

Hispanic Graduates date back to 1939

# Hispanics Now 42.32% of Total School Enrollment

by Bidal Agüero

Graduation has always been an important date within the Hispanic community. Well, maybe it can't be said that always but at least in the last 10 years. A 1991 edition of *El Editor* show pictures of 177 graduating seniors from Lubbock High School, 21 from Coronado, and 33 from Monterey. The edition showed only a group picture of Dunbar and Estacado but a visual inspection. This week there are 181 pictures of LHS students, 74 from Coronado, 106 from Monterey, and 72 from Estacado.

This week marked the graduation from Lubbock High Schools of 1,680 students. Official number of Hispanics graduating was not available.

The pictures are those furnished to us by the staff of each school's yearbook and many students are excluded because of now being available at the time of picture taking.

According to Public Information Services of the LISD, total enrollment is 29,043, Hispanics comprise 42.31%, Anglos comprise 43.04% and African Americans comprise 14.65% of the total enrollment. Enrollment for Anglos has remained steady and Black enrollment

has grown slightly in the last 3 years.

Hispanic enrollment is spread throughout the District with the majority concentrated in the North and Central parts of Lubbock and Black enrollment in the East part of Lubbock according to a study done by Harner and Associates in 1997.

Harner predicted that total enrollment in 1998 in the District would decrease by 800 students most of which will come from the Anglo community.

Harner stated that, "At the elementary level, most of the schools zones in southwest Lubbock should decline in enrollment. The zones in the central part of the District which have higher percentages of Hispanic students would grow." The study said that there would be little change in enrollment in the zones in east Lubbock

Harner said that at the junior high level, all zones except Slaton Junior High in the central part of the District would experience decline. At the high school level, the southwest zones should decline while the zones in the center and east should increase slightly."

The figures reflected concerning the Hispanic enrollment in LISD have not always been as favorable.

Records show that during the early years of LISD in 1922, 13 years after the official establishment of LISD in 1909, a "Mexican School" was established in what is now the Guadalupe Neighborhood.

This although Mexican Americans had lived in Lubbock since 1880 when the Lubbock census showed Andres Gonzalez to be a resident in Lubbock County, according to Dr. Andres Tijerina.

Tijerina wrote in his book, "The History of Mexican American's in Lubbock County" that the "Mexican School" housed "children that attended the one room box building were taught by only one teacher, Mrs. Duvall. Later she obtained the help of other teachers -- none of them Mexican Americans."

After the establishment of the "Mexican School", it took until 1939 for a Hispanic to graduate from the LISD.

Adelina Lopez, the first Hispanic to appear in the Lubbock High Annual, was a member of the Girl Reserves, a service organization in 1937 and a typist for publications in

1938 and 39. She did not attend the "Mexican School" but had migrated from Victoria or San Antonio. This according to the Lubbock's first "Mexican School" graduate, Pristinia Chavez.

Chavez, now Pristinia Chavez-Granados of Albuquerque, N.M., remembers starting school in Lubbock's "Mexican School" around 1930 and graduating from Lubbock High in 1941.

Chavez-Granados' parents, George and Anita Chavez, migrated to West Texas in mid 1923's. Chavez was born on January 1st, 1924 in Garza County. They moved to Lubbock shortly after she was born.

"There were perhaps some 200 children in the school. There were about 20 in my first grade class, said Mrs. Chavez-Granados"

In 1924, school reports show a total of 31 students. It was not until 1930 that Mexican American students obtained a brick building, according to Tijerina.

Lubbock High had by then been built in its present location after starting in an 8 room wood frame house in 1909, moving to the old Thompson Junior High in 1924

and then monies were appropriated to build the present Lubbock High in 1930.

In East Lubbock, Blacks attended Dunbar School which was established in 1923.

Chavez-Granados is pictured in the 1941 school album as seniors with fellow resident of the Guadalupe barrio Ross Ancira.

Both students are listed as living at 106 Ave. N but Mrs. Chavez-Granados stated that Ancira actually lived on Ave. O.

"I'm not sure that Ross graduated, he became sick during his senior year. We both had been together through school from the first grade."

The lack of Hispanic graduates, has principally be attributed to economic reasons and to discrimination encountered by students.

"You know we always talk about discrimination but I never experienced the type of discrimination that we now talk about when I was going to school," said Chavez-Granados. "I guess the only way we can explain it is that we were very few."

Chavez-Granados was a member of the National Honor Society in 1941 and vice president of the Spanish Club in 1939.

She continued her education into Texas Tech from 1941 until 1943. She later obtained her degree in business administration for the university of New Mexico. She has 4 girls and 2 boys, all graduate of U.N.M. She is related to Richard and Rachel Lopez who still live in the Guadalupe Barrio in Lubbock.

Today's major reason for students dropping out is "falling behind" according to Tom Brown, principal of Matthews High and who works in the Drop-Out prevention program. "It seems that students start to miss school, get behinds, lose credits and just seem to give up."

