

# Agenda of Regular Meeting

## The Board of Trustees

**San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!**

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A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Tuesday, February 13, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act. All persons in physical attendance must comply with current state and local public health orders, including those regarding face masks/coverings, maintain at least 3 feet of social distance from one another, and remain in compliance with any other state and local public health orders issued in connection with the Covid-19 Pandemic. One or more of the vendors being considered at this meeting may appear through video conference call / Microsoft Teams / Zoom. Any such presentation will be visible and audible to anyone attending the open meeting.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to [acardonajr@seisd.net](mailto:acardonajr@seisd.net) at any time prior to the board meeting time.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**

Mr. Eduardo Chavez, Board President

- A. Call Meeting to Order
- B. Roll Call
- C. Pledge of Allegiance

D. **San Elizario ISD Mission Statement**

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (five-minute limit)

3. **DISTRICT RECOGNITIONS**

- A. Proclamation of National School Breakfast Week

Ms. Aggie Reyes, Executive Director Child Nutrition Services

B.	San Elizario High School Band - Solo & Ensemble State Competitors Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent	
C.	Career & Technical Education Recognitions Ms. Sandra Sanchez, Career & Technical Education Administrator	
	1. Business Professionals of America	
	2. Skills USA	
D.	San Elizario High School Cheerleading Squad - 1st Place in 4A Game Day Division Mr. Cesar Morales, Executive Director Athletics	
E.	San Elizario High School Wrestling Mr. Cesar Morales, Executive Director Athletics	
F.	San Elizario High School Employee Recognition Mr. Troy Enriquez, Principal, San Elizario High School	
	1. Como el Grinch Robo La Navidad Play Production Team - Ms. Cynthia Villarreal and Team	
	2. Speech and Debate Team - Mr. Justin Del Valle	
	3. Bio EPC Scores - Mr. James McClain and Mr. Christian Solis	
	4. Dance Recital - Ms. Cenia Palomo	
G.	4th Annual Masked Reader: Dreamer Edition - Ms. Anna Alvarez and Ms. Georgina Diaz Dr. Rogelio Segovia, Associate Superintendent	
4.	<b>NEW BUSINESS / BOARD ACTION ITEMS</b>	
A.	No Items	
5.	<b>CONSENT AGENDA</b> - Consider and possible Board action on	
A.	Financial Reports Mr. Norberto Rivas, Chief Financial Officer	
	1. Tax Report	6
	2. Financial Statements	8
	3. Investment Report	14
	4. Purchase Orders exceeding \$25,000.00	25
	• PO# 50363 - El Paso Office Products LLC - \$56,274.40	
	• PO# 50365 - El Paso Office Products LLC - \$26,379.00	
	• PO# 50406 - Dell Marketing L.P. - \$41,650.72	
	• PO# 48433 - Trejo Commercial Refrigeration - revising amount to \$65,000.00	
	• PO# 48435 - Labatt Food Service LLC - revising amount to \$1,460,000.00	
B.	Consider and possible Board action to approve PO# 50362 to Dell Marketing L.P. to purchase computers for Alarcon Elementary School and to be reimbursed by the U.S. Soccer Federation and AT&T Mr. Horacio Hernandez, Executive Director Technology	33
C.	Consider and possible board action on El Paso Electric Easement Request	36
D.	Board Monitoring Calendar Ms. Lisa Renegar, Research & Evaluation Administrator	41
E.	Consider approval of minutes for the following: Board of Trustees	
	1. January 10, 2024 - Health Insurance/Budget Workshop	45
	2. January 17, 2024 - Regular Board Meeting	53
	3. February 7, 2024 - Health Insurance Workshop	64

F.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Technology Department	69
	Mr. Horacio Hernandez, Executive Director Technology	
6.	<b>PRESENTATION / REPORTS / INFORMATION</b>	
A.	2024-2025 Regular Board Meeting Dates (Information)	95
	Dr. Jeannie Meza-Chavez, Superintendent	
B.	Report on grants applied for during the first semester of the 2023-2024 fiscal year (Information)	96
	Ms. Beatriz Apodaca, Federal & Special Programs Coordinator	
C.	Child Nutrition Services - Meal Service Update (Information)	97
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
D.	HB 3834 - Cybersecurity Awareness Training Compliance (Information)	98
	Mr. Horacio Hernandez, Executive Director Technology	
E.	Board Training (Information)	101
	Dr. Jeannie Meza-Chavez, Superintendent	
1.	Far West Texas School Board Association Meeting	
	Saturday, February 17, 2024	
	8:30 a.m. - 12:30 p.m.	
	Starlight Event Center - Sunset Room	
2.	Far West Texas School Board Association Spring Workshop	
	Thursday, May 23, 2024	
	5:00 p.m. - 9:00 p.m.	
	Starlight Event Center - Sunset Room	
F.	Timeline for Revision of District Mission Statement (Information)	102
	Ms. Lisa Renegar, Research & Evaluation Administrator	
G.	Goal Progress Monitoring (Information)	
	Ms. Lisa Renegar, Research and Evaluation Administrator	
1.	(HB 3) GPM 1.1 Progress Monitoring - Math Growth for PK4	103
	Ms. Lisa Renegar, Research and Evaluation Administrator	
2.	(HB 3) GPM 1.2 Progress Monitoring - Grades K - 2nd Math Growth	107
	Ms. Lisa Renegar, Research and Evaluation Administrator	
H.	2022 - 2023 School Report Cards (Information)	110
	Ms. Lisa Renegar, Research and Evaluation Administrator	
I.	2022-2023 Texas Academic Performance Reports (TAPR) (Information)	262
	Ms. Lisa Renegar, Research and Evaluation Administrator	
7.	<b>EXECUTIVE SESSION</b>	
	The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:	
A.	Discussion on Employee / Board / Superintendent Communication	
8.	<b>THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION</b>	

**9. NEXT MEETING DATE:**

Special Board Meeting: Wednesday, February 21, 2024 at 5:30 p.m.

Regular Board Meeting: Wednesday, March 6, 2024 at 5:30 p.m.

**10. ADJOURNMENT**

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If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551-071 Private consultation with the board's attorney.
- 551-072 Discussing purchases, exchange, leases, or value of real property.
- 551-073 Discussing negotiated contracts for prospective gifts or donations.
- 551-074 Discussing personnel or to hear complaints against personnel
- 551-076 Deliberation regarding security devices
- 551-082 Considering discipline of a public school child, or complaint or charge against personnel
- 551-083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551-084 Excluding witnesses from a hearing.

Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.



### **National School Breakfast Week Official Proclamation**

WHEREAS The School Breakfast Program has served our nation admirably since it was permanently established in 1975; and

WHEREAS the School Breakfast Program is dedicated to the health and well-being of our nation's children; and

WHEREAS the School Breakfast Program joins and has been joined through the years by many other excellent child nutrition programs; and recent research shows students are receiving their healthiest meals at school; and

WHEREAS there is evidence of continued need for nutrition education and awareness of the value of school nutrition programs

NOW THEREFORE, the San Elizario Independent School District Board of Trustees do hereby proclaim the week of March 19-22, 2024, as SCHOOL BREAKFAST WEEK and encourage all residents to become aware of the benefits of the School Breakfast Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 13<sup>th</sup> day of February in the year, Two Thousand and Twenty-Four.

Board President: \_\_\_\_\_

Board Vice-President: \_\_\_\_\_

Board Secretary: \_\_\_\_\_

Superintendent: \_\_\_\_\_



San Elizario ISD  
 P.O. Box 920  
 San Elizario, TX 79849  
 Phone 915.872.3900  
 Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports - Tax Report  
**Date:** February 13, 2024

**HISTORY:** The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the August 23, 2023 special Board meeting for a total rate of \$0.8916. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7219 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

**RATIONALE:** The purpose of this agenda item is to report collections made for the current 2023 tax year which is based on the levy billed on October 1, 2023.

**BUDGET IMPACT:** Collections as of December 31, 2023 are summarized below.

	<b>M&amp;O</b>	<b>I&amp;S</b>	<b>Total</b>	<b>Collections</b>
Current Year Levy	\$2,081,933	\$489,409	\$2,571,342	
Current Year Collections	\$876,311	\$205,998	\$1,082,309	\$1,082,309
Current Year Levy Outstanding	\$1,205,622	\$283,411	\$1,489,033	
Prior Year Collections				\$70,489
Penalty & Interest Collections				\$22,661
Total Collections				\$1,175,459

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**Please check one:**     For approval     Report / Information only     Recognition only

*San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*

EL PASO CONSOLIDATED TAX OFFICE  
PROPERTY TAX COLLECTION ANALYSIS  
9/1/2023 through 12/31/2023

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2023	-	-	38,562.46	38,562.46	38,562.46	38,562.46	1.50%	4,114.61	4,114.61
Oct 2023	51,932.45	51,932.45	18,864.25	57,426.71	70,796.70	109,359.16	4.25%	3,266.02	7,380.63
Nov 2023	142,363.37	194,295.82	19,474.87	76,901.58	161,838.24	271,197.40	10.55%	3,492.51	10,873.14
Dec 2023	888,013.01	1,082,308.83	16,248.17	93,149.75	904,261.18	1,175,458.58	45.71%	3,123.77	13,996.91
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Jul 2024									
Aug 2024									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2023	2,606,839.10	N/A	N/A	Total Levy Collected	1,082,308.83	70,488.60	1,152,797.43
Levy-Billed 10/1/2023	2,589,559.24	601,116.53	3,190,675.77	Total Penalty & Interest	-	22,661.15	22,661.15
Adjusted Levy YTD	2,571,341.69	567,323.11	3,138,664.80	Total Levy + P&I	1,082,308.83	93,149.75	1,175,458.58
Increase/Decrease	(18,217.55)	(33,793.42)	(52,010.97)	Taxes as percent of levy	42.09%	2.74%	44.83%
Levy Outstanding	1,489,032.86	496,834.51	1,985,867.37	P&I as percent of levy	0.00%	0.88%	0.88%
				Total as percent of levy	42.09%	3.62%	45.71%
				Collection Fee	-	13,996.91	13,996.91
				Total Collected YTD	1,082,308.83	107,146.66	1,189,455.49



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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Financial Statements  
**Date:** February 13, 2024

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**HISTORY:** The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually and the results are typically presented at the regular board meeting in November.

**RATIONALE:** The purpose of this agenda item is to present unaudited interim financial statements as of December 31, 2023 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit C-1: presents the balance sheet for governmental funds
- Exhibit C-3: presents revenues and expenditures for governmental funds
- Exhibit H-4: presents revenues and expenses for internal service funds

**BUDGET IMPACT:** There is no budget impact associated with this agenda item.

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**Please check one:**     For approval     Report / Information only     Recognition only

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SAN ELIZARIO ISD  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED  
FOR THE SIX MONTHS ENDING DECEMBER 31, 2023

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 4,020,927	\$ 4,020,927	\$ 1,427,358	\$ (2,593,569)
5800	State Program Revenues	31,261,292	31,261,292	13,788,584	(17,472,708)
5900	Federal Program Revenues	6,295,000	6,295,000	1,770,309	(4,524,691)
5020	Total Revenues	<u>41,577,219</u>	<u>41,577,219</u>	<u>16,986,251</u>	<u>(24,590,968)</u>
EXPENDITURES:					
Current:					
0011	Instruction	18,108,055	18,008,055	8,198,632	9,809,423
0012	Instructional Resources and Media Services	138,227	138,227	59,273	78,954
0013	Curriculum and Instructional Staff Development	212,323	312,323	76,040	236,283
0021	Instructional Leadership	795,327	820,327	386,240	434,087
0023	School Leadership	1,659,864	1,584,864	643,423	941,441
0031	Guidance, Counseling and Evaluation Services	1,238,095	1,238,095	570,423	667,672
0032	Social Work Services	62,375	62,375	29,105	33,270
0033	Health Services	378,076	388,076	180,117	207,959
0034	Student (Pupil) Transportation	1,941,006	1,861,006	1,080,348	780,658
0035	Food Services	4,060,000	4,060,000	1,612,742	2,447,258
0036	Extracurricular Activities	1,327,471	1,357,471	493,264	864,207
0041	General Administration	1,813,788	1,813,788	891,228	922,560
0051	Facilities Maintenance and Operations	6,347,081	6,347,081	2,732,379	3,614,702
0052	Security and Monitoring Services	1,259,021	1,467,421	568,767	898,654
0053	Data Processing Services	1,304,130	1,204,130	434,838	769,292
0061	Community Services	36,845	36,845	18,443	18,402
Debt Service:					
0071	Debt Service	795,738	895,738	546,723	349,015
Capital Outlay:					
0081	Facilities Acquisition and Construction	2,154,297	2,274,297	900,112	1,374,185
Intergovernmental:					
0099	Other Intergovernmental Charges	52,500	52,500	18,658	33,842
6030	Total Expenditures	<u>43,684,219</u>	<u>43,922,619</u>	<u>19,440,755</u>	<u>24,481,864</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,107,000)</u>	<u>(2,345,400)</u>	<u>(2,454,504)</u>	<u>(109,104)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	6,129	(18,871)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>6,129</u>	<u>(18,871)</u>
1200	Net Changes in Fund Balances	<u>(2,082,000)</u>	<u>(2,320,400)</u>	<u>(2,448,375)</u>	<u>(127,975)</u>
0100	Fund Balance - July 1 (Beginning)	-	17,601,593	17,601,593	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,082,000)</u>	<u>\$ 15,281,193</u>	<u>\$ 15,153,218</u>	<u>\$ (127,975)</u>

SAN ELIZARIO ISD  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED  
FOR THE SIX MONTHS ENDING DECEMBER 31, 2023

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
	REVENUES:				
5700	Total Local and Intermediate Sources	\$ 627,898	\$ 627,898	\$ 240,362	\$ (387,536)
5800	State Program Revenues	1,063,966	1,063,966	987,710	(76,256)
5020	Total Revenues	<u>1,691,864</u>	<u>1,691,864</u>	<u>1,228,072</u>	<u>(463,792)</u>
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,624,413	1,624,413	442,206	1,182,207
6030	Total Expenditures	<u>1,624,413</u>	<u>1,624,413</u>	<u>442,206</u>	<u>1,182,207</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>67,451</u>	<u>67,451</u>	<u>785,866</u>	<u>718,415</u>
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net Changes in Fund Balances	67,451	67,451	785,866	718,415
0100	Fund Balance - July 1 (Beginning)	-	349,327	349,327	-
3000	Fund Balance - June 30 (Ending)	<u>\$ 67,451</u>	<u>\$ 416,778</u>	<u>\$ 1,135,193</u>	<u>\$ 718,415</u>

SAN ELIZARIO ISD  
BALANCE SHEET  
GOVERNMENTAL FUNDS - UNAUDITED  
AS OF DECEMBER 31, 2023

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ 14,295,683	\$ 1,036,535	\$ 15,332,218
1220 Property Taxes - Delinquent	604,519	77,019	681,538
1230 Allowance for Uncollectible Taxes (Credit)	(54,948)	(6,829)	(61,777)
1240 Receivables from Other Governments	670,222	2,493,948	3,164,170
1250 Accrued Interest	-	-	-
1260 Due from Other Funds	2,996,338	862,620	3,858,958
1290 Other Receivables	-	-	-
1300 Inventories	248,949	-	248,949
1410 Prepayments	-	-	-
1000 Total Assets	<u>18,760,763</u>	<u>4,463,293</u>	<u>23,224,056</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	398,974	178,295	577,270
2150 Payroll Deductions and Withholdings Payable	349,942	-	349,942
2160 Accrued Wages Payable	796,782	208,817	1,005,599
2170 Due to Other Funds	1,375,468	2,108,252	3,483,720
2180 Due to Other Governments	-	44,474	44,474
2200 Accrued Expenditures	82,914	-	82,914
2300 Unearned Revenues	53,895	5,610	59,505
2000 Total Liabilities	<u>3,057,975</u>	<u>2,545,448</u>	<u>5,603,424</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
2601 Unavailable Revenue - Property Taxes	549,571	70,191	619,762
2600 Total Deferred Inflows of Resources	<u>549,571</u>	<u>70,191</u>	<u>619,762</u>
<b>FUND BALANCES</b>			
Nonspendable Fund Balance:			
3410 Inventories	208,793	-	208,793
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	952,874	147,311	1,100,185
3470 Capital Acquisition and Contractual Obligation	-	384,024	384,024
3480 Retirement of Long-Term Debt	-	1,135,194	1,135,194
3490 Other Restricted Fund Balance	-	181,125	181,125
3510 Committed Fund Balance - Construction	305,196	-	305,196
3545 Committed Fund Balance - Other	2,800,000	-	2,800,000
3600 Unassigned Fund Balance	10,886,354	-	10,886,354
3000 Total Fund Balances	<u>15,153,217</u>	<u>1,847,654</u>	<u>17,000,871</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 18,760,763</u>	<u>\$ 4,463,293</u>	<u>\$ 23,224,056</u>

SAN ELIZARIO ISD  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
GOVERNMENTAL FUNDS - UNAUDITED  
FOR THE SIX MONTHS ENDING DECEMBER 31, 2023

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
<b>REVENUES:</b>			
5700 Total Local and Intermediate Sources	\$ 1,427,358	\$ 339,535	\$ 1,766,893
5800 State Program Revenues	13,788,584	1,152,516	14,941,100
5900 Federal Program Revenues	1,770,309	4,376,083	6,146,392
5020 Total Revenues	<u>16,986,251</u>	<u>5,868,134</u>	<u>22,854,385</u>
<b>EXPENDITURES:</b>			
Current:			
0011 Instruction	8,198,632	2,210,614	10,409,246
0012 Instructional Resources and Media Services	59,273	184,918	244,191
0013 Curriculum Instructional Staff Development	76,040	627,729	703,769
0021 Instructional Leadership	386,240	68,075	454,315
0023 School Leadership	643,423	474,646	1,118,069
0031 Guidance, Counseling and Evaluation Services	570,423	187,952	758,375
0032 Social Work Services	29,105	76,797	105,902
0033 Health Services	180,117	75,645	255,762
0034 Student (Pupil) Transportation	1,080,348	21,267	1,101,615
0035 Food Services	1,612,742	29,401	1,642,143
0036 Extracurricular Activities	493,264	93,856	587,120
0041 General Administration	891,228	15,293	906,521
0051 Facilities Maintenance and Operations	2,732,379	255,751	2,988,130
0052 Security and Monitoring Services	568,767	36,123	604,890
0053 Data Processing Services	434,838	101,348	536,186
0061 Community Services	18,443	100,942	119,385
Debt Service:			
0071 Debt Service	546,723	488,062	1,034,785
Capital Outlay:			
0081 Facilities Acquisition and Construction	900,112	-	900,112
Intergovernmental:			
0099 Other Intergovernmental Charges	18,658	-	18,658
6030 Total Expenditures	<u>19,440,755</u>	<u>5,048,419</u>	<u>24,489,174</u>
1100 Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,454,504)</u>	<u>819,715</u>	<u>(1,634,789)</u>
<b>OTHER FINANCING SOURCES (USES)</b>			
7912 Sale of Real and Personal Property	6,129	-	6,129
7915 Transfers In	-	-	-
8911 Transfers Out (Use)	-	-	-
7080 Total Other Financing Sources (Uses)	<u>6,129</u>	<u>-</u>	<u>6,129</u>
1200 Net Change in Fund Balances	<u>(2,448,375)</u>	<u>819,715</u>	<u>(1,628,660)</u>
0100 Fund Balance - July 1 (Beginning)	17,601,593	1,027,937	18,629,530
1300 Prior Period Adjustment	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ 15,153,218</u>	<u>\$ 1,847,652</u>	<u>\$ 17,000,870</u>

SAN ELIZARIO ISD  
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION  
 INTERNAL SERVICE FUNDS - UNAUDITED  
 FOR THE SIX MONTHS ENDING DECEMBER 31, 2023

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
<b>OPERATING REVENUES:</b>			
Local and Intermediate Sources	\$ 2,176,145	\$ 73,620	\$ 2,249,765
Total Operating Revenues	<u>2,176,145</u>	<u>73,620</u>	<u>2,249,765</u>
<b>OPERATING EXPENSES:</b>			
Professional and Contracted Services	2,035,254	68,406	2,103,660
Other Operating Costs	564,460	-	564,460
Total Operating Expenses	<u>2,599,714</u>	<u>68,406</u>	<u>2,668,120</u>
Operating Income (Loss)	<u>(423,569)</u>	<u>5,214</u>	<u>(418,355)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>			
Earnings from Temporary Deposits & Investments	525	34,106	34,631
Total Nonoperating Revenues (Expenses)	<u>525</u>	<u>34,106</u>	<u>34,631</u>
Income (Loss) Before Transfers	(423,044)	39,320	(383,724)
Transfer In	-	-	-
Change in Net Position	<u>(423,044)</u>	<u>39,320</u>	<u>(383,724)</u>
Total Net Position - July 1 (Beginning)	<u>(240,359)</u>	<u>1,033,273</u>	<u>792,914</u>
Total Net Position - June 30 (Ending)	<u>\$ (663,403)</u>	<u>\$ 1,072,593</u>	<u>\$ 409,190</u>



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Investment Report  
**Date:** February 13, 2024

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**HISTORY:** Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

**RATIONALE:** The purpose of this agenda item is to present that investment report for the month of December 2023.

**BUDGET IMPACT:** Interest earned by fund is summarized in the investment report which is attached to this memo.

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**Please check one:**     For approval     Report / Information only     Recognition only

*San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*

San Elizario I.S.D.  
 Statement of Interest Earned  
 For The Six Months Ending December 31, 2023

General Fund	\$	302,012.67
Interest & Sinking (Debt Service) Fund	\$	11,780.25
Capital Projects Fund	\$	10,088.96
Health Insurance Fund	\$	524.74
Workers Compensation Fund	\$	34,106.00
<b>Total</b>	<b>\$</b>	<b><u>358,512.62</u></b>

We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

*Norberto Rivas*

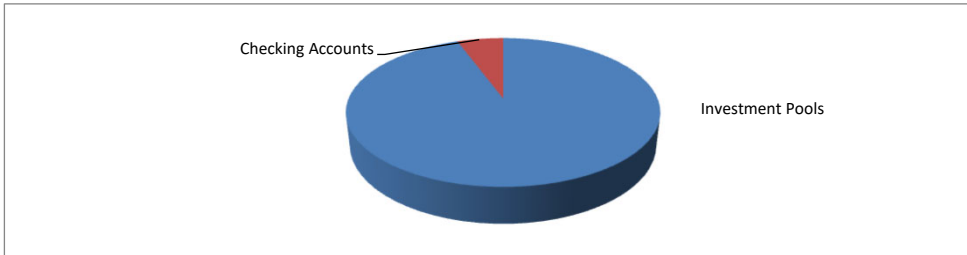
Chief Financial Officer

February 1, 2024

Date

**Portfolio Diversification**

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 15,753,305	94.34%	Overnight
Checking Accounts	\$ 945,560	5.66%	Overnight
	\$ 16,698,864		



**General Fund**

**Wells Fargo- General Operating Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 649,456.02	1.65%	\$ 933.11
01-Aug-23	31-Aug-23	Overnight	\$ 1,345,105.79	1.65%	\$ 1,663.34
01-Sep-23	30-Sep-23	Overnight	\$ 522,659.56	1.65%	\$ 1,151.62
01-Oct-23	31-Oct-23	Overnight	\$ 488,872.61	1.65%	\$ 989.77
01-Nov-23	30-Nov-23	Overnight	\$ 969,576.22	1.65%	\$ 966.59
01-Dec-23	31-Dec-23	Overnight	\$ 635,441.64	1.65%	\$ 1,185.76
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ 6,890.19</b>

*Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.*

**Wells Fargo- Food Service Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 26,501.35	0.00%	\$ -
01-Aug-23	31-Aug-23	Overnight	\$ 35,566.24	0.00%	\$ -
01-Sep-23	30-Sep-23	Overnight	\$ 48,921.34	0.00%	\$ -
01-Oct-23	31-Oct-23	Overnight	\$ 59,428.54	0.00%	\$ -
01-Nov-23	30-Nov-23	Overnight	\$ 81,122.54	0.00%	\$ -
01-Dec-23	31-Dec-23	Overnight	\$ 88,807.42	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ -</b>

*This bank balance is combined with the general operating account for the purpose of the earning allowance.*

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 4,189,259.96	5.37%	\$ 21,019.72
01-Aug-23	31-Aug-23	Overnight	\$ 652,739.69	5.53%	\$ 15,037.66
01-Sep-23	30-Sep-23	Overnight	\$ 7,288,438.93	5.59%	\$ 12,272.15
01-Oct-23	31-Oct-23	Overnight	\$ 6,102,258.19	5.61%	\$ 29,650.88
01-Nov-23	30-Nov-23	Overnight	\$ 7,938,276.94	5.65%	\$ 28,477.29
01-Dec-23	31-Dec-23	Overnight	\$ 8,293,429.07	5.65%	\$ 37,134.66
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 143,592.36</b>

**Lone Star Investment Pool- Corporate Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 494,622.42	5.31%	\$ 2,220.52
01-Aug-23	31-Aug-23	Overnight	\$ 496,926.76	5.49%	\$ 2,304.34
01-Sep-23	30-Sep-23	Overnight	\$ 198,456.32	5.53%	\$ 1,529.56
01-Oct-23	31-Oct-23	Overnight	\$ 199,394.19	5.57%	\$ 937.87
01-Nov-23	30-Nov-23	Overnight	\$ 200,314.42	5.62%	\$ 920.23
01-Dec-23	31-Dec-23	Overnight	\$ 201,267.02	5.60%	\$ 952.60
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 8,865.12</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,719,012.57	5.12%	\$ 16,018.37
01-Aug-23	31-Aug-23	Overnight	\$ 3,772,036.61	5.30%	\$ 16,841.76
01-Sep-23	30-Sep-23	Overnight	\$ 811,493.50	5.32%	\$ 9,107.19
01-Oct-23	31-Oct-23	Overnight	\$ 846,034.89	5.32%	\$ 3,747.15
01-Nov-23	30-Nov-23	Overnight	\$ 990,011.73	5.35%	\$ 4,081.29
01-Dec-23	31-Dec-23	Overnight	\$ 1,625,961.60	5.35%	\$ 5,671.98
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 55,467.74</b>

**Texas CLASS Investment Pool- General Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,339,233.84	5.32%	\$ 15,064.21
01-Aug-23	31-Aug-23	Overnight	\$ 3,354,796.04	5.48%	\$ 15,562.20
01-Sep-23	30-Sep-23	Overnight	\$ 3,370,052.51	5.52%	\$ 15,256.47
01-Oct-23	31-Oct-23	Overnight	\$ 3,385,987.26	5.55%	\$ 15,934.75
01-Nov-23	30-Nov-23	Overnight	\$ 3,401,566.98	5.86%	\$ 15,579.72
01-Dec-23	31-Dec-23	Overnight	\$ 3,417,709.14	5.57%	\$ 16,142.16
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 93,539.51</b>

**GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: account closed )**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Aug-23	31-Aug-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Sep-23	30-Sep-23	Overnight	\$ 250,000.00	0.80%	\$ 164.38
01-Oct-23	31-Oct-23	Overnight	\$ -	0.80%	\$ 43.84
01-Nov-23	30-Nov-23	Overnight	\$ -	0.00%	\$ -
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 547.94</b>

Total General Fund Interest Earned **\$ 302,012.67**

**Interest & Sinking Fund (Debt Service)**

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 259,349.66	5.37%	\$ 1,176.33
01-Aug-23	31-Aug-23	Overnight	\$ 260,566.79	5.53%	\$ 1,217.13
01-Sep-23	30-Sep-23	Overnight	\$ 261,761.22	5.58%	\$ 1,194.43
01-Oct-23	31-Oct-23	Overnight	\$ 263,008.00	5.61%	\$ 1,246.78
01-Nov-23	30-Nov-23	Overnight	\$ 264,230.18	5.65%	\$ 1,222.18
01-Dec-23	31-Dec-23	Overnight	\$ 265,497.97	5.65%	\$ 1,267.79
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 7,324.64</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 138,613.06	5.12%	\$ 587.35
01-Aug-23	31-Aug-23	Overnight	\$ 144,759.38	5.30%	\$ 639.92
01-Sep-23	30-Sep-23	Overnight	\$ 149,912.51	5.32%	\$ 640.91
01-Oct-23	31-Oct-23	Overnight	\$ 156,118.98	5.32%	\$ 691.58
01-Nov-23	30-Nov-23	Overnight	\$ 188,443.13	5.35%	\$ 767.34
01-Dec-23	31-Dec-23	Overnight	\$ 336,227.61	5.35%	\$ 1,128.51
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 4,455.61</b>

Total Debt Service Fund Interest Earned **\$ 11,780.25**

**Capital Projects Fund**

**2015 Bond Construction Fund - Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 375,560.02	5.12%	\$ 1,625.42
01-Aug-23	31-Aug-23	Overnight	\$ 377,250.04	5.30%	\$ 1,690.02
01-Sep-23	30-Sep-23	Overnight	\$ 378,898.46	5.32%	\$ 1,648.42
01-Oct-23	31-Oct-23	Overnight	\$ 380,611.45	5.32%	\$ 1,712.99
01-Nov-23	30-Nov-23	Overnight	\$ 382,285.29	5.35%	\$ 1,673.84
01-Dec-23	31-Dec-23	Overnight	\$ 384,023.56	5.35%	\$ 1,738.27
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 10,088.96</b>

Total Capital Projects Fund Interest Earned **\$ 10,088.96**

**Health Insurance Fund**

<b>Wells Fargo- Health Insurance</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 9,511.35	1.01%	\$	72.65
01-Aug-23	31-Aug-23	Overnight	\$ 71,472.99	1.09%	\$	99.59
01-Sep-23	30-Sep-23	Overnight	\$ 211,011.65	1.09%	\$	84.92
01-Oct-23	31-Oct-23	Overnight	\$ 115,018.64	1.09%	\$	73.87
01-Nov-23	30-Nov-23	Overnight	\$ 41,656.04	1.09%	\$	43.19
01-Dec-23	31-Dec-23	Overnight	\$ 145,386.33	1.09%	\$	150.52
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 524.74</b>
Total Health Insurance Fund Interest Earned						<b>\$ 524.74</b>

**Workers Compensation Fund**

<b>Wells Fargo- Worker's Compensation</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 75,307.93	1.02%	\$	67.96
01-Aug-23	31-Aug-23	Overnight	\$ 67,882.22	1.09%	\$	65.26
01-Sep-23	30-Sep-23	Overnight	\$ 102,225.44	1.09%	\$	79.42
01-Oct-23	31-Oct-23	Overnight	\$ 102,168.73	1.09%	\$	88.90
01-Nov-23	30-Nov-23	Overnight	\$ 90,700.70	1.09%	\$	86.29
01-Dec-23	31-Dec-23	Overnight	\$ 75,924.22	1.09%	\$	83.22
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 471.05</b>

<b>Lone Star Investment Pool- Corporate Overnight Fund</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 1,200,945.31	5.31%	\$	5,391.44
01-Aug-23	31-Aug-23	Overnight	\$ 1,206,540.26	5.49%	\$	5,594.95
01-Sep-23	30-Sep-23	Overnight	\$ 1,212,022.62	5.53%	\$	5,482.36
01-Oct-23	31-Oct-23	Overnight	\$ 1,217,750.99	5.57%	\$	5,728.37
01-Nov-23	30-Nov-23	Overnight	\$ 1,223,371.07	5.62%	\$	5,620.08
01-Dec-23	31-Dec-23	Overnight	\$ 1,229,188.82	5.60%	\$	5,817.75
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 33,634.95</b>
Total Worker's Compensation Fund Interest Earned						<b>\$ 34,106.00</b>



**First Public**  
12007 Research Blvd.  
Austin, Texas 78759  
800-558-8875 • [firstpublic.com](http://firstpublic.com)

## Fund Performance Update

### December 31, 2023

*Comments by Mellon, Investment Manager*

*Custodian Bank: State Street Bank*  
*Investment Managers:*  
*American Beacon Advisors and*  
*Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

U.S. Treasury bond yields moved sharply lower in December due to a dovish Federal Open Market Committee (FOMC) meeting. Yields fell as much as 49 basis points during the month, with the largest declines occurring in bonds maturing beyond one year. The equity markets rallied on the notion of lower interest rates as the S&P 500 Index gained over 4% in December. For 2023, the S&P 500 Index rose by over 24%. Both the inflation and labor data released during the month were in line with expectations as the labor market remained resilient and inflation was just above 3%. The market mover in December was the surprisingly dovish Federal Reserve (Fed) meeting. The policy range was held steady at 5.25-5.50%, but the statement noted that growth of economic activity “had slowed from its strong pace in the third quarter,” while inflation “had eased over the past year but remains elevated.” These changes would not have been too dovish, but the dot plot moved sharply lower. From September’s Summary of Economic Projections, the median dot for the end of 2024 fell from 5.1% to 4.6%, indicating 75 basis points of cuts during the year. These changes caused an immediate downward move in yields across the curve. The market pricing is much more aggressive than the Fed dots indicated. At the end of December, the future market was pricing in six rate cuts of 25 basis points in 2024.

### Active Participants This Month

Schools and Colleges	587
Other Governmental Entities	90
<i>Total</i>	<i>677</i>

## Government Overnight Fund

### Return Information

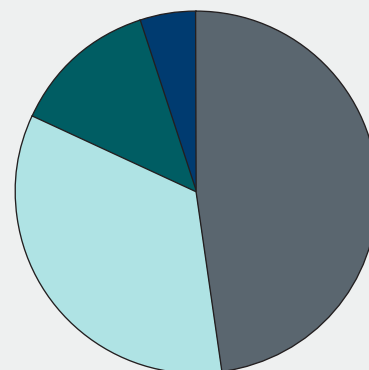
December 31, 2023

Average Monthly Return (a)	5.35%
SEC 7-day Fund Yield (b)	5.37%
Weighted Average Maturity One (c)	41 days
Weighted Average Maturity Two (c)	103 days
Portfolio Maturing beyond One Year	8%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	2,128,234,497.66	2,128,234,497.66
US Treasuries	817,028,808.95	817,381,304.90
Agencies	3,027,784,347.65	3,028,101,193.31
Money Market Funds	351,751,404.58	351,751,404.58
<b>Total Assets</b>	<b>6,324,799,058.84</b>	<b>6,325,468,400.45</b>

### Investment Distribution



Agencies	48%
Cash Repo	34%
Treasuries	13%
Money Market	5%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

## Corporate Overnight Fund

### Return Information

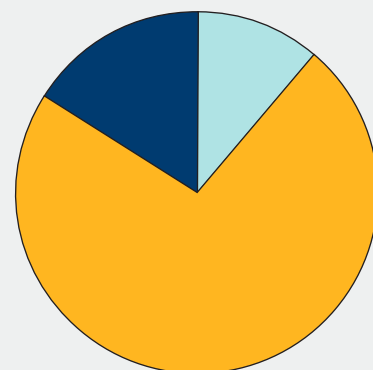
December 31, 2023

Average Monthly Return (a)	5.60%
SEC 7-day Fund Yield (b)	5.59%
Weighted Average Maturity One (c)	50 days
Weighted Average Maturity Two (c)	72 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	384,363,549.99	384,363,549.99
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,481,807,317.66	2,482,238,575.15
Money Market Funds	530,475,422.20	530,497,929.18
<b>Total Assets</b>	<b>3,396,646,289.85</b>	<b>3,397,100,054.32</b>

### Investment Distribution



Commercial Paper	73%
Money Market	16%
Cash/Repo	11%

(b)

**SEC 7-Day Yield Calculation**

$$\text{Yield} = 2 \left[ \left[ \frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

*a - Dividend and interest income*  
*b - Expenses accrued for the period*  
*c - Average daily number of shares outstanding during the period that was entitled to dividends*  
*d - Maximum offering price per share on the last day of the period*

## Corporate Overnight Plus Fund

### Return Information

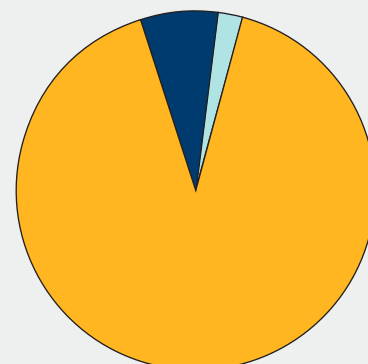
December 31, 2023

Average Monthly Return (a)	5.65%
SEC 7-day Fund Yield (b)	5.65%
Weighted Average Maturity One (c)	68 days
Weighted Average Maturity Two (c)	91 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

### Inventory Position

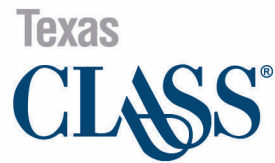
	Book Value	Market Value
Cash/Repo	250,597,931.66	250,597,931.66
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,256,917,072.04	9,258,268,979.17
Money Market Funds	664,591,596.16	664,593,643.10
<b>Total Assets</b>	<b>10,172,106,599.86</b>	<b>10,173,460,553.93</b>

### Investment Distribution



Commercial Paper	91%
Money Market	7%
Cash/Repo	2%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
12/01/2023	0.000459588	5.5917%
12/02/2023	0.000000000	5.5917%
12/03/2023	0.000000000	5.5917%
12/04/2023	0.000153417	5.5997%
12/05/2023	0.000153082	5.5875%
12/06/2023	0.000152974	5.5835%
12/07/2023	0.000152540	5.5677%
12/08/2023	0.000458346	5.5765%
12/09/2023	0.000000000	5.5765%
12/10/2023	0.000000000	5.5765%
12/11/2023	0.000152811	5.5779%
12/12/2023	0.000152697	5.5734%
12/13/2023	0.000152660	5.5727%
12/14/2023	0.000152817	5.5778%
12/15/2023	0.000458655	5.5803%
12/16/2023	0.000000000	5.5803%
12/17/2023	0.000000000	5.5803%
12/18/2023	0.000153572	5.5812%
12/19/2023	0.000152937	5.5822%
12/20/2023	0.000152837	5.5785%
12/21/2023	0.000152293	5.5587%
12/22/2023	0.000608776	5.5551%
12/23/2023	0.000000000	5.5551%
12/24/2023	0.000000000	5.5551%
12/25/2023	0.000000000	5.5551%
12/26/2023	0.000152305	5.5591%
12/27/2023	0.000152410	5.5630%
12/28/2023	0.000152637	5.5712%
12/29/2023	0.000457710	5.5688%
12/30/2023	0.000000000	5.5688%
12/31/2023	0.000000000	5.5688%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Purchase Order #50363 – El Paso Office Products LLC  
**Date:** February 13, 2024

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### HISTORY:

Last year the school district purchased school supply kits for all enrolled students.

### RATIONALE:

Quotes were requested and generated for all grade levels for the upcoming 2024-25 school year. The purpose of this agenda item is to approve this purchase for the high school.

### BUDGET:

The total cost for this purchase is \$56,275 and it is funded through ESSER III funds.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

*San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*



**San Elizario Independent School District**

1050 Chicken Ranch Road  
San Elizario, TX 79849-9999  
(915) 872-3900

**PURCHASE ORDER NUMBER**

**50363**

**Date: 01/24/2024**

**Page 1 of 1**

**VENDOR: 6411**

**TO: El Paso Office Products Llc  
1550 Lionel Dr  
El Paso, TX 79936**

**SHIP TO: San Elizario Independent School  
200 N Herring  
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-593-9000

VENDOR FAX: 915-629-8999

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1040.00000	KIT	School Kits		54.11	0.00	56274.40
			School Supply Kits				
			SEHS				

SEHS  
DIP 2.7.9  
ESC Region 19 - ASC - 20-7373  
SEISD Quote# 24-1151  
Quote 1  
In order for students to succeed in the classroom

**TOTAL 56274.40**

P.O. Source	Account Number	Amount
Budget Requisition	282.11.6399.19.001.11	56,274.4

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

*Herberto Rivas*



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Purchase Order #50365 – El Paso Office Products LLC  
**Date:** February 13, 2024

---

### HISTORY:

Last year the school district purchased school supply kits for all enrolled students.

### RATIONALE:

Quotes were requested and generated for all grade levels for the upcoming 2024-25 school year. The purpose of this agenda item is to approve this purchase for the 2<sup>nd</sup> grade cohort at Sambrano. The quotes for Kinder and 1<sup>st</sup> grade are not on the agenda because they did not exceed \$25,000.

### BUDGET:

The total cost for this purchase is \$26,379 and it is funded through ESSER III funds.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

*San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*



**San Elizario Independent School District**

1050 Chicken Ranch Road  
San Elizario, TX 79849-9999  
(915) 872-3900

**PURCHASE ORDER NUMBER**

**50365**

**Date: 01/24/2024**

**Page 1 of 1**

**VENDOR: 6411**

**TO: El Paso Office Products Llc  
1550 Lionel Dr  
El Paso, TX 79936**

**SHIP TO: San Elizario Independent School  
200 N Herring  
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-593-9000

VENDOR FAX: 915-629-8999

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	225.00000 KIT			School Kits	117.24	0.00	26379.00
	School Supply Kits						
	Sambrano 2nd						
	Sambrano 2nd						
	DIP 2.7.9						
	ESC Region 19 - ASC - 20-7373						
	SEISD Quote# 24-1151						
	Quote 12						
	In order for students to succeed in the classroom						
<b>TOTAL</b>							<b>26379.00</b>

P.O. Source	Account Number	Amount
Budget Requisition	282.11.6399.19.103.11	26,379

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

*Herberto Rivas*



San Elizario I.S.D.  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

To: Members of the Board of Trustees  
From: Horacio Hernandez, Technology Director  
Subject: PO # 50406 - Dell Marketing  
Date: February 13, 2024

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### HISTORY:

ARP ESSER III funds Group 2 allows the purchasing of educational technology (hardware, software, and connectivity) for students that aid in the regular/substantive educational interaction between students and instructors.

### RATIONALE:

This purchase will support the implementation of a new Esports computer lab, at San Elizario High School, the creation of the new lab will expose students to a new program that was not in place prior to the pandemic. Reaching other students interest in our building by providing proper technology for this space.

### BUDGET IMPACT:

The total cost for these 16 Gaming Towers is \$41,650.72, funded through ESSER III funds.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase of these devices. These devices are needed to ensure adequate emerging technology hardware and software for students is in place for this space.

**Please check one:**  For approval       Report/Information only       Recognition only



**San Elizario Independent School  
District**

1050 Chicken Ranch Road  
San Elizario, TX 79849-9999  
(915) 872-3900

**PURCHASE ORDER NUMBER**

**50406**

**Date: 01/26/2024**

**Page 1 of 1**

**VENDOR: 4073**

**TO: Dell Marketing L.P.  
P.O. Box 676021  
Dallas, TX 75267-6021**

**SHIP TO: San Elizario Independent School  
200 N Herring  
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 800-274-7799

VENDOR FAX: 512-283-3617

VENDOR EMAIL:

REC. LOC: Administration Building

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		16.00000	EA	Aurora R16 Aurora R16 Gaming Desktop SEHS Esports DIP 2.7.2 DIR-TSO-3763 Quote Number 3000171322989.1 RM A360 - LIBRARY Ensuring proper technology is in place to meet the needs of the new program	2603.17	0.00	41650.72

**TOTAL 41650.72**

P.O. Source	Account Number	Amount
Budget Requisition	282.11.6395.02.001.30	41,650.72

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

**THIS PURCHASE ORDER IS NOT BINDING  
UNLESS SIGNED BY A PURCHASING AGENT.**

*Herberto Rivas*



## PURCHASE ORDER REVISION REQUEST FORM

Vendor Name: Trejo Commercial Refrigeration Campus/Dept. Child Nutrition Services

Purchase Order # 48433

- Price Adjustment    
  Add New Line Item    
  Close/Void Purchase Order  
 Delete Line Item    
  Other

Reason for Revision **(Please include support backup):**

P.O. for Trejo Commercial Refrigeration will need to be increased by \$15,000 to cover existing kitchen projects, price increases for parts, plus unexpected repairs through the end of the school year.

Total Amount of Original PO: \$ 50,000

Adjusted Cost: \$ 15,000

New PO Total Amount: \$ 65,000

Account # 101.35.6249.00.999.99

Director/Principal Approval Signature	Date
	1-31-24
Processed By (Finance Dept.) Signature	Date

*PO Revisions for price adjustments are only required when changes are over \$100.00dls.*



## PURCHASE ORDER REVISION REQUEST FORM

Vendor Name: Labatt Food Service Campus/Dept. Child Nutrition Services

Purchase Order # 48435

- Price Adjustment     Add New Line Item     Close/Void Purchase Order  
 Delete Line Item     Other

Reason for Revision (Please include support backup):


P.O. for Labatt Food Service will need to be increased by \$110,000 to cover  
student snacks through the end of the school year.

Total Amount of Original PO: \$ 1,350,000

Adjusted Cost: \$ 110,000

New PO Total Amount: \$ 1,460,000

Account # 101.35.6341.00.\*\*\*.99

<b>Director/Principal Approval Signature</b>	<b>Date</b>
	<u>2-6-24</u>
<b>Processed By (Finance Dept.) Signature</b>	<b>Date</b>

*PO Revisions for price adjustments are only required when changes are over \$100.00cls.*



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Horacio Hernandez, Executive Director Technology  
**Subject:** Consider and possible Board action to approve PO# 50362 to Dell Marketing L.P. to purchase computers for Alarcon Elementary School and to be reimbursed by the U.S. Soccer Federation and AT&T  
**Date:** February 13, 2024

---

**HISTORY:** On August 30, 2023, the United States Soccer Federation (USSF) reached out to our Alarcon Elementary School Principal regarding a unique initiative of a t-shirt selling on the USSF website celebrating Hispanic Heritage Month involving current Ricardo Pepi (a native San Elizario, former student at Alarcon Elementary, and currently a member of the US Men National Team). In collaboration with AT&T, this one-of-a-kind initiative was to donate a portion of the funds towards a charitable initiative to help the “digital divide.” Ricardo Pepi identified Alarcon Elementary School as a place he’d love to see as a recipient of this donation.

**RATIONALE:** After multiple calls, emails, and online meetings, the USSF and AT&T agreed that the donation would replace 27 units at an existing computer lab at Alarcon Elementary School. USSF and AT&T donations will be provided as reimbursement after the computers have been purchased by the district (see memo attached).

**BUDGET IMPACT:** Total cost for this project: \$28,971.72

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the purchase of these units with the understanding that the USSF and AT&T will fully reimburse the purchase.

**Please check one:**     For approval     Report / Information only     Recognition only

*San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*



Lorenzo G. Alarcon Elementary  
12501 Socorro Road  
San Elizario, TX 79849

U.S. Soccer Federation  
303 E. Wacker Dr  
Suite 1200  
Chicago, IL 60601

January 8, 2024

To whom it may concern,

We, the combined parties (U.S. Soccer Federation and AT&T) hereby agree to reimburse the purchase of (27) units of OptiPlex All-in-One (7410) computers by Alarcon Elementary via Dell Technologies for a total of \$28,971.72. U.S. Soccer and AT&T agree to the reimbursement fees as follows:

\$13,927.68 (AT&T)  
14,999.04 (USSF)

Thank you,

Josie Madden  
Senior Coordinator, Partnership Marketing  
U.S. Soccer Federation  
[jmadden@ussoccer.org](mailto:jmadden@ussoccer.org)



**San Elizario Independent School District**

1050 Chicken Ranch Road  
 San Elizario, TX 79849-9999  
 (915) 872-3900

**PURCHASE ORDER NUMBER**

**50362**

**Date: 01/24/2024**

**Page 1 of 1**

**VENDOR: 4073**

**TO: Dell Marketing L.P.  
 P.O. Box 676021  
 Dallas, TX 75267-6021**

**SHIP TO: San Elizario Independent School  
 200 N. Herring  
 San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 800-274-7799

VENDOR FAX: 512-283-3617

VENDOR EMAIL:

REC. LOC: Technology

REC. GRP: Technology - M. Fierro

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	OptiPlex All-in-One (7410)	14.00000	EA	210-BFWY	1071.36	0.00	14999.04
Quote: 3000170219306.1							
dir-tso-3763 (U.S. Soccer Federation and AT&T) hereby agree to reimburse the purchase of (27) units of OptiPlex All-in-One (7410) computers by Alarcon Elementary via Dell Technologies for a total of \$28,971.72. U.S. Soccer and AT&T agree to the reimbursement fees as follows:							
\$13,927.68 (AT&T)							
14,999.04 (USSF)							
DIR-TSO-3763							
2	OptiPlex All-in-One (7410)	13.00000	EA	210-BFWY	1071.36	0.00	13927.68
Quote: 3000170219934.1							
<b>TOTAL</b>							<b>28926.72</b>

P.O. Source	Account Number	Amount
Budget Requisition	199.11.6395.99.101.11	28,926.72

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

*Herberto Rivas*



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Dr. Jeannie Meza-Chavez, Superintendent  
Mr. Jesus Martinez, Executive Director-Support Services  
Mr. Horacio Hernandez, Executive Director-Technology  
**Subject:** El Paso Electric-Easement Request  
**Date:** February 13, 2024

---

**HISTORY:** On Friday, July 28, 2023, El Paso Electric (EPE) Representatives met with Dr. Meza-Chavez, Mr. Horacio Hernandez, and Mr. Jesus Martinez on a solar farm project they are working on. EPE formally requested to start a discussion on the Solar project and easement acquisition. In late January, Dr. Meza-Chavez spoke with Ms. Joann Blair, EPE Land Management Representative, and inquired about the status of the easement request as we had not heard back.

**RATIONALE:** As per Ms. Joann Blair, EPE Land Management Rep., EPE will be constructing a 10-megawatt solar facility within the approximately 70 acres leased from the City of San Elizario, located at 13661 Chicken Ranch Road. The capacity of this solar facility will be allocated to the expansion of EPE’s Texas Community Solar Program, which will expand the total capacity to 15 megawatts. With this expansion, EPE can offer a portion to low-income customers by subscription to the program at a reduced subscription price to assist low-income residents. The power date to the solar site is projected to be before the end of 2024.

The proposed overhead line installation would be on SEISD property, outside the LVWD (Lower Valley Water District) fence, and then parallel to Chicken Ranch Road, as shown in a red dashed line on the attached map. EPE is proposing to connect the solar farm to the Clint substation. EPE is requesting to acquire an overhead easement, 12 feet, from SEISD within the area shown on the attached map and Exhibit “A” of the easement document.

**BUDGET:** No Budget impact

**ADMINISTRATIVE RECOMMENDATION:** The administration recommends the approval of the easement agreement.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

*San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*

**EASEMENT**

STATE OF TEXAS  
COUNTY OF EL PASO

Work Request: DT066328

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**, hereinafter called Grantor, grants unto El Paso Electric Company, hereinafter called Grantee, its successors and assigns, whose address is P.O. Box 982, El Paso, Texas 79960, the perpetual right, privilege, authority and easement to enter and erect, construct, operate, remove, inspect, access, and maintain a line of poles at any time with any and all necessary cables, lines, wires, crossarms, guys, and anchors for an above ground electric distribution and/or transmission system with any other usual appurtenances, pertaining thereto, together with the overhang of service wires, with the right of access, ingress, and egress thereto for the installation, construction, operation, inspection, repair, maintenance, replacement, renewal or removal thereof, for the distribution and/or transmission of electricity, for any and all purposes, including communications, for which same is or may hereafter be used, over, upon and along the following described premises and the adjoining roads, streets and highways, in the county named above, to wit:

A portion of **TRACT 8, BLOCK 13, SAN ELIZARIO GRANT, EL PASO COUNTY, TEXAS, AS MORE FULLY DESCRIBED IN THE REAL PROPERTY RECORDS OF THE CLERK OF EL PASO COUNTY IN THE STATE OF TEXAS IN DOCUMENT NO. 20010055871**, as shown on the attached Exhibit A and made a part hereof,

with the right to trim any trees and flora along and around said lines and electrical equipment so as to keep the lines and electrical equipment cleared, the right to erect and set the necessary brace poles, anchors and guy wires, and to do anything proper and necessary to operate and maintain same.

The authority granted herein includes the right to permit the attachment of the cables of any other company.

Buildings and structures of a permanent nature except fences, boundary walls, walkways and landscaping will not be built on or over the easement, or under any overhead electric lines, except with the prior written consent of the Grantee.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution.

[Signatures on following page.]

OVERHEAD EASEMENT

Work Order: DT066328

**GRANTOR**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

THE STATE OF \_\_\_\_\_  
COUNTY OF \_\_\_\_\_

This instrument was acknowledged before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_  
by \_\_\_\_\_ who stated that (s)he executed same for the  
purpose and consideration therein expressed and in the capacity therein stated.

\_\_\_\_\_  
Notary Public in and for  
the State of \_\_\_\_\_

Commission Expires:

**GRANTEE**

EL PASO ELECTRIC COMPANY

By: \_\_\_\_\_  
Name: Aurea D. Garcia  
Title: Supervisor – Land Management

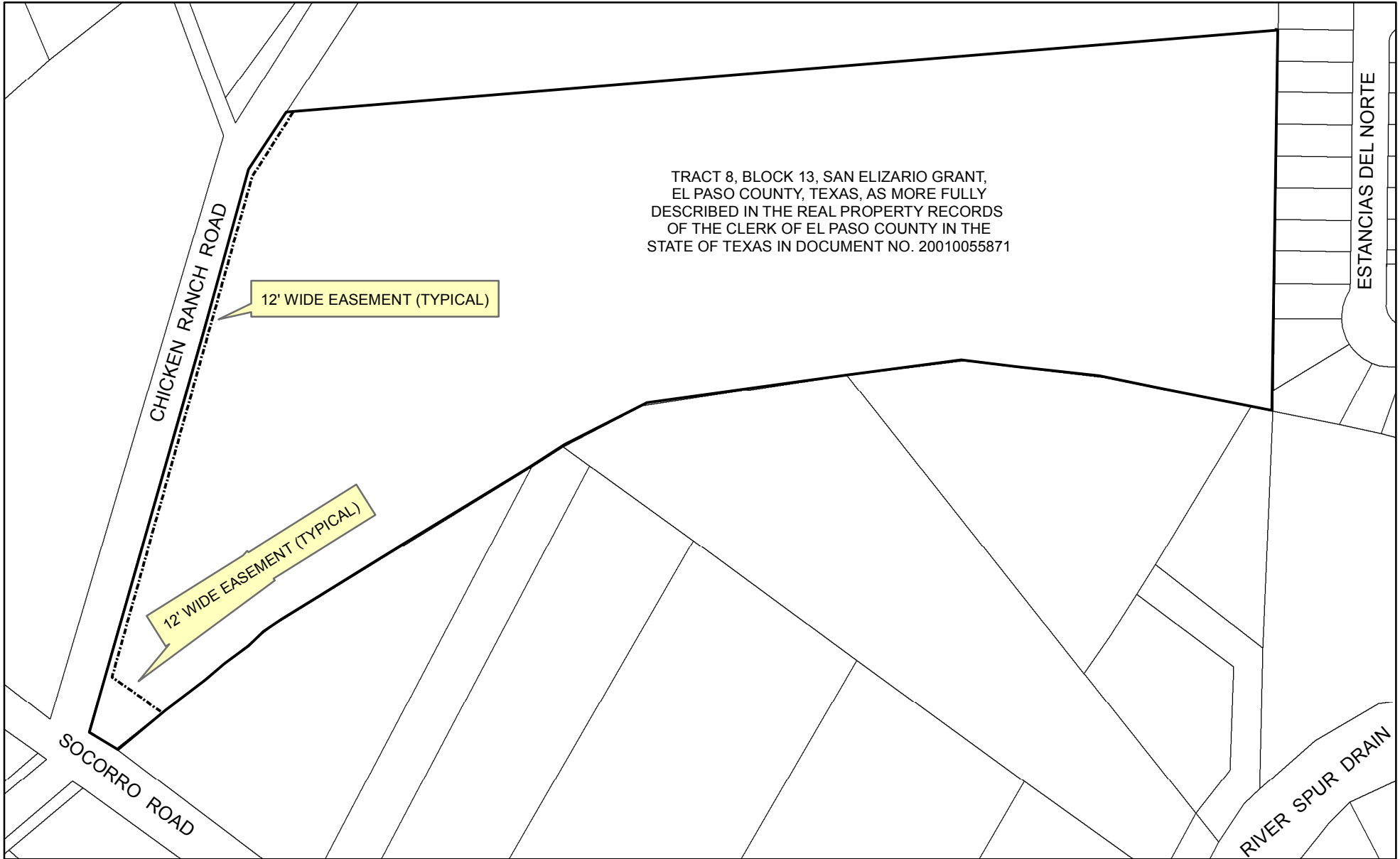
THE STATE OF TEXAS §  
COUNTY OF EL PASO §

This instrument was acknowledged before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_  
by Aurea D. Garcia, Supervisor – Land Management of El Paso Electric Company who stated that (s)he  
executed same for the purpose and consideration therein expressed and in the capacity therein stated.

\_\_\_\_\_  
Notary Public in and for  
the State of Texas

Commission Expires:

# EXHIBIT "A"



TRACT 8, BLOCK 13, SAN ELIZARIO GRANT,  
EL PASO COUNTY, TEXAS, AS MORE FULLY  
DESCRIBED IN THE REAL PROPERTY RECORDS  
OF THE CLERK OF EL PASO COUNTY IN THE  
STATE OF TEXAS IN DOCUMENT NO. 20010055871

12' WIDE EASEMENT (TYPICAL)

12' WIDE EASEMENT (TYPICAL)

CHICKEN RANCH ROAD

SOCORRO ROAD








ESTANCIAS DEL NORTE

RIVER SPUR DRAIN



NOT TO SCALE

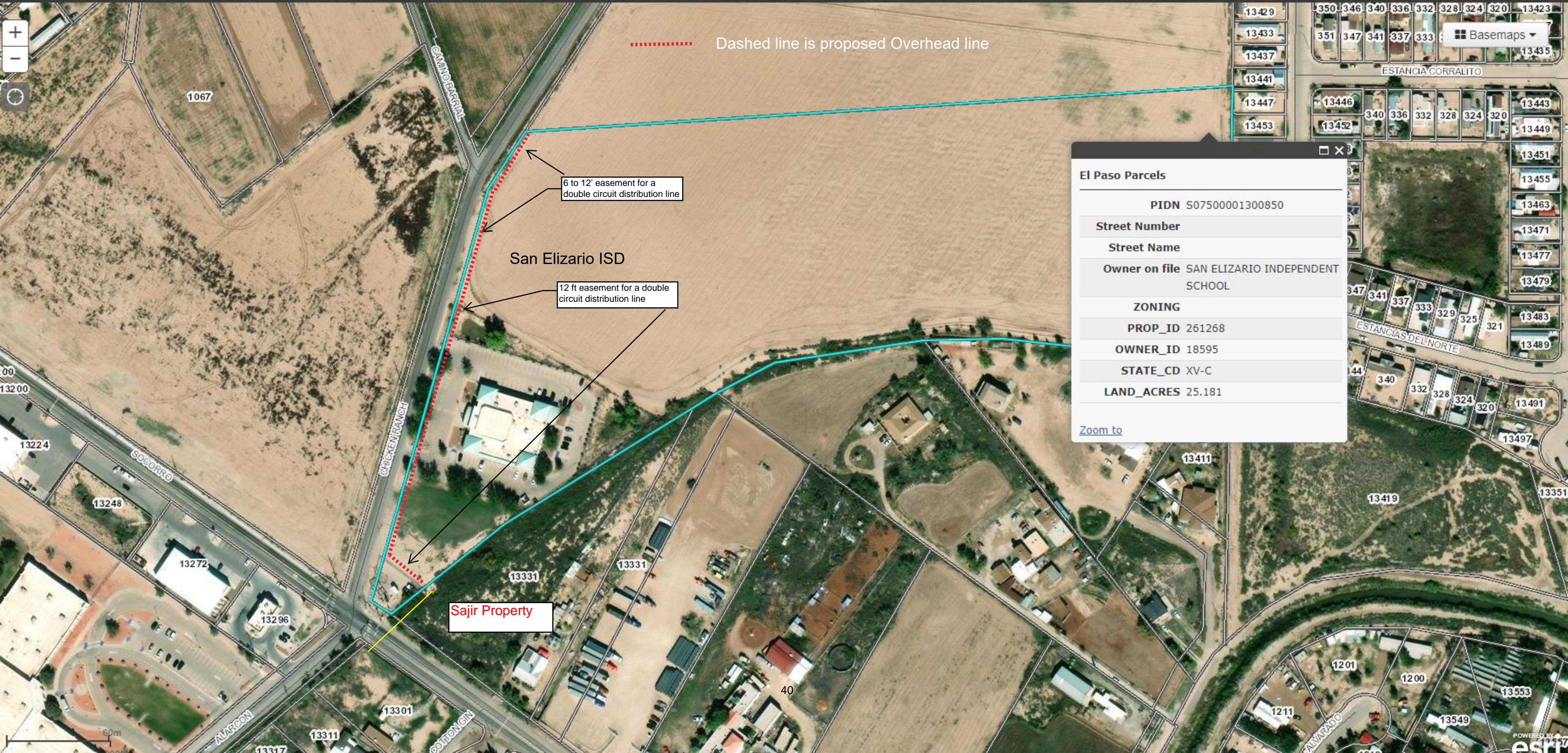
### LEGEND (NOT ALL SYMBOLS APPLY)

- |   |                      |  |                               |
|---|----------------------|--|-------------------------------|
|  | PADMOUNT TRANSFORMER |  | UNDERGROUND EASEMENT          |
|  | ANCHOR EASEMENT      |  | OVERHEAD EASEMENT             |
|  | SWITCH GEAR          |  | OVERHEAD/UNDERGROUND EASEMENT |
|   |                      |  | EXISTING POWERLINE            |

39



EL PASO ELECTRIC



Dashed line is proposed Overhead line

6 to 12' easement for a double circuit distribution line

San Elizario ISD

12 ft easement for a double circuit distribution line

Sajir Property

**El Paso Parcels**

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**PIDN** S07500001300850

**Street Number**

**Street Name**

**Owner on file** SAN ELIZARIO INDEPENDENT SCHOOL

**ZONING**

**PROP\_ID** 261268

**OWNER\_ID** 18595

**STATE\_CD** XV-C

**LAND\_ACRES** 25.181

[Zoom to](#)

13429 13433 13437 13441 13447 13453

350 346 340 336 332 328 324 320 13423 13435

ESTANCIA CORRALITO

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ESTANCIAS DEL NORTE

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ALVARADO

POWERED BY esri

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13296

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40

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1067

CAMINO REAL

CHICKEN RANCH

SOCORRO

ALVARADO

COTTONCIN



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar, Research and Evaluation Administrator  
**Subject:** Revisions to Board Monitoring Calendars  
**Date:** February 13, 2024

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### HISTORY:

The Board of Trustees follows a yearly monitoring calendar to track student progress related to HB 3 requirements. This calendar also shows when campuses are scheduled to present during the year and when the Board can anticipate their required training.

### RATIONALE:

There are two monitoring calendars for the Board to review and approve. The first is a revision to the 2023-2024 monitoring calendar for January 2024-June 2024. This revision considers the feedback of the Board of Trustees for student progress monitoring and the need for understandable reports focused on academic growth.

The second monitoring calendar is for the entirety of the 2024-2025 school year and expands upon the revision mentioned above by adding July 2024-December 2024.

Both monitoring calendars add the element of subgroup data analysis and an expanded view of academic growth. There are district-level reports that will now be included in addition to the reports required by HB 3.

### BUDGET:

There is no associated budget.

### ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review and approve the revised 2023-2024 Board Monitoring Calendar and the 2024-2025 Board Monitoring Calendar.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

*San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative, and academically superior district.*



## Board Monitoring Calendar Spring 2024

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
<b>January 2024</b>	(HB 3) Goal 3—Overall Academic Growth in Reading		
<b>February 2024</b>	<u>GPM 1.1 (HB 3)</u> <ul style="list-style-type: none"> <li>• PK--Meeting Wave 2 Math Targets</li> <li>• PK--Wave 1 to Wave 2 Math Growth</li> <li>• Subgroup data</li> </ul> <u>GPM 1.2 (HB 3):</u> <ul style="list-style-type: none"> <li>• K-2--Meeting Math Targets for MOY</li> <li>• K-2--BOY to MOY Math Growth</li> <li>• Subgroup data</li> </ul>		FWTSBA Meeting – February 17, 2024
<b>March 2024</b>	<u>GPM 1.3 (HB 3):</u> <ul style="list-style-type: none"> <li>• Grade 3—Meeting MOY Math Targets</li> <li>• Grade 3—BOY to MOY Math Growth</li> <li>• Subgroup data</li> </ul> <u>Mid-Year Academic Growth Check-in:</u> <ul style="list-style-type: none"> <li>• PK-HS reading and math academic growth progress from BOY to MOY based on MAP and CIRCLE assessments to include subgroup data</li> </ul>	Loya Primary	
<b>April 2024</b>	<u>GPM 2.1 (HB 3):</u> <ul style="list-style-type: none"> <li>• PK--Meeting Wave 2 Reading Targets</li> <li>• PK--Wave 1 to Wave 2 Reading Growth</li> <li>• Subgroup data</li> </ul> <u>GPM 2.2 (HB 3):</u> <ul style="list-style-type: none"> <li>• K-2--Meeting Reading Targets for MOY</li> <li>• K-2--BOY to MOY Reading Growth</li> <li>• Subgroup data</li> </ul>	Alarcon Elementary	
<b>May 2024</b>	<u>GPM 1.3 (HB 3):</u> <ul style="list-style-type: none"> <li>• Grade 3—Meeting MOY Reading Targets</li> <li>• Grade 3--BOY to MOY Reading Growth</li> <li>• Subgroup data</li> </ul>	Sambrano Elementary	FWTSBA/TASB Spring Workshop May 25, 2024
<b>June 2024</b>	<u>GPM 3.1 (HB 3):</u> <ul style="list-style-type: none"> <li>• Meeting CCMR Criteria</li> </ul> <u>End-of-Year Academic Growth Report for 2023-2024:</u> <ul style="list-style-type: none"> <li>• PK-HS reading and math academic growth progress from BOY to EOY based on MAP and CIRCLE assessments to include subgroup data</li> </ul>	Borrego Elementary	



## Board Monitoring Calendar 2024-2025

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
<b>July 2024—No BOT Meeting</b>			
<b>August 2024</b>	<u>Analysis of STAAR/EOC Results from Spring 2024 Testing</u> <ul style="list-style-type: none"> <li>• Subgroup data</li> </ul> <u>TELPAS Results from Spring 2024 Testing</u> Subgroup data		Team of 8 Training (TBA)
<b>September 2024</b>	<u>Goal 3 (HB 3):</u> <ul style="list-style-type: none"> <li>• Overall CCMR Percentages for SEHS</li> </ul> Campus and District Improvement Plans for 2024-2025	SEHS	MASBA – Sept. 12-13, 2024  TASA/TASB – Sept. 27-29, 2024
<b>October 2024</b>	A-F Accountability Ratings for 2024		FWTSBA (TBA)
<b>November 2024</b>	<u>Goal 1 (HB 3):</u> <ul style="list-style-type: none"> <li>• Overall Performance in 3<sup>rd</sup> Grade STAAR Math</li> <li>• Subgroup data</li> </ul> MAP Predictions for 2024 STAAR Math—Grades 3-12	GEMS	
<b>December 2024 No BOT Meeting</b>			
<b>January 2025</b>	<u>Goal 2 (HB 3):</u> <ul style="list-style-type: none"> <li>• Overall Performance in 3<sup>rd</sup> Grade STAAR Reading</li> <li>• Subgroup data</li> </ul> MAP Predictions for 2024 STAAR Reading—Grades 3-12		
<b>February 2025</b>	<u>GPM 1.1 (HB 3)</u> <ul style="list-style-type: none"> <li>• PK--Meeting Wave 2 Math Targets</li> <li>• PK--Wave 1 to Wave 2 Math Growth</li> <li>• Subgroup data</li> </ul> <u>GPM 1.2 (HB 3):</u> <ul style="list-style-type: none"> <li>• K-2--Meeting Math Targets for MOY</li> <li>• K-2--BOY to MOY Math Growth</li> <li>• Subgroup data.</li> </ul>		



## Board Monitoring Calendar 2024-2025

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
<b>March 2025</b>	<u>GPM 1.3 (HB 3):</u> <ul style="list-style-type: none"> <li>• Grade 3—Meeting MOY Math Targets</li> <li>• Grade 3—BOY to MOY Math Growth</li> <li>• Subgroup data</li> </ul> <u>Mid-Year Academic Growth Check-in:</u> <ul style="list-style-type: none"> <li>• PK-HS reading and math academic growth progress from BOY to MOY based on MAP and CIRCLE assessments to include subgroup data</li> </ul>	Loya Primary	
<b>April 2025</b>	<u>GPM 2.1 (HB 3):</u> <ul style="list-style-type: none"> <li>• PK--Meeting Wave 2 Reading Targets</li> <li>• PK--Wave 1 to Wave 2 Reading Growth</li> <li>• Subgroup data</li> </ul> <u>GPM 2.2 (HB 3):</u> <ul style="list-style-type: none"> <li>• K-2--Meeting Reading Targets for MOY</li> <li>• K-2--BOY to MOY Reading Growth</li> <li>• Subgroup data</li> </ul>	Alarcon Elementary	
<b>May 2025</b>	<u>GPM 1.3 (HB 3):</u> <ul style="list-style-type: none"> <li>• Grade 3—Meeting MOY Reading Targets</li> <li>• Grade 3--BOY to MOY Reading Growth</li> <li>• Subgroup data</li> </ul>	Sambrano Elementary	FWTSBA/TASB Spring Workshop (TBA)
<b>June 2025</b>	<u>GPM 3.1 (HB 3):</u> <ul style="list-style-type: none"> <li>• Progress towards meeting CCMR criteria for 2025 and 2026 cohorts</li> </ul> <u>End-of-Year Academic Growth Report for 2023-2024:</u> <ul style="list-style-type: none"> <li>• PK-HS reading and math academic growth progress from BOY to EOY based on MAP and CIRCLE assessments to include subgroup data</li> </ul>	Borrego Elementary	

## Budget/Health Insurance Workshop

Wednesday, January 10, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

### 1. GENERAL FUNCTIONS

#### 1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

#### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Ms. Guadalupe Caro, Board Trustee  
Ms. Monica Chavez, Board Trustee  
Mr. Lorenzo Luevano, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent,  
was also in attendance.

#### 1.C. Pledge of Allegiance

#### 1.D. San Elizario ISD Mission Statement

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

### 2. NEW BUSINESS / BOARD ACTION ITEMS

#### 2.A. Health Insurance

Mr. Randy McGraw, HUB International Account Executive, provided a brief summary of the San Elizario Independent School District Health Insurance Coverage and introduced Mr. Clayton Easom, TRS District Ambassador.

Dr. Jeannie Meza-Chavez and Mr. Eduardo Chavez opted to discuss item 2.B. prior to Item 2.A.

The board continued with item 2.A. after item 2.B. was completed.

Mr. Randy McGraw presented current Health Insurance information.

Mr. Eduardo Chavez asked how the district could get third party administrator to present their reference-based pricing programs.

Mr. Randy McGraw stated HUB International can ask carriers to come to the district to have a capabilities presentation. The board can then choose to create an RFP based on the district needs and Health Insurance carriers' presentation.

Mr. Eduardo Chavez would like to schedule presentations. He would like at least 5 health insurance carriers to present.

Mr. Eduardo Chavez stated the vendors he would like to present are the following: Imagine360, HST, Quantum Health, and 6Degree Health.

Health Insurance carriers will have a total of 45 mins; 30 minutes for presentation and 15 minutes for Q&A.

Mr. Clayton Easom introduced Ms. Katrina, TRS Chief Medical Officer, joining the meeting virtually.

Ms. Katrina, presented information on TRS Active Care.

Mr. Eduardo Chavez asked Mr. Clayton Easom if he had a presentation on TRS Health Insurance Coverage.

Mr. Clayton Easom presented the TRS Health Insurance Coverage presentation.

Dr. Jeannie Meza-Chavez asked if anybody had any questions.

No questions asked.

## 2.B. Preliminary Budget Compensation

Mr. Norberto Rivas, Chief Financial Officer, presented the Preliminary Budget Compensation presentation.

Mr. Eduardo Chavez asked for clarification on what the state contribution was per student.

Mr. Norberto Rivas stated the state aid was approximately \$35 per student for the Existing Debt Allotment.

No further questions.

Mr. Eduardo Chavez returned to Item 2.A.

## 2.C. Personnel & Compensation

### 2.C.1. Payroll Schedules

Ms. Blanca Cruz, Executive Director of Human Resources, presented the recommendation to move all professional employees to either a bi-monthly payroll schedule or to stay in the current monthly payroll schedule. It is not recommended to have both options.

Mr. Eduardo Chavez stated that he agrees with the recommendation due to inefficiency of having both options.

Ms. Blanca Cruz also recommended to change the pay date for December to be changed to December 30 instead of being paid the last day before going on Winter Break.

Mr. Norberto Rivas stated he agrees with offering only one of the payroll options.

Ms. Sandra Licon stated payroll schedules is not a board decision. The board can suggest the changes to the superintendent but is not something the board can decide to change.

Dr. Jeannie Meza-Chavez stated the decision must be made based on sustainability.

Ms. Blanca Cruz mentioned she will be presenting an item during the Wednesday, January 17, 2024 board meeting regarding an incentive for employees giving notice of retirement by March 2024. There is cap of 25 employees for this incentive. If approved during the upcoming meeting, this incentive will be effective January 18, 2024. ESSER positions are not eligible for this incentive. This will allow the district to plan earlier for vacancies.

