculum and single educational focus for all students in the school. All students in a Separate and Unique school are transfer students; there is no zoned school population. Cluster Centers are one to five day programs in which students from racially isolated schools attend classes together with students representing the different ethnicities in the district. Each Magnet program has a Magnet coordinator and clerk who are responsible for recruitment, admissions, student transfers, documentation of objectives, and other administrative duties.

##### *General Enrollment Criteria for Magnet Schools and Programs*

All students applying for admission to a Magnet program must meet the general enrollment criteria. Some programs have additional academic requirements for admission. These requirements are listed with the summary of the individual programs below. The common enrollment criteria for each Magnet program require a student to:

- 1) have an interest in the program,
- 2) complete an application, and
- 3) have an acceptable attendance and conduct record.

An Entrance Agreement which defines expectations of the program must be signed by the parent, student, coordinator, and principal. Further, students are enrolled only on the availability of tri-ethnic space which means that each program purposes to maintain an ethnic balance of minority and other<sup>4</sup> students.

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<sup>4</sup> Minority refers to Black and Hispanic students. Other refers to students who are White, Asian, American-Indian, or of any other non-Black, non-Hispanic origin.

Ethnicity guidelines differ depending on the location of the program. In-Town Consortium programs are those that are located within the boundaries of Loop 610 on the west and south, Highway 288 on the east, and Buffalo Bayou on the north. All other programs are designated as Satellite programs. Satellite programs must maintain an enrollment consisting of 65% minority students and 35% other students. In-Town Consortium programs must maintain a 60% minority, 40% other ethnic balance. Within the minority ratio for all Magnet programs, neither minority group is to exceed the districtwide percentage of representation for that race or ethnicity as calculated in the previous year's official enrollment.

In School-Within-A-School (SWAS) programs, enrollment must strictly follow these guidelines. In these programs, each student, including those who are zoned to the school where the program is located, is admitted to the program through the Magnet application process. After July 1 of each year, coordinators may accept students regardless of ethnicity. Ten percent of the vacancies, however, must be reserved for students of the ethnicity that has not reached its goal. In the case of Add-On Programs (AOP), in which an entire school (along with its entire local student population) has been designated as a Magnet school, students meeting the general criteria may transfer into the school if their enrollment will bring the total school enrollment closer to the desired ethnic balance. Appendix 1 is a more detailed description of student transfer policies concerning Magnet programs.<sup>5</sup>

### ***Goals and Objectives***

For all Magnet programs, there are six goal areas with corresponding objectives that each Magnet school or program must meet. The goal areas are as follows.

#### **Goal Area 1: Enrollment and Ethnicity**

Objective: By October 15, 1990,<sup>6</sup> the official enrollment goal will be met. By October 15, 1990, the district's ethnic goals will be met within a 10% variance.

To meet this objective, Magnet coordinators maintain ongoing Magnet enrollment records by ethnicity and grade levels. After July 1 of each year, coordinators of SWAS programs or SUS programs may accept students into vacancies regardless of ethnicity. However, 10% of the vacancies must be reserved for students of the ethnicity that has not reached its goal. For AOPs, the objective is considered met if the ethnicity balance of the program is either maintained or improved compared to the previous year.

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<sup>5</sup> Students from outside HISD may transfer to Magnet programs through the Volunteer Interdistrict Education Plan (VIEP) described in Appendix 1.

<sup>6</sup> The October 15 date applied to SWAS programs; for Add-On Programs and Separate and Unique Schools, the date was May 15, 1991.

## **Goal Area 2: Parental Involvement**

**Objective:** During the 1990–91 school year, parents will be involved in at least three activities coordinated by the Magnet coordinator.

To meet this objective, Magnet coordinators plan activities such as parent visitations and encourage parents to assist during field trips and other activities sponsored by the school. Some coordinators distribute monthly newsletters to parents. Coordinators must maintain records of the activities, the date, and the number of parents attending.

## **Goal Area 3: Recruitment and Awareness**

**Objective:** During the 1990–91 school year, the Campus Magnet program personnel will design and implement specific activities to recruit students and to increase public awareness of the HISD Magnet Program.

Magnet coordinators plan and maintain documentation for at least four activities throughout the academic school year for this purpose. These activities are in addition to the district-wide Magnet Awareness Week activities and open-house at every Magnet campus which occur during the week following Thanksgiving. Coordinators may arrange for newspaper, radio, or television coverage of the program at their campus; they also arrange for distribution of brochures to students across the district.

## **Goal Area 4: Instructional Support**

**Objective:** During the 1990–91 school year, the Magnet coordinator will provide instructional support that enhances the quality of the Magnet program.

Magnet coordinators plan and maintain documentation for at least four of these activities per year; examples of these types of activities are researching, preparing and reviewing instructional materials, as well as planning field trips and presenting in-service trainings.

## **Goal Area 5: Multicultural Awareness**

**Objective:** During the 1990–91 school year, 100% of Magnet students will participate in at least two multicultural awareness activities to include Character Education.

Magnet coordinators plan and maintain documentation of these activities; examples of these types of activities are Cinco de Mayo activities, Black history parades, and international festivals.

## **Goal Area 6: Program Specialty**

The objectives and action steps to meet the requirements of the Program Specialty goal are written by the Magnet coordinators at each individual campus. These objectives and action steps are submitted for approval to the Bureau of Enrichment. In the case of the Magnet high schools and high school programs, the coordinators must design, develop, and implement a course sequence, grades 9–12, that includes a specialty course at each grade level.

**Programs by Enrichment Area**

The Magnet program offerings are diverse. The following tables organize the programs into groups having similar enrichment areas. Specialty high schools and high school programs are listed at the end. The tables distinguish the schools or programs as Add-On Programs (AOP), School-Within-A-School (SWAS) programs, Separate and Unique Schools (SUS), or Cluster Centers. The goal numbers indicate the enrollment and participant goals for the SWAS programs, SUS campuses, and Cluster Centers. For schools with Add-On Programs, the programs serve all students at the school. The number of students admitted to each school is limited only by the instructional capacity of the school. The goal numbers shown for Add-On Programs reflect the number of students enrolled at the school the previous year according to the 1989 TEA Fall Survey.

**FINE ARTS**

**Elementary**

School	Type	Goal	School	Type	Goal
Bell	AOP	598	Parker	SWAS	350
Bruce	AOP	464	MacGregor * †	AOP	500
Burrus	SWAS	225	Poe *	AOP	782
Garden Villas	AOP	799	Roberts * †	AOP	496
Longfellow *	AOP	577	Rogers, W * †	AOP	557
Lovett †	AOP	555	Scroggins	SWAS	175

**Middle school**

School	Type	Goal
Fleming	SWAS	325
Gregory-Lincoln *	SWAS	250
Johnston	SWAS	600
Pershing *	SWAS	425
Welch	SWAS	300

Schools designated by a (\*) indicate In-Town Consortium schools. Schools designated by a (†) indicate that more than one Magnet program is operated on this campus.

## MATH/SCIENCE

### Elementary

School	Type	Goal	School	Type	Goal
Berry	AOP	993	MacGregor * †	AOP	500
Cornelius	SWAS	270	Pugh	AOP	838
Elrod	AOP	987	Red	SWAS	100
Lantrip	SWAS	136	Ross	SWAS	136
Law	AOP	497	Wainwright	SWAS	175
Lockhart †	AOP	620	West University	AOP	1176

### Middle school

School	Type	Goal
Clifton †	SWAS	500
Fondren	SWAS	450
Hartman	SWAS	300
Revere	SWAS	250

## VANGUARD

### Elementary

School	Type	Goal	School	Type	Goal
Askew	SWAS	260	River Oaks *	SWAS	507
De Zavala	SWAS	162	Rogers, T. H.	SWAS	182
Herod	SWAS	264	Roosevelt	SWAS	144
Oak Forest	SWAS	224	Travis	SWAS	135
Pleasantville	SWAS	250	Windsor Village	SWAS	272

### Middle school

School	Type	Goal
Burbank	SWAS	275
Hamilton	SWAS	275
Holland	SWAS	225
Lanier	SWAS	725
Rogers, T.H.	SWAS	286
Ryan	SWAS	275

Schools designated by a (\*) indicate In-Town Consortium schools. Schools designated by a (†) indicate that more than one Magnet program is operated on this campus.

## MONTESSORI

### Elementary

School	Type	Goal	School	Type	Goal
Dodson	SWAS	242	Whidby	SWAS	132

## EXTENDED DAY

### Elementary

School	Type	Goal	School	Type	Goal
Burbank	SWAS	180	MacGregor * †	SWAS	100
Durham	SWAS	200	Roberts * †	SWAS	150
Jones, A.	SWAS	120	Rogers, W. * †	SWAS	275
Jones, J. W. *	SWAS	175	Twain * †	SWAS	175
Lockhart †	SWAS	125	Wilson *	SWAS	175
Lovett †	SWAS	250			

## MISCELLANEOUS

### Elementary

School	Type	Goal	School	Type	Goal
Codwell	AOP	607	Kolter	SWAS	300
Horn	AOP	535	Twain †	AOP	440

### Middle school

School	Type	Goal
Clifton †	AOP	-----‡
Contemporary Learning Center	SUS	200

‡ The Clifton AOP does not have an enrollment goal (used to determine supply funds). Clifton receives supply funds only for the SWAS program at that campus. The enrollment for the campus-wide program is limited only by the instructional capacity of the school.

Schools designated by a (\*) indicate In-Town Consortium schools. Schools designated by a (†) indicate that more than one Magnet program is operated on this campus.

## CLUSTER CENTERS

### Elementary

School	Type	Goal
Career Orientation, Sinclair	Cluster	3,200
Children's Literature Center, Briargrove	Cluster	6,000
International Trade Center, Port Houston	Cluster	3,200
Cullen and Olympia Outdoor Education Centers	Cluster	6,500
People Place, Turner	Cluster	6,500
Wildlife Discovery, Houston Zoological Gardens	Cluster	3,550

## SPECIALTY HIGH SCHOOL PROGRAMS

School	Type	Goal
Austin High School, Teaching Professions	SWAS	200
Bellaire High School, Foreign Languages	SWAS	600
Contemporary Learning Center *	SUS	500
Davis High School, Hotel, Restaurant and Travel Careers	SWAS	200
High School for Health Professions *	SUS	750
High School for Law Enforcement and Criminal Justice	SUS	700
High School for the Performing and Visual Arts *	SUS	660
Jones High School Vanguard Program	SWAS	300
Jordan High School for Vocational Careers	SUS	1,365
Lamar High School Business Administration *	SWAS	600
Milby Science Institute	SWAS	375
Reagan Computer Technology †	SWAS	300
Reagan Computer Assisted Instruction †	AOP	-----‡
Sterling Aviation Sciences	SWAS	200
Washington, Engineering Professions	SWAS	450
Yates High School Communications	SWAS	300

‡ The Reagan AOP does not have an enrollment goal (used to determine supply funds). Reagan receives supply funds only for the SWAS program at that campus. The enrollment for the campus-wide program is limited only by the instructional capacity of the school.

Schools designated by a (\*) indicate In-Town Consortium schools. Schools designated by a (†) indicate that more than one Magnet program is operated on this campus.

### ***Program Budget***

The following list outlines the 1990–91 budgeted funds for Magnet programs. This budget outline is intended to detail expenses that are a result of the HISD Magnet School Program excluding personnel salaries.

