

Texas Education Agency
2025 Federal Report Card
 RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO 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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Mathematics	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
EL Progress	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Graduation Rate: 4-Year Longitudinal Rate												
Baseline Rates	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	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%
4-Year Longitudinal Rate	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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Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
Mathematics	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
	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%
EL Progress	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%
EL Progress	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	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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Campus ESSA Goals (Middle Schools)												
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)		
Academic Performance (At Meets Grade Level or Above)												
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%
Mathematics	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
	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%
EL Progress	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%
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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Campus ESSA Goals (Elementary Schools)												
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)		
Academic Performance (At Meets Grade Level or Above)												
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%
Mathematics	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
	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%
EL Progress	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%
	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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	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 4-2025 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'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 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 school type - 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2024-2025 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 six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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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 2024-25 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	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	76%	73%	75%	*	75%	-	-	-	-	-	74%	*	72%	76%	50%	67%	86%	-	-	-	
	CWD	53%	49%	72%	-	72%	-	-	-	-	-	72%	-	72%	-	57%	73%	71%	-	-	-	
	CWOD	82%	78%	76%	*	75%	-	-	-	-	-	74%	*	-	76%	47%	66%	91%	-	-	-	
	EL	64%	67%	50%	-	50%	-	-	-	-	-	50%	-	57%	47%	50%	53%	40%	-	-	-	
	Male	74%	70%	67%	-	67%	-	-	-	-	-	66%	*	73%	66%	53%	67%	-	-	-	-	
	Female	78%	75%	86%	*	86%	-	-	-	-	-	85%	*	71%	91%	40%	-	86%	-	-	-	
	All Students	70%	67%	69%	*	69%	-	-	-	-	-	69%	*	67%	70%	50%	67%	72%	-	-	-	
	CWD	48%	43%	67%	-	67%	-	-	-	-	-	67%	-	67%	-	43%	64%	71%	-	-	-	
	CWOD	75%	73%	70%	*	70%	-	-	-	-	-	70%	*	-	70%	53%	69%	73%	-	-	-	
	EL	63%	63%	50%	-	50%	-	-	-	-	-	50%	-	43%	53%	50%	58%	20%	-	-	-	
Male	72%	71%	67%	*	67%	-	-	-	-	-	66%	*	64%	69%	58%	67%	-	-	-	-		
Female	67%	63%	72%	*	71%	-	-	-	-	-	74%	*	71%	73%	20%	-	72%	-	-	-		
Grade 4																						
Reading	All Students	79%	81%	88%	-	88%	-	-	-	-	-	89%	86%	69%	93%	86%	84%	94%	-	-	-	
	CWD	55%	60%	69%	-	69%	-	-	-	-	-	71%	*	69%	-	70%	67%	-	-	-	-	
	CWOD	86%	86%	93%	-	93%	-	-	-	-	-	93%	100%	-	93%	92%	91%	96%	-	-	-	
	EL	68%	75%	86%	-	86%	-	-	-	-	-	86%	*	70%	92%	86%	82%	89%	-	-	-	
	Male	77%	80%	84%	-	84%	-	-	-	-	-	85%	*	67%	91%	82%	84%	-	-	-	-	
	Female	82%	82%	94%	-	94%	-	-	-	-	-	93%	*	-	96%	89%	-	94%	-	-	-	
	All Students	68%	73%	79%	-	79%	-	-	-	-	-	77%	100%	69%	82%	78%	73%	88%	-	-	-	
	CWD	44%	54%	69%	-	69%	-	-	-	-	-	64%	*	69%	-	60%	58%	-	-	-	-	
	CWOD	74%	77%	82%	-	82%	-	-	-	-	-	80%	100%	-	82%	85%	79%	86%	-	-	-	
	EL	61%	71%	78%	-	78%	-	-	-	-	-	77%	*	60%	85%	78%	59%	95%	-	-	-	
Male	70%	75%	73%	-	73%	-	-	-	-	-	71%	*	58%	79%	59%	73%	-	-	-	-		
Female	65%	70%	88%	-	88%	-	-	-	-	-	86%	*	-	86%	95%	-	88%	-	-	-		
Grade 5																						
Reading	All Students	76%	77%	71%	*	72%	-	-	-	-	-	74%	*	60%	74%	63%	72%	70%	-	-	-	
	CWD	45%	47%	60%	-	60%	-	-	-	-	-	64%	*	60%	-	67%	50%	71%	-	-	-	
	CWOD	84%	84%	74%	*	75%	-	-	-	-	-	76%	*	-	74%	62%	79%	69%	-	-	-	
	EL	66%	72%	63%	-	63%	-	-	-	-	-	65%	*	67%	62%	63%	63%	63%	-	-	-	
	Male	73%	75%	72%	-	72%	-	-	-	-	-	76%	*	50%	79%	63%	72%	-	-	-	-	
	Female	80%	79%	70%	*	72%	-	-	-	-	-	72%	*	71%	69%	63%	63%	70%	-	-	-	
	All Students	76%	77%	71%	*	72%	-	-	-	-	-	74%	*	60%	74%	63%	72%	70%	-	-	-	
	CWD	45%	47%	60%	-	60%	-	-	-	-	-	64%	*	60%	-	67%	50%	71%	-	-	-	
	CWOD	84%	84%	74%	*	75%	-	-	-	-	-	76%	*	-	74%	62%	79%	69%	-	-	-	
	EL	66%	72%	63%	-	63%	-	-	-	-	-	65%	*	67%	62%	63%	63%	63%	-	-	-	