According to Brown 218 students dropped out of school this past year, 44 were African Americans, 42 were Anglo and 131 were Hispanic.

Brown said that the dropout rate has dropped somewhat because the law now requires children to attend school until they are 18, received a diploma or G.E.D.

In 1999-2000, 12,289 Hispanic students attended Lubbock schools. The majority of whom were in elementary. The 20 that were Chavez-Granados friends in the first grade have grown to being almost a majority in Lubbock schools.

## ¡Felicidades y Mucho Exito a Todos Los Graduantes!

"El Respeto al Derecho Ajeno es La Paz."  
"Respect for the Rights of Others is Peace"  
Lic. Benito Juarez

# EL EDITOR

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Lubbock, Tx,

## For All Our Students, Learning English-Only Isn't Enough

By Richard Riley, U.S. Secretary of Education

In just five years, Hispanics will be the largest U.S. minority. One in three members of the Latino population is under 15 -- a number that only highlights the importance of education in the coming century. Communities across the nation are being transformed by the changing population, which requires that cultural and linguistic differences be adapted to, and incorporated into, the learning process.

The Hispanic community, like all communities, wants its children to achieve high standards. In looking toward the future, we must think comprehensively -- no single solution will work.

As far as teaching English, our approach cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English, and nothing more, then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

*Congratulations Graduates From*  
**EL EDITOR NEWSPAPERS**  
*Cogratulations To All Their Parents Also*

## Estacado High School

Proficiency in English and one other language is something we need to encourage among all young people. That is why I am delighted to see the growth and promise of dual-language bilingual programs across the country. Right now, we have about 260 dual-immersion schools, and I am challenging our nation to increase that number to at least 1,000 over the next five years.

Currently, 54 percent of all teachers have limited English-proficient (LEP) students in their classrooms; yet only 20 percent of teachers feel very prepared to serve them. We need teachers who not only know more than one language, but who also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child or any minority student, have high expectations and visualize great achievements for that child.

The achievement gap between Hispanic and white children is slowly being bridged. Hispanics have made significant gains on math assessments on all levels, and greater gains in science than their white peers. And Hispanic Americans have more than quadrupled their enrollment in higher education over the last two decades, although they are still vastly underrepresented.

Schools raise achievement levels not by offering just a 9-to-3 classroom, but by becoming safe centers of the community and by providing programs and classes on drop-out prevention, vocational-technical training, career development, parenting skills and adult literacy.

We can't wait until junior high school to raise achievement levels and lower the drop-out rate. A recent ground-breaking study of kindergartners demonstrated that many of the differences between groups of students in elementary and secondary school already exist when children enter kindergarten. In other

words, the seed for high achievement and drop-out prevention is planted long before high school.

Enrollment in quality child care, particularly when focused on early literacy, makes a powerful difference. Our 1996 study found that only 28 percent of Hispanic 3-year-olds are enrolled in early child care, compared with 45 percent of their white counterparts.

Finally, all students need access to the most modern learning tools -- the computer and the Internet. Technology is not a substitute for solid teaching and learning, but it does offer a way to enhance traditional learning and to open the doors to the best libraries and museums, particularly for students in disadvantaged schools.

The Hartford Public School system, for example, has been the poorest performing district in Connecticut for the last 10 years. More than half of the majority Hispanic student body drop out after the ninth grade.