Dr. Jeannie Meza-Chavez asked if anyone had any questions.

Ms. Blanca Cruz asked if everyone was clear on the tentative option of providing a one-time stipend in lieu of a pay raise for all non-teacher employees; teachers stipend will be incorporated into their pay scale.

Mr. Norberto Rivas provided a summary of the tentative budget plan for the upcoming budget workshop in February.

Dr. Jeannie Meza-Chavez asked cabinet members if they had clarity on each of their tasks.

Mr. Norberto Rivas stated the biggest question for him was, what are the parameters he needs to use for the budget plan. This will help make the decision of decreasing budgets.

Mr. Eduardo Chavez asked for clarification on the compensation plan. On the compensation plan he sees that all non-teacher employees will get a one-time payment and teachers will get a pay raise.

Mr. Norberto Rivas stated that is the goal. This will raise the starting teacher pay to \$60,000.

Mr. Eduardo Chavez would like to have clarification on who would be getting a pay raise.

Ms. Blanca Cruz stated only the teachers would get a pay raise.

Mr. Norberto Rivas explained the one-time payment would be a higher pay option than a pay raise for non-teacher employees.

Mr. Eduardo Chavez wants to make sure the tentative compensation plan is only giving a pay raise to teachers.

Dr. Jeannie Meza-Chavez stated the district is focusing on giving a pay raise to teachers.

Mr. Eduardo Chavez asked if some of the project committed funds can be used elsewhere. He asked if the district could use the Alejandra Flores Park committed funds to give a larger pay raise to teachers.

Mr. Norberto Rivas stated that is something the board can do.

Ms. Myrna Hernandez asked if the district has an Autism Specialist.

Ms. Blanca Cruz said the SPED department has a contracted position vacant but is not for an Autism Specialist.

Ms. Myrna Hernandez stated that it would be something she would like administration to look into.

Ms. Blanca Cruz asked what the board thoughts are regarding the LVNs. One of the campuses LVN is on ESSER Funds and will end this school year. She would like to know what the board would like to do.

Ms. Sandra Licon stated she would prefer all the campuses to have a permanent nurse along with a district lead nurse.

Ms. Myrna Hernandez stated the district lead nurse will be able to cover a campus in case the campus nurse has a long-term absence.

Mr. Eduardo Chavez asked if the duties from the district lead nurse differ from the campus nurse.

Ms. Blanca Cruz stated the district lead nurse has more administrative duties than campus nurses.

Ms. Myrna Hernandez asked if the district lead nurse only supervises the campus nurses or if she supervises other areas as well.

Ms. Blanca Cruz stated the district lead nurse only supervises the campus nurses.

Mr. Norberto Rivas stated the district lead nurse used to be housed in Loya prior to COVID. During COVID, an ESSER funded nurse was added due to the influx of work.

Ms. Sandra Licon stated she would like the campuses to have their own nurse for safety purposes. She asked if the projected amount for the SROs is available.

Mr. Norberto Rivas stated the estimated amount for the 5 current SROs, 2 under contract and 3 officers who pick up off-duty assignments, is \$364,000 for the whole year.

Mr. Eduardo Chavez asked what the amount would be when all the SROs are under contract.

Mr. Norberto Rivas stated he will know that information until the contract is agreed upon.

Mr. Jesus Martinez stated the contract is still being worked on and there is not an exact amount. He stated the yearly amount will be less once all the SROs are contracted.

Mr. Norberto Rivas stated the TRS Rates presentation is very attractive but will raise employee compensation. Employee Gross Pay will be higher, but the net pay will be affected. Employees might decide to leave the district. This is something the board should consider as the district cannot fund everything.

Mr. Eduardo Chavez stated he would like the district to provide the best health insurance the district can afford. The Health Coverage has always been a concern for him since he has been on the board.

Dr. Jeannie Meza-Chavez stated everyone has a concern regarding health coverage but it's not an easy solution. We will be scheduling another date for the Health Insurance Carriers to come present.

Mr. Eduardo Chavez stated the money the district would save could be used to offset the cost for the employee deductible. He asked if there is a way to just offer one health plan option. The fund balance may run out due to the expense of the health insurance.

Mr. Norberto Rivas explained YISD is profitable due to them only offering a limited health plan option. It all depends on what the district would like to do. There is still time to change Insurance Carriers to see if there is a savings. The savings can be used to pay for the High Deductible insurance plan or use it somewhere else.

Dr. Jeannie Meza-Chavez asked is Mr. Lorenzo Luevano had any comments or questions.

Mr. Lorenzo Luevano commented he thinks switching to TRS might help the district save money.

Dr. Jeannie Meza-Chavez asked all board and cabinet members if they had any questions or needed any clarification.

Mr. Horacio Hernandez commented the district has been and will continue to save money through new technology implementations.

No other questions or comments.

**3. NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, January 17, 2024, at 5:30 p.m.

**4. ADJOURNMENT**

Ms. Sandra Licon made a motion to adjourn the meeting at 9:01 p.m.

Mr. Axel Lopez seconded the motion.

Motion Passed

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Board President

---

Board Secretary

## Regular Meeting

Wednesday, January 17, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

### 1. GENERAL FUNCTIONS

#### 1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

#### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Mr. Axel Lopez, Board Trustee  
Mr. Lorenzo Luevano, Board Trustee  
Ms. Guadalupe Caro, Board Trustee  
Ms. Monica Chavez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent,  
was also in attendance.

#### 1.C. Pledge of Allegiance

Pledge of Allegiance was recited by Ethan Alvarez, Student at Ann M. Garcia-Enriquez Middle School.

#### 1.D. San Elizario ISD Mission Statement

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

### 2. OPEN FORUM (five-minute limit)

No items presented.

### 3. DISTRICT RECOGNITIONS

#### 3.A. School Board Appreciation Month

Dr. Jeannie Meza-Chavez, Superintendent, recognized the Board Members for giving their time and effort for the well-being of the district and the community.

3.A.1. Mariachi Aguila

Items 3.A.1. was moved after item 3.A.2.

Mariachi Aguila performed in recognition of School Board Appreciation Month.

3.A.2. Librarians

The Librarians recognized Board Members for their continued support.

3.B. Lorenzo G. Alarcon Elementary School -  
2023 - 2024 Fall Semester Average Daily  
Attendance

Dr. Jeannie Meza-Chavez thanked all parents for helping Lorenzo G. Alarcon Elementary School reach the Highest Average Daily Attendance in the district.

Dr. Rogelio Segovia, Associate Superintendent, thanked the parent as well.

Dr. Jeannie Meza-Chavez thanked the campus administration for this accomplishment.

Ms. Leticia de Santos, Principal at Lorenzo G. Alarcon Elementary School, thanked parents and her campus staff.

3.C. Lorenzo G. Alarcon Elementary School -  
2023 - 2024 Fall Semester Students with  
Perfect Attendance

Ms. Leticia de Santos recognized students with Perfect Attendance during the 2023-2024 Fall Semester.

3.D. San Elizario High School - CTE Law  
Enforcement Program - Level 2 Non-  
Commissioned Security Officer Certification

Ms. Sandra Sanchez, CTE Administrator, recognized the Teacher and Students of the CTE Law Enforcement Program for attaining their Level 2 Non-Commissioned Security Officer Certification.

3.E. Ann M. Garcia-Enriquez Middle School -  
Named a School to Watch by the Texas  
Schools to Watch Team

Dr. Jeannie Meza-Chavez and Dr. Rogelio Segovia recognized Mr. Richard Salcido,

Principal at Ann M. Garcia-Enriquez Middle School, for receiving this achievement.

Mr. Richard Salcido stated this has been a work in progress. He recognized his staff and students for making this possible.

3.F. Ann M. Garcia-Enriquez Middle School -  
7th Grade Boys Basketball - Undefeated

Mr. Cesar Morales, Executive Director of Athletics, recognized the 7<sup>th</sup> Grade Boys Basketball Team along with their coaches for their undefeated season.

Coach John Jara, recognized his coaching partners, coach spouses, campus principals, parents, and students for making this happen.

Mr. Cesar Morales presented the Basketball team with their district championship trophy.

3.G. Nominees - District Employee of the Year,  
District Rookie Teacher of the Year,  
District Elementary Teacher of the Year,  
and District Secondary Teacher of the Year

Ms. Blanca Cruz, Executive Director of Human Resources, recognize all the Nominees for District Employee of the Year, District Rookie Teacher of the Year, District Elementary Teacher of the Year, and District Secondary Teacher of the Year.

3.H. Introduction of Alfonso Borrego, Sr.  
Elementary School Assistant Principal - Ms.  
Lydia Sandate

Ms. Martha Santana, Principal at Alfonso Borrego, Sr. Elementary School, introduced Ms. Lydia Sandate, New Assistant Principal at Alfonso Borrego, Sr. Elementary School.

Mr. Eduardo Chavez moved to item 6.A.

**4. NEW BUSINESS / BOARD ACTION ITEMS**

4.A. Discussion and possible board action to  
revise policy BF(LOCAL) - Second Reading

Ms. Sandra Licon made a motion to approve  
to revise policy BF(LOCAL)

Ms. Myrna Hernandez seconded the motion

Motion Passed.

4.B. Report on the Intruder Detection Audit Findings and Corrective Action Required

Mr. Troy Enriquez, Principal at San Elizario High School, presented the Report on the Intruder Detection Audit Findings and Corrective Action Required.

Ms. Sandra Licon made a motion to approve the Report on the Intruder Detection Audit Findings and Corrective Action Required

Ms. Monica Chavez seconded the motion.

Motion Passed.

4.C. Consider and possible board action on the 4-Day District Calendar for 2024-2025

Ms. Lisa Renegar, Research and Evaluation Administrator, presented the 4-Day District Calendar for 2024-2025.

Ms. Myrna Hernandez made a motion to accept the 4-Day District Calendar for 2024-2025 as presented.

Mr. Axel Lopez seconded the motion.

Motion Passed.

4.C.1. Presentation

4.D. Discussion and possible Board action to adopt a new District Mission and Vision

Ms. Lisa Renegar, Research and Evaluation Administrator, presented information on the District Mission and Vision Statement.

Mr. Eduardo Chavez would like to update the Mission statement with the input of the district faculty and staff.

Ms. Sandra Licon stated she loves the current Mission statement, but agrees that some updates are needed.

Dr. Jeannie Meza-Chavez stated they will start the process of updating the District Mission Statement.

No Action Required.

4.D.1. Vision Statement Information

4.D.2. Mission Statement Information

4.E. Discussion and possible action to set a date for the following meetings:

4.E.1. Insurance Carriers Presentation

Meeting was scheduled for Wednesday, February 7, 2024, at 5:30 p.m.

4.E.2. Budget Workshop

Meeting was scheduled for Wednesday, February 21, 2024, at 5:30 p.m.

Mr. Lorenzo Luevano made a motion to set the Insurance Carriers Presentation Meeting on Wednesday, February 7, 2024, at 5:30 p.m. and the Budget Workshop Meeting on Wednesday, February 21, 2024, at 5:30 p.m.

Ms. Monica Chavez seconded the motion.

Motion Passed

4.F. Discussion and Presentation/Update on the Elementary and Secondary School Emergency Relief Fund (ESSER III)

4.F.1. Presentation

Mr. Edgar Ponce, ESSER Coordinator, presented an update on the Elementary and Secondary School Emergency Relief Fund (ESSER III).

4.G. Public comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III)

Mr. Edgar Ponce, ESSER Coordinator, opened the floor for Public Comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III).

No public comment or input.

4.H. Consider and possible Board action to approve emergency contract for repair of school facilities in accordance with policy CH.

Mr. Jesus Martinez, Executive Director of Support Services, presented information on

the emergency contract for repair of school facilities in accordance with policy CH.

Ms. Myrna Hernandez made a motion to approve the emergency contract for repair of school facilities in accordance with policy CH.

Ms. Guadalupe Caro seconded the Motion.

Motion Passed.

4.I. Discussion and possible Board action on the Organizacion Progresiva de San Elizario Lease Agreement Renewal

Mr. Jesus Martinez, Executive Director of Support Services, presented the Organizacion Progresiva de San Elizario Lease Agreement Renewal.

Mr. Jesus Martinez stated TASB will come assess the building for Asbestos on March 5, 2024.

Ms. Sandra Licon asked what will happen if the assessment for Asbestos comes back positive.

Legal Counsel stated the board can approve the renewal up to April 2024 pending Asbestos Results.

Mr. Lorenzo Luevano stated he recommends the storage area in the building to be cleaned and organized.

Ms. Sandra Licon made a motion to approve Organizacion Progresiva de San Elizario Lease Agreement Renewal up to April 2024 pending Asbesto Results.

Ms. Myrna Hernandez seconded the motion.

Motion Passed.

5. **CONSENT AGENDA** - Consider and possible Board action on

Mr. Eduardo Chavez asked Dr. Rogelio Segovia to present on Item 5.D.

Ms. Sandra Licon made a motion to approve the consent agenda as presented.

Ms. Monica Chavez seconded the motion.

Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders exceeding  
\$25,000.00

- PO#49992 - IQP Canopies LLC -  
\$57,788.64
- PO#49993 - Dantek Systems Inc -  
\$28,130.00
- PO#50095 - AREDI Enterprises -  
\$62,266.00
- PO#50189 - All Trades Electrical  
Contractor's Inc - \$85,343.02
- Revision to PO#48446 - EP Big  
Media, Inc - revising amount to  
\$807,210.00
- Revision to PO#47782 - CDW  
Government LLC - revising  
quantity to 140

5.A.5. Budget Amendment

5.B. Consider and possible Board action to  
approve final payment to AREDI Enterprises  
LLC for the Sambrano Library Improvements -  
PO# 49055

5.C. Policy Update 122:

5.C.1. (LOCAL) policies (adopt, revise, or  
repeal):

CQB (LOCAL): TECHNOLOGY RESOURCES -  
CYBERSECURITY  
CSA (LOCAL): FACILITY STANDARDS - SAFETY  
AND SECURITY  
DC (LOCAL): EMPLOYMENT PRACTICES  
EHB (LOCAL): CURRICULUM DESIGN - SPECIAL  
PROGRAMS  
EHBC (LOCAL): SPECIAL PROGRAMS -  
COMPENSATORY SERVICES AND INTENSIVE  
PROGRAMS  
EHBCA (LOCAL): COMPENSATORY SERVICES AND  
INTENSIVE PROGRAMS - ACCELERATED  
INSTRUCTION  
FEA (LOCAL): ATTENDANCE - COMPULSORY  
ATTENDANCE  
FFAC (LOCAL): WELLNESS AND HEALTH  
SERVICES - MEDICAL TREATMENT  
FFB (LOCAL): STUDENT WELFARE - CRISIS  
INTERVENTION  
FL (LOCAL): STUDENT RECORDS

- 5.D. Consider and possible Board action on Special Programs Dual Language Education SEL EHBE (LOCAL) and EHBE (REGULATION)

Dr. Rogelio Segovia, Associate Superintendent, presented the revision made to Special Programs Dual Language Education SEL EHBE (LOCAL) and EHBE (REGULATION) policies.

Mr. Eduardo Chavez asked if the Dual Language Program will only be open to Emergent Bilingual students or will it be open to everyone.

Dr. Rogelio Segovia stated the program is open to everyone. It currently is the program of choice.

Ms. Susana Frescas, Instructional Programs Administrator, stated there is some Monolingual students in the dual language program.

No more questions.

- 5.E. Consider and possible action regarding the approval of the Early Resignation Notice Incentive for the 2023-2024 School Year

- 5.F. Consider and possible Board action on approval of the Teacher Apprenticeship Program MOU with Region 19

- 5.G. Consider and possible Board action on Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plans

5.G.1. San Elizario High School

5.G.2. Ann M. Garcia-Enriquez Middle School

5.G.3. Alfonso Borrego Sr. Elementary School

5.G.4. Lorenzo G. Alarcon Elementary School (Plan was approved during the September 20, 2023 Board Meeting)

5.G.5. Josefa L. Sambrano Elementary School

5.G.6. Lorenzo G. Loya Primary School

- 5.H. Consider and possible Board action on the 2024 - 2025 West Texas Food Service Coop Interlocal Agreement

- 5.I. Consider approval of minutes for the following:

5.I.1. November 7, 2023 - Working Meeting

5.I.2. November 8, 2023 - Regular Board Meeting

5.J. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.

5.J.1. Support Services Department

5.J.2. Technology Department

## 6. PRESENTATION / REPORTS / INFORMATION

6.A. El Paso County Digital Library Card (Presentation)

Commissioner Pct. 3 Iliana Holguin introduced Priscilla Moreno who presented on the new Ilumina Digital Library.

Ms. Priscilla Moreno, Digital Librarian, presented the new Ilumina Digital Library presentation.

Mr. Eduardo Chavez returned to Agenda Item 4.

6.B. Goal Progress Monitoring (Information)

6.B.1. (HB3) - Goal 2 - Overall Academic Growth in Reading

6.C. San Elizario Early College High School Update (Information)

6.D. Professional Learning Communities (PLCs) Schedule (Information)

6.E. Board Training (Information)

6.E.1. Texas Education for Homeless Children and Youth Video Training - Link Emailed (Information)

Ms. Sandra Licon asked what the process is for student to attain these services.

Ms. Teresita Parra, Social Worker, stated students can be identified by everyone in the district. Once the student is identified, social workers assess them using the SRQ Evaluation. This will let social worker know if the student will be approved to be part of the McKinney-Vento Program. If the student doesn't qualify for the McKinney-Vento Program, then the help depends on local donations.

Dr. Jeannie Meza-Chavez thanked the social workers for their help with the community situations that has transpired during this school year.

Mr. Lorenzo Luevano stated the program works and thanked everyone that helps students that go through similar situations.

Ms. Myrna Hernandez and Mr. Eduardo Chavez thanked the social workers as well.

6.E.2. 2024 TASB Grassroots Meeting  
Thursday, January 25, 2024  
6:00 p.m. - 8:00 p.m.  
Socorro ISD Technology Service Center  
12440 Rojas Ave, El Paso, TX

6.E.3. Far West Texas School Board  
Association Meeting  
Saturday, February 17, 2024  
8:30 a.m. - 12:30 p.m.  
Starlight Event Center - Sunset Room

6.E.4. Far West Texas School Board  
Association Spring Workshop  
Thursday, May 23, 2024  
5:00 p.m. - 9:00 p.m.  
Starlight Event Center - Sunset Room

6.F. TEC 37.108 (b) District Safety and  
Security Audit Results (Information)

6.G. Legislative Updates: 88th Legislative  
Session (Information)

6.H. Child Nutrition Services Updates  
(Information)

6.H.1. Texas Department of Agriculture  
Annual Financial Audit

6.H.2. Acceptance into the Local Food for  
Schools Grant Program

6.H.3. Meal Service Update

7. **EXECUTIVE SESSION**

The Board entered a closed meeting at **8:11 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and

other personnel matters under Sec. 551.071, 551.072, 551.074, and 551.076 Texas Gov. Code:

7.A. Discussion on Employee / Board / Superintendent Communication

7.B. Discussion on the Intruder Detection Audit Findings and Corrective Action Required

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open session at **9:50 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action on the Intruder Detection Audit Findings and Corrective Action Required

No Action.

9. **NEXT MEETING DATE:**

Regular Board Meeting: Tuesday, February 13, 2024, at 5:30 p.m.

10. **ADJOURNMENT**

Ms. Sandra Licon made a motion to adjourn the meeting at **9:51 p.m.**

Ms. Monica Chavez seconded the motion.

Motion Passed.

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Board President

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Board Secretary

# Health Insurance Workshop

Wednesday, February 7, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

## 1. GENERAL FUNCTIONS

### 1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Mr. Axel Lopez, Board Trustee  
Mr. Lorenzo Luevano, Board Trustee  
Ms. Guadalupe Caro, Board Trustee  
Ms. Monica Chavez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent,  
was also in attendance.

### 1.C. Pledge of Allegiance

### 1.D. San Elizario ISD Mission Statement

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

## 2. NEW BUSINESS / BOARD ACTION ITEMS

### 2.A. Overview of current health plan and benefits

Mr. Roberto Gallegos, At-Risk Management Coordinator, presented an overview of the San Elizario Independent School District health plan and benefits.

### 2.B. To hear and consider presentations from health insurance companies:

1. 6 Degrees Health - Virtual Presentation

Mr. Heath Porter presented 6Degrees Health plans and benefits.

Mr. Eduardo Chavez asked how the provider list can be accessed.

Mr. Heath Porter stated the list can be provided to the Board.

No more questions.

2. imagine360

Mr. Jim Crombie presented Imagine360 health plans and benefits.

No questions.

3. HSTechnology

Mr. Michael Muniz presented HSTechnology health plans and benefits.

Mr. Eduardo Chavez asked what the typical savings will be for a school district.

Mr. Michael Muniz stated the savings are not on the fees but will be an overall savings on the TPA.

No more questions.

4. Quantum Health

Ms. Katie McNaughton presented Quantum Health plans and benefits.

No questions.

5. TRS Health Care

Ms. Monica Bernal, Ms. Marisa Campuzano, and Mr. Clayton Easom presented TRS Health Care plans and benefits.

Mr. Eduardo Chavez asked if the contractual agreement would prohibit the district to contribute funds towards the employee deductible when enrolled in the high deductible plan.

Mr. Clayton Easom stated the HD plan does allow for the district to do an ACA or HSA. The district will be able to set their plans and are able to add more funds to any of the plans. A set a rate will be given to the

district while the district transitions into the program. After the district joins the rest of Region 19 on September 1, the rates will then be set again by TRS. The district can again contribute any amount they would like towards a certain plan.

Mr. Norberto Rivas asked how prescriptions work with TRS.

Ms. Marisa Campuzano stated some prescriptions have a copay and the copay goes into the employee's deductible. There is also a zero-dollar generic drug list.

Mr. Eduardo Chavez asked if the district could contribute into the \$1500 deductible.

Mr. Clayton Easom stated families in the high deductible plan will reach their deductible with each family member visit. This is called an integrated deductible.

Dr. Rogelio Segovia asked what would happen if the doctor of choice is out-of-network.

Mr. Clayton Easom stated TRS has 96% of all providers in the state of Texas. If by any chance the doctor is not covered, TRS has a program called nominated provider which has an 80% close rate. This will allow the provider to be added.

Dr. Rogelio Segovia asked how pre-existing conditions will be handled.

Mr. Clayton Easom and Ms. Marisa Campuzano stated this is not a factor. The plan is self-funded so it is not an issue.

Ms. Blanca Cruz asked how often the rates raise.

Mr. Clayton Easom stated the rates change every year. It all depends on the regional rating of the area you live in and the legislation as the program is partially state funded.

Ms. Blanca Cruz asked what the retention would be after the five-year contract expires.

Mr. Clayton Easom stated the first five years haven't ended so there are no data yet.

Mr. Randy McGraw asked if the presenters could explain what the process would be for the district to join TRS Health Care.

Ms. Marisa Campuzano stated they will need to review the district data. The district will then have a transition period from January to August 2025. On September 1, 2025, the district will then join the Region 19 rates.

Mr. Eduardo Chavez asked what the current region 19 rate for the High Deductible plan is.

Mr. Clayton Easom stated the current rate is \$403 for employee only and \$1317 for employee and family.

Ms. Blanca Cruz asked if transitional rates will be higher than the regular Region 19 rates.

Mr. Clayton Easom stated that depends on the district claims history.

Mr. Randy McGraw asked if the district could join before January 1, 2025.

Ms. Marisa Campuzano stated the district had to inform TRS Health Care before December 31, 2023, to be able to enroll on September 1, 2024. This is due to the date the current district health plan year ends.

No more questions.

### **3. NEXT MEETING DATE:**

Regular Board Meeting: Tuesday, February 13, 2024 at 5:30 p.m.  
Budget Workshop Board Meeting: Wednesday, February 21, 2024 at 5:30 p.m.

### **4. ADJOURNMENT**

Ms. Sandra Licon made a motion to adjourn the meeting at **8:19 p.m.**

Mr. Axel Lopez seconded the motion.

Motion Passed.

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Board President

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Board Secretary



San Elizario I.S.D.  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

To: Members of the Board of Trustees  
From: Horacio Hernandez, Technology Director  
Subject: January 2024 Technology Fixed Asset Discard  
Date: February 14, 2024

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### HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

### RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell listed items.

### BUDGET IMPACT:

No budget impacts.

### ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

**Please check one:**  For approval       Report/Information only       Recognition only.

*San Elizario ISD's vision is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*

# Child Nutrition Services Department

Technology Department



**Fixed Asset Discard List**

Other: CNS DEPT

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	RM H113	DELL MONITOR	10082445403	1	OBSOLETE
2	RM H113	DELL MONITOR	10082433947	1	OBSOLETE
3	RM H113	DELL MONITOR	1405075146	1	OBSOLETE
4	RMH113	LAMINATOR	2600002159	1	OBSOLETE
5	RM H113	SCANNER	0305175152	1	OBSOLETE
6	RM H113	OPTIPLEX	1009232533	1	OBSOLETE
7	RMH113	OPTIPLEX	1110265737	1	OBSOLETE
8	RM H113	COMPUTER KEYBOARDS	NO TAG	5	OBSOLETE
9	RM H113	COMPUTER Mouses	NO TAG	5	OBSOLETE
10	RM113	MISC ELECTRICAL CORDS	NOT TAG	20	OBSOLETE
11	RM H113	EAR PHONES/CHARGERS	NO TAG	9EAR/2CHAR	OBSOLETE
12	RM H113	HOLSTER	NO TAG	8	OBSOLETE
13	RM H113	CARD READER	SN 13225	1	OBSOLETE
14	RM H113	DISC READER	SN 2130		OBSOLETE
15	RM H113	RADIO BATTERIES	NO TAG	13	OBSOLETE
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Date: 3-9-23

Authorized Campus

Signature [Handwritten Signature]

Page \_\_\_\_\_ of \_\_\_\_\_

1-30-24

# Technology Fixed Asset Discard List



Other: CNS office

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	RM H113 2 Way Radio	0809053019	1	obsolete
2	" 2 way Radio	0809035338	1	obsolete
3	" 2 way Radio	0809053744	1	obsolete
4	" 2 way Radio	0901091357	1	obsolete
5	" 2 way Radio	0901091628	1	obsolete
6	" 2 way Radio	0803203721	1	obsolete
7	" 2 way Radio	0803203415	1	obsolete
8	" 2 way Radio	0810281508	1	obsolete
9	" 2 way Radio	1302212120	1	obsolete
10	" 2 way Radio	1302211734	1	obsolete
11	" 2 way Radio	0809045727	1	obsolete
12	" 2 way Radio	0809033936	1	obsolete
13	" 2 way Radio	1302125442	1	obsolete
14	" 2 way Radio	0809033850	1	obsolete
15	" 2 way Radio	0803203148	1	obsolete
16	" 2 way Radio	0901092015	1	obsolete
17	" 2 way Radio	0809035249	1	obsolete
18	" 2 way Radio	0809033656	1	obsolete
19	" 2 way Radio	0809035123	1	obsolete
20	" 2 way Radio	0809033147	1	obsolete
21	" 2 way Radio	0809095952	1	obsolete
22	" 2 way Radio	0803203642	1	obsolete
23	" 2 way Radio	0809035200	1	obsolete
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Date: \_\_\_\_\_

Authorized Campus

Signature [Signature]

Page \_\_\_\_\_ of \_\_\_\_\_

1-30-24

# Technology Fixed Asset Discard List



Other: CNS office

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Excell

Loya

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	RM 1113 2 way Radio	0809082525	1	obsolete
2	RM 1113 2 way Radio	0809082239	1	obsolete
3	" 2 way Radio	0901091830	1	obsolete
4	" 2 way Radio	0809053222	1	obsolete
5	" 2 way Radio	0803203603	1	obsolete
6	" 2 way Radio	0809082607	1	obsolete
7	" 2 way Radio	0809035407	1	obsolete
8	" 2 way Radio	0901091907	1	obsolete
9	" 2 way Radio	0809052904	1	obsolete
10	" 2 way Radio	080953100	1	obsolete
11	" 2 way Radio	0809082647	1	obsolete
12	" 2 way Radio	0809052946	1	obsolete
13	" 2 way Radio	0901091719	1	obsolete
14	" 2 way Radio	0809054044	1	obsolete
15	" 2 way Radio	0809053138	1	obsolete
16	Kenwood 2 way Radio	2600000444	1	obsolete
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

1-30-24

# Planning & Instruction Department



# Fixed Asset Discard List

Other: PCI

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H135 Dell ASSD monitor	1106225701	1	old
2	H135 Dell Optiplex 7460	36000601999	1	crashed
3	H135 Surface	3600002172	1	crashed
4	H135 Dell laptop	4101071123	1	obsolete
5	H135 Dell laptop	1460021922	1	obsolete
6				
7				
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Date: 01/30/2024

Authorized Campus

Signature

RS [Signature]

# Finance Department



Other: FINANCE

**Fixed Asset Discard List**

**Campus** (Please Check Appropriate Campus)

- SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments / Reasons	
1	RM H124	Monitor 19 IN	1010185519	1	Outdated/Obsolete
2	RM H124	Computer - AIO	2600000773	1	Outdated/Obsolete
3	RM H124	Computer - AIO	2600000746	1	Outdated/Obsolete
4	RM H124	Monitor	2600003063	1	Outdated/Obsolete
5	RM H124	Computer - AIO	2600000166	1	Outdated/Obsolete
6	RM H124	Language Interpretation	0705073246	1	Outdated/Obsolete
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Date: 10/10/2023

Authorized Dept. Signature \_\_\_\_\_

# Human Resources Department



**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**  
*Soaring to Excellence*

1/31/2024 12:02

**Fixed Asset Discard List**

Other (Technology, Maintenance, etc.)

Excell

Loya

**Campus**

(Please Check Appropriate Campus)

SE High School

GE Middle School

Alarcon

Borrego

Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1	H102	Dell Computer	2600000984	1	obsolete
2	H102	Dell Computer	2600000780	1	obsolete
3	H102	Dell Computer	1605130002	1	obsolete
4	H102	Dell Computer	1204120911	1	obsolete
5					
6					
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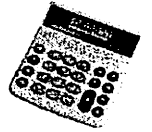
Date: 1/31/2024 12:02

Signature Blanca L. Cruz

Page: 1 of 1

TECHNOLOGY DEPARTMENT

# Technology Department



# Fixed Asset Discard List

Other Technology

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number	Qty	Comments / Reasons
1	107	37021-A-k9 - router	1411240502	1	obselte
2	107	37021-A-k9 - router	1410030544	1	obselte
3	107	37021-A-k9 - router	1410030354	1	obselte
4	107	37021-A-k9 - router	1410071647	1	obselte
5	107	37021-A-k9 - router	1410071724	1	obselte
6	107	37021-A-k9 - router	1410071815	1	obselte
7	107	37021-A-K9 - router	1410030506	1	obselte
8	107	37021-A-k9 - router	141003428	1	obselte
9	107	37021-A-k9 - router	1410071614	1	obselte
10	107	37021-A-k9 - router	1410071858	1	obselte
11	107	1750160 - dymo	2600000989	1	obselte
12	107	1750160 - dymo	2600000988	1	obselte
13	107	1750160 - dymo	2600000991	1	obselte
14	107	1750160 - dymo	2600001419	1	obselte
15	107	elo	2600001015	1	obselte
16	107	elo	2600001012	1	obselte
17	107	elo	2600001014	1	obselte
18	107	elo	2600001013	1	obselte
19	107	elo	2600001011	1	obselte
20	107	elo	2600001010	1	obselte
21	107	elo	2600006230	1	obselte
22	107	surveillance camera	410512	1	obselte
23	107	surveillance camera	410512	1	obselte
24	107	surveillance camera	410512	1	obselte
25	107	apple computer	1205080813	1	obselte
26	107	6H80ZW1 - dell comp	1305114251	1	obselte
27	107	GX353Q1 - dell comp	1103105202	1	obselte
28	100	iPad	F5XKTUCJDFHW	1	obselte
29	100	Wireless LAN Controller	FTX11018059	1	obselte
30					

Date:

Authorized Campus

Signature \_\_\_\_\_



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

#	Room #	Description	Tag #	Qty.	Comment/Reason
1	Disposal Room	COMPUTER	1403275137	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Department		Technology			
#	Room #	Description	Tag #	Qty.	Comment/Reason
2	Disposal Room	SWITCH	2600002211	1	Obsolete
3	Disposal Room	SWITCH	2600002215	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
4	Disposal Room	HOTSPOT	T203	1	Obsolete
5	Disposal Room	HOTSPOT	T207	1	Obsolete
6	Disposal Room	HOTSPOT	T211	1	Obsolete
7	Disposal Room	HOTSPOT	T278	1	Obsolete
8	Disposal Room	HOTSPOT	T265	1	Obsolete
9	Disposal Room	HOTSPOT	T196	1	Obsolete
10	Disposal Room	HOTSPOT	T260	1	Obsolete
11	Disposal Room	HOTSPOT	T261	1	Obsolete
12	Disposal Room	HOTSPOT	T233	1	Obsolete
13	Disposal Room	HOTSPOT	T191	1	Obsolete
14	Disposal Room	HOTSPOT	T281	1	Obsolete
15	Disposal Room	HOTSPOT	T300	1	Obsolete
16	Disposal Room	HOTSPOT	T285	1	Obsolete
17	Disposal Room	HOTSPOT	T213	1	Obsolete
18	Disposal Room	HOTSPOT	T226	1	Obsolete
19	Disposal Room	HOTSPOT	T243	1	Obsolete
20	Disposal Room	HOTSPOT	T156	1	Obsolete
21	Disposal Room	HOTSPOT	T172	1	Obsolete
22	Disposal Room	HOTSPOT	T234	1	Obsolete
23	Disposal Room	HOTSPOT	T214	1	Obsolete
24	Disposal Room	HOTSPOT	T266	1	Obsolete
25	Disposal Room	HOTSPOT	T262	1	Obsolete
26	Disposal Room	HOTSPOT	T185	1	Obsolete
27	Disposal Room	HOTSPOT	T232	1	Obsolete
28	Disposal Room	HOTSPOT	T175	1	Obsolete
29	Disposal Room	HOTSPOT	T046	1	Obsolete
30	Disposal Room	HOTSPOT	T095	1	Obsolete
31	Disposal Room	HOTSPOT	T121	1	Obsolete
32	Disposal Room	HOTSPOT	T069	1	Obsolete
33	Disposal Room	HOTSPOT	T087	1	Obsolete
34	Disposal Room	HOTSPOT	T120	1	Obsolete
35	Disposal Room	HOTSPOT	T016	1	Obsolete
36	Disposal Room	HOTSPOT	T029	1	Obsolete
37	Disposal Room	HOTSPOT	T145	1	Obsolete
38	Disposal Room	HOTSPOT	T099	1	Obsolete
39	Disposal Room	HOTSPOT	T129	1	Obsolete
40	Disposal Room	HOTSPOT	T001	1	Obsolete
41	Disposal Room	HOTSPOT	T080	1	Obsolete
42	Disposal Room	HOTSPOT	T023	1	Obsolete
43	Disposal Room	HOTSPOT	T142	1	Obsolete
44	Disposal Room	HOTSPOT	T067	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen		Technology			
#	Room #	Description	Tag #	Qty.	Comment/Reason
45	Disposal Room	HOTSPOT	T101	1	Obsolete
46	Disposal Room	HOTSPOT	T044	1	Obsolete
47	Disposal Room	HOTSPOT	T144	1	Obsolete
48	Disposal Room	HOTSPOT	T112	1	Obsolete
49	Disposal Room	HOTSPOT	T104	1	Obsolete
50	Disposal Room	HOTSPOT	T113	1	Obsolete
51	Disposal Room	HOTSPOT	T075	1	Obsolete
52	Disposal Room	HOTSPOT	T004	1	Obsolete
53	Disposal Room	HOTSPOT	T119	1	Obsolete
54	Disposal Room	HOTSPOT	T096	1	Obsolete
55	Disposal Room	HOTSPOT	T078	1	Obsolete
56	Disposal Room	HOTSPOT	T034	1	Obsolete
57	Disposal Room	HOTSPOT	T010	1	Obsolete
58	Disposal Room	HOTSPOT	T109	1	Obsolete
59	Disposal Room	HOTSPOT	T137	1	Obsolete
60	Disposal Room	HOTSPOT	T045	1	Obsolete
61	Disposal Room	HOTSPOT	T148	1	Obsolete
62	Disposal Room	HOTSPOT	T055	1	Obsolete
63	Disposal Room	HOTSPOT	T002	1	Obsolete
64	Disposal Room	HOTSPOT	T011	1	Obsolete
65	Disposal Room	HOTSPOT	T065	1	Obsolete
66	Disposal Room	HOTSPOT	T110	1	Obsolete
67	Disposal Room	HOTSPOT	T107	1	Obsolete
68	Disposal Room	HOTSPOT	T015	1	Obsolete
69	Disposal Room	HOTSPOT	T116	1	Obsolete
70	Disposal Room	HOTSPOT	T024	1	Obsolete
71	Disposal Room	HOTSPOT	T143	1	Obsolete
72	Disposal Room	HOTSPOT	T085	1	Obsolete
73	Disposal Room	HOTSPOT	T037	1	Obsolete
74	Disposal Room	HOTSPOT	T114	1	Obsolete
75	Disposal Room	HOTSPOT	T031	1	Obsolete
76	Disposal Room	HOTSPOT	T061	1	Obsolete
77	Disposal Room	HOTSPOT	T042	1	Obsolete
78	Disposal Room	HOTSPOT	T022	1	Obsolete
79	Disposal Room	HOTSPOT	T020	1	Obsolete
80	Disposal Room	HOTSPOT	T231	1	Obsolete
81	Disposal Room	HOTSPOT	T147	1	Obsolete
82	Disposal Room	HOTSPOT	T088	1	Obsolete
83	Disposal Room	HOTSPOT	T246	1	Obsolete
84	Disposal Room	HOTSPOT	T271	1	Obsolete
85	Disposal Room	HOTSPOT	T084	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
86	Disposal Room	HOTSPOT	T225	1	Obsolete
87	Disposal Room	HOTSPOT	T182	1	Obsolete
88	Disposal Room	HOTSPOT	T184	1	Obsolete
89	Disposal Room	HOTSPOT	T181	1	Obsolete
90	Disposal Room	HOTSPOT	T249	1	Obsolete
91	Disposal Room	HOTSPOT	35970249078	1	Obsolete
92	Disposal Room	HOTSPOT	35970249076	1	Obsolete
93	Disposal Room	HOTSPOT	35970249072	1	Obsolete
94	Disposal Room	HOTSPOT	35970249073	1	Obsolete
95	Disposal Room	HOTSPOT	35970249092	1	Obsolete
96	Disposal Room	HOTSPOT	35970249078	1	Obsolete
97	Disposal Room	HOTSPOT	35970249075	1	Obsolete
98	Disposal Room	HOTSPOT	35970249080	1	Obsolete
99	Disposal Room	HOTSPOT	35970249076	1	Obsolete
100	Disposal Room	HOTSPOT	35970249074	1	Obsolete
101	Disposal Room	HOTSPOT	35970249078	1	Obsolete
102	Disposal Room	HOTSPOT	35970249047	1	Obsolete
103	Disposal Room	HOTSPOT	35970249078	1	Obsolete
104	Disposal Room	HOTSPOT	35970249074	1	Obsolete
105	Disposal Room	HOTSPOT	35970249074	1	Obsolete
106	Disposal Room	HOTSPOT	35970249079	1	Obsolete
107	Disposal Room	HOTSPOT	35970249072	1	Obsolete
108	Disposal Room	HOTSPOT	35970249086	1	Obsolete
109	Disposal Room	HOTSPOT	35970249078	1	Obsolete
110	Disposal Room	HOTSPOT	35970249076	1	Obsolete
111	Disposal Room	HOTSPOT	35970249076	1	Obsolete
112	Disposal Room	HOTSPOT	35970249415	1	Obsolete
113	Disposal Room	HOTSPOT	35970249412	1	Obsolete
114	Disposal Room	HOTSPOT	35970249092	1	Obsolete
115	Disposal Room	HOTSPOT	35970249075	1	Obsolete
116	Disposal Room	HOTSPOT	35970249075	1	Obsolete
117	Disposal Room	HOTSPOT	35970249415	1	Obsolete
118	Disposal Room	HOTSPOT	35970249078	1	Obsolete
119	Disposal Room	HOTSPOT	35970249413	1	Obsolete
120	Disposal Room	HOTSPOT	35970249075	1	Obsolete
121	Disposal Room	HOTSPOT	35970249069	1	Obsolete
122	Disposal Room	HOTSPOT	35970249075	1	Obsolete
123	Disposal Room	HOTSPOT	35970249415	1	Obsolete
124	Disposal Room	HOTSPOT	35970249415	1	Obsolete
125	Disposal Room	HOTSPOT	35970249076	1	Obsolete
126	Disposal Room	HOTSPOT	35970249075	1	Obsolete

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# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
127	Disposal Room	HOTSPOT	35970249047	1	Obsolete
128	Disposal Room	HOTSPOT	35970249086	1	Obsolete
129	Disposal Room	HOTSPOT	35970249048	1	Obsolete
130	Disposal Room	HOTSPOT	35970249078	1	Obsolete
131	Disposal Room	HOTSPOT	35970249092	1	Obsolete
132	Disposal Room	HOTSPOT	35970249413	1	Obsolete
133	Disposal Room	HOTSPOT	35970249413	1	Obsolete
134	Disposal Room	HOTSPOT	35970249415	1	Obsolete
135	Disposal Room	HOTSPOT	35970249092	1	Obsolete
136	Disposal Room	HOTSPOT	35970249420	1	Obsolete
137	Disposal Room	HOTSPOT	35970249086	1	Obsolete
138	Disposal Room	HOTSPOT	35970249076	1	Obsolete
139	Disposal Room	HOTSPOT	35397757317	1	Obsolete
140	Disposal Room	HOTSPOT	35397757316	1	Obsolete
141	Disposal Room	HOTSPOT	35397757315	1	Obsolete
142	Disposal Room	HOTSPOT	35397757319	1	Obsolete
143	Disposal Room	HOTSPOT	35397757319	1	Obsolete
144	Disposal Room	HOTSPOT	35397757317	1	Obsolete
145	Disposal Room	HOTSPOT	35397757317	1	Obsolete
146	Disposal Room	HOTSPOT	35397757315	1	Obsolete
147	Disposal Room	HOTSPOT	35397757318	1	Obsolete
148	Disposal Room	HOTSPOT	35397757319	1	Obsolete
149	Disposal Room	HOTSPOT	35397757318	1	Obsolete
150	Disposal Room	HOTSPOT	35397757319	1	Obsolete
151	Disposal Room	HOTSPOT	35397757313	1	Obsolete
152	Disposal Room	HOTSPOT	35397757319	1	Obsolete
153	Disposal Room	HOTSPOT	35397757317	1	Obsolete
154	Disposal Room	HOTSPOT	35397757316	1	Obsolete
155	Disposal Room	HOTSPOT	35397757318	1	Obsolete
156	Disposal Room	HOTSPOT	35397757316	1	Obsolete
157	Disposal Room	HOTSPOT	35397757317	1	Obsolete
158	Disposal Room	HOTSPOT	35397757319	1	Obsolete
159	Disposal Room	HOTSPOT	35397757319	1	Obsolete
160	Disposal Room	HOTSPOT	35397757316	1	Obsolete
161	Disposal Room	HOTSPOT	35397757319	1	Obsolete
162	Disposal Room	HOTSPOT	35397757318	1	Obsolete
163	Disposal Room	HOTSPOT	35397757314	1	Obsolete
164	Disposal Room	HOTSPOT	35397757312	1	Obsolete
165	Disposal Room	HOTSPOT	35397757319	1	Obsolete
166	Disposal Room	HOTSPOT	35397757319	1	Obsolete
167	Disposal Room	HOTSPOT	35397757319	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
168	Disposal Room	HOTSPOT	35397757319	1	Obsolete
169	Disposal Room	HOTSPOT	35397757315	1	Obsolete
170	Disposal Room	HOTSPOT	35397757318	1	Obsolete
171	Disposal Room	HOTSPOT	35397757319	1	Obsolete
172	Disposal Room	HOTSPOT	35397757318	1	Obsolete
173	Disposal Room	HOTSPOT	35397757313	1	Obsolete
174	Disposal Room	HOTSPOT	35397757319	1	Obsolete
175	Disposal Room	HOTSPOT	35397757317	1	Obsolete
176	Disposal Room	HOTSPOT	35397757316	1	Obsolete
177	Disposal Room	HOTSPOT	35397757317	1	Obsolete
178	Disposal Room	HOTSPOT	35397757318	1	Obsolete
179	Disposal Room	HOTSPOT	35397757319	1	Obsolete
180	Disposal Room	HOTSPOT	35397757319	1	Obsolete
181	Disposal Room	HOTSPOT	35397757319	1	Obsolete
182	Disposal Room	HOTSPOT	35397757318	1	Obsolete
183	Disposal Room	HOTSPOT	35397757316	1	Obsolete
184	Disposal Room	HOTSPOT	35397757319	1	Obsolete
185	Disposal Room	HOTSPOT	35397757316	1	Obsolete
186	Disposal Room	HOTSPOT	35397757316	1	Obsolete
187	Disposal Room	HOTSPOT	35397757317	1	Obsolete
188	Disposal Room	HOTSPOT	35397757317	1	Obsolete
189	Disposal Room	HOTSPOT	35397757319	1	Obsolete
190	Disposal Room	HOTSPOT	35397757313	1	Obsolete
191	Disposal Room	HOTSPOT	35397757318	1	Obsolete
192	Disposal Room	HOTSPOT	35397757312	1	Obsolete
193	Disposal Room	HOTSPOT	35397757314	1	Obsolete
194	Disposal Room	HOTSPOT	35397757317	1	Obsolete
195	Disposal Room	HOTSPOT	35397757319	1	Obsolete
196	Disposal Room	HOTSPOT	35397757317	1	Obsolete
197	Disposal Room	HOTSPOT	35397757316	1	Obsolete
198	Disposal Room	HOTSPOT	35397757319	1	Obsolete
199	Disposal Room	HOTSPOT	35397757318	1	Obsolete
200	Disposal Room	HOTSPOT	35397757319	1	Obsolete
201	Disposal Room	HOTSPOT	35397757318	1	Obsolete
202	Disposal Room	HOTSPOT	35397757317	1	Obsolete
203	Disposal Room	HOTSPOT	35397757316	1	Obsolete
204	Disposal Room	HOTSPOT	35397757317	1	Obsolete
205	Disposal Room	HOTSPOT	35397757319	1	Obsolete
206	Disposal Room	HOTSPOT	35397757316	1	Obsolete
207	Disposal Room	HOTSPOT	35397757319	1	Obsolete
208	Disposal Room	HOTSPOT	35397757316	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen		Technology			
#	Room #	Description	Tag #	Qty.	Comment/Reason
209	Disposal Room	HOTSPOT	35397757316	1	Obsolete
210	Disposal Room	HOTSPOT	35397757319	1	Obsolete
211	Disposal Room	HOTSPOT	35397757319	1	Obsolete
212	Disposal Room	HOTSPOT	35397757317	1	Obsolete
213	Disposal Room	HOTSPOT	35397757316	1	Obsolete
214	Disposal Room	HOTSPOT	35397757319	1	Obsolete
215	Disposal Room	HOTSPOT	35397757319	1	Obsolete
216	Disposal Room	HOTSPOT	35397757318	1	Obsolete
217	Disposal Room	HOTSPOT	35397757318	1	Obsolete
218	Disposal Room	HOTSPOT	35397757316	1	Obsolete
219	Disposal Room	HOTSPOT	35397757318	1	Obsolete
220	Disposal Room	HOTSPOT	35397757319	1	Obsolete
221	Disposal Room	HOTSPOT	35397757318	1	Obsolete
222	Disposal Room	HOTSPOT	35397757318	1	Obsolete
223	Disposal Room	HOTSPOT	35397757316	1	Obsolete
224	Disposal Room	HOTSPOT	35397757317	1	Obsolete
225	Disposal Room	HOTSPOT	35397757314	1	Obsolete
226	Disposal Room	HOTSPOT	35397757317	1	Obsolete
227	Disposal Room	HOTSPOT	35397757317	1	Obsolete
228	Disposal Room	HOTSPOT	35397757316	1	Obsolete
229	Disposal Room	HOTSPOT	35397757319	1	Obsolete
230	Disposal Room	HOTSPOT	35397757319	1	Obsolete
231	Disposal Room	HOTSPOT	35397757319	1	Obsolete
232	Disposal Room	HOTSPOT	35397757319	1	Obsolete
233	Disposal Room	HOTSPOT	35397757316	1	Obsolete
234	Disposal Room	HOTSPOT	35397757319	1	Obsolete
235	Disposal Room	HOTSPOT	35397757319	1	Obsolete
236	Disposal Room	HOTSPOT	35397757318	1	Obsolete
237	Disposal Room	HOTSPOT	35397757316	1	Obsolete
238	Disposal Room	HOTSPOT	35397757319	1	Obsolete
239	Disposal Room	HOTSPOT	35397757317	1	Obsolete
240	Disposal Room	HOTSPOT	35397757316	1	Obsolete
241	Disposal Room	HOTSPOT	35397757316	1	Obsolete
242	Disposal Room	HOTSPOT	35397757318	1	Obsolete
243	Disposal Room	HOTSPOT	35397757318	1	Obsolete
244	Disposal Room	HOTSPOT	35397757318	1	Obsolete
245	Disposal Room	HOTSPOT	35397757316	1	Obsolete
246	Disposal Room	HOTSPOT	35397757319	1	Obsolete
247	Disposal Room	HOTSPOT	35397757316	1	Obsolete
248	Disposal Room	HOTSPOT	35397757316	1	Obsolete
249	Disposal Room	HOTSPOT	35397757319	1	Obsolete

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
250	Disposal Room	HOTSPOT	35397757319	1	Obsolete
251	Disposal Room	HOTSPOT	35397757316	1	Obsolete
252	Disposal Room	HOTSPOT	35397757312	1	Obsolete
253	Disposal Room	HOTSPOT	35397757318	1	Obsolete
254	Disposal Room	HOTSPOT	35397757318	1	Obsolete
255	Disposal Room	HOTSPOT	35397757318	1	Obsolete
256	Disposal Room	HOTSPOT	35397757318	1	Obsolete
257	Disposal Room	HOTSPOT	35397757312	1	Obsolete
258	Disposal Room	HOTSPOT	35397757319	1	Obsolete
259	Disposal Room	HOTSPOT	35397757315	1	Obsolete
260	Disposal Room	HOTSPOT	35397757316	1	Obsolete
261	Disposal Room	HOTSPOT	35397757319	1	Obsolete
262	Disposal Room	HOTSPOT	35397757319	1	Obsolete
263	Disposal Room	HOTSPOT	35397757318	1	Obsolete
264	Disposal Room	HOTSPOT	35397757319	1	Obsolete
265	Disposal Room	HOTSPOT	35397757319	1	Obsolete
266	Disposal Room	HOTSPOT	35397757316	1	Obsolete
267	Disposal Room	HOTSPOT	35397757316	1	Obsolete
268	Disposal Room	HOTSPOT	35397757319	1	Obsolete
269	Disposal Room	HOTSPOT	35397757316	1	Obsolete
270	Disposal Room	HOTSPOT	35397757316	1	Obsolete
271	Disposal Room	HOTSPOT	35397757316	1	Obsolete
272	Disposal Room	HOTSPOT	35397757316	1	Obsolete
273	Disposal Room	HOTSPOT	35397757317	1	Obsolete
274	Disposal Room	HOTSPOT	35397757318	1	Obsolete
275	Disposal Room	HOTSPOT	35397757319	1	Obsolete
276	Disposal Room	HOTSPOT	35397757317	1	Obsolete
277	Disposal Room	HOTSPOT	35397757317	1	Obsolete
278	Disposal Room	HOTSPOT	35397757312	1	Obsolete
279	Disposal Room	HOTSPOT	35397757317	1	Obsolete
280	Disposal Room	HOTSPOT	35397757315	1	Obsolete
281	Disposal Room	HOTSPOT	35397757316	1	Obsolete
282	Disposal Room	HOTSPOT	35397757318	1	Obsolete
283	Disposal Room	HOTSPOT	35397757317	1	Obsolete
284	Disposal Room	HOTSPOT	35397757316	1	Obsolete
285	Disposal Room	HOTSPOT	35397757318	1	Obsolete
286	Disposal Room	HOTSPOT	35397757319	1	Obsolete
287	Disposal Room	HOTSPOT	35397757317	1	Obsolete
288	Disposal Room	HOTSPOT	35397757316	1	Obsolete
289	Disposal Room	HOTSPOT	35397757319	1	Obsolete
290	Disposal Room	HOTSPOT	35397757316	1	Obsolete

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# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

#	Room #	Description	Tag #	Qty.	Comment/Reason
291	Disposal Room	HOTSPOT	35397757318	1	Obsolete
292	Disposal Room	HOTSPOT	35397757319	1	Obsolete
293	Disposal Room	HOTSPOT	35397757318	1	Obsolete
294	Disposal Room	HOTSPOT	35397757317	1	Obsolete
295	Disposal Room	HOTSPOT	35397757318	1	Obsolete
296	Disposal Room	HOTSPOT	35397757319	1	Obsolete
297	Disposal Room	HOTSPOT	35397757316	1	Obsolete
298	Disposal Room	HOTSPOT	35397757316	1	Obsolete
299	Disposal Room	HOTSPOT	35397757319	1	Obsolete
300	Disposal Room	HOTSPOT	35397757317	1	Obsolete
301	Disposal Room	HOTSPOT	35397757316	1	Obsolete
302	Disposal Room	HOTSPOT	35397757319	1	Obsolete
303	Disposal Room	HOTSPOT	35397757316	1	Obsolete
304	Disposal Room	HOTSPOT	35397757316	1	Obsolete
305	Disposal Room	HOTSPOT	35397757319	1	Obsolete
306	Disposal Room	HOTSPOT	35397757316	1	Obsolete
307	Disposal Room	HOTSPOT	35397757313	1	Obsolete
308	Disposal Room	HOTSPOT	35397757317	1	Obsolete
309	Disposal Room	HOTSPOT	35397757317	1	Obsolete
310	Disposal Room	HOTSPOT	35397757319	1	Obsolete
311	Disposal Room	HOTSPOT	35397757318	1	Obsolete
312	Disposal Room	HOTSPOT	35397757316	1	Obsolete
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314	Disposal Room	HOTSPOT	35397757319	1	Obsolete
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330	Disposal Room	HOTSPOT	35397757314	1	Obsolete
331	Disposal Room	HOTSPOT	35397757316	1	Obsolete

January 31, 2024

Signature: \_\_\_\_\_

TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

## Fixed Asset Discard List

Campus/Departmen

Technology

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332	Disposal Room	HOTSPOT	35397757313	1	Obsolete
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372	Disposal Room	HOTSPOT	35397757318	1	Obsolete

January 31, 2024

Signature: \_\_\_\_\_

TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

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413	Disposal Room	HOTSPOT	35397757319	1	Obsolete

January 31, 2024

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TECHNOLOGY DEPARTMENT



# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

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444	Disposal Room	HOTSPOT	35397757317	1	Obsolete

January 31, 2024

Signature: \_\_\_\_\_

TECHNOLOGY DEPARTMENT



**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

— #SESIDPeoplePassionPurpose —

2024 - 2025 Board Meeting Dates	
July 2024	No Board Meeting
Wednesday, August 14, 2024	Regular Board Meeting
Tuesday, September 10, 2024	Special Board Meeting due to MASBA Conference
Wednesday, October 9, 2024	Regular Board Meeting
Wednesday, November 13, 2024	Regular Board Meeting
December 2024	No Board Meeting
Wednesday, January 15, 2025	Special Board Meeting due to Winter Break
Wednesday, February 12, 2025	Regular Board Meeting
Wednesday, March 5, 2025	Special Board Meeting due to Spring Break
Wednesday, April 9, 2025	Regular Board Meeting
Wednesday, April 30, 2025	Board Instructional Workshop
Wednesday, May 14, 2025	Regular Board Meeting
Wednesday, May 21, 2025	Board Budget Workshop
Wednesday, June 11, 2025	Regular Board Meeting
Wednesday, June 18, 2025	Special Board Meeting for Budget Adoption

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**OFFICE OF THE SUPERINTENDENT**

PO Box 920 San Elizario, Texas 79849-0920 — Phone: (915) 872-3900



**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**  
*A Proud Community of Champions - Soaring to Excellence*

MEMO

To: Mr. Norberto Rivas, Chief Financial Officer  
From: Beatriz Apodaca, Federal & Special Programs Coordinator  
Date: January 31, 2024  
Re: Report on grants applied for during the first semester of the 2023-2024 fiscal year

Below is the list of the grants our district has applied for this school year:

- **2023-2024 ESSA Consolidated Federal Grant application** that consists of the following grants:
  - Title I, Part A, Improving Basic Programs \$1,934,799.00
  - Title I, Part C – Education for Migratory Children \$17,038.00
  - Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act \$181,279.00
  - Title III, Part A – IMMIGRANT \$7,275.00
  - Title IV, Part A, Subpart 1 – Student Support and Academic Enrichment \$144,161.00
  - Title II, Part A – Supporting Effective Instruction \$231,163.00
- 2022-2023 Texas Education Children and Youth \$11,040.00
- 2024-2026 LASO CYCLE II – Advance Placement Computer Science Principles Grant – Status Pending
- FY2025 Reaching for Excellence in Texas School Health Grant – Status Pending

The grants we viewed and did not apply for:

- **Mission Trial Incentive Guidance Grant:**  
Scheduled a virtual meeting with the Director of Economic Development on November 15, 2023; he did not attend the virtual meeting. I tried to contact him, and the automated message stated that everyone was working remotely and no longer accepting grant applications.
- **Schoolyard Forest Grant:**  
We did not meet the grant requirements. We needed a minimum of five K-8 campuses to participate.

FINANCE DEPARTMENT



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Ms. Aggie Reyes, Executive Director Child Nutrition Services  
**Subject:** January 2023 – Meal Service Update  
**Date:** February 13, 2024

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**HISTORY:** The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

**RATIONALE:** The Child Nutrition Services Department served 74,453 student meals in the month of January 2024. This count includes breakfast, lunch, after-school snacks, and supper.

In the Month of January 2024, we participated in the following student activities.

- A special breakfast was prepared to celebrate honor roll students at San Elizario High School.
- Meals were offered for sporting events and Saturday tutoring at San Elizario High School.
- A treat was added to the lunch tray for honor roll students at Alarcon Elementary.
- A treat was added to the lunch tray for perfect attendance & honor roll at Borrego Elementary.
- GEMS provided Saturday breakfast for Medventure Science.

**BUDGET:** No budget impact.

**ADMINISTRATIVE RECOMMENDATION:** No recommendation.

**Please check one:**  For approval  Report / Information only  Recognition only  
 Attachment Included

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San Elizario I.S.D.  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

To: Members of the Board of Trustees  
CC: Dr. Jeannie Meza-Chavez, Superintendent  
From: Horacio Hernandez, Technology Director  
Subject: HB 3834 — Cybersecurity Awareness Training Compliance  
Date: February 13, 2024

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### HISTORY:

In June 2019, the Texas State Legislature passed HB 3834. HB 3834 is a bill that requires local and state government employees and Board Trustees who have access to a local government computer system or database to complete state approved cybersecurity training at least once each year.

### RATIONALE:

A cybersecurity training program has been rolled out by Eduhero, a current training portal used by SEISD that provides online on-demand learning material courses, that is DIR certified. Eduhero will facilitate the ability to comply with HB 3834 to all district faculty and staff as well as Board of Trustees.

### BUDGET IMPACT:

There is not an impact to the budget.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for our Board Members to proceed and complete the "Cybersecurity Awareness for Educators" learning module in Eduhero.

**Please check one:**    For approval       Report/Information only       Recognition only

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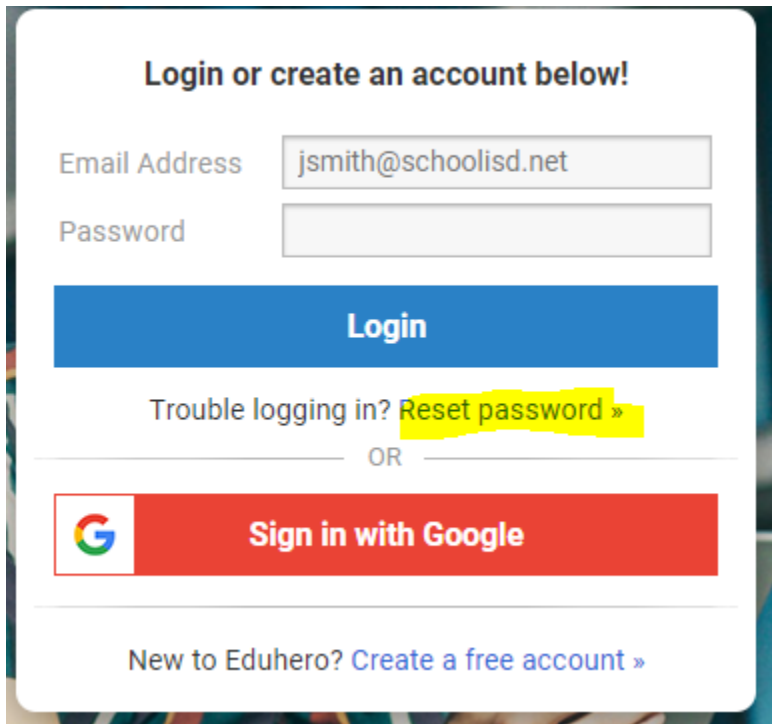
Currently, Board of Trustees have an active account in Eduhero and should be able to proceed and completing the yearly Cybersecurity Awareness for Educators Training.

Log in: <https://www.eduhero.net>

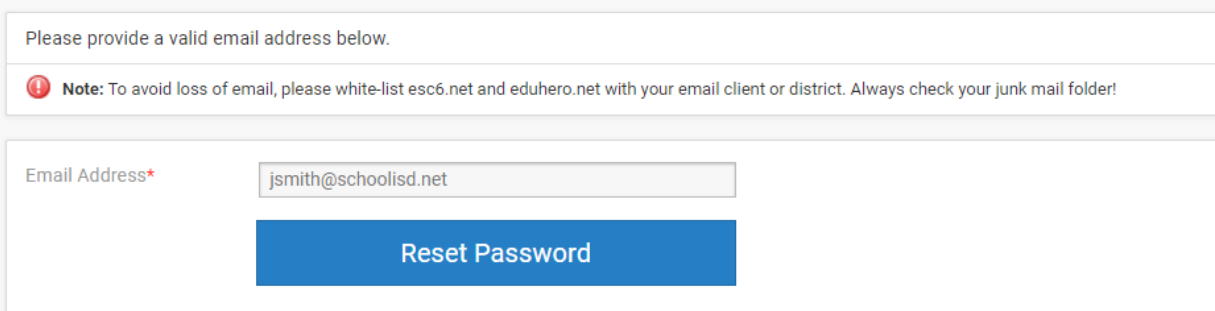
Email address: (use SEISD email account)

Password: (should be the same password)

If password needs to be reset, please click “Reset Password”:



#### Reset Password



Once logged in, proceed and scroll down to “My Plan” and click on “View” on “Cybersecurity Awareness for Educators”:



### My Plans

[View All](#)

2023-24 Returning Staff (Instructional & Office Staffs) - 25% Complete Due date January 2, 2024	3 months 29 days left	<a href="#">View</a>
2023-2024 Cybersecurity Training for Board of Trusteesd Plan - 0% Complete	3 months 28 days left	<a href="#">View</a>



### My Learning [?](#)

Keep track of your course progress, completions, and plans.

- Incomplete
- Complete
- Pinned
- Plans**

Hide Completed Plans

2023-2024 Cybersecurity Training for Board of Trusteesd Plan | 0% | Feb 1, 2024 → Jun 1, 2024

[Start Plan](#)

Once training is completed, you can download and email the certificate to Mr. Alfredo Cardona.

# SAVE THE DATES

## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING**

FEBRUARY 17, 2024

8:30 A.M.— 12:00 P.M.

STARLIGHT EVENTS CENTER — SUNSET ROOM

BREAKFAST WILL BE PROVIDED STARTING AT 8:00 A.M.

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## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION SPRING WORKSHOP**

MAY 23, 2024

5:00 — 9:00 P.M.

STARLIGHT EVENTS CENTER — SUNSET ROOM

DINNER WILL BE PROVIDED



San Elizario ISD  
 P.O. Box 920  
 San Elizario, TX 79849  
 Phone 915.872.3900  
 Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar, Research & Evaluation Administrator  
**Subject:** Timeline for Revision of District Mission Statement  
**Date:** February 13, 2024

**HISTORY:** The existing district mission statement has been in place for approximately 10 years. Since adopting a new district vision statement in 2022, it is time to revise the existing mission statement.

**RATIONALE:** The Board of Trustees directed the district to revise the existing mission statement at the Board meeting on January 17, 2024. The attached timeline will allow for the completion of this process by June 12, 2024. All stakeholders, including faculty, staff, students, and parents, will have their input considered.

Date	Activity
1/25/2024	DAT Training on Mission/Vision
2/15/2024	Leadership Meeting Training on Mission/Vision
2/20/2024—3/29/2024	Principals lead Mission/Vision training for faculty, staff, students, and parents at each campus
3/20/2024	Mission: Progressing Together Meeting--Mission/Vision training
4/2/2024—4/10/2024	Compilation of ideas
4/11/2024	Leadership Meeting—Discussion/activity on most popular ideas
4/12/2024—4/19/2024	Cabinet Team—Narrowing of ideas
4/24/2024	District Advisory Team—Narrowing of ideas
4/25/2024—5/3/2024	Creation of 3 initial mission statement drafts
5/9/2024	Leadership Meeting—voting on preferred draft
6/12/2024	Board of Trustees’ meeting—voting on preferred draft and adoption of revised mission statement

**BUDGET:** There is no budgetary consideration.

**ADMINISTRATIVE RECOMMENDATION:** It is recommended that the Board review the timeline for revision of the mission statement.

**Please check one:**  For approval  Report / Information only  Recognition only  
 Attachment Included

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Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar; Planning & Instruction  
**Subject:** (HB 3) GPM 1.1 Progress Monitoring—Math Growth for PK4  
**Date:** February 13, 2024

---

### HISTORY:

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. This report aims to provide feedback on Goal Progress Measure (GPM) 1.1, which focuses on the progress of PK4 students in meeting mathematics skill benchmarks.

### RATIONALE:

#### Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)

The average percentage of all PK4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 57% in May 2023 to  $\geq 58\%$  by June 2024, as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

The CIRCLE Progress Monitoring System is a web-based prekindergarten assessment system used by PK4 teachers to determine their students' knowledge in critical developmental areas. This tool prompts teachers to focus on lessons that target their students' least-developed skills. The assessments are conducted three times per year and are sensitive to growth in children's skills over time.

In this report, two parameters will be examined related to PK4 performance in math:

- Meeting Wave 2 math targets based on the CIRCLE assessment;
- Comparison of math growth from Wave 1 to Wave 2 based on the CIRCLE assessment.

#### Subgroup Data

It is important to note that the CIRCLE assessment setup must be reconfigured for Wave 3 year-end testing to identify and sort students based on subgroup (Emergent Bilingual). PK students are just beginning to be identified for Special Education. At PK, only a handful of students are identified for speech pathology support thus far. Subgroup analysis of EB students will be reflected in the year-end report.

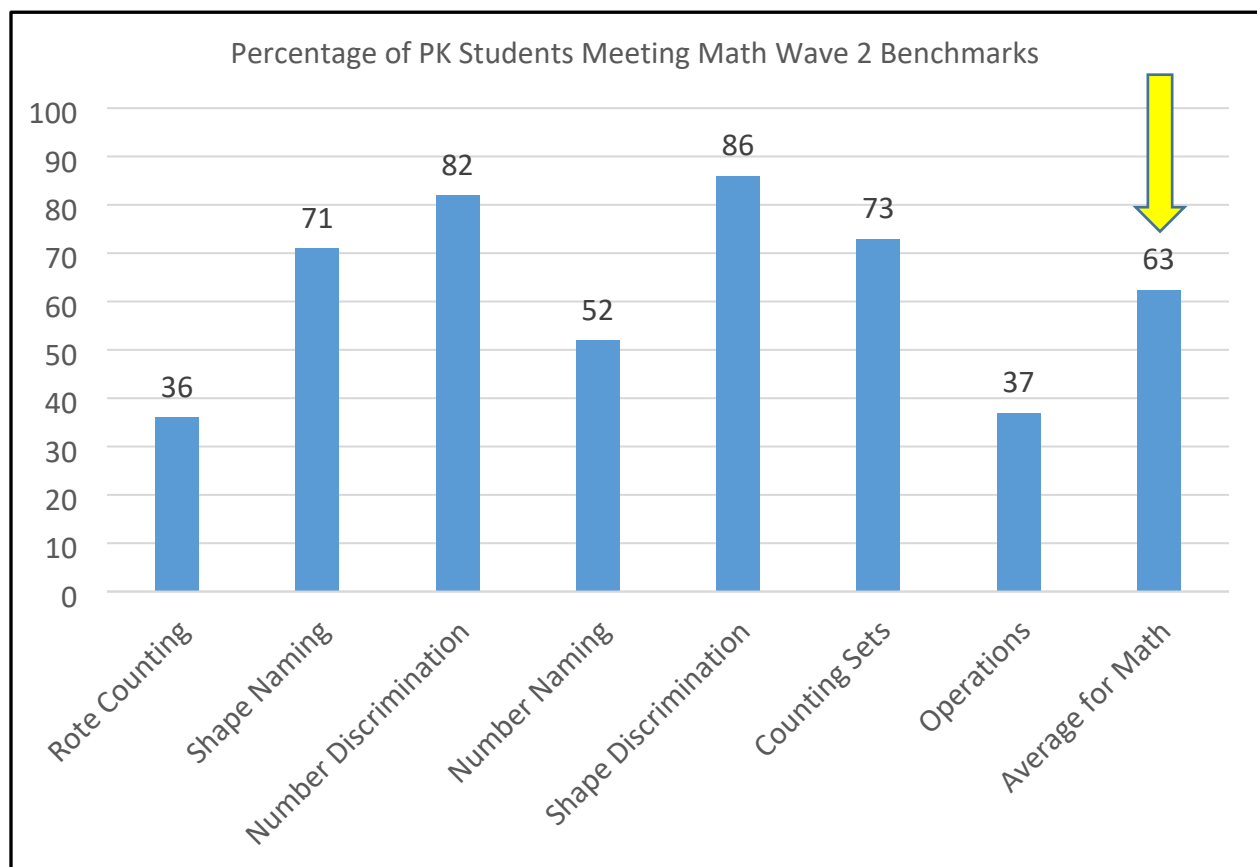
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### Meeting Wave 2 math targets in the CIRCLE assessment

Students in PK were tested with the CIRCLE assessment in mathematics during January 2024 for Wave 2, which is the middle-of-year assessment. The graph below represents the Wave 2 percentages “on track” for mathematics, the percentage of all PK students meeting the benchmarks in that specific math skill set. The final data piece reports the average of all math skill sets. This graph is based on the CIRCLE Progress Monitoring School Benchmark Growth Report.



The GPM 1.1 target to reach by June 2024 was  $\geq 58\%$ , meeting math benchmarks at Wave 2. An overall **63%** of PK students met their math benchmarks at Wave 2. This is 5% above the target.