Rental, Cullen and Olympia Outdoor Ed. Centers	\$817,135
Campus Supplies and Materials	\$720,630
Transportation	\$247,220
Campus Contracted Services	\$199,450
Equipment Purchases and Repairs	\$84,900
General Supplies	\$64,593
Contracted Services	\$60,000
Public Relations Materials	\$20,000
Dues, Fees, and Memberships	\$17,125
Other	\$10,900
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Total	\$2,241,953

*Rental of Cullen and Olympia Outdoor Education Centers* is the largest single expense of the Magnet Program. *Campus supplies and materials* are monies that were allocated to each campus based on the enrollment or adjusted enrollment in their program; the formulas for these funds are detailed below. *Transportation* indicates the funds for the daily transportation of students to and from their campuses, field trips, as well as to and from the Cluster Centers; approximately 60% of this budget goes toward Cluster Center transportation. *Campus contracted services* are funds for specialty services required for certain programs, for example, flight training in the Aviation Sciences program. The budget for *equipment purchase and repairs* is funds available for specialized equipment in the Magnet programs. Regarding *general supplies* and *contracted services*, funds are disbursed under the direction of the Director of Enrichment Programs for multicultural groups and specialty activities such as Young Audiences and Wildlife on Wheels. Funds for *public relations materials* are used for the production of promotional materials for the HISD Magnet School Program and individual program brochures. Funds for *dues, fees, and memberships* are used for expenses such as participation fees for student competitions. The *other* category includes monies for items such as curriculum development during the summer and mileage reimbursements.

To calculate the campus materials and supplies budgets, formulas based on the program types are used. For Add-On Programs, the number of students for funding purposes is based on the previous year's TEA Fall Survey, in this case, the TEA Fall Survey of October 1989. These numbers are adjusted yearly. For SWAS programs and Cluster Centers, funding is based on the enrollment goals. If a program consistently shows an actual enrollment different than that of the goal, enrollment goals are adjusted as needed. Elementary schools with an AOP only receive a

supply budget of \$12 per student. For schools with a SWAS program only (other than an Extended Instructional Day program), the supply budget is \$25 per SWAS program student. Elementary schools having both an Extended Instructional Day SWAS program and an AOP receive \$25 per SWAS program student and \$12 per student for the remainder of the students. For Extended Instructional Day programs that are not in addition to an AOP program, the budget is calculated at \$35 per student. SWAS Extended Instructional Day programs also receive a budget of \$0.25 per day per student for snacks. Cluster Centers receive a supply budget of \$3 per student. Some cluster centers also have some additional funds available for food.

For T.H. Rogers, an SUS campus, the supply budget is \$25 per student.<sup>7</sup> The SUS campuses of the High School for the Health Professions, Contemporary Learning Center (both middle school and high school levels), and the High School for Law Enforcement and Criminal Justice receive \$10 per student for supplies. Also SUS campuses, The High School for Performing and Visual Arts receives \$35 per student, and Jordan receives a total of \$7,100 for supplies. Clifton Middle School and Reagan High School, both with AOPs and SWAS programs, receive a supply budget of \$30 per SWAS program student.

Exceptions to these guidelines are that the programs at Cullen and Olympia Outdoor Education Centers and the Wildlife Discovery program at the Houston Zoological Gardens are funded as separate HISD campuses. The Cluster Center at Turner Elementary School is completely federally funded at a total of \$284,167 for 1990–91 with \$6,000 of this amount for supplies. The AOP at Twain Elementary School, implemented in 1989–90, received a supply budget of \$5,900 for the 1990–91 school year. The funding for this program during the first two developmental years was different than for established programs.

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<sup>7</sup> Beginning with the 1991–92 school year, River Oaks Elementary School will become a SUS and will receive supply funding at \$25 per student, the same as it currently receives with a SWAS program.

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**Question 2** What are the descriptions of the Magnet programs; what characteristics distinguish Magnet programs from non-Magnet programs and from each other?

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**Method**

The intent of this research question was to describe the individual campus level Magnet programs as they were being implemented during the 1990-91 school year. Programs were grouped based on general enrichment areas. Of particular interest was to describe groups of similar programs and to point out similarities and differences among these groups of programs. Characteristics that distinguish these programs from non-Magnet programs were also described. To gather program implementation information, personal interviews of Magnet coordinators and site visits were conducted. Brochures and campus program summaries were also provided by the campus staff and the Bureau of Enrichment. The elementary and middle school programs were divided into categories based on the type program (e.g., SWAS, AOP) and the type of enrichment offered (e.g., fine arts, science and math). Generally, groups of three to seven Magnet coordinators met to discuss differences and similarities among their programs and between non-Magnet programs. For programs with few similarities to other programs, one or two coordinators were interviewed together at one time. All coordinators were asked to attend these meetings.<sup>8</sup> Of the 72 coordinators asked to attend the interview sessions, 93% attended. Some coordinators attended more than one interview session because of the diversity of their program offerings. For the specialty high school program descriptions, each coordinator was interviewed individually. These interviews took place in either the Department of Research and Evaluation or the Department of Vocational Education/Enrichment Programs from November 1990 through April 1991. After the descriptions of the programs were drafted, copies were distributed to each coordinator for approval and editing. The intent of this process was to formulate accurate descriptions of the Magnet programs as they were being implemented at the campuses. Of particular interest were the academic characteristics of the programs (i.e. what courses and academic benefits were being offered to students enrolled in these Magnet programs).

**Findings**

The following descriptions are summaries of the Magnet programs as they were actually being implemented at the campuses. For elementary and middle school programs with similar enrichment areas (e.g., middle school math and science enrichment programs), a collective summary of all of these programs is presented together. The intent was to illustrate the similarities and differences of groups of programs. For the specialty high schools, individual summary descriptions are presented for each school or program.

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<sup>8</sup> Descriptive information for the middle school Vanguard programs was obtained from the Director of Gifted and Talented. Information concerning Camp Cullen and Camp Olympia was obtained through the Director of Outdoor Education. The program at Red Elementary School was without a coordinator at the scheduled interview time; the coordinator was later interviewed by telephone. The coordinator at Revere Middle School was on a field trip at the time of the scheduled interview; this coordinator was subsequently interviewed during a site visit.

## ***Fine Arts Elementary Schools***

There are twelve elementary schools that specialize in fine arts enrichment. Of the twelve, nine are Add-On Programs (AOP) and three are School-Within-A-School (SWAS) programs. The schools featuring AOPs are Bell, Bruce, Garden Villas, Longfellow, Lovett, MacGregor, Poe, Roberts, and Wili Rogers. Burrus, Parker, and Scroggins' Elementary Schools feature SWAS programs. The enrollment goal for elementary level fine arts AOPs was 5,328 students during the 1990-91 school year. The enrollment goal for the SWAS programs was 750 students.

A common goal for these programs includes providing students with an enriched curriculum in fine arts. The instructional methodology emphasizes the development of analytical and creative thinking skills. These programs also strive to enhance students' interest in specialty areas. Many of these programs stress the acquisition of computer skills to enhance students' academic progress. A strong academic curriculum, as appropriate, is an important feature of each school. The programs at these campuses feature enrichment instruction in one or more of the following areas: art, choir, dance (tap, ballet, jazz, modern), drama, lifetime sports, literature, music (vocal, piano, band, orchestra/strings), gymnastics, and swimming. Selected courses are offered at multiple levels to suit the needs of the students. The fine arts programs are supplemented by performances, competitions, guest speakers, and field trips. At some campuses which have a SWAS program, there is little distinction between the curriculum and activities for Magnet and non-Magnet students; the two groups benefit equally from the specialist staff and equipment. In others, the Magnet program participants are instructed separately from non-participants, but the specialty equipment is available for use in non-Magnet classrooms. At campuses where the Magnet program is an AOP, all students participate equally in the enrichment activities offered at that school.

Individual programs have been designed and implemented at the campus level; although there are similarities among the programs, each program has been tailored to meet the needs of the students at the individual campuses. The Bell Physical Development Program and Roberts Fine Arts and Physical Development Academy emphasize physical development skills. In these programs, students receive instruction in activities such as gymnastics, lifetime sports, and/or dance five days per week rather than the twice weekly general physical education instruction received at non-Magnet schools. Bruce, Garden Villas, and Parker Music Academies emphasize music enrichment. At Parker, students receive music instruction twice weekly (one session for general music, one session for their specialty instrument) during the regular instructional day; students also receive additional instruction in their specialty instrument five days per week after school. A music aptitude test, for placement purposes, is administered to all students admitted to the Parker Music Academy. In the Scroggins Literature and Fine Arts Program, students receive additional instruction in art, drama, literature, and dance. At Burrus Fine Arts Academy, classes continue for an extra class daily to incorporate an additional fine arts enrichment class. At Poe Fine Arts Academy, students have the option of participating in additional fine arts and other enrichment courses from 3:00 to 4:30 p.m. The Longfellow Creative and Performing Arts Program combines instruction in drama, instrumental and vocal music, art, dance, and gymnastics. The fine arts programs at Lovett, Roberts, and Will Rogers, offered during the regular school day, are one of

two Magnet programs in operation at these schools; the three schools also feature SWAS Extended Instructional Day programs that run until 5:30 in the afternoon (see Extended Instructional Day Programs). MacGregor Elementary School features enrichment instruction in music and science in an AOP in addition to having a SWAS Extended Instructional Day program. Supplemental Instruction for Gifted, High-Achieving, and/or Talented Students (SIGHTS), a home school program offered through the Gifted and Talented Program, is available to qualifying students at Longfellow, Lovett, Parker, Poe, and Roberts Elementary Schools.

### *Enrollment Criteria*

The nine schools with an AOP are Bell, Bruce, Garden Villas, Longfellow, Lovett, MacGregor, Poe, Roberts, and Will Rogers Elementary Schools. These fine arts programs have no additional requirements concerning a student's academic performance besides the general requirements for enrollment in Magnet programs.

The three elementary schools that have a SWAS program are Burrus, Parker, and Scroggins. The enrollment criteria for Scroggins Literature and Fine Arts program require that, in addition to the general requirements for enrollment in Magnet programs, a student must have grade level or above performance in reading on standardized achievement tests. Burrus Fine Arts and Parker Music Academies have no additional requirements besides the general Magnet enrollment criteria.

### *Science, Math, Computers Elementary Schools*

There are twelve elementary schools that specialize in science, math, and/or computer enrichment. Of these, seven are Add-On Programs (AOP) and five are School-Within-A-School (SWAS) programs. Add-On Programs are featured at the following schools: Berry, Elrod, Lockhart, Law, MacGregor, Pugh, and West University. Cornelius, Lantrip, Red, Ross, and Wainwright Elementary Schools feature SWAS programs. The enrollment goal for the science/math AOPS was 5,111 students during the 1990–91 school year.<sup>9</sup> The goal enrollment for the SWAS programs was 817 students.

A common goal for these programs includes providing students with an enriched curriculum in science, math, and/or computers based on an instructional style that emphasizes a hands-on laboratory approach and developing problem solving and higher order thinking skills. These programs also strive to enhance students' interest in the specialty areas and increase their awareness of career opportunities in those fields. Computer literacy is an important component of most of these programs. The programs at most of these campuses feature well-equipped science and computer laboratories. There are also two specialty staff positions in most of these Magnet programs—science specialists and computer specialists. Each of the campuses feature from one to four science specialists, certified elementary teachers with a specific background in science. Most

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<sup>9</sup> To avoid counting the students participating in the MacGregor AOP under two different categories, the students in the music and science program at MacGregor Elementary School were included in the enrollment goal for fine arts AOPs. (See page 16.)

of the campuses feature one or two computer specialists as well. Science specialists and computer specialists instruct students at all levels in their respective laboratories from one to five times per week. Many individual classrooms are equipped with computers as well for reinforcement of basic skills and enrichment activities. Science and computer applications are integrated across the curriculum at these schools. The math curriculum at most of these schools focuses on an enriched curriculum; supplemental manipulatives and floating modules are available to the teachers for math instruction in the classroom. At some campuses with a SWAS program, there is little distinction between the curriculum and activities for Magnet and non-Magnet students; the two groups benefit equally from the specialist staff and equipment. In others, the Magnet program participants are instructed separately from non-participants, but the specialty equipment is available for use in non-Magnet classrooms. At campuses where the Magnet program is an AOP, all students usually participate equally in the enrichment activities offered at that school. Visiting speakers, field trips, and participation in science or other project-oriented fairs are features at most programs as well.