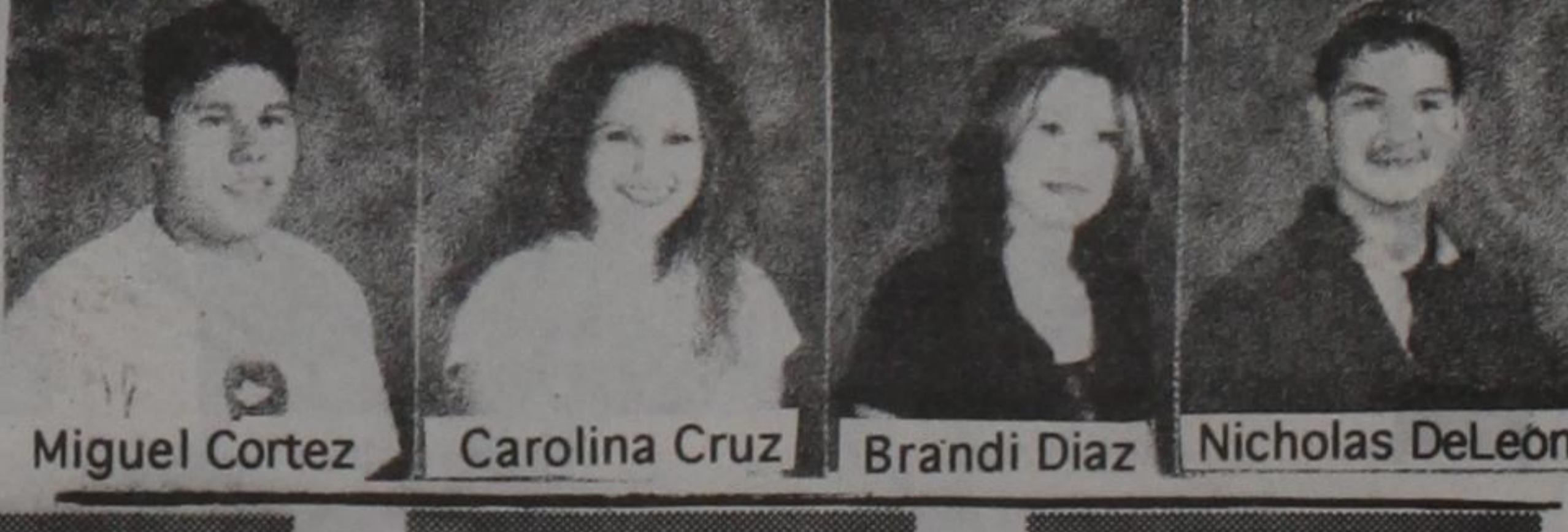
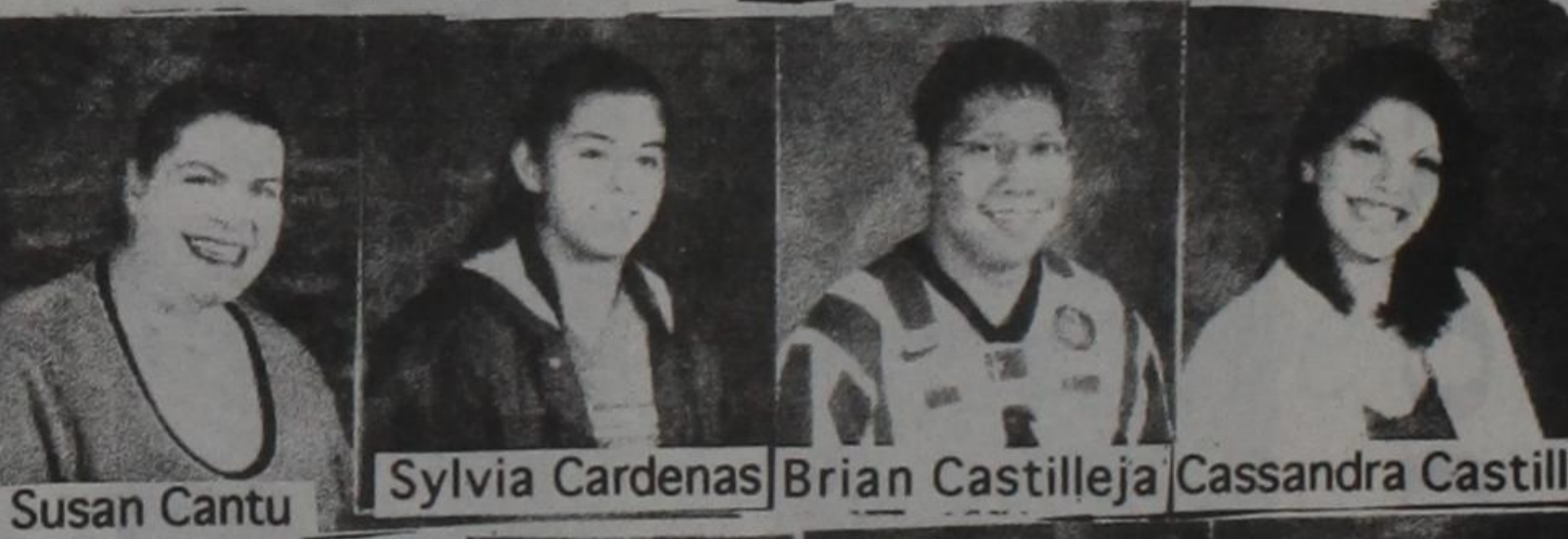
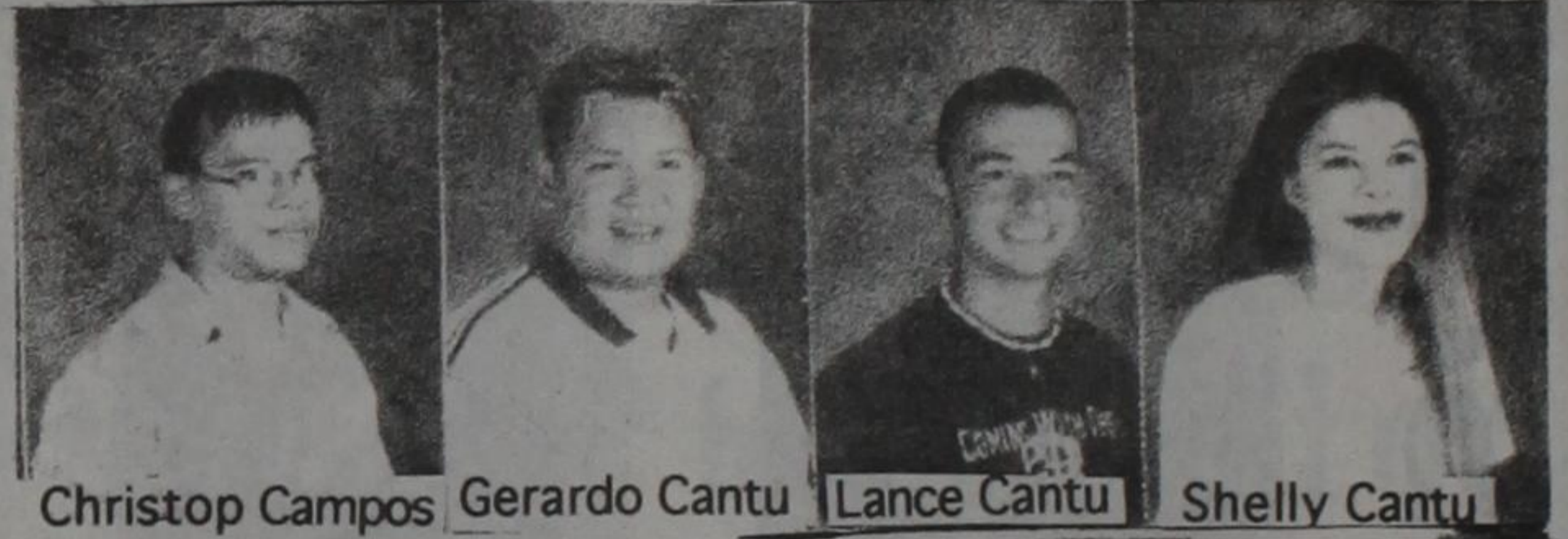
In 1996, the new superintendent began a number of reforms, including a massive effort to get technology into the classrooms and, with a lap-top program, into children's homes. Now achievement scores are up, and the district's improvement in math and reading last year was more than the previous four years combined.