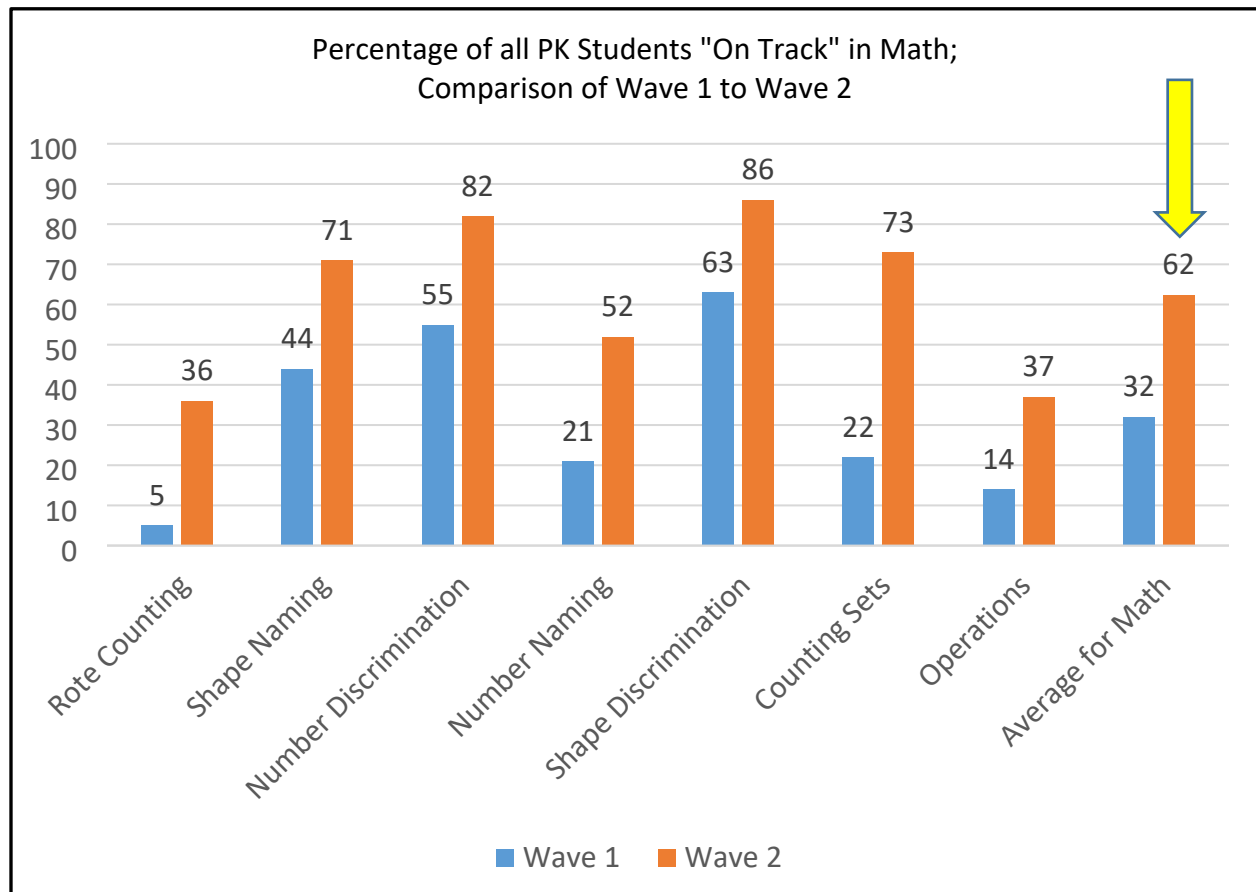
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### Comparison of math growth from Wave 1 to Wave 2 in the CIRCLE assessment

Beyond determining whether the Wave 2 target was met, we will also look at our PK students' math skills growth from Wave 1 to Wave 2. Wave 1 is the beginning of the year assessment, which was given in September 2023.



Looking at each of the math skills in the graph above, it is evident that much skill improvement took place in our PK students from the beginning to the middle of the year. The average shows that 32% met benchmarks at Wave 1 and grew to 62% by Wave 2, which is a 30% increase. Our PK students are progressing well in their mathematics skills this year.

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**BUDGET:**

There is no budget for this item.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the progress of GPM 1.1 as presented.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar; Planning & Instruction  
**Subject:** (HB 3) GPM 1.2 Progress Monitoring—Grades K-2 Math Growth  
**Date:** February 13, 2024

---

### HISTORY:

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. This report aims to provide feedback on HB 3 Goal Progress Measure (GPM) 1.2, which focuses on math growth for students in grades K-2.

### RATIONALE:

#### Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)

Students in grades K-2 will increase the percentage meeting their MOY mathematics growth projection from 49% in May 2023 to  $\geq 50\%$  by June 2024 as measured by MAP mathematics assessments.

In this report, two parameters will be examined related to grades K-2 growth:

- Meeting MOY math targets based on the MAP assessment;
- Examining math growth from BOY to MOY based on the MAP assessment

#### Meeting MOY math targets based on the MAP assessment

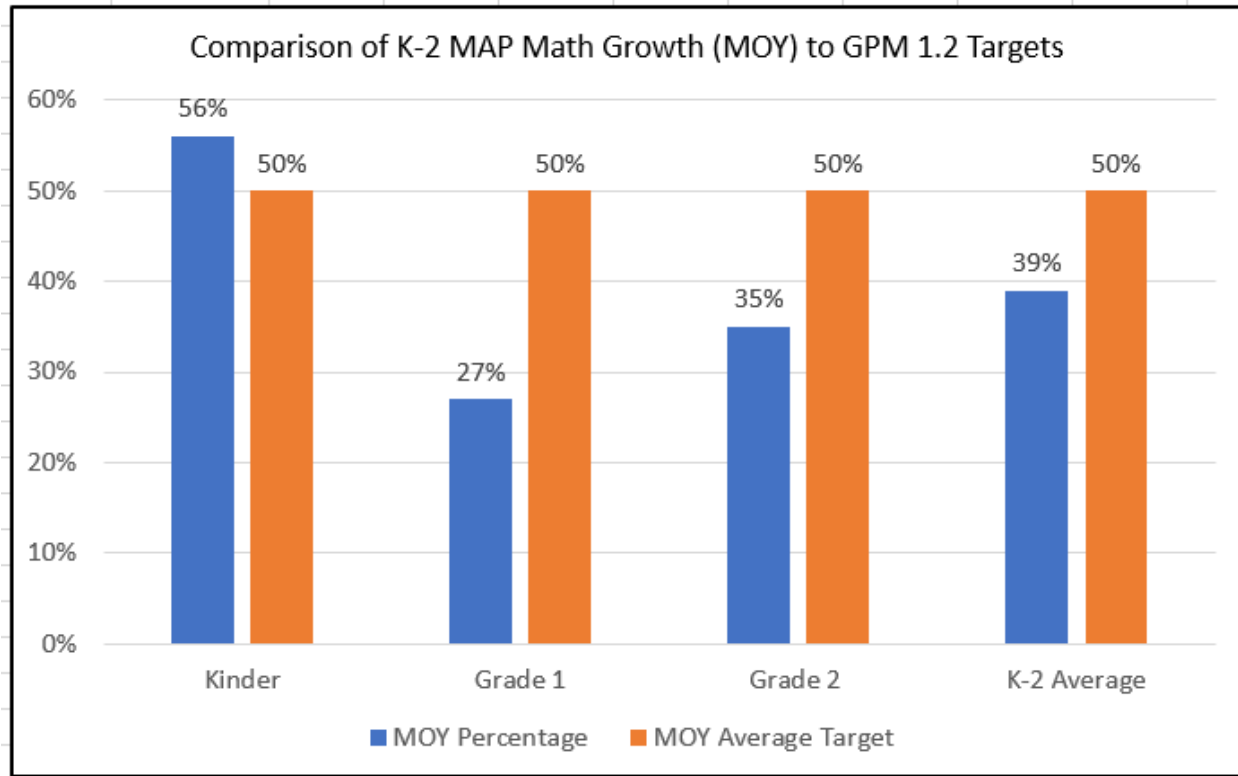
There were 565 total students in grades K-2 tested for growth in mathematics using the MAP assessment in January 2024, the middle-of-year (MOY) round of testing. The results for grades K-2 were averaged to obtain an overall percentage of K-2 students who met their growth projection.

The following graph compares each grade level (K, 1, and 2) to the average MOY MAP target of  $\geq 50\%$ . This target represents the percentage of students who met their MOY growth projection.

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From the graph above, kindergarten exceeded the target by 6%. Grade 1 was 23% below target, and grade 2 was 15% below target. When averaging grades K-2 together, as is the ideal way to measure attainment of the target, the K-2 average of 39% is 11% below the target.

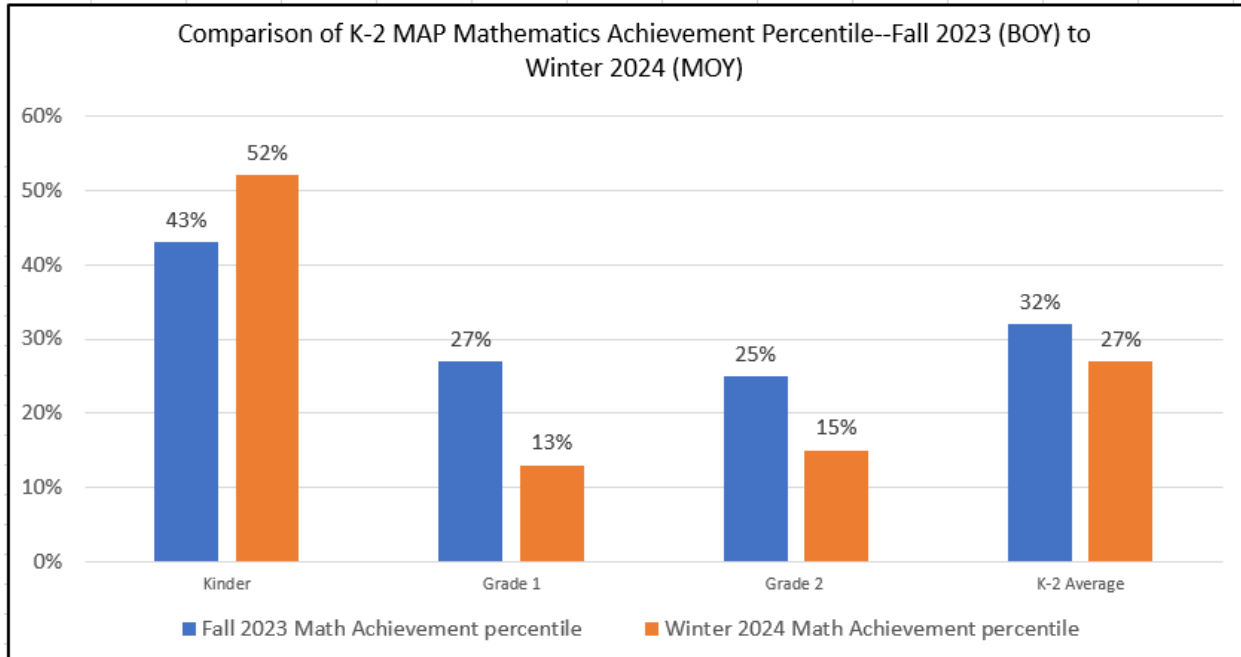
### **Examining math growth from BOY to MOY based on the MAP assessment**

In addition to comparing the K-2 math growth average to the GPM 1.2 target, we will also examine this grade band to look for growth in math from BOY to MOY using the MAP assessments. This will help ascertain the level of math growth of our K-2 students from the beginning of the year to the middle of the year. In this instance, we are not comparing growth to a target. We are measuring the “achievement percentile” from fall 2023 to winter 2024.

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The graph above shows that Kindergarten achieved added growth from BOY to MOY, adding 9% to their achievement percentile. Grade 1 dropped 14%, and grade 2 dropped 10%. For the K-2 average, math achievement declined by 5% overall.

**Subgroup Analysis**

As of the Board material deadline, we continue working with NWEA MAP to establish subgroup data in the system. Subgroup analysis will be available for EOY reporting.

**BUDGET:**

There is no budget for this item.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the progress of GPM 1.2 as presented.

**Please check one:**  For approval     Report / Information only     Recognition only  
 Attachment Included

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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar, Research & Evaluation Administrator  
**Subject:** 2022-2023 Federal Report Cards  
**Date:** February 13, 2024

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### HISTORY:

The Federal Report Cards, as required under the Every Student Succeeds Act of 2015 (ESSA), are released annually. These report cards are on the Texas Education Agency and our district websites.

### RATIONALE:

Information on these report cards includes:

#### Part (i): General Description of the Texas State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including—  
(aa) the specific weight of the indicators in such differentiation;  
(bb) the methodology by which the State differentiates all such schools;  
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and  
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

#### Part (ii): Student Achievement by Proficiency Level

This section provides student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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### **Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary and secondary schools without a graduation rate for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset.

### **Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

### **Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 Texas English Language Proficiency Assessment System (TELPAS) data.

### **Part (v): School Quality or Student Success (SQSS)**

This section provides information on school quality or student success, which is college, career, and military readiness (CCMR) for high schools and the average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

### **Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

### **Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year.

### **Part (viii): Civil Rights Data**

Part (viii)(I): The section provides information from the 2020-21 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

Part (viii)(II): This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

### **Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional

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credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2 by grade and subject for the 2022-23 school year.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

**Part (xiv): Additional Information – Chronic Absenteeism**

This section provides information on Chronic Absenteeism per ED Facts definition: percent of the unduplicated number of K – 12 students enrolled in a school for at least ten days and absent for 10% or more days during the 2021-22 school year.

**BUDGET:**

There is no associate budget.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the 2022-2023 Federal Report Cards as presented.

**Please check one:**  For approval  Report / Information only  Recognition only  
 Attachment Included

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 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency  
**2023 Federal Report Card**  
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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

### **Part (iii): Academic Growth and Graduation Rate**

#### **Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

**There is no data for this campus.**

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

**There is no data for this campus.**

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Texas Education Agency  
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 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											
Long-Term Goals											55%
Target Met											
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met				119							

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
<b>Out-of-School Suspensions</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	
<b>Expulsions</b>											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>School-Related Arrests</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Referrals to Law Enforcement</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
<b>Out-of-School Suspensions</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
<b>Expulsions</b>												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
<b>School-Related Arrests</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
<b>Referrals to Law Enforcement</b>												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	-	-	-	-	-	-	-	-	-		-
	Female	-	-	-	-	-	-	-	-	-		-
	Total	-	-	-	-	-	-	-	-	-		-

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	-9
On the basis of race	-9
On the basis of disability	-9
On the basis of sexual orientation	-9
On the basis of religion	-9

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	93	0	93	0	0	0	0	0	61	14
	Female	99	1	95	3	0	0	0	0	60	6
	Total	192	1	188	3	0	0	0	0	121	20
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 5 Indicates Action Plan/Quick Plans.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data at the campus/district level.
  - \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	6.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2024.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

**There is no data for this campus.**

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	124	31	38	69	62	24	20	3
Students with Disabilities		51	56	49	44	18	14	2	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

### **Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

### **Part (iii): Academic Growth and Graduation Rate**

#### **Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

**There is no data for this campus.**

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
388	21	5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (vi): Goal Meeting Status**

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This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met				133							
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

**There is no data for this campus.**

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	68	-8	67	1	-8	-8	-8	-8	45	17	1
	Female	72	-8	71	1	-8	-8	-8	-8	55	12	1
	Total	140	-8	138	2	-8	-8	-8	-8	100	29	2

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
136	0

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	Total
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.1	18.4%
Teachers Teaching with Emergency or Provisional Credentials	1.7	5.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.7	11.9%

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2024.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

**There is no data for this campus.**

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels											
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9	
		Black	51	56	49	44	19	17	3	3	
		Hispanic	52	50	48	50	20	21	3	4	
		White	26	27	74	73	44	42	10	11	
		American Indian	*	57	*	43	*	18	*	3	
		Asian	8	17	92	83	71	58	31	24	
		Pacific Islander	138	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.  
 n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	44%	-	44%	40%	-	-	-	-	44%	48%	39%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	75%	66%	<b>63%</b>	-	63%	*	-	-	-	-	63%	*	33%	69%	60%	59%	67%	*	-	-	-
	CWD	51%	50%	<b>33%</b>	-	33%	-	-	-	-	-	33%	-	33%	-	38%	29%	40%	*	-	-	-
	CWOD	80%	69%	<b>69%</b>	-	69%	*	-	-	-	-	70%	*	-	69%	64%	68%	70%	*	-	-	-
	EL	65%	62%	<b>60%</b>	-	59%	*	-	-	-	-	61%	*	38%	64%	60%	61%	59%	*	-	-	-
	Male	73%	62%	<b>59%</b>	-	57%	*	-	-	145	-	59%	-	29%	68%	61%	59%	-	-	-	-	-
	Female	78%	69%	<b>67%</b>	-	67%	-	-	-	-	-	67%	*	40%	70%	59%	-	67%	*	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	72%	71%	<b>73%</b>	-	73%	*	-	-	-	-	74%	*	50%	78%	75%	79%	69%	*	-	-	-
	CWD	51%	57%	<b>50%</b>	-	50%	-	-	-	-	-	50%	-	50%	-	50%	71%	20%	*	-	-	-
	CWOD	76%	74%	<b>78%</b>	-	78%	*	-	-	-	-	79%	*	-	78%	80%	82%	76%	*	-	-	-
	EL	67%	71%	<b>75%</b>	-	75%	*	-	-	-	-	76%	*	50%	80%	75%	78%	72%	*	-	-	-
	Male	74%	72%	<b>79%</b>	-	79%	*	-	-	-	-	79%	-	71%	82%	78%	79%	-	-	-	-	-
	Female	70%	71%	<b>69%</b>	-	69%	-	-	-	-	-	69%	*	20%	76%	72%	-	69%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	57%	<b>56%</b>	-	56%	-	-	-	-	-	54%	70%	25%	59%	47%	51%	60%	-	*	-	*
	CWD	51%	39%	<b>25%</b>	-	25%	-	-	-	-	-	25%	-	25%	-	20%	*	*	-	*	-	-
	CWOD	81%	60%	<b>59%</b>	-	59%	-	-	-	-	-	57%	70%	-	59%	49%	57%	61%	-	*	-	*
	EL	66%	46%	<b>47%</b>	-	47%	-	-	-	-	-	42%	75%	20%	49%	47%	37%	57%	-	*	-	-
	Male	74%	54%	<b>51%</b>	-	51%	-	-	-	-	-	50%	*	*	57%	37%	51%	-	-	*	-	*
	Female	79%	60%	<b>60%</b>	-	60%	-	-	-	-	-	58%	71%	*	61%	57%	-	60%	-	*	-	-
Mathematics	All Students	69%	63%	<b>69%</b>	-	69%	-	-	-	-	-	68%	80%	50%	71%	63%	73%	65%	-	*	-	*
	CWD	44%	45%	<b>50%</b>	-	50%	-	-	-	-	-	50%	-	50%	-	60%	*	*	-	*	-	-
	CWOD	74%	67%	<b>71%</b>	-	71%	-	-	-	-	-	70%	80%	-	71%	64%	76%	67%	-	*	-	*
	EL	63%	59%	<b>63%</b>	-	63%	-	-	-	-	-	60%	88%	60%	64%	63%	67%	60%	-	*	-	-
	Male	71%	65%	<b>73%</b>	-	73%	-	-	-	-	-	74%	*	*	76%	67%	73%	-	-	*	-	*
	Female	67%	62%	<b>65%</b>	-	65%	-	-	-	-	-	61%	86%	*	67%	60%	-	65%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	70%	<b>70%</b>	-	70%	-	-	-	-	-	68%	100%	38%	76%	62%	73%	67%	*	*	-	-
	CWD	49%	42%	<b>38%</b>	-	38%	-	-	-	-	-	33%	*	38%	-	27%	30%	*	*	-	-	-
	CWOD	86%	77%	<b>76%</b>	-	76%	-	-	-	-	-	74%	100%	-	76%	69%	86%	68%	*	*	-	-
	EL	72%	63%	<b>62%</b>	-	62%	-	-	-	-	-	61%	*	27%	69%	62%	67%	58%	*	*	-	-
	Male	77%	71%	<b>73%</b>	-	73%	-	-	-	-	-	72%	*	30%	86%	67%	73%	-	*	-	-	-
	Female	83%	70%	<b>67%</b>	-	67%	-	-	-	-	-	64%	*	*	68%	58%	-	67%	*	*	-	-
Mathematics	All Students	79%	79%	<b>76%</b>	-	76%	-	-	-	-	-	75%	67%	69%	76%	69%	77%	74%	*	*	-	-
	CWD	59%	71%	<b>69%</b>	-	69%	-	-	-	-	-	75%	-	69%	-	73%	60%	*	*	-	-	-
	CWOD	83%	81%	<b>76%</b>	-	76%	-	-	-	-	-	75%	80%	-	76%	69%	80%	72%	*	*	-	-
	EL	75%	74%	<b>69%</b>	-	69%	-	-	-	-	-	70%	*	73%	69%	69%	73%	66%	*	*	-	-
	Male	79%	81%	<b>77%</b>	-	77%	-	-	-	-	-	77%	*	60%	80%	73%	77%	-	*	-	-	-
	Female	79%	77%	<b>74%</b>	-	74%	-	-	-	-	-	74%	*	*	72%	66%	-	74%	*	*	-	-
Science	All Students	64%	59%	<b>53%</b>	-	53%	-	-	-	-	-	52%	67%	15%	60%	46%	62%	44%	*	*	-	-
	CWD	41%	28%	<b>15%</b>	-	15%	-	-	-	-	-	17%	*	15%	-	18%	20%	*	*	-	-	-
	CWOD	68%	66%	<b>60%</b>	-	60%	-	-	-	-	-	59%	80%	-	60%	52%	74%	48%	*	*	-	-
	EL	52%	57%	<b>46%</b>	-	46%	-	-	-	-	-	46%	*	18%	52%	46%	60%	33%	*	*	-	-
	Male	67%	68%	<b>62%</b>	-	62%	-	-	-	-	-	63%	*	20%	74%	60%	62%	-	*	-	-	-
	Female	60%	50%	<b>44%</b>	-	44%	-	-	-	-	-	41%	*	*	48%	33%	-	44%	*	*	-	-
<b>Grade 6</b>																						

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Reading	All Students	75%	72%	<b>73%</b>	-	73%	-	-	-	-	-	71%	88%	20%	81%	60%	65%	84%	*	*	-	*	
	CWD	45%	31%	<b>20%</b>	-	20%	-	-	-	-	-	20%	-	20%	-	0%	13%	*	-	-	-	-	
	CWOD	81%	78%	<b>81%</b>	-	81%	-	-	-	-	-	80%	88%	-	81%	73%	76%	86%	*	*	-	*	
	EL	62%	64%	<b>60%</b>	-	60%	-	-	-	-	-	60%	*	0%	73%	60%	53%	72%	*	*	-	*	
	Male	72%	65%	<b>65%</b>	-	65%	-	-	-	-	-	62%	86%	13%	76%	53%	65%	-	*	*	-	*	
	Female	80%	81%	<b>84%</b>	-	84%	-	-	-	-	-	83%	*	*	86%	72%	-	84%	-	*	-	-	-
Mathematics	All Students	74%	78%	<b>83%</b>	-	83%	-	-	-	-	-	83%	88%	70%	85%	77%	83%	84%	*	*	-	*	
	CWD	51%	65%	<b>70%</b>	-	70%	-	-	-	-	-	70%	-	70%	-	63%	63%	*	-	-	-	-	
	CWOD	78%	80%	<b>85%</b>	-	85%	-	-	-	-	-	85%	88%	-	85%	80%	87%	83%	*	*	-	*	
	EL	65%	73%	<b>77%</b>	-	77%	-	-	-	-	-	76%	*	63%	80%	77%	80%	72%	*	*	-	*	
	Male	75%	78%	<b>83%</b>	-	83%	-	-	-	-	-	82%	86%	63%	87%	80%	83%	-	*	*	-	*	
	Female	73%	79%	<b>84%</b>	-	84%	-	-	-	-	-	83%	*	*	83%	72%	-	84%	-	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	49%	36%	<b>30%</b>	-	30%	*	-	-	-	-	28%	*	0%	36%	29%	17%	38%	*	-	-	-	
	CWD	28%	23%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	53%	39%	<b>36%</b>	-	36%	*	-	-	-	-	34%	*	-	36%	34%	23%	43%	*	-	-	-	
	EL	37%	33%	<b>29%</b>	-	29%	*	-	-	-	-	29%	*	0%	34%	29%	17%	38%	*	-	-	-	
	Male	46%	27%	<b>17%</b>	-	18%	*	-	-	-	-	17%	-	0%	23%	17%	17%	-	-	-	-	-	-
	Female	53%	44%	<b>38%</b>	-	38%	-	-	-	-	-	36%	*	0%	43%	38%	-	38%	*	-	-	-	-
Mathematics	All Students	44%	29%	<b>20%</b>	-	20%	*	-	-	-	-	19%	*	17%	20%	21%	21%	19%	*	-	-	-	
	CWD	28%	30%	<b>17%</b>	-	17%	-	-	-	-	-	17%	-	17%	-	25%	29%	0%	*	-	-	-	
	CWOD	47%	29%	<b>20%</b>	-	21%	*	-	-	-	-	20%	*	-	20%	20%	18%	22%	*	-	-	-	
	EL	35%	27%	<b>21%</b>	-	22%	*	-	-	-	-	22%	*	25%	20%	21%	22%	21%	*	-	-	-	
	Male	47%	31%	<b>21%</b>	-	21%	*	-	-	-	-	21%	-	29%	18%	22%	21%	-	-	-	-	-	-
	Female	40%	27%	<b>19%</b>	-	19%	-	-	-	-	-	18%	*	0%	22%	21%	-	19%	*	-	-	-	-
<b>Grade 4</b>																							
Reading	All Students	47%	24%	<b>21%</b>	-	21%	-	-	-	-	-	20%	30%	25%	21%	12%	20%	23%	-	*	-	*	
	CWD	25%	24%	<b>25%</b>	-	25%	-	-	-	-	-	25%	-	25%	-	20%	*	*	-	*	-	-	
	CWOD	51%	24%	<b>21%</b>	-	21%	-	-	-	-	-	19%	30%	-	21%	11%	22%	19%	-	*	-	*	
	EL	35%	14%	<b>12%</b>	-	12%	-	-	-	-	-	8%	38%	20%	11%	12%	3%	20%	-	*	-	-	
	Male	44%	26%	<b>20%</b>	-	20%	-	-	-	-	-	18%	*	*	22%	3%	20%	-	-	*	-	*	
	Female	50%	21%	<b>23%</b>	-	23%	-	-	-	-	-	21%	29%	*	19%	20%	-	23%	-	*	-	-	-
Mathematics	All Students	47%	36%	<b>37%</b>	-	37%	-	-	-	-	-	35%	50%	38%	37%	33%	41%	33%	-	*	-	*	
	CWD	27%	30%	<b>38%</b>	-	38%	-	-	-	-	-	38%	-	38%	-	40%	*	*	-	*	-	-	
	CWOD	51%	37%	<b>37%</b>	-	37%	-	-	-	-	-	35%	50%	-	37%	33%	43%	31%	-	*	-	*	
	EL	39%	30%	<b>33%</b>	-	33%	-	-	-	-	-	29%	63%	40%	33%	33%	33%	33%	-	*	-	-	
	Male	50%	42%	<b>41%</b>	-	41%	-	-	-	-	-	39%	*	*	43%	33%	41%	-	-	*	-	*	
	Female	43%	29%	<b>33%</b>	-	33%	-	-	-	-	-	30%	43%	*	31%	33%	-	33%	-	*	-	-	-
<b>Grade 5</b>																							

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Reading	All Students	56%	42%	<b>42%</b>	-	42%	-	-	-	-	-	40%	67%	23%	45%	27%	56%	28%	*	*	-	-
	CWD	27%	22%	<b>23%</b>	-	23%	-	-	-	-	-	17%	*	23%	-	9%	30%	*	*	-	-	-
	CWOD	61%	46%	<b>45%</b>	-	45%	-	-	-	-	-	44%	60%	-	45%	31%	63%	30%	*	*	-	-
	EL	43%	34%	<b>27%</b>	-	27%	-	-	-	-	-	28%	*	9%	31%	27%	43%	12%	*	*	-	-
	Male	51%	48%	<b>56%</b>	-	56%	-	-	-	-	-	53%	*	30%	63%	43%	56%	-	*	-	-	-
	Female	60%	36%	<b>28%</b>	-	28%	-	-	-	-	-	26%	*	*	30%	12%	-	28%	*	*	-	-
Mathematics	All Students	50%	43%	<b>40%</b>	-	40%	-	-	-	-	-	40%	33%	15%	43%	26%	45%	33%	*	*	-	-
	CWD	28%	23%	<b>15%</b>	-	15%	-	-	-	-	-	17%	-	15%	-	9%	20%	*	*	-	-	-
	CWOD	54%	47%	<b>43%</b>	-	43%	-	-	-	-	-	43%	40%	-	43%	29%	51%	36%	*	*	-	-
	EL	43%	38%	<b>26%</b>	-	26%	-	-	-	-	-	27%	*	9%	29%	26%	33%	19%	*	*	-	-
	Male	52%	45%	<b>45%</b>	-	45%	-	-	-	-	-	44%	*	20%	51%	33%	45%	-	*	-	-	-
	Female	48%	42%	<b>33%</b>	-	33%	-	-	-	-	-	34%	*	*	36%	19%	-	33%	*	*	-	-
Science	All Students	35%	28%	<b>25%</b>	-	25%	-	-	-	-	-	24%	33%	8%	28%	17%	33%	16%	*	*	-	-
	CWD	23%	14%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	8%	-	9%	10%	*	*	-	-	-
	CWOD	37%	31%	<b>28%</b>	-	28%	-	-	-	-	-	27%	40%	-	28%	19%	40%	18%	*	*	-	-
	EL	22%	27%	<b>17%</b>	-	17%	-	-	-	-	-	18%	*	9%	19%	17%	27%	9%	*	*	-	-
	Male	39%	37%	<b>33%</b>	-	33%	-	-	-	-	-	33%	*	10%	40%	27%	33%	-	*	-	-	-
	Female	30%	21%	<b>16%</b>	-	16%	-	-	-	-	-	15%	*	*	18%	9%	-	16%	*	*	-	-
<b>Grade 6</b>																						
Reading	All Students	51%	38%	<b>42%</b>	-	42%	-	-	-	-	-	39%	63%	0%	48%	27%	35%	52%	*	*	-	*
	CWD	24%	8%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	56%	42%	<b>48%</b>	-	48%	-	-	-	-	-	46%	63%	-	48%	33%	42%	55%	*	*	-	*
	EL	34%	27%	<b>27%</b>	-	27%	-	-	-	-	-	27%	*	0%	33%	27%	20%	39%	*	*	-	*
	Male	47%	31%	<b>35%</b>	-	35%	-	-	-	-	-	31%	57%	0%	42%	20%	35%	-	*	*	-	*
	Female	56%	46%	<b>52%</b>	-	52%	-	-	-	-	-	50%	*	*	55%	39%	-	52%	-	*	-	-
Mathematics	All Students	38%	32%	<b>31%</b>	-	31%	-	-	-	-	-	28%	63%	0%	36%	21%	33%	29%	*	*	-	*
	CWD	22%	23%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	41%	34%	<b>36%</b>	-	36%	-	-	-	-	-	32%	63%	-	36%	25%	39%	31%	*	*	-	*
	EL	26%	25%	<b>21%</b>	-	21%	-	-	-	-	-	20%	*	0%	25%	21%	23%	17%	*	*	-	*
	Male	41%	37%	<b>33%</b>	-	33%	-	-	-	-	-	28%	57%	0%	39%	23%	33%	-	*	*	-	*
	Female	36%	27%	<b>29%</b>	-	29%	-	-	-	-	-	27%	*	*	31%	17%	-	29%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	19%	13%	<b>11%</b>	-	11%	*	-	-	-	-	10%	*	0%	14%	12%	10%	12%	*	-	-	-
	CWD	7%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	22%	15%	<b>14%</b>	-	14%	*	-	-	-	-	13%	*	-	14%	14%	14%	14%	*	-	-	-
	EL	13%	12%	<b>12%</b>	-	12%	*	-	-	-	-	12%	*	0%	14%	12%	9%	14%	*	-	-	-
	Male	17%	8%	<b>10%</b>	-	11%	*	-	-	-	-	10%	-	0%	14%	9%	10%	-	-	-	-	-
	Female	22%	17%	<b>12%</b>	-	12%	-	-	-	-	148	-	10%	*	0%	14%	14%	-	12%	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	10%	6%	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	7%	5%	*	-	-	-
	CWD	9%	3%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	20%	12%	7%	-	7%	*	-	-	-	-	7%	*	-	7%	7%	9%	5%	*	-	-	-
	EL	12%	10%	6%	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	4%	7%	*	-	-	-
	Male	21%	9%	7%	-	7%	*	-	-	-	-	7%	-	0%	9%	4%	7%	-	-	-	-	-
	Female	15%	11%	5%	-	5%	-	-	-	-	-	5%	*	0%	5%	7%	-	5%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	21%	4%	6%	-	6%	-	-	-	-	-	6%	10%	13%	5%	2%	5%	8%	-	*	-	*
	CWD	7%	3%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	*	*	-	*	-	-
	CWOD	24%	4%	5%	-	5%	-	-	-	-	-	5%	10%	-	5%	2%	5%	6%	-	*	-	*
	EL	12%	1%	2%	-	2%	-	-	-	-	-	0%	13%	0%	2%	2%	0%	3%	-	*	-	-
	Male	19%	3%	5%	-	5%	-	-	-	-	-	5%	*	*	5%	0%	5%	-	-	*	-	*
	Female	23%	5%	8%	-	8%	-	-	-	-	-	6%	14%	*	6%	3%	-	8%	-	*	-	-
Mathematics	All Students	21%	11%	10%	-	10%	-	-	-	-	-	10%	10%	13%	10%	5%	10%	10%	-	*	-	*
	CWD	8%	3%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	*	*	-	*	-	-
	CWOD	24%	13%	10%	-	10%	-	-	-	-	-	10%	10%	-	10%	5%	11%	8%	-	*	-	*
	EL	15%	7%	5%	-	5%	-	-	-	-	-	4%	13%	0%	5%	5%	3%	7%	-	*	-	-
	Male	24%	13%	10%	-	10%	-	-	-	-	-	11%	*	*	11%	3%	10%	-	-	*	-	*
	Female	18%	10%	10%	-	10%	-	-	-	-	-	9%	14%	*	8%	7%	-	10%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	28%	15%	18%	-	18%	-	-	-	-	-	17%	33%	0%	21%	6%	16%	21%	*	*	-	-
	CWD	8%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	-	-	-
	CWOD	31%	17%	21%	-	21%	-	-	-	-	-	20%	40%	-	21%	8%	20%	23%	*	*	-	-
	EL	17%	9%	6%	-	6%	-	-	-	-	-	7%	*	0%	8%	6%	7%	6%	*	*	-	-
	Male	24%	15%	16%	-	16%	-	-	-	-	-	14%	*	0%	20%	7%	16%	-	*	-	-	-
	Female	32%	16%	21%	-	21%	-	-	-	-	-	21%	*	*	23%	6%	-	21%	*	*	-	-
Mathematics	All Students	21%	9%	7%	-	7%	-	-	-	-	-	6%	17%	0%	8%	3%	7%	7%	*	*	-	-
	CWD	8%	6%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	*	-	-	-
	CWOD	23%	10%	8%	-	8%	-	-	-	-	-	7%	20%	-	8%	4%	9%	8%	*	*	-	-
	EL	14%	7%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	0%	6%	*	*	-	-
	Male	23%	10%	7%	-	7%	-	-	-	-	-	5%	*	0%	9%	0%	7%	-	*	-	-	-
	Female	19%	8%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	6%	-	7%	*	*	-	-
Science	All Students	15%	9%	6%	-	6%	-	-	-	-	-	5%	17%	0%	7%	2%	9%	2%	*	*	-	-
	CWD	7%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	-	-	-
	CWOD	16%	11%	7%	-	7%	-	-	-	-	-	6%	20%	-	7%	2%	11%	3%	*	*	-	-
	EL	7%	10%	2%	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	0%	3%	*	*	-	-
	Male	18%	12%	9%	-	9%	-	-	-	-	-	7%	*	0%	11%	0%	9%	-	*	-	-	-
	Female	12%	7%	2%	-	2%	-	-	-	-	-	3%	*	*	3%	3%	-	2%	*	*	-	-
<b>Grade 6</b>																						

Texas Education Agency  
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 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	10%	<b>13%</b>	-	13%	-	-	-	-	-	12%	25%	0%	15%	4%	7%	23%	*	*	-	*
	CWD	7%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	11%	<b>15%</b>	-	15%	-	-	-	-	-	14%	25%	-	15%	5%	8%	24%	*	*	-	*
	EL	10%	3%	<b>4%</b>	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	0%	11%	*	*	-	*
	Male	19%	4%	<b>7%</b>	-	7%	-	-	-	-	-	5%	14%	0%	8%	0%	7%	-	*	*	-	*
	Female	24%	16%	<b>23%</b>	-	23%	-	-	-	-	-	20%	*	*	24%	11%	-	23%	-	*	-	-
Mathematics	All Students	15%	7%	<b>6%</b>	-	6%	-	-	-	-	-	6%	13%	0%	7%	6%	7%	6%	*	*	-	*
	CWD	8%	8%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	16%	7%	<b>7%</b>	-	7%	-	-	-	-	-	7%	13%	-	7%	8%	8%	7%	*	*	-	*
	EL	8%	5%	<b>6%</b>	-	6%	-	-	-	-	-	7%	*	0%	8%	6%	7%	6%	*	*	-	*
	Male	17%	5%	<b>7%</b>	-	7%	-	-	-	-	-	5%	14%	0%	8%	7%	7%	-	*	*	-	*
	Female	13%	9%	<b>6%</b>	-	6%	-	-	-	-	-	7%	*	*	7%	6%	-	6%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	68%	<b>68%</b>	-	68%	*	-	-	-	-	67%	80%	42%	73%	62%	69%	67%	67%	71%	-	*
	CWD	48%	47%	<b>42%</b>	-	42%	-	-	-	-	-	42%	*	42%	-	39%	39%	48%	60%	*	-	-
	CWOD	79%	72%	<b>73%</b>	-	72%	*	-	-	-	-	72%	81%	-	73%	66%	76%	69%	69%	67%	-	*
	EL	62%	63%	<b>62%</b>	-	61%	*	-	-	-	-	61%	73%	39%	66%	62%	64%	60%	67%	67%	-	*
	Male	73%	66%	<b>69%</b>	-	69%	*	-	-	-	-	69%	80%	39%	76%	64%	69%	-	91%	83%	-	*
	Female	77%	71%	<b>67%</b>	-	67%	-	-	-	-	-	66%	79%	48%	69%	60%	-	67%	40%	64%	-	-
Reading	All Students	76%	66%	<b>66%</b>	-	66%	*	-	-	-	-	64%	81%	30%	71%	57%	63%	69%	78%	63%	-	*
	CWD	46%	37%	<b>30%</b>	-	30%	-	-	-	-	-	29%	*	30%	-	22%	21%	50%	*	*	-	-
	CWOD	80%	70%	<b>71%</b>	-	71%	*	-	-	-	-	70%	81%	-	71%	63%	72%	70%	71%	57%	-	*
	EL	60%	58%	<b>57%</b>	-	57%	*	-	-	-	-	56%	71%	22%	63%	57%	54%	60%	78%	57%	-	*
	Male	72%	61%	<b>63%</b>	-	63%	*	-	-	-	-	61%	83%	21%	72%	54%	63%	-	100%	*	-	*
	Female	80%	71%	<b>69%</b>	-	69%	-	-	-	-	-	67%	80%	50%	70%	60%	-	69%	*	60%	-	-
Mathematics	All Students	74%	72%	<b>75%</b>	-	75%	*	-	-	-	-	75%	81%	62%	77%	71%	78%	72%	78%	88%	-	*
	CWD	49%	58%	<b>62%</b>	-	62%	-	-	-	-	-	62%	-	62%	-	63%	64%	57%	*	*	-	-
	CWOD	78%	74%	<b>77%</b>	-	77%	*	-	-	-	-	77%	81%	-	77%	72%	81%	74%	86%	86%	-	*
	EL	65%	68%	<b>71%</b>	-	71%	*	-	-	-	-	70%	79%	63%	72%	71%	74%	67%	78%	86%	-	*
	Male	73%	70%	<b>78%</b>	-	78%	*	-	-	-	-	78%	75%	64%	81%	74%	78%	-	100%	*	-	*
	Female	74%	73%	<b>72%</b>	-	72%	-	-	-	-	-	71%	80%	57%	74%	67%	-	72%	*	80%	-	-
Science	All Students	76%	69%	<b>53%</b>	-	53%	-	-	-	-	-	52%	67%	15%	60%	46%	62%	44%	*	*	-	-
	CWD	52%	45%	<b>15%</b>	-	15%	-	-	-	-	-	17%	*	15%	-	18%	20%	*	*	-	-	-
	CWOD	79%	73%	<b>60%</b>	-	60%	-	-	-	-	-	59%	80%	-	60%	52%	74%	48%	*	*	-	-
	EL	62%	66%	<b>46%</b>	-	46%	-	-	-	-	-	46%	*	18%	52%	46%	60%	33%	*	*	-	-
	Male	76%	72%	<b>62%</b>	-	62%	-	-	-	-	-	63%	*	20%	74%	60%	62%	-	*	-	-	-
	Female	75%	66%	<b>44%</b>	-	44%	-	-	-	-	-	41%	*	*	48%	33%	-	44%	*	*	-	-

**STAAR Percent at Meets Grade Level or Above**  
**All Grades**

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 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	33%	<b>32%</b>	-	32%	*	-	-	-	-	31%	49%	13%	35%	24%	35%	29%	19%	24%	-	*
	CWD	24%	18%	<b>13%</b>	-	13%	-	-	-	-	-	13%	*	13%	-	11%	13%	13%	0%	*	-	-
	CWOD	52%	35%	<b>35%</b>	-	35%	*	-	-	-	-	34%	49%	-	35%	26%	39%	31%	25%	13%	-	*
	EL	31%	26%	<b>24%</b>	-	24%	*	-	-	-	-	23%	33%	11%	26%	24%	25%	22%	19%	13%	-	*
	Male	46%	31%	<b>35%</b>	-	35%	*	-	-	-	-	33%	60%	13%	39%	25%	35%	-	36%	0%	-	*
	Female	49%	34%	<b>29%</b>	-	29%	-	-	-	-	-	28%	41%	13%	31%	22%	-	29%	0%	36%	-	-
Reading	All Students	52%	35%	<b>34%</b>	-	34%	*	-	-	-	-	32%	52%	12%	37%	23%	34%	34%	33%	25%	-	*
	CWD	24%	17%	<b>12%</b>	-	12%	-	-	-	-	-	10%	*	12%	-	6%	10%	14%	*	*	-	-
	CWOD	56%	38%	<b>37%</b>	-	37%	*	-	-	-	-	36%	50%	-	37%	26%	39%	36%	43%	14%	-	*
	EL	33%	25%	<b>23%</b>	-	23%	*	-	-	-	-	23%	29%	6%	26%	23%	21%	25%	33%	14%	-	*
	Male	47%	30%	<b>34%</b>	-	34%	*	-	-	-	-	32%	58%	10%	39%	21%	34%	-	60%	*	-	*
	Female	57%	39%	<b>34%</b>	-	34%	-	-	-	-	-	33%	47%	14%	36%	25%	-	34%	*	40%	-	-
Mathematics	All Students	44%	31%	<b>32%</b>	-	32%	*	-	-	-	-	31%	50%	17%	35%	26%	36%	28%	11%	25%	-	*
	CWD	24%	22%	<b>17%</b>	-	17%	-	-	-	-	-	17%	-	17%	-	16%	18%	14%	*	*	-	-
	CWOD	47%	33%	<b>35%</b>	-	35%	*	-	-	-	-	33%	50%	-	35%	27%	40%	30%	14%	14%	-	*
	EL	32%	27%	<b>26%</b>	-	26%	*	-	-	-	-	25%	43%	16%	27%	26%	28%	23%	11%	14%	-	*
	Male	45%	31%	<b>36%</b>	-	36%	*	-	-	-	-	34%	58%	18%	40%	28%	36%	-	20%	*	-	*
	Female	42%	31%	<b>28%</b>	-	28%	-	-	-	-	-	27%	40%	14%	30%	23%	-	28%	*	40%	-	-
Science	All Students	46%	30%	<b>25%</b>	-	25%	-	-	-	-	-	24%	33%	8%	28%	17%	33%	16%	*	*	-	-
	CWD	24%	14%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	8%	-	9%	10%	*	*	-	-	-
	CWOD	49%	33%	<b>28%</b>	-	28%	-	-	-	-	-	27%	40%	-	28%	19%	40%	18%	*	*	-	-
	EL	26%	25%	<b>17%</b>	-	17%	-	-	-	-	-	18%	*	9%	19%	17%	27%	9%	*	*	-	-
	Male	47%	32%	<b>33%</b>	-	33%	-	-	-	-	-	33%	*	10%	40%	27%	33%	-	*	-	-	-
	Female	44%	29%	<b>16%</b>	-	16%	-	-	-	-	-	15%	*	*	18%	9%	-	16%	*	*	-	-

**STAAR Percent at Masters Grade Level**

<b>All Grades</b>																						
All Subjects	All Students	19%	8%	<b>9%</b>	-	9%	*	-	-	-	-	9%	17%	2%	10%	5%	8%	10%	0%	6%	-	*
	CWD	7%	5%	<b>2%</b>	-	2%	-	-	-	-	-	2%	*	2%	-	0%	0%	6%	0%	*	-	-
	CWOD	21%	9%	<b>10%</b>	-	10%	*	-	-	-	-	10%	18%	-	10%	6%	10%	11%	0%	7%	-	*
	EL	9%	5%	<b>5%</b>	-	5%	*	-	-	-	-	5%	7%	0%	6%	5%	3%	7%	0%	0%	-	*
	Male	18%	7%	<b>8%</b>	-	9%	*	-	-	-	-	8%	20%	0%	10%	3%	8%	-	0%	0%	-	*
	Female	19%	9%	<b>10%</b>	-	10%	-	-	-	-	-	10%	15%	6%	11%	7%	-	10%	0%	9%	-	-
Reading	All Students	20%	8%	<b>12%</b>	-	12%	*	-	-	-	-	11%	22%	2%	14%	6%	9%	15%	0%	13%	-	*
	CWD	7%	4%	<b>2%</b>	-	2%	-	-	-	-	-	2%	*	2%	-	0%	0%	7%	*	*	-	-
	CWOD	22%	8%	<b>14%</b>	-	14%	*	-	-	-	-	13%	23%	-	14%	7%	11%	16%	0%	14%	-	*
	EL	9%	3%	<b>6%</b>	-	6%	*	-	-	-	-	6%	7%	0%	7%	6%	4%	8%	0%	0%	-	*
	Male	17%	6%	<b>9%</b>	-	9%	*	-	-	-	-	9%	17%	0%	11%	4%	9%	-	0%	*	-	*
	Female	23%	10%	<b>15%</b>	-	15%	-	-	-	-	-	14%	27%	7%	16%	8%	-	15%	*	20%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	9%	7%	-	7%	*	-	-	-	-	7%	12%	2%	8%	5%	8%	7%	0%	0%	-	*
	CWD	8%	7%	2%	-	2%	-	-	-	-	-	2%	-	2%	-	0%	0%	7%	*	*	-	-
	CWOD	20%	9%	8%	-	8%	*	-	-	-	-	8%	12%	-	8%	6%	9%	7%	0%	0%	-	*
	EL	11%	6%	5%	-	5%	*	-	-	-	-	5%	7%	0%	6%	5%	4%	6%	0%	0%	-	*
	Male	20%	8%	8%	-	8%	*	-	-	-	-	7%	17%	0%	9%	4%	8%	-	0%	*	-	*
	Female	16%	9%	7%	-	7%	-	-	-	-	-	7%	7%	7%	7%	6%	-	7%	*	0%	-	-
Science	All Students	17%	9%	6%	-	6%	-	-	-	-	-	5%	17%	0%	7%	2%	9%	2%	*	*	-	-
	CWD	7%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	-	-	-
	CWOD	19%	10%	7%	-	7%	-	-	-	-	-	6%	20%	-	7%	2%	11%	3%	*	*	-	-
	EL	6%	6%	2%	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	0%	3%	*	*	-	-
	Male	19%	10%	9%	-	9%	-	-	-	-	-	7%	*	0%	11%	0%	9%	-	*	-	-	-
	Female	16%	8%	2%	-	2%	-	-	-	-	-	3%	*	*	3%	3%	-	2%	*	*	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	48	-	48	-	-	-	-	-	48	39	42
CWD	39	-	39	-	-	-	-	-	39	39	39
CWOD	49	-	49	-	-	-	-	-	50	-	42
EL ◇	42	-	42	-	-	-	-	-	42	39	42
Male	45	-	45	-	-	-	-	-	45	34	39
Female	51	-	51	-	-	-	-	-	53	50	45
<b>Mathematics</b>											
All Students	67	-	67	-	-	-	-	-	66	73	68
CWD	73	-	73	-	-	-	-	-	73	73	77
CWOD	66	-	66	-	152	-	-	-	65	-	67
EL ◇	68	-	68	-	-	-	-	-	67	77	68

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	-	67	-	-	-	-	-	67	67	66
Female	67	-	67	-	-	-	-	-	64	86	71

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
224	49	22%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Indicates data reporting does not meet for Minimum Size.

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**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	-	36	*	-	-	-	-	36	19	30
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	154					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
<b>All Subjects</b>	All Students	100%	-	100%	*	-	-	-	-	100%	98%	99%	100%	100%	100%	100%
	CWD	99%	-	99%	-	-	-	-	-	100%	*	99%	-	100%	99%	100%
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	*	155	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	96%	99%	100%	100%	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
<b>Reading</b>	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
<b>Mathematics</b>	All Students	99%	-	99%	*	-	-	-	-	100%	96%	98%	100%	100%	99%	99%	100%
	CWD	98%	-	98%	-	-	-	-	-	100%	*	98%	-	100%	97%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	99%	100%	99%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	99%	100%	100%	99%	100%
	Male	99%	-	99%	*	-	-	-	-	100%	92%	97%	100%	100%	99%	-	100%
	Female	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	-	99%	*
<b>Science</b>	All Students	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	*	*
	CWOD	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	0%	-	0%	*	-	-	-	-	0%	2%	1%	0%	0%	0%	0%	0%
	CWD	1%	-	1%	-	-	-	-	-	0%	*	1%	-	0%	1%	0%	0%
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	4%	1%	0%	0%	0%	-	0%
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%

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<b>Reading</b>	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
<b>Mathematics</b>	All Students	1%	-	1%	*	-	-	-	-	0%	4%	2%	0%	0%	1%	1%	0%
	CWD	2%	-	2%	-	-	-	-	-	0%	*	2%	-	0%	3%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	1%	0%	1%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%	1%	0%
	Male	1%	-	1%	*	-	-	-	-	0%	8%	3%	0%	0%	1%	-	0%
	Female	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	-	1%	*
<b>Science</b>	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	17	-8	17	-8	-8	-8	-8	-8	14	7	1
	Female	20	-8	20	-8	-8	-8	-8	-8	16	5	-8
	Total	37	-8	37	-8	-8	-8	-8	-8	30	12	1

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											159
Incidents of threats of physical attack with a weapon											0

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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.9	7.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	7.4%

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2024.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	7	4%	-	-
Mathematics	7,386	2%	7	4%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	3%	-	-
Mathematics	7,293	2%	5	3%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	*	2%	-	-
Mathematics	6,825	2%	*	2%	-	-
Science	6,820	2%	*	2%	-	-
<b>Grade 6</b>						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
<b>Grade 7</b>						
			161			
Reading	6,309	2%	5	2%	-	-
Mathematics	6,300	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 8</b>						
Reading	6,168	1%	*	1%	-	-
Mathematics	6,162	2%	*	1%	-	-
Science	6,163	1%	*	1%	-	-
<b>End of Course</b>						
English I	6,032	1%	*	1%	-	-
English II	5,771	1%	*	1%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	*	1%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	74	2%	-	-
Reading	52,275	1%	33	1%	-	-
Mathematics	46,462	2%	30	2%	-	-
Science	19,024	1%	11	1%	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	-	26%	*	-	-	-	*	25%	44%	27%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
166												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	75%	66%	<b>67%</b>	-	67%	-	-	-	-	-	66%	78%	61%	68%	64%	63%	70%	*	*	-	-	
	CWD	51%	50%	<b>61%</b>	-	61%	-	-	-	-	-	61%	-	61%	-	62%	64%	57%	-	-	-	-	
	CWOD	80%	69%	<b>68%</b>	-	68%	-	-	-	-	-	67%	78%	-	68%	64%	63%	72%	*	*	-	-	
	EL	65%	62%	<b>64%</b>	-	64%	-	-	-	-	-	64%	60%	62%	64%	64%	61%	67%	*	*	-	-	
	Male	73%	62%	<b>63%</b>	-	63%	-	-	-	169	-	63%	*	64%	63%	61%	63%	-	-	*	*	-	-
	Female	78%	69%	<b>70%</b>	-	70%	-	-	-	-	-	69%	83%	57%	72%	67%	-	70%	*	*	-	-	

Texas Education Agency  
**2023 Federal Report Card**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	72%	71%	<b>70%</b>	-	70%	-	-	-	-	-	70%	78%	61%	72%	69%	68%	72%	*	*	-	-	
	CWD	51%	57%	<b>61%</b>	-	61%	-	-	-	-	-	61%	-	61%	-	69%	64%	57%	-	-	-	-	
	CWOD	76%	74%	<b>72%</b>	-	72%	-	-	-	-	-	71%	78%	-	72%	69%	70%	74%	*	*	-	-	
	EL	67%	71%	<b>69%</b>	-	69%	-	-	-	-	-	69%	60%	69%	69%	69%	66%	72%	*	*	-	-	
	Male	74%	72%	<b>68%</b>	-	68%	-	-	-	-	-	69%	*	64%	70%	66%	68%	-	-	*	*	-	-
	Female	70%	71%	<b>72%</b>	-	72%	-	-	-	-	-	71%	83%	57%	74%	72%	-	72%	*	*	-	-	
<b>Grade 4</b>																							
Reading	All Students	76%	57%	<b>58%</b>	-	58%	-	-	-	-	-	57%	64%	44%	62%	45%	56%	59%	*	*	-	-	
	CWD	51%	39%	<b>44%</b>	-	44%	-	-	-	-	-	45%	*	44%	-	31%	44%	44%	*	-	-	-	
	CWOD	81%	60%	<b>62%</b>	-	62%	-	-	-	-	-	60%	75%	-	62%	48%	61%	62%	-	*	-	-	
	EL	66%	46%	<b>45%</b>	-	45%	-	-	-	-	-	46%	*	31%	48%	45%	41%	49%	-	*	-	-	
	Male	74%	54%	<b>56%</b>	-	56%	-	-	-	-	-	56%	60%	44%	61%	41%	56%	-	*	*	-	-	
	Female	79%	60%	<b>59%</b>	-	59%	-	-	-	-	-	58%	67%	44%	62%	49%	-	59%	-	-	-	-	
Mathematics	All Students	69%	63%	<b>59%</b>	-	59%	-	-	-	-	-	58%	73%	44%	63%	55%	59%	59%	*	*	-	-	
	CWD	44%	45%	<b>44%</b>	-	44%	-	-	-	-	-	41%	*	44%	-	50%	38%	56%	*	-	-	-	
	CWOD	74%	67%	<b>63%</b>	-	63%	-	-	-	-	-	62%	75%	-	63%	57%	67%	60%	-	*	-	-	
	EL	63%	59%	<b>55%</b>	-	55%	-	-	-	-	-	56%	*	50%	57%	55%	54%	56%	-	*	-	-	
	Male	71%	65%	<b>59%</b>	-	59%	-	-	-	-	-	57%	80%	38%	67%	54%	59%	-	*	*	-	-	
	Female	67%	62%	<b>59%</b>	-	59%	-	-	-	-	-	58%	67%	56%	60%	56%	-	59%	-	-	-	-	
<b>Grade 5</b>																							
Reading	All Students	80%	70%	<b>70%</b>	-	70%	-	-	-	-	-	72%	58%	43%	77%	64%	68%	72%	*	*	-	*	
	CWD	49%	42%	<b>43%</b>	-	43%	-	-	-	-	-	43%	*	43%	-	29%	43%	44%	-	*	-	-	
	CWOD	86%	77%	<b>77%</b>	-	77%	-	-	-	-	-	79%	60%	-	77%	73%	78%	76%	*	-	-	*	
	EL	72%	63%	<b>64%</b>	-	64%	-	-	-	-	-	67%	44%	29%	73%	64%	59%	68%	*	-	-	*	
	Male	77%	71%	<b>68%</b>	-	68%	-	-	-	-	-	67%	71%	43%	78%	59%	68%	-	-	-	-	-	
	Female	83%	70%	<b>72%</b>	-	72%	-	-	-	-	-	75%	40%	44%	76%	68%	-	72%	*	*	-	*	
Mathematics	All Students	79%	79%	<b>82%</b>	-	82%	-	-	-	-	-	81%	83%	70%	85%	78%	84%	80%	*	*	-	*	
	CWD	59%	71%	<b>70%</b>	-	70%	-	-	-	-	-	71%	*	70%	-	57%	79%	56%	-	*	-	-	
	CWOD	83%	81%	<b>85%</b>	-	85%	-	-	-	-	-	84%	90%	-	85%	82%	86%	84%	*	-	-	*	
	EL	75%	74%	<b>78%</b>	-	78%	-	-	-	-	-	78%	78%	57%	82%	78%	78%	77%	*	-	-	*	
	Male	79%	81%	<b>84%</b>	-	84%	-	-	-	-	-	81%	100%	79%	86%	78%	84%	-	-	-	-	-	
	Female	79%	77%	<b>80%</b>	-	80%	-	-	-	-	-	81%	60%	56%	84%	77%	-	80%	*	*	-	*	
Science	All Students	64%	59%	<b>63%</b>	-	63%	-	-	-	-	-	64%	58%	35%	70%	66%	74%	55%	*	*	-	*	
	CWD	41%	28%	<b>35%</b>	-	35%	-	-	-	-	-	33%	*	35%	-	29%	57%	0%	-	*	-	-	
	CWOD	68%	66%	<b>70%</b>	-	70%	-	-	-	-	-	72%	60%	-	70%	74%	81%	64%	*	-	-	*	
	EL	52%	57%	<b>66%</b>	-	66%	-	-	-	-	-	69%	44%	29%	74%	66%	72%	61%	*	-	-	*	
	Male	67%	68%	<b>74%</b>	-	74%	-	-	-	-	-	72%	86%	57%	81%	72%	74%	-	-	-	-	-	
	Female	60%	50%	<b>55%</b>	-	55%	-	-	-	-	-	58%	20%	0%	64%	61%	-	55%	*	*	-	*	
<b>Grade 6</b>																							

Texas Education Agency  
**2023 Federal Report Card**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	72%	<b>72%</b>	-	73%	*	-	-	-	-	73%	64%	38%	77%	65%	65%	80%	*	*	-	*
	CWD	45%	31%	<b>38%</b>	-	38%	-	-	-	-	-	27%	60%	38%	-	13%	40%	33%	*	-	-	-
	CWOD	81%	78%	<b>77%</b>	-	78%	*	-	-	-	-	78%	67%	-	77%	71%	70%	85%	*	*	-	*
	EL	62%	64%	<b>65%</b>	-	66%	*	-	-	-	-	69%	17%	13%	71%	65%	58%	75%	*	*	-	-
	Male	72%	65%	<b>65%</b>	-	67%	*	-	-	-	-	67%	50%	40%	70%	58%	65%	-	*	*	-	-
	Female	80%	81%	<b>80%</b>	-	80%	-	-	-	-	-	79%	83%	33%	85%	75%	-	80%	*	-	-	-
Mathematics	All Students	74%	78%	<b>75%</b>	-	75%	*	-	-	-	-	74%	86%	63%	77%	71%	74%	76%	*	*	-	*
	CWD	51%	65%	<b>63%</b>	-	63%	-	-	-	-	-	64%	60%	63%	-	50%	70%	50%	*	-	-	-
	CWOD	78%	80%	<b>77%</b>	-	76%	*	-	-	-	-	75%	100%	-	77%	74%	75%	79%	*	*	-	*
	EL	65%	73%	<b>71%</b>	-	71%	*	-	-	-	-	72%	67%	50%	74%	71%	69%	75%	*	*	-	-
	Male	75%	78%	<b>74%</b>	-	73%	*	-	-	-	-	72%	88%	70%	75%	69%	74%	-	*	*	-	-
	Female	73%	79%	<b>76%</b>	-	76%	-	-	-	-	-	75%	83%	50%	79%	75%	-	76%	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	49%	36%	<b>40%</b>	-	40%	-	-	-	-	-	38%	67%	39%	41%	35%	32%	48%	*	*	-	-
	CWD	28%	23%	<b>39%</b>	-	39%	-	-	-	-	-	39%	-	39%	-	46%	45%	29%	-	-	-	-
	CWOD	53%	39%	<b>41%</b>	-	41%	-	-	-	-	-	38%	67%	-	41%	33%	28%	51%	*	*	-	-
	EL	37%	33%	<b>35%</b>	-	35%	-	-	-	-	-	35%	40%	46%	33%	35%	27%	44%	*	*	-	-
	Male	46%	27%	<b>32%</b>	-	32%	-	-	-	-	-	30%	*	45%	28%	27%	32%	-	-	*	-	-
	Female	53%	44%	<b>48%</b>	-	48%	-	-	-	-	-	47%	67%	29%	51%	44%	-	48%	*	*	-	-
Mathematics	All Students	44%	29%	<b>35%</b>	-	35%	-	-	-	-	-	33%	56%	39%	34%	31%	37%	33%	*	*	-	-
	CWD	28%	30%	<b>39%</b>	-	39%	-	-	-	-	-	39%	-	39%	-	46%	45%	29%	-	-	-	-
	CWOD	47%	29%	<b>34%</b>	-	34%	-	-	-	-	-	32%	56%	-	34%	29%	35%	33%	*	*	-	-
	EL	35%	27%	<b>31%</b>	-	31%	-	-	-	-	-	32%	20%	46%	29%	31%	32%	31%	*	*	-	-
	Male	47%	31%	<b>37%</b>	-	37%	-	-	-	-	-	35%	*	45%	35%	32%	37%	-	-	*	-	-
	Female	40%	27%	<b>33%</b>	-	33%	-	-	-	-	-	31%	50%	29%	33%	31%	-	33%	*	*	-	-
<b>Grade 4</b>																						
Reading	All Students	47%	24%	<b>26%</b>	-	26%	-	-	-	-	-	25%	36%	24%	26%	16%	31%	20%	*	*	-	-
	CWD	25%	24%	<b>24%</b>	-	24%	-	-	-	-	-	23%	*	24%	-	19%	13%	44%	*	-	-	-
	CWOD	51%	24%	<b>26%</b>	-	26%	-	-	-	-	-	25%	38%	-	26%	15%	37%	16%	-	*	-	-
	EL	35%	14%	<b>16%</b>	-	16%	-	-	-	-	-	17%	*	19%	15%	16%	22%	10%	-	*	-	-
	Male	44%	26%	<b>31%</b>	-	31%	-	-	-	-	-	30%	40%	13%	37%	22%	31%	-	*	*	-	-
	Female	50%	21%	<b>20%</b>	-	20%	-	-	-	-	-	19%	33%	44%	16%	10%	-	20%	-	-	-	-
Mathematics	All Students	47%	36%	<b>35%</b>	-	35%	-	-	-	-	-	34%	45%	28%	37%	28%	43%	26%	*	*	-	-
	CWD	27%	30%	<b>28%</b>	-	28%	-	-	-	-	-	27%	*	28%	-	25%	25%	33%	*	-	-	-
	CWOD	51%	37%	<b>37%</b>	-	37%	-	-	-	-	-	35%	50%	-	37%	28%	49%	24%	-	*	-	-
	EL	39%	30%	<b>28%</b>	-	28%	-	-	-	-	-	29%	*	25%	28%	28%	35%	21%	-	*	-	-
	Male	50%	42%	<b>43%</b>	-	43%	-	-	-	-	-	41%	60%	25%	49%	35%	43%	-	*	*	-	-
	Female	43%	29%	<b>26%</b>	-	26%	-	-	-	-	171	-	25%	33%	33%	24%	21%	-	26%	-	-	-
<b>Grade 5</b>																						

Texas Education Agency  
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 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	56%	42%	<b>41%</b>	-	41%	-	-	-	-	-	40%	50%	22%	46%	39%	42%	41%	*	*	-	*	
	CWD	27%	22%	<b>22%</b>	-	22%	-	-	-	-	-	19%	*	22%	-	14%	36%	0%	-	*	-	-	
	CWOD	61%	46%	<b>46%</b>	-	46%	-	-	-	-	-	46%	50%	-	46%	45%	44%	47%	*	-	-	*	
	EL	43%	34%	<b>39%</b>	-	39%	-	-	-	-	-	40%	33%	14%	45%	39%	41%	39%	*	-	-	*	
	Male	51%	48%	<b>42%</b>	-	42%	-	-	-	-	-	37%	71%	36%	44%	41%	42%	-	-	-	-	-	
	Female	60%	36%	<b>41%</b>	-	41%	-	-	-	-	-	42%	20%	0%	47%	39%	-	41%	*	*	-	*	
Mathematics	All Students	50%	43%	<b>46%</b>	-	46%	-	-	-	-	-	47%	33%	26%	51%	49%	44%	47%	*	*	-	*	
	CWD	28%	23%	<b>26%</b>	-	26%	-	-	-	-	-	24%	*	26%	-	21%	43%	0%	-	*	-	-	
	CWOD	54%	47%	<b>51%</b>	-	51%	-	-	-	-	-	53%	30%	-	51%	55%	44%	55%	*	-	-	*	
	EL	43%	38%	<b>49%</b>	-	49%	-	-	-	-	-	52%	22%	21%	55%	49%	50%	48%	*	-	-	*	
	Male	52%	45%	<b>44%</b>	-	44%	-	-	-	-	-	42%	57%	43%	44%	50%	44%	-	-	-	-	-	
	Female	48%	42%	<b>47%</b>	-	47%	-	-	-	-	-	51%	0%	0%	55%	48%	-	47%	*	*	-	*	
Science	All Students	35%	28%	<b>31%</b>	-	31%	-	-	-	-	-	30%	33%	17%	34%	34%	40%	23%	*	*	-	*	
	CWD	23%	14%	<b>17%</b>	-	17%	-	-	-	-	-	14%	*	17%	-	14%	29%	0%	-	*	-	-	
	CWOD	37%	31%	<b>34%</b>	-	34%	-	-	-	-	-	35%	30%	-	34%	39%	44%	27%	*	-	-	*	
	EL	22%	27%	<b>34%</b>	-	34%	-	-	-	-	-	36%	22%	14%	39%	34%	41%	30%	*	-	-	*	
	Male	39%	37%	<b>40%</b>	-	40%	-	-	-	-	-	37%	57%	29%	44%	41%	40%	-	-	-	-	-	
	Female	30%	21%	<b>23%</b>	-	23%	-	-	-	-	-	25%	0%	0%	27%	30%	-	23%	*	*	-	*	
<b>Grade 6</b>																							
Reading	All Students	51%	38%	<b>35%</b>	-	36%	*	-	-	-	-	33%	50%	13%	38%	26%	29%	43%	*	*	-	*	
	CWD	24%	8%	<b>13%</b>	-	13%	-	-	-	-	-	0%	40%	13%	-	0%	10%	17%	*	-	-	-	
	CWOD	56%	42%	<b>38%</b>	-	39%	*	-	-	-	-	37%	56%	-	38%	29%	32%	46%	*	*	-	*	
	EL	34%	27%	<b>26%</b>	-	27%	*	-	-	-	-	27%	17%	0%	29%	26%	21%	33%	*	*	-	-	
	Male	47%	31%	<b>29%</b>	-	30%	*	-	-	-	-	28%	38%	10%	32%	21%	29%	-	*	*	-	-	
	Female	56%	46%	<b>43%</b>	-	43%	-	-	-	-	-	40%	67%	17%	46%	33%	-	43%	*	-	-	*	
Mathematics	All Students	38%	32%	<b>33%</b>	-	34%	*	-	-	-	-	31%	50%	38%	33%	27%	39%	26%	*	*	-	*	
	CWD	22%	23%	<b>38%</b>	-	38%	-	-	-	-	-	27%	60%	38%	-	13%	50%	17%	*	-	-	-	
	CWOD	41%	34%	<b>33%</b>	-	33%	*	-	-	-	-	32%	44%	-	33%	29%	38%	27%	*	*	-	*	
	EL	26%	25%	<b>27%</b>	-	28%	*	-	-	-	-	29%	0%	13%	29%	27%	35%	17%	*	*	-	-	
	Male	41%	37%	<b>39%</b>	-	41%	*	-	-	-	-	38%	50%	50%	38%	35%	39%	-	*	*	-	-	
	Female	36%	27%	<b>26%</b>	-	26%	-	-	-	-	-	23%	50%	17%	27%	17%	-	26%	*	-	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All Students	19%	13%	<b>14%</b>	-	14%	-	-	-	-	-	13%	33%	6%	16%	12%	7%	20%	*	*	-	-	
	CWD	7%	3%	<b>6%</b>	-	6%	-	-	-	-	-	6%	-	6%	-	8%	0%	14%	-	-	-	-	
	CWOD	22%	15%	<b>16%</b>	-	16%	-	-	-	-	-	14%	33%	-	16%	13%	9%	21%	*	*	-	-	
	EL	13%	12%	<b>12%</b>	-	12%	-	-	-	-	-	13%	0%	8%	13%	12%	5%	21%	*	*	-	-	
	Male	17%	8%	<b>7%</b>	-	7%	-	-	-	-	-	7%	*	0%	9%	5%	7%	-	-	*	*	-	-
	Female	22%	17%	<b>20%</b>	-	20%	-	-	-	-	172	-	17%	50%	14%	21%	21%	-	20%	*	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	10%	<b>13%</b>	-	13%	-	-	-	-	-	11%	44%	6%	15%	12%	11%	16%	*	*	-	-
	CWD	9%	3%	<b>6%</b>	-	6%	-	-	-	-	-	6%	-	6%	-	8%	0%	14%	-	-	-	-
	CWOD	20%	12%	<b>15%</b>	-	15%	-	-	-	-	-	12%	44%	-	15%	13%	13%	16%	*	*	-	-
	EL	12%	10%	<b>12%</b>	-	12%	-	-	-	-	-	12%	20%	8%	13%	12%	7%	18%	*	*	-	-
	Male	21%	9%	<b>11%</b>	-	11%	-	-	-	-	-	7%	*	0%	13%	7%	11%	-	-	*	-	-
	Female	15%	11%	<b>16%</b>	-	16%	-	-	-	-	-	14%	33%	14%	16%	18%	-	16%	*	*	-	-
<b>Grade 4</b>																						
Reading	All Students	21%	4%	<b>3%</b>	-	3%	-	-	-	-	-	2%	9%	0%	3%	1%	2%	4%	*	*	-	-
	CWD	7%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	24%	4%	<b>3%</b>	-	3%	-	-	-	-	-	2%	13%	-	3%	2%	2%	4%	-	*	-	-
	EL	12%	1%	<b>1%</b>	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	3%	0%	-	*	-	-
	Male	19%	3%	<b>2%</b>	-	2%	-	-	-	-	-	2%	0%	0%	2%	3%	2%	-	*	*	-	-
	Female	23%	5%	<b>4%</b>	-	4%	-	-	-	-	-	2%	17%	0%	4%	0%	-	4%	-	-	-	-
Mathematics	All Students	21%	11%	<b>12%</b>	-	12%	-	-	-	-	-	12%	18%	0%	16%	8%	15%	9%	*	*	-	-
	CWD	8%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	24%	13%	<b>16%</b>	-	16%	-	-	-	-	-	15%	25%	-	16%	10%	20%	11%	-	*	-	-
	EL	15%	7%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	0%	10%	8%	8%	8%	-	*	-	-
	Male	24%	13%	<b>15%</b>	-	15%	-	-	-	-	-	14%	20%	0%	20%	8%	15%	-	*	*	-	-
	Female	18%	10%	<b>9%</b>	-	9%	-	-	-	-	-	8%	17%	0%	11%	8%	-	9%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	28%	15%	<b>13%</b>	-	13%	-	-	-	-	-	12%	25%	9%	14%	12%	14%	13%	*	*	-	*
	CWD	8%	6%	<b>9%</b>	-	9%	-	-	-	-	-	5%	*	9%	-	0%	14%	0%	-	*	-	-
	CWOD	31%	17%	<b>14%</b>	-	14%	-	-	-	-	-	14%	20%	-	14%	15%	14%	15%	*	-	-	*
	EL	17%	9%	<b>12%</b>	-	12%	-	-	-	-	-	10%	22%	0%	15%	12%	16%	9%	*	-	-	*
	Male	24%	15%	<b>14%</b>	-	14%	-	-	-	-	-	9%	43%	14%	14%	16%	14%	-	-	-	-	-
	Female	32%	16%	<b>13%</b>	-	13%	-	-	-	-	-	14%	0%	0%	15%	9%	-	13%	*	*	-	*
Mathematics	All Students	21%	9%	<b>11%</b>	-	11%	-	-	-	-	-	9%	25%	9%	11%	9%	12%	9%	*	*	-	*
	CWD	8%	6%	<b>9%</b>	-	9%	-	-	-	-	-	5%	*	9%	-	0%	14%	0%	-	*	-	-
	CWOD	23%	10%	<b>11%</b>	-	11%	-	-	-	-	-	10%	20%	-	11%	11%	11%	11%	*	-	-	*
	EL	14%	7%	<b>9%</b>	-	9%	-	-	-	-	-	7%	22%	0%	11%	9%	13%	7%	*	-	-	*
	Male	23%	10%	<b>12%</b>	-	12%	-	-	-	-	-	7%	43%	14%	11%	13%	12%	-	-	-	-	-
	Female	19%	8%	<b>9%</b>	-	9%	-	-	-	-	-	10%	0%	0%	11%	7%	-	9%	*	*	-	*
Science	All Students	15%	9%	<b>12%</b>	-	12%	-	-	-	-	-	12%	17%	0%	15%	17%	14%	11%	*	*	-	*
	CWD	7%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	11%	<b>15%</b>	-	15%	-	-	-	-	-	15%	20%	-	15%	21%	19%	13%	*	-	-	*
	EL	7%	10%	<b>17%</b>	-	17%	-	-	-	-	-	16%	22%	0%	21%	17%	19%	16%	*	-	-	*
	Male	18%	12%	<b>14%</b>	-	14%	-	-	-	-	-	12%	29%	0%	19%	19%	14%	-	-	-	-	-
	Female	12%	7%	<b>11%</b>	-	11%	-	-	-	-	-	12%	0%	0%	13%	16%	-	11%	*	*	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	10%	<b>8%</b>	-	8%	*	-	-	-	-	5%	29%	0%	9%	2%	3%	13%	*	*	-	*
	CWD	7%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-
	CWOD	24%	11%	<b>9%</b>	-	9%	*	-	-	-	-	5%	44%	-	9%	3%	4%	15%	*	*	-	*
	EL	10%	3%	<b>2%</b>	-	2%	*	-	-	-	-	1%	17%	0%	3%	2%	0%	6%	*	*	-	-
	Male	19%	4%	<b>3%</b>	-	3%	*	-	-	-	-	2%	13%	0%	4%	0%	3%	-	*	*	-	-
	Female	24%	16%	<b>13%</b>	-	13%	-	-	-	-	-	8%	50%	0%	15%	6%	-	13%	*	-	-	-
Mathematics	All Students	15%	7%	<b>8%</b>	-	8%	*	-	-	-	-	5%	29%	13%	7%	5%	5%	11%	*	*	-	*
	CWD	8%	8%	<b>13%</b>	-	13%	-	-	-	-	-	0%	40%	13%	-	0%	10%	17%	*	-	-	-
	CWOD	16%	7%	<b>7%</b>	-	7%	*	-	-	-	-	5%	22%	-	7%	5%	4%	10%	*	*	-	*
	EL	8%	5%	<b>5%</b>	-	5%	*	-	-	-	-	5%	0%	0%	5%	5%	2%	8%	*	*	-	-
	Male	17%	5%	<b>5%</b>	-	5%	*	-	-	-	-	2%	25%	10%	4%	2%	5%	-	*	*	-	-
	Female	13%	9%	<b>11%</b>	-	11%	-	-	-	-	-	8%	33%	17%	10%	8%	-	11%	*	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