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	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	72%	74%	75%	-	-	-	-	75%	* 93%	68%	68%	78%	69%	*	-	-	-
	CWD	47%	51%	93%	93%	-	-	-	-	93%	* 93%	-	100%	88%	100%	*	-	-	-
	CWOD	79%	77%	68%	69%	-	-	-	-	70%	*	68%	60%	75%	60%	-	-	-	-
	EL	65%	69%	68%	68%	-	-	-	-	70%	* 100%	60%	68%	69%	63%	-	-	-	-
	Male	73%	73%	78%	78%	-	-	-	-	82%	* 88%	75%	69%	78%	-	-	-	-	-
	Female	72%	70%	69%	71%	-	-	-	-	68%	* 100%	60%	63%	-	69%	-	-	-	-
	All Students	63%	69%	68%	69%	-	-	-	-	71%	* 33%	78%	66%	69%	67%	*	-	-	-
Science	CWD	40%	47%	33%	33%	-	-	-	-	36%	* 33%	-	33%	38%	29%	*	-	-	-
	CWOD	69%	75%	78%	79%	-	-	-	-	80%	* 78%	73%	79%	77%	77%	-	-	-	-
	EL	49%	64%	66%	66%	-	-	-	-	68%	* 33%	73%	66%	63%	69%	-	-	-	-
	Male	66%	73%	69%	69%	-	-	-	-	73%	* 38%	79%	63%	69%	-	-	-	-	-
	Female	61%	65%	67%	69%	-	-	-	-	69%	* 29%	77%	69%	-	67%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																			
Grade 3																			
Reading	All Students	50%	46%	42%	41%	-	-	-	-	40%	* 22%	48%	21%	40%	45%	-	-	-	-
	CWD	27%	27%	22%	22%	-	-	-	-	22%	-	-	14%	18%	29%	-	-	-	-
	CWOD	57%	50%	48%	47%	-	-	-	-	46%	* 22%	48%	24%	47%	50%	-	-	-	-
	EL	36%	38%	21%	21%	-	-	-	-	21%	-	14%	24%	21%	26%	0%	-	-	-
	Male	48%	44%	40%	40%	-	-	-	-	37%	* 18%	47%	26%	40%	-	-	-	-	-
	Female	53%	47%	45%	43%	-	-	-	-	44%	* 29%	50%	0%	-	45%	-	-	-	-
	All Students	45%	41%	44%	45%	-	-	-	-	43%	* 44%	44%	29%	44%	45%	-	-	-	-
Mathematics	CWD	27%	30%	44%	44%	-	-	-	-	44%	-	44%	29%	27%	71%	-	-	-	-
	CWOD	50%	44%	44%	45%	-	-	-	-	42%	* 44%	44%	29%	50%	36%	-	-	-	-
	EL	37%	37%	29%	29%	-	-	-	-	29%	-	29%	29%	32%	20%	-	-	-	-
	Male	49%	47%	44%	44%	-	-	-	-	41%	* 27%	50%	32%	44%	-	-	-	-	-
	Female	41%	35%	45%	46%	-	-	-	-	44%	* 71%	36%	20%	-	45%	-	-	-	-
Grade 4																			
Reading	All Students	53%	56%	60%	60%	-	-	-	-	60%	57%	66%	50%	53%	69%	*	-	-	-
	CWD	26%	30%	38%	38%	-	-	-	-	43%	* 38%	-	40%	33%	*	-	-	-	-
	CWOD	60%	63%	66%	66%	-	-	-	-	64%	80%	66%	54%	61%	71%	-	-	-	-
	EL	40%	52%	50%	50%	-	-	-	-	51%	* 40%	54%	50%	41%	58%	-	-	-	-
	Male	50%	54%	53%	53%	-	-	-	-	56%	* 33%	61%	41%	53%	-	-	-	-	-
	Female	57%	59%	69%	69%	-	-	-	-	66%	* 71%	58%	-	-	69%	-	-	-	-
	All Students	46%	52%	60%	60%	-	-	-	-	60%	57%	64%	61%	53%	69%	-	-	-	-
Mathematics	CWD	25%	33%	44%	44%	-	-	-	-	50%	* 44%	-	40%	42%	*	-	-	-	-
	CWOD	51%	56%	64%	64%	-	-	-	-	63%	80%	64%	69%	58%	71%	-	-	-	-
	EL	37%	47%	61%	61%	-	-	-	-	60%	* 40%	69%	61%	53%	68%	-	-	-	-
	Male	50%	55%	53%	53%	-	-	-	-	54%	* 42%	58%	53%	53%	-	-	-	-	-
	Female	42%	47%	69%	69%	-	-	-	-	69%	* 71%	68%	-	-	69%	-	-	-	-
Grade 5																			