It is time for us to empower Hispanic youths by giving them educational opportunities, teaching them to succeed, expecting more and holding schools and communities accountable for their success.

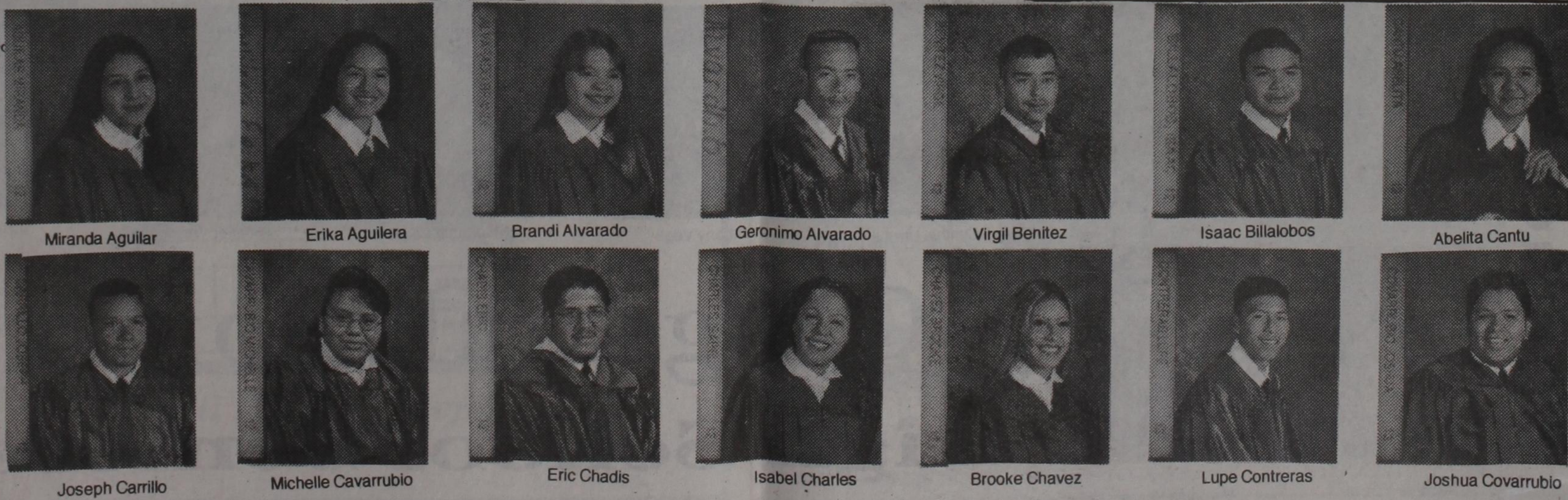
When we achieve this -- when we transcend stereotypes, overcome the tyranny of low expectations and treat the language and culture of young Americans as an asset instead of a perceived deficit, then we will be able to guarantee everyone the key civil right for the 21st century -- a quality education.