Two elementary schools, Berry and Lantrip Schools of Environmental Sciences, have a different curricular focus than the other science, math, and computer programs. The goals of these two programs are to increase student awareness of the natural environment, to provide hands-on experiences in planting, growing, and harvesting garden vegetables, and to improve basic skills through integration of academic subjects and environmental studies.

Individual programs have been designed and implemented at the campus level; therefore, although there are similarities among the programs, they have been tailored to meet the needs of the students at individual campuses. Lockhart and MacGregor, for example, have additional Magnet programs available on their campuses. Lockhart and MacGregor both offer an Extended Instructional Day component, and MacGregor also specializes in music enrichment. Cornelius Math and Science Academy sponsors an annual school-wide Invention Convention. At Law Math and Science Academy, the Law Weather Station and the math lab are important distinguishing components of the program. In the Red Math and Science Program, Magnet students are integrated with non-Magnet students for all classes. The Magnet students, however, receive 90 minutes extra per week of math, science, or computers, rotating courses each six weeks. Students are also instructed in a separate math lab at this school. Pugh Science Technology Academy coordinates a mentor program with students from the High School for Engineering Professions in which students from Pugh visit the high school campus on a regular basis to work with their mentors. A partnership with Shell Oil Company brings in tutors once a week during the school year to Elrod Math and Science Academy. Math and science modules offered before school are unique to the program at Wainwright Elementary school. As a result of a recycling partnership between McDonalds and West University, monthly speakers are brought in to discuss different aspects of recycling; this partnership will also result in the donation of electronics equipment. Lantrip's and Berry's school-wide recycling projects reinforce the environmental theme at these campuses as well. In addition, Supplemental Instruction for Gifted, High-Achieving, and/or Talented Students (SIGHTS), a home school program offered through the Gifted and Talented Program, is available to qualifying students at Elrod Math and Science Academy, Lockhart Technology Academy, and Red and West University Math and Science Programs.

### *Enrollment Criteria*

The seven schools with AOPs are Berry School of Environmental Sciences, Elrod and Law Math and Science Academies, Lockhart Technology Academy, MacGregor Music and Science Academy, Pugh Science Technology Academy, and West University Math and Science Program. The enrollment criteria for three of these programs (Elrod, Law, and West University) require that, in addition to the general requirements for enrollment in Magnet programs, a student must have grade level performance both academically and on standardized achievement tests. Pugh Science Technology Academy requires that a student have acceptable performance academically. The other three programs (Berry, Lockhart, and MacGregor) have no additional requirements concerning a student's academic performance.

The five SWAS programs are Cornelius and Red Math and Science Programs, Lantrip School of Environmental Sciences, and Ross and Wainwright Science and Math Programs. The enrollment criteria for these programs require that, in addition to the general requirements for enrollment in Magnet programs, a student must have grade level performance academically and on standardized achievement tests. Some of these programs require a student/parent interview while others consider students' scores on additional aptitude and attitude tests.

### *Vanguard Elementary Schools*

Vanguard is the name given to Magnet programs that feature instruction designed for the gifted and/or talented student. The instructional design of Vanguard programs and SIGHTS (Supplemental Instruction for Gifted, High-Achieving, and/or Talented Students) programs are similar. There are two fundamental differences between the two programs. One difference is that in the Vanguard programs, students receive special instruction in all of their classes; whereas in SIGHTS programs, students receive specialty instruction in only one or two classes. The other difference is that admission to a Vanguard program is partially based on the ethnicity of the student, and the district provides transportation to students in those programs; whereas SIGHTS programs, also available at only certain elementary schools, are generally attended by those students who are zoned to that school. However, students whose ethnicity is a majority at their home school and a minority at the school with SIGHTS instruction may transfer to that school on a majority-to-minority transfer. Both programs are coordinated through the Gifted and Talented Bureau of the Curriculum Department, but in the Vanguard programs, there is the ethnic goal of 65% minority, 35% other.<sup>10</sup> It should be noted that Vanguard is the only component of Magnet programs that is designed for providing specialized instruction to the exceptional student. Some Magnet programs require above average academic performance, others require average performance, while others have no additional academic requirements for enrollment.

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<sup>10</sup> River Oaks Elementary School is an In-Town Consortium school; therefore the ethnicity goal is 60% minority, 40% other.

There are ten elementary level Vanguard Magnet programs. These programs are found at the following campuses: Askew, De Zavala, Herod, Oak Forest, Pleasantville, River Oaks, Roosevelt, T. H. Rogers, Travis, and Windsor Village Elementary Schools. All except one of these are School-Within-A-School (SWAS) programs; T. H. Rogers is a Separate and Unique (SUS) campus.<sup>11</sup> The 1990-91 enrollment goal for the elementary Vanguard programs was 2,400 students.

A common goal for these programs includes providing students with an enriched and extended curriculum to challenge the gifted and talented student. In general, these programs offer instruction to students in kindergarten through the fifth grade. The curriculum in these programs is based on a strong theoretical foundation and is differentiated from the regular curriculum. These programs provide students with opportunities for developing their exceptional talents and pursuing special interests. They also provide a student-centered environment that promotes gifted students' potential for divergent, creative, and critical thinking and reasoning. The program is designed to encourage students to accept lifelong intellectual challenges and develop inquiring attitudes for lifelong learning. A goal of the program is also for students to develop self-esteem, self-understanding, and self-acceptance. The program challenges students to develop their academic, creative, and psycho-social abilities.

Individual programs have been designed and implemented at the campus level; therefore, although there are similarities among the programs, they have been tailored to meet the needs of the students at individual campuses. Suzuki violin is offered at two of the schools: Oak Forest and River Oaks; T. H. Rogers instructs students from kindergarten through the eighth grade; and Askew, Pleasantville, Windsor Village, and River Oaks have science specialists on their staff. Some Vanguard programs additionally offer instruction in foreign language.

Two programs that are structurally different from the others are the Vanguard programs at De Zavala and Askew Elementary Schools. The Vanguard programs at these campuses are designed for students in the third through the fifth grades. SIGHTS instruction (i.e. gifted and talented instruction in which enrollment is not based on ethnicity) is available to qualifying students in kindergarten through the second grade. At De Zavala, the SIGHTS instruction is offered in both English and Spanish. The bilingual SIGHTS program is a local home school program. Students wishing to enroll in the Vanguard program in the third grade must meet the requirements of that program which include ethnic guidelines requiring a balance of 65% minority and 35% other students. As instruction is in English and students must pass a test in English for the Vanguard program, there is an emphasis at De Zavala on preparing bilingual students in the SIGHTS program for this test. In the third through fifth grades, English speaking students learn Spanish; those who already speak Spanish work on language maintenance.

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<sup>11</sup> T.H. Rogers campus serves students from kindergarten through the eighth grade. The total enrollment goal presented here included only those students in kindergarten through the fifth grades. Starting with the 1991-92 school year, River Oaks Elementary School will also become a Separate and Unique School.

### *Enrollment Criteria*

The enrollment criteria for these programs require that students meet the general requirements for enrollment in Magnet programs. Additionally, a profile is developed for each applicant using standardized achievement and ability test scores, scores of tests designed to measure intellectual, creative, and leadership potential, report card grades, and parent and/or teacher observations. Students admitted to this program are those who are clearly exceptional in their abilities as demonstrated by their student profile.

### *Other Programs*

#### Horn Academy

Horn Academy is an Add-On Program that features instruction by specialist teachers in computer literacy, Spanish language, art enrichment, and soccer skills. All students at Horn are served in this program. Students receive 45 minutes per week of instruction in both computer literacy and art. Spanish is taught once a week for 30 minutes. Students are instructed in soccer skills twice weekly for 45 minutes in their physical education classes. SIGHTS instruction is also available to qualified students. Students in the SIGHTS program receive 90 minutes daily of reading and math taught by a specialist teacher. The enrollment criteria for this Magnet Add-On Program is the same as the general requirements for all Magnet programs.

#### International Cultures and Communications

Kolter School of International Cultures and Communications is a SWAS program that provides students in kindergarten through the fifth grade the opportunity to study a foreign language. The 1990-91 enrollment goal for the program was 300 students. In kindergarten, students receive instruction in French, Spanish, and Japanese for twelve weeks each. In the first grade, students choose one language to study through the fifth grade. In the first and second grades, students receive 30 minutes of language instruction five days a week; in third through fifth grades, students receive one hour of language instruction. Fine arts instruction consists of classes in art, music, and dance; the curriculum for these classes integrates cultural aspects of appropriate countries. In addition, students also spend 30 minutes per week in the computer lab developing their language skills.

The enrollment criteria for this program require that students meet the general requirements for enrollment in Magnet programs. Students must also express an interest in cultures and in learning a language. Students must also be eligible to participate in after-school Magnet activities.

#### Montessori Schools

Dodson and Whidby Elementary Schools offer Montessori instruction for three-year-olds through the fifth grade. These programs are SWAS programs that have enrollment goals of 242 and 132 students at Dodson and Whidby, respectively. The goal of these programs is to use the Montessori philosophy and procedures in a public school setting. In these programs, proficiencies are developed in language, reading, writing, geography, history, math, and science. Vocal music and folk dancing are taught by the Kodaly method. Orff instruction provides experience with

musical instruments. The pupil to teacher ratio is maintained at 22:1 in these programs; each classroom is also assigned an aide. The program for three-year-olds is a morning program that runs from 8:00 to 11:00 a.m.; prekindergarten students attend school for the entire day from 8:00 a.m. to 3:00 p.m. Tuition of \$160/month (for the 1990–91 school year) is charged for students participating in the three year old program. Transportation is provided for students outside the school zone as in all Magnet programs. Parents of three-year-olds and four-year-olds who do not turn five during the academic school year must provide transportation for these students.

The enrollment criteria for these programs require that students meet the general requirements for enrollment in Magnet programs. A pupil information file must be completed which includes a parent questionnaire and a developmental survey. Students must have an acceptable score on a developmental readiness test. Each child is interviewed by a Montessori teacher. Parents must agree to attend a workshop explaining the Montessori classroom, and students must attend an orientation class before the beginning of the school year. Although applications are accepted for other grade levels, most students are accepted into the program at age three or four.

### Codwell Skills Academy

Codwell Skills Academy is an AOP that serves all students at the Codwell campus. Additional physical education teachers allow all students to participate in physical education classes five days a week. These classes include instruction in dance (ballet, jazz), gymnastics, and lifetime sports. Choir and strings classes are also available to students attending this campus. Supplemental Instruction for Gifted, High-Achieving, and/or Talented Students (SIGHTS) is available to qualifying students. The program at Codwell also features an extended day component. From 3:00 to 3:30 p.m., study skills are scheduled. At 3:30 p.m., the school buses leave with the transfer students, and from 3:30 to 4:30 p.m., 100 home zoned students participate in an additional class. These extended day classes may include instruction in gymnastics, dance, team sports, computer, French, band, or drama. The enrollment criteria for this program are the same as the general Magnet requirements for AOPs.

### Mark Twain Literary Development Center

This Add-On Program, which began in 1989–90, emphasizes development of literacy through reading and writing. All students at Mark Twain Elementary School are served by the program. For 50 minutes per day for five to ten consecutive days, students at each grade level receive instruction from one of two specialist teachers at the Literary Development Center. Literacy is explored through the study of literature. Children study authors through reading, writing, dramatization, and song. Children use literacy in real-life applications such as preparing recipes and shopping lists. Students also author their own books. In addition, students may participate in projects such as writing and reading newspaper stories, travel brochures, diaries, and journals. In the Spring, a week-long Young Authors conference is held. At that time, visiting authors are invited to share different aspects of literature with the students. Writers Bookshop, an Extended Day class, offers students the opportunity to experience the authoring cycle from draft writing to publication of hand-sewn books. All students at Mark Twain Elementary School participate in this

program. The enrollment criteria for this program are the same as the general Magnet requirements for AOPs.