Texas Education Agency
2025 Federal Report Card
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	56%	43%	*	44%	-	-	-	45%	*	33%	46%	34%	33%	55%	-	-	*
	CWD	26%	27%	33%	-	33%	-	-	-	36%	*	33%	-	33%	0%	71%	-	-	-
	CWOD	65%	63%	46%	*	47%	-	-	-	47%	*	-	46%	35%	43%	50%	-	-	*
	EL	41%	48%	34%	-	34%	-	-	-	35%	*	33%	35%	34%	25%	44%	-	-	-
	Male	53%	53%	33%	-	33%	-	-	-	33%	*	0%	43%	25%	33%	-	-	-	-
Mathematics	Female	61%	58%	55%	*	56%	-	-	-	56%	*	71%	50%	44%	-	55%	-	-	*
	All Students	46%	43%	49%	*	49%	-	-	-	52%	*	80%	40%	39%	53%	44%	-	-	*
	CWD	23%	28%	80%	-	80%	-	-	-	86%	*	80%	-	83%	75%	86%	-	-	-
	CWOD	52%	47%	40%	*	40%	-	-	-	42%	*	-	40%	28%	46%	32%	-	-	*
	EL	36%	37%	39%	-	39%	-	-	-	40%	*	83%	28%	39%	31%	44%	-	-	-
Science	Male	48%	48%	53%	-	53%	-	-	-	58%	*	75%	46%	31%	53%	-	-	-	-
	Female	44%	39%	44%	-	45%	-	-	-	45%	*	86%	32%	44%	-	44%	-	-	-
	All Students	30%	32%	30%	*	31%	-	-	-	32%	*	0%	39%	25%	36%	24%	-	-	*
	CWD	17%	22%	0%	-	0%	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-
	CWOD	33%	35%	39%	*	40%	-	-	-	41%	*	-	39%	31%	46%	31%	-	-	-
Grade 3	EL	16%	23%	25%	-	25%	-	-	-	26%	*	0%	31%	25%	25%	25%	-	-	-
	Male	33%	38%	36%	-	36%	-	-	-	39%	*	0%	46%	25%	36%	-	-	-	-
	Female	27%	26%	24%	*	25%	-	-	-	25%	*	0%	31%	25%	-	24%	-	-	*
STAAR Percent at Masters Grade Level																			
Reading	All Students	22%	20%	17%	*	17%	-	-	-	16%	*	17%	17%	8%	16%	17%	-	-	*
	CWD	7%	8%	17%	-	17%	-	-	-	17%	-	17%	-	14%	18%	14%	-	-	-
	CWOD	26%	22%	17%	*	17%	-	-	-	16%	*	-	17%	6%	16%	18%	-	-	*
	EL	13%	15%	8%	-	8%	-	-	-	8%	-	14%	6%	8%	11%	0%	-	-	-
	Male	20%	18%	16%	-	16%	-	-	-	15%	*	18%	16%	11%	16%	-	-	-	-
Mathematics	Female	24%	21%	17%	*	18%	-	-	-	19%	*	14%	18%	0%	-	17%	-	-	*
	All Students	19%	14%	22%	*	23%	-	-	-	21%	*	22%	22%	17%	26%	17%	-	-	-
	CWD	8%	10%	22%	-	22%	-	-	-	22%	*	22%	-	29%	18%	29%	-	-	-
	CWOD	22%	15%	22%	*	23%	-	-	-	20%	*	-	22%	12%	28%	14%	-	-	*
	EL	12%	11%	17%	-	17%	-	-	-	17%	-	29%	12%	17%	16%	20%	-	-	-
Grade 4	Male	22%	17%	26%	-	26%	-	-	-	22%	*	18%	28%	16%	26%	-	-	-	-
	Female	15%	10%	17%	*	18%	-	-	-	19%	*	29%	14%	20%	-	17%	-	-	*
	All Students	23%	26%	27%	-	27%	-	-	-	26%	43%	13%	31%	22%	27%	28%	-	-	-
	CWD	6%	11%	13%	-	13%	-	-	-	14%	*	13%	-	10%	8%	-	-	-	-
	CWOD	28%	30%	31%	-	31%	-	-	-	29%	60%	-	31%	27%	33%	29%	-	-	-
Grade 5	EL	13%	23%	22%	-	22%	-	-	-	23%	*	10%	27%	22%	24%	21%	-	-	-
	Male	20%	25%	27%	-	27%	-	-	-	27%	*	8%	33%	24%	27%	-	-	-	-
	Female	26%	27%	28%	-	28%	-	-	-	24%	*	*	29%	21%	-	28%	-	-	-
	All Students	23%	26%	27%	-	27%	-	-	-	26%	43%	13%	31%	22%	27%	28%	-	-	-
	CWD	6%	11%	13%	-	13%	-	-	-	14%	*	13%	-	10%	8%	-	-	-	-