(This column is a synopsis of a presentation made this spring by U.S. Secretary of Education Richard Riley at Bell Multicultural High School in Washington, D.C. It was edited for length by Monique Bhalla. For a copy of the Secretary's full presentation, write to G. Mario Moreno, Assistant Secretary, U.S. Dept. of Education, 600 Independence Ave. SW, Washington, DC 20202 or check the Web site at [www.ed.gov/speeches/03-2000/000315.htm](http://www.ed.gov/speeches/03-2000/000315.htm))

## Monterey High



Felicidades!



Miranda Aguilar Erika Aguilera Brandi Alvarado Geronimo Alvarado Virgil Benitez Isaac Billalobos Abelita Cantu  
Joseph Carrillo Michelle Cavarrubio Eric Chadis Isabel Charles Brooke Chavez Lupe Contreras Joshua Covarrubio

# Para Todos Nuestros Estudiantes, El Aprender Ingles Solamente No Es Suficiente

Por Richard Riley, Secretario Federal de Educación

En sólo cinco años, los hispanos serán la mayor minoría de Estados Unidos. Uno de cada tres miembros de la población latina es menor de 15 años — una cifra que sólo destaca la importancia de la enseñanza en el siglo próximo. Las comunidades de todo el país están siendo transformadas por los cambios de la población, los cuales exigen que las diferencias culturales e idiomáticas sean adaptadas al proceso del aprendizaje e incorporadas al mismo.

La comunidad hispana, como todas las comunidades, quiere que sus hijos logren niveles altos. Al mirar hacia el futuro, debemos pensar comprensivamente — ninguna solución funcionará por sí sola.

En cuanto a la enseñanza del inglés, nuestro enfoque no puede ser sencillamente defensivo o reactivo. Si nos aseguramos de que los inmigrantes y sus hijos sólo puedan hablar inglés y nada más, entonces habremos pasado

por alto una de las mayores oportunidades del nuevo siglo, es decir, aprovechar la ventaja inapreciable que ayuda a definir a una cultura.

El dominio del inglés y de otro idioma es algo que necesitamos alentar entre todos los jóvenes. Esa es la razón de que me sienta encantado de ver el aumento y la promesa de los programas bilingües de dos idiomas por todo el país. Ahora mismo, tenemos 260 escuelas de inmersión doble, y estoy retando a nuestra nación para que aumente esa cantidad por lo menos a más de 1,000 durante los cinco años próximos.

Actualmente, el 54 por ciento de todos los maestros tienen estudiantes de conocimientos limitados del inglés (LEP, sus siglas en inglés) en sus aulas de clases, sin embargo, sólo la quinta parte de los maestros se sienten preparados para servirlos. Necesitamos maestros que no sólo sepan más de un idioma, sino que tengan igualmente los antecedentes y la capacitación para llevar al máximo las posibilidades de

aprendizaje de los estudiantes de antecedentes diversos. Necesitamos maestros que, cuando vean a un niño latino — o a cualquier estudiante minoritario — tengan altas expectativas y vislumbren grandes logros para ese niño.

La brecha de realizaciones entre los niños hispanos y blancos está siendo salvada lentamente. Los hispanos han hecho logros considerables en las evaluaciones de matemáticas a todos los niveles y mayores logros en las ciencias que sus compañeros blancos. Y los hispano-americanos han cuadruplicado con exceso sus matrículas en la enseñanza superior durante los dos decenios más recientes, aunque todavía se hallan insuficientemente representados en gran medida.

Las escuelas elevan los niveles de realizaciones no sólo al ofrecer clases entre las 9 a.m. y las 3 p.m., sino al llegar a ser centros seguros para la comunidad y al proporcionar programas y clases sobre la prevención de la deserción de las aulas, la capacitación vocacional y técnica, el desarrollo de carreras, las habilidades

para la crianza de niños y el alfabetismo de adultos.

No podemos esperar hasta la escuela intermedia para elevar los niveles de las realizaciones y disminuir la tasa de las deserciones. Un estudio reciente muy importante de los alumnos de kindergarten demostró que muchas de las diferencias entre los grupos de estudiantes en las escuelas elementales y secundarias ya existen cuando los niños ingresan al kindergarten. En otras palabras, la semilla para el alto nivel de logros y la prevención de la deserción escolar ya está sembrada mucho antes de que lleguen a la escuela secundaria.

La matrícula en las guarderías infantiles de calidad, especialmente cuando se enfoca sobre la alfabetización temprana, significa una diferencia poderosa. Nuestro estudio de 1996 halló que sólo el 28 por ciento de los niños hispanos de 3 años de edad se hallaban matriculados en guarderías para la primera infancia, comparados con el 45 por ciento de sus colegas blancos.

Por último, todos los estudiantes

necesitan tener acceso a los instrumentos de aprendizaje más modernos — las computadoras y la Internet. La tecnología no es un sustituto para la enseñanza y el aprendizaje sólidos, pero sí ofrece un modo de realizar al aprendizaje tradicional y abrir las puertas a las mejores bibliotecas y los mejores museos, especialmente para los alumnos de las escuelas desventajadas.