All Subjects	All Students	75%	68%	<b>68%</b>	-	69%	*	-	-	-	-	68%	71%	50%	72%	64%	68%	69%	38%	53%	-	80%
	CWD	48%	47%	<b>50%</b>	-	50%	-	-	-	-	-	50%	55%	50%	-	44%	54%	44%	*	*	-	-
	CWOD	79%	72%	<b>72%</b>	-	72%	*	-	-	-	-	72%	76%	-	72%	68%	71%	73%	22%	50%	-	80%
	EL	62%	63%	<b>64%</b>	-	64%	*	-	-	-	-	65%	51%	44%	68%	64%	62%	67%	27%	50%	-	*
	Male	73%	66%	<b>68%</b>	-	68%	*	-	-	-	-	67%	75%	54%	71%	62%	68%	-	50%	50%	-	-
	Female	77%	71%	<b>69%</b>	-	69%	-	-	-	-	-	69%	67%	44%	73%	67%	-	69%	29%	57%	-	80%
Reading	All Students	76%	66%	<b>67%</b>	-	67%	*	-	-	-	-	67%	65%	46%	71%	60%	63%	70%	33%	57%	-	*
	CWD	46%	37%	<b>46%</b>	-	46%	-	-	-	-	-	46%	50%	46%	-	35%	47%	45%	*	*	-	-
	CWOD	80%	70%	<b>71%</b>	-	71%	*	-	-	-	-	71%	69%	-	71%	65%	67%	74%	*	50%	-	*
	EL	60%	58%	<b>60%</b>	-	60%	*	-	-	-	-	62%	38%	35%	65%	60%	55%	65%	20%	50%	-	*
	Male	72%	61%	<b>63%</b>	-	64%	*	-	-	-	-	63%	61%	47%	67%	55%	63%	-	*	*	-	-
	Female	80%	71%	<b>70%</b>	-	70%	-	-	-	-	-	70%	70%	45%	74%	65%	-	70%	*	*	-	*
Mathematics	All Students	74%	72%	<b>71%</b>	-	71%	*	-	-	-	-	71%	80%	59%	74%	68%	71%	72%	50%	57%	-	*
	CWD	49%	58%	<b>59%</b>	-	59%	-	-	-	-	-	58%	60%	59%	-	57%	61%	55%	*	*	-	-
	CWOD	78%	74%	<b>74%</b>	-	74%	*	-	-	-	-	73%	86%	-	74%	71%	74%	75%	*	50%	-	*
	EL	65%	68%	<b>68%</b>	-	68%	*	-	-	-	-	68%	67%	57%	71%	68%	66%	70%	40%	50%	-	*
	Male	73%	70%	<b>71%</b>	-	71%	*	-	-	-	-	69%	87%	61%	74%	66%	71%	-	*	*	-	-
	Female	74%	73%	<b>72%</b>	-	72%	-	-	-	-	-	72%	74%	55%	75%	70%	-	72%	*	*	-	*
Science	All Students	76%	69%	<b>63%</b>	-	63%	-	-	-	-	-	64%	58%	35%	70%	66%	74%	55%	*	*	-	*
	CWD	52%	45%	<b>35%</b>	-	35%	-	-	-	-	-	33%	*	35%	-	29%	57%	0%	-	*	-	-
	CWOD	79%	73%	<b>70%</b>	-	70%	-	-	-	-	-	72%	60%	-	70%	74%	81%	64%	*	-	-	*
	EL	62%	66%	<b>66%</b>	-	66%	-	-	-	-	-	69%	44%	29%	74%	66%	72%	61%	*	-	-	*
	Male	76%	72%	<b>74%</b>	-	74%	-	-	-	-	-	72%	86%	57%	81%	72%	74%	-	-	-	-	-
	Female	75%	66%	<b>55%</b>	-	55%	-	-	-	-	-	58%	20%	0%	64%	61%	-	55%	*	*	-	*

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

Texas Education Agency  
**2023 Federal Report Card**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	33%	<b>36%</b>	-	36%	*	-	-	-	-	35%	46%	27%	38%	32%	37%	35%	15%	20%	-	60%
	CWD	24%	18%	<b>27%</b>	-	27%	-	-	-	-	-	24%	45%	27%	-	23%	32%	18%	*	*	-	-
	CWOD	52%	35%	<b>38%</b>	-	38%	*	-	-	-	-	37%	46%	-	38%	33%	38%	37%	0%	25%	-	60%
	EL	31%	26%	<b>32%</b>	-	32%	*	-	-	-	-	33%	19%	23%	33%	32%	33%	31%	0%	25%	-	*
	Male	46%	31%	<b>37%</b>	-	37%	*	-	-	-	-	35%	55%	32%	38%	33%	37%	-	33%	25%	-	-
	Female	49%	34%	<b>35%</b>	-	35%	-	-	-	-	-	34%	37%	18%	37%	31%	-	35%	0%	14%	-	60%
Reading	All Students	52%	35%	<b>36%</b>	-	36%	*	-	-	-	-	34%	50%	24%	38%	29%	33%	39%	17%	29%	-	*
	CWD	24%	17%	<b>24%</b>	-	24%	-	-	-	-	-	22%	40%	24%	-	22%	25%	23%	*	*	-	-
	CWOD	56%	38%	<b>38%</b>	-	38%	*	-	-	-	-	37%	53%	-	38%	31%	35%	41%	*	33%	-	*
	EL	33%	25%	<b>29%</b>	-	29%	*	-	-	-	-	29%	25%	22%	31%	29%	27%	32%	0%	33%	-	*
	Male	47%	30%	<b>33%</b>	-	33%	*	-	-	-	-	31%	52%	25%	35%	27%	33%	-	*	*	-	-
	Female	57%	39%	<b>39%</b>	-	39%	-	-	-	-	-	38%	48%	23%	41%	32%	-	39%	*	*	-	*
Mathematics	All Students	44%	31%	<b>37%</b>	-	37%	*	-	-	-	-	36%	46%	32%	38%	34%	41%	33%	17%	14%	-	*
	CWD	24%	22%	<b>32%</b>	-	32%	-	-	-	-	-	29%	50%	32%	-	27%	39%	19%	*	*	-	-
	CWOD	47%	33%	<b>38%</b>	-	38%	*	-	-	-	-	38%	44%	-	38%	35%	41%	36%	*	17%	-	*
	EL	32%	27%	<b>34%</b>	-	34%	*	-	-	-	-	35%	13%	27%	35%	34%	37%	30%	0%	17%	-	*
	Male	45%	31%	<b>41%</b>	-	41%	*	-	-	-	-	39%	57%	39%	41%	37%	41%	-	*	*	-	-
	Female	42%	31%	<b>33%</b>	-	33%	-	-	-	-	-	33%	35%	19%	36%	30%	-	33%	*	*	-	*
Science	All Students	46%	30%	<b>31%</b>	-	31%	-	-	-	-	-	30%	33%	17%	34%	34%	40%	23%	*	*	-	*
	CWD	24%	14%	<b>17%</b>	-	17%	-	-	-	-	-	14%	*	17%	-	14%	29%	0%	-	*	-	-
	CWOD	49%	33%	<b>34%</b>	-	34%	-	-	-	-	-	35%	30%	-	34%	39%	44%	27%	*	-	-	*
	EL	26%	25%	<b>34%</b>	-	34%	-	-	-	-	-	36%	22%	14%	39%	34%	41%	30%	*	-	-	*
	Male	47%	32%	<b>40%</b>	-	40%	-	-	-	-	-	37%	57%	29%	44%	41%	40%	-	-	-	-	-
	Female	44%	29%	<b>23%</b>	-	23%	-	-	-	-	-	25%	0%	0%	27%	30%	-	23%	*	*	-	*

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	19%	8%	<b>10%</b>	-	10%	*	-	-	-	-	9%	25%	4%	12%	9%	9%	12%	0%	7%	-	20%
	CWD	7%	5%	<b>4%</b>	-	4%	-	-	-	-	-	2%	18%	4%	-	2%	4%	4%	*	*	-	-
	CWOD	21%	9%	<b>12%</b>	-	12%	*	-	-	-	-	10%	27%	-	12%	10%	10%	13%	0%	8%	-	20%
	EL	9%	5%	<b>9%</b>	-	9%	*	-	-	-	-	8%	14%	2%	10%	9%	7%	10%	0%	8%	-	*
	Male	18%	7%	<b>9%</b>	-	9%	*	-	-	-	-	7%	26%	4%	10%	7%	9%	-	0%	0%	-	-
	Female	19%	9%	<b>12%</b>	-	12%	-	-	-	-	-	11%	24%	4%	13%	10%	-	12%	0%	14%	-	20%
Reading	All Students	20%	8%	<b>9%</b>	-	9%	*	-	-	-	-	8%	24%	4%	11%	7%	6%	13%	0%	14%	-	*
	CWD	7%	4%	<b>4%</b>	-	4%	-	-	-	-	-	3%	10%	4%	-	2%	4%	3%	*	*	-	-
	CWOD	22%	8%	<b>11%</b>	-	11%	*	-	-	-	-	9%	28%	-	11%	8%	7%	14%	*	17%	-	*
	EL	9%	3%	<b>7%</b>	-	7%	*	-	-	-	-	6%	13%	2%	8%	7%	5%	9%	0%	17%	-	*
	Male	17%	6%	<b>6%</b>	-	6%	*	-	-	-	-	5%	17%	4%	7%	5%	6%	-	*	*	-	-
	Female	23%	10%	<b>13%</b>	-	13%	-	-	-	-	-	11%	30%	3%	14%	9%	-	13%	*	*	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	9%	11%	-	11%	*	-	-	-	-	9%	28%	6%	12%	8%	10%	11%	0%	0%	-	*
	CWD	8%	7%	6%	-	6%	-	-	-	-	-	3%	30%	6%	-	2%	6%	6%	*	*	-	-
	CWOD	20%	9%	12%	-	12%	*	-	-	-	-	10%	28%	-	12%	10%	11%	12%	*	0%	-	*
	EL	11%	6%	8%	-	8%	*	-	-	-	-	8%	13%	2%	10%	8%	7%	10%	0%	0%	-	*
	Male	20%	8%	10%	-	10%	*	-	-	-	-	8%	35%	6%	11%	7%	10%	-	*	*	-	-
	Female	16%	9%	11%	-	11%	-	-	-	-	-	10%	22%	6%	12%	10%	-	11%	*	*	-	*
Science	All Students	17%	9%	12%	-	12%	-	-	-	-	-	12%	17%	0%	15%	17%	14%	11%	*	*	-	*
	CWD	7%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	15%	-	15%	-	-	-	-	-	15%	20%	-	15%	21%	19%	13%	*	-	-	*
	EL	6%	6%	17%	-	17%	-	-	-	-	-	16%	22%	0%	21%	17%	19%	16%	*	-	-	-
	Male	19%	10%	14%	-	14%	-	-	-	-	-	12%	29%	0%	19%	19%	14%	-	-	-	-	-
	Female	16%	8%	11%	-	11%	-	-	-	-	-	12%	0%	0%	13%	16%	-	11%	*	*	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	53	-	53	*	-	-	-	-	54	45	51
CWD	45	-	45	-	-	-	-	-	45	45	41
CWOD	55	-	55	*	-	-	-	-	56	-	52
EL ◇	51	-	51	*	-	-	-	-	52	41	51
Male	50	-	50	*	-	-	-	-	49	41	48
Female	57	-	57	-	-	-	-	-	58	51	54
<b>Mathematics</b>											
All Students	70	-	70	*	-	-	-	-	69	75	68
CWD	75	-	75	-	-	-	-	-	74	75	76
CWOD	69	-	69	*	176	-	-	-	68	-	67
EL ◇	68	-	68	*	-	-	-	-	69	76	68

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	68	-	68	*	-	-	-	-	65	74	65
Female	72	-	72	-	-	-	-	-	73	75	71

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
320	61	19%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Indicates data reporting does not meet for Minimum Size.

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**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	38	-	38	*	-	-	-	-	37	27	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		N						Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N						N	Y	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	178					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																
<b>All Subjects</b>	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%
	EL	100%	-	100%	*	179	-	-	-	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
<b>Reading</b>	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	99%	-	100%	*
<b>Mathematics</b>	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
<b>Science</b>	All Students	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	1%	-	0%	*
<b>Mathematics</b>	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Science</b>	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	68	1	67	-8	-8	-8	-8	-8	49	24	6
	Female	42	-8	41	1	-8	-8	-8	-8	33	9	-8
	Total	110	1	108	1	-8	-8	-8	-8	82	33	6

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											183
Incidents of threats of physical attack with a weapon											0

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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.7	5.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	6.8%

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2024.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	7	4%	7	6%
Mathematics	7,386	2%	7	4%	7	6%
<b>Grade 4</b>						
Reading	7,296	2%	5	3%	5	4%
Mathematics	7,293	2%	5	3%	5	4%
<b>Grade 5</b>						
Reading	6,823	2%	*	2%	*	3%
Mathematics	6,825	2%	*	2%	*	4%
Science	6,820	2%	*	2%	*	4%
<b>Grade 6</b>						
Reading	6,480	2%	*	1%	*	2%
Mathematics	6,481	2%	*	1%	*	2%
<b>Grade 7</b>						
Reading	6,309	2%	5	2%	-	-
Mathematics	6,300	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 8</b>						
Reading	6,168	1%	*	1%	-	-
Mathematics	6,162	2%	*	1%	-	-
Science	6,163	1%	*	1%	-	-
<b>End of Course</b>						
English I	6,032	1%	*	1%	-	-
English II	5,771	1%	*	1%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	*	1%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	74	2%	40	4%
Reading	52,275	1%	33	1%	18	4%
Mathematics	46,462	2%	30	2%	18	4%
Science	19,024	1%	11	1%	*	4%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities	81	77	19	23	4	5	n/a	1		
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	29%	*	29%	*	*	-	-	-	31%	40%	27%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 7</b>																							
Reading	All Students	77%	65%	<b>65%</b>	*	65%	*	-	-	-	-	63%	86%	32%	71%	59%	57%	73%	*	*	-	*	
	CWD	45%	32%	<b>32%</b>	-	32%	-	-	-	-	-	32%	-	32%	-	23%	39%	18%	-	-	-	-	
	CWOD	82%	71%	<b>71%</b>	*	71%	*	-	-	-	-	70%	86%	-	71%	66%	62%	80%	*	*	-	*	
	EL	62%	59%	<b>59%</b>	-	59%	*	-	-	-	-	58%	78%	23%	66%	59%	51%	68%	*	*	-	-	
	Male	73%	57%	<b>57%</b>	*	58%	-	-	-	193	-	-	56%	71%	39%	62%	51%	57%	-	*	*	-	-
	Female	81%	73%	<b>73%</b>	-	73%	*	-	-	-	-	-	71%	100%	18%	80%	68%	-	73%	*	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	61%	50%	<b>50%</b>	*	49%	*	-	-	-	-	50%	57%	34%	53%	45%	53%	47%	*	*	-	*
	CWD	37%	34%	<b>34%</b>	-	34%	-	-	-	-	-	34%	-	34%	-	33%	48%	8%	-	-	-	-
	CWOD	66%	53%	<b>53%</b>	*	52%	*	-	-	-	-	53%	57%	-	53%	47%	54%	52%	*	*	-	*
	EL	47%	45%	<b>45%</b>	-	44%	*	-	-	-	-	43%	67%	33%	47%	45%	48%	41%	*	*	-	-
	Male	62%	53%	<b>53%</b>	*	52%	-	-	-	-	-	51%	71%	48%	54%	48%	53%	-	*	*	-	-
	Female	60%	47%	<b>47%</b>	-	47%	*	-	-	-	-	47%	43%	8%	52%	41%	-	47%	*	*	-	*
<b>Grade 8</b>																						
Reading	All Students	82%	76%	<b>76%</b>	-	77%	*	-	-	-	-	76%	79%	44%	82%	70%	70%	82%	*	*	-	*
	CWD	51%	44%	<b>44%</b>	-	44%	-	-	-	-	-	42%	*	44%	-	40%	38%	53%	-	-	-	-
	CWOD	86%	82%	<b>82%</b>	-	83%	*	-	-	-	-	82%	81%	-	82%	76%	78%	86%	*	*	-	*
	EL	68%	70%	<b>70%</b>	-	71%	-	-	-	-	-	72%	57%	40%	76%	70%	65%	76%	*	*	-	-
	Male	78%	70%	<b>70%</b>	-	70%	*	-	-	-	-	68%	89%	38%	78%	65%	70%	-	*	-	-	-
	Female	86%	82%	<b>82%</b>	-	83%	-	-	-	-	-	83%	75%	53%	86%	76%	-	82%	-	*	-	-
Mathematics	All Students	74%	76%	<b>76%</b>	-	77%	*	-	-	-	-	78%	58%	59%	80%	74%	70%	82%	*	*	-	*
	CWD	48%	59%	<b>59%</b>	-	59%	-	-	-	-	-	62%	*	59%	-	63%	50%	73%	-	-	-	-
	CWOD	79%	80%	<b>80%</b>	-	80%	*	-	-	-	-	81%	59%	-	80%	76%	76%	83%	*	*	-	*
	EL	64%	74%	<b>74%</b>	-	74%	-	-	-	-	-	75%	50%	63%	76%	74%	69%	78%	*	*	-	-
	Male	73%	70%	<b>70%</b>	-	70%	*	-	-	-	-	71%	57%	50%	76%	69%	70%	-	*	-	-	-
	Female	76%	82%	<b>82%</b>	-	82%	-	-	-	-	-	85%	54%	73%	83%	78%	-	82%	-	*	-	-
Science	All Students	73%	58%	<b>58%</b>	-	58%	*	-	-	-	-	57%	66%	32%	63%	52%	57%	59%	*	*	-	*
	CWD	45%	32%	<b>32%</b>	-	32%	-	-	-	-	-	32%	*	32%	-	30%	38%	20%	-	-	-	-
	CWOD	76%	63%	<b>63%</b>	-	63%	*	-	-	-	-	62%	69%	-	63%	56%	62%	64%	*	*	-	*
	EL	56%	52%	<b>52%</b>	-	52%	-	-	-	-	-	53%	43%	30%	56%	52%	51%	54%	*	*	-	-
	Male	73%	57%	<b>57%</b>	-	57%	*	-	-	-	-	56%	78%	38%	62%	51%	57%	-	*	-	-	-
	Female	72%	59%	<b>59%</b>	-	60%	-	-	-	-	-	59%	60%	20%	64%	54%	-	59%	-	*	-	-
<b>End of Course</b>																						
Algebra I	All Students	77%	75%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	*
	CWD	52%	59%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	81%	78%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	69%	74%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	74%	69%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	-	-	-	-	-
	Female	81%	83%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 7</b>																						
Reading	All Students	53%	31%	<b>31%</b>	*	31%	*	-	-	-	-	31%	29%	24%	32%	24%	25%	36%	*	*	-	*
	CWD	24%	24%	<b>24%</b>	-	24%	-	-	-	-	-	24%	-	24%	-	19%	35%	0%	-	-	-	-
	CWOD	58%	32%	<b>32%</b>	*	32%	*	-	-	-	-	32%	29%	-	32%	25%	23%	40%	*	*	-	*
	EL	33%	24%	<b>24%</b>	-	23%	*	-	-	-	-	25%	11%	19%	25%	24%	19%	29%	*	*	-	-
	Male	49%	25%	<b>25%</b>	*	26%	-	-	-	-	-	25%	29%	35%	23%	19%	25%	-	*	*	-	-
	Female	57%	36%	<b>36%</b>	-	36%	*	-	-	-	-	37%	29%	0%	40%	29%	-	36%	*	*	-	-

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Texas Education Agency  
**2023 Federal Report Card**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	36%	18%	<b>18%</b>	*	18%	*	-	-	-	-	18%	7%	17%	18%	12%	17%	19%	*	*	-	*
	CWD	20%	17%	<b>17%</b>	-	17%	-	-	-	-	-	17%	-	17%	-	15%	26%	0%	-	-	-	-
	CWOD	39%	18%	<b>18%</b>	*	18%	*	-	-	-	-	19%	7%	-	18%	11%	14%	21%	*	*	-	*
	EL	22%	12%	<b>12%</b>	-	11%	*	-	-	-	-	13%	0%	15%	11%	12%	13%	10%	*	*	-	-
	Male	38%	17%	<b>17%</b>	*	17%	-	-	-	-	-	17%	14%	26%	14%	13%	17%	-	*	*	-	-
	Female	34%	19%	<b>19%</b>	-	18%	*	-	-	-	-	20%	0%	0%	21%	10%	-	19%	*	*	-	*
<b>Grade 8</b>																						
Reading	All Students	56%	42%	<b>42%</b>	-	43%	*	-	-	-	-	41%	59%	17%	47%	32%	37%	47%	*	*	-	*
	CWD	24%	17%	<b>17%</b>	-	17%	-	-	-	-	-	18%	*	17%	-	10%	19%	13%	-	-	-	-
	CWOD	61%	47%	<b>47%</b>	-	48%	*	-	-	-	-	45%	65%	-	47%	37%	42%	51%	*	*	-	*
	EL	34%	32%	<b>32%</b>	-	32%	-	-	-	-	-	33%	29%	10%	37%	32%	27%	37%	*	*	-	-
	Male	50%	37%	<b>37%</b>	-	38%	*	-	-	-	-	36%	56%	19%	42%	27%	37%	-	*	-	-	-
	Female	62%	47%	<b>47%</b>	-	47%	-	-	-	-	-	45%	60%	13%	51%	37%	-	47%	-	*	-	*
Mathematics	All Students	45%	32%	<b>32%</b>	-	31%	*	-	-	-	-	31%	37%	11%	36%	29%	32%	32%	*	*	-	*
	CWD	24%	11%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	11%	-	7%	14%	7%	-	-	-	-
	CWOD	48%	36%	<b>36%</b>	-	36%	*	-	-	-	-	35%	41%	-	36%	34%	37%	35%	*	*	-	*
	EL	31%	29%	<b>29%</b>	-	30%	-	-	-	-	-	30%	17%	7%	34%	29%	31%	28%	*	*	-	-
	Male	44%	32%	<b>32%</b>	-	31%	*	-	-	-	-	32%	29%	14%	37%	31%	32%	-	*	-	-	-
	Female	45%	32%	<b>32%</b>	-	32%	-	-	-	-	-	31%	38%	7%	35%	28%	-	32%	-	*	-	*
Science	All Students	46%	27%	<b>27%</b>	-	27%	*	-	-	-	-	25%	45%	10%	30%	22%	30%	25%	*	*	-	*
	CWD	24%	10%	<b>10%</b>	-	10%	-	-	-	-	-	11%	*	10%	-	7%	12%	7%	-	-	-	-
	CWOD	49%	30%	<b>30%</b>	-	31%	*	-	-	-	-	28%	50%	-	30%	25%	35%	27%	*	*	-	*
	EL	26%	22%	<b>22%</b>	-	22%	-	-	-	-	-	22%	21%	7%	25%	22%	26%	19%	*	*	-	-
	Male	48%	30%	<b>30%</b>	-	30%	*	-	-	-	-	30%	33%	12%	35%	26%	30%	-	*	-	-	-
	Female	43%	25%	<b>25%</b>	-	25%	-	-	-	-	-	20%	50%	7%	27%	19%	-	25%	-	*	-	*
<b>End of Course</b>																						
Algebra I	All Students	42%	28%	<b>94%</b>	-	94%	-	-	-	-	-	92%	100%	*	93%	89%	91%	96%	-	-	-	*
	CWD	19%	17%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	45%	30%	<b>93%</b>	-	93%	-	-	-	-	-	92%	100%	-	93%	88%	90%	96%	-	-	-	*
	EL	29%	26%	<b>89%</b>	-	89%	-	-	-	-	-	88%	*	*	88%	89%	86%	92%	-	-	-	-
	Male	40%	23%	<b>91%</b>	-	91%	-	-	-	-	-	90%	*	*	90%	86%	91%	-	-	-	-	-
	Female	44%	35%	<b>96%</b>	-	96%	-	-	-	-	-	95%	100%	-	96%	92%	-	96%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 7</b>																						
Reading	All Students	26%	6%	<b>6%</b>	*	6%	*	-	-	-	-	6%	7%	3%	7%	2%	4%	10%	*	*	-	*
	CWD	7%	3%	<b>3%</b>	-	3%	-	-	-	-	-	3%	-	3%	-	0%	4%	0%	-	-	-	-
	CWOD	29%	7%	<b>7%</b>	*	7%	*	-	-	-	-	7%	7%	-	7%	2%	3%	11%	*	*	-	*
	EL	11%	2%	<b>2%</b>	-	1%	*	-	-	-	-	2%	0%	0%	2%	2%	1%	3%	*	*	-	-
	Male	23%	4%	<b>4%</b>	*	4%	-	-	-	-	-	3%	14%	4%	3%	1%	4%	-	*	*	-	-
	Female	30%	10%	<b>10%</b>	-	9%	*	-	-	-	-	10%	0%	0%	11%	3%	-	10%	*	*	-	*

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Texas Education Agency  
**2023 Federal Report Card**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	11%	4%	4%	*	4%	*	-	-	-	-	3%	7%	6%	3%	2%	4%	3%	*	*	-	*
	CWD	7%	6%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	4%	9%	0%	-	-	-	-
	CWOD	12%	3%	3%	*	3%	*	-	-	-	-	3%	7%	-	3%	1%	3%	3%	*	*	-	*
	EL	5%	2%	2%	-	2%	*	-	-	-	-	2%	0%	4%	1%	2%	2%	1%	*	*	-	-
	Male	12%	4%	4%	*	4%	-	-	-	-	-	4%	14%	9%	3%	2%	4%	-	*	*	-	-
	Female	10%	3%	3%	-	3%	*	-	-	-	-	3%	0%	0%	3%	1%	-	3%	*	*	-	*
<b>Grade 8</b>																						
Reading	All Students	27%	13%	13%	-	13%	*	-	-	-	-	10%	38%	5%	14%	5%	10%	15%	*	*	-	*
	CWD	7%	5%	5%	-	5%	-	-	-	-	-	5%	*	5%	-	0%	8%	0%	-	-	-	-
	CWOD	30%	14%	14%	-	14%	*	-	-	-	-	11%	42%	-	14%	6%	11%	17%	*	*	-	*
	EL	10%	5%	5%	-	5%	-	-	-	-	-	4%	14%	0%	6%	5%	1%	9%	*	*	-	-
	Male	23%	10%	10%	-	10%	*	-	-	-	-	9%	22%	8%	11%	1%	10%	-	*	-	-	-
	Female	32%	15%	15%	-	15%	-	-	-	-	-	10%	45%	0%	17%	9%	-	15%	-	*	-	-
Mathematics	All Students	17%	4%	4%	-	4%	*	-	-	-	-	4%	5%	8%	3%	3%	4%	4%	*	*	-	*
	CWD	8%	8%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	7%	9%	7%	-	-	-	-
	CWOD	18%	3%	3%	-	3%	*	-	-	-	-	2%	6%	-	3%	2%	3%	3%	*	*	-	*
	EL	8%	3%	3%	-	3%	-	-	-	-	-	3%	0%	7%	2%	3%	1%	4%	*	*	-	-
	Male	17%	4%	4%	-	4%	*	-	-	-	-	4%	0%	9%	3%	1%	4%	-	*	-	-	-
	Female	16%	4%	4%	-	4%	-	-	-	-	-	3%	8%	7%	3%	4%	-	4%	-	*	-	-
Science	All Students	16%	9%	9%	-	9%	*	-	-	-	-	7%	21%	7%	9%	7%	10%	7%	*	*	-	*
	CWD	6%	7%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	3%	12%	0%	-	-	-	-
	CWOD	18%	9%	9%	-	9%	*	-	-	-	-	7%	23%	-	9%	7%	10%	8%	*	*	-	*
	EL	5%	7%	7%	-	7%	-	-	-	-	-	6%	14%	3%	7%	7%	7%	6%	*	*	-	-
	Male	18%	10%	10%	-	10%	*	-	-	-	-	10%	11%	12%	10%	7%	10%	-	*	-	-	-
	Female	14%	7%	7%	-	7%	-	-	-	-	-	4%	25%	0%	8%	6%	-	7%	-	*	-	-
<b>End of Course</b>																						
Algebra I	All Students	22%	12%	75%	-	75%	-	-	-	-	-	72%	89%	*	74%	63%	73%	77%	-	-	-	*
	CWD	7%	10%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	24%	13%	74%	-	74%	-	-	-	-	-	70%	89%	-	74%	62%	70%	77%	-	-	-	*
	EL	12%	9%	63%	-	63%	-	-	-	-	-	60%	*	*	62%	63%	64%	62%	-	-	-	-
	Male	22%	11%	73%	-	73%	-	-	-	-	-	70%	*	*	70%	64%	73%	-	-	-	-	-
	Female	23%	14%	77%	-	77%	-	-	-	-	-	74%	86%	-	77%	62%	-	77%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	68%	67%	*	67%	100%	-	-	-	-	66%	72%	41%	71%	61%	63%	70%	55%	64%	-	100%
	CWD	48%	47%	41%	-	41%	-	-	-	-	-	41%	44%	41%	-	38%	43%	37%	-	-	-	-
	CWOD	79%	72%	71%	*	71%	100%	-	-	-	-	71%	74%	-	71%	66%	68%	74%	55%	64%	-	100%
	EL	62%	63%	61%	-	61%	*	-	-	-	-	61%	59%	38%	66%	61%	58%	64%	44%	58%	-	-
	Male	73%	66%	63%	*	63%	*	-	-	-	-	62%	78%	43%	68%	58%	63%	-	60%	50%	-	-
	Female	77%	71%	70%	-	71%	*	-	-	-	-	70%	69%	37%	74%	64%	-	70%	50%	75%	-	100%

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Texas Education Agency  
**2023 Federal Report Card**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	66%	<b>71%</b>	*	71%	*	-	-	-	-	70%	81%	39%	77%	65%	64%	78%	60%	67%	-	*
	CWD	46%	37%	<b>39%</b>	-	39%	-	-	-	-	-	38%	*	39%	-	32%	39%	38%	-	-	-	-
	CWOD	80%	70%	<b>77%</b>	*	78%	*	-	-	-	-	76%	83%	-	77%	71%	70%	83%	60%	67%	-	*
	EL	60%	58%	<b>65%</b>	-	65%	*	-	-	-	-	65%	65%	32%	71%	65%	58%	72%	*	60%	-	-
	Male	72%	61%	<b>64%</b>	*	64%	*	-	-	-	-	63%	81%	39%	70%	58%	64%	-	*	*	-	-
	Female	80%	71%	<b>78%</b>	-	79%	*	-	-	-	-	78%	81%	38%	83%	72%	-	78%	*	*	-	*
Mathematics	All Students	74%	72%	<b>67%</b>	*	67%	*	-	-	-	-	67%	67%	49%	70%	62%	65%	69%	40%	67%	-	*
	CWD	49%	58%	<b>49%</b>	-	49%	-	-	-	-	-	49%	*	49%	-	49%	51%	44%	-	-	-	-
	CWOD	78%	74%	<b>70%</b>	*	70%	*	-	-	-	-	70%	69%	-	70%	65%	68%	72%	40%	67%	-	*
	EL	65%	68%	<b>62%</b>	-	62%	*	-	-	-	-	62%	64%	49%	65%	62%	62%	63%	*	60%	-	-
	Male	73%	70%	<b>65%</b>	*	64%	*	-	-	-	-	64%	69%	51%	68%	62%	65%	-	*	*	-	-
	Female	74%	73%	<b>69%</b>	-	69%	*	-	-	-	-	69%	63%	44%	72%	63%	-	69%	*	*	-	*
Science	All Students	76%	69%	<b>58%</b>	-	58%	*	-	-	-	-	57%	66%	32%	63%	52%	57%	59%	*	*	-	*
	CWD	52%	45%	<b>32%</b>	-	32%	-	-	-	-	-	32%	*	32%	-	30%	38%	20%	-	-	-	-
	CWOD	79%	73%	<b>63%</b>	-	63%	*	-	-	-	-	62%	69%	-	63%	56%	62%	64%	*	*	-	*
	EL	62%	66%	<b>52%</b>	-	52%	-	-	-	-	-	53%	43%	30%	56%	52%	51%	54%	*	*	-	-
	Male	76%	72%	<b>57%</b>	-	57%	*	-	-	-	-	56%	78%	38%	62%	51%	57%	-	*	-	-	-
	Female	75%	66%	<b>59%</b>	-	60%	-	-	-	-	-	59%	60%	20%	64%	54%	-	59%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	48%	33%	<b>33%</b>	*	33%	60%	-	-	-	-	32%	45%	16%	36%	26%	31%	35%	36%	14%	-	63%
	CWD	24%	18%	<b>16%</b>	-	16%	-	-	-	-	-	17%	0%	16%	-	12%	22%	6%	-	-	-	-
	CWOD	52%	35%	<b>36%</b>	*	36%	60%	-	-	-	-	34%	49%	-	36%	29%	33%	38%	36%	14%	-	63%
	EL	31%	26%	<b>26%</b>	-	26%	*	-	-	-	-	26%	20%	12%	29%	26%	25%	27%	22%	8%	-	-
	Male	46%	31%	<b>31%</b>	*	31%	*	-	-	-	-	30%	38%	22%	33%	25%	31%	-	40%	17%	-	-
	Female	49%	34%	<b>35%</b>	-	35%	*	-	-	-	-	33%	49%	6%	38%	27%	-	35%	33%	13%	-	63%
Reading	All Students	52%	35%	<b>37%</b>	*	37%	*	-	-	-	-	36%	49%	20%	40%	28%	32%	42%	20%	33%	-	*
	CWD	24%	17%	<b>20%</b>	-	20%	-	-	-	-	-	21%	*	20%	-	14%	27%	8%	-	-	-	-
	CWOD	56%	38%	<b>40%</b>	*	40%	*	-	-	-	-	39%	53%	-	40%	31%	33%	47%	20%	33%	-	*
	EL	33%	25%	<b>28%</b>	-	28%	*	-	-	-	-	29%	22%	14%	31%	28%	23%	33%	*	20%	-	-
	Male	47%	30%	<b>32%</b>	*	32%	*	-	-	-	-	31%	44%	27%	33%	23%	32%	-	*	*	-	-
	Female	57%	39%	<b>42%</b>	-	42%	*	-	-	-	-	41%	52%	8%	47%	33%	-	42%	*	*	-	*
Mathematics	All Students	44%	31%	<b>31%</b>	*	31%	*	-	-	-	-	31%	40%	16%	34%	26%	30%	33%	40%	0%	-	*
	CWD	24%	22%	<b>16%</b>	-	16%	-	-	-	-	-	17%	*	16%	-	13%	23%	4%	-	-	-	-
	CWOD	47%	33%	<b>34%</b>	*	34%	*	-	-	-	-	33%	44%	-	34%	28%	32%	37%	40%	0%	-	*
	EL	32%	27%	<b>26%</b>	-	26%	*	-	-	-	-	26%	18%	13%	28%	26%	27%	25%	*	0%	-	-
	Male	45%	31%	<b>30%</b>	*	30%	*	-	-	-	-	30%	31%	23%	32%	27%	30%	-	*	*	-	-
	Female	42%	31%	<b>33%</b>	-	33%	*	-	-	-	-	32%	44%	4%	37%	25%	-	33%	*	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	46%	30%	27%	-	27%	*	-	-	-	-	25%	45%	10%	30%	22%	30%	25%	*	*	-	*
	CWD	24%	14%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	7%	12%	7%	-	-	-	-
	CWOD	49%	33%	30%	-	31%	*	-	-	-	-	28%	50%	-	30%	25%	35%	27%	*	*	-	*
	EL	26%	25%	22%	-	22%	-	-	-	-	-	22%	21%	7%	25%	22%	26%	19%	*	*	-	-
	Male	47%	32%	30%	-	30%	*	-	-	-	-	30%	33%	12%	35%	26%	30%	-	*	-	-	-
	Female	44%	29%	25%	-	25%	-	-	-	-	-	20%	50%	7%	27%	19%	-	25%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	8%	10%	*	10%	20%	-	-	-	-	8%	25%	7%	11%	6%	9%	11%	18%	0%	-	25%
	CWD	7%	5%	7%	-	7%	-	-	-	-	-	7%	0%	7%	-	4%	10%	1%	-	-	-	-
	CWOD	21%	9%	11%	*	11%	20%	-	-	-	-	9%	27%	-	11%	6%	9%	12%	18%	0%	-	25%
	EL	9%	5%	6%	-	5%	*	-	-	-	-	5%	10%	4%	6%	6%	5%	6%	0%	0%	-	-
	Male	18%	7%	9%	*	9%	*	-	-	-	-	9%	18%	10%	9%	5%	9%	-	0%	0%	-	-
	Female	19%	9%	11%	-	11%	*	-	-	-	-	8%	28%	1%	12%	6%	-	11%	33%	0%	-	25%
Reading	All Students	20%	8%	10%	*	10%	*	-	-	-	-	8%	28%	4%	11%	3%	7%	13%	20%	0%	-	*
	CWD	7%	4%	4%	-	4%	-	-	-	-	-	4%	*	4%	-	0%	6%	0%	-	-	-	-
	CWOD	22%	8%	11%	*	11%	*	-	-	-	-	9%	30%	-	11%	4%	7%	14%	20%	0%	-	*
	EL	9%	3%	3%	-	3%	*	-	-	-	-	3%	9%	0%	4%	3%	1%	6%	*	0%	-	-
	Male	17%	6%	7%	*	7%	*	-	-	-	-	6%	19%	6%	7%	1%	7%	-	*	*	-	-
	Female	23%	10%	13%	-	12%	*	-	-	-	-	10%	33%	0%	14%	6%	-	13%	*	*	-	*
Mathematics	All Students	18%	9%	11%	*	11%	*	-	-	-	-	10%	24%	9%	11%	7%	11%	11%	20%	0%	-	*
	CWD	8%	7%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	7%	13%	4%	-	-	-	-
	CWOD	20%	9%	11%	*	11%	*	-	-	-	-	9%	26%	-	11%	7%	10%	12%	20%	0%	-	*
	EL	11%	6%	7%	-	7%	*	-	-	-	-	7%	9%	7%	7%	7%	7%	7%	*	0%	-	-
	Male	20%	8%	11%	*	11%	*	-	-	-	-	10%	19%	13%	10%	7%	11%	-	*	*	-	-
	Female	16%	9%	11%	-	11%	*	-	-	-	-	9%	26%	4%	12%	7%	-	11%	*	*	-	*
Science	All Students	17%	9%	9%	-	9%	*	-	-	-	-	7%	21%	7%	9%	7%	10%	7%	*	*	-	*
	CWD	7%	4%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	3%	12%	0%	-	-	-	-
	CWOD	19%	10%	9%	-	9%	*	-	-	-	-	7%	23%	-	9%	7%	10%	8%	*	*	-	*
	EL	6%	6%	7%	-	7%	-	-	-	-	-	6%	14%	3%	7%	7%	7%	6%	*	*	-	-
	Male	19%	10%	10%	-	10%	*	-	-	-	-	10%	11%	12%	10%	7%	10%	-	*	-	-	-
	Female	16%	8%	7%	-	7%	-	-	-	-	-	4%	25%	0%	8%	6%	-	7%	-	*	-	*

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	*	67	*	-	-	-	-	66	54	65
CWD	54	-	54	-	-	-	-	-	52	54	45
CWOD	69	*	69	*	-	-	-	-	69	-	68
EL ◇	65	-	65	*	-	-	-	-	65	45	65
Male	65	*	65	-	-	-	-	-	64	53	65
Female	68	-	68	*	-	-	-	-	67	56	64
<b>Mathematics</b>											
All Students	69	*	69	*	-	-	-	-	70	66	66
CWD	66	-	66	-	-	-	-	-	67	66	68
CWOD	70	*	70	*	-	-	-	-	70	-	65
EL ◇	66	-	66	*	-	-	-	-	66	68	66
Male	66	*	66	-	-	-	-	-	66	72	65
Female	73	-	73	*	-	-	-	-	73	56	66

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
347	89	26%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	37	*	37	60	-	-	-	-	35	21	31
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	N		Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		N						N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met				201							

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	*	99%	100%	-	-	-	-	99%	99%	98%	99%	99%	99%	100%	100%
	CWD	98%	-	98%	-	-	-	-	-	98%	100%	98%	-	99%	98%	100%	-
	CWOD	99%	*	99%	100%	-	-	-	-	99%	99%	-	99%	99%	99%	100%	100%
	EL	99%	-	99%	*	-	-	-	-	100%	98%	99%	99%	99%	99%	100%	100%
	Male	99%	*	99%	*	-	-	-	-	99%	98%	98%	99%	99%	99%	-	100%
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
<b>Reading</b>	All Students	99%	*	99%	*	-	-	-	-	99%	100%	99%	99%	100%	99%	100%	100%
	CWD	99%	-	99%	-	-	-	-	-	99%	*	99%	-	100%	98%	100%	-
	CWOD	99%	*	99%	*	-	-	-	-	99%	100%	-	99%	100%	99%	100%	100%
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	*
	Male	99%	*	99%	*	-	-	-	-	99%	100%	98%	99%	99%	99%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
<b>Mathematics</b>	All Students	99%	*	99%	*	-	-	-	-	99%	98%	97%	99%	99%	98%	100%	100%
	CWD	97%	-	97%	-	-	-	-	-	97%	*	97%	-	98%	96%	100%	-
	CWOD	99%	*	99%	*	-	-	-	-	99%	98%	-	99%	99%	99%	100%	100%
	EL	99%	-	99%	*	-	-	-	-	99%	96%	98%	99%	99%	98%	100%	*
	Male	98%	*	98%	*	-	-	-	-	99%	94%	96%	99%	98%	98%	-	*
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
<b>Science</b>	All Students	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	99%	99%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	99%	99%	100%	*
	EL	99%	-	99%	-	202	-	-	-	99%	100%	100%	99%	99%	99%	100%	*
	Male	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	99%	-	*

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<b>Science</b>	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	*	1%	0%	-	-	-	-	1%	1%	2%	1%	1%	1%	0%	0%
	CWD	2%	-	2%	-	-	-	-	-	2%	0%	2%	-	1%	2%	0%	-
	CWOD	1%	*	1%	0%	-	-	-	-	1%	1%	-	1%	1%	1%	0%	0%
	EL	1%	-	1%	*	-	-	-	-	0%	2%	1%	1%	1%	1%	0%	0%
	Male	1%	*	1%	*	-	-	-	-	1%	2%	2%	1%	1%	1%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Reading</b>	All Students	1%	*	1%	*	-	-	-	-	1%	0%	1%	1%	0%	1%	0%	0%
	CWD	1%	-	1%	-	-	-	-	-	1%	*	1%	-	0%	2%	0%	-
	CWOD	1%	*	1%	*	-	-	-	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	*
	Male	1%	*	1%	*	-	-	-	-	1%	0%	2%	1%	1%	1%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Mathematics</b>	All Students	1%	*	1%	*	-	-	-	-	1%	2%	3%	1%	1%	2%	0%	0%
	CWD	3%	-	3%	-	-	-	-	-	3%	*	3%	-	2%	4%	0%	-
	CWOD	1%	*	1%	*	-	-	-	-	1%	2%	-	1%	1%	1%	0%	0%
	EL	1%	-	1%	*	-	-	-	-	1%	4%	2%	1%	1%	2%	0%	*
	Male	2%	*	2%	*	-	-	-	-	1%	6%	4%	1%	2%	2%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
<b>Science</b>	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	1%	1%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	1%	1%	0%	*
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	*
	Male	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	5	0	5	0	0	0	0	0	4		
	Female	2	0	2	0	0	0	0	0	1		
	Total	7	0	7	0	0	0	0	0	5		
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	44	-8	44	-8	-8	-8	-8	-8	29	6	2
	Female	31	-8	31	-8	-8	-8	-8	-8	18	3	1
	Total	75	-8	75	-8	-8	-8	-8	-8	47	9	3

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>										

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 5 Indicates Action Plan/Quick Plans.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data at the campus/district level.
  - \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	6.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.4	7.8%

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2024.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	7	4%	-	-
Mathematics	7,386	2%	7	4%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	3%	-	-
Mathematics	7,293	2%	5	3%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	*	2%	-	-
Mathematics	6,825	2%	*	2%	-	-
Science	6,820	2%	*	2%	-	-
<b>Grade 6</b>						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	5	2%	5	2%
Mathematics	6,300	2%	5	2%	5	2%
<b>Grade 8</b>						
Reading	6,168	1%	*	1%	*	1%
Mathematics	6,162	2%	*	1%	*	1%
Science	6,163	1%	*	1%	*	1%
<b>End of Course</b>						
English I	6,032	1%	*	1%	-	-
English II	5,771	1%	*	1%	-	-
Algebra I	6,015	1%	*	1%	-	-
Biology	6,041	1%	*	1%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	74	2%	19	2%
Reading	52,275	1%	33	1%	8	2%
Mathematics	46,462	2%	30	2%	8	2%
Science	19,024	1%	11	1%	*	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	29%	*	29%	*	*	-	-	-	29%	35%	29%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	70%	57%	<b>57%</b>	-	57%	*	-	-	-	-	57%	63%	30%	62%	50%	50%	67%	*	0%	-	*	
	CWD	37%	30%	<b>30%</b>	-	30%	-	-	-	-	-	30%	*	30%	-	21%	31%	27%	-	-	-	-	
	CWOD	75%	62%	<b>62%</b>	-	62%	*	-	-	-	-	61%	67%	-	62%	54%	54%	72%	*	0%	-	*	
	EL	49%	50%	<b>50%</b>	-	50%	-	-	-	-	-	50%	47%	21%	54%	50%	42%	59%	*	0%	-	*	
	Male	65%	50%	<b>50%</b>	-	50%	-	-	-	216	-	-	51%	40%	31%	54%	42%	50%	-	*	*	-	*
	Female	76%	67%	<b>67%</b>	-	66%	*	-	-	-	-	-	65%	81%	27%	72%	59%	-	67%	*	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	73%	63%	<b>63%</b>	*	63%	-	-	-	-	-	62%	74%	33%	66%	54%	60%	66%	*	38%	-	60%
	CWD	39%	33%	<b>33%</b>	-	33%	-	-	-	-	-	35%	*	33%	-	32%	44%	25%	-	-	-	-
	CWOD	77%	66%	<b>66%</b>	*	65%	-	-	-	-	-	65%	77%	-	66%	56%	61%	72%	*	38%	-	60%
	EL	48%	54%	<b>54%</b>	-	54%	-	-	-	-	-	55%	44%	32%	56%	54%	51%	57%	*	38%	-	*
	Male	68%	60%	<b>60%</b>	-	60%	-	-	-	-	-	58%	75%	44%	61%	51%	60%	-	*	*	-	*
	Female	78%	66%	<b>66%</b>	*	66%	-	-	-	-	-	66%	67%	25%	72%	57%	-	66%	*	*	-	*
Algebra I	All Students	77%	75%	<b>72%</b>	*	72%	*	-	-	-	-	72%	69%	56%	75%	71%	66%	80%	*	*	-	*
	CWD	52%	59%	<b>56%</b>	-	56%	-	-	-	-	-	56%	*	56%	-	58%	51%	65%	-	-	-	-
	CWOD	81%	78%	<b>75%</b>	*	75%	*	-	-	-	-	75%	69%	-	75%	73%	68%	82%	*	*	-	*
	EL	69%	74%	<b>71%</b>	-	71%	-	-	-	-	-	71%	67%	58%	73%	71%	63%	81%	-	*	-	*
	Male	74%	69%	<b>66%</b>	*	66%	-	-	-	-	-	66%	65%	51%	68%	63%	66%	-	*	*	-	*
	Female	81%	83%	<b>80%</b>	-	80%	*	-	-	-	-	80%	75%	65%	82%	81%	-	80%	*	*	-	*
Biology	All Students	87%	80%	<b>80%</b>	-	80%	*	-	-	-	-	79%	88%	63%	83%	77%	80%	79%	*	50%	-	*
	CWD	67%	63%	<b>63%</b>	-	63%	-	-	-	-	-	63%	*	63%	-	60%	70%	47%	-	-	-	-
	CWOD	90%	83%	<b>83%</b>	-	83%	*	-	-	-	-	82%	91%	-	83%	80%	82%	83%	*	50%	-	*
	EL	75%	77%	<b>77%</b>	-	77%	-	-	-	-	-	76%	86%	60%	80%	77%	77%	76%	*	50%	-	*
	Male	85%	80%	<b>80%</b>	-	80%	-	-	-	-	-	79%	100%	70%	82%	77%	80%	-	-	*	-	-
	Female	89%	79%	<b>79%</b>	-	80%	*	-	-	-	-	79%	71%	47%	83%	76%	-	79%	*	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	32%	<b>32%</b>	-	31%	*	-	-	-	-	31%	43%	13%	35%	25%	24%	41%	*	0%	-	*
	CWD	20%	13%	<b>13%</b>	-	13%	-	-	-	-	-	11%	*	13%	-	5%	14%	9%	-	-	-	-
	CWOD	54%	35%	<b>35%</b>	-	34%	*	-	-	-	-	34%	44%	-	35%	28%	26%	45%	*	0%	-	*
	EL	26%	25%	<b>25%</b>	-	25%	-	-	-	-	-	25%	27%	5%	28%	25%	19%	33%	*	0%	-	*
	Male	44%	24%	<b>24%</b>	-	24%	-	-	-	-	-	24%	27%	14%	26%	19%	24%	-	*	*	-	*
	Female	57%	41%	<b>41%</b>	-	41%	*	-	-	-	-	40%	56%	9%	45%	33%	-	41%	*	*	-	*
English II	All Students	53%	33%	<b>33%</b>	*	33%	-	-	-	-	-	32%	44%	8%	36%	18%	29%	38%	*	25%	-	20%
	CWD	22%	8%	<b>8%</b>	-	8%	-	-	-	-	-	9%	*	8%	-	0%	13%	5%	-	-	-	-
	CWOD	57%	36%	<b>36%</b>	*	35%	-	-	-	-	-	35%	46%	-	36%	20%	30%	42%	*	25%	-	20%
	EL	23%	18%	<b>18%</b>	-	18%	-	-	-	-	-	18%	22%	0%	20%	18%	17%	19%	*	25%	-	*
	Male	47%	29%	<b>29%</b>	-	29%	-	-	-	-	-	28%	38%	13%	30%	17%	29%	-	*	*	-	*
	Female	60%	38%	<b>38%</b>	*	38%	-	-	-	-	-	37%	50%	5%	42%	19%	-	38%	*	*	-	*
Algebra I	All Students	42%	28%	<b>20%</b>	*	19%	*	-	-	-	-	20%	17%	14%	20%	18%	15%	25%	*	*	-	*
	CWD	19%	17%	<b>14%</b>	-	14%	-	-	-	-	-	13%	*	14%	-	8%	19%	5%	-	-	-	-
	CWOD	45%	30%	<b>20%</b>	*	20%	*	-	-	-	-	21%	15%	-	20%	21%	15%	28%	*	*	-	*
	EL	29%	26%	<b>18%</b>	-	18%	-	-	-	-	-	18%	20%	8%	21%	18%	14%	25%	-	*	-	*
	Male	40%	23%	<b>15%</b>	*	15%	-	-	-	-	-	16%	6%	19%	15%	14%	15%	-	*	*	-	*
	Female	44%	35%	<b>25%</b>	-	24%	*	-	-	-	-	24%	33%	5%	28%	25%	-	25%	*	*	-	*

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Biology	All Students	54%	33%	<b>33%</b>	-	33%	*	-	-	-	-	32%	46%	16%	36%	24%	30%	35%	*	0%	-	*	
	CWD	27%	16%	<b>16%</b>	-	16%	-	-	-	-	-	15%	*	16%	-	10%	19%	11%	-	-	-	-	
	CWOD	58%	36%	<b>36%</b>	-	35%	*	-	-	-	-	35%	45%	-	36%	27%	33%	38%	*	0%	-	*	
	EL	29%	24%	<b>24%</b>	-	24%	-	-	-	-	-	23%	36%	10%	27%	24%	22%	27%	*	0%	-	*	
	Male	53%	30%	<b>30%</b>	-	30%	-	-	-	-	-	30%	45%	19%	33%	22%	30%	-	-	*	-	-	
	Female	55%	35%	<b>35%</b>	-	35%	*	-	-	-	-	35%	43%	11%	38%	27%	-	35%	*	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>End of Course</b>																							
English I	All Students	13%	4%	<b>4%</b>	-	3%	*	-	-	-	-	3%	10%	5%	4%	0%	3%	4%	*	0%	-	*	
	CWD	5%	5%	<b>5%</b>	-	5%	-	-	-	-	-	3%	*	5%	-	0%	7%	0%	-	-	-	-	
	CWOD	14%	4%	<b>4%</b>	-	3%	*	-	-	-	-	3%	7%	-	4%	0%	3%	5%	*	0%	-	*	
	EL	2%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	10%	3%	<b>3%</b>	-	3%	-	-	-	-	-	3%	13%	7%	3%	0%	3%	-	*	*	-	*	
	Female	16%	4%	<b>4%</b>	-	4%	*	-	-	-	-	4%	6%	0%	5%	0%	-	4%	*	*	-	*	
English II	All Students	8%	4%	<b>4%</b>	*	4%	-	-	-	-	-	3%	7%	3%	4%	0%	4%	4%	*	0%	-	0%	
	CWD	5%	3%	<b>3%</b>	-	3%	-	-	-	-	-	3%	*	3%	-	0%	6%	0%	-	-	-	-	
	CWOD	9%	4%	<b>4%</b>	*	4%	-	-	-	-	-	4%	8%	-	4%	0%	3%	4%	*	0%	-	0%	
	EL	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	7%	4%	<b>4%</b>	-	4%	-	-	-	-	-	3%	13%	6%	3%	0%	4%	-	*	*	-	*	
	Female	10%	4%	<b>4%</b>	*	4%	-	-	-	-	-	4%	0%	0%	4%	0%	-	4%	*	*	-	*	
Algebra I	All Students	22%	12%	<b>4%</b>	*	4%	*	-	-	-	-	4%	3%	7%	3%	3%	4%	4%	*	*	-	*	
	CWD	7%	10%	<b>7%</b>	-	7%	-	-	-	-	-	6%	*	7%	-	0%	8%	5%	-	-	-	-	
	CWOD	24%	13%	<b>3%</b>	*	3%	*	-	-	-	-	4%	0%	-	3%	3%	3%	4%	*	*	-	*	
	EL	12%	9%	<b>3%</b>	-	3%	-	-	-	-	-	3%	0%	0%	3%	3%	2%	3%	-	*	-	*	
	Male	22%	11%	<b>4%</b>	*	4%	-	-	-	-	-	4%	6%	8%	3%	2%	4%	-	*	*	-	*	
	Female	23%	14%	<b>4%</b>	-	4%	*	-	-	-	-	4%	0%	5%	4%	3%	-	4%	*	*	-	*	
Biology	All Students	20%	9%	<b>9%</b>	-	9%	*	-	-	-	-	9%	8%	4%	10%	4%	9%	8%	*	0%	-	*	
	CWD	7%	4%	<b>4%</b>	-	4%	-	-	-	-	-	4%	*	4%	-	0%	3%	5%	-	-	-	-	
	CWOD	22%	10%	<b>10%</b>	-	10%	*	-	-	-	-	10%	9%	-	10%	5%	11%	8%	*	0%	-	*	
	EL	6%	4%	<b>4%</b>	-	4%	-	-	-	-	-	5%	0%	0%	5%	4%	5%	4%	*	0%	-	*	
	Male	21%	9%	<b>9%</b>	-	9%	-	-	-	-	-	9%	9%	3%	11%	5%	9%	-	-	*	-	-	
	Female	20%	8%	<b>8%</b>	-	8%	*	-	-	-	-	8%	7%	5%	8%	4%	-	8%	*	*	-	*	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	75%	68%	<b>68%</b>	*	68%	*	-	-	-	-	67%	73%	46%	71%	62%	63%	73%	80%	33%	-	56%	
	CWD	48%	47%	<b>46%</b>	-	46%	-	-	-	-	-	47%	36%	46%	-	44%	50%	41%	-	-	-	-	
	CWOD	79%	72%	<b>71%</b>	*	71%	*	-	-	-	-	70%	76%	-	71%	65%	66%	78%	80%	33%	-	56%	
	EL	62%	63%	<b>62%</b>	-	62%	-	-	-	218	-	62%	63%	44%	65%	62%	57%	69%	60%	33%	-	22%	
	Male	73%	66%	<b>63%</b>	*	63%	-	-	-	-	-	63%	69%	50%	66%	57%	63%	-	*	33%	-	*	
	Female	77%	71%	<b>73%</b>	*	73%	*	-	-	-	-	73%	79%	41%	78%	69%	-	73%	67%	33%	-	42%	

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Reading	All Students	76%	66%	<b>60%</b>	*	60%	*	-	-	-	-	60%	68%	31%	64%	52%	55%	67%	67%	23%	-	56%	
	CWD	46%	37%	<b>31%</b>	-	31%	-	-	-	-	-	32%	17%	31%	-	25%	34%	26%	-	-	-	-	
	CWOD	80%	70%	<b>64%</b>	*	64%	*	-	-	-	-	63%	73%	-	64%	55%	58%	72%	67%	23%	-	56%	
	EL	60%	58%	<b>52%</b>	-	52%	-	-	-	-	-	52%	46%	25%	55%	52%	46%	58%	*	23%	-	20%	
	Male	72%	61%	<b>55%</b>	-	55%	-	-	-	-	-	54%	60%	34%	58%	46%	55%	-	*	14%	-	*	
	Female	80%	71%	<b>67%</b>	*	67%	*	-	-	-	-	66%	78%	26%	72%	58%	-	67%	*	33%	-	33%	
Mathematics	All Students	74%	72%	<b>73%</b>	*	73%	*	-	-	-	-	73%	70%	56%	76%	71%	67%	80%	*	*	-	*	
	CWD	49%	58%	<b>56%</b>	-	56%	-	-	-	-	-	56%	*	56%	-	58%	51%	65%	-	-	-	-	
	CWOD	78%	74%	<b>76%</b>	*	76%	*	-	-	-	-	75%	70%	-	76%	73%	70%	82%	*	*	-	*	
	EL	65%	68%	<b>71%</b>	-	71%	-	-	-	-	-	71%	67%	58%	73%	71%	63%	82%	-	*	-	*	
	Male	73%	70%	<b>67%</b>	*	67%	-	-	-	-	-	67%	65%	51%	70%	63%	67%	-	*	*	-	*	
	Female	74%	73%	<b>80%</b>	-	80%	*	-	-	-	-	80%	77%	65%	82%	82%	-	80%	*	*	-	*	
Science	All Students	76%	69%	<b>80%</b>	-	80%	*	-	-	-	-	79%	88%	63%	83%	77%	80%	79%	*	50%	-	*	
	CWD	52%	45%	<b>63%</b>	-	63%	-	-	-	-	-	63%	*	63%	-	60%	70%	47%	-	-	-	-	
	CWOD	79%	73%	<b>83%</b>	-	83%	*	-	-	-	-	82%	91%	-	83%	80%	82%	83%	*	50%	-	*	
	EL	62%	66%	<b>77%</b>	-	77%	-	-	-	-	-	76%	86%	60%	80%	77%	77%	76%	*	50%	-	*	
	Male	76%	72%	<b>80%</b>	-	80%	-	-	-	-	-	79%	100%	70%	82%	77%	80%	-	-	*	-	-	
	Female	75%	66%	<b>79%</b>	-	80%	*	-	-	-	-	79%	71%	47%	83%	76%	-	79%	*	*	-	*	
SAT/ACT All Subjects	All Students	90%	86%	<b>86%</b>	-	86%	-	-	-	-	-	89%	*	-	86%	*	82%	91%	-	-	-	-	
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	86%	<b>86%</b>	-	86%	-	-	-	-	-	89%	*	-	86%	*	82%	91%	-	-	-	-	
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	91%	82%	<b>82%</b>	-	82%	-	-	-	-	-	88%	*	-	82%	-	82%	-	-	-	-	-	-
	Female	89%	91%	<b>91%</b>	-	91%	-	-	-	-	-	90%	*	-	91%	*	-	91%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	48%	33%	<b>30%</b>	*	30%	*	-	-	-	-	29%	37%	13%	32%	22%	25%	36%	50%	10%	-	25%	
	CWD	24%	18%	<b>13%</b>	-	13%	-	-	-	-	-	12%	27%	13%	-	6%	17%	7%	-	-	-	-	
	CWOD	52%	35%	<b>32%</b>	*	32%	*	-	-	-	-	32%	38%	-	32%	24%	27%	39%	50%	10%	-	25%	
	EL	31%	26%	<b>22%</b>	-	22%	-	-	-	-	-	22%	27%	6%	24%	22%	18%	27%	40%	10%	-	0%	
	Male	46%	31%	<b>25%</b>	*	25%	-	-	-	-	-	25%	28%	17%	27%	18%	25%	-	*	8%	-	*	
	Female	49%	34%	<b>36%</b>	*	35%	*	-	-	-	-	35%	48%	7%	39%	27%	-	36%	50%	11%	-	25%	
Reading	All Students	52%	35%	<b>32%</b>	*	32%	*	-	-	-	-	32%	44%	11%	35%	22%	26%	40%	50%	15%	-	22%	
	CWD	24%	17%	<b>11%</b>	-	11%	-	-	-	-	-	11%	17%	11%	-	3%	14%	7%	-	-	-	-	
	CWOD	56%	38%	<b>35%</b>	*	35%	*	-	-	-	-	34%	46%	-	35%	24%	28%	44%	50%	15%	-	22%	
	EL	33%	25%	<b>22%</b>	-	22%	-	-	-	-	-	22%	25%	3%	24%	22%	18%	27%	*	15%	-	0%	
	Male	47%	30%	<b>26%</b>	-	26%	-	-	-	-	-	26%	33%	14%	28%	18%	26%	-	*	14%	-	*	
	Female	57%	39%	<b>40%</b>	*	40%	*	-	-	-	-	39%	56%	7%	44%	27%	-	40%	*	17%	-	17%	

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Mathematics	All Students	44%	31%	<b>21%</b>	*	20%	*	-	-	-	-	21%	18%	14%	22%	18%	17%	25%	*	*	-	*	
	CWD	24%	22%	<b>14%</b>	-	14%	-	-	-	-	-	13%	*	14%	-	8%	19%	5%	-	-	-	-	
	CWOD	47%	33%	<b>22%</b>	*	21%	*	-	-	-	-	22%	17%	-	22%	21%	17%	28%	*	*	-	*	
	EL	32%	27%	<b>18%</b>	-	18%	-	-	-	-	-	18%	20%	8%	21%	18%	14%	24%	-	*	-	*	
	Male	45%	31%	<b>17%</b>	*	17%	-	-	-	-	-	18%	10%	19%	17%	14%	17%	-	*	*	-	*	
	Female	42%	31%	<b>25%</b>	-	25%	*	-	-	-	-	25%	31%	5%	28%	24%	-	25%	*	*	-	*	
Science	All Students	46%	30%	<b>33%</b>	-	33%	*	-	-	-	-	32%	46%	16%	36%	24%	30%	35%	*	0%	-	*	
	CWD	24%	14%	<b>16%</b>	-	16%	-	-	-	-	-	15%	*	16%	-	10%	19%	11%	-	-	-	-	
	CWOD	49%	33%	<b>36%</b>	-	35%	*	-	-	-	-	35%	45%	-	36%	27%	33%	38%	*	0%	-	*	
	EL	26%	25%	<b>24%</b>	-	24%	-	-	-	-	-	23%	36%	10%	27%	24%	22%	27%	*	0%	-	*	
	Male	47%	32%	<b>30%</b>	-	30%	-	-	-	-	-	30%	45%	19%	33%	22%	30%	-	-	*	-	-	
	Female	44%	29%	<b>35%</b>	-	35%	*	-	-	-	-	35%	43%	11%	38%	27%	-	35%	*	*	-	*	
SAT/ACT All Subjects	All Students	61%	41%	<b>41%</b>	-	41%	-	-	-	-	-	44%	*	-	41%	*	45%	36%	-	-	-	-	
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	41%	<b>41%</b>	-	41%	-	-	-	-	-	44%	*	-	41%	*	45%	36%	-	-	-	-	
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	65%	45%	<b>45%</b>	-	45%	-	-	-	-	-	50%	*	-	45%	-	45%	-	-	-	-	-	-
	Female	57%	36%	<b>36%</b>	-	36%	-	-	-	-	-	40%	*	-	36%	*	-	36%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	19%	8%	<b>5%</b>	*	5%	*	-	-	-	-	5%	7%	5%	5%	2%	5%	5%	20%	0%	-	6%	
	CWD	7%	5%	<b>5%</b>	-	5%	-	-	-	-	-	4%	18%	5%	-	0%	6%	2%	-	-	-	-	
	CWOD	21%	9%	<b>5%</b>	*	5%	*	-	-	-	-	5%	6%	-	5%	2%	5%	5%	20%	0%	-	6%	
	EL	9%	5%	<b>2%</b>	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	0%	0%	-	0%	
	Male	18%	7%	<b>5%</b>	*	5%	-	-	-	-	-	4%	10%	6%	5%	2%	5%	-	*	0%	-	*	
	Female	19%	9%	<b>5%</b>	*	5%	*	-	-	-	-	5%	4%	2%	5%	2%	-	5%	33%	0%	-	8%	
Reading	All Students	20%	8%	<b>4%</b>	*	4%	*	-	-	-	-	3%	9%	4%	4%	0%	3%	4%	0%	0%	-	11%	
	CWD	7%	4%	<b>4%</b>	-	4%	-	-	-	-	-	3%	17%	4%	-	0%	7%	0%	-	-	-	-	
	CWOD	22%	8%	<b>4%</b>	*	4%	*	-	-	-	-	3%	8%	-	4%	0%	3%	5%	0%	0%	-	11%	
	EL	9%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	0%	
	Male	17%	6%	<b>3%</b>	-	3%	-	-	-	-	-	3%	13%	7%	3%	0%	3%	-	*	0%	-	*	
	Female	23%	10%	<b>4%</b>	*	4%	*	-	-	-	-	4%	4%	0%	5%	0%	-	4%	*	0%	-	17%	
Mathematics	All Students	18%	9%	<b>4%</b>	*	4%	*	-	-	-	-	4%	3%	7%	3%	3%	4%	4%	*	*	-	*	
	CWD	8%	7%	<b>7%</b>	-	7%	-	-	-	-	-	6%	*	7%	-	0%	8%	5%	-	-	-	-	
	CWOD	20%	9%	<b>3%</b>	*	3%	*	-	-	-	-	3%	0%	-	3%	3%	3%	3%	*	*	-	*	
	EL	11%	6%	<b>3%</b>	-	3%	-	-	-	-	-	3%	0%	0%	3%	3%	2%	3%	-	*	-	*	
	Male	20%	8%	<b>4%</b>	*	4%	-	-	-	-	-	4%	5%	8%	3%	2%	4%	-	*	*	-	*	
	Female	16%	9%	<b>4%</b>	-	4%	*	-	-	-	-	4%	0%	5%	3%	3%	-	4%	*	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	9%	9%	-	9%	*	-	-	-	-	9%	8%	4%	10%	4%	9%	8%	*	0%	-	*
	CWD	7%	4%	4%	-	4%	-	-	-	-	-	4%	*	4%	-	0%	3%	5%	-	-	-	-
	CWOD	19%	10%	10%	-	10%	*	-	-	-	-	10%	9%	-	10%	5%	11%	8%	*	0%	-	*
	EL	6%	6%	4%	-	4%	-	-	-	-	-	5%	0%	0%	5%	4%	5%	4%	*	0%	-	*
	Male	19%	10%	9%	-	9%	-	-	-	-	-	9%	9%	3%	11%	5%	9%	-	-	*	-	-
	Female	16%	8%	8%	-	8%	*	-	-	-	-	8%	7%	5%	8%	4%	-	8%	*	*	-	*
SAT/ACT All Subjects	All Students	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	-	0%	-	-	-	-	-
	Female	9%	0%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	64	*	64	*	-	-	-	-	63	55	56
CWD	55	-	55	-	-	-	-	-	53	55	47
CWOD	65	*	65	*	-	-	-	-	65	-	58
EL ◇	56	-	56	-	-	-	-	-	57	47	56
Male	62	-	62	-	-	-	-	-	62	51	54
Female	65	*	65	*	-	-	-	-	65	63	59
<b>Mathematics</b>											
All Students	67	-	67	*	-	-	-	-	67	77	70
CWD	77	-	77	-	-	-	-	-	74	77	80
CWOD	65	-	65	*	221	-	-	-	65	-	67
EL ◇	70	-	70	-	-	-	-	-	70	80	70

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	-	67	-	-	-	-	-	68	75	70
Female	67	-	66	*	-	-	-	-	64	81	70

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	81.4%	-	81.4%	*	-	-	-	-	80.6%	65.6%	77.3%	66.7%	*
CWD	65.6%	-	65.6%	-	-	-	-	-	66.7%	65.6%	71.4%	*	-
CWOD	83.5%	-	83.4%	*	-	-	-	-	82.3%	-	78.7%	60.0%	*
EL	77.3%	-	77.3%	-	-	-	-	-	78.0%	71.4%	77.3%	71.4%	*
Male	77.5%	-	77.5%	-	-	-	-	-	77.8%	60.9%	73.6%	50.0%	*
Female	86.0%	-	85.9%	*	-	-	-	-	84.1%	77.8%	84.2%	83.3%	*

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
507	97	19%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Indicates data reporting does not meet for Minimum Size.