### ***Extended Instructional Day Elementary Schools***

Extended Instructional Day Programs are offered at eleven elementary schools. The total 1990–91 enrollment goal for these programs was 1,925 students. At five of the schools, the Extended Instructional Day program is the only Magnet program at the campus. These are Burbank, Durham, Anson Jones, J. Will Jones, and Wilson Elementary Schools. At the other six campuses, the Extended Instructional Day program is in addition to other Magnet programs during the regular schools hours. These schools are Lockhart, Lovett, MacGregor, Roberts, Twain, and Will Rogers Elementary Schools.<sup>12</sup> Lockhart has a Magnet science, math, and computer enrichment program during the regular school hours; Lovett, Roberts, and Will Rogers have Magnet fine arts enrichment programs at their campuses; and MacGregor has both of these enrichment programs besides the Extended Instructional Day program. Twain features a literature-based reading and writing program during the regular instructional day as well as during Extended Day.

Extended Instructional Day programs provide after-school instruction in subject areas of student interest. A common goal of these programs is to provide an enriched educational experience for students, particularly those with parents employed outside of the home. These programs generally begin after school is dismissed at 3:00 p.m. and continue until 4:30 to 5:30 p.m. Following the Extended Instructional Day program, students are either picked up by an adult, ride the school bus, or walk home; transportation options vary from campus to campus. A limited number of programs also begin as early as 7:00 in the morning, one hour before regular school hours.

Another common goal of the Extended Instructional Day program is to provide an opportunity for students to develop their interests and abilities in enrichment areas. To accomplish this, students choose from various courses: foreign language, drama, art, basic skills, science, math, sports, dance, gymnastics, music, tutoring, computer skills and technology, creative speaking and writing, and literature. Generally, students attend two classes each day. At some schools, students attend one set of classes on Tuesday and Thursday and a different set of classes on Monday, Wednesday, and Friday. Students at other schools may attend as few as two or as many as ten classes per week. Snacks are provided daily. Most Extended Instructional Day programs send home a qualitative performance and conduct grade for the participants in the program. Reports are sent to parents every six weeks, every nine weeks, or every semester, depending on the individual schools.

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<sup>12</sup> The Extended Instructional Day program at Dow Elementary School was discontinued during the 1990–91 school year. Magnet students were given the opportunity to enroll in other nearby Extended Day programs.

### *Enrollment Criteria*

Students are admitted to Extended Instructional Day programs according to the common enrollment criteria for every Magnet program which require that a student have an interest in the program, complete an application, and have an acceptable attendance and conduct record. An Entrance Agreement which defines expectations of the program must be signed by the parent, student, coordinator, and principal. Further, students are enrolled only on the availability of tri-ethnic space. Extended Instructional Day programs are School-Within-A-School (SWAS) programs. In SWAS programs, student enrollment must strictly adhere to above ethnic proportions. In these programs, each student, including those who are zoned to the school where the program is located, is admitted to the program through the Magnet application process. The J. Will Jones program requires an interview between the Magnet coordinator and the student applicant and his or her parent. Kindergarten students applying for admission to the program at Durham must also be interviewed by the coordinator.

### *Cluster Centers*

Cluster Centers are Magnet programs that are located at selected elementary schools but serve students from all over the district. Generally, groups of students are invited from two or three different elementary schools such that when combined into one group, the group is ethnically balanced according to the Magnet guidelines. These groups of students participate in the activities at these sites from one to five days, depending on the program. The total 1990-91 participation goal for the Cluster Centers was 28,950 students.

### Career Orientation, Sinclair Elementary School

Career Orientation serves approximately 3,200 HISD fourth grade students each year. This five-day program is designed to 1) introduce students to different careers, 2) teach skills for a selected career, and 3) provide students with an opportunity to work with students from other schools and different ethnic backgrounds. Students role play being a chef in the food services unit, a bank teller in the business unit, and a microbiologist in the science unit. Students also role play being a travel agent in the travel unit and being a member of a television studio crew in the communications unit. Students study simple economics in the business unit and study children and the law in the law enforcement unit. Math, social studies, science, and language arts skills are integrated throughout these units. Students are pre- and post-tested with a written instrument to evaluate program efficacy.

### Children's Literature Center, Briargrove Elementary School

The Children's Literature Center serves approximately 6,000 second grade students per year. For each two-day session, 88 students from three different schools are grouped together. The fifth day of each week is open for a one-day visit from private schools and HISD schools that are not on the two-day schedule. Students are exposed to different types of literature through a variety of strategies such as drama, art, music, puppets, and storytelling. Aspects of other academic subjects are integrated with literature throughout the program. There are four rooms through which students rotate, with a central theme being incorporated into the activities in each room. Objectives

are correlated to the Metropolitan Achievement Test, 6th edition (MAT6) and HISD second grade proficiencies. A post-test is given to a random sample of students once a month to check progress toward Literature Center objectives. All students receive a book at the end of the program.

#### International Trade Center, Port Houston Elementary School

The International Trade Center serves approximately 3,200 fifth and sixth grade students per year. Groups of 120 students from three schools participate in this five day program that studies world transportation, the role of communication in international commerce, products imported by and exported to foreign countries, and the geographical locations of those countries. One day of the program includes a tour of a trade-related industry or a boat trip along the ship channel. A student-written newsletter is produced during the program. Activities are correlated to HISD proficiencies for fifth and sixth grade students; students are post-tested with a written instrument to evaluate program efficacy.

#### Cullen and Olympia Outdoor Education Centers

Cullen and Olympia Outdoor Education Centers serve HISD fifth grade students. Students participate in the outdoor education programs in Trinity, Texas, located approximately 100 miles northeast of Houston in the Texas Piney Woods. Students leave their home schools on Tuesday morning and return on Friday afternoon. Students participate in pioneer, nature, and pond studies. Along with the academic lessons integrated into these studies, students participate in recreational activities such as horseback riding, hiking, and canoeing. Some activities are also specifically designed to build teamwork among the students. The programs are staffed by program leaders and certified teachers. One adult is assigned to each cabin of students. Other staff at each center also include a Magnet coordinator, a nurse, and a wrangler. Cullen, which is leased from the YMCA, accommodates an average of 115 students each week; Olympia accommodates 240 students each week. The centers, located in close proximity to one another, operate for 26 weeks out of the school year with two of those weeks reserved for special education and handicapped students. Approximately 6,500 students are served by the outdoor education centers each year.

#### People Place, Turner Elementary School

People Place serves approximately 6,500 HISD kindergarten to fifth grade students each year. This program was designed to promote understanding, appreciation, and respect for people of different cultures. During this one-day program, approximately 90 students tour seven simulated cultural environments: Mexico, Africa/Nigeria, Germany, India, and China contrasted with the USA/Texas. A France environment was added in December 1990. Students sample ethnic foods, dress in local costumes, view artifacts and replicas, listen to traditional music, and play local musical instruments. They also learn foreign words and dances. Program objectives are correlated with MAT6 and HISD proficiencies. Approximately 10% of the students are randomly selected to be post-tested with a written instrument to evaluate program efficacy.

### Wildlife Discovery, Houston Zoological Gardens

The Wildlife Discovery Program is a cooperative project between the City of Houston and HISD to provide approximately 2,300 HISD third grade students with three days of learning at the Houston Zoological Gardens. The program is designed to increase student awareness of vanishing species of wildlife in Texas and the world. Students view small and large mammals, reptiles, amphibians, fish, and the Discovery Zoo. Each session groups 80 students from different schools. Students are pre- and post-tested with a written instrument to evaluate program efficacy.

In 1989-90, Wildlife Discovery piloted a one-day seventh grade program that focused on endangered species. The program began serving groups of 50 seventh graders on Fridays in October 1990. The goal of the program is to serve 1,250 HISD students each year.

### *Fine Arts*

#### *Middle Schools*

There are five middle schools that specialize in fine arts. These schools, Fleming Fine Arts Academy, Gregory-Lincoln Fine Arts Academy, Johnston Performing Arts Academy, Pershing Fine Arts Academy, and Welch Physical Development Academy, offer School-Within-A-School (SWAS) programs. The total 1990-91 enrollment goal for these programs was 1,900 students.

A common goal for these five SWAS programs includes providing students with an enriched curriculum in fine arts. The instructional methodology emphasizes the development of analytical and critical thinking skills. These programs also strive to enhance students' interest in specialty areas and increase their awareness of career opportunities in these fields. A strong academic curriculum, as appropriate, is an important feature of each school. The program at Welch Physical Development Academy differs significantly from the programs offered at the other academies. The emphasis in this program is on physical development skills; whereas the other programs emphasize fine arts.

Students enroll in one or two electives from the specialty course selection. Students in the SWAS program at Gregory-Lincoln and Johnston attend school for an extra class period each day. Most electives are offered at multiple levels to suit the needs of the students. Magnet students are generally clustered together while receiving instruction in academic subjects. The fine arts program is supplemented by performances, competitions, and field trips. At some of the schools, Magnet specialty electives are open to non-Magnet students on a space available basis. The Pre-International Baccalaureate (Pre-IB) Program is offered to qualifying honors students at each of the academies. At Pershing Fine Arts Academy, the Pre-IB program is a Magnet program; students may apply for a Magnet transfer specifically for enrollment in the Pre-IB program. At the other academies, students apply for admission to the fine arts program, and qualifying students may subsequently enroll in Pre-IB courses.

### Enrollment Criteria

The enrollment criteria for these programs require that, in addition to the general requirements for enrollment in Magnet programs, a student must have a 75% average or higher on the current report card. Auditions, which occur in February of the year preceding enrollment, are also required for acceptance into the programs. For the Pre-IB program at Pershing, students must have a minimum national percentile ranking of 85% in math and reading on standardized tests and a minimum grade of B in all academic subjects. Table 1 illustrates the electives offered at the middle school fine arts programs.

Table 1  
Specialty Course Offerings at Magnet Middle School Fine Arts Programs

Courses Offered	Magnet Middle School Fine Arts Programs				
	Fleming	Gregory-Lincoln	Johnston	Pershing	Welch
Art <sup>1</sup>	X	X	X	X	
Band <sup>2</sup>	X	X	X	X	*
Choral music	X	X	X	X	*
Creative writing		X			
Dance <sup>3</sup>	X	X	X		X
Guitar			X		
Gymnastics	X	X		X	X
Handbells	X		X		
Harp	X		X		
Lifetime sports <sup>4</sup>					X
Music <sup>5</sup>	X				
Photography		X			
Piano	X	X	X		*
Orchestra/ strings <sup>6</sup>	X	X	X	X	*
Speech	X				*
Theater arts	X	X	X	X	*

\* Courses are offered but are not part of the Magnet specialty curriculum.

<sup>1</sup> Art instruction includes design, history, aesthetics, and multicultural art.

<sup>2</sup> Band instruction includes brass, woodwind, and percussion.

<sup>3</sup> Dance instruction generally includes ballet, tap, jazz, and modern.

<sup>4</sup> Lifetime sports include golf, archery, tennis, bowling, racquetball, and bicycling.

<sup>5</sup> Music includes instruction in composition, theory, history, and literature.

<sup>6</sup> Orchestra/strings generally includes violin, viola, cello, and bass.