El Sistema Escolar de Hartford, por ejemplo, ha sido el distrito de funcionamiento más defectuoso en Connecticut durante los últimos diez años. Más de la mitad del cuerpo estudiantil hispano mayoritario abandona las escuelas después del noveno grado.

En 1996, el nuevo superintendente dió comienzo a cierto número de reformas, incluyendo a una gestión impresionante para llevar la tecnología a las aulas de clases y, con un programa de computadoras portátiles, a los hogares de los niños. Ahora los puntajes de realización han subido, y la mejoría del distrito en matemáticas y lectura el año pasado fue mayor que la de los cuatro años anteriores combinados.

Es hora de que habilitemos a los jóvenes hispanos dándoles oportunidades de enseñanza,

enseñándoles a tener éxito, esperando más de ellos y haciendo responsables a las escuelas y a las comunidades por su éxito.

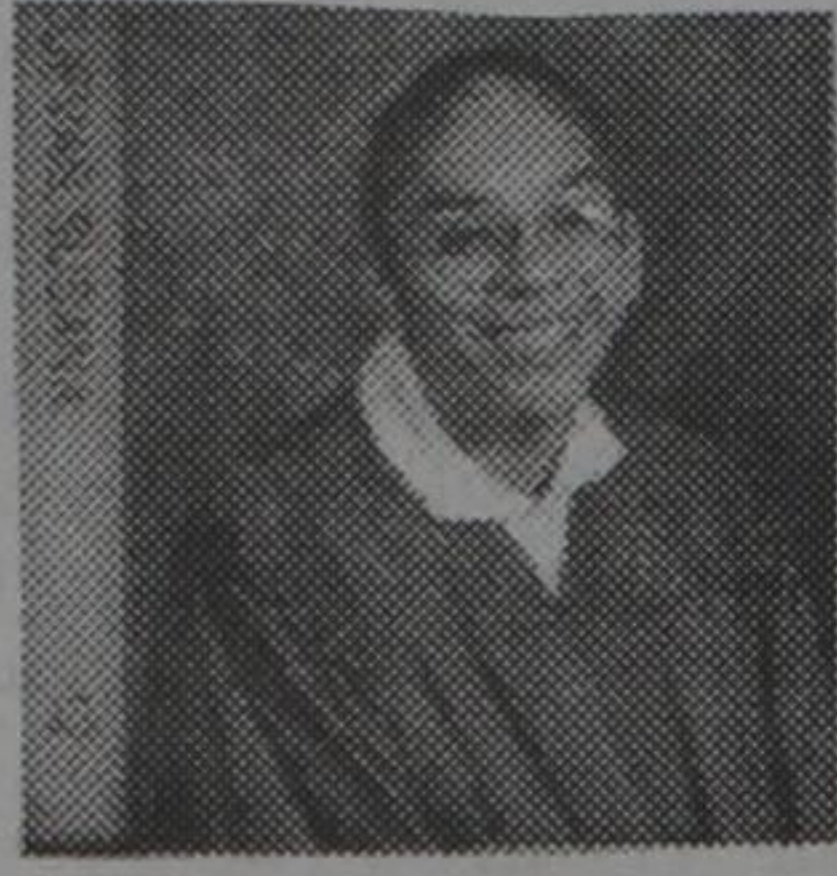
Cuando logremos esto — cuando trascendamos los estereotipos, nos sobrepongamos a la tiranía de las expectativas bajas y tratemos al idioma y a la cultura de los estadounidenses jóvenes como una ventaja en vez de un déficit percibido, entonces seremos capaces de garantizar a todos el derecho civil clave para el siglo XXI — una enseñanza de calidad.

(Esta columna es una sinopsis de una presentación hecha en esta primavera por el Secretario Federal de Instrucción Pública, Richard Riley, en la Escuela Secundaria Multicultural Bell, en Washington, D.C. Fue editada en cuanto a extensión por Monique Bhalla. Para obtener una copia de la presentación completa del Secretario, escriban a: G. Mario Moreno, Assistant Secretary, US Department of Education, 600 Independence Ave. SW., Washington, DC, 20202, o vean el indicativo de la Internet, [www.ed.gov/speeches/03-2000/000315.htm](http://www.ed.gov/speeches/03-2000/000315.htm)/ Propiedad literaria registrada por Hispanic Link News Service en el año 2000. Distribuido por Los Angeles Times Syndicate.