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**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	35	*	35	*	-	-	-	-	35	24	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	53%	-	53%	-	-	-	-	-	51%	57%	50%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N						Y	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N	Y	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	223					N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N						N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	93%	*	93%	*	-	-	-	-	92%	96%	88%	93%	93%	92%	94%	100%
	CWD	88%	-	88%	-	-	-	-	-	88%	85%	88%	-	87%	90%	84%	-
	CWOD	93%	*	93%	*	-	-	-	-	93%	97%	-	93%	94%	92%	95%	100%
	EL	93%	-	93%	-	224	-	-	-	93%	97%	87%	94%	93%	92%	95%	100%
	Male	92%	*	92%	-	-	-	-	-	91%	97%	90%	92%	92%	92%	-	100%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	Female	94%	*	94%	*	-	-	-	-	93%	95%	84%	95%	95%	-	94%	100%
<b>Reading</b>	All Students	93%	*	93%	*	-	-	-	-	93%	94%	93%	93%	95%	92%	95%	100%
	CWD	93%	-	93%	-	-	-	-	-	94%	75%	93%	-	95%	95%	91%	-
	CWOD	93%	*	93%	*	-	-	-	-	93%	97%	-	93%	95%	91%	95%	100%
	EL	95%	-	95%	-	-	-	-	-	95%	94%	95%	95%	95%	93%	98%	100%
	Male	92%	-	92%	-	-	-	-	-	91%	95%	95%	91%	93%	92%	-	*
	Female	95%	*	95%	*	-	-	-	-	95%	94%	91%	95%	98%	-	95%	100%
<b>Mathematics</b>	All Students	93%	*	93%	*	-	-	-	-	92%	100%	81%	95%	92%	93%	92%	*
	CWD	81%	-	81%	-	-	-	-	-	80%	*	81%	-	79%	84%	76%	-
	CWOD	95%	*	94%	*	-	-	-	-	94%	100%	-	95%	94%	95%	94%	*
	EL	92%	-	92%	-	-	-	-	-	91%	100%	79%	94%	92%	91%	93%	-
	Male	93%	*	93%	-	-	-	-	-	92%	100%	84%	95%	91%	93%	-	*
	Female	92%	-	92%	*	-	-	-	-	92%	100%	76%	94%	93%	-	92%	*
<b>Science</b>	All Students	92%	-	92%	*	-	-	-	-	91%	96%	83%	93%	91%	91%	92%	*
	CWD	83%	-	83%	-	-	-	-	-	82%	*	83%	-	80%	87%	75%	-
	CWOD	93%	-	93%	*	-	-	-	-	93%	96%	-	93%	93%	92%	94%	*
	EL	91%	-	91%	-	-	-	-	-	91%	100%	80%	93%	91%	91%	92%	*
	Male	91%	-	91%	-	-	-	-	-	91%	100%	87%	92%	91%	91%	-	-
	Female	92%	-	92%	*	-	-	-	-	92%	93%	75%	94%	92%	-	92%	*
<b>SAT/ACT All Subjects</b>	All Students	96%	-	96%	-	-	-	-	-	95%	*	-	96%	*	100%	92%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	96%	-	96%	-	-	-	-	-	95%	*	-	96%	*	100%	92%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	-	100%	-	100%	-	-
	Female	92%	-	92%	-	-	-	-	-	91%	*	-	92%	*	-	92%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	7%	*	7%	*	-	-	-	-	8%	4%	12%	7%	7%	8%	6%	0%
	CWD	12%	-	12%	-	-	-	-	-	12%	15%	12%	-	13%	10%	16%	-
	CWOD	7%	*	7%	*	-	-	-	-	7%	3%	-	7%	6%	8%	5%	0%
	EL	7%	-	7%	-	-	-	-	-	7%	3%	13%	6%	7%	8%	5%	0%
	Male	8%	*	8%	-	-	-	-	-	9%	3%	10%	8%	8%	8%	-	0%
	Female	6%	*	6%	*	-	-	-	-	7%	5%	16%	5%	5%	-	6%	0%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	All Students	7%	*	7%	*	-	-	-	-	7%	6%	7%	7%	5%	8%	5%	0%
	CWD	7%	-	7%	-	-	-	-	-	6%	25%	7%	-	5%	5%	9%	-
	CWOD	7%	*	7%	*	-	-	-	-	7%	3%	-	7%	5%	9%	5%	0%
	EL	5%	-	5%	-	-	-	-	-	5%	6%	5%	5%	5%	7%	2%	0%
	Male	8%	-	8%	-	-	-	-	-	9%	5%	5%	9%	7%	8%	-	*
	Female	5%	*	5%	*	-	-	-	-	5%	6%	9%	5%	2%	-	5%	0%
<b>Mathematics</b>	All Students	7%	*	7%	*	-	-	-	-	8%	0%	19%	5%	8%	7%	8%	*
	CWD	19%	-	19%	-	-	-	-	-	20%	*	19%	-	21%	16%	24%	-
	CWOD	5%	*	6%	*	-	-	-	-	6%	0%	-	5%	6%	5%	6%	*
	EL	8%	-	8%	-	-	-	-	-	9%	0%	21%	6%	8%	9%	7%	-
	Male	7%	*	7%	-	-	-	-	-	8%	0%	16%	5%	9%	7%	-	*
	Female	8%	-	8%	*	-	-	-	-	8%	0%	24%	6%	7%	-	8%	*
<b>Science</b>	All Students	8%	-	8%	*	-	-	-	-	9%	4%	17%	7%	9%	9%	8%	*
	CWD	17%	-	17%	-	-	-	-	-	18%	*	17%	-	20%	13%	25%	-
	CWOD	7%	-	7%	*	-	-	-	-	7%	4%	-	7%	7%	8%	6%	*
	EL	9%	-	9%	-	-	-	-	-	9%	0%	20%	7%	9%	9%	8%	*
	Male	9%	-	9%	-	-	-	-	-	9%	0%	13%	8%	9%	9%	-	-
	Female	8%	-	8%	*	-	-	-	-	8%	7%	25%	6%	8%	-	8%	*
<b>SAT/ACT All Subjects</b>	All Students	4%	-	4%	-	-	-	-	-	5%	*	-	4%	*	0%	8%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	4%	-	4%	-	-	-	-	-	5%	*	-	4%	*	0%	8%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	-	0%	-	0%	-	-
	Female	8%	-	8%	-	-	-	-	-	9%	*	-	8%	*	-	8%	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	3	0	3	0	0	0	0	0	2		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	3	0	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	2		2
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	69	-8	69	-8	-8	-8	-8	-8	34	11	4
	Female	45	-8	45	-8	-8	-8	-8	-8	15	3	2
	Total	114	-8	114	-8	-8	-8	-8	-8	49	14	6

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0

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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	219	0	219	0	0	0	0	0	85	9
	Female	222	0	222	0	0	0	0	0	74	7
	Total	441	0	441	0	0	0	0	0	159	16
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	53	0	53	0	0	0	0	0	0	3
	Female	65	0	65	0	0	0	0	0	3	0
	Total	118	0	118	0	0	0	0	0	3	3

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

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This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.2	20.9%
Teachers Teaching with Emergency or Provisional Credentials	6.7	10.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.3	12.9%

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2024.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	7	4%	-	-
Mathematics	7,386	2%	7	4%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	3%	-	-
Mathematics	7,293	2%	5	3%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	*	2%	-	-
Mathematics	6,825	2%	*	2%	-	-
Science	6,820	2%	*	2%	-	-
<b>Grade 6</b>						
Reading	6,480	2%	*	1%	-	-
Mathematics	6,481	2%	*	1%	-	-
<b>Grade 7</b>						
			230			
Reading	6,309	2%	5	2%	-	-
Mathematics	6,300	2%	5	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 8</b>						
Reading	6,168	1%	*	1%	-	-
Mathematics	6,162	2%	*	1%	-	-
Science	6,163	1%	*	1%	-	-
<b>End of Course</b>						
English I	6,032	1%	*	1%	*	1%
English II	5,771	1%	*	1%	*	1%
Algebra I	6,015	1%	*	1%	*	1%
Biology	6,041	1%	*	1%	*	1%
<b>All Grades</b>						
All Subjects	117,761	1%	74	2%	15	1%
Reading	52,275	1%	33	1%	7	1%
Mathematics	46,462	2%	30	2%	*	1%
Science	19,024	1%	11	1%	*	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	41%	-	41%	-	-	-	-	-	41%	32%	29%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	9%	-	9%	-	-	-	-	-	9%	*	7%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	40%	*	40%	*	-	-	-	-	41%	55%	41%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

State ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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State ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

State ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
235												

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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	75%	77%	<b>66%</b>	-	65%	*	-	-	-	-	65%	75%	50%	69%	62%	62%	69%	*	*	-	-
	CWD	51%	54%	<b>50%</b>	-	50%	-	-	-	-	-	50%	-	50%	-	52%	50%	50%	*	-	-	-
	CWOD	80%	82%	<b>69%</b>	-	68%	*	-	-	-	-	68%	75%	-	69%	64%	65%	71%	*	*	-	-
	EL	65%	70%	<b>62%</b>	-	62%	*	-	-	-	-	63%	50%	52%	64%	62%	61%	63%	*	*	-	-
	Male	73%	75%	<b>62%</b>	-	61%	*	-	-	238	-	61%	*	50%	65%	61%	62%	-	-	*	-	-
	Female	78%	79%	<b>69%</b>	-	69%	-	-	-	-	-	68%	78%	50%	71%	63%	-	69%	*	*	-	-

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	72%	75%	<b>71%</b>	-	71%	*	-	-	-	-	71%	75%	57%	74%	71%	72%	71%	*	*	-	-
	CWD	51%	53%	<b>57%</b>	-	57%	-	-	-	-	-	57%	-	57%	-	62%	67%	42%	*	-	-	-
	CWOD	76%	79%	<b>74%</b>	-	74%	*	-	-	-	-	74%	75%	-	74%	73%	74%	74%	*	*	-	-
	EL	67%	71%	<b>71%</b>	-	71%	*	-	-	-	-	72%	50%	62%	73%	71%	70%	72%	*	*	-	-
	Male	74%	77%	<b>72%</b>	-	72%	*	-	-	-	-	72%	*	67%	74%	70%	72%	-	-	*	-	-
	Female	70%	72%	<b>71%</b>	-	71%	-	-	-	-	-	70%	78%	42%	74%	72%	-	71%	*	*	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	78%	<b>57%</b>	-	57%	-	-	-	-	-	56%	67%	39%	60%	46%	54%	60%	*	40%	-	*
	CWD	51%	52%	<b>39%</b>	-	39%	-	-	-	-	-	40%	*	39%	-	29%	35%	46%	*	*	-	-
	CWOD	81%	83%	<b>60%</b>	-	60%	-	-	-	-	-	59%	72%	-	60%	49%	59%	62%	-	*	-	*
	EL	66%	69%	<b>46%</b>	-	46%	-	-	-	-	-	44%	58%	29%	49%	46%	39%	52%	-	40%	-	-
	Male	74%	76%	<b>54%</b>	-	54%	-	-	-	-	-	54%	63%	35%	59%	39%	54%	-	*	*	-	*
	Female	79%	80%	<b>60%</b>	-	60%	-	-	-	-	-	58%	69%	46%	62%	52%	-	60%	-	*	-	-
Mathematics	All Students	69%	73%	<b>63%</b>	-	63%	-	-	-	-	-	62%	76%	45%	67%	59%	65%	62%	*	60%	-	*
	CWD	44%	50%	<b>45%</b>	-	45%	-	-	-	-	-	43%	*	45%	-	52%	40%	54%	*	*	-	-
	CWOD	74%	77%	<b>67%</b>	-	67%	-	-	-	-	-	66%	78%	-	67%	60%	71%	63%	-	*	-	*
	EL	63%	67%	<b>59%</b>	-	59%	-	-	-	-	-	57%	75%	52%	60%	59%	60%	58%	-	60%	-	-
	Male	71%	75%	<b>65%</b>	-	65%	-	-	-	-	-	64%	75%	40%	71%	60%	65%	-	*	*	-	*
	Female	67%	70%	<b>62%</b>	-	62%	-	-	-	-	-	59%	77%	54%	63%	58%	-	62%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	80%	83%	<b>70%</b>	-	70%	-	-	-	-	-	70%	72%	42%	77%	63%	71%	70%	*	*	-	*
	CWD	49%	54%	<b>42%</b>	-	42%	-	-	-	-	-	39%	*	42%	-	28%	38%	50%	*	*	-	-
	CWOD	86%	88%	<b>77%</b>	-	77%	-	-	-	-	-	77%	73%	-	77%	71%	82%	73%	*	*	-	*
	EL	72%	76%	<b>63%</b>	-	63%	-	-	-	-	-	64%	55%	28%	71%	63%	63%	64%	*	*	-	*
	Male	77%	80%	<b>71%</b>	-	71%	-	-	-	-	-	70%	78%	38%	82%	63%	71%	-	*	-	-	-
	Female	83%	86%	<b>70%</b>	-	70%	-	-	-	-	-	70%	67%	50%	73%	64%	-	70%	*	*	-	*
Mathematics	All Students	79%	84%	<b>79%</b>	-	79%	-	-	-	-	-	79%	78%	71%	81%	74%	81%	77%	*	*	-	*
	CWD	59%	67%	<b>71%</b>	-	71%	-	-	-	-	-	73%	*	71%	-	64%	74%	67%	*	*	-	-
	CWOD	83%	87%	<b>81%</b>	-	81%	-	-	-	-	-	80%	87%	-	81%	76%	83%	79%	*	*	-	*
	EL	75%	80%	<b>74%</b>	-	74%	-	-	-	-	-	74%	73%	64%	76%	74%	76%	72%	*	*	-	*
	Male	79%	84%	<b>81%</b>	-	81%	-	-	-	-	-	79%	89%	74%	83%	76%	81%	-	*	-	-	-
	Female	79%	84%	<b>77%</b>	-	77%	-	-	-	-	-	78%	67%	67%	79%	72%	-	77%	*	*	-	*
Science	All Students	64%	67%	<b>59%</b>	-	59%	-	-	-	-	-	59%	61%	28%	66%	57%	68%	50%	*	*	-	*
	CWD	41%	45%	<b>28%</b>	-	28%	-	-	-	-	-	27%	*	28%	-	24%	42%	0%	*	*	-	-
	CWOD	68%	71%	<b>66%</b>	-	66%	-	-	-	-	-	66%	67%	-	66%	64%	77%	57%	*	*	-	*
	EL	52%	57%	<b>57%</b>	-	57%	-	-	-	-	-	58%	45%	24%	64%	57%	66%	49%	*	*	-	*
	Male	67%	70%	<b>68%</b>	-	68%	-	-	-	-	-	67%	78%	42%	77%	66%	68%	-	*	-	-	-
	Female	60%	63%	<b>50%</b>	-	50%	-	-	-	-	-	51%	44%	0%	57%	49%	-	50%	*	*	-	*

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Reading	All Students	75%	75%	<b>72%</b>	-	73%	*	-	-	-	-	72%	73%	31%	78%	64%	65%	81%	71%	100%	-	*
	CWD	45%	47%	<b>31%</b>	-	31%	-	-	-	-	-	24%	60%	31%	-	6%	28%	38%	*	-	-	-
	CWOD	81%	79%	<b>78%</b>	-	79%	*	-	-	-	-	79%	76%	-	78%	72%	72%	86%	83%	100%	-	*
	EL	62%	63%	<b>64%</b>	-	64%	*	-	-	-	-	66%	33%	6%	72%	64%	56%	74%	71%	*	-	*
	Male	72%	72%	<b>65%</b>	-	66%	*	-	-	-	-	65%	67%	28%	72%	56%	65%	-	67%	*	-	*
	Female	80%	78%	<b>81%</b>	-	81%	-	-	-	-	-	81%	86%	38%	86%	74%	-	81%	*	*	-	*
Mathematics	All Students	74%	73%	<b>78%</b>	-	78%	*	-	-	-	-	77%	86%	65%	80%	73%	78%	79%	71%	100%	-	*
	CWD	51%	53%	<b>65%</b>	-	65%	-	-	-	-	-	67%	60%	65%	-	56%	67%	63%	*	-	-	-
	CWOD	78%	76%	<b>80%</b>	-	80%	*	-	-	-	-	79%	94%	-	80%	76%	80%	81%	67%	100%	-	*
	EL	65%	65%	<b>73%</b>	-	73%	*	-	-	-	-	73%	78%	56%	76%	73%	73%	74%	71%	*	-	*
	Male	75%	74%	<b>78%</b>	-	77%	*	-	-	-	-	76%	87%	67%	80%	73%	78%	-	83%	*	-	*
	Female	73%	72%	<b>79%</b>	-	79%	-	-	-	-	-	78%	86%	63%	81%	74%	-	79%	*	*	-	*
<b>Grade 7</b>																						
Reading	All Students	77%	75%	<b>65%</b>	*	65%	*	-	-	-	-	63%	86%	32%	71%	59%	57%	73%	*	*	-	*
	CWD	45%	46%	<b>32%</b>	-	32%	-	-	-	-	-	32%	-	32%	-	23%	39%	18%	-	-	-	-
	CWOD	82%	80%	<b>71%</b>	*	71%	*	-	-	-	-	70%	86%	-	71%	66%	62%	80%	*	*	-	*
	EL	62%	60%	<b>59%</b>	-	59%	*	-	-	-	-	58%	78%	23%	66%	59%	51%	68%	*	*	-	-
	Male	73%	72%	<b>57%</b>	*	58%	-	-	-	-	-	56%	71%	39%	62%	51%	57%	-	*	*	-	-
	Female	81%	79%	<b>73%</b>	-	73%	*	-	-	-	-	71%	100%	18%	80%	68%	-	73%	*	*	-	*
Mathematics	All Students	61%	59%	<b>50%</b>	*	49%	*	-	-	-	-	50%	57%	34%	53%	45%	53%	47%	*	*	-	*
	CWD	37%	36%	<b>34%</b>	-	34%	-	-	-	-	-	34%	-	34%	-	33%	48%	8%	-	-	-	-
	CWOD	66%	62%	<b>53%</b>	*	52%	*	-	-	-	-	53%	57%	-	53%	47%	54%	52%	*	*	-	*
	EL	47%	47%	<b>45%</b>	-	44%	*	-	-	-	-	43%	67%	33%	47%	45%	48%	41%	*	*	-	-
	Male	62%	61%	<b>53%</b>	*	52%	-	-	-	-	-	51%	71%	48%	54%	48%	53%	-	*	*	-	-
	Female	60%	56%	<b>47%</b>	-	47%	*	-	-	-	-	47%	43%	8%	52%	41%	-	47%	*	*	-	*
<b>Grade 8</b>																						
Reading	All Students	82%	83%	<b>76%</b>	-	77%	*	-	-	-	-	76%	79%	44%	82%	70%	70%	82%	*	*	-	*
	CWD	51%	53%	<b>44%</b>	-	44%	-	-	-	-	-	42%	*	44%	-	40%	38%	53%	-	-	-	-
	CWOD	86%	87%	<b>82%</b>	-	83%	*	-	-	-	-	82%	81%	-	82%	76%	78%	86%	*	*	-	*
	EL	68%	70%	<b>70%</b>	-	71%	-	-	-	-	-	72%	57%	40%	76%	70%	65%	76%	*	*	-	-
	Male	78%	79%	<b>70%</b>	-	70%	*	-	-	-	-	68%	89%	38%	78%	65%	70%	-	*	-	-	-
	Female	86%	87%	<b>82%</b>	-	83%	-	-	-	-	-	83%	75%	53%	86%	76%	-	82%	-	*	-	*
Mathematics	All Students	74%	74%	<b>76%</b>	-	77%	*	-	-	-	-	78%	58%	59%	80%	74%	70%	82%	*	*	-	*
	CWD	48%	49%	<b>59%</b>	-	59%	-	-	-	-	-	62%	*	59%	-	63%	50%	73%	-	-	-	-
	CWOD	79%	79%	<b>80%</b>	-	80%	*	-	-	-	-	81%	59%	-	80%	76%	76%	83%	*	*	-	*
	EL	64%	67%	<b>74%</b>	-	74%	-	-	-	-	-	75%	50%	63%	76%	74%	69%	78%	*	*	-	-
	Male	73%	73%	<b>70%</b>	-	70%	*	-	-	-	-	71%	57%	50%	76%	69%	70%	-	*	-	-	-
	Female	76%	76%	<b>82%</b>	-	82%	-	-	-	-	-	85%	54%	73%	83%	78%	-	82%	-	*	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	73%	74%	<b>58%</b>	-	58%	*	-	-	-	-	57%	66%	32%	63%	52%	57%	59%	*	*	-	*	
	CWD	45%	46%	<b>32%</b>	-	32%	-	-	-	-	-	32%	*	32%	-	30%	38%	20%	-	-	-	-	
	CWOD	76%	78%	<b>63%</b>	-	63%	*	-	-	-	-	62%	69%	-	63%	56%	62%	64%	*	*	-	*	
	EL	56%	60%	<b>52%</b>	-	52%	-	-	-	-	-	53%	43%	30%	56%	52%	51%	54%	*	*	-	-	
	Male	73%	75%	<b>57%</b>	-	57%	*	-	-	-	-	56%	78%	38%	62%	51%	57%	-	*	-	-	-	
	Female	72%	73%	<b>59%</b>	-	60%	-	-	-	-	-	59%	60%	20%	64%	54%	-	59%	-	*	-	-	*
<b>End of Course</b>																							
English I	All Students	70%	67%	<b>57%</b>	-	57%	*	-	-	-	-	57%	63%	30%	62%	50%	50%	67%	*	0%	-	*	
	CWD	37%	38%	<b>30%</b>	-	30%	-	-	-	-	-	30%	*	30%	-	21%	31%	27%	-	-	-	-	
	CWOD	75%	71%	<b>62%</b>	-	62%	*	-	-	-	-	61%	67%	-	62%	54%	54%	72%	*	0%	-	*	
	EL	49%	49%	<b>50%</b>	-	50%	-	-	-	-	-	50%	47%	21%	54%	50%	42%	59%	*	0%	-	*	
	Male	65%	62%	<b>50%</b>	-	50%	-	-	-	-	-	51%	40%	31%	54%	42%	50%	-	*	*	-	*	
	Female	76%	72%	<b>67%</b>	-	66%	*	-	-	-	-	65%	81%	27%	72%	59%	-	67%	*	*	-	-	*
English II	All Students	73%	70%	<b>63%</b>	*	63%	-	-	-	-	-	62%	74%	33%	66%	54%	60%	66%	*	38%	-	60%	
	CWD	39%	38%	<b>33%</b>	-	33%	-	-	-	-	-	35%	*	33%	-	32%	44%	25%	-	-	-	-	
	CWOD	77%	75%	<b>66%</b>	*	65%	-	-	-	-	-	65%	77%	-	66%	56%	61%	72%	*	38%	-	60%	
	EL	48%	49%	<b>54%</b>	-	54%	-	-	-	-	-	55%	44%	32%	56%	54%	51%	57%	*	38%	-	*	
	Male	68%	67%	<b>60%</b>	-	60%	-	-	-	-	-	58%	75%	44%	61%	51%	60%	-	*	*	-	-	*
	Female	78%	75%	<b>66%</b>	*	66%	-	-	-	-	-	66%	67%	25%	72%	57%	-	66%	*	*	-	-	*
Algebra I	All Students	77%	84%	<b>75%</b>	*	75%	*	-	-	-	-	75%	76%	59%	78%	74%	69%	83%	*	*	-	80%	
	CWD	52%	63%	<b>59%</b>	-	59%	-	-	-	-	-	57%	*	59%	-	59%	55%	65%	-	-	-	-	
	CWOD	81%	87%	<b>78%</b>	*	79%	*	-	-	-	-	78%	77%	-	78%	77%	72%	85%	*	*	-	80%	
	EL	69%	79%	<b>74%</b>	-	74%	-	-	-	-	-	74%	71%	59%	77%	74%	66%	84%	-	*	-	-	*
	Male	74%	81%	<b>69%</b>	*	69%	-	-	-	-	-	69%	68%	55%	72%	66%	69%	-	*	*	-	-	*
	Female	81%	87%	<b>83%</b>	-	83%	*	-	-	-	-	82%	84%	65%	85%	84%	-	83%	*	*	-	-	*
Biology	All Students	87%	87%	<b>80%</b>	-	80%	*	-	-	-	-	79%	88%	63%	83%	77%	80%	79%	*	50%	-	*	
	CWD	67%	67%	<b>63%</b>	-	63%	-	-	-	-	-	63%	*	63%	-	60%	70%	47%	-	-	-	-	
	CWOD	90%	90%	<b>83%</b>	-	83%	*	-	-	-	-	82%	91%	-	83%	80%	82%	83%	*	50%	-	*	
	EL	75%	79%	<b>77%</b>	-	77%	-	-	-	-	-	76%	86%	60%	80%	77%	77%	76%	*	50%	-	-	*
	Male	85%	86%	<b>80%</b>	-	80%	-	-	-	-	-	79%	100%	70%	82%	77%	80%	-	-	-	*	-	-
	Female	89%	89%	<b>79%</b>	-	80%	*	-	-	-	-	79%	71%	47%	83%	76%	-	79%	*	*	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	49%	51%	<b>36%</b>	-	37%	*	-	-	-	-	34%	67%	23%	39%	33%	27%	44%	*	*	-	-	
	CWD	28%	30%	<b>23%</b>	-	23%	-	-	-	-	-	23%	-	23%	-	29%	28%	17%	*	-	-	-	
	CWOD	53%	55%	<b>39%</b>	-	39%	*	-	-	-	-	37%	67%	-	39%	33%	26%	48%	*	*	-	-	
	EL	37%	40%	<b>33%</b>	-	33%	*	-	-	-	-	33%	33%	29%	33%	33%	24%	41%	*	*	-	-	
	Male	46%	48%	<b>27%</b>	-	27%	*	-	-	-	-	25%	*	28%	26%	24%	27%	-	-	-	*	-	-
	Female	53%	53%	<b>44%</b>	-	44%	-	-	-	-	-	42%	67%	17%	48%	41%	-	44%	*	*	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	44%	44%	<b>29%</b>	-	29%	*	-	-	-	-	28%	50%	30%	29%	27%	31%	27%	*	*	-	-
	CWD	28%	30%	<b>30%</b>	-	30%	-	-	-	-	-	30%	-	30%	-	38%	39%	17%	*	-	-	-
	CWOD	47%	47%	<b>29%</b>	-	29%	*	-	-	-	-	27%	50%	-	29%	25%	29%	29%	*	*	-	-
	EL	35%	37%	<b>27%</b>	-	28%	*	-	-	-	-	28%	17%	38%	25%	27%	28%	26%	*	*	-	-
	Male	47%	49%	<b>31%</b>	-	32%	*	-	-	-	-	30%	*	39%	29%	28%	31%	-	-	*	-	-
	Female	40%	39%	<b>27%</b>	-	27%	-	-	-	-	-	26%	44%	17%	29%	26%	-	27%	*	*	-	-
<b>Grade 4</b>																						
Reading	All Students	47%	48%	<b>24%</b>	-	24%	-	-	-	-	-	23%	33%	24%	24%	14%	26%	21%	*	20%	-	*
	CWD	25%	27%	<b>24%</b>	-	24%	-	-	-	-	-	23%	*	24%	-	19%	10%	46%	*	*	-	-
	CWOD	51%	52%	<b>24%</b>	-	24%	-	-	-	-	-	23%	33%	-	24%	13%	30%	17%	-	*	-	*
	EL	35%	36%	<b>14%</b>	-	14%	-	-	-	-	-	13%	25%	19%	13%	14%	13%	14%	-	20%	-	-
	Male	44%	46%	<b>26%</b>	-	26%	-	-	-	-	-	25%	38%	10%	30%	13%	26%	-	*	*	-	*
	Female	50%	50%	<b>21%</b>	-	21%	-	-	-	-	-	20%	31%	46%	17%	14%	-	21%	-	*	-	-
Mathematics	All Students	47%	48%	<b>36%</b>	-	36%	-	-	-	-	-	34%	48%	30%	37%	30%	42%	29%	*	20%	-	*
	CWD	27%	30%	<b>30%</b>	-	30%	-	-	-	-	-	30%	*	30%	-	29%	25%	38%	*	*	-	-
	CWOD	51%	52%	<b>37%</b>	-	37%	-	-	-	-	-	35%	50%	-	37%	30%	46%	27%	-	*	-	*
	EL	39%	41%	<b>30%</b>	-	30%	-	-	-	-	-	29%	42%	29%	30%	30%	34%	26%	-	20%	-	-
	Male	50%	53%	<b>42%</b>	-	42%	-	-	-	-	-	40%	63%	25%	46%	34%	42%	-	*	*	-	*
	Female	43%	43%	<b>29%</b>	-	29%	-	-	-	-	-	27%	38%	38%	27%	26%	-	29%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	56%	58%	<b>42%</b>	-	42%	-	-	-	-	-	40%	56%	22%	46%	34%	48%	36%	*	*	-	*
	CWD	27%	29%	<b>22%</b>	-	22%	-	-	-	-	-	18%	*	22%	-	12%	33%	0%	*	*	-	-
	CWOD	61%	63%	<b>46%</b>	-	46%	-	-	-	-	-	45%	53%	-	46%	39%	54%	40%	*	*	-	*
	EL	43%	47%	<b>34%</b>	-	34%	-	-	-	-	-	34%	27%	12%	39%	34%	42%	27%	*	*	-	*
	Male	51%	53%	<b>48%</b>	-	48%	-	-	-	-	-	45%	78%	33%	54%	42%	48%	-	*	-	-	-
	Female	60%	62%	<b>36%</b>	-	36%	-	-	-	-	-	36%	33%	0%	40%	27%	-	36%	*	*	-	*
Mathematics	All Students	50%	52%	<b>43%</b>	-	43%	-	-	-	-	-	44%	33%	23%	47%	38%	45%	42%	*	*	-	*
	CWD	28%	31%	<b>23%</b>	-	23%	-	-	-	-	-	21%	*	23%	-	16%	35%	0%	*	*	-	-
	CWOD	54%	56%	<b>47%</b>	-	47%	-	-	-	-	-	49%	33%	-	47%	43%	48%	47%	*	*	-	*
	EL	43%	46%	<b>38%</b>	-	38%	-	-	-	-	-	40%	18%	16%	43%	38%	42%	36%	*	*	-	*
	Male	52%	54%	<b>45%</b>	-	45%	-	-	-	-	-	43%	56%	35%	48%	42%	45%	-	*	-	-	-
	Female	48%	50%	<b>42%</b>	-	42%	-	-	-	-	-	44%	11%	0%	47%	36%	-	42%	*	*	-	*
Science	All Students	35%	34%	<b>28%</b>	-	28%	-	-	-	-	-	28%	33%	14%	31%	27%	37%	21%	*	*	-	*
	CWD	23%	23%	<b>14%</b>	-	14%	-	-	-	-	-	12%	*	14%	-	12%	21%	0%	*	*	-	-
	CWOD	37%	36%	<b>31%</b>	-	31%	-	-	-	-	-	31%	33%	-	31%	30%	42%	23%	*	*	-	*
	EL	22%	24%	<b>27%</b>	-	27%	-	-	-	-	-	27%	18%	12%	30%	27%	34%	21%	*	*	-	*
	Male	39%	39%	<b>37%</b>	-	37%	-	-	-	-	-	35%	56%	21%	42%	34%	37%	-	*	-	-	-
	Female	30%	29%	<b>21%</b>	-	21%	-	-	-	-	-	21%	11%	0%	23%	21%	-	21%	*	*	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	51%	47%	<b>38%</b>	-	38%	*	-	-	-	-	35%	55%	8%	42%	27%	31%	46%	43%	40%	-	*
	CWD	24%	24%	<b>8%</b>	-	8%	-	-	-	-	-	0%	40%	8%	-	0%	6%	13%	*	-	-	-
	CWOD	56%	50%	<b>42%</b>	-	43%	*	-	-	-	-	40%	59%	-	42%	30%	36%	49%	50%	40%	-	*
	EL	34%	31%	<b>27%</b>	-	27%	*	-	-	-	-	27%	22%	0%	30%	27%	21%	35%	43%	*	-	*
	Male	47%	43%	<b>31%</b>	-	32%	*	-	-	-	-	29%	47%	6%	36%	21%	31%	-	50%	*	-	*
	Female	56%	51%	<b>46%</b>	-	46%	-	-	-	-	-	44%	71%	13%	49%	35%	-	46%	*	*	-	*
Mathematics	All Students	38%	32%	<b>32%</b>	-	33%	*	-	-	-	-	30%	55%	23%	34%	25%	37%	27%	14%	40%	-	*
	CWD	22%	22%	<b>23%</b>	-	23%	-	-	-	-	-	14%	60%	23%	-	6%	28%	13%	*	-	-	-
	CWOD	41%	34%	<b>34%</b>	-	34%	*	-	-	-	-	32%	53%	-	34%	28%	38%	29%	17%	40%	-	*
	EL	26%	23%	<b>25%</b>	-	25%	*	-	-	-	-	26%	11%	6%	28%	25%	31%	17%	14%	*	-	*
	Male	41%	35%	<b>37%</b>	-	37%	*	-	-	-	-	34%	53%	28%	38%	31%	37%	-	17%	*	-	*
	Female	36%	29%	<b>27%</b>	-	27%	-	-	-	-	-	24%	57%	13%	29%	17%	-	27%	*	*	-	*
<b>Grade 7</b>																						
Reading	All Students	53%	49%	<b>31%</b>	*	31%	*	-	-	-	-	31%	29%	24%	32%	24%	25%	36%	*	*	-	*
	CWD	24%	23%	<b>24%</b>	-	24%	-	-	-	-	-	24%	-	24%	-	19%	35%	0%	-	-	-	-
	CWOD	58%	53%	<b>32%</b>	*	32%	*	-	-	-	-	32%	29%	-	32%	25%	23%	40%	*	*	-	*
	EL	33%	30%	<b>24%</b>	-	23%	*	-	-	-	-	25%	11%	19%	25%	24%	19%	29%	*	*	-	-
	Male	49%	46%	<b>25%</b>	*	26%	-	-	-	-	-	25%	29%	35%	23%	19%	25%	-	*	*	-	-
	Female	57%	53%	<b>36%</b>	-	36%	*	-	-	-	-	37%	29%	0%	40%	29%	-	36%	*	*	-	*
Mathematics	All Students	36%	32%	<b>18%</b>	*	18%	*	-	-	-	-	18%	7%	17%	18%	12%	17%	19%	*	*	-	*
	CWD	20%	18%	<b>17%</b>	-	17%	-	-	-	-	-	17%	-	17%	-	15%	26%	0%	-	-	-	-
	CWOD	39%	34%	<b>18%</b>	*	18%	*	-	-	-	-	19%	7%	-	18%	11%	14%	21%	*	*	-	*
	EL	22%	21%	<b>12%</b>	-	11%	*	-	-	-	-	13%	0%	15%	11%	12%	13%	10%	*	*	-	-
	Male	38%	36%	<b>17%</b>	*	17%	-	-	-	-	-	17%	14%	26%	14%	13%	17%	-	*	*	-	-
	Female	34%	28%	<b>19%</b>	-	18%	*	-	-	-	-	20%	0%	0%	21%	10%	-	19%	*	*	-	*
<b>Grade 8</b>																						
Reading	All Students	56%	56%	<b>42%</b>	-	43%	*	-	-	-	-	41%	59%	17%	47%	32%	37%	47%	*	*	-	*
	CWD	24%	24%	<b>17%</b>	-	17%	-	-	-	-	-	18%	*	17%	-	10%	19%	13%	-	-	-	-
	CWOD	61%	61%	<b>47%</b>	-	48%	*	-	-	-	-	45%	65%	-	47%	37%	42%	51%	*	*	-	*
	EL	34%	36%	<b>32%</b>	-	32%	-	-	-	-	-	33%	29%	10%	37%	32%	27%	37%	*	*	-	-
	Male	50%	51%	<b>37%</b>	-	38%	*	-	-	-	-	36%	56%	19%	42%	27%	37%	-	*	-	-	-
	Female	62%	61%	<b>47%</b>	-	47%	-	-	-	-	-	45%	60%	13%	51%	37%	-	47%	-	*	-	*
Mathematics	All Students	45%	40%	<b>32%</b>	-	31%	*	-	-	-	-	31%	37%	11%	36%	29%	32%	32%	*	*	-	*
	CWD	24%	23%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	11%	-	7%	14%	7%	-	-	-	-
	CWOD	48%	43%	<b>36%</b>	-	36%	*	-	-	-	-	35%	41%	-	36%	34%	37%	35%	*	*	-	*
	EL	31%	30%	<b>29%</b>	-	30%	-	-	-	-	-	30%	17%	7%	34%	29%	31%	28%	*	*	-	-
	Male	44%	41%	<b>32%</b>	-	31%	*	-	-	-	-	32%	29%	14%	37%	31%	32%	-	*	-	-	-
	Female	45%	40%	<b>32%</b>	-	32%	-	-	-	-	-	31%	38%	7%	35%	28%	-	32%	-	*	-	*

Texas Education Agency  
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 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	46%	44%	27%	-	27%	*	-	-	-	-	25%	45%	10%	30%	22%	30%	25%	*	*	-	*
	CWD	24%	23%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	7%	12%	7%	-	-	-	-
	CWOD	49%	47%	30%	-	31%	*	-	-	-	-	28%	50%	-	30%	25%	35%	27%	*	*	-	*
	EL	26%	28%	22%	-	22%	-	-	-	-	-	22%	21%	7%	25%	22%	26%	19%	*	*	-	-
	Male	48%	47%	30%	-	30%	*	-	-	-	-	30%	33%	12%	35%	26%	30%	-	*	-	-	-
	Female	43%	41%	25%	-	25%	-	-	-	-	-	20%	50%	7%	27%	19%	-	25%	-	*	-	*
<b>End of Course</b>																						
English I	All Students	50%	44%	32%	-	31%	*	-	-	-	-	31%	43%	13%	35%	25%	24%	41%	*	0%	-	*
	CWD	20%	17%	13%	-	13%	-	-	-	-	-	11%	*	13%	-	5%	14%	9%	-	-	-	-
	CWOD	54%	48%	35%	-	34%	*	-	-	-	-	34%	44%	-	35%	28%	26%	45%	*	0%	-	*
	EL	26%	23%	25%	-	25%	-	-	-	-	-	25%	27%	5%	28%	25%	19%	33%	*	0%	-	*
	Male	44%	39%	24%	-	24%	-	-	-	-	-	24%	27%	14%	26%	19%	24%	-	*	*	-	*
	Female	57%	50%	41%	-	41%	*	-	-	-	-	40%	56%	9%	45%	33%	-	41%	*	*	-	*
English II	All Students	53%	49%	33%	*	33%	-	-	-	-	-	32%	44%	8%	36%	18%	29%	38%	*	25%	-	20%
	CWD	22%	19%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	13%	5%	-	-	-	-
	CWOD	57%	53%	36%	*	35%	-	-	-	-	-	35%	46%	-	36%	20%	30%	42%	*	25%	-	20%
	EL	23%	22%	18%	-	18%	-	-	-	-	-	18%	22%	0%	20%	18%	17%	19%	*	25%	-	*
	Male	47%	44%	29%	-	29%	-	-	-	-	-	28%	38%	13%	30%	17%	29%	-	*	*	-	*
	Female	60%	54%	38%	*	38%	-	-	-	-	-	37%	50%	5%	42%	19%	-	38%	*	*	-	*
Algebra I	All Students	42%	46%	28%	*	28%	*	-	-	-	-	27%	37%	17%	30%	26%	23%	35%	*	*	-	40%
	CWD	19%	23%	17%	-	17%	-	-	-	-	-	16%	*	17%	-	10%	24%	5%	-	-	-	-
	CWOD	45%	49%	30%	*	30%	*	-	-	-	-	29%	37%	-	30%	29%	23%	39%	*	*	-	40%
	EL	29%	36%	26%	-	26%	-	-	-	-	-	26%	29%	10%	29%	26%	21%	32%	-	*	-	*
	Male	40%	43%	23%	*	22%	-	-	-	-	-	23%	16%	24%	23%	21%	23%	-	*	*	-	*
	Female	44%	49%	35%	-	35%	*	-	-	-	-	32%	58%	5%	39%	32%	-	35%	*	*	-	*
Biology	All Students	54%	48%	33%	-	33%	*	-	-	-	-	32%	46%	16%	36%	24%	30%	35%	*	0%	-	*
	CWD	27%	22%	16%	-	16%	-	-	-	-	-	15%	*	16%	-	10%	19%	11%	-	-	-	-
	CWOD	58%	52%	36%	-	35%	*	-	-	-	-	35%	45%	-	36%	27%	33%	38%	*	0%	-	*
	EL	29%	27%	24%	-	24%	-	-	-	-	-	23%	36%	10%	27%	24%	22%	27%	*	0%	-	*
	Male	53%	47%	30%	-	30%	-	-	-	-	-	30%	45%	19%	33%	22%	30%	-	-	*	-	-
	Female	55%	49%	35%	-	35%	*	-	-	-	-	35%	43%	11%	38%	27%	-	35%	*	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	19%	20%	13%	-	13%	*	-	-	-	-	12%	33%	3%	15%	12%	8%	17%	*	*	-	-
	CWD	7%	7%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	5%	0%	8%	*	-	-	-
	CWOD	22%	23%	15%	-	15%	*	-	-	-	-	13%	33%	-	15%	13%	10%	18%	*	*	-	-
	EL	13%	15%	12%	-	12%	*	-	-	-	-	12%	0%	5%	13%	12%	6%	18%	*	*	-	-
	Male	17%	18%	8%	-	8%	*	-	-	-	-	8%	*	0%	10%	6%	8%	-	-	*	-	-
	Female	22%	22%	17%	-	17%	-	-	-	-	-	14%	44%	8%	18%	18%	-	17%	*	*	-	-

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	18%	16%	10%	-	10%	*	-	-	-	-	9%	33%	3%	12%	10%	9%	11%	*	*	-	-
	CWD	9%	9%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	5%	0%	8%	*	-	-	-
	CWOD	20%	17%	12%	-	12%	*	-	-	-	-	10%	33%	-	12%	11%	12%	12%	*	*	-	-
	EL	12%	12%	10%	-	10%	*	-	-	-	-	9%	17%	5%	11%	10%	6%	13%	*	*	-	-
	Male	21%	19%	9%	-	9%	*	-	-	-	-	7%	*	0%	12%	6%	9%	-	-	*	-	-
	Female	15%	12%	11%	-	11%	-	-	-	-	-	10%	22%	8%	12%	13%	-	11%	*	*	-	-
<b>Grade 4</b>																						
Reading	All Students	21%	20%	4%	-	4%	-	-	-	-	-	3%	10%	3%	4%	1%	3%	5%	*	0%	-	*
	CWD	7%	8%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	8%	*	*	-	-
	CWOD	24%	22%	4%	-	4%	-	-	-	-	-	3%	11%	-	4%	2%	4%	5%	-	*	-	*
	EL	12%	13%	1%	-	1%	-	-	-	-	-	1%	8%	0%	2%	1%	1%	1%	-	0%	-	-
	Male	19%	18%	3%	-	3%	-	-	-	-	-	3%	0%	0%	4%	1%	3%	-	*	*	-	*
	Female	23%	21%	5%	-	5%	-	-	-	-	-	4%	15%	8%	5%	1%	-	5%	-	*	-	-
Mathematics	All Students	21%	19%	11%	-	11%	-	-	-	-	-	11%	14%	3%	13%	7%	13%	10%	*	0%	-	*
	CWD	8%	9%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	0%	8%	*	*	-	-
	CWOD	24%	21%	13%	-	13%	-	-	-	-	-	12%	17%	-	13%	8%	16%	10%	-	*	-	*
	EL	15%	13%	7%	-	7%	-	-	-	-	-	6%	8%	0%	8%	7%	6%	7%	-	0%	-	-
	Male	24%	23%	13%	-	13%	-	-	-	-	-	13%	13%	0%	16%	6%	13%	-	*	*	-	*
	Female	18%	15%	10%	-	10%	-	-	-	-	-	9%	15%	8%	10%	7%	-	10%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	28%	27%	15%	-	15%	-	-	-	-	-	14%	28%	6%	17%	9%	15%	16%	*	*	-	*
	CWD	8%	8%	6%	-	6%	-	-	-	-	-	3%	*	6%	-	0%	8%	0%	*	*	-	-
	CWOD	31%	31%	17%	-	17%	-	-	-	-	-	17%	27%	-	17%	11%	17%	18%	*	*	-	*
	EL	17%	18%	9%	-	9%	-	-	-	-	-	9%	18%	0%	11%	9%	11%	8%	*	*	-	*
	Male	24%	23%	15%	-	15%	-	-	-	-	-	12%	44%	8%	17%	11%	15%	-	*	-	-	-
	Female	32%	31%	16%	-	16%	-	-	-	-	-	16%	11%	0%	18%	8%	-	16%	*	*	-	*
Mathematics	All Students	21%	18%	9%	-	9%	-	-	-	-	-	8%	22%	6%	10%	7%	10%	8%	*	*	-	*
	CWD	8%	8%	6%	-	6%	-	-	-	-	-	3%	*	6%	-	0%	9%	0%	*	*	-	-
	CWOD	23%	20%	10%	-	10%	-	-	-	-	-	9%	20%	-	10%	8%	10%	10%	*	*	-	*
	EL	14%	13%	7%	-	7%	-	-	-	-	-	6%	18%	0%	8%	7%	6%	7%	*	*	-	*
	Male	23%	21%	10%	-	10%	-	-	-	-	-	6%	44%	9%	10%	6%	10%	-	*	-	-	-
	Female	19%	16%	8%	-	8%	-	-	-	-	-	9%	0%	0%	10%	7%	-	8%	*	*	-	*
Science	All Students	15%	14%	9%	-	9%	-	-	-	-	-	9%	17%	0%	11%	10%	12%	7%	*	*	-	*
	CWD	7%	7%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	16%	15%	11%	-	11%	-	-	-	-	-	11%	20%	-	11%	12%	15%	8%	*	*	-	*
	EL	7%	7%	10%	-	10%	-	-	-	-	-	9%	18%	0%	12%	10%	10%	10%	*	*	-	*
	Male	18%	16%	12%	-	12%	-	-	-	-	-	9%	33%	0%	15%	10%	12%	-	*	-	-	-
	Female	12%	11%	7%	-	7%	-	-	-	-	-	8%	0%	0%	8%	10%	-	7%	*	*	-	*

Texas Education Agency  
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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	22%	16%	10%	-	10%	*	-	-	-	-	7%	27%	0%	11%	3%	4%	16%	0%	20%	-	*	
	CWD	7%	8%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	24%	18%	11%	-	11%	*	-	-	-	-	8%	35%	-	11%	3%	5%	18%	0%	20%	-	*	
	EL	10%	8%	3%	-	3%	*	-	-	-	-	2%	11%	0%	3%	3%	0%	7%	0%	*	-	*	
	Male	19%	14%	4%	-	5%	*	-	-	-	-	3%	13%	0%	5%	0%	4%	-	0%	*	-	*	
	Female	24%	18%	16%	-	16%	-	-	-	-	-	13%	57%	0%	18%	7%	-	16%	*	*	-	-	*
Mathematics	All Students	15%	10%	7%	-	7%	*	-	-	-	-	5%	23%	8%	7%	5%	5%	9%	0%	0%	-	*	
	CWD	8%	8%	8%	-	8%	-	-	-	-	-	0%	40%	8%	-	0%	6%	13%	*	-	-	-	
	CWOD	16%	10%	7%	-	7%	*	-	-	-	-	6%	18%	-	7%	6%	5%	9%	0%	0%	-	*	
	EL	8%	6%	5%	-	5%	*	-	-	-	-	6%	0%	0%	6%	5%	4%	7%	0%	*	-	*	
	Male	17%	11%	5%	-	5%	*	-	-	-	-	3%	20%	6%	5%	4%	5%	-	0%	*	-	-	*
	Female	13%	8%	9%	-	9%	-	-	-	-	-	8%	29%	13%	9%	7%	-	9%	*	*	-	-	*
<b>Grade 7</b>																							
Reading	All Students	26%	21%	6%	*	6%	*	-	-	-	-	6%	7%	3%	7%	2%	4%	10%	*	*	-	*	
	CWD	7%	7%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	0%	4%	0%	-	-	-	-	
	CWOD	29%	23%	7%	*	7%	*	-	-	-	-	7%	7%	-	7%	2%	3%	11%	*	*	-	*	
	EL	11%	8%	2%	-	1%	*	-	-	-	-	2%	0%	0%	2%	2%	1%	3%	*	*	-	-	
	Male	23%	19%	4%	*	4%	-	-	-	-	-	3%	14%	4%	3%	1%	4%	-	*	*	-	-	
	Female	30%	22%	10%	-	9%	*	-	-	-	-	10%	0%	0%	11%	3%	-	10%	*	*	-	-	*
Mathematics	All Students	11%	8%	4%	*	4%	*	-	-	-	-	3%	7%	6%	3%	2%	4%	3%	*	*	-	*	
	CWD	7%	7%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	4%	9%	0%	-	-	-	-	
	CWOD	12%	8%	3%	*	3%	*	-	-	-	-	3%	7%	-	3%	1%	3%	3%	*	*	-	*	
	EL	5%	4%	2%	-	2%	*	-	-	-	-	2%	0%	4%	1%	2%	2%	1%	*	*	-	-	
	Male	12%	10%	4%	*	4%	-	-	-	-	-	4%	14%	9%	3%	2%	4%	-	*	*	-	-	
	Female	10%	6%	3%	-	3%	*	-	-	-	-	3%	0%	0%	3%	1%	-	3%	*	*	-	-	*
<b>Grade 8</b>																							
Reading	All Students	27%	24%	13%	-	13%	*	-	-	-	-	10%	38%	5%	14%	5%	10%	15%	*	*	-	*	
	CWD	7%	8%	5%	-	5%	-	-	-	-	-	5%	*	5%	-	0%	8%	0%	-	-	-	-	
	CWOD	30%	27%	14%	-	14%	*	-	-	-	-	11%	42%	-	14%	6%	11%	17%	*	*	-	*	
	EL	10%	10%	5%	-	5%	-	-	-	-	-	4%	14%	0%	6%	5%	1%	9%	*	*	-	-	
	Male	23%	20%	10%	-	10%	*	-	-	-	-	9%	22%	8%	11%	1%	10%	-	*	-	-	-	
	Female	32%	28%	15%	-	15%	-	-	-	-	-	10%	45%	0%	17%	9%	-	15%	-	*	-	-	*
Mathematics	All Students	17%	11%	4%	-	4%	*	-	-	-	-	4%	5%	8%	3%	3%	4%	4%	*	*	-	*	
	CWD	8%	9%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	7%	9%	7%	-	-	-	-	
	CWOD	18%	11%	3%	-	3%	*	-	-	-	-	2%	6%	-	3%	2%	3%	3%	*	*	-	*	
	EL	8%	5%	3%	-	3%	-	-	-	-	-	3%	0%	7%	2%	3%	1%	4%	*	*	-	-	
	Male	17%	11%	4%	-	4%	*	-	-	-	-	4%	0%	9%	3%	1%	4%	-	*	-	-	-	
	Female	16%	10%	4%	-	4%	-	-	-	-	-	3%	8%	7%	3%	4%	-	4%	-	*	-	-	*

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	16%	13%	9%	-	9%	*	-	-	-	-	7%	21%	7%	9%	7%	10%	7%	*	*	-	*
	CWD	6%	7%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	3%	12%	0%	-	-	-	-
	CWOD	18%	14%	9%	-	9%	*	-	-	-	-	7%	23%	-	9%	7%	10%	8%	*	*	-	*
	EL	5%	5%	7%	-	7%	-	-	-	-	-	6%	14%	3%	7%	7%	7%	6%	*	*	-	-
	Male	18%	15%	10%	-	10%	*	-	-	-	-	10%	11%	12%	10%	7%	10%	-	*	-	-	-
	Female	14%	11%	7%	-	7%	-	-	-	-	-	4%	25%	0%	8%	6%	-	7%	-	*	-	-
<b>End of Course</b>																						
English I	All Students	13%	9%	4%	-	3%	*	-	-	-	-	3%	10%	5%	4%	0%	3%	4%	*	0%	-	*
	CWD	5%	4%	5%	-	5%	-	-	-	-	-	3%	*	5%	-	0%	7%	0%	-	-	-	-
	CWOD	14%	10%	4%	-	3%	*	-	-	-	-	3%	7%	-	4%	0%	3%	5%	*	0%	-	*
	EL	2%	1%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	10%	7%	3%	-	3%	-	-	-	-	-	3%	13%	7%	3%	0%	3%	-	*	*	-	*
	Female	16%	11%	4%	-	4%	*	-	-	-	-	4%	6%	0%	5%	0%	-	4%	*	*	-	*
English II	All Students	8%	5%	4%	*	4%	-	-	-	-	-	3%	7%	3%	4%	0%	4%	4%	*	0%	-	0%
	CWD	5%	4%	3%	-	3%	-	-	-	-	-	3%	*	3%	-	0%	6%	0%	-	-	-	-
	CWOD	9%	6%	4%	*	4%	-	-	-	-	-	4%	8%	-	4%	0%	3%	4%	*	0%	-	0%
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	7%	4%	4%	-	4%	-	-	-	-	-	3%	13%	6%	3%	0%	4%	-	*	*	-	*
	Female	10%	7%	4%	*	4%	-	-	-	-	-	4%	0%	0%	4%	0%	-	4%	*	*	-	*
Algebra I	All Students	22%	21%	12%	*	12%	*	-	-	-	-	11%	24%	10%	13%	9%	11%	14%	*	*	-	20%
	CWD	7%	7%	10%	-	10%	-	-	-	-	-	9%	*	10%	-	2%	13%	5%	-	-	-	-
	CWOD	24%	23%	13%	*	13%	*	-	-	-	-	11%	23%	-	13%	10%	10%	15%	*	*	-	20%
	EL	12%	14%	9%	-	9%	-	-	-	-	-	9%	12%	2%	10%	9%	8%	10%	-	*	-	*
	Male	22%	21%	11%	*	11%	-	-	-	-	-	10%	16%	13%	10%	8%	11%	-	*	*	-	*
	Female	23%	22%	14%	-	14%	*	-	-	-	-	12%	32%	5%	15%	10%	-	14%	*	*	-	*
Biology	All Students	20%	13%	9%	-	9%	*	-	-	-	-	9%	8%	4%	10%	4%	9%	8%	*	0%	-	*
	CWD	7%	5%	4%	-	4%	-	-	-	-	-	4%	*	4%	-	0%	3%	5%	-	-	-	-
	CWOD	22%	14%	10%	-	10%	*	-	-	-	-	10%	9%	-	10%	5%	11%	8%	*	0%	-	*
	EL	6%	4%	4%	-	4%	-	-	-	-	-	5%	0%	0%	5%	4%	5%	4%	*	0%	-	*
	Male	21%	14%	9%	-	9%	-	-	-	-	-	9%	9%	3%	11%	5%	9%	-	-	*	-	-
	Female	20%	13%	8%	-	8%	*	-	-	-	-	8%	7%	5%	8%	4%	-	8%	*	*	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	76%	68%	*	68%	86%	-	-	-	-	68%	73%	47%	72%	63%	66%	71%	60%	54%	-	76%
	CWD	48%	51%	47%	-	47%	-	-	-	-	-	46%	49%	47%	-	43%	48%	43%	67%	80%	-	-
	CWOD	79%	80%	72%	*	72%	86%	-	-	-	-	72%	76%	-	72%	66%	70%	74%	59%	52%	-	76%
	EL	62%	65%	63%	-	63%	83%	-	-	-	-	63%	60%	43%	66%	63%	60%	66%	52%	50%	-	50%
	Male	73%	74%	66%	*	66%	78%	-	-	-	-	65%	74%	48%	70%	60%	66%	-	77%	50%	-	100%
	Female	77%	77%	71%	*	71%	100%	-	-	-	-	71%	73%	43%	74%	66%	-	71%	45%	57%	-	68%

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	76%	75%	<b>66%</b>	*	66%	67%	-	-	-	-	65%	73%	37%	70%	58%	61%	71%	62%	47%	-	75%	
	CWD	46%	47%	<b>37%</b>	-	37%	-	-	-	-	-	37%	47%	37%	-	29%	37%	38%	*	*	-	-	
	CWOD	80%	79%	<b>70%</b>	*	70%	67%	-	-	-	-	70%	76%	-	70%	62%	65%	75%	59%	44%	-	75%	
	EL	60%	61%	<b>58%</b>	-	58%	*	-	-	-	-	58%	54%	29%	62%	58%	52%	63%	55%	42%	-	43%	
	Male	72%	71%	<b>61%</b>	*	61%	*	-	-	-	-	60%	68%	37%	65%	52%	61%	-	77%	41%	-	100%	
	Female	80%	79%	<b>71%</b>	*	71%	*	-	-	-	-	70%	78%	38%	75%	63%	-	71%	46%	53%	-	64%	
Mathematics	All Students	74%	76%	<b>72%</b>	*	71%	100%	-	-	-	-	71%	74%	58%	74%	68%	70%	73%	64%	70%	-	82%	
	CWD	49%	54%	<b>58%</b>	-	58%	-	-	-	-	-	58%	53%	58%	-	58%	58%	57%	*	*	-	-	
	CWOD	78%	79%	<b>74%</b>	*	74%	100%	-	-	-	-	74%	76%	-	74%	70%	73%	75%	61%	67%	-	82%	
	EL	65%	69%	<b>68%</b>	-	68%	*	-	-	-	-	68%	68%	58%	70%	68%	66%	70%	56%	65%	-	*	
	Male	73%	76%	<b>70%</b>	*	70%	*	-	-	-	-	69%	77%	58%	73%	66%	70%	-	82%	64%	-	*	
	Female	74%	75%	<b>73%</b>	-	73%	*	-	-	-	-	73%	72%	57%	75%	70%	-	73%	45%	75%	-	75%	
Science	All Students	76%	78%	<b>69%</b>	-	69%	*	-	-	-	-	69%	72%	45%	73%	66%	72%	66%	43%	40%	-	67%	
	CWD	52%	54%	<b>45%</b>	-	45%	-	-	-	-	-	45%	38%	45%	-	42%	55%	27%	*	*	-	-	
	CWOD	79%	81%	<b>73%</b>	-	73%	*	-	-	-	-	73%	76%	-	73%	70%	76%	70%	50%	44%	-	67%	
	EL	62%	68%	<b>66%</b>	-	66%	-	-	-	-	-	66%	59%	42%	70%	66%	69%	63%	33%	44%	-	*	
	Male	76%	78%	<b>72%</b>	-	72%	*	-	-	-	-	71%	86%	55%	76%	69%	72%	-	*	*	-	-	
	Female	75%	77%	<b>66%</b>	-	66%	*	-	-	-	-	67%	62%	27%	70%	63%	-	66%	40%	33%	-	67%	
SAT/ACT All Subjects	All Students	90%	85%	<b>86%</b>	-	86%	-	-	-	-	-	89%	*	-	86%	*	82%	91%	-	-	-	-	
	CWD	67%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	85%	<b>86%</b>	-	86%	-	-	-	-	-	89%	*	-	86%	*	82%	91%	-	-	-	-	
	EL	67%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	91%	87%	<b>82%</b>	-	82%	-	-	-	-	-	88%	*	-	82%	-	82%	-	-	-	-	-	-
	Female	89%	83%	<b>91%</b>	-	91%	-	-	-	-	-	90%	*	-	91%	*	-	91%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	48%	46%	<b>33%</b>	*	33%	43%	-	-	-	-	32%	44%	18%	35%	26%	31%	34%	27%	16%	-	39%	
	CWD	24%	24%	<b>18%</b>	-	18%	-	-	-	-	-	17%	33%	18%	-	13%	22%	11%	22%	40%	-	-	
	CWOD	52%	49%	<b>35%</b>	*	35%	43%	-	-	-	-	34%	45%	-	35%	28%	33%	37%	28%	15%	-	39%	
	EL	31%	31%	<b>26%</b>	-	26%	33%	-	-	-	-	26%	24%	13%	28%	26%	24%	27%	17%	13%	-	21%	
	Male	46%	45%	<b>31%</b>	*	31%	11%	-	-	-	-	30%	42%	22%	33%	24%	31%	-	38%	13%	-	25%	
	Female	49%	47%	<b>34%</b>	*	34%	100%	-	-	-	-	33%	45%	11%	37%	27%	-	34%	17%	20%	-	44%	
Reading	All Students	52%	50%	<b>35%</b>	*	35%	33%	-	-	-	-	34%	48%	17%	38%	25%	30%	39%	31%	24%	-	31%	
	CWD	24%	24%	<b>17%</b>	-	17%	-	-	-	-	-	16%	32%	17%	-	12%	20%	13%	*	*	-	-	
	CWOD	56%	54%	<b>38%</b>	*	38%	33%	-	-	-	-	36%	50%	-	38%	28%	33%	43%	32%	22%	-	31%	
	EL	33%	31%	<b>25%</b>	-	25%	*	-	-	-	-	25%	25%	12%	28%	25%	22%	29%	23%	19%	-	14%	
	Male	47%	45%	<b>30%</b>	*	31%	*	-	-	-	-	29%	44%	20%	33%	22%	30%	-	46%	18%	-	40%	
	Female	57%	54%	<b>39%</b>	*	39%	*	-	-	-	-	38%	52%	13%	43%	29%	-	39%	15%	29%	-	27%	

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	44%	43%	<b>31%</b>	*	31%	50%	-	-	-	-	30%	39%	22%	33%	27%	31%	31%	23%	13%	-	36%	
	CWD	24%	25%	<b>22%</b>	-	22%	-	-	-	-	-	20%	35%	22%	-	17%	27%	11%	*	*	-	-	
	CWOD	47%	46%	<b>33%</b>	*	33%	50%	-	-	-	-	32%	39%	-	33%	28%	32%	33%	22%	10%	-	36%	
	EL	32%	34%	<b>27%</b>	-	27%	*	-	-	-	-	27%	21%	17%	28%	27%	27%	26%	11%	10%	-	*	
	Male	45%	45%	<b>31%</b>	*	31%	*	-	-	-	-	30%	39%	27%	32%	27%	31%	-	27%	9%	-	*	
	Female	42%	40%	<b>31%</b>	-	31%	*	-	-	-	-	30%	38%	11%	33%	26%	-	31%	18%	17%	-	50%	
Science	All Students	46%	43%	<b>30%</b>	-	30%	*	-	-	-	-	29%	42%	14%	33%	25%	32%	29%	29%	0%	-	67%	
	CWD	24%	23%	<b>14%</b>	-	14%	-	-	-	-	-	13%	25%	14%	-	9%	18%	7%	*	*	-	-	
	CWOD	49%	46%	<b>33%</b>	-	33%	*	-	-	-	-	32%	44%	-	33%	27%	36%	31%	33%	0%	-	67%	
	EL	26%	26%	<b>25%</b>	-	25%	-	-	-	-	-	24%	26%	9%	27%	25%	26%	23%	17%	0%	-	*	
	Male	47%	45%	<b>32%</b>	-	33%	*	-	-	-	-	32%	45%	18%	36%	26%	32%	-	*	*	-	-	
	Female	44%	41%	<b>29%</b>	-	28%	*	-	-	-	-	27%	40%	7%	31%	23%	-	29%	20%	0%	-	67%	
SAT/ACT All Subjects	All Students	61%	46%	<b>41%</b>	-	41%	-	-	-	-	-	44%	*	-	41%	*	45%	36%	-	-	-	-	
	CWD	39%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	61%	46%	<b>41%</b>	-	41%	-	-	-	-	-	44%	*	-	41%	*	45%	36%	-	-	-	-	
	EL	18%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	65%	54%	<b>45%</b>	-	45%	-	-	-	-	-	50%	*	-	45%	-	45%	-	-	-	-	-	-
	Female	57%	39%	<b>36%</b>	-	36%	-	-	-	-	-	40%	*	-	36%	*	-	36%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	19%	15%	<b>8%</b>	*	8%	14%	-	-	-	-	7%	18%	5%	9%	5%	7%	9%	7%	3%	-	12%	
	CWD	7%	7%	<b>5%</b>	-	5%	-	-	-	-	-	4%	14%	5%	-	2%	6%	3%	0%	0%	-	-	
	CWOD	21%	17%	<b>9%</b>	*	9%	14%	-	-	-	-	8%	19%	-	9%	5%	8%	10%	9%	3%	-	12%	
	EL	9%	8%	<b>5%</b>	-	5%	17%	-	-	-	-	5%	8%	2%	5%	5%	4%	6%	0%	2%	-	7%	
	Male	18%	15%	<b>7%</b>	*	7%	0%	-	-	-	-	7%	18%	6%	8%	4%	7%	-	0%	0%	-	0%	
	Female	19%	15%	<b>9%</b>	*	9%	40%	-	-	-	-	8%	19%	3%	10%	6%	-	9%	14%	6%	-	16%	
Reading	All Students	20%	16%	<b>8%</b>	*	8%	33%	-	-	-	-	7%	20%	4%	8%	3%	6%	10%	4%	6%	-	13%	
	CWD	7%	6%	<b>4%</b>	-	4%	-	-	-	-	-	3%	11%	4%	-	1%	5%	2%	*	*	-	-	
	CWOD	22%	18%	<b>8%</b>	*	8%	33%	-	-	-	-	7%	21%	-	8%	4%	6%	11%	5%	6%	-	13%	
	EL	9%	8%	<b>3%</b>	-	3%	*	-	-	-	-	3%	7%	1%	4%	3%	2%	5%	0%	3%	-	0%	
	Male	17%	14%	<b>6%</b>	*	6%	*	-	-	-	-	5%	16%	5%	6%	2%	6%	-	0%	0%	-	0%	
	Female	23%	19%	<b>10%</b>	*	10%	*	-	-	-	-	9%	23%	2%	11%	5%	-	10%	8%	12%	-	18%	
Mathematics	All Students	18%	15%	<b>9%</b>	*	9%	0%	-	-	-	-	8%	18%	7%	9%	6%	8%	9%	9%	0%	-	9%	
	CWD	8%	8%	<b>7%</b>	-	7%	-	-	-	-	-	6%	24%	7%	-	3%	8%	6%	*	*	-	-	
	CWOD	20%	16%	<b>9%</b>	*	9%	0%	-	-	-	-	8%	18%	-	9%	7%	8%	9%	11%	0%	-	9%	
	EL	11%	10%	<b>6%</b>	-	6%	*	-	-	-	-	6%	8%	3%	7%	6%	5%	7%	0%	0%	-	*	
	Male	20%	17%	<b>8%</b>	*	8%	*	-	-	-	-	7%	20%	8%	8%	5%	8%	-	0%	0%	-	*	
	Female	16%	13%	<b>9%</b>	-	9%	*	-	-	-	-	8%	17%	6%	9%	7%	-	9%	18%	0%	-	13%	

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	13%	9%	-	9%	*	-	-	-	-	8%	15%	4%	10%	6%	10%	8%	14%	0%	-	17%
	CWD	7%	6%	4%	-	4%	-	-	-	-	-	4%	0%	4%	-	1%	5%	2%	*	*	-	-
	CWOD	19%	14%	10%	-	10%	*	-	-	-	-	9%	17%	-	10%	7%	12%	8%	17%	0%	-	17%
	EL	6%	5%	6%	-	6%	-	-	-	-	-	6%	10%	1%	7%	6%	6%	7%	0%	0%	-	*
	Male	19%	15%	10%	-	10%	*	-	-	-	-	10%	17%	5%	12%	6%	10%	-	*	*	-	-
	Female	16%	12%	8%	-	8%	*	-	-	-	-	7%	14%	2%	8%	7%	-	8%	20%	0%	-	17%
SAT/ACT All Subjects	All Students	12%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	CWD	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	0%	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	-	0%	-	-	-	-	-
	Female	9%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	*	60	*	-	-	-	-	60	50	55
CWD	50	-	50	-	-	-	-	-	49	50	44
CWOD	62	*	62	*	-	-	-	-	62	-	57
EL ◇	55	-	55	*	-	-	-	-	56	44	55
Male	57	*	58	*	-	-	-	-	57	47	53
Female	62	*	62	*	-	-	-	-	62	55	58
<b>Mathematics</b>											
All Students	69	*	69	*	-	-	-	-	68	72	67
CWD	72	-	72	-	-	-	-	-	71	72	74
CWOD	68	*	68	*	250	-	-	-	68	-	66
EL ◇	67	-	68	*	-	-	-	-	67	74	67

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	67	*	67	*	-	-	-	-	66	73	66
Female	71	-	71	*	-	-	-	-	70	69	69

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2022.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	81.4%	-	81.4%	*	-	-	-	-	80.6%	65.6%	77.3%	66.7%	*
CWD	65.6%	-	65.6%	-	-	-	-	-	66.7%	65.6%	71.4%	*	-
CWOD	83.5%	-	83.4%	*	-	-	-	-	82.3%	-	78.7%	60.0%	*
EL	77.3%	-	77.3%	-	-	-	-	-	78.0%	71.4%	77.3%	71.4%	*
Male	77.5%	-	77.5%	-	-	-	-	-	77.8%	60.9%	73.6%	50.0%	*
Female	86.0%	-	85.9%	*	-	-	-	-	84.1%	77.8%	84.2%	83.3%	*

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,786	317	18%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 ◇ Indicates data reporting does not meet for Minimum Size.

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**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	36	*	36	48	-	-	-	-	36	23	31
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	53%	-	53%	-	-	-	-	-	51%	57%	50%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

*Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	97%	*	97%	100%	-	-	-	-	97%	98%	95%	97%	97%	96%	98%	100%
	CWD	95%	-	95%	-	-	-	-	-	95%	94%	95%	-	95%	96%	94%	100%
	CWOD	97%	*	97%	100%	-	-	-	-	97%	99%	-	97%	98%	96%	98%	100%
	EL	97%	-	97%	100%	-	-	-	-	97%	99%	95%	98%	97%	96%	98%	100%
	Male	96%	*	96%	100%	-	-	-	-	96%	98%	96%	96%	96%	96%	-	100%
	Female	98%	*	98%	100%	-	-	-	-	97%	99%	94%	98%	98%	-	98%	100%

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	All Students	97%	*	97%	100%	-	-	-	-	97%	98%	97%	97%	98%	96%	98%	100%
	CWD	97%	-	97%	-	-	-	-	-	97%	91%	97%	-	98%	98%	96%	*
	CWOD	97%	*	97%	100%	-	-	-	-	96%	99%	-	97%	98%	95%	98%	100%
	EL	98%	-	98%	*	-	-	-	-	98%	98%	98%	98%	98%	96%	99%	100%
	Male	96%	*	96%	*	-	-	-	-	96%	98%	98%	95%	96%	96%	-	100%
	Female	98%	*	98%	*	-	-	-	-	98%	98%	96%	98%	99%	-	98%	100%
<b>Mathematics</b>	All Students	98%	*	98%	100%	-	-	-	-	98%	99%	95%	98%	98%	98%	98%	100%
	CWD	95%	-	95%	-	-	-	-	-	95%	94%	95%	-	94%	95%	95%	*
	CWOD	98%	*	98%	100%	-	-	-	-	98%	99%	-	98%	98%	98%	98%	100%
	EL	98%	-	98%	*	-	-	-	-	98%	99%	94%	98%	98%	97%	98%	100%
	Male	98%	*	98%	*	-	-	-	-	98%	97%	95%	98%	97%	98%	-	100%
	Female	98%	-	98%	*	-	-	-	-	98%	100%	95%	98%	98%	-	98%	100%
<b>Science</b>	All Students	96%	-	96%	*	-	-	-	-	96%	99%	93%	97%	96%	95%	97%	100%
	CWD	93%	-	93%	-	-	-	-	-	92%	100%	93%	-	91%	94%	89%	*
	CWOD	97%	-	97%	*	-	-	-	-	96%	98%	-	97%	97%	96%	97%	100%
	EL	96%	-	96%	-	-	-	-	-	95%	100%	91%	97%	96%	95%	97%	100%
	Male	95%	-	95%	*	-	-	-	-	95%	100%	94%	96%	95%	95%	-	*
	Female	97%	-	97%	*	-	-	-	-	96%	98%	89%	97%	97%	-	97%	100%
<b>SAT/ACT All Subjects</b>	All Students	96%	-	96%	-	-	-	-	-	95%	*	-	96%	*	100%	92%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	96%	-	96%	-	-	-	-	-	95%	*	-	96%	*	100%	92%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	-	100%	-	100%	-	-
	Female	92%	-	92%	-	-	-	-	-	91%	*	-	92%	*	-	92%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	3%	*	3%	0%	-	-	-	-	3%	2%	5%	3%	3%	4%	2%	0%
	CWD	5%	-	5%	-	-	-	-	-	5%	6%	5%	-	5%	4%	6%	0%
	CWOD	3%	*	3%	0%	-	-	-	-	3%	1%	-	3%	2%	4%	2%	0%
	EL	3%	-	3%	0%	-	-	-	-	3%	1%	5%	2%	3%	4%	2%	0%
	Male	4%	*	4%	0%	-	-	-	-	4%	2%	4%	4%	4%	4%	-	0%
	Female	2%	*	2%	0%	-	-	-	-	3%	1%	6%	2%	2%	-	2%	0%
<b>Reading</b>	All Students	3%	*	3%	0%	-	-	-	-	3%	2%	3%	3%	2%	4%	2%	0%
	CWD	3%	-	3%	-	-	-	-	-	3%	9%	3%	-	2%	2%	4%	*
	CWOD	3%	*	3%	0%	-	-	-	-	4%	1%	-	3%	2%	5%	2%	0%
	EL	2%	-	2%	*	-	253	-	-	2%	2%	2%	2%	2%	4%	1%	0%
	Male	4%	*	4%	*	-	-	-	-	4%	2%	2%	5%	4%	4%	-	0%

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Reading</b>	Female	2%	*	2%	*	-	-	-	-	2%	2%	4%	2%	1%	-	2%	0%
<b>Mathematics</b>	All Students	2%	*	2%	0%	-	-	-	-	2%	1%	5%	2%	2%	2%	2%	0%
	CWD	5%	-	5%	-	-	-	-	-	5%	6%	5%	-	6%	5%	5%	*
	CWOD	2%	*	2%	0%	-	-	-	-	2%	1%	-	2%	2%	2%	2%	0%
	EL	2%	-	2%	*	-	-	-	-	2%	1%	6%	2%	2%	3%	2%	0%
	Male	2%	*	2%	*	-	-	-	-	2%	3%	5%	2%	3%	2%	-	0%
	Female	2%	-	2%	*	-	-	-	-	2%	0%	5%	2%	2%	-	2%	0%
<b>Science</b>	All Students	4%	-	4%	*	-	-	-	-	4%	1%	7%	3%	4%	5%	3%	0%
	CWD	7%	-	7%	-	-	-	-	-	8%	0%	7%	-	9%	6%	11%	*
	CWOD	3%	-	3%	*	-	-	-	-	4%	2%	-	3%	3%	4%	3%	0%
	EL	4%	-	4%	-	-	-	-	-	5%	0%	9%	3%	4%	5%	3%	0%
	Male	5%	-	5%	*	-	-	-	-	5%	0%	6%	4%	5%	5%	-	*
	Female	3%	-	3%	*	-	-	-	-	4%	2%	11%	3%	3%	-	3%	0%
<b>SAT/ACT All Subjects</b>	All Students	4%	-	4%	-	-	-	-	-	5%	*	-	4%	*	0%	8%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	4%	-	4%	-	-	-	-	-	5%	*	-	4%	*	0%	8%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	-	0%	-	0%	-	-
	Female	8%	-	8%	-	-	-	-	-	9%	*	-	8%	*	-	8%	-

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	8	0	8	0	0	0	0	0	6		
	Female	2	0	2	0	0	0	0	0	1		
	Total	10	0	10	0	0	0	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	2	0	2	0	0	0	0	0	2		2
	Female	1	0	1	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	2		2
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	266	1	264	1	-	-	-	-	171	65	14
	Female	210	-	208	2	-	-	-	-	137	32	4
	Total	476	1	472	3	-	-	-	-	308	97	18

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight without a weapon											0
Incidents of threats of physical attack with a weapon											0
Incidents of threats of physical attack without a weapon											0
Incidents of possession of a firearm or explosive device											0
<b>Allegations of Harassment or bullying</b>											256
On the basis of sex											0

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	Total
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	93	0	93	0	0	0	0	0	61	14
	Female	99	1	95	3	0	0	0	0	60	6
	Total	192	1	188	3	0	0	0	0	121	20
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	219	0	219	0	0	0	0	0	85	9
	Female	222	0	222	0	0	0	0	0	74	7
	Total	441	0	441	0	0	0	0	0	159	16
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	53	0	53	0	0	0	0	0	0	3
	Female	65	0	65	0	0	0	0	0	3	0
	Total	118	0	118	0	0	0	0	0	3	3

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	26.9	12.9%	25.9	13.6%		
Teachers Teaching with Emergency or Provisional Credentials	10.4	5.3%	10.4	5.8%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	18.8	9.6%	18.1	10.1%		

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

*To be updated by June 30th, 2024.*

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	Region 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	7,391	2%	227	2%	7	4%
Mathematics	7,386	2%	227	2%	7	4%
<b>Grade 4</b>						
Reading	7,296	2%	238	2%	5	3%
Mathematics	7,293	2%	238	2%	5	3%
<b>Grade 5</b>						
Reading	6,823	2%	206	2%	*	2%
Mathematics	6,825	2%	206	2%	*	2%
Science	6,820	2%	206	2%	*	2%
<b>Grade 6</b>						
Reading	6,480	2%	206	2%	*	1%
Mathematics	6,481	2%	206	2%	*	1%
<b>Grade 7</b>						
Reading	6,309	2%	166	1%	5	2%
Mathematics	6,300	2%	167	2%	5	2%
<b>Grade 8</b>						
Reading	6,168	1% <sup>258</sup>	165	1%	*	1%
Mathematics	6,162	2%	165	2%	*	1%

	State Number of ALT2	State Rate of ALT2	Region 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Science	6,163	1%	165	1%	*	1%
<b>End of Course</b>						
English I	6,032	1%	162	1%	*	1%
English II	5,771	1%	165	1%	*	1%
Algebra I	6,015	1%	163	1%	*	1%
Biology	6,041	1%	165	1%	*	1%
<b>All Grades</b>						
All Subjects	117,761	1%	3,443	1%	74	2%
Reading	52,275	1%	1,535	1%	33	1%
Mathematics	46,462	2%	1,372	2%	30	2%
Science	19,024	1%	536	1%	11	1%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	259	10	14	90	86	57	48	13
American Indian		*	41	*	59	*	22	*	4	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	41%	-	41%	-	-	-	-	-	41%	32%	29%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	9%	-	9%	-	-	-	-	-	9%	*	7%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	35%	*	35%	42%	*	-	-	*	36%	45%	34%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar, Research & Evaluation Administrator  
**Subject:** 2022-2023 TAPR Reports  
**Date:** February 13, 2024

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### HISTORY:

The Texas Education Agency releases an annual report for the district and each campus. This report is called the TAPR, or Texas Academic Performance Report. These 2022-2023 school year reports were recently released and are included in the February 2024 Board Book for your review. These reports have been posted on our district website for public review and will be included in a public hearing as required by the Texas Education Code.