Texas Education Agency
2025 Federal Report Card
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	State		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
	23%	26%		17%	6%						16%	29%	6%	20%	8%	16%	19%	8%	16%	19%	-	-	-
Mathematics	All Students	23%	26%	17%	6%	20%	8%	16%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-
	CWD	9%	13%	6%	20%	8%	16%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-	-
	CWOD	27%	29%	20%	8%	16%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-	-	-
	EL	16%	21%	8%	16%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-	-	-	-
	Male	27%	30%	16%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-	-	-	-	-
Grade 5	Female	19%	21%	19%	19%	0%	8%	21%	0%	12%	18%	21%	16%	19%	0%	16%	-	-	-	-	-	-	-
	All Students	29%	27%	14%	0%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%
	CWD	7%	8%	0%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	CWOD	35%	32%	19%	0%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%
	EL	15%	19%	9%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
Mathematics	Male	26%	26%	17%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	Female	32%	28%	12%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	All Students	21%	19%	9%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	CWD	7%	11%	20%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	CWOD	25%	21%	6%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
Science	EL	13%	14%	10%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	Male	24%	23%	8%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	Female	19%	15%	9%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	All Students	12%	12%	6%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	CWD	5%	6%	0%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
STAAR Percent at Approaches Grade Level or Above	CWOD	14%	13%	7%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	EL	4%	8%	3%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	Male	13%	14%	8%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	Female	11%	9%	3%	19%	15%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%	19%	0%
	All Students	73%	73%	75%	40%	76%	76%	76%	76%	76%	76%	71%	66%	78%	67%	73%	78%	80%	78%	80%	40%	40%	40%
All Grades	CWD	46%	49%	66%	40%	66%	66%	66%	66%	66%	67%	57%	66%	78%	62%	63%	72%	72%	72%	72%	40%	40%	40%
	CWOD	79%	77%	78%	40%	78%	78%	78%	78%	78%	78%	74%	69%	78%	69%	77%	79%	79%	79%	79%	40%	40%	40%
	EL	59%	64%	67%	40%	67%	67%	67%	67%	67%	67%	40%	62%	78%	67%	63%	73%	73%	73%	73%	40%	40%	40%
	Male	71%	71%	73%	40%	73%	73%	73%	73%	73%	73%	67%	63%	78%	63%	73%	78%	78%	78%	78%	40%	40%	40%
	Female	75%	74%	78%	40%	79%	79%	79%	79%	79%	79%	73%	72%	78%	73%	73%	83%	83%	83%	83%	40%	40%	40%
Reading	All Students	74%	73%	78%	40%	79%	79%	79%	79%	79%	79%	73%	67%	82%	68%	75%	83%	83%	83%	83%	40%	40%	40%
	CWD	45%	46%	67%	40%	67%	67%	67%	67%	67%	67%	70%	67%	78%	65%	65%	72%	72%	72%	72%	40%	40%	40%
	CWOD	80%	77%	82%	40%	82%	82%	82%	82%	82%	82%	83%	65%	82%	70%	78%	86%	86%	86%	86%	40%	40%	40%
	EL	57%	62%	68%	40%	68%	68%	68%	68%	68%	68%	67%	65%	70%	68%	65%	73%	73%	73%	73%	40%	40%	40%
	Male	70%	68%	75%	40%	75%	75%	75%	75%	75%	75%	67%	65%	78%	65%	75%	83%	83%	83%	83%	40%	40%	40%
	Female	79%	77%	83%	40%	84%	84%	84%	84%	84%	84%	83%	72%	86%	73%	73%	83%	83%	83%	83%	40%	40%	40%