# Estacado High School Seniors - Class of 2000



Roxanne Covarrubio



Susana Cuevas



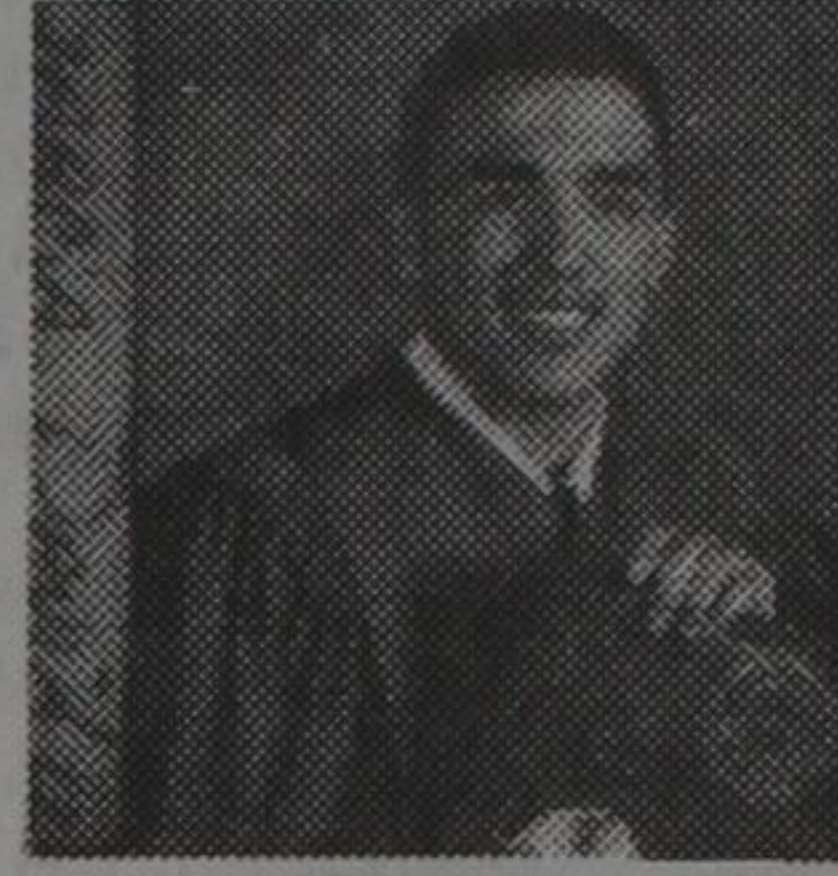
Michael Dominguez



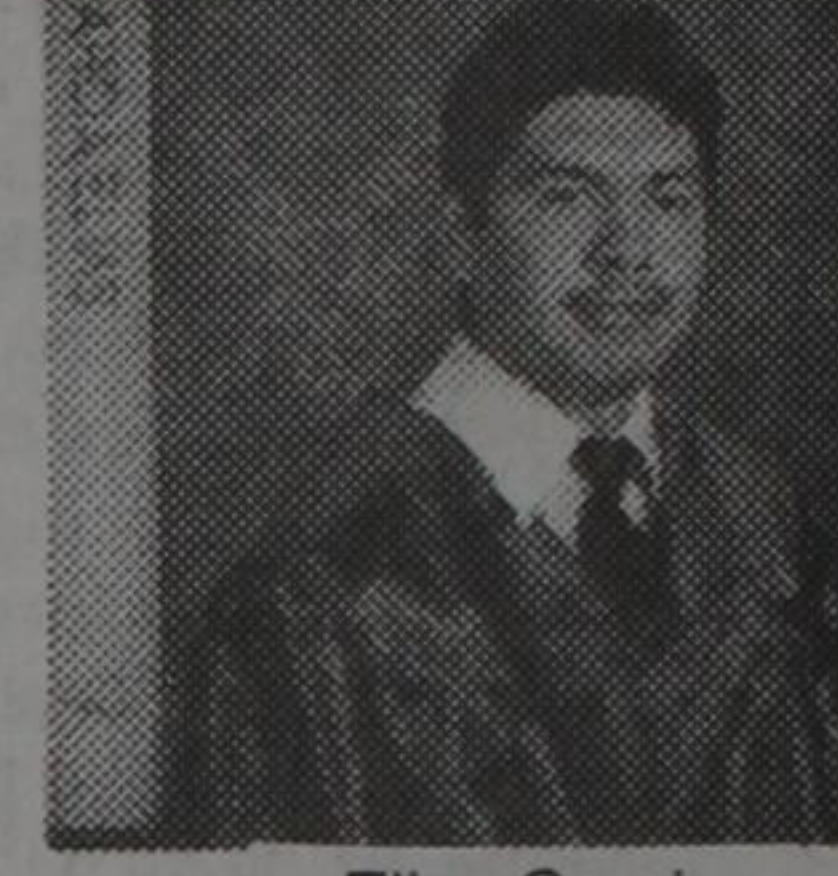