## ***Science, Math, Computers Middle Schools***

There are four middle schools that specialize in science, math, and/or computers. These schools, Clifton, Fondren, Hartman and Revere middle schools, offer School-Within-A-School (SWAS) programs. The 1990–91 enrollment goal for these SWAS programs was 1,500 students. A common goal for these four SWAS programs includes providing students with an enriched curriculum in science, math, and computers based on an instructional style that emphasizes a hands-on laboratory approach and developing problem solving and higher order thinking skills. These programs also strive to enhance students' interest in the specialty areas and increase their awareness of career opportunities in these fields. Computer literacy is an important component of each of these programs. The Pre-International Baccalaureate Program, an honors program, is offered to qualifying students at all four of these middle schools.

In these SWAS programs, students may choose a science, math, or computer elective each semester. There are generally two different electives, such as Exploratory Science, Number Sense, or Computer Lab, offered at each grade level. In the science classes, students spend more than the state-required 40% of their instructional time in the laboratory. Science and math teachers are encouraged to use the computer labs whenever possible. In most of the programs, teachers are encouraged to teach interdisciplinary units; at some schools, a single topic is integrated into each class and the teachers grade one central student project. Specialty equipment available for the SWAS program is also available to non-Magnet teachers for use in their classrooms. Students may participate in enrichment activities such as Odyssey of the Mind or Future Problem Solving. Students may participate in field trips each semester. In most of the programs, students are required to participate in project-oriented activities such as the History Fair, the Technology Fair, and the Science and Engineering Fair.

### ***Enrollment Criteria***

The enrollment criteria for these SWAS programs require that, in addition to the general requirements for enrollment in Magnet programs, a student must have above average academic performance and grade level performance in science and math on standardized achievement tests. A student interview or student written letter is also part of the enrollment criteria for these programs.

### ***Other Middle School Programs***

#### **Clifton Middle School Add-On Program**

Clifton Middle School is unique in that, in addition to the SWAS program, the entire school is an Add-On Program. The goal of this AOP at Clifton is to provide a multi-ethnic educational environment. Clifton accepts students into its program on the basis of available ethnic space. Students must also complete an Entrance Agreement which defines expectations of the program. To remain in the program, students must maintain acceptable attendance, conduct, and grades.

### Contemporary Learning Center

For a summary of the program at the Contemporary Learning Center, a Separate and Unique School, see the description under Specialty High Schools.

### ***Vanguard Middle Schools***

There are six middle schools that feature specialty programs designed for the gifted and/or talented student. Each of these are School-Within-A-School programs. The 1990–91 enrollment goal for these program was 2,061 students. Vanguard programs are found at the following middle school campuses: Burbank, Hamilton, Holland, Lanier, T. H. Rogers,<sup>13</sup> and Ryan.

These programs are a continuation of the Gifted and Talented Program offered at the elementary level. The enrollment requirements are also similar. For more details about these programs, see the elementary schools Vanguard description.

### ***Specialty High Schools<sup>14</sup>***

#### Austin High School for the Teaching Professions

Austin High School for the Teaching Professions is a School-Within-A-School program that has an enrollment goal of 200 students. Students in this Magnet program may pursue any of the three high school transcripts, though most pursue the advanced or advanced with honors transcript. In the ninth grade year, in addition to the usual academic classes, students enroll in the specialty courses Introduction to Speech Communication and Orientation to Teaching Professions, both one-semester courses. In the tenth grade year, students enroll in a one-semester course, Issues in Education, which covers historical and current events that impact the American educational system, such as bilingual education, integration, and school funding. In the eleventh grade, students enroll in Seminar in the Educational Process, also a one-semester course that focuses on preparation for a career in education. This course emphasizes not only teaching methodology and lesson planning, but also guides students through the process of applying for college admission and financial aid. In their twelfth grade year, students enroll in the Educational Internship. In this program, students are placed in one of five nearby schools (four elementary and one middle school) where the students are paired with a mentor teacher. Students report directly to these schools Monday through Thursday from 8:00 to 10:00 a.m. Students assist the teacher, prepare lesson plans, and teach lessons. On Fridays, students meet at Austin for a seminar. Students discuss their teaching experiences as well as other assigned projects such as investigating the structure of their assigned school and surveying teachers to produce a comprehensive list of teacher responsibilities. Students receive one full credit for this two-hour, second semester course

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<sup>13</sup> T.H. Rogers campus serves students from kindergarten through the eighth grade. The total enrollment goal presented here included only those students in the sixth, seventh, and eighth grades.

<sup>14</sup> Some Magnet high school programs offer or require students to pursue the advanced or advanced with honors transcript. Details of the requirements for these transcripts are provided in Appendix 2.

and are paid for the time they spend in the assigned schools assisting and teaching. Students also participate in a variety of teaching related field trips. As most students pursue the advanced or advanced with honors transcript, besides the usual academic courses, they must also enroll in two years of foreign language (Spanish or French), one year of computer math, an additional year of science (for a total of three years), and one year of fine arts. Non-Magnet students are allowed to enroll in the specialty courses on a space available basis.

The enrollment criteria for Austin High School for the Teaching Professions, besides the general criteria for all Magnet programs, include an average of 75% or above in all academic subjects and grade level performance on standardized tests. Students must also submit an essay on a designated topic with their application.

### Barbara Jordan High School for Careers

Barbara Jordan High School for Careers, a Separate and Unique School since January 1980, is the largest Magnet program in HISD. All students attending Jordan must apply for admission to this Magnet school. In this program, students enroll in academic courses as required for a high school diploma. Students generally select their elective courses from the vocational course offerings. The twenty-four shop and classroom courses fall under one of the following categories: Home Economics, Marketing Education, Trade and Industrial Training, and Office Education. In the ninth grade, all students enroll in one of five cluster course sequences; these 9-12 week courses introduce students to areas related to their specialty of interest. In the tenth and eleventh grades, students select a two-year sequence of two-hour classroom/lab vocational courses. Students select from the following programs: advertising design, air conditioning and refrigeration, automotive collision repair and refinishing techniques, automotive mechanics/technician, bus mechanics, commercial photography, CVAE Business Office Services, CVAE Food Production Management & Services, graphic arts, marketing education, office administration, child care, vocational drafting, vocational electronics, and welding. In the twelfth grade year, students may participate in a Cooperative Education program, receiving classroom and lab instruction and working in the field of their specialization. Cooperative Education programs are available in the following areas: Home Economics, Industrial Cooperative Training, and Marketing Education. In this program, students attend one hour of classroom instruction daily, receive one elective credit, and are paid for their employment in the field. Alternatively, students select a second area of specialization and continue in course work during their twelfth grade year. Students may pursue employment in their area of specialization directly following high school graduation; many continue in their employment as a result of the cooperative education program. Other students choose to continue their education in a technical institute or a two- or four-year college.

Barbara Jordan High School for Careers also features a vocational education program for the handicapped. Students choose from instruction in building maintenance, business office services, construction trades, general mechanics, health care, and production management and services. Another feature of this campus is the STRIVE program for overaged eighth graders who are placed in the ninth grade. This is a program that prepares students to enter the tenth grade after one year of an intensive individualized instructional program. The Regional Day School Program for the

Deaf is a program for HISD deaf students. In this program, interpreters are present in both academic and vocational classrooms to assist both the teachers and students in instruction of deaf students.

To qualify for the Vocational Careers at Barbara Jordan High School, besides meeting the general criteria for all Magnet programs, students must have successfully completed the eighth grade and must be certified competent in reading on a standardized test. Applicants must also take the General Aptitude Test Battery, administered on the Jordan campus or at the HISD Northwest Testing Center. Applicants are also interviewed by a Vocational Counselor or the Magnet coordinator prior to admission.

### Bellaire High School Foreign Language

The Magnet program at Bellaire High School is a School-Within-A-School program with an enrollment goal of 600 students. At Bellaire, Magnet students have the opportunity to study any of ten different languages: Arabic, Mandarin Chinese, French, German, Hebrew, Hindi, Italian, Latin, Russian, and Spanish. Students admitted to the program contract to study a selected language for four years. Students are also required to enroll in a one-semester course, Comparative Cultures, in which three different cultures are studied. Some students opt to study an additional language as well. In all other courses, Magnet students are enrolled with the students not participating in the Magnet language program. Students not participating in the Magnet language program may also enroll in any of the foreign language courses offered through the Magnet program. The International Baccalaureate program is offered to qualifying students. Most students in the program study to receive the advanced or advanced with honors high school transcript.

The enrollment criteria for the language program, besides the general criteria for all Magnet programs, include an overall grade average of 75% or better and grade level performance in reading and language arts on standardized tests. As the number of applicants exceeds the number of positions available, selection of students is determined by a ranking system based on the selection criteria.

### Contemporary Learning Center

The Contemporary Learning Center (CLC) is a Separate and Unique Magnet middle school and high school campus that has the capacity to serve 200 students from the sixth to eighth grades and 500 students from the ninth to twelfth grades. Although the campus opened in 1973, it was adopted in 1975 as a Magnet school; CLC is also an Alternative School. The program is designed to meet the needs of students who have not been successful in the traditional classroom environment. The program offers self-paced, individualized instruction and competency-based methods of progression. Students work toward a high school diploma and are afforded the flexibility to complete as many courses during the year as their motivation and ability permit. A pre-test determines the course objectives that students have not yet mastered. Upon completing the assigned tasks for the specified instructional objectives, students demonstrate mastery by passing a final exam before receiving credit for the course and proceeding to the next level. To remain in the

program, students must show continuous progress and/or modification of identified deficiencies. Students are placed in ungraded homerooms and classrooms and are able to receive credit for both academic and elective courses. The electives at CLC include courses in foreign languages (Spanish and French), home economics, business, music, and art, and cooperative education programs.

The enrollment criteria for CLC, besides the general criteria for all Magnet programs, include standardized test scores no lower than two grade levels below in reading and math and a good score on a personal interview and recommendation by a CLC counselor. CLC is an In-Town Consortium school; therefore, the ethnicity goal is 60% minority/40% other. Students must take a diagnostic test in reading and math and must currently be enrolled in another school. Parents must accompany students who are under 18 years of age to the interview.

### Davis High School for Hotel, Restaurant, and Travel Careers

Davis High School's Magnet program for Hotel, Restaurant, and Travel Careers is a School-Within-A-School program that has an enrollment goal of 200 students. Students attend seven classes per day rather than the typical six; the school day runs from 8:10 a.m. to 4:10 p.m. Students at this school may pursue the regular, advanced, or advanced with honors high school transcript. In the ninth grade, all students enroll in Discovering Hospitality Careers and Typing, both one-semester courses. In the tenth grade, students enroll in twelve week Hospitality Clusters—Hotel, Travel, and Restaurant. In the eleventh grade year, students enroll in Hotel Management and a two-hour, two-credit Food Production Laboratory. Students in this program may substitute one credit of their lab courses for the physical education requirement for graduation. Students take their two years of foreign language and fine arts electives during the first three years. In the twelfth grade year, students generally enroll in a computer math course, which fulfills the computer science requirement for the advanced transcript. Although no specialty course work is required the twelfth grade year, many students choose accounting as an elective at this time. Students usually attend five classes and participate in a Cooperative Education program, working in the field of their specialization at area restaurants, hotels, and travel agencies. In this co-op program, students receive three elective credits and are paid for their employment in the field. Magnet and non-Magnet students are enrolled together in academic courses; non-Magnet students are eligible for enrollment in any of the specialty courses on a space available basis.

Although Tenneco currently sponsors scholarships at Davis High School, a new Tenneco sponsored scholarship program will begin with the Magnet class of 1992. Any student who maintains a GPA of 2.5 and attends two six-week Summer Institutes will qualify for a \$4,000 scholarship (\$1,000 per year) upon graduation. Many students who graduate from the program choose to pursue a career in Hotel, Restaurant, and Travel Management by earning a two-year degree from Houston Community College or a four-year degree from the University of Houston in their respective hospitality programs. Other students use the skills that they have gained through the Magnet program for part-time employment while pursuing other higher education goals.