### RATIONALE:

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on students' performance in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. A glossary is included, further explaining the TAPR report's different parts.

### BUDGET:

There is no identified budgetary impact.

### ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the 2022-2023 TAPR Reports.

**Please check one:**  For approval  Report / Information only  Recognition only  
 Attachment Included

*San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district*

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## Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

**2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

## STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

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## STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

## End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

## Accelerated Testers:

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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## Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

*School Progress Domain—Annual Growth Score* is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

*School Progress Domain—Accelerated Learning Score* is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

*STAAR Progress Measure\* Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See [STAAR Progress Measure for 2023](#) for more information.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

## Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

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with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learner (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

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## STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

## Attendance, Graduation, and Dropout Rates (2022–23)

**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

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Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present during the 2021–22 school year**

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**total number of days that students in grades 1–12 were in membership during the 2021–22 school year**

*(Data source: PEIMS 42400)*

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2021–22 school year**

*(Data source: PEIMS 42400)*

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
  
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

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- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021–22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 Accountability Manual](#). (*Data source: PEIMS 40203, 40110, 42400, and 42500*)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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## Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

### 4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2022–23 school year**

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**number of students in the 2022 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

**number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022**

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**number of students in the 2022 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022 plus**

**number of students from the cohort who received a TxCHSE by August 32, 2022**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2022–23 school year**

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**number of students in the 2022 cohort\***

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

## 5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

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**number of students in the 2021 cohort\***

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2021 cohort\***

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- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

## 6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

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- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2022**

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**number of students in the 2020 cohort\***

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2022–23 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2022–23 school year**

---

**number of students in the 2020 cohort\***

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2022–23 school year**

---

**number of students in the 2020 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**  
plus  
**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2020 cohort\***

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**  
plus  
**number of students from the cohort who received a TxCHSE by August 31, 2022**  
plus  
**number of students from the cohort who were enrolled in the fall of the 2022–23 school year**

---

**number of students in the 2020 cohort\***

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

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or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

## *Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

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**number of students in the 2022 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

---

**number of students in the 2021 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

---

**number of students in the 2020 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

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For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP**

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**number of graduates in the Class of 2022 with reported graduation plans  
(excludes graduates with FHSP graduation plans)**

**FHSP-E Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in the Class of 2022 who complete a 4-year FHSP-E**

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**number of graduates in the Class of 2022 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA**

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**number of graduates in the Class of 2022 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

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**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

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**number of graduates in the Class of 2022 with reported graduation plans**

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RHSP/DAP Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP**

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**number of graduates in SY 2021–22 with reported graduation plans (excludes graduates with FHSP graduation plans)**

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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**number of graduates in SY 2021–22 who earn an FHSP-E**

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**number of graduates in SY 2021–22 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in SY 2021–22 who earn an FHSP-DLA**

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**number of graduates in SY 2021–22 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

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**number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2021–22 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the [Texas Education Data Standards](#) for more information. (*Data source: PEIMS 40203*)

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2022–2023)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

**Special Education:** The count and percentage of graduates served by special education programs. (Data source: PEIMS 41163)

**Economically Disadvantaged:** The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. (Data source: PEIMS 40100 and STAAR)

**number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance**

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**total number of graduates in the 2021-22 school year**

**Emergent Bilingual (EB)/English Learner (EL):** The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (Data source: PEIMS 40110)

**At-Risk:** The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). (Data source: PEIMS 40100)

**number of graduates in the 2021–22 school year considered as at risk**

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**total number of graduates in the 2021-22 school year**

**CTE Completers:** The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (Data source: PEIMS Course Completion Records)

## College, Career, or Military\* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

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- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
  - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
  - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
  - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

## Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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10) **\*Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: PEIMS 40203*)

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

## College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
	Combination	Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
		OR				
	Mathematics	TSIA1	Score ≥ 350 on Mathematics			
TSIA2		Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *English Language Arts.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

---

number of 2021-22 annual graduates

## *Mathematics.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

---

number of 2021-22 annual graduates

## *Both Subjects.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2021-22 annual graduates

## *Any Subject.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2021-22 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2021-22 annual graduates

**Associate Degree:** The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2021-22 annual graduates

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

Number of 2021-22 annual graduates

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

**Graduates with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

**Graduates with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

**Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## CCMR-related Indicators (2022–23)

**TSIA Results (Graduates  $\geq$  Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

*English Language Arts.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

*English Language Arts.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *All Subjects.*

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

## *English Language Arts.*

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

## *Mathematics.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

## *Science.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

## *Social Studies.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

*(Data source: College Board, IB, and PEIMS 40110)*

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *English Language Arts.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

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number of 11th and 12th graders with at least one AP or IB examination in ELA

## *Mathematics.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

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number of 11th and 12th graders with at least one AP or IB examination in mathematics

## *Science.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science

---

number of 11th and 12th graders with at least one AP or IB examination in science

## *Social Studies.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

---

number of 11th and 12th graders with at least one AP or IB examination in social studies

*(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)*

**AP/IB Results (11th & 12th Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

---

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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number of 2021-22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2021-22 graduates reported

**Average SAT Score (Annual Graduates)**: Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

- (2) *English Language Arts and Writing*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the  
SAT

---

number of 2021-22 graduates who took the SAT

- (3) *Mathematics*: The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

**Average ACT Score (Annual Graduates)**: Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

- (2) *English Language Arts*: The average score for the ACT English and reading combined. The maximum score is 36.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

(3) *Mathematics*: The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

(4) *Science*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

## Other Postsecondary Indicators (2022–23)

*Advanced/Dual-Credit Course Completion (Grades 9–12)*: The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

*Any Subject.*

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one course in 2021-22

*English Language Arts.*

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

*Mathematics.*

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

*Science.*

number of students in grades 9–12 in 2021-22 who received credit for at least  
one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2021-22

*Social Studies.*

number of students in grades 9–12 in 2021-22 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2021-22

*(Data source: PEIMS 43415)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2020-21 school year who attended a public or independent  
college or university in Texas in the following academic year

---

number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

*(Data source: THECB)*

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

## Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

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**Enrollment:** Students reported as enrolled as of the last Friday in October (October 28, 2022).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

**Students by Grade:** The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

**Ethnic Distribution:** The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

**Male/Female:** The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

**Emergent bilingual students/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes —

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2022–23 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:**

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

**number of mobile students in 2021–22**

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**number of students who were in membership at any time during the  
2021–22 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

**Attrition Rate:** The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

**Data Quality (not on campus profile):** The percentage of errors made by the district in the PEIMS Student Leaver Data.

**Percent of Underreported Students.** Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: PEIMS 30090)*

## Staff Information (2022–23)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

**Auxiliary Staff** *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

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record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

**Librarians and Counselors (Headcount):** The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

**Total Minority Staff:** The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

*Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

**Teacher Incentive Allotment (TIA):** The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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## Appendix A

### Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

## Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

## Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

## Science

Course Code	Course Name
I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

## Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

## Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent  
 027.....Superintendent/CAO/CEO/President  
 061.....Asst/Assoc/Deputy Exec Director  
 062.....Component/Department Director  
 063.....Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....Assistant Principal  
 020.....Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....Instructional Officer  
 028.....Teacher Supervisor  
 040.....Athletic Director  
 043.....Business Manager  
 044.....Tax Assessor and/or Collector  
 045.....Director - Personnel/Human Resources  
 055.....Registrar  
 060.....Executive Director

### PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist  
 005 .....Psychological Associate  
 006.....Audiologist  
 007.....Corrective Therapist

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
<b>TEACHERS</b>	
087.....	Teacher
047.....	Substitute Teacher
<b>EDUCATIONAL AIDES</b>	
033.....	Educational Aide
036.....	Certified Interpreter

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## **AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: LORENZO LOYA PRI**

**Campus Number: 071904102**

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**This campus is not rated on STAAR Performance (TAPR).**

**This campus is not rated on Progress (TAPR).**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

**This campus is not rated on STAAR Participation (TAPR).**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	242	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	217	100.0%	3,173	5,504,150	218	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	217	100.0%	6.8%	4.4%	218	100.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	67	30.9%	2.1%	0.7%	68	31.2%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	150	69.1%	4.7%	3.7%	150	68.8%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	215	99.1%	99.2%	53.0%	216	99.1%	99.2%	52.9%
White	1	0.5%	0.6%	25.6%	1	0.5%	0.6%	25.7%
American Indian	1	0.5%	0.0%	0.3%	1	0.5%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
<b>Sex:</b>								
Female	105	48.4%	48.3%	48.8%	106	48.6%	48.3%	48.8%
Male	112	51.6%	51.7%	51.2%	112	51.4%	51.7%	51.2%
Economically Disadvantaged	188	86.6%	91.2%	62.1%	189	86.7%	91.2%	62.0%
Non-Educationally Disadvantaged	29	13.4%	8.8%	37.9%	29	13.3%	8.8%	38.0%
Section 504 Students	0	0.0%	5.0%	7.4%	0	0.0%	5.0%	7.4%
EB Students/EL	125	57.6%	61.7%	23.1%	125	57.3%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	0	0.0%	2.2%	5.5%	0	0.0%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	4	1.8%	1.4%	1.3%	4	1.8%	1.4%	1.3%
Immigrant	0	0.0%	1.6%	2.2%	0	0.0%	1.6%	2.2%
Migrant	1	0.5%	0.9%	0.3%	1	0.5%	0.8%	0.3%
Title I	217	100.0%	100.0%	64.6%	218	100.0%	100.0%	64.6%
Military Connected	3	1.4%	2.3%	3.6%	3	1.4%	2.3%	3.6%
At-Risk	126	58.1%	79.8%	53.3%	126	57.8%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	123	56.7%	53.6%	23.2%	123	56.4%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	0	0.0%	5.9%	8.2%	0	0.0%	5.9%	8.2%
Special Education	32	14.7%	14.6%	12.6%	33	15.1%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	32							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	52.9%	44.1%				
Students with Physical Disabilities	24	75.0%	27.2%	20.0%				
Students with Autism	**	**	**	15.5%				
Students with Behavioral Disabilities	0	0.0%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	-	-	13.4%	16.8%				
By Ethnicity:								
African American	-	-	0.0%	3.3%				
Hispanic	-	-	13.2%	8.7%				
White	-	-	0.1%	3.4%				
American Indian	-	-	0.1%	0.1%				
Asian	-	-	0.0%	0.7%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	-	-	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	3	4.8%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	34.6	100.0%	100.0%	100.0%
Professional Staff:	18.8	54.5%	50.1%	64.1%
Teachers	13.8	40.0%	35.8%	48.7%
Professional Support	4.0	11.6%	10.5%	10.9%
Campus Administration (School Leadership)	1.0	2.9%	2.4%	3.3%
Educational Aides:	15.8	45.5%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	33.6	97.1%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	12.8	92.8%	94.6%	29.6%
White	1.0	7.2%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	7.2%	28.4%	24.4%
Females	12.8	92.8%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	9.9	71.7%	71.5%	72.2%
Masters	3.9	28.3%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	7.8%	9.7%
1-5 Years Experience	1.9	13.9%	20.3%	26.3%
6-10 Years Experience	3.0	21.7%	20.5%	20.5%
11-20 Years Experience	5.9	42.8%	34.6%	27.2%
21-30 Years Experience	3.0	21.7%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.7	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	6.5	6.1
Average Years Experience of Principals with District	6.0	6.5	5.3
Average Years Experience of Assistant Principals	0.0	3.9	5.2
Average Years Experience of Assistant Principals with District	0.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	13.6	11.8	11.0
Average Years Experience of Teachers with District:	10.5	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$47,625	\$53,300
1-5 Years Experience	\$58,978	\$59,468	\$56,516
6-10 Years Experience	\$60,112	\$61,989	\$59,732
11-20 Years Experience	\$62,190	\$63,290	\$63,389
21-30 Years Experience	\$70,678	\$69,128	\$67,876
Over 30 Years Experience	-	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$63,134	\$62,088	\$60,717
Professional Support	\$70,331	\$72,797	\$72,022
Campus Administration (School Leadership)	\$96,120	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	5.9	42.8%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	5.9	42.8%	49.5%	70.6%
Special Education	3252.0	14.5%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: JOSEFA L SAMBRANO EL**

**Campus Number: 071904103**

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**This campus is not rated on STAAR Performance (TAPR).**

**This campus is not rated on Progress (TAPR).**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

**This campus is not rated on STAAR Participation (TAPR).**

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.9%	<b>90.0%</b>	-	90.1%	*	-	-	-	-	89.0%	89.9%	91.0%
2020-21	95.0%	95.4%	<b>93.7%</b>	-	93.7%	*	-	-	-	-	92.4%	93.5%	92.8%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.0%	<b>39.8%</b>	-	39.8%	40.0%	-	-	-	-	42.9%	40.5%	33.3%
2020-21	15.0%	14.3%	<b>20.0%</b>	-	19.9%	*	-	-	-	-	26.9%	19.1%	23.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	333	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	334	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	242	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	633	100.0%	3,173	5,504,150	633	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	209	33.0%	6.6%	6.7%	209	33.0%	6.6%	6.7%
Grade 1	212	33.5%	6.7%	7.2%	212	33.5%	6.7%	7.2%
Grade 2	212	33.5%	6.7%	7.2%	212	33.5%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	620	97.9%	99.2%	53.0%	620	97.9%	99.2%	52.9%
White	12	1.9%	0.6%	25.6%	12	1.9%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.1%	3.0%	1	0.2%	0.1%	3.0%
<b>Sex:</b>								
Female	295	46.6%	48.3%	48.8%	295	46.6%	48.3%	48.8%
Male	338	53.4%	51.7%	51.2%	338	53.4%	51.7%	51.2%
Economically Disadvantaged	580	91.6%	91.2%	62.1%	580	91.6%	91.2%	62.0%
Non-Educationally Disadvantaged	53	8.4%	8.8%	37.9%	53	8.4%	8.8%	38.0%
Section 504 Students	4	0.6%	5.0%	7.4%	4	0.6%	5.0%	7.4%
EB Students/EL	398	62.9%	61.7%	23.1%	398	62.9%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	4	0.6%	2.2%	5.5%	4	0.6%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	9	1.4%	1.4%	1.3%	9	1.4%	1.4%	1.3%
Immigrant	7	1.1%	1.6%	2.2%	7	1.1%	1.6%	2.2%
Migrant	6	0.9%	0.9%	0.3%	6	0.9%	0.8%	0.3%
Title I	633	100.0%	100.0%	64.6%	633	100.0%	100.0%	64.6%
Military Connected	17	2.7%	2.3%	3.6%	17	2.7%	2.3%	3.6%
At-Risk	525	82.9%	79.8%	53.3%	525	82.9%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	396	62.6%	53.6%	23.2%	396	62.6%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	4	0.6%	5.9%	8.2%	4	0.6%	5.9%	8.2%
Special Education	109	17.2%	14.6%	12.6%	109	17.2%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	109							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	25.7%	52.9%	44.1%				
Students with Physical Disabilities	69	63.3%	27.2%	20.0%				
Students with Autism	9	8.3%	**	15.5%				
Students with Behavioral Disabilities	*	*	11.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	72	16.1%	13.4%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	3.3%				
Hispanic	70	15.6%	13.2%	8.7%				
White	2	0.4%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	6.0%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	40	13.7%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	55	14.0%	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	41	10.2%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	5.2%	5.2%	2.5%	8.5%	8.5%	3.6%
Grade 2	5.8%	5.8%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	24.9	24.9	18.7
Grade 1	19.8	19.8	19.1
Grade 2	18.1	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.2	100.0%	100.0%	100.0%
Professional Staff:	37.2	77.2%	50.1%	64.1%
Teachers	31.2	64.7%	35.8%	48.7%
Professional Support	4.0	8.3%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.2%	2.4%	3.3%
Educational Aides:	11.0	22.8%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	46.4	96.4%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	29.4	94.5%	94.6%	29.6%
White	1.7	5.5%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	4.9	15.6%	28.4%	24.4%
Females	26.3	84.4%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.7	2.2%	3.8%	2.0%
Bachelors	24.0	77.0%	71.5%	72.2%
Masters	6.5	20.7%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	3.2	10.4%	7.8%	9.7%
1-5 Years Experience	4.7	15.2%	20.3%	26.3%
6-10 Years Experience	9.0	28.9%	20.5%	20.5%
11-20 Years Experience	8.0	25.7%	34.6%	27.2%
21-30 Years Experience	6.2	19.9%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	20.3	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	7.0	6.5	6.1
Average Years Experience of Principals with District	7.0	6.5	5.3
Average Years Experience of Assistant Principals	2.0	3.9	5.2
Average Years Experience of Assistant Principals with District	2.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	12.1	11.8	11.0
Average Years Experience of Teachers with District:	9.5	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$33,848	\$47,625	\$53,300
1-5 Years Experience	\$51,309	\$59,468	\$56,516
6-10 Years Experience	\$60,268	\$61,989	\$59,732
11-20 Years Experience	\$63,384	\$63,290	\$63,389
21-30 Years Experience	\$68,160	\$69,128	\$67,876
Over 30 Years Experience	-	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,526	\$62,088	\$60,717
Professional Support	\$70,867	\$72,797	\$72,022
Campus Administration (School Leadership)	\$87,985	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	16.7	53.5%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.6	33.9%	49.5%	70.6%
Special Education	3443.9	12.6%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: L G ALARCON EL**

**Campus Number: 071904101**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>64%</b>	-	64%	*	-	-	-	-	33%	*	67%	50%	63%	61%
	2022	76%	59%	<b>59%</b>	-	59%	-	-	-	-	-	43%	*	62%	29%	58%	52%
At Meets Grade Level or Above	2023	50%	37%	<b>31%</b>	-	32%	*	-	-	-	-	0%	*	33%	25%	29%	31%
	2022	51%	28%	<b>21%</b>	-	21%	-	-	-	-	-	0%	*	22%	14%	18%	15%
At Masters Grade Level	2023	20%	13%	<b>11%</b>	-	12%	*	-	-	-	-	0%	*	12%	8%	10%	12%
	2022	30%	14%	<b>14%</b>	-	14%	-	-	-	-	-	0%	*	16%	0%	11%	9%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	73%	<b>74%</b>	-	74%	*	-	-	-	-	50%	*	76%	67%	74%	76%
	2022	71%	62%	<b>59%</b>	-	59%	-	-	-	-	-	29%	*	62%	29%	59%	54%
At Meets Grade Level or Above	2023	45%	30%	<b>20%</b>	-	20%	*	-	-	-	-	17%	*	21%	17%	19%	22%
	2022	43%	27%	<b>17%</b>	-	17%	-	-	-	-	-	14%	*	17%	14%	17%	9%
At Masters Grade Level	2023	19%	10%	<b>6%</b>	-	6%	*	-	-	-	-	0%	*	7%	0%	6%	6%
	2022	21%	7%	<b>5%</b>	-	5%	-	-	-	-	-	14%	*	6%	0%	4%	6%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	57%	<b>56%</b>	-	56%	-	-	-	-	-	25%	*	57%	53%	54%	47%
	2022	77%	65%	<b>67%</b>	-	66%	*	-	-	-	-	36%	67%	65%	72%	66%	58%
At Meets Grade Level or Above	2023	48%	24%	<b>22%</b>	-	22%	-	-	-	-	-	25%	*	23%	18%	20%	12%
	2022	54%	41%	<b>43%</b>	-	43%	*	-	-	-	-	18%	33%	40%	61%	42%	34%
At Masters Grade Level	2023	22%	4%	<b>6%</b>	-	6%	-	-	-	-	-	13%	*	8%	0%	6%	2%
	2022	28%	20%	<b>24%</b>	-	23%	*	-	-	-	-	9%	17%	21%	39%	23%	17%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	64%	<b>69%</b>	-	69%	-	-	-	-	-	50%	*	75%	47%	67%	63%
	2022	70%	65%	<b>68%</b>	-	68%	*	-	-	-	-	45%	50%	66%	78%	67%	63%
At Meets Grade Level or Above	2023	48%	36%	<b>37%</b>	-	37%	-	-	-	-	-	38%	*	39%	29%	36%	33%
	2022	43%	30%	<b>31%</b>	-	30%	*	-	-	-	-	9%	33%	28%	44%	29%	23%
At Masters Grade Level	2023	22%	12%	<b>12%</b>	-	12%	-	-	-	-	-	13%	*	10%	18%	10%	7%
	2022	23%	11%	<b>14%</b>	-	13%	*	-	-	-	-	0%	0%	14%	17%	13%	7%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	71%	<b>71%</b>	-	71%	-	-	-	-	-	38%	*	72%	67%	69%	63%
	2022	81%	76%	<b>83%</b>	-	83%	-	-	-	-	-	38%	*	81%	91%	81%	74%
At Meets Grade Level or Above	2023	57%	42%	<b>41%</b>	-	41%	-	-	-	-	-	23%	*	39%	50%	40%	27%
	2022	58%	44%	<b>51%</b>	-	51%	-	-	-	-	-	25%	*	52%	45%	50%	43%
At Masters Grade Level	2023	28%	16%	<b>19%</b>	-	19%	-	-	-	-	-	0%	*	19%	17%	17%	6%
	2022	36%	19%	<b>23%</b>	-	23%	-	-	-	-	-	13%	*	24%	18%	22%	15%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	81%	<b>76%</b>	-	76%	-	-	-	-	-	75%	*	77%	73%	76%	71%
	2022	77%	79%	<b>81%</b>	-	81%	-	-	-	-	-	50%	*	83%	73%	80%	77%
At Meets Grade Level or Above	2023	51%	44%	<b>39%</b>	-	39%	-	-	-	-	-	17%	*	41%	27%	39%	26%
	2022	48%	39%	<b>41%</b>	-	41%	-	-	-	-	-	13%	*	45%	18%	38%	36%
At Masters Grade Level	2023	21%	9%	<b>7%</b>	-	7%	-	-	-	-	-	0%	*	8%	0%	6%	3%
	2022	25%	13%	<b>13%</b>	-	13%	-	-	-	-	-	0%	*	14%	9%	13%	13%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	58%	<b>52%</b>	-	52%	-	-	-	-	-	15%	*	54%	42%	52%	46%
	2022	66%	61%	<b>61%</b>	-	61%	-	-	-	-	-	17%	*	60%	70%	58%	57%
At Meets Grade Level or Above	2023	36%	28%	<b>24%</b>	-	24%	-	-	-	-	-	8%	*	24%	25%	23%	17%
	2022	38%	29%	<b>31%</b>	-	31%	-	-	-	-	-	0%	*	32%	30%	31%	26%
At Masters Grade Level	2023	16%	9%	<b>5%</b>	-	5%	-	-	-	-	-	0%	*	4%	8%	4%	2%
	2022	18%	10%	<b>9%</b>	-	9%	-	-	-	-	-	0%	*	9%	10%	10%	9%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	74%	<b>73%</b>	-	73%	-	-	-	-	-	20%	*	69%	88%	72%	64%
	2022	70%	60%	<b>56%</b>	*	57%	-	-	-	-	-	15%	*	60%	33%	53%	54%
At Meets Grade Level or Above	2023	52%	40%	<b>43%</b>	-	43%	-	-	-	-	-	0%	*	41%	50%	40%	34%
	2022	43%	40%	<b>33%</b>	*	33%	-	-	-	-	-	8%	*	36%	17%	31%	31%
At Masters Grade Level	2023	22%	10%	<b>14%</b>	-	14%	-	-	-	-	-	0%	*	12%	19%	12%	10%
	2022	23%	12%	<b>9%</b>	*	10%	-	-	-	-	-	8%	*	10%	8%	9%	9%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	80%	<b>85%</b>	-	85%	-	-	-	-	-	70%	*	86%	81%	84%	80%
	2022	73%	69%	<b>71%</b>	*	72%	-349	-	-	-	-	31%	*	72%	67%	70%	72%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	34%	<b>31%</b>	-	31%	-	-	-	-	-	0%	*	31%	31%	28%	26%
	2022	39%	27%	<b>21%</b>	*	21%	-	-	-	-	-	8%	*	24%	0%	18%	22%
At Masters Grade Level	2023	16%	8%	<b>7%</b>	-	7%	-	-	-	-	-	0%	*	5%	13%	6%	8%
	2022	16%	7%	<b>1%</b>	*	1%	-	-	-	-	-	0%	*	1%	0%	1%	1%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	70%	<b>69%</b>	-	69%	*	-	-	-	-	42%	78%	70%	63%	68%	63%
	2022	74%	64%	<b>67%</b>	*	67%	*	-	-	-	-	33%	65%	68%	64%	65%	62%
At Meets Grade Level or Above	2023	49%	34%	<b>32%</b>	-	32%	*	-	-	-	-	13%	35%	33%	30%	31%	25%
	2022	48%	33%	<b>32%</b>	*	32%	*	-	-	-	-	11%	31%	32%	31%	30%	26%
At Masters Grade Level	2023	20%	9%	<b>10%</b>	-	10%	*	-	-	-	-	2%	4%	10%	10%	9%	6%
	2022	23%	11%	<b>13%</b>	*	13%	*	-	-	-	-	5%	4%	13%	14%	12%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>66%</b>	-	66%	*	-	-	-	-	30%	80%	67%	65%	65%	59%
	2022	75%	62%	<b>66%</b>	*	66%	*	-	-	-	-	31%	67%	67%	60%	64%	59%
At Meets Grade Level or Above	2023	53%	36%	<b>34%</b>	-	35%	*	-	-	-	-	12%	50%	34%	35%	32%	26%
	2022	53%	38%	<b>37%</b>	*	37%	*	-	-	-	-	13%	33%	37%	40%	35%	31%
At Masters Grade Level	2023	20%	8%	<b>13%</b>	-	13%	*	-	-	-	-	2%	10%	13%	11%	11%	7%
	2022	25%	12%	<b>18%</b>	*	18%	*	-	-	-	-	8%	8%	17%	21%	17%	13%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	73%	<b>76%</b>	-	76%	*	-	-	-	-	62%	80%	78%	66%	75%	72%
	2022	72%	64%	<b>70%</b>	*	70%	*	-	-	-	-	38%	67%	70%	67%	69%	66%
At Meets Grade Level or Above	2023	45%	32%	<b>32%</b>	-	32%	*	-	-	-	-	17%	20%	34%	27%	31%	27%
	2022	42%	28%	<b>27%</b>	*	27%	*	-	-	-	-	10%	33%	28%	23%	25%	22%
At Masters Grade Level	2023	19%	9%	<b>8%</b>	-	8%	*	-	-	-	-	2%	0%	8%	9%	7%	6%
	2022	20%	9%	<b>9%</b>	*	8%	*	-	-	-	-	3%	0%	9%	8%	8%	6%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	70%	<b>52%</b>	-	52%	-	-	-	-	-	15%	*	54%	42%	52%	46%
	2022	76%	67%	<b>61%</b>	-	61%	-	-	-	-	-	17%	*	60%	70%	58%	57%
At Meets Grade Level or Above	2023	47%	32%	<b>24%</b>	-	24%	-	-	-	-	-	8%	*	24%	25%	23%	17%
	2022	47%	30%	<b>31%</b>	-	31%	-	-	-	-	-	0%	*	32%	30%	31%	26%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	9%	5%	-	5%	-	-	-	-	-	0%	*	4%	8%	4%	2%
	2022	21%	9%	9%	-	9%	-	-	-	-	-	0%	*	9%	10%	10%	9%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	14%	-	14%	*	-	-	-	-	0%	*	16%	8%	13%	14%
	2022	36%	20%	12%	-	12%	-	-	-	-	-	0%	*	12%	14%	11%	4%
Reading and Mathematics Including EOC	2023	37%	24%	14%	-	14%	*	-	-	-	-	0%	*	16%	8%	13%	14%
	2022	36%	20%	12%	-	12%	-	-	-	-	-	0%	*	12%	14%	11%	4%
Reading Including EOC	2023	50%	37%	31%	-	32%	*	-	-	-	-	0%	*	33%	25%	29%	31%
	2022	51%	28%	21%	-	21%	-	-	-	-	-	0%	*	22%	14%	18%	15%
Math Including EOC	2023	45%	30%	20%	-	20%	*	-	-	-	-	17%	*	21%	17%	19%	22%
	2022	43%	27%	17%	-	17%	-	-	-	-	-	14%	*	17%	14%	17%	9%
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	19%	15%	-	15%	-	-	-	-	-	25%	*	15%	18%	13%	11%
	2022	36%	24%	26%	-	25%	*	-	-	-	-	9%	17%	23%	39%	24%	16%
Reading and Mathematics Including EOC	2023	38%	19%	15%	-	15%	-	-	-	-	-	25%	*	15%	18%	13%	11%
	2022	36%	24%	26%	-	25%	*	-	-	-	-	9%	17%	23%	39%	24%	16%
Reading Including EOC	2023	48%	24%	22%	-	22%	-	-	-	-	-	25%	*	23%	18%	20%	12%
	2022	54%	41%	43%	-	43%	*	-	-	-	-	18%	33%	40%	61%	42%	34%
Math Including EOC	2023	48%	36%	37%	-	37%	-	-	-	-	-	38%	*	39%	29%	36%	33%
	2022	43%	30%	31%	-	30%	*	-	-	-	-	9%	33%	28%	44%	29%	23%
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	32%	31%	-	31%	-	-	-	-	-	17%	*	32%	27%	30%	16%
	2022	41%	26%	28%	-	28%	-	-	-	-	-	13%	*	31%	9%	25%	23%
Reading and Mathematics Including EOC	2023	43%	32%	31%	-	31%	-	-	-	-	-	17%	*	32%	27%	30%	16%
	2022	41%	26%	28%	-	28%	-	-	-	-	-	13%	*	31%	9%	25%	23%
Reading Including EOC	2023	57%	42%	41%	-	41%	-	-	-	-	-	23%	*	39%	50%	40%	27%
	2022	58%	44%	51%	-	51%	-	-	-	-	-	25%	*	52%	45%	50%	43%
Math Including EOC	2023	51%	44%	39%	-	39%	-	-	-	-	-	17%	*	41%	27%	39%	26%
	2022	48%	39%	41%	-	41%	-	-	-	-	-	13%	*	45%	18%	38%	36%
<b>6th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2023	35%	23%	<b>22%</b>	-	22%	-	-	-	-	-	0%	*	21%	25%	18%	16%
	2022	31%	22%	<b>15%</b>	*	15%	-	-	-	-	-	8%	*	18%	0%	14%	16%
Reading and Mathematics Including EOC	2023	35%	23%	<b>22%</b>	-	22%	-	-	-	-	-	0%	*	21%	25%	18%	16%
	2022	31%	22%	<b>15%</b>	*	15%	-	-	-	-	-	8%	*	18%	0%	14%	16%
Reading Including EOC	2023	52%	40%	<b>43%</b>	-	43%	-	-	-	-	-	0%	*	41%	50%	40%	34%
	2022	43%	40%	<b>33%</b>	*	33%	-	-	-	-	-	8%	*	36%	17%	31%	31%
Math Including EOC	2023	40%	34%	<b>31%</b>	-	31%	-	-	-	-	-	0%	*	31%	31%	28%	26%
	2022	40%	27%	<b>21%</b>	*	21%	-	-	-	-	-	8%	*	24%	0%	18%	22%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	22%	<b>21%</b>	-	21%	*	-	-	-	-	10%	20%	21%	20%	19%	14%
	2022	34%	22%	<b>20%</b>	*	20%	*	-	-	-	-	8%	17%	20%	19%	19%	15%
Reading and Mathematics Including EOC	2023	39%	24%	<b>21%</b>	-	21%	*	-	-	-	-	10%	20%	21%	20%	19%	14%
	2022	36%	24%	<b>20%</b>	*	20%	*	-	-	-	-	8%	17%	20%	19%	19%	15%
Reading Including EOC	2023	53%	37%	<b>34%</b>	-	35%	*	-	-	-	-	12%	50%	34%	35%	32%	26%
	2022	53%	40%	<b>37%</b>	*	37%	*	-	-	-	-	13%	33%	37%	40%	35%	31%
Math Including EOC	2023	47%	35%	<b>32%</b>	-	32%	*	-	-	-	-	17%	20%	34%	27%	31%	27%
	2022	43%	31%	<b>27%</b>	*	27%	*	-	-	-	-	10%	33%	28%	23%	25%	22%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	41%	<b>41%</b>	-	41%	-	-	-	-	-	44%	*	39%	46%	42%	33%
Grade 4 Mathematics	2023	63%	67%	<b>72%</b>	-	72%	-	-	-	-	-	63%	*	73%	71%	70%	72%
Grade 5 ELA/Reading	2023	65%	61%	<b>57%</b>	-	57%	-	-	-	-	-	45%	*	58%	50%	56%	50%
Grade 5 Mathematics	2023	71%	75%	<b>67%</b>	-	67%	-	-	-	-	-	82%	*	68%	65%	67%	68%
Grade 6 ELA/Reading	2023	51%	46%	<b>41%</b>	-	41%	-	-	-	-	-	22%	*	38%	54%	40%	39%
Grade 6 Mathematics	2023	54%	53%	<b>51%</b>	-	51%	-	-	-	-	-	50%	*	52%	50%	50%	51%
All Grades Both Subjects	2023	64%	60%	<b>55%</b>	-	55%	-	-	-	-	-	52%	39%	55%	56%	54%	53%
All Grades ELA/Reading	2023	63%	57%	<b>46%</b>	-	46%	-	-	-	-	-	38%	21%	46%	50%	46%	41%
All Grades Mathematics	2023	66%	64%	<b>64%</b>	-	64%	-	-	-	-	-	66%	57%	64%	63%	63%	64%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	24%	<b>23%</b>	-	23%	-	-	-	-	-	*	*	22%	25%	23%	19%
Grade 4 Mathematics	2023	27%	31%	<b>39%</b>	-	39%	-	-	-	-	-	20%	*	41%	33%	33%	38%
Grade 5 ELA/Reading	2023	37%	32%	<b>28%</b>	-	28%	-	-	-	-	-	25%	*	31%	*	25%	29%
Grade 5 Mathematics	2023	48%	52%	<b>38%</b>	-	38%	-	-	-	-	-	67%	*	43%	20%	38%	42%
Grade 6 ELA/Reading	2023	26%	32%	<b>8%</b>	-	8%	-	-	-	-	-	0%	-	9%	*	8%	8%
Grade 6 Mathematics	2023	35%	36%	<b>62%</b>	-	62%	-	-	-	-	-	60%	-	70%	*	62%	58%
All Grades Both Subjects	2023	38%	41%	<b>32%</b>	-	32%	-	-	-	-	-	29%	20%	35%	24%	31%	32%
All Grades ELA/Reading	2023	35%	35%	<b>22%</b>	-	22%	-	-	-	-	-	11%	*	23%	17%	21%	21%
All Grades Mathematics	2023	40%	49%	<b>43%</b>	-	43%	-	-	-	-	-	50%	*	47%	29%	41%	44%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	70%	<b>69%</b>	61%	59%	-	-	68%	-	-	-	-	-	71%	84%	63%	100%
	2022	74%	64%	<b>67%</b>	57%	57%	-	-	-	-	-	-	-	-	80%	81%	60%	100%
At Meets Grade Level or Above	2023	49%	34%	<b>32%</b>	22%	20%	-	-	27%	-	-	-	-	-	37%	51%	24%	100%
	2022	48%	33%	<b>32%</b>	21%	21%	-	-	-	-	-	-	-	-	44%	47%	24%	91%
At Masters Grade Level	2023	20%	9%	<b>10%</b>	5%	4%	-	-	11%	-	-	-	-	-	4%	19%	5%	50%
	2022	23%	11%	<b>13%</b>	6%	6%	-	-	-	-	-	-	-	-	16%	22%	8%	45%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>66%</b>	57%	55%	-	-	62%	-	-	-	-	-	64%	85%	58%	*
	2022	75%	62%	<b>66%</b>	53%	53%	-	-	-	-	-	-	-	-	90%	84%	57%	100%
At Meets Grade Level or Above	2023	53%	36%	<b>34%</b>	22%	18%	-	-	32%	-	-	-	-	-	39%	56%	24%	*
	2022	53%	38%	<b>37%</b>	24%	24%	-	-	-	-	-	-	-	-	80%	54%	28%	89%
At Masters Grade Level	2023	20%	8%	<b>13%</b>	6%	4%	-	-	13%	-	-	-	-	-	6%	26%	6%	*
	2022	25%	12%	<b>18%</b>	7%	7%	-	-	-	-	-	-	-	-	30%	32%	11%	56%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	73%	<b>76%</b>	70%	68%	-	-	74%	-	-	-	-	-	82%	86%	72%	*
	2022	72%	64%	<b>70%</b>	62%	62%	-	-	-	-	-	-	-	-	80%	79%	65%	100%
At Meets Grade Level or Above	2023	45%	32%	<b>32%</b>	24%	25%	-	-	21%	-	-	-	-	-	33%	47%	25%	*
	2022	42%	28%	<b>27%</b>	18%	18%	-	-	-	-	-	-	-	-	30%	40%	19%	100%
At Masters Grade Level	2023	19%	9%	<b>8%</b>	6%	5%	-	-	9%	-	-	-	-	-	3%	13%	6%	*
	2022	20%	9%	<b>9%</b>	5%	5%	-	-	-	-	-	-	-	-	10%	14%	5%	33%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	70%	<b>52%</b>	43%	43%	-	-	-	-	-	-	-	-	60%	70%	46%	-
	2022	76%	67%	<b>61%</b>	50%	50%	-	-	-	-	-	-	-	-	60%	71%	52%	*
At Meets Grade Level or Above	2023	47%	32%	<b>24%</b>	13%	13%	-	-	-	-	-	-	-	-	40%	43%	17%	-
	2022	47%	30%	<b>31%</b>	26%	26%	-	-	-	-	-	-	-	-	0%	43%	21%	*
At Masters Grade Level	2023	18%	9%	<b>5%</b>	2%	2%	-	-	-	-	-	-	-	-	0%	13%	2%	-
	2022	21%	9%	<b>9%</b>	6%	6%	-	-	-	-	-	-	-	-	0%	10%	5%	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	60%	<b>55%</b>	51%	51%	-	-	*	-	-	-	-	-	57%	61%	52%	88%
All Grades ELA/Reading	2023	63%	57%	<b>46%</b>	37%	37%	-	-	*	-	-	-	-	-	54%	59%	40%	*
All Grades Mathematics	2023	66%	64%	<b>64%</b>	65%	65%	-	-	*	-	-	-	-	-	60%	63%	64%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	41%	<b>32%</b>	32%	32%	-	354	-	-	-	-	-	-	36%	36%	32%	-

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	35%	<b>22%</b>	22%	22%	-	-	-	-	-	-	-	-	14%	33%	21%	-
All Grades Mathematics	2023	40%	49%	<b>43%</b>	42%	42%	-	-	-	-	-	-	-	-	57%	38%	44%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>100%</b>	-	100%	*	-	-	-	-	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	90%	<b>97%</b>	-	97%	*	-	-	-	-	99%	88%	99%	89%	99%	97%
Not Included in Accountability: Mobile	4%	4%	<b>2%</b>	-	2%	*	-	-	-	-	0%	8%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	2%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	4%	0%	2%	0%	1%
Not Tested	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Absent	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	<b>97%</b>	-	97%	*	-	-	-	-	100%	83%	99%	89%	99%	97%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	-	3%	*	-	-	-	-	0%	8%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	-	1%	*	-	-	-	-	0%	8%	0%	3%	1%	1%
Not Tested	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	-	99%	*	-	-	-	-	98%	100%	100%	98%	100%	100%
Included in Accountability	94%	93%	<b>97%</b>	-	97%	*	-	-	-	-	98%	91%	98%	89%	99%	97%
Not Included in Accountability: Mobile	5%	4%	<b>3%</b>	-	3%	*	-	-	-	-	0%	9%	1%	8%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Tested	1%	2%	<b>1%</b>	-	1%	*	-	-	-	-	2%	0%	0%	2%	0%	0%
Absent	1%	2%	<b>1%</b>	-	1%	*	-	-	-	-	2%	0%	0%	2%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	96%	<b>100%</b>	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	90%	<b>98%</b>	-	98%	-	-	-	-	-	100%	*	99%	92%	99%	100%
Not Included in Accountability: Mobile	4%	4%	<b>2%</b>	-	2%	-	-	-	-	-	0%	*	1%	8%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	93%	*	93%	*	-	-	-	-	89%	87%	98%	72%	96%	92%
Not Included in Accountability: Mobile	5%	5%	5%	*	5%	*	-	-	-	-	7%	13%	1%	23%	3%	6%
Not Included in Accountability: Other Exclusions	1%	3%	1%	*	1%	*	-	-	-	-	1%	0%	0%	5%	1%	2%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	2%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	93%	*	93%	*	-	-	-	-	91%	86%	99%	72%	95%	92%
Not Included in Accountability: Mobile	5%	5%	5%	*	5%	*	-	-	-	-	7%	14%	1%	22%	3%	5%
Not Included in Accountability: Other Exclusions	2%	5%	2%	*	2%	*	-	-	-	-	2%	0%	1%	6%	2%	2%
Not Tested	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	*	99%	*	-	-	-	-	98%	100%	99%	100%	99%	99%
Included in Accountability	93%	92%	94%	*	94%	*	-	-	-	-	91%	86%	99%	73%	96%	93%
Not Included in Accountability: Mobile	5%	5%	5%	*	5%	*	-	-	-	-	7%	14%	1%	23%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	*	-	-	-	-	0%	0%	0%	5%	1%	1%
Not Tested	1%	1%	1%	*	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Absent	1%	1%	1%	*	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	99%	99%	-	99%	-	-	-	-	-	88%	*	98%	100%	98%	100%
Included in Accountability	93%	92%	92%	-	92%	-	-	-	-	-	75%	*	97%	71%	95%	92%
Not Included in Accountability: Mobile	4%	4%	7%	-	7%	-357	-	-	-	-	13%	*	2%	29%	3%	8%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	1%	-	1%	-	-	-	-	-	13%	*	2%	0%	2%	0%
Absent	1%	1%	1%	-	1%	-	-	-	-	-	13%	*	2%	0%	2%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.9%	<b>92.6%</b>	-	92.6%	*	-	-	-	*	89.9%	92.4%	92.6%
2020-21	95.0%	95.4%	<b>96.2%</b>	-	96.2%	-	-	-	-	*	92.5%	96.1%	96.0%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.0%	<b>26.0%</b>	-	26.1%	*	-	-	-	*	43.9%	25.4%	26.9%
2020-21	15.0%	14.3%	<b>9.4%</b>	-	9.4%	-	-	-	-	*	21.1%	9.6%	10.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	359	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	360	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	242	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	329	100.0%	3,173	5,504,150	329	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	73	22.2%	6.0%	7.2%	73	22.2%	6.0%	7.1%
Grade 4	84	25.5%	6.4%	7.2%	84	25.5%	6.4%	7.1%
Grade 5	95	28.9%	6.7%	7.2%	95	28.9%	6.7%	7.2%
Grade 6	77	23.4%	6.2%	7.3%	77	23.4%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	326	99.1%	99.2%	53.0%	326	99.1%	99.2%	52.9%
White	2	0.6%	0.6%	25.6%	2	0.6%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.3%	0.1%	3.0%	1	0.3%	0.1%	3.0%
<b>Sex:</b>								
Female	163	49.5%	48.3%	48.8%	163	49.5%	48.3%	48.8%
Male	166	50.5%	51.7%	51.2%	166	50.5%	51.7%	51.2%
Economically Disadvantaged	305	92.7%	91.2%	62.1%	305	92.7%	91.2%	62.0%
Non-Educationally Disadvantaged	24	7.3%	8.8%	37.9%	24	7.3%	8.8%	38.0%
Section 504 Students	23	7.0%	5.0%	7.4%	23	7.0%	5.0%	7.4%
EB Students/EL	227	69.0%	61.7%	23.1%	227	69.0%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	8	2.1%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	17	5.2%	2.2%	5.5%	17	5.2%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	8	2.4%	1.4%	1.3%	8	2.4%	1.4%	1.3%
Immigrant	3	0.9%	1.6%	2.2%	3	0.9%	1.6%	2.2%
Migrant	7	2.1%	0.9%	0.3%	7	2.1%	0.8%	0.3%
Title I	329	100.0%	100.0%	64.6%	329	100.0%	100.0%	64.6%
Military Connected	10	3.0%	2.3%	3.6%	10	3.0%	2.3%	3.6%
At-Risk	276	83.9%	79.8%	53.3%	276	83.9%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	198	60.2%	53.6%	23.2%	198	60.2%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	20	6.1%	5.9%	8.2%	20	6.1%	5.9%	8.2%
Special Education	47	14.3%	14.6%	12.6%	47	14.3%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	53.2%	52.9%	44.1%				
Students with Physical Disabilities	**	**	27.2%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	11	23.4%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	42	11.2%	13.4%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	3.3%				
Hispanic	42	11.2%	13.2%	8.7%				
White	0	0.0%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	19.3%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	33	12.3%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	30	8.7%	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	35	13.4%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	4.2%	2.5%	0.8%	0.0%	0.0%	0.9%
Grade 4	3.4%	1.7%	0.5%	0.0%	0.0%	0.5%
Grade 5	1.5%	1.2%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	25.0	22.0	19.3
Grade 4	15.0	17.5	19.4
Grade 5	17.5	20.0	20.8
Grade 6	19.0	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	32.9	100.0%	100.0%	100.0%
Professional Staff:	26.9	81.7%	50.1%	64.1%
Teachers	23.0	69.9%	35.8%	48.7%
Professional Support	2.0	6.1%	10.5%	10.9%
Campus Administration (School Leadership)	1.9	5.8%	2.4%	3.3%
Educational Aides:	6.0	18.3%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.9	97.0%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	22.0	95.6%	94.6%	29.6%
White	1.0	4.4%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	6.0	26.1%	28.4%	24.4%
Females	17.0	73.9%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	20.0	87.1%	71.5%	72.2%
Masters	3.0	12.9%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.0	4.2%	7.8%	9.7%
1-5 Years Experience	2.0	8.7%	20.3%	26.3%
6-10 Years Experience	3.0	13.1%	20.5%	20.5%
11-20 Years Experience	13.0	56.6%	34.6%	27.2%
21-30 Years Experience	2.0	8.7%	15.2%	13.3%
Over 30 Years Experience	2.0	8.7%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.3	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	6.5	6.1
Average Years Experience of Principals with District	3.0	6.5	5.3
Average Years Experience of Assistant Principals	1.0	3.9	5.2
Average Years Experience of Assistant Principals with District	1.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	14.4	11.8	11.0
Average Years Experience of Teachers with District:	10.7	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$59,051	\$47,625	\$53,300
1-5 Years Experience	\$58,841	\$59,468	\$56,516
6-10 Years Experience	\$60,367	\$61,989	\$59,732
11-20 Years Experience	\$59,922	\$63,290	\$63,389
21-30 Years Experience	\$67,743	\$69,128	\$67,876
Over 30 Years Experience	\$72,674	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$61,642	\$62,088	\$60,717
Professional Support	\$73,960	\$72,797	\$72,022
Campus Administration (School Leadership)	\$77,164	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	10.0	43.7%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.9	47.5%	49.5%	70.6%
Special Education	370.0	8.8%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: ALFONSO BORREGO SR EL**

**Campus Number: 071904104**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>67%</b>	-	67%	-	-	-	-	-	56%	*	68%	63%	66%	64%
	2022	76%	59%	<b>59%</b>	-	59%	-	-	-	-	-	55%	40%	60%	56%	56%	45%
At Meets Grade Level or Above	2023	50%	37%	<b>41%</b>	-	41%	-	-	-	-	-	31%	*	41%	40%	39%	36%
	2022	51%	28%	<b>34%</b>	-	34%	-	-	-	-	-	41%	40%	38%	13%	31%	17%
At Masters Grade Level	2023	20%	13%	<b>13%</b>	-	13%	-	-	-	-	-	0%	*	12%	17%	12%	12%
	2022	30%	14%	<b>13%</b>	-	13%	-	-	-	-	-	9%	20%	15%	0%	10%	5%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	73%	<b>71%</b>	-	71%	-	-	-	-	-	56%	*	70%	77%	71%	71%
	2022	71%	62%	<b>64%</b>	-	64%	-	-	-	-	-	55%	80%	68%	44%	61%	52%
At Meets Grade Level or Above	2023	45%	30%	<b>36%</b>	-	36%	-	-	-	-	-	31%	*	32%	47%	34%	33%
	2022	43%	27%	<b>34%</b>	-	34%	-	-	-	-	-	36%	40%	38%	13%	33%	25%
At Masters Grade Level	2023	19%	10%	<b>13%</b>	-	13%	-	-	-	-	-	0%	*	12%	13%	10%	11%
	2022	21%	7%	<b>9%</b>	-	9%	-	-	-	-	-	0%	0%	11%	0%	9%	8%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	57%	<b>57%</b>	-	57%	-	-	-	-	-	44%	80%	59%	52%	56%	45%
	2022	77%	65%	<b>63%</b>	-	63%	-	-	-	-	-	52%	71%	64%	57%	61%	58%
At Meets Grade Level or Above	2023	48%	24%	<b>26%</b>	-	26%	-	-	-	-	-	24%	60%	33%	7%	25%	16%
	2022	54%	41%	<b>38%</b>	-	38%	-	-	-	-	-	35%	57%	38%	39%	38%	36%
At Masters Grade Level	2023	22%	4%	<b>3%</b>	-	3%	-	-	-	-	-	0%	0%	4%	0%	2%	1%
	2022	28%	20%	<b>15%</b>	-	15%	-	-	-	-	-	9%	14%	16%	13%	15%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	64%	<b>59%</b>	-	59%	-	-	-	-	-	44%	100%	66%	41%	58%	55%
	2022	70%	65%	<b>63%</b>	-	63%	-	-	-	-	-	35%	100%	65%	52%	61%	62%
At Meets Grade Level or Above	2023	48%	36%	<b>35%</b>	-	35%	-	-	-	-	-	28%	60%	40%	21%	34%	28%
	2022	43%	30%	<b>30%</b>	-	30%	-	-	-	-	-	26%	57%	32%	22%	29%	32%
At Masters Grade Level	2023	22%	12%	<b>13%</b>	-	13%	-	-	-	-	-	0%	0%	15%	7%	12%	8%
	2022	23%	11%	<b>8%</b>	-	8%	-	-	-	-	-	9%	14%	10%	0%	7%	10%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	71%	<b>72%</b>	-	72%	-	-	-	-	-	40%	75%	72%	72%	72%	68%
	2022	81%	76%	<b>74%</b>	-	74%	-	-	-	-	-	44%	*	71%	86%	74%	67%
At Meets Grade Level or Above	2023	57%	42%	<b>44%</b>	-	44%	-	-	-	-	-	20%	50%	41%	52%	42%	44%
	2022	58%	44%	<b>41%</b>	-	41%	-	-	-	-	-	19%	*	41%	41%	40%	36%
At Masters Grade Level	2023	28%	16%	<b>14%</b>	-	14%	-	-	-	-	-	10%	25%	12%	21%	13%	14%
	2022	36%	19%	<b>16%</b>	-	16%	-	-	-	-	-	0%	*	18%	9%	16%	14%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	81%	<b>86%</b>	-	86%	-	-	-	-	-	75%	100%	84%	90%	84%	82%
	2022	77%	79%	<b>78%</b>	-	78%	-	-	-	-	-	63%	*	78%	77%	76%	72%
At Meets Grade Level or Above	2023	51%	44%	<b>49%</b>	-	49%	-	-	-	-	-	30%	50%	43%	62%	49%	51%
	2022	48%	39%	<b>39%</b>	-	39%	-	-	-	-	-	31%	*	40%	36%	37%	35%
At Masters Grade Level	2023	21%	9%	<b>11%</b>	-	11%	-	-	-	-	-	10%	13%	13%	7%	9%	11%
	2022	25%	13%	<b>13%</b>	-	13%	-	-	-	-	-	13%	*	13%	14%	12%	13%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	58%	<b>64%</b>	-	64%	-	-	-	-	-	35%	75%	58%	79%	64%	67%
	2022	66%	61%	<b>61%</b>	-	61%	-	-	-	-	-	44%	*	60%	64%	58%	54%
At Meets Grade Level or Above	2023	36%	28%	<b>31%</b>	-	31%	-	-	-	-	-	15%	50%	29%	38%	30%	36%
	2022	38%	29%	<b>27%</b>	-	27%	-	-	-	-	-	25%	*	29%	18%	24%	25%
At Masters Grade Level	2023	16%	9%	<b>12%</b>	-	12%	-	-	-	-	-	0%	25%	12%	14%	11%	17%
	2022	18%	10%	<b>10%</b>	-	10%	-	-	-	-	-	13%	*	11%	9%	9%	8%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	74%	<b>75%</b>	-	76%	*	-	-	-	-	40%	*	78%	63%	75%	71%
	2022	70%	60%	<b>63%</b>	-	62%	*	-	-	-	-	40%	*	65%	53%	62%	56%
At Meets Grade Level or Above	2023	52%	40%	<b>38%</b>	-	39%	*	-	-	-	-	13%	*	43%	21%	36%	35%
	2022	43%	40%	<b>45%</b>	-	45%	*	-	-	-	-	35%	*	48%	32%	43%	41%
At Masters Grade Level	2023	22%	10%	<b>8%</b>	-	8%	*	-	-	-	-	0%	*	9%	4%	5%	7%
	2022	23%	12%	<b>15%</b>	-	14%	*	-	-	-	-	5%	*	14%	21%	15%	13%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	80%	<b>77%</b>	-	77%	*	-	-	-	-	67%	*	77%	75%	75%	75%
	2022	73%	69%	<b>68%</b>	-	67%	*	375	-	-	-	50%	*	69%	58%	66%	67%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	34%	<b>36%</b>	-	36%	*	-	-	-	-	40%	*	34%	42%	33%	35%
	2022	39%	27%	<b>31%</b>	-	30%	*	-	-	-	-	25%	*	33%	21%	31%	26%
At Masters Grade Level	2023	16%	8%	<b>8%</b>	-	8%	*	-	-	-	-	13%	*	9%	4%	5%	6%
	2022	16%	7%	<b>10%</b>	-	10%	*	-	-	-	-	5%	*	10%	11%	11%	10%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	70%	<b>70%</b>	-	70%	*	-	-	-	-	50%	80%	70%	68%	69%	67%
	2022	74%	64%	<b>66%</b>	-	66%	*	-	-	-	-	48%	74%	67%	62%	64%	60%
At Meets Grade Level or Above	2023	49%	34%	<b>37%</b>	-	37%	*	-	-	-	-	26%	50%	37%	37%	36%	35%
	2022	48%	33%	<b>36%</b>	-	35%	*	-	-	-	-	31%	46%	38%	27%	34%	31%
At Masters Grade Level	2023	20%	9%	<b>11%</b>	-	11%	*	-	-	-	-	3%	13%	11%	10%	9%	9%
	2022	23%	11%	<b>12%</b>	-	12%	*	-	-	-	-	7%	15%	13%	9%	12%	11%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>68%</b>	-	68%	*	-	-	-	-	45%	74%	70%	63%	67%	62%
	2022	75%	62%	<b>65%</b>	-	65%	*	-	-	-	-	48%	61%	65%	64%	64%	57%
At Meets Grade Level or Above	2023	53%	36%	<b>37%</b>	-	37%	*	-	-	-	-	22%	53%	40%	30%	35%	32%
	2022	53%	38%	<b>40%</b>	-	40%	*	-	-	-	-	33%	39%	42%	33%	38%	33%
At Masters Grade Level	2023	20%	8%	<b>10%</b>	-	10%	*	-	-	-	-	3%	11%	9%	11%	8%	8%
	2022	25%	12%	<b>15%</b>	-	15%	*	-	-	-	-	6%	17%	16%	11%	14%	11%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	73%	<b>73%</b>	-	73%	*	-	-	-	-	59%	89%	74%	71%	72%	71%
	2022	72%	64%	<b>68%</b>	-	68%	*	-	-	-	-	49%	89%	70%	59%	66%	64%
At Meets Grade Level or Above	2023	45%	32%	<b>39%</b>	-	39%	*	-	-	-	-	32%	47%	37%	43%	37%	36%
	2022	42%	28%	<b>33%</b>	-	33%	*	-	-	-	-	30%	50%	36%	24%	32%	30%
At Masters Grade Level	2023	19%	9%	<b>11%</b>	-	11%	*	-	-	-	-	5%	11%	12%	8%	9%	9%
	2022	20%	9%	<b>10%</b>	-	10%	*	-	-	-	-	6%	17%	11%	6%	10%	10%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	70%	<b>64%</b>	-	64%	-	-	-	-	-	35%	75%	58%	79%	64%	67%
	2022	76%	67%	<b>61%</b>	-	61%	-	-	-	-	-	44%	*	60%	64%	58%	54%
At Meets Grade Level or Above	2023	47%	32%	<b>31%</b>	-	31%	-	-	-	-	-	15%	50%	29%	38%	30%	36%
	2022	47%	30%	<b>27%</b>	-	27%	-	-	-	-	-	25%	*	29%	18%	24%	25%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	9%	12%	-	12%	-	-	-	-	-	0%	25%	12%	14%	11%	17%
	2022	21%	9%	10%	-	10%	-	-	-	-	-	13%	*	11%	9%	9%	8%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	29%	-	29%	-	-	-	-	-	31%	*	28%	33%	27%	25%
	2022	36%	20%	26%	-	26%	-	-	-	-	-	32%	40%	29%	13%	25%	15%
Reading and Mathematics Including EOC	2023	37%	24%	29%	-	29%	-	-	-	-	-	31%	*	28%	33%	27%	25%
	2022	36%	20%	26%	-	26%	-	-	-	-	-	32%	40%	29%	13%	25%	15%
Reading Including EOC	2023	50%	37%	41%	-	41%	-	-	-	-	-	31%	*	41%	40%	39%	36%
	2022	51%	28%	34%	-	34%	-	-	-	-	-	41%	40%	38%	13%	31%	17%
Math Including EOC	2023	45%	30%	36%	-	36%	-	-	-	-	-	31%	*	32%	47%	34%	33%
	2022	43%	27%	34%	-	34%	-	-	-	-	-	36%	40%	38%	13%	33%	25%
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	19%	22%	-	22%	-	-	-	-	-	20%	40%	27%	7%	20%	14%
	2022	36%	24%	22%	-	22%	-	-	-	-	-	26%	43%	23%	17%	20%	25%
Reading and Mathematics Including EOC	2023	38%	19%	22%	-	22%	-	-	-	-	-	20%	40%	27%	7%	20%	14%
	2022	36%	24%	22%	-	22%	-	-	-	-	-	26%	43%	23%	17%	20%	25%
Reading Including EOC	2023	48%	24%	26%	-	26%	-	-	-	-	-	24%	60%	33%	7%	25%	16%
	2022	54%	41%	38%	-	38%	-	-	-	-	-	35%	57%	38%	39%	38%	36%
Math Including EOC	2023	48%	36%	35%	-	35%	-	-	-	-	-	28%	60%	40%	21%	34%	28%
	2022	43%	30%	30%	-	30%	-	-	-	-	-	26%	57%	32%	22%	29%	32%
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	32%	32%	-	32%	-	-	-	-	-	15%	50%	30%	38%	31%	36%
	2022	41%	26%	26%	-	26%	-	-	-	-	-	19%	*	26%	23%	23%	24%
Reading and Mathematics Including EOC	2023	43%	32%	32%	-	32%	-	-	-	-	-	15%	50%	30%	38%	31%	36%
	2022	41%	26%	26%	-	26%	-	-	-	-	-	19%	*	26%	23%	23%	24%
Reading Including EOC	2023	57%	42%	44%	-	44%	-	-	-	-	-	20%	50%	41%	52%	42%	44%
	2022	58%	44%	41%	-	41%	-	-	-	-	-	19%	*	41%	41%	40%	36%
Math Including EOC	2023	51%	44%	49%	-	49%	-	-	-	-	-	30%	50%	43%	62%	49%	51%
	2022	48%	39%	39%	-	39%	-	-	-	-	-	31%	*	40%	36%	37%	35%
<b>6th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2023	35%	23%	<b>24%</b>	-	24%	*	-	-	-	-	13%	*	25%	21%	21%	24%
	2022	31%	22%	<b>26%</b>	-	25%	*	-	-	-	-	25%	*	27%	21%	26%	22%
Reading and Mathematics Including EOC	2023	35%	23%	<b>24%</b>	-	24%	*	-	-	-	-	13%	*	25%	21%	21%	24%
	2022	31%	22%	<b>26%</b>	-	25%	*	-	-	-	-	25%	*	27%	21%	26%	22%
Reading Including EOC	2023	52%	40%	<b>38%</b>	-	39%	*	-	-	-	-	13%	*	43%	21%	36%	35%
	2022	43%	40%	<b>45%</b>	-	45%	*	-	-	-	-	35%	*	48%	32%	43%	41%
Math Including EOC	2023	40%	34%	<b>36%</b>	-	36%	*	-	-	-	-	40%	*	34%	42%	33%	35%
	2022	40%	27%	<b>31%</b>	-	30%	*	-	-	-	-	25%	*	33%	21%	31%	26%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	22%	<b>27%</b>	-	27%	*	-	-	-	-	20%	37%	27%	25%	25%	25%
	2022	34%	22%	<b>25%</b>	-	25%	*	-	-	-	-	26%	33%	26%	19%	24%	22%
Reading and Mathematics Including EOC	2023	39%	24%	<b>27%</b>	-	27%	*	-	-	-	-	20%	37%	27%	25%	25%	25%
	2022	36%	24%	<b>25%</b>	-	25%	*	-	-	-	-	26%	33%	26%	19%	24%	22%
Reading Including EOC	2023	53%	37%	<b>37%</b>	-	37%	*	-	-	-	-	22%	53%	40%	30%	35%	32%
	2022	53%	40%	<b>40%</b>	-	40%	*	-	-	-	-	33%	39%	42%	33%	38%	33%
Math Including EOC	2023	47%	35%	<b>39%</b>	-	39%	*	-	-	-	-	32%	47%	37%	43%	37%	36%
	2022	43%	31%	<b>33%</b>	-	33%	*	-	-	-	-	30%	50%	36%	24%	32%	30%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	41%	<b>41%</b>	-	41%	-	-	-	-	-	42%	40%	43%	36%	43%	41%
Grade 4 Mathematics	2023	63%	67%	<b>64%</b>	-	64%	-	-	-	-	-	54%	70%	65%	61%	62%	63%
Grade 5 ELA/Reading	2023	65%	61%	<b>65%</b>	-	65%	-	-	-	-	-	50%	69%	63%	71%	64%	65%
Grade 5 Mathematics	2023	71%	75%	<b>81%</b>	-	81%	-	-	-	-	-	93%	56%	80%	86%	82%	80%
Grade 6 ELA/Reading	2023	51%	46%	<b>49%</b>	-	49%	*	-	-	-	-	43%	*	56%	19%	46%	46%
Grade 6 Mathematics	2023	54%	53%	<b>53%</b>	-	53%	*	-	-	-	-	67%	*	52%	57%	52%	54%
All Grades Both Subjects	2023	64%	60%	<b>59%</b>	-	59%	*	-	-	-	-	58%	57%	59%	56%	58%	58%
All Grades ELA/Reading	2023	63%	57%	<b>51%</b>	-	52%	*	-	-	-	-	45%	57%	54%	44%	51%	50%
All Grades Mathematics	2023	66%	64%	<b>66%</b>	-	66%	*	-	-	-	-	70%	57%	65%	69%	65%	65%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	24%	<b>23%</b>	-	23%	-	-	-	-	-	9%	*	20%	31%	25%	24%
Grade 4 Mathematics	2023	27%	31%	<b>23%</b>	-	23%	-	-	-	-	-	0%	*	27%	18%	24%	27%
Grade 5 ELA/Reading	2023	37%	32%	<b>37%</b>	-	37%	-	-	-	-	-	9%	*	41%	25%	38%	31%
Grade 5 Mathematics	2023	48%	52%	<b>62%</b>	-	62%	-	-	-	-	-	67%	-	52%	83%	61%	46%
Grade 6 ELA/Reading	2023	26%	32%	<b>41%</b>	-	41%	-	-	-	-	-	13%	*	46%	20%	44%	40%
Grade 6 Mathematics	2023	35%	36%	<b>22%</b>	-	22%	-	-	-	-	-	20%	*	28%	0%	23%	25%
All Grades Both Subjects	2023	38%	41%	<b>35%</b>	-	35%	-	-	-	-	-	23%	43%	35%	33%	36%	31%
All Grades ELA/Reading	2023	35%	35%	<b>33%</b>	-	33%	-	-	-	-	-	10%	40%	35%	27%	35%	30%
All Grades Mathematics	2023	40%	49%	<b>37%</b>	-	37%	-	-	-	-	-	34%	*	36%	38%	37%	32%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2023	76%	70%	<b>70%</b>	65%	66%	-	-	63%	-	-	-	-	-	70%	77%	66%	100%	
	2022	74%	64%	<b>66%</b>	58%	58%	-	-	-	-	-	-	-	-	64%	80%	58%	100%	
At Meets Grade Level or Above	2023	49%	34%	<b>37%</b>	33%	34%	-	-	29%	-	-	-	-	-	34%	43%	33%	90%	
	2022	48%	33%	<b>36%</b>	27%	27%	-	-	-	-	-	-	-	-	42%	47%	29%	76%	
At Masters Grade Level	2023	20%	9%	<b>11%</b>	10%	9%	-	-	12%	-	-	-	-	-	1%	13%	9%	40%	
	2022	23%	11%	<b>12%</b>	10%	10%	-	-	-	-	-	-	-	-	13%	16%	10%	20%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2023	77%	67%	<b>68%</b>	61%	62%	-	-	59%	-	-	-	-	-	63%	80%	61%	100%	
	2022	75%	62%	<b>65%</b>	55%	55%	-	-	-	-	-	-	-	-	63%	82%	56%	100%	
At Meets Grade Level or Above	2023	53%	36%	<b>37%</b>	30%	30%	-	-	30%	-	-	-	-	-	35%	48%	30%	100%	
	2022	53%	38%	<b>40%</b>	29%	29%	-	-	-	-	-	-	-	-	46%	55%	32%	80%	
At Masters Grade Level	2023	20%	8%	<b>10%</b>	7%	6%	-	-	11%	-	-	-	-	-	3%	12%	7%	67%	
	2022	25%	12%	<b>15%</b>	11%	11%	-	-	-	-	-	-	-	-	15%	23%	12%	10%	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2023	75%	73%	<b>73%</b>	68%	69%	-	-	67%	-	-	-	-	-	83%	79%	70%	100%	
	2022	72%	64%	<b>68%</b>	62%	62%	-	-	-	-	-	-	-	-	69%	78%	63%	100%	
At Meets Grade Level or Above	2023	45%	32%	<b>39%</b>	35%	37%	-	-	29%	-	-	-	-	-	35%	44%	35%	89%	
	2022	42%	28%	<b>33%</b>	26%	26%	-	-	-	-	-	-	-	-	44%	42%	28%	70%	
At Masters Grade Level	2023	19%	9%	<b>11%</b>	10%	9%	-	-	13%	-	-	-	-	-	0%	17%	8%	22%	
	2022	20%	9%	<b>10%</b>	10%	10%	-	-	-	-	-	-	-	-	10%	9%	10%	30%	
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2023	77%	70%	<b>64%</b>	69%	69%	-	-	-	-	-	-	-	-	44%	58%	66%	*	
	2022	76%	67%	<b>61%</b>	51%	51%	-	-	-	-	-	-	-	-	50%	78%	51%	100%	
At Meets Grade Level or Above	2023	47%	32%	<b>31%</b>	38%	38%	-	-	-	-	-	-	-	-	22%	21%	36%	*	
	2022	47%	30%	<b>27%</b>	21%	21%	-	-	-	-	-	-	-	-	20%	34%	21%	80%	
At Masters Grade Level	2023	18%	9%	<b>12%</b>	20%	20%	-	-	-	-	-	-	-	-	0%	3%	17%	*	
	2022	21%	9%	<b>10%</b>	6%	6%	-	-	-	-	-	-	-	-	20%	16%	8%	20%	
<b>School Progress - Annual Growth</b>																			
All Grades Both Subjects	2023	64%	60%	<b>59%</b>	57%	57%	-	-	-	-	-	-	-	-	53%	61%	57%	88%	
All Grades ELA/Reading	2023	63%	57%	<b>51%</b>	49%	49%	-	-	-	-	-	-	-	-	46%	54%	49%	100%	
All Grades Mathematics	2023	66%	64%	<b>66%</b>	66%	66%	-	-	-	-	-	-	-	-	59%	68%	65%	75%	
<b>School Progress - Accelerated Learning</b>																			
All Grades Both Subjects	2023	38%	41%	<b>35%</b>	32%	32%	-	380	-	-	-	-	-	-	30%	50%	31%	-	

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	35%	<b>33%</b>	31%	31%	-	-	-	-	-	-	-	-	27%	44%	30%	-
All Grades Mathematics	2023	40%	49%	<b>37%</b>	32%	32%	-	-	-	-	-	-	-	-	33%	55%	32%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	<b>93%</b>	-	93%	*	-	-	-	-	92%	100%	97%	83%	94%	93%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	-	5%	*	-	-	-	-	8%	0%	3%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>2%</b>	-	2%	*	-	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	<b>93%</b>	-	93%	*	-	-	-	-	93%	100%	97%	83%	93%	93%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	-	5%	*	-	-	-	-	7%	0%	3%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	<b>2%</b>	-	2%	*	-	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	<b>94%</b>	-	94%	*	-	-	-	-	93%	100%	98%	84%	94%	94%
Not Included in Accountability: Mobile	5%	4%	<b>5%</b>	-	5%	*	-	-	-	-	7%	0%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	-	1%	*	-	-	-	-	0%	0%	0%	5%	2%	2%
Not Tested	1%	2%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	96%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	<b>92%</b>	-	92%	-	-	-	-	-	87%	100%	95%	85%	94%	92%
Not Included in Accountability: Mobile	4%	4%	<b>6%</b>	-	6%	-	-	-	-	-	13%	0%	5%	9%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	-	2%	-	-	-	-	-	0%	0%	0%	6%	2%	3%
Not Tested	1%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%