Texas Education Agency
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RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	71%	74%	74%	-	-	-	-	74%	80%	76%	74%	67%	73%	76%	-	-	*
	CWD	45%	51%	76%	76%	-	-	-	-	74%	*	76%	-	65%	68%	89%	-	-	-
	CWOD	76%	75%	74%	74%	-	-	-	-	74%	75%	-	74%	68%	74%	73%	-	-	*
	EL	60%	65%	67%	67%	-	-	-	-	67%	*	65%	68%	67%	62%	74%	-	-	-
	Male	71%	71%	73%	73%	-	-	-	-	72%	78%	68%	74%	62%	73%	-	-	-	-
Science	Female	70%	70%	76%	77%	-	-	-	-	76%	83%	89%	73%	74%	-	76%	-	-	-
	All Students	76%	77%	68%	69%	-	-	-	-	71%	*	33%	78%	66%	69%	67%	-	-	-
	CWD	52%	54%	33%	33%	-	-	-	-	36%	*	33%	-	33%	38%	29%	-	-	-
	CWOD	81%	82%	78%	79%	-	-	-	-	80%	*	33%	78%	73%	79%	77%	-	-	-
	EL	63%	70%	66%	66%	-	-	-	-	68%	*	33%	73%	66%	63%	69%	-	-	-
All Grades	Male	77%	78%	69%	69%	-	-	-	-	73%	*	38%	79%	63%	69%	-	-	-	-
	Female	76%	77%	67%	69%	-	-	-	-	69%	*	29%	77%	69%	-	67%	-	-	-
STAAR Percent at Meets Grade Level or Above																			
All Subjects	All Students	48%	47%	47%	47%	-	-	-	-	47%	44%	37%	50%	39%	45%	50%	60%	-	20%
	CWD	23%	28%	37%	37%	-	-	-	-	40%	0%	37%	-	35%	29%	51%	-	-	-
	CWOD	53%	51%	50%	51%	-	-	-	-	50%	56%	-	50%	40%	50%	50%	-	-	20%
	EL	30%	35%	39%	39%	-	-	-	-	39%	20%	35%	40%	39%	33%	45%	-	-	-
	Male	47%	46%	45%	45%	-	-	-	-	46%	38%	29%	50%	33%	45%	-	-	-	-
Reading	Female	49%	48%	50%	51%	-	-	-	-	50%	54%	51%	50%	45%	-	50%	-	-	20%
	All Students	53%	51%	49%	49%	-	-	-	-	48%	53%	31%	54%	37%	43%	56%	-	-	-
	CWD	23%	26%	31%	31%	-	-	-	-	33%	*	31%	-	30%	19%	50%	-	-	-
	CWOD	59%	55%	54%	54%	-	-	-	-	53%	67%	-	54%	39%	51%	58%	-	-	*
	EL	31%	37%	37%	37%	-	-	-	-	38%	*	30%	39%	37%	31%	45%	-	-	-
Mathematics	Male	48%	46%	43%	43%	-	-	-	-	43%	44%	19%	51%	31%	43%	-	-	-	-
	Female	58%	56%	56%	57%	-	-	-	-	56%	67%	50%	58%	45%	-	56%	-	-	-
	All Students	43%	45%	51%	52%	-	-	-	-	51%	47%	55%	50%	45%	50%	53%	-	-	-
	CWD	22%	31%	55%	55%	-	-	-	-	59%	58%	55%	-	48%	45%	72%	-	-	-
	CWOD	48%	48%	50%	51%	-	-	-	-	49%	58%	-	50%	44%	52%	48%	-	-	-
Science	EL	30%	36%	45%	45%	-	-	-	-	45%	44%	48%	44%	45%	38%	54%	-	-	-
	Male	45%	47%	50%	50%	-	-	-	-	50%	44%	45%	52%	38%	50%	-	-	-	-
	Female	42%	43%	53%	54%	-	-	-	-	53%	50%	72%	48%	54%	-	53%	-	-	*
	All Students	46%	44%	30%	31%	-	-	-	-	32%	*	0%	39%	25%	36%	24%	-	-	*
	CWD	22%	27%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-
All Grades	CWOD	50%	47%	39%	40%	-	-	-	-	41%	*	-	39%	31%	46%	31%	-	-	*
	EL	26%	29%	25%	25%	-	-	-	-	26%	*	0%	31%	25%	25%	25%	-	-	-
	Male	47%	47%	36%	36%	-	-	-	-	39%	*	0%	46%	25%	36%	-	-	-	-
	Female	45%	42%	24%	25%	-	-	-	-	25%	*	0%	31%	25%	-	24%	-	-	-
	All Students	45%	42%	24%	25%	-	-	-	-	25%	*	0%	31%	25%	-	24%	-	-	-
STAAR Percent at Masters Grade Level																			

Texas Education Agency
2025 Federal Report Card
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	20%	19%	16%	16%	-	-	-	-	16%	26%	12%	18%	11%	17%	15%	20%	-	0%
	CWD	6%	11%	12%	12%	-	-	-	-	12%	0%	12%	-	10%	10%	14%	-	-	-
	CWOD	23%	20%	18%	18%	-	-	-	-	16%	33%	-	18%	12%	20%	15%	-	-	0%
	EL	9%	12%	11%	11%	-	-	-	-	11%	0%	10%	12%	11%	9%	14%	-	-	-
Reading	Male	20%	19%	17%	17%	-	-	-	-	16%	29%	10%	20%	9%	17%	-	-	-	-
	Female	21%	19%	15%	15%	-	-	-	-	14%	23%	14%	15%	14%	-	15%	-	-	-
	All Students	22%	19%	20%	20%	-	-	-	-	19%	33%	10%	22%	14%	20%	19%	-	-	0%
	CWD	6%	10%	10%	10%	-	-	-	-	11%	-	10%	-	9%	10%	11%	-	-	-
Mathematics	CWOD	25%	21%	22%	23%	-	-	-	-	21%	42%	-	22%	16%	24%	21%	-	-	-
	EL	8%	11%	14%	14%	-	-	-	-	14%	-	9%	16%	14%	13%	15%	-	-	-
	Male	19%	17%	20%	20%	-	-	-	-	19%	33%	10%	24%	13%	20%	-	-	-	-
	Female	25%	21%	19%	19%	-	-	-	-	18%	33%	11%	21%	15%	-	19%	-	-	-
Science	All Students	19%	22%	16%	16%	-	-	-	-	15%	27%	16%	16%	11%	17%	15%	-	-	-
	CWD	7%	13%	16%	16%	-	-	-	-	17%	-	16%	-	13%	13%	22%	-	-	-
	CWOD	22%	23%	16%	16%	-	-	-	-	15%	33%	-	16%	10%	18%	13%	-	-	-
	EL	11%	15%	11%	11%	-	-	-	-	11%	-	13%	10%	11%	8%	15%	-	-	-
All Subjects	Male	21%	23%	17%	17%	-	-	-	-	16%	33%	13%	18%	8%	17%	-	-	-	-
	Female	18%	20%	15%	15%	-	-	-	-	15%	17%	22%	13%	15%	-	15%	-	-	-
	All Students	17%	13%	6%	6%	-	-	-	-	6%	-	0%	7%	3%	8%	3%	-	-	-
	CWD	5%	9%	0%	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-
All Subjects	CWOD	19%	14%	7%	8%	-	-	-	-	8%	-	-	7%	4%	11%	4%	-	-	-
	EL	5%	6%	3%	3%	-	-	-	-	3%	-	0%	4%	3%	0%	6%	-	-	-
	Male	18%	15%	8%	8%	-	-	-	-	9%	-	0%	11%	0%	8%	-	-	-	-
	Female	15%	12%	3%	3%	-	-	-	-	3%	-	0%	4%	6%	-	3%	-	-	-