The enrollment criteria for the Hotel, Restaurant, and Travel Careers program, besides the general criteria for all Magnet programs, include a grade average of 75% or better and a student/parent interview with a program administrator.

### High School for Engineering Professions, B. T. Washington High School

The High School for Engineering Professions is a School-Within-A-School program, located on the campus of Booker T. Washington High School. This program has an enrollment goal of 450 students. Students attend seven classes per day rather than the typical six; the school day runs from 8:00 a.m. to 4:15 p.m. All students in the program pursue the advanced with honors high school transcript. In this program, all students must enroll in science and math each year. A four-semester sequence of computer science is also completed, generally one semester each year. Magnet students are clustered together for their academic courses, all taught at the honors level. Specialty electives are open to non-Magnet students on a space available basis. In the ninth grade, Magnet students generally select Engineering Lab A which includes units on robotics, aerodynamics, pneumatics, and engineering stresses. All ninth grade students are required to participate in the Science and Engineering Fair. In the tenth and eleventh grade years, students continue to enroll in science, math, computer science, and select other electives as required. Many students enroll in technical writing, a program requirement, during the eleventh grade year. Students must select one fine arts course and two years of foreign language courses as electives to satisfy the advanced transcript requirements. In their twelfth grade year, students enroll in Engineering Lab B and C, both one-semester courses. Engineering Lab B is a special projects course coordinated with the technical writing course; Engineering Lab C focuses on electronics. Graphics and Architecture are two additional specialty electives that are offered to Magnet students. Many of the eleventh and twelfth grade students are offered engineering internships with area companies during the summer, and many of these students maintain this employment while continuing their education at the university level.

To be considered for enrollment in the High School for Engineering Professions, besides meeting the general criteria for all Magnet programs, students must also write an essay and have satisfactory performance on the Differential Aptitude Test (DAT). A personal interview must be conducted between an administrator of the Magnet program and the student and his or her parent(s). Students' grade averages, particularly in science and math, and their performance on the DAT and other standardized tests, such as the MAT6, are also considered for admission to the program.

### High School for The Health Professions

The High School for the Health Professions (HSHP) is a Separate and Unique School that has an enrollment goal of 750 students. Students attend seven classes per day rather than the typical six; the school day runs from 8:00 a.m. to 3:00 p.m. All HSHP students pursue the advanced or advanced with honors high school transcript. Students select one fine arts course, two years of foreign language courses, and a computer science course as electives to satisfy the advanced transcript requirements. In the ninth grade, students enroll in Health Science Orientation, an introductory course of the health care system and its professionals. Tenth grade students attend

Health Care Science and learn anatomy, physiology, and CPR. Health Occupations I is offered in the eleventh grade exposing students to patient care, medical laboratory, and dental science. In grade twelve, the curriculum includes physiology, histology, immunohematology, virology, clinical chemistry, and the Preceptorship Program. During the twelve week Preceptorship Program, students receive health care training at Baylor College of Medicine, the University of Texas Health Science Center, the University of Texas Dental Branch, University of Houston School of Optometry, or Texas Southern University School of Pharmacy.

The enrollment criteria for the High School for the Health Professions, besides the general criteria for all Magnet programs, include a grade average of 80% or better, grade level performance on the MAT6 or an equivalent standardized test, recommendation from a science or math teacher and a principal, counselor, or magnet coordinator,<sup>15</sup> and a written statement of interest by the student. Students must also be administered the Developing Cognitive Abilities Test (DCAT), and a personal interview may be conducted between the entrance committee and the student. The High School for Health Professions is an In-Town Consortium school; therefore, the ethnicity goal is 60% minority/40% other.

#### High School for Law Enforcement and Criminal Justice

The High School for Law Enforcement and Criminal Justice (LECJ), open since 1981, is a Separate and Unique School that has an enrollment goal of 700 students. Students in grades nine through eleven attend seven classes per day rather than the typical six; the school day runs from 7:45 a.m. to 3:45 p.m. Students at this school may pursue the regular, advanced, or advanced with honors high school transcript. In the ninth grade, all students enroll in Introduction to the American Criminal Justice System. In the tenth grade, students enroll in twelve week Criminal Justice Clusters – Office Support Systems is required, and students choose two courses from Legal Practice Skills, Introduction to Court Reporting, and Introduction to Police Technology. One of the features of this campus is the on-site courtroom where mock trials are held. In the eleventh grade year, students enroll in a two-hour (two-credits) Pre-Employment Laboratory in which students select from Legal/Paralegal Lab, Law Enforcement/Security Services Lab, or Court Reporting Lab. In the twelfth grade year, students participate in a Cooperative Education program, working in the field of their specialization at places such as a law firm or the legal department of a corporation, the Houston Police Department, the Harris County Sheriff's Office, the Texas Medical Center, and court reporting services. In the co-op program, students attend one hour of classroom instruction daily, receive one elective credit, and are paid for their employment in the field.

The enrollment criteria for the High School for Law Enforcement and Criminal Justice, besides the general criteria for all Magnet programs, include an academic course grade average of 80% or better, grade level or better performance on standardized tests, and passing scores on the latest

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<sup>15</sup> The recommendations will not be an admissions requirement for the 1991-92 school year.

TEAMS/TAAS tests. The High School for Law Enforcement is an In-Town Consortium school; therefore, the ethnicity goal is 60% minority/40% other.

### High School for the Performing and Visual Arts

The High School for the Performing and Visual Arts (HSPVA) is a Separate and Unique School which has an enrollment goal of 660 students. There are no students zoned to this school; all students attending this school are admitted through the Magnet application process. This high school provides highly specialized and intensified training for students with special talents in the arts. There are five specialty areas: art, instrumental music, vocal music, dance, and theater. To accommodate an extra class period, the class day is extended until 3:30 p.m. Students are enrolled in different specialty courses, each meeting for three hours one day of the week. Art students, for example, enroll in foundations of art, drawing, photography, painting, introduction to sculpture, art awareness, and design. Dance students enroll in jazz, tap, ballet, modern history of dance, musical theater, and dance photography. Music students take courses in music history and theory, sight singing, ear training, vocal production, large ensembles, small ensembles, music history and literature, jazz improvisation, and composition. Theater students take classes in directing, sight singing, theater business, acting, stagecraft, costume, and set design.

This type of schedule is followed all four years of the program. Fine arts courses are taught by certified teachers and consultants who are accomplished in their specialty fields. Students at the school follow a college preparatory academic curriculum, and many students continue to pursue fine arts careers.

Besides the submission of the written application, completion of an Entrance Agreement, and available tri-ethnic space, the enrollment criteria for the fine arts program include an audition before the faculty of the desired specialty area. Specific grade point averages and performance on standardized achievement tests are not requirements for admission to this program. The High School for the Performing and Visual Arts is an In-Town Consortium school; therefore, the ethnicity goal is 60% minority/40% other.

### Jones High School, Vanguard

The Vanguard program at Jones High School, a college preparatory program for gifted learners, is a School-Within-A-School program that has an enrollment goal of 300 students. All students in the Vanguard program pursue the advanced with honors high school transcript. There are two-course sequences that are followed by students in the program. One is designed for students who have attended a middle school or junior high school with a Vanguard or honors program; the other is for students new to the Vanguard program. Students are enrolled in academic courses (English, math, science, and social studies) designed for gifted learners. All Vanguard courses receive honors credits and are taught by teachers who have been trained to teach gifted students. Students are required to enroll in three years of foreign language. Students who enrolled in a foreign language in the eighth grade are required to enroll in two years of foreign language though they may continue their studies to complete up to five years of foreign language. The foreign languages offered in this program are Spanish, French, German, and Latin. Students must

also enroll in a computer science course and fine arts course to meet the requirements of the advanced with honors transcript. Some electives that are offered carry honors credit. A variety of advanced placement courses, Calculus, Chemistry, Computers, Economics, English, European History, Government, Physics, Psychology, and U.S. History, are offered. Students in the Vanguard program may earn university credit for courses not offered at Jones by enrolling at the University of Houston for a half day in their senior year if they have scored at least 1000 on their SAT exam.

The enrollment criteria for this program require that students meet the general requirements for enrollment in Magnet programs. Additionally, a profile is developed for each applicant using standardized achievement test scores (must be 75th percentile or better in reading and math), additional tests to measure intellectual, creative, and leadership potential, report card grades, and parent and/or teacher observations. A teacher recommendation is required, and students must provide written responses to four essay questions. Students may be required to create a portfolio of their work and may be called in for an interview as part of the admission process for this program.

#### Lamar High School, Business Administration

Lamar High School's Magnet Program for Business Administration is a School-Within-A-School program that has an enrollment goal of 600 students. Students attend seven classes per day rather than the typical six; the school day runs from 7:30 a.m. to 3:25 p.m. All students in the program pursue the advanced or advanced with honors high school transcript. Qualifying Magnet and non-Magnet students at Lamar may be admitted to the International Baccalaureate program. In the ninth grade, all students enroll in Introduction to Business Data Processing and Computer Programming, both one-semester courses. Subsequent business courses are all taught using computer-based instruction. In the tenth grade, students enroll in Business Management and Ownership. During the ninth and tenth grade years, students generally enroll in one fine arts course and two years of foreign language courses as electives to satisfy the advanced transcript requirements. In the eleventh and twelfth grade years, students enroll in a course sequence of either Computer Science I and II, both one-year honors courses or Business Law, Accounting, and Finance. Business Law and Finance are one-semester courses; Accounting is a one-year course. This three-course cluster may be taken in any sequence. All students participate in an internship for one-semester during their twelfth grade year. Students are required to enroll in four years of math. Magnet and non-Magnet students are enrolled together in academic courses regardless of the level of instruction; non-Magnet students are eligible for enrollment in any of the specialty courses on a space available basis.

The enrollment criteria for the business administration program, besides the general criteria for all Magnet programs, include above average math and reading scores on standardized tests and an academic course grade average of 80% or above. Prior to final acceptance into the program, an interview is conducted between an administrator of the Magnet program and the student and his or her parent(s). Lamar High School is an In-Town Consortium school; therefore, the ethnicity goal is 60% minority/40% other.

## Milby Science Institute

The Milby Science Institute, a comprehensive program in the natural sciences and computer science for college bound students, is a SWAS program that has an enrollment goal of 375 students. The Magnet program at Milby is in transition from the former Petrochemical Institute to the Science Institute. All students in the Magnet program pursue the advanced or advanced with honors high school transcript. In the ninth, tenth, and eleventh grade years, students enroll in a course sequence which includes Integrated Science I, II, and III. Each year, the curriculum focuses on one of three disciplines ( I - Biology, II - Chemistry, III - Physics), but stresses the relationship among the primary discipline to the other two. This course is a combined classroom/laboratory course that meets for two hours per day. All students are required to enroll in four years of math, and in the tenth grade, students enroll in a computer math/programming course. In addition, all students are required to enroll in two years of German during their tenth and eleventh grade years. In the twelfth grade, students choose courses related to advanced chemistry. Students also generally enroll in a fine arts elective at this time to satisfy the advanced transcript requirements. Also during the twelfth grade year, students may opt for enrollment in an Internship Program. Students are placed in research laboratories at area companies. Students receive one credit while they work, generally about twenty hours per week, and are paid while participating in the Internship Program. Honors and non-honors level academic courses are available for the Magnet participants at Milby Science Institute. High achieving non-Magnet participants are enrolled in academic courses with the Magnet participants. Specialty courses, however, are exclusively for Magnet participants.

The enrollment criteria for the Science Institute program, besides the general criteria for all Magnet programs, include a grade average of 80% or better in all courses, and acceptable performance on standardized tests. Acceptance into the program is also based on a student/parent interview with an administrator of the program.