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Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	4%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	91%	-	91%	*	*	-	-	-	94%	83%	99%	66%	91%	91%
Not Included in Accountability: Mobile	5%	5%	7%	-	7%	*	*	-	-	-	6%	17%	1%	27%	7%	6%
Not Included in Accountability: Other Exclusions	1%	3%	2%	-	2%	*	*	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	90%	-	90%	*	*	-	-	-	93%	82%	99%	64%	90%	90%
Not Included in Accountability: Mobile	5%	5%	8%	-	8%	*	*	-	-	-	7%	18%	1%	28%	7%	7%
Not Included in Accountability: Other Exclusions	2%	5%	2%	-	2%	*	*	-	-	-	0%	0%	0%	8%	2%	3%
Not Tested	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	91%	-	91%	*	*	-	-	-	93%	82%	99%	66%	91%	91%
Not Included in Accountability: Mobile	5%	5%	8%	-	8%	*	*	-	-	-	7%	18%	1%	29%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	*	-	-	-	0%	0%	0%	6%	1%	2%
Not Tested	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	99%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	95%	-	95%	-	-	-	-	-	100%	*	100%	79%	96%	97%
Not Included in Accountability: Mobile	4%	4%	3%	-	3%	-383	-	-	-	-	0%	*	0%	14%	2%	1%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	0%	*	0%	7%	2%	2%
Not Tested	2%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.9%	<b>92.0%</b>	*	92.0%	*	*	-	-	-	90.3%	91.7%	92.1%
2020-21	95.0%	95.4%	<b>93.7%</b>	*	93.7%	*	-	-	-	-	90.0%	93.4%	93.4%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.0%	<b>28.8%</b>	*	28.8%	*	*	-	-	-	40.2%	30.5%	26.5%
2020-21	15.0%	14.3%	<b>21.0%</b>	*	20.8%	20.0%	-	-	-	-	32.7%	21.6%	22.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	385	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	386	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	242	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	472	100.0%	3,173	5,504,150	472	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	117	24.8%	6.0%	7.2%	117	24.8%	6.0%	7.1%
Grade 4	118	25.0%	6.4%	7.2%	118	25.0%	6.4%	7.1%
Grade 5	118	25.0%	6.7%	7.2%	118	25.0%	6.7%	7.2%
Grade 6	119	25.2%	6.2%	7.3%	119	25.2%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	471	99.8%	99.2%	53.0%	471	99.8%	99.2%	52.9%
White	1	0.2%	0.6%	25.6%	1	0.2%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
<b>Sex:</b>								
Female	234	49.6%	48.3%	48.8%	234	49.6%	48.3%	48.8%
Male	238	50.4%	51.7%	51.2%	238	50.4%	51.7%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	430	91.1%	91.2%	62.1%	430	91.1%	91.2%	62.0%
Non-Educationally Disadvantaged	42	8.9%	8.8%	37.9%	42	8.9%	8.8%	38.0%
Section 504 Students	27	5.7%	5.0%	7.4%	27	5.7%	5.0%	7.4%
EB Students/EL	319	67.6%	61.7%	23.1%	319	67.6%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	13	2.5%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	20	4.2%	2.2%	5.5%	20	4.2%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	8	1.7%	1.4%	1.3%	8	1.7%	1.4%	1.3%
Immigrant	15	3.2%	1.6%	2.2%	15	3.2%	1.6%	2.2%
Migrant	5	1.1%	0.9%	0.3%	5	1.1%	0.8%	0.3%
Title I	472	100.0%	100.0%	64.6%	472	100.0%	100.0%	64.6%
Military Connected	11	2.3%	2.3%	3.6%	11	2.3%	2.3%	3.6%
At-Risk	383	81.1%	79.8%	53.3%	383	81.1%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	280	59.3%	53.6%	23.2%	280	59.3%	53.6%	23.2%
Career and Technical Education	0	0.0%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	39	8.3%	5.9%	8.2%	39	8.3%	5.9%	8.2%
Special Education	79	16.7%	14.6%	12.6%	79	16.7%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	65.8%	52.9%	44.1%				
Students with Physical Disabilities	15	19.0%	27.2%	20.0%				
Students with Autism	7	8.9%	**	15.5%				
Students with Behavioral Disabilities	5	6.3%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	70	13.6%	13.4%	16.8%				
By Ethnicity:								
African American	1	0.2%	0.0%	3.3%				
Hispanic	68	13.2%	13.2%	8.7%				
White	0	0.0%	0.1%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	10.7%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	44	12.8%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	61	13.1%	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	44	12.7%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	1.1%	2.5%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	1.7%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.9%	1.2%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	20.5	22.0	19.3
Grade 4	20.0	17.5	19.4
Grade 5	22.5	20.0	20.8
Grade 6	22.5	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	-	14.8	16.2
Foreign Languages	-	21.6	18.8
Mathematics	-	19.3	17.5
Science	-	20.1	18.5
Social Studies	-	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	42.4	100.0%	100.0%	100.0%
Professional Staff:	33.5	79.0%	50.1%	64.1%
Teachers	29.5	69.6%	35.8%	48.7%
Professional Support	2.0	4.7%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.7%	2.4%	3.3%
Educational Aides:	8.9	21.0%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	41.4	97.6%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	28.5	96.6%	94.6%	29.6%
White	1.0	3.4%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	4.8	16.3%	28.4%	24.4%
Females	24.7	83.7%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.7	2.4%	3.8%	2.0%
Bachelors	22.0	74.5%	71.5%	72.2%
Masters	6.8	23.1%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.7	2.4%	7.8%	9.7%
1-5 Years Experience	6.0	20.3%	20.3%	26.3%
6-10 Years Experience	7.0	23.7%	20.5%	20.5%
11-20 Years Experience	10.0	33.9%	34.6%	27.2%
21-30 Years Experience	5.8	19.7%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	16.0	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	9.0	6.5	6.1
Average Years Experience of Principals with District	9.0	6.5	5.3
Average Years Experience of Assistant Principals	9.0	3.9	5.2
Average Years Experience of Assistant Principals with District	9.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	12.2	11.8	11.0
Average Years Experience of Teachers with District:	10.0	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$719	\$47,625	\$53,300
1-5 Years Experience	\$58,703	\$59,468	\$56,516
6-10 Years Experience	\$61,108	\$61,989	\$59,732
11-20 Years Experience	\$63,144	\$63,290	\$63,389
21-30 Years Experience	\$67,061	\$69,128	\$67,876
Over 30 Years Experience	-	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$61,060	\$62,088	\$60,717
Professional Support	\$67,392	\$72,797	\$72,022
Campus Administration (School Leadership)	\$88,399	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	13.0	44.0%	24.4%	5.9%
Career and Technical Education	0.0	0.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	10.7	36.2%	49.5%	70.6%
Special Education	3965.8	19.8%	14.9%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: ANN M GARCIA-ENRIQUEZ MIDDLE**

**Campus Number: 071904041**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	67%	<b>67%</b>	*	67%	*	-	-	-	-	33%	57%	71%	49%	65%	63%
	2022	80%	64%	<b>64%</b>	*	64%	*	-	-	-	-	30%	*	65%	59%	62%	60%
At Meets Grade Level or Above	2023	55%	31%	<b>31%</b>	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	37%	<b>37%</b>	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
At Masters Grade Level	2023	27%	6%	<b>6%</b>	*	6%	*	-	-	-	-	3%	0%	8%	0%	6%	4%
	2022	37%	20%	<b>20%</b>	*	20%	*	-	-	-	-	5%	*	21%	19%	19%	17%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	50%	<b>50%</b>	*	50%	*	-	-	-	-	32%	57%	51%	47%	50%	47%
	2022	61%	50%	<b>50%</b>	*	51%	*	-	-	-	-	25%	*	50%	53%	48%	49%
At Meets Grade Level or Above	2023	37%	18%	<b>18%</b>	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	31%	17%	<b>17%</b>	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
At Masters Grade Level	2023	11%	4%	<b>4%</b>	*	4%	*	-	-	-	-	6%	14%	4%	3%	4%	2%
	2022	13%	5%	<b>5%</b>	*	5%	*	-	-	-	-	5%	*	5%	5%	5%	3%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	78%	<b>78%</b>	-	78%	-	-	-	-	-	44%	80%	78%	78%	77%	74%
	2022	83%	76%	<b>76%</b>	-	75%	*	-	-	-	-	35%	*	74%	86%	75%	71%
At Meets Grade Level or Above	2023	58%	43%	<b>43%</b>	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	49%	<b>49%</b>	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
At Masters Grade Level	2023	28%	13%	<b>13%</b>	-	13%	-	-	-	-	-	5%	0%	15%	4%	10%	7%
	2022	37%	27%	<b>27%</b>	-	26%	*	-	-	-	-	3%	*	25%	32%	27%	18%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	77%	<b>77%</b>	-	77%	-	-	-	-	-	59%	*	77%	77%	78%	76%
	2022	71%	70%	<b>70%</b>	-	70%	*	-	-	-	-	50%	*	69%	76%	70%	65%
At Meets Grade Level or Above	2023	46%	32%	<b>32%</b>	-	32%	-	-	-	-	-	11%	*	34%	27%	32%	30%
	2022	40%	36%	<b>36%</b>	-	36%	*	-	-	-	-	12%	*	37%	35%	36%	33%
At Masters Grade Level	2023	17%	5%	<b>5%</b>	-	5%	-	-	-	-	-	8%	*	4%	7%	4%	4%
	2022	14%	7%	<b>7%</b>	-	8%	*	-	-	-	-	6%	*	7%	12%	7%	6%
<b>Grade 8 Science</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	60%	<b>60%</b>	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	74%	66%	<b>66%</b>	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	29%	<b>29%</b>	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	45%	33%	<b>33%</b>	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	17%	9%	<b>9%</b>	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	24%	15%	<b>15%</b>	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	49%	<b>49%</b>	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	61%	43%	<b>43%</b>	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	33%	19%	<b>19%</b>	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	31%	13%	<b>13%</b>	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	16%	6%	<b>6%</b>	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	18%	5%	<b>5%</b>	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	79%	<b>100%</b>	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
	2022	76%	60%	<b>100%</b>	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	43%	30%	<b>94%</b>	-	94%	-	-	-	-	-	*	*	95%	83%	92%	91%
	2022	43%	22%	<b>88%</b>	-	88%	-	-	-	-	-	-	-	89%	83%	90%	83%
At Masters Grade Level	2023	23%	13%	<b>75%</b>	-	75%	-	-	-	-	-	*	*	79%	50%	72%	71%
	2022	27%	13%	<b>77%</b>	-	77%	-	-	-	-	-	-	-	78%	67%	78%	65%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	70%	<b>65%</b>	*	65%	*	-	-	-	-	38%	56%	65%	64%	64%	61%
	2022	74%	64%	<b>62%</b>	*	62%	67%	-	-	-	-	30%	42%	61%	67%	62%	58%
At Meets Grade Level or Above	2023	49%	34%	<b>31%</b>	*	31%	*	-	-	-	-	15%	26%	33%	25%	30%	27%
	2022	48%	33%	<b>33%</b>	*	33%	50%	-	-	-	-	13%	8%	33%	32%	33%	28%
At Masters Grade Level	2023	20%	9%	<b>10%</b>	*	10%	*	-	-	-	-	7%	3%	11%	5%	8%	7%
	2022	23%	11%	<b>15%</b>	*	15%	33%	-	-	-	-	3%	0%	15%	17%	15%	11%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>73%</b>	*	73%	*	-	-	-	-	39%	67%	75%	66%	72%	69%
	2022	75%	62%	<b>70%</b>	*	70%	*401	-	-	-	-	32%	40%	69%	73%	69%	66%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	36%	<b>38%</b>	*	38%	*	-	-	-	-	20%	33%	39%	31%	37%	32%
	2022	53%	38%	<b>43%</b>	*	43%	*	-	-	-	-	17%	20%	43%	45%	43%	38%
At Masters Grade Level	2023	20%	8%	<b>10%</b>	*	10%	*	-	-	-	-	4%	0%	12%	2%	8%	6%
	2022	25%	12%	<b>23%</b>	*	23%	*	-	-	-	-	4%	0%	23%	26%	23%	18%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	73%	<b>68%</b>	*	67%	*	-	-	-	-	48%	67%	68%	66%	67%	65%
	2022	72%	64%	<b>63%</b>	*	63%	*	-	-	-	-	36%	40%	62%	67%	62%	59%
At Meets Grade Level or Above	2023	45%	32%	<b>32%</b>	*	32%	*	-	-	-	-	16%	33%	34%	24%	31%	29%
	2022	42%	28%	<b>31%</b>	*	31%	*	-	-	-	-	13%	0%	32%	28%	32%	28%
At Masters Grade Level	2023	19%	9%	<b>12%</b>	*	12%	*	-	-	-	-	10%	8%	13%	8%	10%	10%
	2022	20%	9%	<b>12%</b>	*	12%	*	-	-	-	-	5%	0%	12%	13%	12%	8%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	70%	<b>60%</b>	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	76%	67%	<b>66%</b>	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	32%	<b>29%</b>	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	47%	30%	<b>33%</b>	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	18%	9%	<b>9%</b>	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	21%	9%	<b>15%</b>	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	71%	<b>49%</b>	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	75%	64%	<b>43%</b>	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	52%	37%	<b>19%</b>	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	50%	32%	<b>13%</b>	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	27%	12%	<b>6%</b>	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	30%	14%	<b>5%</b>	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	13%	<b>13%</b>	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	32%	16%	<b>16%</b>	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading and Mathematics Including EOC	2023	38%	13%	<b>13%</b>	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	33%	16%	<b>16%</b>	*	16%	-402	-	-	-	-	14%	*	17%	8%	15%	15%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading Including EOC	2023	55%	31%	<b>31%</b>	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	37%	<b>37%</b>	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
Math Including EOC	2023	43%	18%	<b>18%</b>	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	37%	17%	<b>17%</b>	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	21%	<b>21%</b>	-	21%	-	-	-	-	-	11%	*	22%	20%	21%	17%
	2022	27%	25%	<b>25%</b>	-	24%	*	-	-	-	-	6%	*	23%	31%	24%	21%
Reading and Mathematics Including EOC	2023	44%	33%	<b>33%</b>	-	33%	-	-	-	-	-	13%	40%	35%	24%	30%	27%
	2022	41%	35%	<b>35%</b>	-	34%	*	-	-	-	-	6%	*	34%	38%	34%	27%
Reading Including EOC	2023	58%	43%	<b>43%</b>	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	50%	<b>50%</b>	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
Math Including EOC	2023	51%	44%	<b>44%</b>	-	44%	-	-	-	-	-	15%	40%	46%	34%	42%	42%
	2022	48%	45%	<b>45%</b>	-	45%	*	-	-	-	-	12%	*	46%	44%	45%	39%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	22%	<b>17%</b>	*	17%	*	-	-	-	-	14%	27%	18%	14%	17%	14%
	2022	34%	22%	<b>20%</b>	*	20%	*	-	-	-	-	10%	0%	20%	19%	19%	18%
Reading and Mathematics Including EOC	2023	39%	24%	<b>24%</b>	*	24%	*	-	-	-	-	15%	25%	25%	16%	22%	20%
	2022	36%	24%	<b>25%</b>	*	25%	*	-	-	-	-	10%	0%	25%	23%	25%	21%
Reading Including EOC	2023	53%	37%	<b>38%</b>	*	38%	*	-	-	-	-	20%	33%	39%	31%	37%	32%
	2022	53%	40%	<b>43%</b>	*	43%	*	-	-	-	-	17%	20%	43%	45%	43%	38%
Math Including EOC	2023	47%	35%	<b>32%</b>	*	32%	*	-	-	-	-	16%	33%	34%	24%	31%	29%
	2022	43%	31%	<b>31%</b>	*	31%	*	-	-	-	-	13%	0%	32%	29%	32%	28%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	71%	55%	<b>55%</b>	*	55%	*	-	-	-	-	50%	50%	56%	53%	56%	54%
Grade 7 Mathematics	2023	56%	40%	<b>40%</b>	*	39%	*	-	-	-	-	45%	64%	39%	44%	40%	35%
Grade 8 ELA/Reading	2023	63%	69%	<b>69%</b>	-	69%	-	-	-	-	-	51%	100%	70%	66%	68%	67%
Grade 8 Mathematics	2023	74%	81%	<b>81%</b>	-	81%	-	-	-	-	-	68%	*	81%	78%	81%	79%
End of Course Algebra I	2023	76%	69%	<b>96%</b>	-	96%	-	-	-	-	-	*	*	96%	92%	95%	94%
All Grades Both Subjects	2023	64%	60%	<b>63%</b>	*	63%	*	-	-	-	-	55%	67%	64%	63%	63%	61%
All Grades ELA/Reading	2023	63%	57%	<b>63%</b>	*	63%	*	-	-	-	-	51%	71%	64%	61%	62%	61%
All Grades Mathematics	2023	66%	64%	<b>64%</b>	*	64%	*	-	-	-	-	58%	63%	64%	65%	64%	60%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	39%	36%	<b>36%</b>	*	36%	-	-	-	-	-	9%	*	39%	26%	34%	33%
Grade 7 Mathematics	2023	22%	24%	<b>24%</b>	*	23%	-	-	-	-	-	16%	*	22%	33%	25%	17%
Grade 8 ELA/Reading	2023	39%	41%	<b>41%</b>	-	41%	-	-	-	-	-	19%	*	41%	39%	40%	40%
Grade 8 Mathematics	2023	49%	69%	<b>69%</b>	-	69%	-	-	-	-	-	54%	*	70%	65%	71%	68%
End of Course Algebra I	2023	58%	64%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
All Grades Both Subjects	2023	38%	41%	<b>46%</b>	*	46%	-	-	-	-	-	27%	55%	47%	43%	46%	43%
All Grades ELA/Reading	2023	35%	35%	<b>38%</b>	*	39%	-	-	-	-	-	14%	50%	40%	32%	37%	37%
All Grades Mathematics	2023	40%	49%	<b>53%</b>	*	53%	-	-	-	-	-	40%	60%	54%	53%	54%	50%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	70%	<b>65%</b>	-	-	-	-	-	-	58%	-	58%	-	67%	74%	59%	90%
	2022	74%	64%	<b>62%</b>	-	-	-	-	-	-	54%	-	54%	-	54%	71%	54%	90%
At Meets Grade Level or Above	2023	49%	34%	<b>31%</b>	-	-	-	-	-	-	22%	-	22%	-	36%	41%	25%	66%
	2022	48%	33%	<b>33%</b>	-	-	-	-	-	-	24%	-	24%	-	27%	39%	25%	63%
At Masters Grade Level	2023	20%	9%	<b>10%</b>	-	-	-	-	-	-	5%	-	5%	-	10%	16%	6%	31%
	2022	23%	11%	<b>15%</b>	-	-	-	-	-	-	8%	-	8%	-	11%	20%	8%	44%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>73%</b>	-	-	-	-	-	-	66%	-	66%	-	73%	84%	68%	96%
	2022	75%	62%	<b>70%</b>	-	-	-	-	-	-	61%	-	61%	-	70%	77%	62%	100%
At Meets Grade Level or Above	2023	53%	36%	<b>38%</b>	-	-	-	-	-	-	25%	-	25%	-	43%	53%	29%	83%
	2022	53%	38%	<b>43%</b>	-	-	-	-	-	-	33%	-	33%	-	41%	54%	34%	74%
At Masters Grade Level	2023	20%	8%	<b>10%</b>	-	-	-	-	-	-	4%	-	4%	-	4%	20%	4%	54%
	2022	25%	12%	<b>23%</b>	-	-	-	-	-	-	12%	-	12%	-	20%	35%	14%	60%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	73%	<b>68%</b>	-	-	-	-	-	-	62%	-	62%	-	69%	74%	64%	92%
	2022	72%	64%	<b>63%</b>	-	-	-	-	-	-	58%	-	58%	-	52%	70%	57%	87%
At Meets Grade Level or Above	2023	45%	32%	<b>32%</b>	-	-	-	-	-	-	25%	-	25%	-	32%	41%	27%	67%
	2022	42%	28%	<b>31%</b>	-	-	-	-	-	-	26%	-	26%	-	26%	33%	26%	64%
At Masters Grade Level	2023	19%	9%	<b>12%</b>	-	-	-	-	-	-	7%	-	7%	-	12%	18%	8%	33%
	2022	20%	9%	<b>12%</b>	-	-	-	-	-	-	7%	-	7%	-	7%	14%	7%	40%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	70%	<b>60%</b>	-	-	-	-	-	-	53%	-	53%	-	63%	70%	54%	81%
	2022	76%	67%	<b>66%</b>	-	-	-	-	-	-	60%	-	60%	-	42%	76%	58%	89%
At Meets Grade Level or Above	2023	47%	32%	<b>29%</b>	-	-	-	-	-	-	20%	-	20%	-	44%	36%	24%	50%
	2022	47%	30%	<b>33%</b>	-	-	-	-	-	-	23%	-	23%	-	17%	41%	22%	70%
At Masters Grade Level	2023	18%	9%	<b>9%</b>	-	-	-	-	-	-	5%	-	5%	-	16%	14%	7%	13%
	2022	21%	9%	<b>15%</b>	-	-	-	-	-	-	7%	-	7%	-	8%	18%	7%	46%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	71%	<b>49%</b>	-	-	-	-	-	-	39%	-	39%	-	50%	62%	41%	88%
	2022	75%	64%	<b>43%</b>	-	-	-	-	-	-	27%	-	27%	-	38%	59%	28%	81%
At Meets Grade Level or Above	2023	52%	37%	<b>19%</b>	-	-	-	-	-	-	12%	-	12%	-	22%	26%	14%	56%
	2022	50%	32%	<b>13%</b>	-	-	-	405	-	-	5%	-	5%	-	8%	16%	6%	41%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	12%	<b>6%</b>	-	-	-	-	-	-	3%	-	3%	-	13%	9%	5%	13%
	2022	30%	14%	<b>5%</b>	-	-	-	-	-	-	1%	-	1%	-	0%	2%	1%	24%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	60%	<b>63%</b>	-	-	-	-	-	-	60%	-	60%	-	60%	71%	60%	77%
All Grades ELA/Reading	2023	63%	57%	<b>63%</b>	-	-	-	-	-	-	62%	-	62%	-	55%	68%	61%	75%
All Grades Mathematics	2023	66%	64%	<b>64%</b>	-	-	-	-	-	-	58%	-	58%	-	65%	74%	59%	79%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	41%	<b>46%</b>	-	-	-	-	-	-	44%	-	44%	-	40%	57%	43%	*
All Grades ELA/Reading	2023	35%	35%	<b>38%</b>	-	-	-	-	-	-	39%	-	39%	-	28%	46%	37%	-
All Grades Mathematics	2023	40%	49%	<b>53%</b>	-	-	-	-	-	-	49%	-	49%	-	50%	64%	49%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>99%</b>	*	99%	100%	-	-	-	-	98%	100%	99%	98%	99%	99%
Included in Accountability	93%	90%	<b>95%</b>	*	96%	33%	-	-	-	-	97%	100%	99%	83%	96%	96%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	*	2%	67%	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	*	1%	0%	-	-	-	-	1%	0%	0%	5%	1%	2%
Not Tested	1%	3%	<b>1%</b>	*	1%	0%	-	-	-	-	2%	0%	1%	2%	1%	1%
Absent	1%	3%	<b>1%</b>	*	1%	0%	-	-	-	-	0%	0%	0%	1%	1%	1%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>99%</b>	*	99%	*	-	-	-	-	99%	100%	100%	97%	99%	100%
Included in Accountability	92%	88%	<b>94%</b>	*	95%	*	-	-	-	-	96%	100%	99%	79%	95%	95%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	*	2%	*	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	3%	5%	<b>2%</b>	*	2%	*	-	-	-	-	3%	0%	0%	7%	2%	2%
Not Tested	1%	3%	<b>1%</b>	*	1%	*	-	-	-	-	1%	0%	0%	3%	1%	0%
Absent	1%	3%	<b>1%</b>	*	1%	*	-	-	-	-	0%	0%	0%	2%	1%	0%
Other	0%	0%	<b>0%</b>	*	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	*	99%	*	-	-	-	-	97%	100%	99%	97%	99%	99%
Included in Accountability	94%	93%	<b>95%</b>	*	95%	*	-	-	-	-	96%	100%	99%	80%	96%	95%
Not Included in Accountability: Mobile	5%	4%	<b>3%</b>	*	2%	*	-	-	-	-	0%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	*	1%	*	-	-	-	-	1%	0%	0%	6%	1%	2%
Not Tested	1%	2%	<b>1%</b>	*	1%	*	-	-	-	-	3%	0%	1%	3%	1%	1%
Absent	1%	2%	<b>1%</b>	*	1%	*	-	-	-	-	1%	0%	1%	2%	1%	1%
Other	0%	0%	<b>0%</b>	*	0%	*	-	-	-	-	1%	0%	0%	1%	0%	0%
<b>Science</b>																
Assessment Participant	99%	96%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	99%
Included in Accountability	93%	90%	<b>97%</b>	-	97%	*	-	-	-	-	100%	100%	99%	88%	97%	96%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	-	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	4%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%

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Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	4%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	95%	99%	-	99%	*	-	-	-	-	98%	100%	99%	100%	99%	99%
Included in Accountability	94%	92%	96%	-	97%	*	-	-	-	-	98%	100%	99%	88%	97%	96%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	1%
Not Tested	1%	5%	1%	-	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Absent	1%	5%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%
Other	0%	0%	0%	-	0%	*	-	-	-	-	2%	0%	0%	0%	0%	1%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	*	100%	80%	*	-	-	-	99%	100%	100%	98%	99%	100%
Included in Accountability	93%	91%	94%	*	95%	60%	*	-	-	-	99%	86%	99%	75%	95%	95%
Not Included in Accountability: Mobile	5%	5%	3%	*	3%	20%	*	-	-	-	0%	14%	1%	14%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	2%	*	2%	0%	*	-	-	-	0%	0%	0%	9%	2%	2%
Not Tested	1%	1%	1%	*	0%	20%	*	-	-	-	1%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	*	0%	20%	*	-	-	-	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	99%	*	100%	*	*	-	-	-	99%	100%	100%	97%	99%	100%
Included in Accountability	92%	88%	93%	*	94%	*	*	-	-	-	99%	83%	99%	70%	94%	94%
Not Included in Accountability: Mobile	5%	5%	4%	*	3%	*	*	-	-	-	0%	17%	1%	15%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	2%	*	3%	*	*	-	-	-	0%	0%	0%	11%	3%	3%
Not Tested	1%	1%	1%	*	0%	*	*	-	-	-	1%	0%	0%	3%	1%	0%
Absent	1%	1%	1%	*	0%	*	*	-	-	-	1%	0%	0%	3%	1%	0%
Other	0%	0%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	*	99%	*	*	-	-	-	99%	100%	100%	96%	99%	99%
Included in Accountability	93%	92%	94%	*	94%	*	*	-	-	-	99%	83%	99%	74%	94%	94%
Not Included in Accountability: Mobile	5%	5%	4%	*	3%	*408	*	-	-	-	0%	17%	1%	15%	3%	2%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	*	*	-	-	-	0%	0%	0%	8%	2%	2%
Not Tested	1%	1%	1%	*	1%	*	*	-	-	-	1%	0%	0%	4%	1%	1%
Absent	1%	1%	1%	*	1%	*	*	-	-	-	1%	0%	0%	4%	1%	1%
Other	0%	0%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	99%	100%	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	97%	-	97%	*	*	-	-	-	100%	*	100%	83%	98%	97%
Not Included in Accountability: Mobile	4%	4%	2%	-	2%	*	*	-	-	-	0%	*	0%	11%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	1%	-	1%	*	*	-	-	-	0%	*	0%	6%	1%	2%
Not Tested	2%	1%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	99%	100%	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	-	97%	*	*	-	-	-	100%	*	100%	83%	98%	97%
Not Included in Accountability: Mobile	4%	3%	2%	-	2%	*	*	-	-	-	0%	*	0%	11%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	*	-	-	-	0%	*	0%	6%	1%	2%
Not Tested	2%	1%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.9%	<b>92.0%</b>	*	92.1%	*	*	-	-	-	89.9%	92.0%	91.9%
2020-21	95.0%	95.4%	<b>95.7%</b>	*	95.7%	*	-	-	-	-	94.4%	95.6%	95.5%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.0%	<b>28.7%</b>	*	28.5%	*	*	-	-	-	34.5%	28.6%	29.4%
2020-21	15.0%	14.3%	<b>14.3%</b>	*	14.4%	*	-	-	-	-	15.5%	13.9%	15.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	<b>0.5%</b>	*	0.4%	*	*	-	-	-	1.2%	0.6%	0.0%
2020-21	0.9%	0.9%	<b>0.9%</b>	*	0.9%	*	-	-	-	-	1.7%	0.6%	0.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	84.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	9.2%	-	-	411	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	71.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	76.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	81.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	85.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	242	368,686
<b>By Ethnicity:</b>				
African American	-	-	0	45,227
Hispanic	-	-	242	191,125
White	-	-	0	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	45	51,023
Foundation H.S. Program (Endorsement)	-	-	23	14,179
Foundation H.S. Program (DLA)	-	-	174	302,917
Special Education Graduates	-	-	26	32,447
Economically Disadvantaged Graduates	-	-	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	89	40,398
At-Risk Graduates	-	-	171	159,689

**There is no data for this campus.**

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	16.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	25.9%	18.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	18.7%	6.2%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	12.6%	5.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	14.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	14.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	8.6%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	14.0%	8.7%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	10.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	7.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	4.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	21.2%	?	-	?	-	-	-	-	-	-	?	-
	2021	21.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	13.2%	8.9%	-	-	-	-	-	-	-	-	-	-	-
	2021	12.1%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	6.9%	7.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	6.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	9.6%	7.1%	?	-	?	-	-	-	-	-	-	?	-
	2021	8.7%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2022	12.5%	5.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	11.6%	10.1%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	17.9%	*	-	*	-	-	-	-	-	-	*	-
	2021	48.6%	7.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	17.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	3.1%	*	-	*	-	-	-	-	-	-	*	-
	2021	41.4%	3.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	4.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	62.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	70.8%	28.4%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2021-22	32.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	32.9%	17.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	872	-	-	-	-	-	-	-	-	-	-	-
	2020-21	1002	931	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	448	-	-	-	-	-	-	-	-	-	-	-
	2020-21	504	466	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	425	-	-	-	-	-	-	-	-	-	-	-
	2020-21	498	465	-	-	-	-	-	-	-	-	-	-	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	14.9	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	18.1	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	14.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	17.1	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	15.2	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	18.3	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	15.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	19.3	-	-	-	-	-	-	-	-	-	-	-

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	496	100.0%	3,173	5,504,150	496	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	220	44.4%	6.9%	7.4%	220	44.4%	6.9%	7.4%
Grade 8	276	55.6%	8.7%	7.7%	276	55.6%	8.7%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	5.9%	6.6%	0	0.0%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	2	0.4%	0.1%	12.8%	2	0.4%	0.1%	12.8%
Hispanic	492	99.2%	99.2%	53.0%	492	99.2%	99.2%	52.9%
White	2	0.4%	0.6%	25.6%	2	0.4%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
<b>Sex:</b>								
Female	249	50.2%	48.3%	48.8%	249	50.2%	48.3%	48.8%
Male	247	49.8%	51.7%	51.2%	247	49.8%	51.7%	51.2%
Economically Disadvantaged	454	91.5%	91.2%	62.1%	454	91.5%	91.2%	62.0%
Non-Educationally Disadvantaged	42	8.5%	8.8%	37.9%	42	8.5%	8.8%	38.0%
Section 504 Students	34	6.9%	5.0%	7.4%	34	6.9%	5.0%	7.4%
EB Students/EL	350	70.6%	61.7%	23.1%	350	70.6%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	21	3.8%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	10	2.0%	2.2%	5.5%	10	2.0%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	5	1.0%	1.4%	1.3%	5	1.0%	1.4%	1.3%
Immigrant	6	1.2%	1.6%	2.2%	6	1.2%	1.6%	2.2%
Migrant	4	0.8%	0.9%	0.3%	4	0.8%	0.8%	0.3%
Title I	496	100.0%	100.0%	64.6%	496	100.0%	100.0%	64.6%
Military Connected	12	2.4%	2.3%	3.6%	12	2.4%	2.3%	3.6%
At-Risk	441	88.9%	79.8%	53.3%	441	88.9%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	274	55.2%	53.6%	23.2%	274	55.2%	53.6%	23.2%
Career and Technical Education	127	25.6%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.1%	72.3%				
Gifted and Talented Education	44	8.9%	5.9%	8.2%	44	8.9%	5.9%	8.2%
Special Education	82	16.5%	14.6%	12.6%	82	16.5%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	82							
By Type of Primary Disability								
Students with Intellectual Disabilities	61	74.4%	52.9%	44.1%				
Students with Physical Disabilities	*	*	27.2%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	14	17.1%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	60	10.8%	13.4%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	3.3%				
Hispanic	58	10.4%	13.2%	8.7%				
White	1	0.2%	0.1%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	3.6%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	37	10.0%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	44	8.7%	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	19	7.2%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	0.5%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.5%	0.5%	0.4%	2.9%	2.9%	0.5%
Grade 9	-	1.3%	8.7%	-	3.3%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	10.2	14.8	16.2
Foreign Languages	17.9	21.6	18.8
Mathematics	21.0	19.3	17.5
Science	20.7	20.1	18.5
Social Studies	19.8	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.2	100.0%	100.0%	100.0%
Professional Staff:	39.8	82.6%	50.1%	64.1%
Teachers	30.8	63.9%	35.8%	48.7%
Professional Support	7.0	14.5%	10.5%	10.9%
Campus Administration (School Leadership)	2.0	4.1%	2.4%	3.3%
Educational Aides:	8.4	17.4%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	47.1	97.7%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	3.2%	0.5%	11.8%
Hispanic	29.8	96.5%	94.6%	29.6%
White	0.1	0.3%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	8.2	26.7%	28.4%	24.4%
Females	22.6	73.3%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	3.8%	2.0%
Bachelors	23.8	77.0%	71.5%	72.2%
Masters	7.1	23.0%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.0	3.2%	7.8%	9.7%
1-5 Years Experience	9.9	32.0%	20.3%	26.3%
6-10 Years Experience	4.6	14.8%	20.5%	20.5%
11-20 Years Experience	10.4	33.7%	34.6%	27.2%
21-30 Years Experience	5.0	16.2%	15.2%	13.3%
Over 30 Years Experience	0.0	0.0%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	16.1	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	6.5	6.1
Average Years Experience of Principals with District	3.0	6.5	5.3
Average Years Experience of Assistant Principals	3.0	3.9	5.2
Average Years Experience of Assistant Principals with District	3.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	11.6	11.8	11.0
Average Years Experience of Teachers with District:	11.1	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$57,933	\$47,625	\$53,300
1-5 Years Experience	\$60,555	\$59,468	\$56,516
6-10 Years Experience	\$60,982	\$61,989	\$59,732
11-20 Years Experience	\$64,824	\$63,290	\$63,389
21-30 Years Experience	\$69,770	\$69,128	\$67,876
Over 30 Years Experience	-	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$63,467	\$62,088	\$60,717
Professional Support	\$59,674	\$72,797	\$72,022
Campus Administration (School Leadership)	\$90,670	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.8	5.8%	24.4%	5.9%
Career and Technical Education	2.5	8.0%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.2	0.8%	0.1%	1.7%
Regular Education	21.2	68.9%	49.5%	70.6%
Special Education	4223.9	12.5%	14.9%	9.7%
Other	1.2	4.0%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**Campus Name: SAN ELIZARIO H S**

**Campus Number: 071904001**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	62%	<b>62%</b>	-	62%	*	-	-	-	-	32%	*	63%	57%	61%	56%
	2022	65%	52%	<b>52%</b>	*	52%	-	-	-	-	-	14%	67%	57%	36%	51%	38%
At Meets Grade Level or Above	2023	52%	34%	<b>34%</b>	-	34%	*	-	-	-	-	13%	*	34%	33%	33%	29%
	2022	47%	30%	<b>30%</b>	*	30%	-	-	-	-	-	9%	33%	32%	21%	29%	17%
At Masters Grade Level	2023	13%	4%	<b>4%</b>	-	4%	*	-	-	-	-	5%	*	4%	4%	4%	1%
	2022	11%	3%	<b>3%</b>	*	3%	-	-	-	-	-	5%	0%	4%	2%	3%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	66%	<b>66%</b>	*	66%	-	-	-	-	-	39%	*	70%	54%	65%	58%
	2022	72%	58%	<b>58%</b>	*	58%	-	-	-	-	-	29%	*	61%	46%	57%	40%
At Meets Grade Level or Above	2023	54%	35%	<b>35%</b>	*	35%	-	-	-	-	-	10%	*	38%	26%	34%	21%
	2022	55%	39%	<b>39%</b>	*	39%	-	-	-	-	-	10%	*	41%	30%	38%	22%
At Masters Grade Level	2023	9%	4%	<b>4%</b>	*	4%	-	-	-	-	-	3%	*	5%	1%	4%	0%
	2022	9%	2%	<b>2%</b>	*	2%	-	-	-	-	-	2%	*	2%	0%	1%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	79%	<b>77%</b>	*	76%	*	-	-	-	-	69%	*	77%	76%	76%	76%
	2022	76%	60%	<b>56%</b>	*	55%	-	-	-	-	-	29%	60%	57%	52%	55%	54%
At Meets Grade Level or Above	2023	43%	30%	<b>20%</b>	*	20%	*	-	-	-	-	18%	*	20%	22%	21%	21%
	2022	43%	22%	<b>14%</b>	*	14%	-	-	-	-	-	10%	20%	14%	15%	14%	12%
At Masters Grade Level	2023	23%	13%	<b>5%</b>	*	5%	*	-	-	-	-	9%	*	4%	7%	5%	4%
	2022	27%	13%	<b>5%</b>	*	5%	-	-	-	-	-	7%	0%	4%	5%	5%	3%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	83%	<b>83%</b>	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	83%	70%	<b>70%</b>	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	56%	36%	<b>36%</b>	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	55%	30%	<b>30%</b>	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	21%	9%	<b>9%</b>	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	5%	<b>5%</b>	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	92%	<b>92%</b>	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	89%	83%	<b>83%</b>	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	70%	55%	<b>55%</b>	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	68%	49%	<b>49%</b>	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	38%	17%	<b>17%</b>	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	42%	21%	<b>21%</b>	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	86%	<b>86%</b>	-	86%	-	-	-	-	-	-	-	88%	80%	89%	*
	2022	92%	82%	<b>82%</b>	-	82%	-	-	-	-	-	-	-	81%	*	78%	-
At Meets Grade Level or Above	2023	61%	41%	<b>41%</b>	-	41%	-	-	-	-	-	-	-	41%	40%	44%	*
	2022	64%	47%	<b>47%</b>	-	47%	-	-	-	-	-	-	-	50%	*	56%	-
At Masters Grade Level	2023	12%	0%	<b>0%</b>	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2022	13%	0%	<b>0%</b>	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	70%	<b>75%</b>	*	75%	*	-	-	-	-	58%	58%	77%	67%	74%	69%
	2022	74%	64%	<b>62%</b>	100%	62%	*	-	-	-	-	32%	74%	65%	52%	61%	50%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	*	35%	*	-	-	-	-	19%	17%	37%	30%	35%	28%
	2022	48%	33%	<b>32%</b>	100%	32%	*	-	-	-	-	14%	32%	33%	25%	31%	18%
At Masters Grade Level	2023	20%	9%	<b>7%</b>	*	7%	*	-	-	-	-	6%	8%	8%	5%	7%	4%
	2022	23%	11%	<b>6%</b>	0%	6%	*	-	-	-	-	8%	0%	6%	5%	6%	3%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>64%</b>	*	64%	*	-	-	-	-	34%	20%	66%	56%	63%	56%
	2022	75%	62%	<b>55%</b>	*	55%	-	-	-	-	-	21%	78%	59%	40%	53%	39%
At Meets Grade Level or Above	2023	53%	36%	<b>35%</b>	*	34%	*	-	-	-	-	12%	20%	36%	30%	34%	25%
	2022	53%	38%	<b>34%</b>	*	34%	-	-	-	-	-	9%	44%	36%	25%	33%	19%
At Masters Grade Level	2023	20%	8%	<b>4%</b>	*	4%	*	-	-	-	-	4%	0%	4%	3%	4%	1%
	2022	25%	12%	<b>3%</b>	*	3%	-	-	-	-	-	3%	0%	3%	1%	2%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	73%	<b>77%</b>	*	77%	*	-	-	-	-	69%	*	77%	76%	77%	76%
	2022	72%	64%	<b>57%</b>	*	57%	-427	-	-	-	-	29%	60%	58%	53%	55%	54%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	32%	<b>22%</b>	*	21%	*	-	-	-	-	18%	*	21%	23%	22%	21%
	2022	42%	28%	<b>16%</b>	*	16%	-	-	-	-	-	10%	20%	16%	14%	15%	12%
At Masters Grade Level	2023	19%	9%	<b>4%</b>	*	4%	*	-	-	-	-	9%	*	4%	6%	4%	4%
	2022	20%	9%	<b>4%</b>	*	4%	-	-	-	-	-	7%	0%	4%	5%	4%	3%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	70%	<b>83%</b>	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	76%	67%	<b>70%</b>	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	47%	32%	<b>36%</b>	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	47%	30%	<b>30%</b>	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	18%	9%	<b>9%</b>	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	9%	<b>5%</b>	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	71%	<b>92%</b>	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	75%	64%	<b>83%</b>	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	52%	37%	<b>55%</b>	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	50%	32%	<b>49%</b>	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	27%	12%	<b>17%</b>	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	30%	14%	<b>21%</b>	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	52%	<b>52%</b>	-	51%	*	-	-	-	-	41%	-	49%	63%	51%	49%
End of Course English II	2023	74%	69%	<b>69%</b>	*	69%	-	-	-	-	-	72%	*	74%	54%	68%	60%
End of Course Algebra I	2023	76%	69%	<b>62%</b>	-	62%	*	-	-	-	-	68%	-	62%	61%	62%	65%
All Grades Both Subjects	2023	64%	60%	<b>61%</b>	*	61%	*	-	-	-	-	58%	*	62%	58%	61%	58%
All Grades ELA/Reading	2023	63%	57%	<b>61%</b>	*	60%	*	-	-	-	-	51%	*	61%	57%	60%	54%
All Grades Mathematics	2023	66%	64%	<b>62%</b>	-	62%	*	-	-	-	-	68%	-	62%	61%	62%	65%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	29%	<b>29%</b>	-	29%	-	-	-	-	-	19%	-	26%	50%	26%	27%
End of Course English II	2023	41%	45%	<b>45%</b>	-	45%	-	-	-	-	-	46%	*	52%	31%	46%	43%
End of Course Algebra I	2023	58%	64%	<b>64%</b>	-	64%	-	-	-	-	-	65%	-	61%	86%	62%	65%
All Grades Both Subjects	2023	38%	41%	<b>46%</b>	-	46%	-	-	-	-	-	41%	*	47%	43%	45%	45%
All Grades ELA/Reading	2023	35%	35%	<b>39%</b>	-	39%	-	-	-	-	-	29%	*	41%	35%	39%	37%
All Grades Mathematics	2023	40%	49%	<b>64%</b>	-	64%	-	-	-	-	-	65%	-	61%	86%	62%	65%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	70%	<b>75%</b>	-	-	-	-	-	-	68%	-	68%	-	68%	86%	68%	94%
	2022	74%	64%	<b>62%</b>	*	*	-	-	-	-	47%	-	47%	-	49%	78%	47%	86%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	-	-	-	-	-	-	26%	-	26%	-	24%	52%	26%	67%
	2022	48%	33%	<b>32%</b>	*	*	-	-	-	-	14%	-	14%	-	19%	49%	16%	54%
At Masters Grade Level	2023	20%	9%	<b>7%</b>	-	-	-	-	-	-	2%	-	2%	-	4%	15%	3%	19%
	2022	23%	11%	<b>6%</b>	*	*	-	-	-	-	2%	-	2%	-	3%	11%	2%	11%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>64%</b>	-	-	-	-	-	-	55%	-	55%	-	53%	82%	55%	91%
	2022	75%	62%	<b>55%</b>	*	*	-	-	-	-	35%	-	35%	-	41%	76%	36%	84%
At Meets Grade Level or Above	2023	53%	36%	<b>35%</b>	-	-	-	-	-	-	24%	-	24%	-	20%	58%	23%	69%
	2022	53%	38%	<b>34%</b>	*	*	-	-	-	-	15%	-	15%	-	21%	54%	17%	60%
At Masters Grade Level	2023	20%	8%	<b>4%</b>	-	-	-	-	-	-	0%	-	0%	-	0%	13%	0%	13%
	2022	25%	12%	<b>3%</b>	*	*	-	-	-	-	0%	-	0%	-	0%	5%	0%	7%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	73%	<b>77%</b>	-	-	-	-	-	-	75%	-	75%	-	71%	79%	75%	94%
	2022	72%	64%	<b>57%</b>	*	*	-	-	-	-	52%	-	52%	-	48%	58%	51%	74%
At Meets Grade Level or Above	2023	45%	32%	<b>22%</b>	-	-	-	-	-	-	22%	-	22%	-	3%	23%	19%	50%
	2022	42%	28%	<b>16%</b>	*	*	-	-	-	-	10%	-	10%	-	9%	18%	10%	31%
At Masters Grade Level	2023	19%	9%	<b>4%</b>	-	-	-	-	-	-	4%	-	4%	-	0%	4%	3%	17%
	2022	20%	9%	<b>4%</b>	*	*	-	-	-	-	2%	-	2%	-	2%	4%	2%	12%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	70%	<b>83%</b>	-	-	-	-	-	-	81%	-	81%	-	78%	89%	80%	100%
	2022	76%	67%	<b>70%</b>	*	*	-	-	-	-	55%	-	55%	-	56%	84%	56%	95%
At Meets Grade Level or Above	2023	47%	32%	<b>36%</b>	-	-	-	-	-	-	26%	-	26%	-	33%	55%	27%	79%
	2022	47%	30%	<b>30%</b>	*	*	-	-	-	-	17%	-	17%	-	16%	37%	17%	62%
At Masters Grade Level	2023	18%	9%	<b>9%</b>	-	-	-	-	-	-	4%	-	4%	-	6%	21%	5%	26%
	2022	21%	9%	<b>5%</b>	*	*	-	-	-	-	3%	-	3%	-	0%	8%	2%	11%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	71%	<b>92%</b>	-	-	-	-	-	-	85%	-	85%	-	92%	99%	87%	90%
	2022	75%	64%	<b>83%</b>	-	-	-	-	-	-	67%	-	67%	-	74%	94%	68%	100%
At Meets Grade Level or Above	2023	52%	37%	<b>55%</b>	-	-	-	-	-	-	42%	-	42%	-	44%	68%	43%	70%
	2022	50%	32%	<b>49%</b>	-	-	-	430	-	-	13%	-	13%	-	37%	78%	18%	58%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	12%	<b>17%</b>	-	-	-	-	-	-	6%	-	6%	-	14%	27%	8%	30%
	2022	30%	14%	<b>21%</b>	-	-	-	-	-	-	6%	-	6%	-	19%	32%	9%	32%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	60%	<b>61%</b>	-	-	-	-	-	-	56%	-	56%	-	55%	68%	56%	70%
All Grades ELA/Reading	2023	63%	57%	<b>61%</b>	-	-	-	-	-	-	53%	-	53%	-	50%	73%	53%	68%
All Grades Mathematics	2023	66%	64%	<b>62%</b>	-	-	-	-	-	-	63%	-	63%	-	65%	53%	63%	73%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	41%	<b>46%</b>	-	-	-	-	-	-	42%	-	42%	-	54%	53%	44%	*
All Grades ELA/Reading	2023	35%	35%	<b>39%</b>	-	-	-	-	-	-	36%	-	36%	-	44%	52%	37%	*
All Grades Mathematics	2023	40%	49%	<b>64%</b>	-	-	-	-	-	-	61%	-	61%	-	70%	57%	63%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>92%</b>	*	92%	*	-	-	-	-	88%	100%	96%	82%	92%	93%
Included in Accountability	93%	90%	<b>83%</b>	*	83%	*	-	-	-	-	75%	92%	90%	65%	83%	82%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	*	4%	*	-	-	-	-	4%	0%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>6%</b>	*	6%	*	-	-	-	-	8%	8%	5%	6%	6%	8%
Not Tested	1%	3%	<b>8%</b>	*	8%	*	-	-	-	-	12%	0%	4%	18%	8%	7%
Absent	1%	3%	<b>8%</b>	*	8%	*	-	-	-	-	12%	0%	4%	18%	8%	7%
Other	0%	0%	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>93%</b>	*	93%	*	-	-	-	-	93%	100%	98%	81%	93%	95%
Included in Accountability	92%	88%	<b>79%</b>	*	79%	*	-	-	-	-	71%	83%	86%	63%	80%	78%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	*	3%	*	-	-	-	-	5%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	<b>10%</b>	*	10%	*	-	-	-	-	18%	17%	11%	8%	10%	14%
Not Tested	1%	3%	<b>7%</b>	*	7%	*	-	-	-	-	7%	0%	2%	19%	7%	5%
Absent	1%	3%	<b>7%</b>	*	7%	*	-	-	-	-	7%	0%	2%	19%	7%	5%
Other	0%	0%	<b>0%</b>	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>93%</b>	*	93%	*	-	-	-	-	81%	*	96%	85%	92%	92%
Included in Accountability	94%	93%	<b>87%</b>	*	87%	*	-	-	-	-	76%	*	95%	69%	87%	87%
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	*	4%	*	-	-	-	-	5%	*	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	*	1%	*	-	-	-	-	0%	*	0%	4%	1%	2%
Not Tested	1%	2%	<b>7%</b>	*	7%	*	-	-	-	-	19%	*	4%	15%	8%	8%
Absent	1%	2%	<b>7%</b>	*	7%	*	-	-	-	-	19%	*	4%	15%	8%	8%
Other	0%	0%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	96%	<b>92%</b>	-	92%	*	-	-	-	-	83%	*	95%	83%	91%	92%
Included in Accountability	93%	90%	<b>84%</b>	-	84%	*	-	-	-	-	78%	*	94%	61%	84%	85%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	-	6%	*	-	-	-	-	5%	*	1%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	-	2%	*	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	4%	<b>8%</b>	-	8%	*	-	-	-	-	17%	*	5%	17%	9%	8%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	4%	8%	-	8%	*	-	-	-	-	17%	*	5%	17%	9%	8%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	95%	91%	*	91%	-	-	-	-	-	86%	*	94%	83%	91%	90%
Included in Accountability	94%	92%	88%	*	89%	-	-	-	-	-	86%	*	94%	73%	89%	88%
Not Included in Accountability: Mobile	4%	3%	3%	*	3%	-	-	-	-	-	0%	*	0%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	5%	9%	*	9%	-	-	-	-	-	14%	*	6%	17%	9%	10%
Absent	1%	5%	9%	*	9%	-	-	-	-	-	14%	*	6%	17%	9%	10%
Other	0%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	96%	96%	-	96%	-	-	-	-	-	-	-	94%	100%	95%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	97%	100%	97%	80%	-	-	-	-	98%	95%	98%	95%	97%	98%
Included in Accountability	93%	91%	87%	100%	87%	20%	-	-	-	-	82%	95%	93%	70%	87%	83%
Not Included in Accountability: Mobile	5%	5%	4%	0%	4%	60%	-	-	-	-	7%	0%	1%	14%	4%	5%
Not Included in Accountability: Other Exclusions	1%	3%	6%	0%	6%	0%	-	-	-	-	10%	0%	4%	10%	6%	10%
Not Tested	1%	1%	3%	0%	3%	20%	-	-	-	-	2%	5%	2%	5%	3%	2%
Absent	1%	1%	3%	0%	3%	20%	-	-	-	-	2%	5%	2%	5%	3%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	97%	*	97%	*	-	-	-	-	97%	90%	98%	96%	98%	98%
Included in Accountability	92%	88%	84%	*	84%	*	-	-	-	-	72%	90%	88%	70%	84%	78%
Not Included in Accountability: Mobile	5%	5%	4%	*	4%	*	-	-	-	-	5%	0%	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	2%	5%	10%	*	10%	*	-	-	-	-	19%	0%	9%	12%	10%	16%
Not Tested	1%	1%	3%	*	3%	*	-	-	-	-	3%	10%	2%	4%	2%	2%
Absent	1%	1%	3%	*	3%	*	-	-	-	-	3%	10%	2%	4%	2%	2%
Other	0%	0%	0%	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	96%	*	96%	* 433	-	-	-	-	100%	100%	97%	94%	96%	97%
Included in Accountability	93%	92%	89%	*	89%	*	-	-	-	-	91%	100%	96%	70%	89%	87%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	*	5%	*	-	-	-	-	9%	0%	1%	17%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	*	2%	*	-	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	1%	4%	*	4%	*	-	-	-	-	0%	0%	3%	6%	4%	3%
Absent	1%	1%	3%	*	3%	*	-	-	-	-	0%	0%	2%	6%	3%	3%
Other	0%	0%	1%	*	1%	*	-	-	-	-	0%	0%	1%	0%	1%	0%
<b>Science</b>																
Assessment Participant	98%	99%	97%	*	97%	*	-	-	-	-	98%	100%	98%	94%	97%	97%
Included in Accountability	93%	92%	89%	*	89%	*	-	-	-	-	90%	100%	98%	65%	89%	86%
Not Included in Accountability: Mobile	4%	4%	5%	*	5%	*	-	-	-	-	8%	0%	1%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	4%	*	4%	*	-	-	-	-	0%	0%	0%	14%	4%	6%
Not Tested	2%	1%	3%	*	3%	*	-	-	-	-	2%	0%	2%	6%	3%	3%
Absent	1%	1%	3%	*	3%	*	-	-	-	-	2%	0%	2%	6%	3%	3%
Other	0%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	99%	98%	-	98%	-	-	-	-	-	100%	-	98%	97%	98%	98%
Included in Accountability	94%	96%	94%	-	94%	-	-	-	-	-	93%	-	97%	84%	94%	94%
Not Included in Accountability: Mobile	4%	3%	3%	-	3%	-	-	-	-	-	7%	-	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	-	-	-	-	-	0%	-	0%	2%	0%	1%
Not Tested	2%	1%	2%	-	2%	-	-	-	-	-	0%	-	2%	3%	2%	2%
Absent	1%	1%	2%	-	2%	-	-	-	-	-	0%	-	2%	3%	2%	2%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	85%	85%	-	85%	-	-	-	-	-	-	-	84%	*	75%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.9%	<b>89.5%</b>	*	89.5%	*	-	-	-	-	86.0%	89.3%	89.6%
2020-21	95.0%	95.4%	<b>96.4%</b>	*	96.4%	*	-	-	-	-	96.4%	96.2%	96.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.0%	<b>39.5%</b>	*	39.5%	*	-	-	-	-	54.8%	40.6%	40.8%
2020-21	15.0%	14.3%	<b>10.7%</b>	*	10.8%	0.0%	-	-	-	-	10.9%	10.8%	12.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	4.1%	<b>4.1%</b>	*	4.1%	*	-	-	-	-	6.3%	4.4%	4.3%
2020-21	2.4%	2.6%	<b>2.6%</b>	*	2.6%	0.0%	-	-	-	-	4.0%	2.5%	2.5%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	81.7%	<b>81.7%</b>	-	81.7%	*	-	-	-	-	65.6%	80.6%	78.5%
Received TxCHSE	0.3%	0.4%	<b>0.4%</b>	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	3.5%	5.4%	<b>5.4%</b>	-	5.4%	*	-	-	-	-	12.5%	5.0%	5.6%
Dropped Out	6.4%	12.5%	<b>12.5%</b>	-	12.6%	*	-	-	-	-	21.9%	14.0%	15.9%
Graduates and TxCHSE	90.0%	82.1%	<b>82.1%</b>	-	82.0%	*	-	-	-	-	65.6%	81.0%	78.5%
Graduates, TxCHSE, and Continuers	93.6%	87.5%	<b>87.5%</b>	-	87.4%	*	-	-	-	-	78.1%	86.0%	84.1%
<b>Class of 2021</b>													
Graduated	90.0%	86.3%	<b>86.3%</b>	*	86.1%	*	-	-	-	-	77.3%	85.9%	81.6%
Received TxCHSE	0.3%	0.4%	<b>0.4%</b>	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.9%	5.0%	<b>5.0%</b>	*	5.0%	*	-	-	-	-	13.6%	4.9%	8.2%
Dropped Out	5.8%	8.3%	<b>8.3%</b>	*	8.4%	*	-	-	-	-	9.1%	8.8%	10.2%
Graduates and TxCHSE	90.3%	86.7%	<b>86.7%</b>	*	86.6%	*	-	-	-	-	77.3%	86.3%	81.6%
Graduates, TxCHSE, and Continuers	94.2%	91.7%	<b>91.7%</b>	*	91.6%	*	-	-	-	-	90.9%	91.2%	89.8%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.0%	<b>90.0%</b>	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.4%	0.4%	<b>0.4%</b>	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.0%	0.0%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.6%	<b>9.6%</b>	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	92.7%	90.4%	<b>90.4%</b>	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	90.4%	<b>90.4%</b>	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
<b>Class of 2020</b>													
Graduated	92.2%	91.4%	<b>91.4%</b>	-	91.3%	*	*	-	-	-	85.7%	91.4%	84.4%
Received TxCHSE	0.5%	1.3%	<b>1.3%</b>	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	1.1%	0.4%	<b>0.4%</b>	-	0.4%	*	*	-	-	-	0.0%	0.5%	2.2%
Dropped Out	6.2%	6.9%	<b>6.9%</b>	-	7.0%	*	*	-	-	-	14.3%	6.7%	13.3%
Graduates and TxCHSE	92.7%	92.7%	<b>92.7%</b>	-	92.6%	*	*	-	-	-	85.7%	92.8%	84.4%
Graduates, TxCHSE, and Continuers	93.8%	93.1%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	85.7%	93.3%	86.7%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.8%	<b>91.8%</b>	-	91.7%	*	*	-	-	-	86.7%	91.9%	86.4%
Received TxCHSE	0.5%	1.3%	<b>1.3%</b>	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	0.5%	0.0%	<b>0.0%</b>	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.9%	<b>6.9%</b>	-	7.0%	*	*	-	-	-	13.3%	6.7%	13.6%
Graduates and TxCHSE	93.2%	93.1%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Graduates, TxCHSE, and Continuers	93.8%	93.1%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
<b>Class of 2019</b>													
Graduated	92.6%	88.5%	<b>88.5%</b>	-	88.4%	*	-	-	-	-	76.2%	89.0%	74.4%
Received TxCHSE	0.6%	0.8%	<b>0.8%</b>	-	0.8%	*	-	-	-	-	0.0%	0.8%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	10.7%	<b>10.7%</b>	-	10.9%	*	-	-	-	-	23.8%	10.2%	25.6%
Graduates and TxCHSE	93.2%	89.3%	<b>89.3%</b>	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
Graduates, TxCHSE, and Continuers	93.8%	89.3%	<b>89.3%</b>	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	81.4%	<b>81.4%</b>	-	81.4%	*	-	-	-	-	65.6%	80.6%	78.5%
Class of 2021	90.0%	84.6%	<b>84.6%</b>	*	84.4%	*	-	-	-	-	65.4%	84.6%	80.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	8.3%	<b>8.3%</b>	-	8.4%	*	-	-	-	-	52.4%	7.7%	11.9%
Class of 2021	3.8%	9.2%	<b>9.2%</b>	*	8.4%	*	-	-	-	-	64.7%	10.2%	12.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.6%	<b>74.6%</b>	-	74.4%	*	-	-	-	-	0.0%	73.3%	61.9%
Class of 2021	81.9%	77.3%	<b>77.3%</b>	*	77.6%	*	-	-	-	-	5.9%	75.6%	62.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	82.9%	<b>82.9%</b>	-	82.8%	*	-	-	-	-	52.4%	81.0%	73.8%
Class of 2021	85.7%	86.5%	<b>86.5%</b>	*	86.3%	*	-	-	-	-	70.6%	85.8%	75.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	*	-	*	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	9.5%	<b>9.5%</b>	-	9.5%	-	-	-	-	-	42.3%	8.7%	12.4%
2020-21	3.8%	8.6%	<b>8.6%</b>	*	8.2%	*	-	-	-	-	57.9%	9.6%	10.4%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	71.9%	<b>71.9%</b>	-	71.9%	-	-	-	-	-	0.0%	71.2%	60.7%
2020-21	80.4%	76.9%	<b>76.9%</b>	*	77.2%	*	-	-	-	-	5.3%	75.0%	66.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	81.4%	<b>81.4%</b>	-	81.4%	-	-	-	-	-	42.3%	79.8%	73.0%
2020-21	84.1%	85.6%	<b>85.6%</b>	*	85.5%	*	-	-	-	-	63.2%	84.6%	77.1%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	242	100.0%	242	368,686
<b>By Ethnicity:</b>				
African American	0	0.0%	0	45,227
Hispanic	242	100.0%	242	191,125
White	0	0.0%	0	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	45	18.6%	45	51,023
Foundation H.S. Program (Endorsement)	23	9.5%	23	14,179
Foundation H.S. Program (DLA)	174	71.9%	174	302,917
Special Education Graduates	26	10.7%	26	32,447
Economically Disadvantaged Graduates	208	86.0%	208	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	89	36.8%	89	40,398
At-Risk Graduates	171	70.7%	171	159,689

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	54.1%	<b>54.1%</b>	-	54.1%	-	-	-	-	-	61.5%	52.4%	51.7%
2020-21	65.2%	58.1%	<b>58.1%</b>	*	57.7%	*	-	-	-	-	78.9%	58.0%	50.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	38.8%	<b>38.8%</b>	-	38.8%	-	-	-	-	-	3.8%	37.5%	36.0%
2020-21	52.7%	50.9%	<b>50.9%</b>	*	50.9%	*	-	-	-	-	10.5%	49.5%	41.7%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	36.0%	<b>36.0%</b>	-	36.0%	-	-	-	-	-	0.0%	35.6%	34.8%
2020-21	56.1%	24.3%	<b>24.3%</b>	*	24.5%	*	-	-	-	-	5.3%	22.9%	2.1%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	16.9%	<b>16.9%</b>	-	16.9%	-	-	-	-	-	3.8%	16.8%	12.4%
2020-21	45.7%	13.1%	<b>13.1%</b>	*	13.2%	*	-	-	-	-	0.0%	12.8%	6.3%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	13.2%	<b>13.2%</b>	-	13.2%	-	-	-	-	-	0.0%	12.5%	10.1%
2020-21	40.4%	6.8%	<b>6.8%</b>	*	6.8%	*	-	-	-	-	0.0%	5.9%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	30.2%	<b>30.2%</b>	-	30.2%	-	-	-	-	-	3.8%	29.3%	31.5%
2020-21	21.3%	41.9%	<b>41.9%</b>	*	41.8%	*	-	-	-	-	5.3%	39.4%	39.6%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	0.0%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	0.0%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	9.1%	<b>9.1%</b>	-	9.1%	-	-	-	-	-	0.0%	5.8%	0.0%
2020-21	25.9%	21.6%	<b>21.6%</b>	*	21.8%	*	-	-	-	-	10.5%	20.7%	2.1%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	23.6%	<b>23.6%</b>	-	23.6%	-	-	-	-	-	61.5%	21.6%	22.5%
2020-21	24.2%	14.0%	<b>14.0%</b>	*	13.6%	*	-	-	-	-	78.9%	16.0%	8.3%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	17.4%	<b>17.4%</b>	-	17.4%	-	-	-	-	-	3.8%	15.9%	10.1%

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Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	7.7%	7.7%	*	7.7%	*	-	-	-	-	5.3%	8.5%	0.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.1%	2.1%	-	2.1%	-	-	-	-	-	19.2%	1.9%	4.5%
2020-21	2.4%	1.4%	1.4%	*	1.4%	*	-	-	-	-	15.8%	1.6%	2.1%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	4.5%	4.5%	-	4.5%	-	-	-	-	-	42.3%	4.3%	9.0%
2020-21	4.4%	5.4%	5.4%	*	5.0%	*	-	-	-	-	63.2%	6.4%	6.3%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	16.5%	<b>16.5%</b>	-	16.5%	-	-	-	-	-	0.0%	14.4%	0.0%
	2020-21	25.9%	18.9%	<b>18.9%</b>	*	19.1%	*	-	-	-	-	5.3%	17.0%	0.0%
Mathematics	2021-22	18.7%	6.2%	<b>6.2%</b>	-	6.2%	-	-	-	-	-	0.0%	5.8%	1.1%
	2020-21	19.4%	2.3%	<b>2.3%</b>	*	2.3%	*	-	-	-	-	0.0%	2.7%	2.1%
Both Subjects	2021-22	12.6%	5.0%	<b>5.0%</b>	-	5.0%	-	-	-	-	-	0.0%	4.3%	0.0%
	2020-21	14.4%	0.9%	<b>0.9%</b>	*	0.9%	*	-	-	-	-	0.0%	1.1%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	14.0%	<b>14.0%</b>	-	14.0%	-	-	-	-	-	0.0%	15.9%	33.7%
	2020-21	8.6%	4.1%	<b>4.1%</b>	*	4.1%	*	-	-	-	-	0.0%	4.3%	2.1%
Mathematics	2021-22	14.0%	8.7%	<b>8.7%</b>	-	8.7%	-	-	-	-	-	3.8%	9.6%	11.2%
	2020-21	10.3%	5.4%	<b>5.4%</b>	*	5.5%	*	-	-	-	-	0.0%	5.3%	2.1%
Both Subjects	2021-22	7.5%	4.5%	<b>4.5%</b>	-	4.5%	-	-	-	-	-	0.0%	5.3%	9.0%
	2020-21	4.9%	0.5%	<b>0.5%</b>	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	21.2%	<b>21.0%</b>	-	20.8%	*	-	-	-	-	0.0%	19.4%	9.3%
	2021	21.1%	25.7%	<b>25.7%</b>	*	25.6%	*	-	-	-	-	1.9%	24.2%	15.9%
English Language Arts	2022	13.2%	8.9%	<b>8.9%</b>	-	8.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	12.1%	9.0%	<b>9.0%</b>	*	9.1%	*	-	-	-	-	0.0%	8.1%	0.0%
Mathematics	2022	6.9%	7.8%	<b>7.8%</b>	-	7.8%	*	-	-	-	-	0.0%	6.9%	1.2%
	2021	6.1%	6.6%	<b>6.6%</b>	*	6.7%	*	-	-	-	-	0.0%	5.5%	1.6%
Science	2022	9.6%	7.1%	<b>6.9%</b>	-	6.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	8.7%	7.1%	<b>7.1%</b>	*	7.1%	*	-	-	-	-	1.9%	6.5%	1.6%
Social Studies	2022	12.5%	5.1%	<b>5.1%</b>	-	5.1%	*	-	-	-	-	0.0%	4.6%	1.2%
	2021	11.6%	10.1%	<b>10.1%</b>	*	10.1%	*	-	-	-	-	1.9%	9.6%	7.1%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	17.9%	<b>18.1%</b>	-	18.3%	*	-	-	-	-	-	14.5%	6.7%
	2021	48.6%	7.5%	<b>7.5%</b>	-	7.6%	*	-	-	-	-	*	5.2%	5.0%
English Language Arts	2022	53.2%	17.5%	<b>17.5%</b>	-	17.5%	-	-	-	-	-	-	14.8%	0.0%
	2021	42.7%	4.8%	<b>4.8%</b>	-	4.8%	-	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	0.0%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	-	0.0%	*
	2021	49.4%	0.0%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2022	44.7%	3.1%	<b>3.2%</b>	-	3.2%	-	-	-	-	-	-	3.7%	0.0%
	2021	41.4%	3.0%	<b>3.0%</b>	-	3.0%	-	-	-	-	-	*	3.8%	*

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	4.3%	<b>4.3%</b>	-	4.3%	-	-	-	-	-	-	5.6%	*
	2021	42.2%	2.1%	<b>2.1%</b>	-	2.1%	-	-	-	-	-	*	0.0%	0.0%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	62.0%	<b>62.0%</b>	-	61.6%	?	-	-	-	-	30.8%	59.3%	53.3%
	2020-21	70.8%	28.4%	<b>28.4%</b>	*	28.6%	*	-	-	-	-	21.1%	27.5%	20.8%
At/Above Criterion for All Examinees	2021-22	32.1%	6.0%	<b>6.0%</b>	-	6.0%	*	-	-	-	-	0.0%	4.0%	0.0%
	2020-21	32.9%	17.5%	<b>17.5%</b>	-	17.5%	-	-	-	-	-	*	15.4%	0.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	872	<b>872</b>	-	872	-	-	-	-	-	756	859	794
	2020-21	1002	931	<b>931</b>	-	931	-	-	-	-	-	790	928	847
English Language Arts and Writing	2021-22	506	448	<b>448</b>	-	448	-	-	-	-	-	380	440	399
	2020-21	504	466	<b>466</b>	-	466	-	-	-	-	-	390	464	412
Mathematics	2021-22	496	425	<b>425</b>	-	425	-	-	-	-	-	376	419	395
	2020-21	498	465	<b>465</b>	-	465	-	-	-	-	-	400	465	434
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	14.9	<b>14.9</b>	-	14.9	*	-	-	-	-	12.6	14.6	12.9
	2020-21	20.0	18.1	<b>18.1</b>	-	18.1	-	-	-	-	-	-	16.6	15.5
English Language Arts	2021-22	19.2	14.2	<b>14.2</b>	-	14.3	*	-	-	-	-	12.0	13.6	11.4
	2020-21	19.6	17.1	<b>17.1</b>	-	17.1	-	-	-	-	-	-	15.6	14.8
Mathematics	2021-22	19.3	15.2	<b>15.2</b>	-	15.2	*	-	-	-	-	13.4	15.1	14.6
	2020-21	19.9	18.3	<b>18.3</b>	-	18.3	-	-	-	-	-	-	17.1	15.5
Science	2021-22	19.8	15.5	<b>15.5</b>	-	15.6	*	-	-	-	-	13.0	15.4	13.6
	2020-21	20.3	19.3	<b>19.3</b>	-	19.3	-	-	-	-	-	-	17.6	17.0