- 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 (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 2024-25 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
Academic Growth Score											
Reading											
All Students	77	-	-	77	-	-	-	-	-	78	83 79
CWD	83	-	-	83	-	-	-	-	-	83	83 84
CWOD	75	-	-	75	-	-	-	-	-	76	- 77
EL ◇	79	-	-	79	-	-	-	-	-	80	84 79
Male	74	-	-	74	-	-	-	-	-	75	71 77
Female	80	-	-	80	-	-	-	-	-	80	102 81
Mathematics											
All Students	78	*	-	78	-	-	-	-	-	80	98 84
CWD	98	-	-	98	-	-	-	-	-	98	98 91
CWOD	73	*	-	73	-	-	-	-	-	75	- 83
EL ◇	84	-	-	84	-	-	-	-	-	85	91 84
Male	73	-	-	73	-	-	-	-	-	75	82 70
Female	86	*	-	85	-	-	-	-	-	86	125 99

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates											
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022											
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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
178	29	16%

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	20	46	-	-	-	-	-	46	38	39
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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 (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	EL CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		Y						Y	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
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		Y						Y	Y	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N						N	Y	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%
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%
Target Met										
Long-Term Goals	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).

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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 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																
All Subjects	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	-	100%	99%	100%	99%	*
	EL	100%	-	100%	100%	-	-	-	100%	100%	100%	99%	100%	100%	99%	*
	Male	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	99%	99%	-	100%	*
Reading	All Students	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	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%	*
	Male	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
Mathematics	All Students	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWOD	99%	*	99%	99%	-	-	-	99%	100%	-	99%	99%	100%	99%	*
	EL	99%	-	99%	99%	-	-	-	99%	100%	-	99%	99%	100%	98%	*
	Male	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	*	99%	99%	-	-	-	99%	100%	100%	99%	98%	-	99%	*
Science	All Students	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWOD	100%	*	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%	100%	-
SAT/ACT All Subjects		All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																

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	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	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%	1%	0%	1%	*
	EL	0%	-	0%	-	-	-	0%	0%	0%	1%	0%	0%	1%	*
	Male	0%	-	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	*
Reading	Female	0%	0%	0%	-	-	-	0%	0%	0%	1%	1%	-	0%	*
	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%	*
Mathematics	Male	0%	-	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Female	0%	*	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	All Students	0%	*	0%	-	-	-	0%	0%	0%	1%	1%	0%	1%	*
	CWD	0%	-	0%	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	1%	*	1%	-	-	-	1%	0%	-	1%	1%	0%	1%	*
Science	EL	1%	-	1%	-	-	-	1%	1%	0%	1%	1%	0%	2%	*
	Male	0%	-	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	*	1%	-	-	-	1%	0%	0%	1%	2%	-	1%	*
	All Students	0%	*	0%	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	0%	*	0%	-	0%	0%	0%	*
SAT/ACT All Subjects	CWOD	0%	*	0%	-	-	-	0%	*	-	0%	0%	0%	0%	*
	EL	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%	-	*
	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	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.

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Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Pacific Islander	Two or More Races	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities									
In-School Suspensions									
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
Out-of-School Suspensions									
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
Expulsions									
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
School-Related Arrests									
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
Referrals to Law Enforcement									
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
Students With Disabilities									
In-School Suspensions									

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	Total students	African American	Hispanic	White	Indian or Alaska Native	Pacific Islander	Two or More Races	Students with Disabilities	Students with Disabilities (Section 504)
Out-of-School Suspensions									
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
Expulsions									
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
School-Related Arrests									
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
Referrals to Law Enforcement									
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
All Students									
Chronic Absenteeism									
Male	66	-8	66	-8	-8	-8	-8	-8	8
Female	50	-8	49	1	-8	-8	-8	-8	4
Total	116	-8	115	1	-8	-8	-8	-8	12
									3

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Incidents of Violence	Total
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
Allegations of Harassment or Bullying	
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

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Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with Disabilities
Male	49	0	49	0	0	0	0	0	3
Female	55	0	55	0	0	0	0	0	1
Total	104	0	104	0	0	0	0	0	4

Accelerated Coursework

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
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.

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			1.0	2.6%
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			1.7	4.7%

- Indicates there are no data available in the group.