## Reagan High School

### *Computer Technology SWAS Program*

The Reagan High School for Computer Technology is a School-Within-A-School program with an enrollment goal of 300 students. Students in this program choose from one of four major fields of specialization: computer programming, business data processing, banking and finance, or computer maintenance technology. To specialize in computer programming, students must demonstrate a strong background in math. In the ninth grade, all students take the same courses which include a computer graphics and a microcomputer applications course. In the tenth grade, students enter a specialty from the four areas and generally pursue one or two electives per year that are prescribed for the specialty area. Students pursuing computer programming, for example, enroll in Computer Math I; business data processing students enroll in Business Information Processing; banking students enroll in Business Financial Applications; and computer maintenance students enroll in Manufacturing Graphics. Computer programming students continue to enroll in Computer Science, Computer Math, and Business Computer Programming as electives. Business data processing students enroll in Computer Math and Business Computer Applications I and II.

Students in Banking and Finance continue to enroll in Business Law, Entrepreneurship, and Financial Services Marketing. Computer Maintenance students enroll in Computer Maintenance Technician I and II, both two-hour courses. Students may also enroll in courses designed for specialty areas other than their declared area as scheduling of electives permits. In the academic areas, honors and non-honors courses are available. Most students in the program pursue the advanced or advanced with honors high school transcript. To schedule all needed courses, students in the SWAS program attend seven courses rather than the typical six courses per day.

The enrollment criteria for the computer technology program, besides the general criteria for all Magnet programs, include a high interest in computer technology, an overall 75% or better grade average, and acceptable performance on standardized tests.

### *Add-On Program*

All students at Reagan High School benefit from the Computer Assisted Instruction Program at this campus. This Add-On Program features two well-equipped computer labs that are overseen by a Computer Assisted Instruction Lab Facilitator. These computer laboratories feature the most current software packages for use by teachers and classes in all disciplines. Software designed for standardized test preparation is also available to be used by students. Students in the Add-On Program are also eligible to enroll in specialty computer courses designed for the SWAS program on a space available basis.

The requirements for transfer to Reagan High School are the basic requirements for all Magnet programs. There are no academic requirements for transfer; however, transfers must bring the ethnicity of the school closer to the 65% minority, 35% other ethnic composition.

### Sterling Aviation Sciences

Sterling Aviation Sciences is a School-Within-A-School Magnet program with an enrollment goal of 200 students. In the ninth grade, all Magnet students enroll in History of Aviation and Meteorology, both one-semester courses. In the eleventh and twelfth grade years, students enroll in Aviation/Aerospace I and II. During the first year course, students generally complete the ground school and examination requirements for an FAA Private Pilot's License. During the second year course, students receive training through flight simulators and up to 30 hours of actual flight lessons in a chartered Cessna 152 or 172 at no expense to the student. Students may obtain the FAA Recreational License which allows them to pilot a plane with non-paying passengers during the day time following 30 hours of dual and solo flight. These flight hours credit toward a Private Pilot's License which requires a minimum of 40 dual and solo flight hours. All students in the program are eligible to pursue the advanced or advanced with honors high school transcript. During the tenth, eleventh, and twelfth grade years, students enroll in two years of foreign language, computer science, and a fine arts course to satisfy the advanced transcript requirements. Honors and non-honors level academic courses are available to the Magnet students.

The enrollment criteria for the Aviation Sciences program, besides the general criteria for all Magnet programs, include an academic course grade average of 75% or better, grade level performance on standardized tests, and a score of 70% or better on the Differential Aptitude Test.

### Yates High School, Communications

The Yates High School of Communications is a School-Within-A-School program with an enrollment goal of 300 students. In this program, students select from radio production, television production, photography, journalism/newspaper production, and speech communications. Students in this program follow a series of courses during the first two years which includes one semester of speech and two semesters of journalism. Currently, a one-semester graphic communications cluster course which includes six weeks each of graphics, photography, and media technology is also taken during the first two years.<sup>16</sup> In this program, Magnet students are generally clustered together for their communications electives and academic subjects but participate with non-Magnet students in other elective courses. Communications elective courses are also offered to non-Magnet students on a space available basis.

Following two years in the program, students commit to two-years of specialized study of either photography, newspaper, graphics, or media technology. Those students opting to study photography or media technology participate in an internship program the second semester of the twelfth grade. During the 1990–91 school year, students took advantage of radio internships at KHYS 98.5 F.M., Majic 102, KTRH 740 A.M., and KTSU 90.9 F.M. Students also took advantage of television internships at Houston Access Cable Station, Municipal Cable Station, HISD media services, Houston Community College Communications Department, and Wheeler Avenue Baptist Church Communications Department.

The enrollment criteria for the communications program, besides the general criteria for all Magnet programs, include an overall grade point average of 78% or better and at least grade level performance in reading and math on standardized tests. A letter of recommendation is required from a current teacher or counselor, and there is an interview between the Magnet coordinator and the student and his or her parent.

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<sup>16</sup> During the 1991–92 school year, the graphic communications cluster course will be expanded to a two-semester course comprised of nine week sections of graphics, photography, printing, and media technology.

**Question 3** What were the number and characteristics of the students who were served by each of the Magnet programs during the 1990-91 school year?

**Method**

Information concerning the student enrollment and ethnicity for each of the Magnet schools and programs was obtained from the HISD Student Master File. Data for the AOPs and SUS campuses were as of April 27, 1991. Data for the SWAS programs were as of June 18, 1991. Data for the Cluster Centers reflect total 1990-91 student participation as reported to the Bureau of Enrichment Programs.

**Findings**

Tables 2, 3, 4, 5, and 6 illustrate the student enrollment for the total HISD Magnet School Program, Add-On Programs, School-Within-A-School programs, Separate and Unique Schools, and Cluster Centers. The data presented in the tables are by percent of the individual program enrollment both for specific ethnic groups and total minorities.

Table 2  
Student Enrollment\* or Participation in All Magnet Programs, Spring 1991.

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	N
Elementary	6,960	39.4	4,887	27.7	67.1	5,815	32.9	17,662
Middle	2,225	37.2	1,678	28.1	65.3	2,072	34.7	5,975
Senior	3,072	38.3	2,994	37.4	75.7	1,950	24.3	8,016
<i>Subtotal</i>	<i>12,257</i>	<i>38.7</i>	<i>9,559</i>	<i>30.2</i>	<i>68.9</i>	<i>9,837</i>	<i>31.1</i>	<i>31,653</i>
Cluster Centers	9,275	32.8	9,719	34.4	67.1	9,299	32.9	28,293
<i>Grand Total</i>	<i>21,532</i>	<i>35.9</i>	<i>19,278</i>	<i>32.2</i>	<i>68.1</i>	<i>19,136</i>	<i>31.9</i>	<i>59,946</i>

\* Adjusted so that a student enrolled in a Magnet School with an AOP and SWAS program is not counted twice.  
 ‡ Data concerning the 1990-91 student participation in the Cluster Center program at Port Houston Elementary School was unavailable for this report.

Table 3  
Student Enrollment, Magnet Add-On Programs, Spring 1991.

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	N
<b>ELEMENTARY</b>								
Bell	260	39.2	127	19.2	58.4	276	41.6	663
Berry	172	16.1	848	79.5	95.7	46	4.3	1066
Bruce	353	71.3	112	22.6	93.9	30	6.1	495
Codwell	533	94.0	1	0.2	94.2	33	5.8	567
Elrod	574	67.7	92	10.8	78.5	182	21.5	848
Garden Villas	350	43.6	207	25.8	69.4	246	30.6	803
* Horn	119	21.9	74	13.6	35.5	351	64.5	544
Law	474	92.0	11	2.1	94.2	30	5.8	515
Lockhart	649	93.9	8	1.2	95.1	34	4.9	691
* Longfellow	259	41.0	104	16.5	57.4	269	42.6	632
Lovett	228	39.7	57	9.9	49.6	290	50.4	575
* MacGregor	301	59.7	139	27.6	87.3	64	12.7	504
* Poe	134	17.8	275	36.6	54.5	342	45.5	751
Pugh	8	1.0	738	94.9	95.9	32	4.1	778
* Roberts	92	19.0	148	30.6	49.6	244	50.4	484
* Rogers, W.	219	40.0	164	30.0	70.0	164	30.0	547
* Twain	79	17.8	212	47.6	65.4	154	34.6	445
* West University	120	10.7	101	9.0	19.7	898	80.3	1,119
<i>Subtotal</i>	<i>4,924</i>	<i>40.9</i>	<i>3,418</i>	<i>28.4</i>	<i>69.4</i>	<i>3,685</i>	<i>30.6</i>	<i>12,027</i>
<b>MIDDLE</b>								
Clifton	391	28.0	510	36.5	64.5	495	35.5	1,396
<b>SENIOR</b>								
Reagan	201	11.8	1,311	76.7	88.5	197	11.5	1,709
<i>Total Add-On</i>	<i>5,516</i>	<i>36.5</i>	<i>5,239</i>	<i>34.6</i>	<i>71.1</i>	<i>4,377</i>	<i>28.9</i>	<i>15,132</i>

\* In-Town Consortium Magnet Schools: 60% Minority/40% Other  
 Satellite Magnet Schools: 65% Minority/35% Other

**Table 4**  
**Student Enrollment, Magnet School-Within-A-School Programs, Spring 1991.**

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	N
<b>ELEMENTARY</b>								
Askew	53	22.6	32	13.6	36.2	150	63.8	235
Burbank	59	34.3	78	45.3	79.7	35	20.3	172
Burrus	163	86.2	22	11.6	97.9	4	2.1	189
Cornelius	107	36.9	72	24.8	61.7	111	38.3	290
De Zavala	6	2.8	204	95.3	98.1	4	1.9	214
Dodson	74	32.2	78	33.9	66.1	78	33.9	230
Durham	100	51.5	29	14.9	66.5	65	33.5	194
Herod	80	29.4	26	9.6	39.0	166	61.0	272
Jones, A.	54	44.3	42	34.4	78.7	26	21.3	122
* Jones, J. W.	84	45.7	32	17.4	63.0	68	37.0	184
Kolter	120	39.7	53	17.5	57.3	129	42.7	302
Lantrip	33	24.1	62	45.3	69.3	42	30.7	137
Lockhart	83	69.7	6	5.0	74.8	30	25.2	119
Lovett	106	41.4	29	11.3	52.7	121	47.3	256
* MacGregor	51	49.5	3	2.9	52.4	49	47.3	103
Oak Forest	75	34.4	64	29.4	63.8	79	36.2	218
Parker	150	42.9	73	20.9	63.7	127	36.3	350
Pleasantville	115	46.4	42	16.9	63.3	91	36.7	248
Red	55	55.6	10	10.1	65.7	34	34.3	99
* River Oaks	149	29.9	132	26.5	56.4	217	43.6	498
* Roberts	48	31.6	20	13.2	44.7	84	55.3	152
Roger, T.H.	29	17.4	21	12.6	29.9	117	70.1	167
* Rogers, W.	116	49.8	34	14.6	64.4	83	35.6	233
Roosevelt	36	27.1	48	36.1	63.2	49	36.8	133
Ross	102	76.7	25	18.8	95.5	6	4.5	133
Scroggins	41	23.8	70	40.7	64.5	61	35.5	172
Travis	27	18.1	58	38.9	57.0	64	43.0	149
* Twain	66	34.0	42	21.6	55.7	86	44.3	194
Wainwright	58	30.2	61	31.8	62.0	73	38.0	192
Whidby	50	39.4	23	18.1	57.5	54	42.5	127
* Wilson	53	30.5	13	30.5	60.9	68	39.1	174
Windsor Village	97	40.4	17	7.1	47.5	126	52.5	240
<i>Subtotal</i>	<i>2,440</i>	<i>37.6</i>	<i>1,561</i>	<i>24.0</i>	<i>61.6</i>	<i>2,497</i>	<i>38.4</i>	<i>6,498</i>

\* In-Town Consortium Magnet Schools: 60% Minority/40% Other  
 Satellite Magnet Schools: 65% Minority/35% Other

Table 4 (cont.)  
 Student Enrollment, Magnet School-Within-A-School Programs, Spring 1991.