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	44.5%	<b>44.5%</b>	*	44.5%	*	-	-	-	-	15.2%	44.6%	36.1%
	2020-21	42.5%	46.9%	<b>46.9%</b>	*	47.0%	20.0%	-	-	-	-	19.2%	45.5%	37.8%
English Language Arts	2021-22	16.6%	19.4%	<b>19.4%</b>	*	19.4%	*	-	-	-	-	5.8%	18.9%	16.1%
	2020-21	16.3%	10.4%	<b>10.4%</b>	*	10.5%	*	-	-	-	-	0.0%	9.4%	0.8%
Mathematics	2021-22	19.9%	22.8%	<b>22.8%</b>	*	22.9%	*	-	-	-	-	9.5%	22.3%	15.5%
	2020-21	19.3%	23.1%	<b>23.1%</b>	*	23.0%	*	-	-	-	-	12.3%	21.5%	13.2%
Science	2021-22	21.1%	15.2%	<b>15.2%</b>	*	15.1%	*	-	-	-	-	5.1%	14.6%	7.5%
	2020-21	20.6%	13.8%	<b>13.8%</b>	*	13.9%	*	-	-	-	-	7.8%	12.9%	7.1%
Social Studies	2021-22	22.8%	13.3%	<b>13.3%</b>	*	13.3%	*	-	-	-	-	0.9%	12.6%	6.2%
	2020-21	22.8%	16.8%	<b>16.8%</b>	*	16.9%	*	-	-	-	-	1.7%	14.5%	7.2%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	38.3%	<b>38.3%</b>	*	38.6%	*	-	-	-	-	21.1%	38.1%	25.0%
	2019-20	46.1%	40.1%	<b>40.1%</b>	-	40.4%	*	*	-	-	-	16.7%	39.9%	31.4%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	1,026	100.0%	3,173	5,504,150	1,029	100.0%	3,177	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	6.8%	4.4%	0	0.0%	6.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.1%	0.7%	0	0.0%	2.1%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 2	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 3	0	0.0%	6.0%	7.2%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.2%	7.3%	0	0.0%	6.2%	7.2%
Grade 7	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	8.7%	7.7%	0	0.0%	8.7%	7.7%
Grade 9	271	26.4%	8.5%	8.7%	271	26.3%	8.5%	8.7%
Grade 10	336	32.7%	10.6%	7.9%	336	32.7%	10.6%	7.9%
Grade 11	232	22.6%	7.3%	7.0%	233	22.6%	7.3%	7.0%
Grade 12	187	18.2%	5.9%	6.6%	189	18.4%	5.9%	6.6%
<b>Ethnic Distribution:</b>								
African American	2	0.2%	0.1%	12.8%	2	0.2%	0.1%	12.8%
Hispanic	1,023	99.7%	99.2%	53.0%	1,026	99.7%	99.2%	52.9%
White	1	0.1%	0.6%	25.6%	1	0.1%	0.6%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.0%	0	0.0%	0.1%	3.0%
<b>Sex:</b>								
Female	486	47.4%	48.3%	48.8%	488	47.4%	48.3%	48.8%
Male	540	52.6%	51.7%	51.2%	541	52.6%	51.7%	51.2%
<b>Economically Disadvantaged</b>								
Economically Disadvantaged	938	91.4%	91.2%	62.1%	941	91.4%	91.2%	62.0%
Non-Educationally Disadvantaged	88	8.6%	8.8%	37.9%	88	8.6%	8.8%	38.0%
Section 504 Students	71	6.9%	5.0%	7.4%	71	6.9%	5.0%	7.4%
EB Students/EL	540	52.6%	61.7%	23.1%	543	52.8%	61.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	66	5.9%	3.1%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	18	1.8%	2.2%	5.5%	18	1.7%	2.2%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	10	1.0%	1.4%	1.3%	11	1.1%	1.4%	1.3%
Immigrant	19	1.9%	1.6%	2.2%	19	1.8%	1.6%	2.2%
Migrant	4	0.4%	0.9%	0.3%	4	0.4%	0.8%	0.3%
Title I	1,026	100.0%	100.0%	64.6%	1,029	100.0%	100.0%	64.6%
Military Connected	19	1.9%	2.3%	3.6%	19	1.8%	2.3%	3.6%
At-Risk	782	76.2%	79.8%	53.3%	785	76.3%	79.8%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	429	41.8%	53.6%	23.2%	432	42.0%	53.6%	23.2%
Career and Technical Education	842	82.1%	30.5%	26.5%				
Career and Technical Education (9-12 grades only)	842	82.1%	82.1%	72.3%				
Gifted and Talented Education	81	7.9%	5.9%	8.2%	81	7.9%	5.9%	8.2%
Special Education	114	11.1%	14.6%	12.6%	114	11.1%	14.6%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	114							
By Type of Primary Disability								
Students with Intellectual Disabilities	79	69.3%	52.9%	44.1%				
Students with Physical Disabilities	5	4.4%	27.2%	20.0%				
Students with Autism	7	6.1%	**	15.5%				
Students with Behavioral Disabilities	23	20.2%	11.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	162	14.4%	13.4%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	3.3%				
Hispanic	161	14.3%	13.2%	8.7%				
White	1	0.1%	0.1%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	27	21.3%	12.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	86	16.6%	13.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	138	13.7%	12.1%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	142	17.1%	13.1%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	0.0%	4.5%
Grade 1	-	5.2%	2.5%	-	8.5%	3.6%
Grade 2	-	5.8%	1.6%	-	0.0%	2.0%
Grade 3	-	2.5%	0.8%	-	0.0%	0.9%
Grade 4	-	1.7%	0.5%	-	0.0%	0.5%
Grade 5	-	1.2%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	2.9%	0.5%
Grade 9	1.3%	1.3%	8.7%	3.3%	3.3%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	24.9	18.7
Grade 1	-	19.8	19.1
Grade 2	-	18.1	19.1
Grade 3	-	22.0	19.3
Grade 4	-	17.5	19.4
Grade 5	-	20.0	20.8
Grade 6	-	20.7	19.2
<b>Secondary:</b>			
English/Language Arts	16.7	14.8	16.2
Foreign Languages	25.9	21.6	18.8
Mathematics	18.6	19.3	17.5
Science	19.8	20.1	18.5
Social Studies	22.8	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.9	100.0%	100.0%	100.0%
Professional Staff:	75.3	85.6%	50.1%	64.1%
Teachers	64.1	73.0%	35.8%	48.7%
Professional Support	7.1	8.1%	10.5%	10.9%
Campus Administration (School Leadership)	4.0	4.5%	2.4%	3.3%
Educational Aides:	12.7	14.4%	11.5%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	3.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	4.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	82.9	94.3%	97.0%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.5%	11.8%
Hispanic	60.1	93.8%	94.6%	29.6%
White	3.0	4.7%	4.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.6%	0.5%	1.2%
<b>Teachers by Sex:</b>				
Males	30.5	47.6%	28.4%	24.4%
Females	33.6	52.4%	71.6%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	6.0	9.4%	3.8%	2.0%
Bachelors	37.8	58.9%	71.5%	72.2%
Masters	20.3	31.7%	24.7%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	9.2	14.4%	7.8%	9.7%
1-5 Years Experience	15.1	23.6%	20.3%	26.3%
6-10 Years Experience	12.4	19.4%	20.5%	20.5%
11-20 Years Experience	18.7	29.1%	34.6%	27.2%
21-30 Years Experience	7.5	11.8%	15.2%	13.3%
Over 30 Years Experience	1.1	1.8%	1.6%	2.9%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	16.0	n/a	16.3	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	11.0	6.5	6.1
Average Years Experience of Principals with District	11.0	6.5	5.3
Average Years Experience of Assistant Principals	4.0	3.9	5.2
Average Years Experience of Assistant Principals with District	4.0	3.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	10.3	11.8	11.0
Average Years Experience of Teachers with District:	6.6	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,694	\$47,625	\$53,300
1-5 Years Experience	\$61,754	\$59,468	\$56,516
6-10 Years Experience	\$65,109	\$61,989	\$59,732
11-20 Years Experience	\$65,046	\$63,290	\$63,389
21-30 Years Experience	\$70,841	\$69,128	\$67,876
Over 30 Years Experience	\$76,581	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$63,532	\$62,088	\$60,717
Professional Support	\$68,922	\$72,797	\$72,022
Campus Administration (School Leadership)	\$79,366	\$84,834	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	52.2%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.1	0.2%	24.4%	5.9%
Career and Technical Education	12.7	19.8%	7.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	37.2	58.0%	49.5%	70.6%
Special Education	448.8	13.7%	14.9%	9.7%
Other	5.4	8.4%	3.4%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: SAN ELIZARIO ISD**

**District Number: 071904**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	78%	<b>66%</b>	-	66%	*	-	-	-	-	46%	86%	68%	60%	65%	63%
	2022	76%	77%	<b>59%</b>	-	59%	-	-	-	-	-	52%	50%	61%	48%	57%	48%
At Meets Grade Level or Above	2023	50%	52%	<b>37%</b>	-	38%	*	-	-	-	-	18%	71%	38%	36%	35%	34%
	2022	51%	50%	<b>28%</b>	-	28%	-	-	-	-	-	31%	33%	31%	13%	26%	16%
At Masters Grade Level	2023	20%	20%	<b>13%</b>	-	13%	*	-	-	-	-	0%	14%	12%	14%	11%	12%
	2022	30%	27%	<b>14%</b>	-	14%	-	-	-	-	-	7%	17%	16%	0%	11%	7%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	76%	<b>73%</b>	-	72%	*	-	-	-	-	54%	86%	72%	74%	72%	73%
	2022	71%	72%	<b>62%</b>	-	62%	-	-	-	-	-	48%	83%	65%	39%	60%	53%
At Meets Grade Level or Above	2023	45%	45%	<b>30%</b>	-	30%	*	-	-	-	-	25%	29%	27%	38%	28%	28%
	2022	43%	42%	<b>27%</b>	-	27%	-	-	-	-	-	31%	33%	29%	13%	26%	18%
At Masters Grade Level	2023	19%	16%	<b>10%</b>	-	10%	*	-	-	-	-	0%	14%	10%	10%	8%	9%
	2022	21%	18%	<b>7%</b>	-	7%	-	-	-	-	-	3%	0%	8%	0%	7%	7%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	79%	<b>57%</b>	-	57%	-	-	-	-	-	39%	71%	58%	53%	56%	46%
	2022	77%	77%	<b>65%</b>	-	64%	*	-	-	-	-	47%	69%	65%	63%	63%	58%
At Meets Grade Level or Above	2023	48%	49%	<b>24%</b>	-	24%	-	-	-	-	-	24%	43%	29%	11%	23%	14%
	2022	54%	52%	<b>41%</b>	-	41%	*	-	-	-	-	29%	46%	39%	49%	40%	35%
At Masters Grade Level	2023	22%	20%	<b>4%</b>	-	4%	-	-	-	-	-	3%	0%	6%	0%	4%	2%
	2022	28%	25%	<b>20%</b>	-	19%	*	-	-	-	-	9%	15%	19%	24%	19%	15%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	74%	<b>64%</b>	-	64%	-	-	-	-	-	45%	86%	70%	45%	62%	59%
	2022	70%	71%	<b>65%</b>	-	65%	*	-	-	-	-	38%	77%	66%	63%	64%	63%
At Meets Grade Level or Above	2023	48%	49%	<b>36%</b>	-	36%	-	-	-	-	-	30%	43%	40%	23%	35%	30%
	2022	43%	39%	<b>30%</b>	-	30%	*	-	-	-	-	21%	46%	30%	32%	29%	27%
At Masters Grade Level	2023	22%	20%	<b>12%</b>	-	12%	-	-	-	-	-	3%	0%	13%	11%	11%	8%
	2022	23%	19%	<b>11%</b>	-	10%	*	-	-	-	-	6%	8%	12%	7%	10%	9%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	84%	<b>71%</b>	-	71%	-	-	-	-	-	38%	73%	72%	69%	71%	65%
	2022	81%	82%	<b>76%</b>	-	76%	-	-	-	-	-	40%	80%	74%	88%	76%	69%
At Meets Grade Level or Above	2023	57%	59%	<b>42%</b>	-	42%	-	-	-	-	-	21%	45%	40%	50%	41%	36%
	2022	58%	56%	<b>44%</b>	-	44%	-	-	-	-	-	20%	40%	45%	42%	44%	38%
At Masters Grade Level	2023	28%	28%	<b>16%</b>	-	16%	-	-	-	-	-	6%	18%	15%	19%	15%	10%
	2022	36%	33%	<b>19%</b>	-	19%	-	-	-	-	-	4%	0%	20%	12%	18%	14%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	85%	<b>81%</b>	-	81%	-	-	-	-	-	73%	91%	81%	83%	81%	76%
	2022	77%	80%	<b>79%</b>	-	79%	-	-	-	-	-	60%	100%	80%	76%	77%	74%
At Meets Grade Level or Above	2023	51%	53%	<b>44%</b>	-	44%	-	-	-	-	-	24%	36%	42%	51%	44%	39%
	2022	48%	48%	<b>39%</b>	-	39%	-	-	-	-	-	24%	40%	41%	30%	37%	35%
At Masters Grade Level	2023	21%	19%	<b>9%</b>	-	9%	-	-	-	-	-	6%	9%	11%	5%	8%	7%
	2022	25%	21%	<b>13%</b>	-	13%	-	-	-	-	-	8%	20%	13%	12%	12%	13%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	68%	<b>58%</b>	-	58%	-	-	-	-	-	26%	73%	56%	67%	58%	57%
	2022	66%	64%	<b>61%</b>	-	61%	-	-	-	-	-	35%	60%	59%	66%	58%	55%
At Meets Grade Level or Above	2023	36%	35%	<b>28%</b>	-	28%	-	-	-	-	-	12%	45%	27%	33%	27%	27%
	2022	38%	32%	<b>29%</b>	-	29%	-	-	-	-	-	17%	40%	30%	22%	26%	25%
At Masters Grade Level	2023	16%	14%	<b>9%</b>	-	9%	-	-	-	-	-	0%	18%	8%	12%	8%	10%
	2022	18%	12%	<b>10%</b>	-	10%	-	-	-	-	-	9%	0%	10%	9%	9%	8%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	76%	<b>74%</b>	-	75%	*	-	-	-	-	32%	*	75%	73%	74%	69%
	2022	70%	68%	<b>60%</b>	*	60%	*	-	-	-	-	32%	50%	63%	47%	58%	55%
At Meets Grade Level or Above	2023	52%	48%	<b>40%</b>	-	41%	*	-	-	-	-	8%	*	42%	33%	38%	34%
	2022	43%	38%	<b>40%</b>	*	40%	*	-	-	-	-	26%	17%	43%	28%	38%	37%
At Masters Grade Level	2023	22%	17%	<b>10%</b>	-	10%	*	-	-	-	-	0%	*	10%	10%	8%	8%
	2022	23%	18%	<b>12%</b>	*	12%	*	-	-	-	-	6%	17%	12%	16%	12%	11%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	74%	<b>80%</b>	-	80%	*	-	-	-	-	68%	*	81%	78%	79%	77%
	2022	73%	71%	<b>69%</b>	*	69%	*453	-	-	-	-	44%	67%	70%	63%	68%	69%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	33%	<b>34%</b>	-	34%	*	-	-	-	-	24%	*	33%	38%	31%	31%
	2022	39%	33%	<b>27%</b>	*	27%	*	-	-	-	-	21%	50%	29%	16%	26%	25%
At Masters Grade Level	2023	16%	10%	<b>8%</b>	-	8%	*	-	-	-	-	8%	*	8%	8%	5%	7%
	2022	16%	11%	<b>7%</b>	*	7%	*	-	-	-	-	6%	17%	6%	9%	7%	7%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	78%	<b>67%</b>	*	67%	*	-	-	-	-	33%	57%	71%	49%	65%	63%
	2022	80%	79%	<b>64%</b>	*	64%	*	-	-	-	-	30%	*	65%	59%	62%	60%
At Meets Grade Level or Above	2023	55%	51%	<b>31%</b>	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	53%	<b>37%</b>	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
At Masters Grade Level	2023	27%	22%	<b>6%</b>	*	6%	*	-	-	-	-	3%	0%	8%	0%	6%	4%
	2022	37%	33%	<b>20%</b>	*	20%	*	-	-	-	-	5%	*	21%	19%	19%	17%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	61%	<b>50%</b>	*	50%	*	-	-	-	-	32%	57%	51%	47%	50%	47%
	2022	61%	57%	<b>50%</b>	*	51%	*	-	-	-	-	25%	*	50%	53%	48%	49%
At Meets Grade Level or Above	2023	37%	33%	<b>18%</b>	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	31%	25%	<b>17%</b>	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
At Masters Grade Level	2023	11%	8%	<b>4%</b>	*	4%	*	-	-	-	-	6%	14%	4%	3%	4%	2%
	2022	13%	9%	<b>5%</b>	*	5%	*	-	-	-	-	5%	*	5%	5%	5%	3%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	85%	<b>78%</b>	-	78%	-	-	-	-	-	44%	80%	78%	78%	77%	74%
	2022	83%	83%	<b>76%</b>	-	75%	*	-	-	-	-	35%	*	74%	86%	75%	71%
At Meets Grade Level or Above	2023	58%	58%	<b>43%</b>	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	57%	<b>49%</b>	-	49%	*	-	-	-	-	12%	*	47%	62%	49%	42%
At Masters Grade Level	2023	28%	25%	<b>13%</b>	-	13%	-	-	-	-	-	5%	0%	15%	4%	10%	7%
	2022	37%	35%	<b>27%</b>	-	26%	*	-	-	-	-	3%	*	25%	32%	27%	18%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	76%	<b>77%</b>	-	77%	-	-	-	-	-	59%	*	77%	77%	78%	76%
	2022	71%	70%	<b>70%</b>	-	70%	*	-	-	-	-	50%	*	69%	76%	70%	65%
At Meets Grade Level or Above	2023	46%	42%	<b>32%</b>	-	32%	-	-	-	-	-	11%	*	34%	27%	32%	30%
	2022	40%	35%	<b>36%</b>	-	36%	*	-	-	-	-	12%	*	37%	35%	36%	33%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	11%	5%	-	5%	-	-	-	-	-	8%	*	4%	7%	4%	4%
	2022	14%	10%	7%	-	8%	*	-	-	-	-	6%	*	7%	12%	7%	6%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2023	74%	76%	60%	-	60%	-	-	-	-	-	32%	40%	59%	63%	59%	57%
	2022	74%	73%	66%	-	66%	*	-	-	-	-	26%	*	65%	72%	66%	61%
At Meets Grade Level or Above	2023	47%	46%	29%	-	29%	-	-	-	-	-	10%	20%	29%	27%	26%	26%
	2022	45%	41%	33%	-	33%	*	-	-	-	-	12%	*	32%	38%	33%	27%
At Masters Grade Level	2023	17%	14%	9%	-	9%	-	-	-	-	-	7%	0%	10%	4%	7%	7%
	2022	24%	19%	15%	-	15%	*	-	-	-	-	0%	*	14%	21%	15%	10%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	62%	49%	-	49%	-	-	-	-	-	25%	20%	48%	56%	47%	44%
	2022	61%	56%	43%	-	42%	*	-	-	-	-	15%	*	40%	54%	43%	34%
At Meets Grade Level or Above	2023	33%	31%	19%	-	19%	-	-	-	-	-	10%	0%	21%	12%	17%	16%
	2022	31%	24%	13%	-	13%	*	-	-	-	-	9%	*	14%	10%	13%	9%
At Masters Grade Level	2023	16%	14%	6%	-	6%	-	-	-	-	-	8%	0%	7%	4%	5%	5%
	2022	18%	12%	5%	-	5%	*	-	-	-	-	0%	*	4%	8%	5%	3%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	71%	62%	-	62%	*	-	-	-	-	32%	*	63%	57%	61%	56%
	2022	65%	63%	52%	*	52%	-	-	-	-	-	14%	67%	57%	36%	51%	38%
At Meets Grade Level or Above	2023	52%	47%	34%	-	34%	*	-	-	-	-	13%	*	34%	33%	33%	29%
	2022	47%	42%	30%	*	30%	-	-	-	-	-	9%	33%	32%	21%	29%	17%
At Masters Grade Level	2023	13%	10%	4%	-	4%	*	-	-	-	-	5%	*	4%	4%	4%	1%
	2022	11%	7%	3%	*	3%	-	-	-	-	-	5%	0%	4%	2%	3%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	73%	66%	*	66%	-	-	-	-	-	39%	*	70%	54%	65%	58%
	2022	72%	70%	58%	*	58%	-	-	-	-	-	29%	*	61%	46%	57%	40%
At Meets Grade Level or Above	2023	54%	50%	35%	*	35%	-	-	-	-	-	10%	*	38%	26%	34%	21%
	2022	55%	51%	39%	*	39%	-	-	-	-	-	10%	*	41%	30%	38%	22%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	6%	4%	*	4%	-	-	-	-	-	3%	*	5%	1%	4%	0%
	2022	9%	6%	2%	*	2%	-	-	-	-	-	2%	*	2%	0%	1%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	85%	79%	*	79%	*	-	-	-	-	70%	*	80%	78%	79%	79%
	2022	76%	81%	60%	*	60%	-	-	-	-	-	29%	60%	62%	56%	60%	58%
At Meets Grade Level or Above	2023	43%	47%	30%	*	29%	*	-	-	-	-	21%	*	31%	26%	29%	30%
	2022	43%	44%	22%	*	22%	-	-	-	-	-	10%	20%	23%	20%	22%	19%
At Masters Grade Level	2023	23%	22%	13%	*	13%	*	-	-	-	-	13%	*	14%	10%	12%	13%
	2022	27%	26%	13%	*	13%	-	-	-	-	-	7%	0%	13%	10%	13%	9%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	89%	83%	-	83%	*	-	-	-	-	73%	*	86%	73%	83%	81%
	2022	83%	82%	70%	*	70%	*	-	-	-	-	42%	80%	71%	66%	69%	58%
At Meets Grade Level or Above	2023	56%	51%	36%	-	36%	*	-	-	-	-	20%	*	38%	30%	35%	31%
	2022	55%	48%	30%	*	29%	*	-	-	-	-	9%	20%	31%	25%	29%	19%
At Masters Grade Level	2023	21%	14%	9%	-	10%	*	-	-	-	-	4%	*	10%	8%	9%	6%
	2022	21%	14%	5%	*	5%	*	-	-	-	-	5%	0%	5%	4%	5%	3%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2023	94%	95%	92%	*	92%	-	-	-	-	-	91%	*	94%	88%	92%	87%
	2022	89%	90%	83%	-	83%	-	-	-	-	-	56%	-	86%	69%	83%	70%
At Meets Grade Level or Above	2023	70%	70%	55%	*	55%	-	-	-	-	-	41%	*	59%	41%	54%	44%
	2022	68%	65%	49%	-	49%	-	-	-	-	-	44%	-	50%	43%	48%	20%
At Masters Grade Level	2023	38%	35%	17%	*	17%	-	-	-	-	-	9%	*	20%	9%	16%	9%
	2022	42%	36%	21%	-	21%	-	-	-	-	-	32%	-	21%	22%	20%	9%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	85%	86%	-	86%	-	-	-	-	-	-	-	88%	80%	89%	*
	2022	92%	89%	82%	-	82%	-	-	-	-	-	-	-	81%	*	78%	-
At Meets Grade Level or Above	2023	61%	46%	41%	-	41%	-	-	-	-	-	-	-	41%	40%	44%	*
	2022	64%	48%	47%	-	47%	-	-	-	-	-	-	-	50%	*	56%	-

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	2%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2022	13%	2%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	78%	70%	80%	70%	89%	-	-	-	-	47%	70%	71%	66%	69%	65%
	2022	74%	74%	64%	56%	64%	82%	-	-	-	-	36%	68%	65%	59%	63%	56%
At Meets Grade Level or Above	2023	49%	48%	34%	60%	34%	56%	-	-	-	-	19%	37%	35%	30%	33%	29%
	2022	48%	44%	33%	56%	33%	64%	-	-	-	-	18%	34%	34%	28%	32%	25%
At Masters Grade Level	2023	20%	17%	9%	20%	9%	22%	-	-	-	-	5%	8%	10%	7%	8%	6%
	2022	23%	19%	11%	0%	11%	45%	-	-	-	-	6%	7%	11%	10%	10%	8%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	67%	*	67%	*	-	-	-	-	38%	67%	69%	61%	66%	61%
	2022	75%	74%	62%	60%	62%	*	-	-	-	-	33%	64%	64%	54%	61%	53%
At Meets Grade Level or Above	2023	53%	51%	36%	*	36%	*	-	-	-	-	17%	43%	37%	31%	34%	29%
	2022	53%	49%	38%	60%	38%	*	-	-	-	-	19%	36%	39%	32%	37%	29%
At Masters Grade Level	2023	20%	17%	8%	*	8%	*	-	-	-	-	4%	7%	9%	6%	7%	5%
	2022	25%	21%	12%	0%	12%	*	-	-	-	-	5%	9%	13%	10%	12%	9%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	77%	73%	*	73%	*	-	-	-	-	58%	81%	74%	70%	72%	70%
	2022	72%	73%	64%	*	64%	*	-	-	-	-	40%	73%	65%	61%	63%	61%
At Meets Grade Level or Above	2023	45%	44%	32%	*	32%	*	-	-	-	-	22%	35%	32%	30%	31%	29%
	2022	42%	39%	28%	*	27%	*	-	-	-	-	18%	35%	29%	23%	27%	24%
At Masters Grade Level	2023	19%	15%	9%	*	9%	*	-	-	-	-	7%	7%	9%	8%	8%	7%
	2022	20%	17%	9%	*	9%	*	-	-	-	-	6%	8%	9%	8%	9%	8%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	79%	70%	-	70%	*	-	-	-	-	46%	61%	70%	68%	69%	68%
	2022	76%	75%	67%	*	66%	*	-	-	-	-	35%	64%	66%	68%	66%	58%
At Meets Grade Level or Above	2023	47%	45%	32%	-	32%	*	-	-	-	-	14%	33%	32%	30%	30%	28%
	2022	47%	41%	30%	*	30%	*	-	-	-	-	12%	27%	31%	28%	30%	23%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	14%	9%	-	9%	*	-	-	-	-	4%	11%	9%	8%	8%	7%
	2022	21%	15%	9%	*	9%	*	-	-	-	-	4%	0%	9%	9%	9%	7%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	80%	71%	*	71%	-	-	-	-	-	54%	50%	71%	72%	70%	62%
	2022	75%	75%	64%	-	64%	*	-	-	-	-	32%	*	64%	63%	63%	49%
At Meets Grade Level or Above	2023	52%	52%	37%	*	37%	-	-	-	-	-	24%	13%	40%	27%	36%	28%
	2022	50%	46%	32%	-	32%	*	-	-	-	-	24%	*	33%	28%	31%	13%
At Masters Grade Level	2023	27%	25%	12%	*	12%	-	-	-	-	-	8%	13%	13%	6%	11%	7%
	2022	30%	25%	14%	-	14%	*	-	-	-	-	14%	*	13%	16%	13%	6%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	37%	24%	-	24%	*	-	-	-	-	18%	29%	23%	26%	22%	20%
	2022	36%	34%	20%	-	20%	-	-	-	-	-	24%	33%	21%	13%	19%	10%
Reading and Mathematics Including EOC	2023	37%	37%	24%	-	24%	*	-	-	-	-	18%	29%	23%	26%	22%	20%
	2022	36%	34%	20%	-	20%	-	-	-	-	-	24%	33%	21%	13%	19%	10%
Reading Including EOC	2023	50%	52%	37%	-	38%	*	-	-	-	-	18%	71%	38%	36%	35%	34%
	2022	51%	50%	28%	-	28%	-	-	-	-	-	31%	33%	31%	13%	26%	16%
Math Including EOC	2023	45%	45%	30%	-	30%	*	-	-	-	-	25%	29%	27%	38%	28%	28%
	2022	43%	42%	27%	-	27%	-	-	-	-	-	31%	33%	29%	13%	26%	18%
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	37%	19%	-	19%	-	-	-	-	-	21%	29%	22%	11%	17%	13%
	2022	36%	32%	24%	-	23%	*	-	-	-	-	21%	31%	23%	27%	22%	20%
Reading and Mathematics Including EOC	2023	38%	37%	19%	-	19%	-	-	-	-	-	21%	29%	22%	11%	17%	13%
	2022	36%	32%	24%	-	23%	*	-	-	-	-	21%	31%	23%	27%	22%	20%
Reading Including EOC	2023	48%	49%	24%	-	24%	-	-	-	-	-	24%	43%	29%	11%	23%	14%
	2022	54%	52%	41%	-	41%	*	-	-	-	-	29%	46%	39%	49%	40%	35%
Math Including EOC	2023	48%	49%	36%	-	36%	-	-	-	-	-	30%	43%	40%	23%	35%	30%
	2022	43%	39%	30%	-	30%	*	-	-	-	-	21%	46%	30%	32%	29%	27%
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	44%	32%	-	32%	-	-	-	-	-	15%	36%	31%	34%	31%	27%
	2022	41%	39%	26%	-	26%	-	-	-	-	-	16%	20%	28%	18%	24%	23%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	44%	<b>32%</b>	-	32%	-	-	-	-	-	15%	36%	31%	34%	31%	27%
	2022	41%	39%	<b>26%</b>	-	26%	-	-	-	-	-	16%	20%	28%	18%	24%	23%
Reading Including EOC	2023	57%	59%	<b>42%</b>	-	42%	-	-	-	-	-	21%	45%	40%	50%	41%	36%
	2022	58%	56%	<b>44%</b>	-	44%	-	-	-	-	-	20%	40%	45%	42%	44%	38%
Math Including EOC	2023	51%	53%	<b>44%</b>	-	44%	-	-	-	-	-	24%	36%	42%	51%	44%	39%
	2022	48%	48%	<b>39%</b>	-	39%	-	-	-	-	-	24%	40%	41%	30%	37%	35%
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	28%	<b>23%</b>	-	23%	*	-	-	-	-	8%	*	23%	23%	20%	21%
	2022	31%	25%	<b>22%</b>	*	22%	*	-	-	-	-	21%	17%	23%	16%	22%	20%
Reading and Mathematics Including EOC	2023	35%	28%	<b>23%</b>	-	23%	*	-	-	-	-	8%	*	23%	23%	20%	21%
	2022	31%	25%	<b>22%</b>	*	22%	*	-	-	-	-	21%	17%	23%	16%	22%	20%
Reading Including EOC	2023	52%	48%	<b>40%</b>	-	41%	*	-	-	-	-	8%	*	42%	33%	38%	34%
	2022	43%	38%	<b>40%</b>	*	40%	*	-	-	-	-	26%	17%	43%	28%	38%	37%
Math Including EOC	2023	40%	33%	<b>34%</b>	-	34%	*	-	-	-	-	24%	*	33%	38%	31%	31%
	2022	40%	33%	<b>27%</b>	*	27%	*	-	-	-	-	21%	50%	29%	16%	26%	25%
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	31%	<b>13%</b>	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	32%	25%	<b>16%</b>	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading and Mathematics Including EOC	2023	38%	32%	<b>13%</b>	*	12%	*	-	-	-	-	18%	14%	14%	6%	13%	11%
	2022	33%	25%	<b>16%</b>	*	16%	-	-	-	-	-	14%	*	17%	8%	15%	15%
Reading Including EOC	2023	55%	51%	<b>31%</b>	*	31%	*	-	-	-	-	24%	14%	34%	17%	31%	28%
	2022	56%	53%	<b>37%</b>	*	37%	*	-	-	-	-	21%	*	39%	27%	36%	34%
Math Including EOC	2023	43%	37%	<b>18%</b>	*	18%	*	-	-	-	-	18%	29%	20%	11%	19%	15%
	2022	37%	28%	<b>17%</b>	*	18%	*	-	-	-	-	14%	*	18%	13%	18%	17%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	27%	<b>21%</b>	-	21%	-	-	-	-	-	11%	*	22%	20%	21%	17%
	2022	27%	23%	<b>25%</b>	-	24%	*	-	-	-	-	6%	*	23%	31%	24%	21%
Reading and Mathematics Including EOC	2023	44%	42%	<b>33%</b>	-	33%	-	-	-	-	-	13%	40%	35%	24%	30%	27%
	2022	41%	40%	<b>35%</b>	-	34%	*	-	-	-	-	6%	*	34%	38%	34%	27%
Reading Including EOC	2023	58%	58%	<b>43%</b>	-	43%	-	-	-	-	-	17%	60%	44%	41%	41%	37%
	2022	58%	57%	<b>50%</b>	-	49%	*459	-	-	-	-	12%	*	47%	62%	49%	42%

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 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	51%	<b>44%</b>	-	44%	-	-	-	-	-	15%	40%	46%	34%	42%	42%
	2022	48%	48%	<b>45%</b>	-	45%	*	-	-	-	-	12%	*	46%	44%	45%	39%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	35%	<b>22%</b>	*	22%	*	-	-	-	-	15%	30%	22%	20%	20%	18%
	2022	34%	30%	<b>22%</b>	*	22%	*	-	-	-	-	17%	23%	22%	19%	21%	18%
Reading and Mathematics Including EOC	2023	39%	37%	<b>24%</b>	*	24%	*	-	-	-	-	16%	29%	25%	21%	22%	20%
	2022	36%	32%	<b>24%</b>	*	24%	*	-	-	-	-	17%	23%	24%	21%	23%	19%
Reading Including EOC	2023	53%	53%	<b>37%</b>	*	37%	*	-	-	-	-	19%	46%	38%	32%	35%	31%
	2022	53%	51%	<b>40%</b>	*	40%	*	-	-	-	-	23%	34%	41%	39%	39%	34%
Math Including EOC	2023	47%	45%	<b>35%</b>	*	35%	*	-	-	-	-	22%	37%	35%	33%	33%	31%
	2022	43%	40%	<b>31%</b>	*	31%	*	-	-	-	-	20%	37%	32%	26%	30%	27%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	57%	<b>41%</b>	-	41%	-	-	-	-	-	42%	36%	41%	41%	43%	38%
Grade 4 Mathematics	2023	63%	65%	<b>67%</b>	-	67%	-	-	-	-	-	56%	71%	68%	65%	66%	67%
Grade 5 ELA/Reading	2023	65%	69%	<b>61%</b>	-	61%	-	-	-	-	-	47%	59%	60%	64%	60%	58%
Grade 5 Mathematics	2023	71%	75%	<b>75%</b>	-	75%	-	-	-	-	-	89%	59%	74%	81%	75%	75%
Grade 6 ELA/Reading	2023	51%	46%	<b>46%</b>	-	46%	*	-	-	-	-	35%	*	49%	32%	43%	44%
Grade 6 Mathematics	2023	54%	45%	<b>53%</b>	-	53%	*	-	-	-	-	60%	*	52%	55%	51%	53%
Grade 7 ELA/Reading	2023	71%	72%	<b>55%</b>	*	55%	*	-	-	-	-	50%	50%	56%	53%	56%	54%
Grade 7 Mathematics	2023	56%	54%	<b>40%</b>	*	39%	*	-	-	-	-	45%	64%	39%	44%	40%	35%
Grade 8 ELA/Reading	2023	63%	66%	<b>69%</b>	-	69%	-	-	-	-	-	51%	100%	70%	66%	68%	67%
Grade 8 Mathematics	2023	74%	76%	<b>81%</b>	-	81%	-	-	-	-	-	68%	*	81%	78%	81%	79%
End of Course English I	2023	57%	55%	<b>52%</b>	-	51%	*	-	-	-	-	41%	-	49%	63%	51%	49%
End of Course English II	2023	74%	74%	<b>69%</b>	*	69%	-	-	-	-	-	72%	*	74%	54%	68%	60%
End of Course Algebra I	2023	76%	82%	<b>69%</b>	-	69%	*	-	-	-	-	70%	*	69%	66%	68%	71%
All Grades Both Subjects	2023	64%	65%	<b>60%</b>	*	60%	75%	-	-	-	-	56%	58%	61%	59%	60%	58%
All Grades ELA/Reading	2023	63%	63%	<b>57%</b>	*	57%	*	-	-	-	-	47%	57%	58%	54%	57%	54%
All Grades Mathematics	2023	66%	66%	<b>64%</b>	*	64%	*	-	-	-	-	65%	59%	64%	66%	64%	63%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	37%	<b>24%</b>	-	24%	-	-	-	-	-	7%	*	21%	32%	25%	22%
Grade 4 Mathematics	2023	27%	34%	<b>31%</b>	-	31%	-	-	-	-	-	6%	*	33%	26%	29%	32%
Grade 5 ELA/Reading	2023	37%	44%	<b>32%</b>	-	32%	-	-	-	-	-	15%	*	36%	17%	32%	29%
Grade 5 Mathematics	2023	48%	59%	<b>52%</b>	-	52%	-	-	-	-	-	64%	*	48%	61%	52%	43%
Grade 6 ELA/Reading	2023	26%	30%	<b>32%</b>	-	32%	-	-	-	-	-	7%	*	34%	17%	33%	30%
Grade 6 Mathematics	2023	35%	36%	<b>36%</b>	-	36%	-	-	-	-	-	40%	*	43%	13%	37%	38%
Grade 7 ELA/Reading	2023	39%	43%	<b>36%</b>	*	36%	-	-	-	-	-	9%	*	39%	26%	34%	33%
Grade 7 Mathematics	2023	22%	23%	<b>24%</b>	*	23%	-	-	-	-	-	16%	*	22%	33%	25%	17%
Grade 8 ELA/Reading	2023	39%	45%	<b>41%</b>	-	41%	-	-	-	-	-	19%	*	41%	39%	40%	40%
Grade 8 Mathematics	2023	49%	57%	<b>69%</b>	-	69%	-	-	-	-	-	54%	*	70%	65%	71%	68%
End of Course English I	2023	26%	30%	<b>29%</b>	-	29%	-	-	-	-	-	19%	-	26%	50%	26%	27%
End of Course English II	2023	41%	41%	<b>45%</b>	-	45%	-	-	-	-	-	46%	*	52%	31%	46%	43%
End of Course Algebra I	2023	58%	73%	<b>64%</b>	-	64%	-	-	-	-	-	67%	-	62%	86%	63%	65%
All Grades Both Subjects	2023	38%	44%	<b>41%</b>	*	41%	-	-	-	-	-	29%	42%	43%	38%	41%	39%
All Grades ELA/Reading	2023	35%	39%	<b>35%</b>	*	35%	-	-	-	-	-	17%	36%	36%	31%	35%	33%
All Grades Mathematics	2023	40%	49%	<b>49%</b>	*	49%	-	-	-	-	-	43%	50%	50%	46%	49%	47%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2023	76%	78%	<b>70%</b>	63%	63%	-	-	65%	-	63%	-	63%	-	68%	81%	64%	93%	
	2022	74%	74%	<b>64%</b>	57%	57%	-	-	-	-	50%	-	50%	-	56%	77%	54%	89%	
At Meets Grade Level or Above	2023	49%	48%	<b>34%</b>	28%	28%	-	-	28%	-	24%	-	24%	-	32%	47%	27%	71%	
	2022	48%	44%	<b>33%</b>	24%	24%	-	-	-	-	20%	-	20%	-	28%	46%	23%	60%	
At Masters Grade Level	2023	20%	17%	<b>9%</b>	8%	7%	-	-	11%	-	3%	-	3%	-	6%	15%	5%	28%	
	2022	23%	19%	<b>11%</b>	8%	8%	-	-	-	-	5%	-	5%	-	8%	16%	7%	25%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2023	77%	77%	<b>67%</b>	60%	59%	-	-	60%	-	59%	-	59%	-	62%	83%	60%	94%	
	2022	75%	74%	<b>62%</b>	54%	54%	-	-	-	-	46%	-	46%	-	55%	79%	50%	90%	
At Meets Grade Level or Above	2023	53%	51%	<b>36%</b>	26%	25%	-	-	31%	-	24%	-	24%	-	33%	54%	26%	80%	
	2022	53%	49%	<b>38%</b>	27%	27%	-	-	-	-	23%	-	23%	-	34%	54%	26%	66%	
At Masters Grade Level	2023	20%	17%	<b>8%</b>	7%	5%	-	-	12%	-	1%	-	1%	-	3%	16%	3%	38%	
	2022	25%	21%	<b>12%</b>	9%	9%	-	-	-	-	5%	-	5%	-	10%	19%	8%	24%	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2023	75%	77%	<b>73%</b>	69%	69%	-	-	70%	-	68%	-	68%	-	74%	79%	69%	95%	
	2022	72%	73%	<b>64%</b>	62%	62%	-	-	-	-	56%	-	56%	-	58%	71%	59%	83%	
At Meets Grade Level or Above	2023	45%	44%	<b>32%</b>	30%	32%	-	-	25%	-	24%	-	24%	-	27%	38%	27%	67%	
	2022	42%	39%	<b>28%</b>	22%	22%	-	-	-	-	20%	-	20%	-	27%	33%	22%	52%	
At Masters Grade Level	2023	19%	15%	<b>9%</b>	8%	7%	-	-	11%	-	6%	-	6%	-	5%	13%	7%	25%	
	2022	20%	17%	<b>9%</b>	7%	7%	-	-	-	-	5%	-	5%	-	8%	10%	7%	26%	
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2023	77%	79%	<b>70%</b>	57%	57%	-	-	-	-	69%	-	69%	-	66%	75%	66%	92%	
	2022	76%	75%	<b>67%</b>	50%	50%	-	-	-	-	58%	-	58%	-	52%	80%	55%	94%	
At Meets Grade Level or Above	2023	47%	45%	<b>32%</b>	26%	26%	-	-	-	-	24%	-	24%	-	36%	42%	26%	65%	
	2022	47%	41%	<b>30%</b>	23%	23%	-	-	-	-	20%	-	20%	-	16%	38%	20%	66%	
At Masters Grade Level	2023	18%	14%	<b>9%</b>	11%	11%	-	-	-	-	5%	-	5%	-	8%	15%	6%	19%	
	2022	21%	15%	<b>9%</b>	6%	6%	-	-	-	-	5%	-	5%	-	4%	12%	5%	24%	
<b>All Grades Social Studies</b>																			
At Approaches Grade Level or Above	2023	78%	80%	<b>71%</b>	-	-	-	-	-	-	58%	-	58%	-	72%	86%	61%	88%	
	2022	75%	75%	<b>64%</b>	-	-	-	-	-	-	43%	-	43%	-	57%	84%	46%	88%	
At Meets Grade Level or Above	2023	52%	52%	<b>37%</b>	-	-	-	-	-	-	24%	-	24%	-	34%	53%	26%	62%	
	2022	50%	46%	<b>32%</b>	-	-	-	-	-	-	8%	-	8%	-	24%	61%	11%	46%	
At Masters Grade Level	2023	27%	25%	<b>12%</b>	-	-	-	-	-	-	4%	-	4%	-	13%	20%	6%	19%	
	2022	30%	25%	<b>14%</b>	-	-	-	-	-	-	3%	-	3%	-	10%	24%	5%	27%	
<b>School Progress - Annual Growth</b>																			
All Grades Both Subjects	2023	64%	65%	<b>60%</b>	55%	55%	-	462	-	*	-	59%	-	59%	-	57%	66%	57%	76%
All Grades ELA/Reading	2023	63%	63%	<b>57%</b>	44%	44%	-	-	-	*	-	58%	-	58%	-	52%	65%	52%	77%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	66%	<b>64%</b>	65%	65%	-	-	*	-	60%	-	60%	-	63%	67%	62%	76%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	44%	<b>41%</b>	32%	32%	-	-	-	-	43%	-	43%	-	40%	53%	39%	86%
All Grades ELA/Reading	2023	35%	39%	<b>35%</b>	27%	27%	-	-	-	-	37%	-	37%	-	30%	47%	33%	*
All Grades Mathematics	2023	40%	49%	<b>49%</b>	37%	37%	-	-	-	-	52%	-	52%	-	51%	59%	46%	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>97%</b>	100%	97%	100%	-	-	-	-	95%	100%	98%	92%	97%	97%
Included in Accountability	93%	92%	<b>90%</b>	100%	91%	60%	-	-	-	-	89%	97%	95%	76%	91%	90%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	0%	3%	40%	-	-	-	-	3%	2%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>3%</b>	0%	3%	0%	-	-	-	-	3%	2%	2%	5%	3%	4%
Not Tested	1%	1%	<b>3%</b>	0%	3%	0%	-	-	-	-	5%	0%	2%	8%	3%	3%
Absent	1%	1%	<b>3%</b>	0%	3%	0%	-	-	-	-	5%	0%	2%	8%	3%	3%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>97%</b>	*	97%	100%	-	-	-	-	97%	100%	99%	90%	97%	98%
Included in Accountability	92%	90%	<b>88%</b>	*	88%	67%	-	-	-	-	86%	94%	93%	74%	88%	87%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	*	3%	33%	-	-	-	-	3%	2%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	<b>5%</b>	*	5%	0%	-	-	-	-	8%	4%	5%	7%	5%	7%
Not Tested	1%	1%	<b>3%</b>	*	3%	0%	-	-	-	-	3%	0%	1%	10%	3%	2%
Absent	1%	1%	<b>3%</b>	*	3%	0%	-	-	-	-	3%	0%	1%	10%	3%	2%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>98%</b>	*	98%	100%	-	-	-	-	95%	100%	99%	95%	98%	98%
Included in Accountability	94%	93%	<b>93%</b>	*	93%	67%	-	-	-	-	91%	98%	97%	80%	94%	94%
Not Included in Accountability: Mobile	5%	4%	<b>4%</b>	*	3%	33%	-	-	-	-	3%	2%	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	*	1%	0%	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	<b>2%</b>	*	2%	0%	-	-	-	-	5%	0%	1%	5%	2%	2%
Absent	1%	1%	<b>2%</b>	*	2%	0%	-	-	-	-	5%	0%	1%	5%	2%	2%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	99%	<b>96%</b>	-	96%	*	-	-	-	-	93%	100%	98%	91%	96%	96%
Included in Accountability	93%	92%	<b>90%</b>	-	91%	*	-	-	-	-	89%	100%	96%	74%	91%	91%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	-	4%	*	-	-	-	-	4%	0%	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	3%	<b>1%</b>	-	1%	*	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	<b>4%</b>	-	4%	*	-	-	-	-	7%	0%	2%	9%	4%	4%

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Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	4%	-	4%	*	-	-	-	-	7%	0%	2%	9%	4%	4%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	99%	95%	*	95%	*	-	-	-	-	92%	100%	97%	90%	95%	95%
Included in Accountability	94%	94%	92%	*	93%	*	-	-	-	-	92%	100%	96%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	3%	*	2%	*	-	-	-	-	0%	0%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	5%	*	5%	*	-	-	-	-	8%	0%	3%	10%	5%	5%
Absent	1%	1%	5%	*	5%	*	-	-	-	-	6%	0%	3%	10%	5%	5%
Other	0%	0%	0%	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	99%	96%	-	96%	-	-	-	-	-	-	-	94%	100%	95%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	100%	99%	84%	100%	-	-	-	99%	99%	99%	97%	99%	99%
Included in Accountability	93%	92%	91%	100%	91%	58%	0%	-	-	-	92%	86%	97%	71%	91%	90%
Not Included in Accountability: Mobile	5%	3%	5%	0%	4%	26%	100%	-	-	-	4%	13%	1%	18%	4%	4%
Not Included in Accountability: Other Exclusions	1%	3%	3%	0%	3%	0%	0%	-	-	-	3%	0%	2%	8%	3%	5%
Not Tested	1%	1%	1%	0%	1%	16%	0%	-	-	-	1%	1%	1%	3%	1%	1%
Absent	1%	1%	1%	0%	1%	16%	0%	-	-	-	1%	1%	1%	3%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	99%	100%	99%	86%	*	-	-	-	98%	98%	99%	97%	99%	99%
Included in Accountability	92%	90%	88%	100%	89%	57%	*	-	-	-	87%	85%	94%	69%	89%	87%
Not Included in Accountability: Mobile	5%	3%	5%	0%	5%	29%	*	-	-	-	4%	13%	1%	18%	4%	5%
Not Included in Accountability: Other Exclusions	2%	5%	5%	0%	6%	0%	*	-	-	-	7%	0%	4%	10%	6%	8%
Not Tested	1%	1%	1%	0%	1%	14%	*	-	-	-	2%	2%	1%	3%	1%	1%
Absent	1%	1%	1%	0%	1%	14%	*	-	-	-	1%	2%	1%	3%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	*	99%	75% 465	*	-	-	-	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	94%	92%	*	92%	50%	*	-	-	-	95%	85%	98%	70%	93%	92%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	5%	*	5%	25%	*	-	-	-	4%	15%	1%	21%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	*	-	-	-	0%	0%	0%	6%	2%	2%
Not Tested	1%	1%	1%	*	1%	25%	*	-	-	-	1%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	*	1%	25%	*	-	-	-	1%	0%	1%	2%	1%	1%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	99%	*	99%	*	*	-	-	-	98%	100%	99%	97%	98%	99%
Included in Accountability	93%	92%	92%	*	92%	*	*	-	-	-	94%	100%	99%	71%	93%	92%
Not Included in Accountability: Mobile	4%	3%	4%	*	4%	*	*	-	-	-	4%	0%	0%	15%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	2%	*	2%	*	*	-	-	-	0%	0%	0%	10%	3%	4%
Not Tested	2%	2%	1%	*	1%	*	*	-	-	-	2%	0%	1%	3%	2%	1%
Absent	1%	2%	1%	*	1%	*	*	-	-	-	2%	0%	1%	3%	2%	1%
Other	0%	0%	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	99%	-	99%	*	*	-	-	-	100%	*	99%	98%	99%	99%
Included in Accountability	94%	94%	96%	-	96%	*	*	-	-	-	97%	*	98%	84%	96%	96%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	*	*	-	-	-	3%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	*	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	2%	2%	1%	-	1%	*	*	-	-	-	0%	*	1%	2%	1%	1%
Absent	1%	2%	1%	-	1%	*	*	-	-	-	0%	*	1%	2%	1%	1%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	93%	85%	-	85%	-	-	-	-	-	-	-	84%	*	75%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	91.3%	<b>90.9%</b>	*	90.9%	86.5%	*	-	-	*	88.8%	90.7%	91.2%
2020-21	95.0%	96.4%	<b>95.4%</b>	*	95.4%	97.5%	-	-	-	*	93.3%	95.2%	94.8%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	29.5%	<b>34.0%</b>	*	34.0%	42.9%	*	-	-	*	44.3%	34.7%	32.4%
2020-21	15.0%	10.0%	<b>14.3%</b>	*	14.4%	11.8%	-	-	-	*	21.1%	14.3%	16.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.6%	<b>0.5%</b>	*	0.4%	*	*	-	-	-	1.2%	0.6%	0.0%
2020-21	0.9%	0.6%	<b>0.9%</b>	*	0.9%	*	-	-	-	-	1.7%	0.6%	0.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	2.8%	<b>4.1%</b>	*	4.1%	*	-	-	-	-	6.3%	4.4%	4.3%
2020-21	2.4%	2.6%	<b>2.6%</b>	*	2.6%	0.0%	-	-	-	-	4.0%	2.5%	2.5%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	86.6%	<b>81.7%</b>	-	81.7%	*	-	-	-	-	65.6%	80.6%	78.5%
Received TxCHSE	0.3%	0.7%	<b>0.4%</b>	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	3.5%	5.4%	<b>5.4%</b>	-	5.4%	*	-	-	-	-	12.5%	5.0%	5.6%
Dropped Out	6.4%	7.4%	<b>12.5%</b>	-	12.6%	*	-	-	-	-	21.9%	14.0%	15.9%
Graduates and TxCHSE	90.0%	87.2%	<b>82.1%</b>	-	82.0%	*	-	-	-	-	65.6%	81.0%	78.5%
Graduates, TxCHSE, and Continuers	93.6%	92.6%	<b>87.5%</b>	-	87.4%	*	-	-	-	-	78.1%	86.0%	84.1%
<b>Class of 2021</b>													
Graduated	90.0%	85.5%	<b>86.3%</b>	*	86.1%	*	-	-	-	-	77.3%	85.9%	81.6%
Received TxCHSE	0.3%	0.6%	<b>0.4%</b>	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.9%	6.9%	<b>5.0%</b>	*	5.0%	*	-	-	-	-	13.6%	4.9%	8.2%
Dropped Out	5.8%	6.9%	<b>8.3%</b>	*	8.4%	*	-	-	-	-	9.1%	8.8%	10.2%
Graduates and TxCHSE	90.3%	86.2%	<b>86.7%</b>	*	86.6%	*	-	-	-	-	77.3%	86.3%	81.6%
Graduates, TxCHSE, and Continuers	94.2%	93.1%	<b>91.7%</b>	*	91.6%	*	-	-	-	-	90.9%	91.2%	89.8%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	90.1%	<b>90.0%</b>	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.4%	0.9%	<b>0.4%</b>	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.0%	1.3%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.7%	<b>9.6%</b>	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	92.7%	91.0%	<b>90.4%</b>	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	92.3%	<b>90.4%</b>	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
<b>Class of 2020</b>													
Graduated	92.2%	91.2%	<b>91.4%</b>	-	91.3%	*	*	-	-	-	85.7%	91.4%	84.4%
Received TxCHSE	0.5%	0.9%	<b>1.3%</b>	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	1.1%	1.3%	<b>0.4%</b>	-	0.4%	*	*	-	-	-	0.0%	0.5%	2.2%
Dropped Out	6.2%	6.6%	<b>6.9%</b>	-	7.0%	*	*	-	-	-	14.3%	6.7%	13.3%
Graduates and TxCHSE	92.7%	92.1%	<b>92.7%</b>	-	92.6%	*	*	-	-	-	85.7%	92.8%	84.4%
Graduates, TxCHSE, and Continuers	93.8%	93.4%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	85.7%	93.3%	86.7%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	91.9%	<b>91.8%</b>	-	91.7%	*	*	-	-	-	86.7%	91.9%	86.4%
Received TxCHSE	0.5%	1.1%	<b>1.3%</b>	-	1.3%	*	*	-	-	-	0.0%	1.4%	0.0%
Continued HS	0.5%	0.5%	<b>0.0%</b>	-	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.5%	<b>6.9%</b>	-	7.0%	*	*	-	-	-	13.3%	6.7%	13.6%
Graduates and TxCHSE	93.2%	93.0%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
Graduates, TxCHSE, and Continuers	93.8%	93.5%	<b>93.1%</b>	-	93.0%	*	*	-	-	-	86.7%	93.3%	86.4%
<b>Class of 2019</b>													
Graduated	92.6%	91.6%	<b>88.5%</b>	-	88.4%	*	-	-	-	-	76.2%	89.0%	74.4%
Received TxCHSE	0.6%	1.1%	<b>0.8%</b>	-	0.8%	*	-	-	-	-	0.0%	0.8%	0.0%
Continued HS	0.6%	0.7%	<b>0.0%</b>	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.7%	<b>10.7%</b>	-	10.9%	*	-	-	-	-	23.8%	10.2%	25.6%
Graduates and TxCHSE	93.2%	92.7%	<b>89.3%</b>	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
Graduates, TxCHSE, and Continuers	93.8%	93.3%	<b>89.3%</b>	-	89.1%	*	-	-	-	-	76.2%	89.8%	74.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	86.6%	<b>81.4%</b>	-	81.4%	*	-	-	-	-	65.6%	80.6%	78.5%
Class of 2021	90.0%	85.5%	<b>84.6%</b>	*	84.4%	*	-	-	-	-	65.4%	84.6%	80.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	5.3%	<b>8.3%</b>	-	8.4%	*	-	-	-	-	52.4%	7.7%	11.9%
Class of 2021	3.8%	4.5%	<b>9.2%</b>	*	8.4%	*	-	-	-	-	64.7%	10.2%	12.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	92.0%	<b>74.6%</b>	-	74.4%	*	-	-	-	-	0.0%	73.3%	61.9%
Class of 2021	81.9%	92.6%	<b>77.3%</b>	*	77.6%	*	-	-	-	-	5.9%	75.6%	62.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	97.4%	<b>82.9%</b>	-	82.8%	*	-	-	-	-	52.4%	81.0%	73.8%
Class of 2021	85.7%	97.1%	<b>86.5%</b>	*	86.3%	*	-	-	-	-	70.6%	85.8%	75.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	59.5%	*	-	*	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	6.2%	<b>9.5%</b>	-	9.5%	-	-	-	-	-	42.3%	8.7%	12.4%
2020-21	3.8%	5.0%	<b>8.6%</b>	*	8.2%	*	-	-	-	-	57.9%	9.6%	10.4%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	89.6%	<b>71.9%</b>	-	71.9%	-	-	-	-	-	0.0%	71.2%	60.7%
2020-21	80.4%	90.8%	<b>76.9%</b>	*	77.2%	*	-	-	-	-	5.3%	75.0%	66.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	95.8%	<b>81.4%</b>	-	81.4%	-	-	-	-	-	42.3%	79.8%	73.0%
2020-21	84.1%	95.6%	<b>85.6%</b>	*	85.5%	*	-	-	-	-	63.2%	84.6%	77.1%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	242	100.0%	368,686	100.0%
<b>By Ethnicity:</b>				
African American	0	0.0%	45,227	12.3%
Hispanic	242	100.0%	191,125	51.8%
White	0	0.0%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	0	0.0%	8,641	2.3%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	45	18.6%	51,023	13.8%
Foundation H.S. Program (Endorsement)	23	9.5%	14,179	3.8%
Foundation H.S. Program (DLA)	174	71.9%	302,917	82.2%
<b>Other Graduates:</b>				
Special Education Graduates	26	10.7%	32,447	8.8%
Economically Disadvantaged Graduates	208	86.0%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	89	36.8%	40,398	11.0%
At-Risk Graduates	171	70.7%	159,689	43.3%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	75.2%	<b>54.1%</b>	-	54.1%	-	-	-	-	-	61.5%	52.4%	51.7%
2020-21	65.2%	72.0%	<b>58.1%</b>	*	57.7%	*	-	-	-	-	78.9%	58.0%	50.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	61.3%	<b>38.8%</b>	-	38.8%	-	-	-	-	-	3.8%	37.5%	36.0%
2020-21	52.7%	62.8%	<b>50.9%</b>	*	50.9%	*	-	-	-	-	10.5%	49.5%	41.7%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	63.7%	<b>36.0%</b>	-	36.0%	-	-	-	-	-	0.0%	35.6%	34.8%
2020-21	56.1%	63.8%	<b>24.3%</b>	*	24.5%	*	-	-	-	-	5.3%	22.9%	2.1%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	52.5%	<b>16.9%</b>	-	16.9%	-	-	-	-	-	3.8%	16.8%	12.4%
2020-21	45.7%	53.2%	<b>13.1%</b>	*	13.2%	*	-	-	-	-	0.0%	12.8%	6.3%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	44.6%	<b>13.2%</b>	-	13.2%	-	-	-	-	-	0.0%	12.5%	10.1%
2020-21	40.4%	45.4%	<b>6.8%</b>	*	6.8%	*	-	-	-	-	0.0%	5.9%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	19.4%	<b>30.2%</b>	-	30.2%	-	-	-	-	-	3.8%	29.3%	31.5%
2020-21	21.3%	17.8%	<b>41.9%</b>	*	41.8%	*	-	-	-	-	5.3%	39.4%	39.6%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	5.5%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	5.9%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	30.5%	<b>9.1%</b>	-	9.1%	-	-	-	-	-	0.0%	5.8%	0.0%
2020-21	25.9%	32.7%	<b>21.6%</b>	*	21.8%	*	-	-	-	-	10.5%	20.7%	2.1%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	8.8%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	9.4%	<b>0.0%</b>	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	31.4%	<b>23.6%</b>	-	23.6%	-	-	-	-	-	61.5%	21.6%	22.5%
2020-21	24.2%	21.2%	<b>14.0%</b>	*	13.6%	*	-	-	-	-	78.9%	16.0%	8.3%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	25.8%	<b>17.4%</b>	-	17.4%	-	-	-	-	-	3.8%	15.9%	10.1%

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Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	15.4%	7.7%	*	7.7%	*	-	-	-	-	5.3%	8.5%	0.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	1.6%	2.1%	-	2.1%	-	-	-	-	-	19.2%	1.9%	4.5%
2020-21	2.4%	1.2%	1.4%	*	1.4%	*	-	-	-	-	15.8%	1.6%	2.1%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	6.2%	4.5%	-	4.5%	-	-	-	-	-	42.3%	4.3%	9.0%
2020-21	4.4%	5.9%	5.4%	*	5.0%	*	-	-	-	-	63.2%	6.4%	6.3%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	33.9%	<b>16.5%</b>	-	16.5%	-	-	-	-	-	0.0%	14.4%	0.0%
	2020-21	25.9%	37.4%	<b>18.9%</b>	*	19.1%	*	-	-	-	-	5.3%	17.0%	0.0%
Mathematics	2021-22	18.7%	21.5%	<b>6.2%</b>	-	6.2%	-	-	-	-	-	0.0%	5.8%	1.1%
	2020-21	19.4%	24.1%	<b>2.3%</b>	*	2.3%	*	-	-	-	-	0.0%	2.7%	2.1%
Both Subjects	2021-22	12.6%	16.7%	<b>5.0%</b>	-	5.0%	-	-	-	-	-	0.0%	4.3%	0.0%
	2020-21	14.4%	19.8%	<b>0.9%</b>	*	0.9%	*	-	-	-	-	0.0%	1.1%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	23.0%	<b>14.0%</b>	-	14.0%	-	-	-	-	-	0.0%	15.9%	33.7%
	2020-21	8.6%	19.3%	<b>4.1%</b>	*	4.1%	*	-	-	-	-	0.0%	4.3%	2.1%
Mathematics	2021-22	14.0%	27.2%	<b>8.7%</b>	-	8.7%	-	-	-	-	-	3.8%	9.6%	11.2%
	2020-21	10.3%	24.1%	<b>5.4%</b>	*	5.5%	*	-	-	-	-	0.0%	5.3%	2.1%
Both Subjects	2021-22	7.5%	17.6%	<b>4.5%</b>	-	4.5%	-	-	-	-	-	0.0%	5.3%	9.0%
	2020-21	4.9%	14.1%	<b>0.5%</b>	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	25.7%	<b>21.2%</b>	-	21.0%	*	-	-	-	-	0.0%	19.6%	9.3%
	2021	21.1%	21.2%	<b>25.7%</b>	*	25.6%	*	-	-	-	-	1.9%	24.2%	15.9%
English Language Arts	2022	13.2%	12.2%	<b>8.9%</b>	-	8.9%	*	-	-	-	-	0.0%	6.9%	3.1%
	2021	12.1%	10.3%	<b>9.0%</b>	*	9.1%	*	-	-	-	-	0.0%	8.1%	0.0%
Mathematics	2022	6.9%	5.0%	<b>7.8%</b>	-	7.8%	*	-	-	-	-	0.0%	6.9%	1.2%
	2021	6.1%	4.1%	<b>6.6%</b>	*	6.7%	*	-	-	-	-	0.0%	5.5%	1.6%
Science	2022	9.6%	8.3%	<b>7.1%</b>	-	7.2%	*	-	-	-	-	0.0%	7.1%	3.1%
	2021	8.7%	6.6%	<b>7.1%</b>	*	7.1%	*	-	-	-	-	1.9%	6.5%	1.6%
Social Studies	2022	12.5%	9.2%	<b>5.1%</b>	-	5.1%	*	-	-	-	-	0.0%	4.6%	1.2%
	2021	11.6%	6.9%	<b>10.1%</b>	*	10.1%	*	-	-	-	-	1.9%	9.6%	7.1%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	33.3%	<b>17.9%</b>	-	18.1%	*	-	-	-	-	-	14.3%	6.7%
	2021	48.6%	28.2%	<b>7.5%</b>	-	7.6%	*	-	-	-	-	*	5.2%	5.0%
English Language Arts	2022	53.2%	34.7%	<b>17.5%</b>	-	17.5%	-	-	-	-	-	-	14.8%	0.0%
	2021	42.7%	17.2%	<b>4.8%</b>	-	4.8%	-	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	20.4%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	-	0.0%	*
	2021	49.4%	19.7%	<b>0.0%</b>	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2022	44.7%	9.8%	<b>3.1%</b>	-	3.1%	-	-	-	-	-	-	3.6%	0.0%
	2021	41.4%	11.0%	<b>3.0%</b>	-	3.0%	-	-	-	-	-	*	3.8%	*

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	15.8%	<b>4.3%</b>	-	4.3%	-	-	-	-	-	-	5.6%	*
	2021	42.2%	19.3%	<b>2.1%</b>	-	2.1%	-	-	-	-	-	*	0.0%	0.0%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	83.2%	<b>62.0%</b>	-	61.6%	?	-	-	-	-	30.8%	59.3%	53.3%
	2020-21	70.8%	87.9%	<b>28.4%</b>	*	28.6%	*	-	-	-	-	21.1%	27.5%	20.8%
At/Above Criterion for All Examinees	2021-22	32.1%	17.2%	<b>6.0%</b>	-	6.0%	*	-	-	-	-	0.0%	4.0%	0.0%
	2020-21	32.9%	18.6%	<b>17.5%</b>	-	17.5%	-	-	-	-	-	*	15.4%	0.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	918	<b>872</b>	-	872	-	-	-	-	-	756	859	794
	2020-21	1002	925	<b>931</b>	-	931	-	-	-	-	-	790	928	847
English Language Arts and Writing	2021-22	506	465	<b>448</b>	-	448	-	-	-	-	-	380	440	399
	2020-21	504	464	<b>466</b>	-	466	-	-	-	-	-	390	464	412
Mathematics	2021-22	496	453	<b>425</b>	-	425	-	-	-	-	-	376	419	395
	2020-21	498	461	<b>465</b>	-	465	-	-	-	-	-	400	465	434
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	19.8	<b>14.9</b>	-	14.9	*	-	-	-	-	12.6	14.6	12.9
	2020-21	20.0	20.3	<b>18.1</b>	-	18.1	-	-	-	-	-	-	16.6	15.5
English Language Arts	2021-22	19.2	19.7	<b>14.2</b>	-	14.3	*	-	-	-	-	12.0	13.6	11.4
	2020-21	19.6	20.0	<b>17.1</b>	-	17.1	-	-	-	-	-	-	15.6	14.8
Mathematics	2021-22	19.3	19.4	<b>15.2</b>	-	15.2	*	-	-	-	-	13.4	15.1	14.6
	2020-21	19.9	20.0	<b>18.3</b>	-	18.3	-	-	-	-	-	-	17.1	15.5
Science	2021-22	19.8	20.1	<b>15.5</b>	-	15.6	*	-	-	-	-	13.0	15.4	13.6
	2020-21	20.3	20.6	<b>19.3</b>	-	19.3	-	-	-	-	-	-	17.6	17.0

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	45.9%	<b>44.5%</b>	*	44.5%	*	-	-	-	-	15.2%	44.6%	36.1%
	2020-21	42.5%	45.3%	<b>46.9%</b>	*	47.0%	20.0%	-	-	-	-	19.2%	45.5%	37.8%
English Language Arts	2021-22	16.6%	15.4%	<b>19.4%</b>	*	19.4%	*	-	-	-	-	5.8%	18.9%	16.1%
	2020-21	16.3%	16.1%	<b>10.4%</b>	*	10.5%	*	-	-	-	-	0.0%	9.4%	0.8%
Mathematics	2021-22	19.9%	17.4%	<b>22.8%</b>	*	22.9%	*	-	-	-	-	9.5%	22.3%	15.5%
	2020-21	19.3%	17.8%	<b>23.1%</b>	*	23.0%	*	-	-	-	-	12.3%	21.5%	13.2%
Science	2021-22	21.1%	23.0%	<b>15.2%</b>	*	15.1%	*	-	-	-	-	5.1%	14.6%	7.5%
	2020-21	20.6%	22.7%	<b>13.8%</b>	*	13.9%	*	-	-	-	-	7.8%	12.9%	7.1%
Social Studies	2021-22	22.8%	23.0%	<b>13.3%</b>	*	13.3%	*	-	-	-	-	0.9%	12.6%	6.2%
	2020-21	22.8%	23.7%	<b>16.8%</b>	*	16.9%	*	-	-	-	-	1.7%	14.5%	7.2%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	51.0%	<b>38.3%</b>	*	38.6%	*	-	-	-	-	21.1%	38.1%	25.0%
	2019-20	46.1%	48.7%	<b>40.1%</b>	-	40.4%	*	*	-	-	-	16.7%	39.9%	31.4%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	3,173	100.0%	5,504,150	100.0%	3,177	100.0%	5,518,432	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	217	6.8%	243,493	4.4%	218	6.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	67	2.1%	40,199	0.7%	68	2.1%	40,535	0.7%
Pre-Kindergarten: 4-year Old	150	4.7%	203,294	3.7%	150	4.7%	203,749	3.7%
Kindergarten	209	6.6%	367,180	6.7%	209	6.6%	367,633	6.7%
Grade 1	212	6.7%	399,048	7.2%	212	6.7%	399,419	7.2%
Grade 2	212	6.7%	395,639	7.2%	212	6.7%	395,969	7.2%
Grade 3	190	6.0%	393,583	7.2%	190	6.0%	393,871	7.1%
Grade 4	202	6.4%	393,765	7.2%	202	6.4%	394,020	7.1%
Grade 5	213	6.7%	395,111	7.2%	213	6.7%	395,384	7.2%
Grade 6	196	6.2%	399,341	7.3%	196	6.2%	399,557	7.2%
Grade 7	220	6.9%	409,362	7.4%	220	6.9%	409,566	7.4%
Grade 8	276	8.7%	425,589	7.7%	276	8.7%	425,758	7.7%
Grade 9	271	8.5%	477,875	8.7%	271	8.5%	478,101	8.7%
Grade 10	336	10.6%	436,752	7.9%	336	10.6%	437,002	7.9%
Grade 11	232	7.3%	385,894	7.0%	233	7.3%	386,246	7.0%
Grade 12	187	5.9%	364,317	6.6%	189	5.9%	366,512	6.6%
<b>Ethnic Distribution:</b>								
African American	4	0.1%	705,310	12.8%	4	0.1%	706,775	12.8%
Hispanic	3,147	99.2%	2,915,219	53.0%	3,151	99.2%	2,921,416	52.9%
White	19	0.6%	1,410,571	25.6%	19	0.6%	1,416,240	25.7%
American Indian	1	0.0%	17,920	0.3%	1	0.0%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	2	0.1%	166,128	3.0%	2	0.1%	166,565	3.0%
<b>Sex:</b>								
Female	1,532	48.3%	2,688,496	48.8%	1,535	48.3%	2,693,780	48.8%
Male	1,641	51.7%	2,815,654	51.2%	1,642	51.7%	2,824,652	51.2%
Economically Disadvantaged	2,895	91.2%	3,415,987	62.1%	2,899	91.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	278	8.8%	2,088,163	37.9%	278	8.8%	2,097,215	38.0%
Section 504 Students	159	5.0%	407,619	7.4%	159	5.0%	407,904	7.4%
EB Students/EL	1,959	61.7%	1,269,408	23.1%	1,962	61.8%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	108	3.1%	87,162	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	69	2.2%	302,409	5.5%	69	2.2%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	44	1.4%	72,534	1.3%	45	1.4%	72,654	1.3%
Immigrant	50	1.6%	122,390	2.2%	50	1.6%	122,504	2.2%
Migrant	27	0.9%	13,769	0.3%	27	0.8%	13,810	0.3%
Title I	3,173	100.0%	3,555,650	64.6%	3,177	100.0%	3,563,890	64.6%
Military Connected	72	2.3%	199,203	3.6%	72	2.3%	199,325	3.6%
At-Risk	2,533	79.8%	2,935,164	53.3%	2,536	79.8%	2,938,753	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	1,700	53.6%	1,278,846	23.2%	1,703	53.6%	1,279,697	23.2%
Career and Technical Education	969	30.5%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	842	82.1%	1,203,083	72.3%				
Gifted and Talented Education	188	5.9%	453,585	8.2%	188	5.9%	453,689	8.2%
Special Education	463	14.6%	693,061	12.6%	464	14.6%	702,785	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	463		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	245	52.9%	305,800	44.1%				
Students with Physical Disabilities	126	27.2%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	55	11.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	406	13.4%	893,031	16.8%				
By Ethnicity:								
African American	1	0.0%	176,665	3.3%				
Hispanic	399	13.2%	462,284	8.7%				
White	4	0.1%	180,620	3.4%				
American Indian	2	0.1%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	0	0.0%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	57	12.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	240	13.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	328	12.1%	604,295	18.7%				
<b>Student Attrition (2021-22):</b>								
	477							
Total Student Attrition	284	13.1%	751,495	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	0.0%	1.5%	0.0%	4.5%
Grade 1	5.2%	2.5%	8.5%	3.6%
Grade 2	5.8%	1.6%	0.0%	2.0%
Grade 3	2.5%	0.8%	0.0%	0.9%
Grade 4	1.7%	0.5%	0.0%	0.5%
Grade 5	1.2%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.5%	0.4%	0.0%	0.5%
Grade 8	0.5%	0.4%	2.9%	0.5%
Grade 9	1.3%	8.7%	3.3%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	3	0.2%	7,322	0.3%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	24.9	18.7
Grade 1	19.8	19.1
Grade 2	18.1	19.1
Grade 3	22.0	19.3
Grade 4	17.5	19.4
Grade 5	20.0	20.8
Grade 6	20.7	19.2
<b>Secondary:</b>		
English/Language Arts	14.8	16.2
Foreign Languages	21.6	18.8
Mathematics	19.3	17.5
Science	478	20.1
Social Studies	21.8	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	545.5	100.0%	763,729.4	100.0%
Professional Staff:	273.0	50.1%	489,326.8	64.1%
Teachers	195.0	35.8%	371,646.7	48.7%
Professional Support	57.1	10.5%	82,878.8	10.9%
Campus Administration (School Leadership)	12.9	2.4%	25,300.5	3.3%
Central Administration	8.0	1.5%	9,500.8	1.2%
Educational Aides:	62.7	11.5%	86,185.9	11.3%
Auxiliary Staff:	209.7	38.5%	188,216.7	24.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	3.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	12.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	529.0	97.0%	406,630.8	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	0.5%	44,033.4	11.8%
Hispanic	184.6	94.6%	110,015.9	29.6%
White	8.5	4.3%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	1.0	0.5%	4,531.1	1.2%
<b>Teachers by Sex:</b>				
Males	55.4	28.4%	90,752.5	24.4%
Females	139.6	71.6%	280,894.2	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	7.4	3.8%	7,591.2	2.0%
Bachelors	139.4	71.5%	268,238.6	72.2%
Masters	48.2	24.7%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	15.1	7.8%	36,179.6	9.7%
1-5 Years Experience	39.6	20.3%	97,667.0	26.3%
6-10 Years Experience	40.0	20.5%	76,209.5	20.5%
11-20 Years Experience	67.5	34.6%	101,173.2	27.2%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	29.6	15.2%	49,550.0	13.3%
Over 30 Years Experience	3.1	1.6%	10,867.4	2.9%
Number of Students per Teacher	16.3	n/a	14.8	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.5	6.1
Average Years Experience of Principals with District	6.5	5.3
Average Years Experience of Assistant Principals	3.9	5.2
Average Years Experience of Assistant Principals with District	3.9	4.4
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	11.8	11.0
Average Years Experience of Teachers with District:	9.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$47,625	\$53,300
1-5 Years Experience	\$59,468	\$56,516
6-10 Years Experience	\$61,989	\$59,732
11-20 Years Experience	\$63,290	\$63,389
21-30 Years Experience	\$69,128	\$67,876
Over 30 Years Experience	\$74,088	\$72,560
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$62,088	\$60,717
Professional Support	\$72,797	\$72,022
Campus Administration (School Leadership)	\$84,834	\$85,167
Central Administration	\$113,140	\$112,702
<b>Instructional Staff Percent:</b>		
Instructional Staff Percent:	52.2%	65.1%
<b>Turnover Rate for Teachers:</b>		
Turnover Rate for Teachers:	20.7%	21.4%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	480	2,105.4

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 SAN ELIZARIO ISD (071904) - EL PASO COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	47.5	24.4%	22,050.2	5.9%
Career and Technical Education	15.1	7.8%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.2	0.1%	6,181.8	1.7%
Regular Education	96.5	49.5%	262,398.5	70.6%
Special Education	29.0	14.9%	36,110.2	9.7%
Other	6.6	3.4%	13,069.7	3.5%

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.