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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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

	Enrollment	State & Local and Federal		State & Local			Federal	
		Total	Site	Allocation	District	Total	Site	Total
Business/central/other support services		\$415			\$401	\$401	\$14	\$14
Food services		\$1,027	\$290		\$715	\$1,005	\$15	\$7
Instruction		\$7,348	\$5,909		\$228	\$6,137	\$1,078	\$133
Support services, general administration		\$59			\$59	\$59	\$0	\$0
Support services, instructional staff		\$889	\$529		\$37	\$566	\$230	\$93
Support services, operation and maintenance of plant		\$1,834	\$608		\$1,137	\$1,745	\$58	\$31
Support services, pupils		\$578	\$436		\$12	\$448	\$27	\$103
Support services, school administration		\$691	\$666		\$2	\$668	\$22	\$0
Support services, student transportation		\$344			\$332	\$332	\$12	\$12
Total	581	\$13,185	\$8,439		\$2,923	\$11,362	\$1,430	\$393

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

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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 2024-25 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
Grade 3						
Reading	7,517	2%	61	3%	-	-
Mathematics	7,510	2%	61	3%	-	-
Grade 4						
Reading	6,669	2%	50	2%	-	-
Mathematics	6,666	2%	50	2%	-	-
Grade 5						
Reading	6,321	2%	48	2%	-	-
Mathematics	6,324	2%	48	2%	-	-
Science	6,315	2%	48	2%	-	-
Grade 6						
Reading	5,876	1%	51	3%	-	-
Mathematics	5,877	1%	51	3%	-	-
Grade 7						
Reading	5,387	1%	36	2%	-	-
Mathematics	5,385	2%	36	3%	-	-
Grade 8						
Reading	4,906	1%	41	2%	-	-
Mathematics	4,907	1%	41	2%	-	-
Science	4,904	1%	41	2%	-	-
End of Course						
English I	4,932	1%	42	1%	-	-
English II	4,732	1%	36	1%	-	-
Algebra I	4,932	1%	42	2%	-	-
Biology	4,992	1%	37	2%	-	-
All Grades						
All Subjects	104,161	1%	820	2%	-	-
Reading	46,349	1%	365	2%	-	-
Mathematics	41,601	1%	329	2%	-	-
Science	16,211	1%	126	2%	-	-

- 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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	TX	US		
Grade 4 Reading		Overall	43	40	57	60	28	31	7	8		
		Black	53	56	47	44	17	17	2	3		
		Hispanic	51	52	49	48	20	21	4	4		
		White	28	30	72	70	42	39	11	11		
		American Indian	*	61	*	39	*	14	*	2		
		Asian	14	21	86	79	61	53	24	21		
		Pacific Islander	*	47	*	53	*	22	*	5		
		Two or More Races	41	36	59	64	29	35	11	10		
		EcoDis	53	53	47	47	18	19	3	4		
		Students with Disabilities	76	74	24	26	8	9	1	2		
		English Language Learners	60	71	40	29	13	8	2	1		
		Mathematics Overall	21	24	79	76	43	39	9	9		
		Black	27	41	73	59	27	19	3	2		
		Hispanic	27	34	73	66	34	27	4	4		
		White	9	14	91	86	60	51	15	12		
Grade 8 Reading		American Indian	*	45	*	55	*	19	*	2		
		Asian	4	10	96	90	78	66	33	25		
		Pacific Islander	*	43	*	57	*	20	*	2		
		Two or More Races	13	20	87	80	55	43	13	11		
		EcoDis	27	35	73	65	32	25	4	3		
		Students with Disabilities	53	55	47	45	16	15	2	2		
		English Language Learners	31	48	69	52	30	16	4	2		
		Overall	39	33	61	67	25	30	3	4		
		Black	48	48	52	52	18	16	1	1		
		Hispanic	48	45	52	55	16	19	1	2		
		White	24	23	76	77	37	37	5	5		
		American Indian	*	44	*	56	*	18	*	2		
		Asian	12	16	88	84	63	55	17	13		
		Pacific Islander	*	41	*	59	*	24	*	4		
		Two or More Races	27	30	73	70	36	35	2	5		

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State Level: 2024 Percentages at NAEP Achievement Levels												
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		TX	US
			TX	US	TX	US	TX	US	TX	US		
Grade 8 Reading		EcoDis	50	46	50	54	14	18	1	1	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1		
		English Language Learners	57	70	43	30	9	5	*	*		
Mathematics		Overall	44	39	56	61	24	28	6	8		
		Black	60	62	40	38	12	10	2	2		
		Hispanic	52	54	48	46	17	15	2	3		
		White	28	26	72	74	35	38	8	10		
		American Indian	*	60	*	40	*	11	*	2		
		Asian	12	15	88	85	57	59	32	31		
		Pacific Islander	*	56	*	44	*	16	*	4		
		Two or More Races	37	36	63	64	37	31	17	10		
		EcoDis	54	55	46	45	14	14	2	3		
		Students with Disabilities	80	77	20	23	4	6	1	1		
	English Language Learners	62	77	38	23	10	5	2	1			

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4 Reading		Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8 Reading		Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 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 2023-24 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	16%	-	15%	-	-	*	-	-	15%	19%	14%

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023–24 school year.