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	N
<b>MIDDLE</b>								
Burbank	70	28.9	99	40.9	69.8	73	30.2	242
Clifton	155	34.9	133	30.0	64.9	156	35.1	444
Fondren	147	38.3	81	21.1	59.4	156	40.6	384
Fleming	181	68.0	64	24.1	92.1	21	7.9	266
* Gregory-Lincoln	78	32.9	76	32.1	65.0	83	35.0	237
Hamilton	79	29.6	117	43.8	73.4	71	26.6	267
Hartman	133	45.9	93	32.1	77.9	64	22.1	290
Holland	71	34.3	92	44.4	78.7	44	21.3	207
Johnston	237	40.7	115	19.8	60.5	230	39.5	582
Lanier	195	26.9	128	17.7	44.6	401	55.4	724
* Pershing	187	47.5	63	16.0	63.5	144	36.5	394
Revere	60	24.0	101	40.4	64.4	89	35.6	250
Rogers, T.H.	57	22.6	44	17.5	40.1	151	59.9	252
Ryan	175	59.1	106	35.8	94.9	15	5.1	296
Welch	119	38.6	69	22.4	61.0	120	39.0	308
<i>Subtotal</i>	<i>1,944</i>	<i>37.8</i>	<i>1,381</i>	<i>26.9</i>	<i>64.7</i>	<i>1,818</i>	<i>35.3</i>	<i>5,143</i>
<b>SENIOR</b>								
Austin	24	17.6	96	70.6	88.2	16	11.8	136
Bellaire	89	16.9	121	23.0	39.9	316	60.1	526
Davis	29	16.3	135	75.8	92.1	14	7.9	178
Jones	119	50.4	34	14.4	64.8	83	35.2	236
* Lamar	238	38.8	105	17.1	55.9	271	44.1	614
Milby	41	10.4	274	69.5	79.9	79	20.1	394
Reagan	60	22.2	146	54.1	76.3	64	23.7	270
Sterling	44	33.8	25	19.2	53.1	61	46.9	130
Washington	214	62.0	61	17.7	79.7	70	20.3	345
Yates	193	85.4	7	3.1	88.5	26	11.5	226
<i>Subtotal</i>	<i>1,051</i>	<i>34.4</i>	<i>1,004</i>	<i>32.9</i>	<i>67.3</i>	<i>1,000</i>	<i>32.7</i>	<i>3,055</i>
<i>Overall Total</i>	<i>5,435</i>	<i>37.0</i>	<i>3,946</i>	<i>26.9</i>	<i>63.8</i>	<i>5,315</i>	<i>36.2</i>	<i>14,696</i>

\* In-Town Consortium Magnet Schools: 60% Minority/40% Other  
 Satellite Magnet Schools: 65% Minority/35% Other

**Table 5**  
**Student Enrollment, Magnet Separate and Unique Schools, Spring 1991.**

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	
<b>MIDDLE</b>								
* Contemporary Learning Center	105	80.8	21	16.2	96.9	4	3.1	130
<b>SENIOR</b>								
Barbara Jordan, Vocational	817	73.9	252	22.8	96.7	36	3.3	1,105
* Contemporary Learning Center	369	83.9	55	12.5	96.4	16	3.6	440
* Health Professions	322	46.3	123	17.7	64.0	250	36.0	695
Law Enforcement	242	37.1	300	46.0	83.1	110	16.9	652
* Performing and Visual Arts	130	20.6	95	15.1	35.7	405	64.3	630
<i>Subtotal</i>	<i>1,880</i>	<i>53.4</i>	<i>825</i>	<i>23.4</i>	<i>76.8</i>	<i>817</i>	<i>23.2</i>	<i>3,522</i>
<i>Total SUS</i>	<i>1,985</i>	<i>54.3</i>	<i>846</i>	<i>23.2</i>	<i>77.5</i>	<i>821</i>	<i>22.5</i>	<i>3,652</i>

\* In-Town Consortium Magnet Schools: 60% Minority/40% Other  
 Satellite Magnet Schools: 65% Minority/35% Other

**Table 6.**  
**Final Student Participation, Magnet Cluster Centers, 1990-91.**

	Black		Hispanic		Total Minority	Other		Total
	N	%	N	%	%	N	%	
Career World	939	30.7	972	31.8	62.5	1,145	37.5	3,056
Children's Literature	1,403	23.3	2,252	37.3	60.6	2,376	39.4	6,031
International Trade	—	—	—	—	—	—	—	— ‡
Cullen Outdoor Ed.	1,019	38.5	949	35.9	74.4	676	25.6	2,644 †
Olympia Outdoor Ed.	1,620	35.3	1,789	38.9	64.2	1,186	25.8	4,595 †
People Place	3,122	36.7	2,522	29.6	66.3	2,874	33.7	8,518
Wildlife Discovery	1,172	34.0	1,235	35.8	69.8	1,042	30.2	3,449
<i>Total Cluster</i>	<i>9,275</i>	<i>32.8</i>	<i>9,719</i>	<i>34.4</i>	<i>67.1</i>	<i>9,299</i>	<i>32.9</i>	<i>28,293</i>

‡ Data concerning the 1990-91 student participation in this program was unavailable for this report.

† Does not include participation of 88 and 128 special education/handicapped students at Cullen and Olympia Centers, respectively.

## Appendix 1

### Magnet School Transfers<sup>17</sup>

Since the main thrust of the Magnet School approach is to achieve integration through quality education programs, a student's race and ethnic composition of the sending schools are important.

Attendance at a Magnet School is an exception to the requirement that a student attend the school within his or her attendance zone. If the student is otherwise qualified for the particular Magnet School, the transfer shall be granted under these exceptions.

Each student requesting a Magnet transfer must complete a transfer request form. When a student is ineligible for a particular program because the ethnic goals have been filled, the student and his or her parents shall be advised of similar programs where the student's ethnic goals have not been filled and the student is eligible for admission. School personnel will give the student and the parents the assistance necessary to aid the enrollment of the student in the Magnet program. In a school where there are entrance requirements, the receiving school will assess student qualifications.

Each Magnet School Program has a predetermined number of students which the program can accommodate. Since the goal is to impact the integration of a given campus, qualified students will be admitted to reflect predetermined ethnic goals prior to July 1. If the enrollment goal for each ethnic group is not met by July 1, the position may be filled by students from other ethnic groups; provided, however, that 10% of the designated vacancies shall remain open for students of the particular ethnic group. The district will continue to recruit students to meet the appropriate ethnic goals.

No student will be denied a Magnet School transfer if qualified and space is available unless the racial goals for the program have been filled or the transfer would decrease the student's ethnic percentage below 10% at the student's zoned school. Exception to this 10% rule must have the approval of the Appeals Committee. The district will provide transportation for each student who makes application in accordance with the transportation provisions of this plan.

A Magnet transfer, once granted, cannot be changed during a school semester unless specific exiting procedures in effect at the time are met.

Once a student has been granted a Magnet School transfer under these guidelines the student shall not be required to reapply for the program but will need to renew the transfer each year, and shall receive first priority for admission to the program at that school in subsequent years. To receive priority, the students must remain qualified for admission to the program and notify the principal of his/her intention to remain in the program by a specific date. Priority will also be given to students continuing to the next instructional level. Preference will be given to enrollment in the school nearest the student's home.

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<sup>17</sup> Elementary School Guidelines and General Information Handbook, Department of Pupil Data Services, HISD, September, 1988. The same information is presented in the Secondary School Guidelines and General Information Handbook.

**Pupil Transfer Policies**  
**Majority-to-Minority Transfers**  
**Tri-Ethnic Policy**

The Majority-to-Minority Transfer is one exception to the requirement that a student attend the school within his attendance zone. In September 1972 and October 1974, the Houston Board of Education adopted the tri-ethnic policy which has extended the transfer privilege.

Any Black student who is zoned to a school which has a Black student enrollment exceeding the district-wide Black percentages may transfer to a school where the percentage of minorities (Black and Hispanic) is under 65%. The enrollment for either ethnic group, Black or Hispanic, will be limited to the ethnic group's district-wide ethnic percentage in effect at the time.

Any Hispanic student who is zoned to a school which has a Hispanic student enrollment exceeding the district-wide Hispanic percentages may transfer to a school where the percentage of minorities (Black and Hispanic) is under 65%. The enrollment for either ethnic group, Black or Hispanic, will be limited to the ethnic group's district-wide ethnic percentage in effect at the time.

Any White student (White refers to all ethnic groups not designated Black or Hispanic) who is zoned to a school which exceeds the district-wide White percentages may transfer to a school where the percentage of minorities (Black and Hispanic) is under 35%.

Any minority student (Black or Hispanic), who is zoned to a school which exceeds the combined district-wide percentages may transfer to a school where the combined Black and Hispanic percentage is under 65%. Enrollment for either ethnic group will be limited to the ethnic group's district-wide ethnic percentage in effect at the time.

Percentages are determined by the percentage ratio from the annual TEA ethnic enrollment report and are based on a total school enrollment. The percentages may be computed on a class-by-class basis when necessary to prevent racial or ethnic isolation or resegregation.

No student will be denied a Majority-to-Minority transfer if a student qualifies regardless of the capacity of the school to which the transfer is made. The District will furnish transportation to each student who makes application for Majority-to-Minority transfers by a set deadline made each year. Any request for transportation received after the above date will be processed on a "first-come first-served" basis, if available. If transportation is not provided for a Majority-to-Minority Transfer student, he will be allowed to return to his home school before the end of the semester if the student so desires.

A Majority-to-Minority Transfer, once granted, cannot be changed during a school semester unless the pupil's parent or legal guardian moves to another attendance zone during the semester and then only if the request is not racially motivated, or if the transfer would increase the incidence of integration of the school to which the transfer is sought.

## **Voluntary Interdistrict Education Plan**

**Voluntary Interdistrict Education Plan (VIEP) transfers will be accepted into HISD under the following conditions:**

**A transfer applicant must be of the majority race or ethnic origin (50% Black and Hispanic combined or Anglo) in the school district of his or her residence and must qualify for the Magnet School Program for which application is made.**

**The Magnet School Program for which application is made must have available space to accommodate the transfer. HISD students will have priority for the space available, and VIEP transfer applicants may fill the additional spaces according to the policies and procedures applicable to HISD students.**

**VIEP transfers will be renewed under certain circumstances.**

- 1. When the student remains eligible for the program.**
- 2. When the student's transfer was approved under the terms of the Settlement Agreement, September 10, 1984.**
- 3. When the majority race or ethnicity of the student's sending district changes through no fault of the student.**

## Appendix 2

### Course Requirements for Graduation<sup>18</sup>

Course requirements for graduation in HISD for all students who entered the ninth or tenth grade for the first time in 1983–84:

<u>Course</u>	<u>Credits</u>
English	4
Mathematics	3
World Geography or World History	1
U.S. History	1
U.S. Government	1/2
Economics	1/2
Science	2
Health	2
Physical Education	1 1/2
<u>Electives</u>	<u>7</u>
Total	21

### Requirements for Advanced High School Transcript

<u>Course</u>	<u>Credits</u>
English	4
Mathematics	3
World Geography or World History	1
U.S. History	1
U.S. Government	1/2
Economics	1/2
Science	3
Health	2
Physical Education	1 1/2
Foreign Language	2
Computer Science	1
Fine Arts or Speech	1
<u>Electives</u>	<u>3</u>
Total	22

Students may also complete an Advanced High School Program with Honors. To qualify for this transcript, a student must earn five credits in courses designated as "Honors Courses."

<sup>18</sup> Secondary School Guidelines and General Information Handbook, Department of Pupil Data Services, HISD, September 1988.