Section 1003 Funds for the 2024–25 school year will be updated by the end of June, 2026.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024–25 State accountability.

There is no data for this campus.

12/12/2025

Dear Guardian,

Pharr San Juan Alamo is sharing information about your child's district and campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Reports for the state, district, and individual district campuses are now available on the district's website: <https://www.psjaisd.us/> or are also available on the Texas Education Agency's website at: [Texas Education Agency - Federal Report Card](#)

This is the information included in the report card:

Part (i): Description of the State of Texas Accounting System

- (I) the minimum number of students that the State determines are necessary to be included in each of the student subgroups for use in the accounting system;
- (II) long-term goals and measures of interim progress for all students and for each of the student subgroups;
- (III) the indicators used to significantly differentiate all public schools in the State;
- (IV) the State's system to meaningfully differentiate 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 these schools;
 - (cc) the methodology by which the State differentiates a school as consistently low-performing 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 the implementation of specific plans for support and improvement;
- (VI) the exit criteria established by the State, including the duration of established years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student academic achievement on the State of Texas Assessments of Academic Readiness (STAAR) test for math, ELA/reading, and science by grade level and proficiency level for the 2024-25 school year. These results include all students assessed, regardless of whether they were in the subset of responsibilities.

Part (iii) (I): Academic Growth

This section provides information on student academic growth in math and ELA/reading for public elementary schools and high schools that do not have a graduation rate for the 2024-25 school year. These

results include all students assessed, regardless of whether they were in the subset of responsibilities.

Part (iii)(II): Graduation Rate

This section provides information about the class of 2024 high school graduation rates.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of students as English Learners (ELs) who achieve English language proficiency due to data from the 2025 Texas English Language Proficiency Assessment System (TELPAS).

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

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

Part (vi): Status of Achievement of Goals

This section provides information on the progress of all students and each group of students toward meeting long-term goals or interim objectives for STAAR academic achievement, the federal graduation rate, and students' language proficiency as English learners. (Does not apply to district or state reports)

Part (vii): STAAR Participation

This section provides the percentage of assessed and untested students for math, ELA/reading, and science for the 2024-25 school year.

Part (viii): Civil Rights Data

Part (viii)(I) The section provides information from the 2020-21 Civil Rights 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 school suspensions, expulsions, school-related detentions, complaints to authorities, chronic absenteeism (including excused and unexcused absences), incidences of violence, including abuse 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 courses for postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

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

Part (x): Expenditure per student

This section provides information on per-pupil expenditures from federal, state, and local funds, including staff and non-staff expenditures, broken down by funding source, for each district and campus for the previous fiscal year.

It will be updated by June 30, 2026.

Part (xi): Participation in STAAR Alternate 2

This section provides information on the number and percentage of students with the most significant cognitive disabilities taking STAAR Alternate 2, by grade and subject for the 2024-25 school year.

Part (xii): National State Assessment of Educational Progress (NAEP)

This section provides results on state assessments in reading and math in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of those 2024 results.

Part (xiii): Rate of Graduate Pools Enrolled in Postsecondary Education

This section provides information on the group rate at which students who graduated from high school in the 2021-22 year who enrolled in the 2022-23 academic year at (I) a public postsecondary education institution in Texas; (II) a private postsecondary education institution in Texas; and (III) a postsecondary institution of education outside of Texas.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on chronic absenteeism as defined by EDFacts: percentage of the unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2024-25 school year.

If you have difficulty accessing information from the website, hard copies of the reports are available in the district or campus office. If you have any questions about the information, please contact Raul Longoria Elementary at 956-354-2820.

Sincerely,

A handwritten signature in cursive script that reads "Elisa Aguilera".

Ms. Elisa Aguilera, Principal

12/12/2025

Estimado Padre:

Pharr San Juan Alamo está compartiendo información sobre el distrito y el plantel de su hijo con usted como parte de las obligaciones que tiene bajo la Ley federal Every Student Succeeds Act de 2015 (ESSA, por sus siglas en inglés).

Los Reportes de Informe Federal para el estado, el distrito y cada uno de los planteles del distrito ya están disponibles en el sitio web del distrito: <https://www.psjaisd.us/> o también están disponibles en el sitio web de la Agencia de Educación de Texas en: https://rptsvr1.tea.texas.gov/perfreport/frc/frc_srch.html?year=2024

Esta es la información incluida en la cartilla de calificaciones:

Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
 - (aa) el peso específico de los indicadores en dicha diferenciación;
 - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
 - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
 - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2024-25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2024-25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2024.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2025 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias para el año escolar 2024-25.

Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2020-21, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2020-21, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas

preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

Se actualizará antes del 30 de junio de 2026.

Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2024-25.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2024.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2021-22 que se inscribieron en el año académico 2022- 23 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

Esta sección proporciona información sobre el ausentismo crónico según la definición de EDFacts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2024-25.

Si tiene dificultades accediendo a la información desde el sitio web, las copias impresas de los informes están disponibles en el distrito o en la oficina del campus. Si tiene alguna pregunta sobre la información, póngase en contacto con Raul Longoria Elementary en 956-354-2820.

Sinceramente,



Ms. Elisa Aguilera, Directora