Aura Estrada



Jacqueline Franco



David Garcia



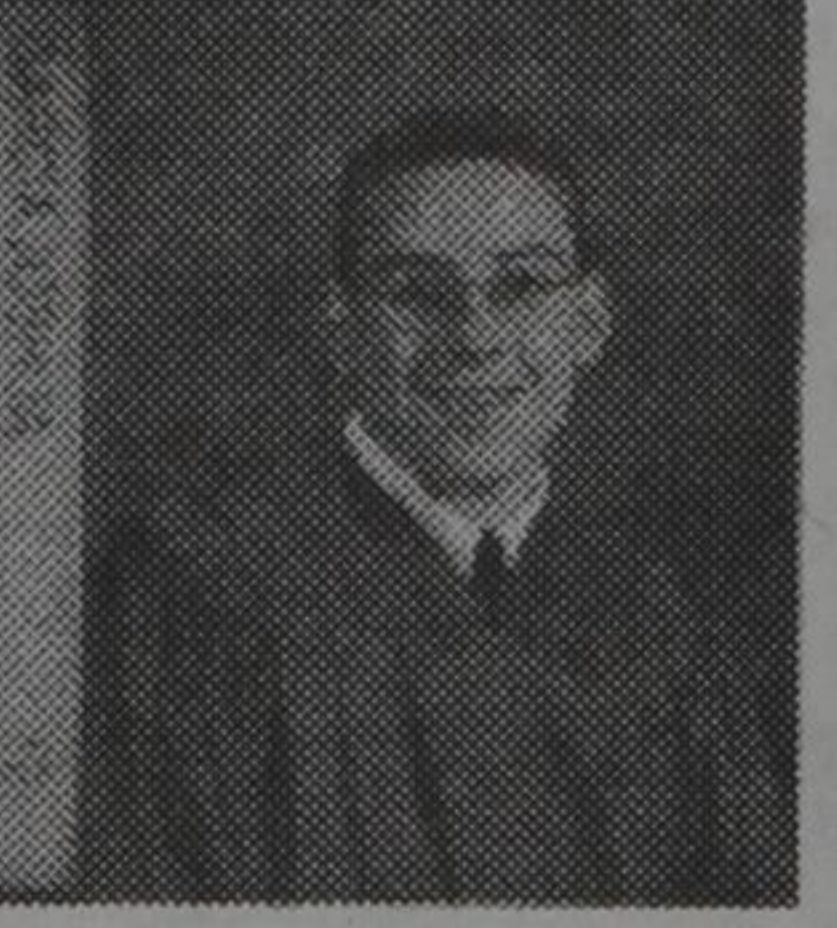
Elias Garcia



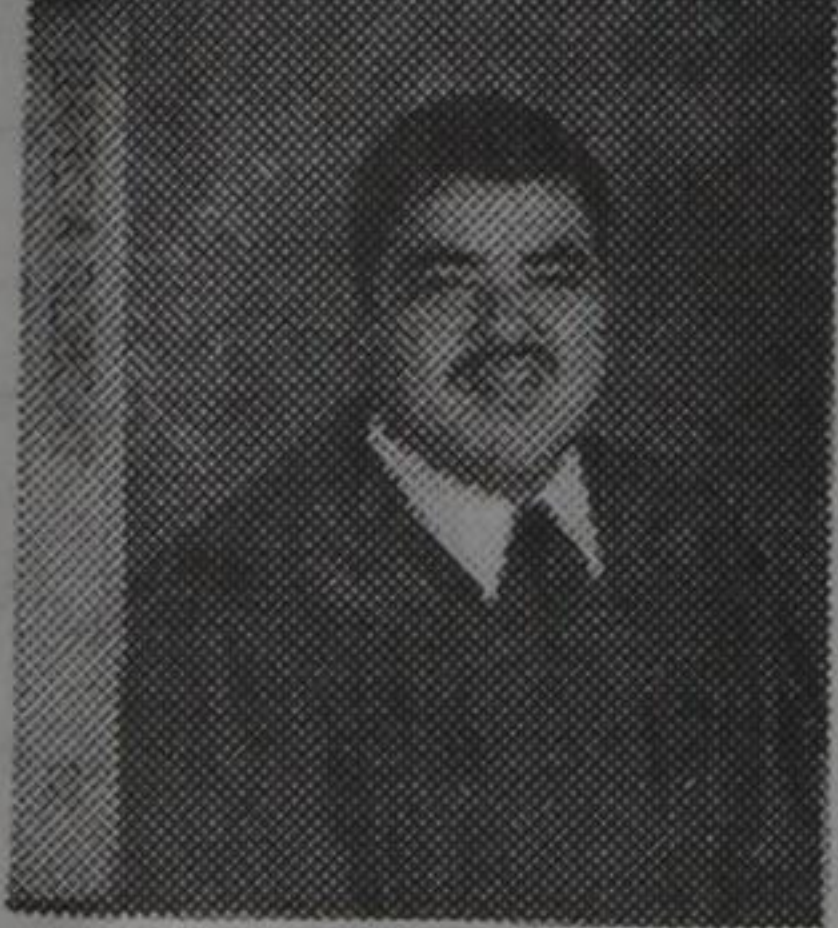
Jacob Garcia



Jessica Garcia



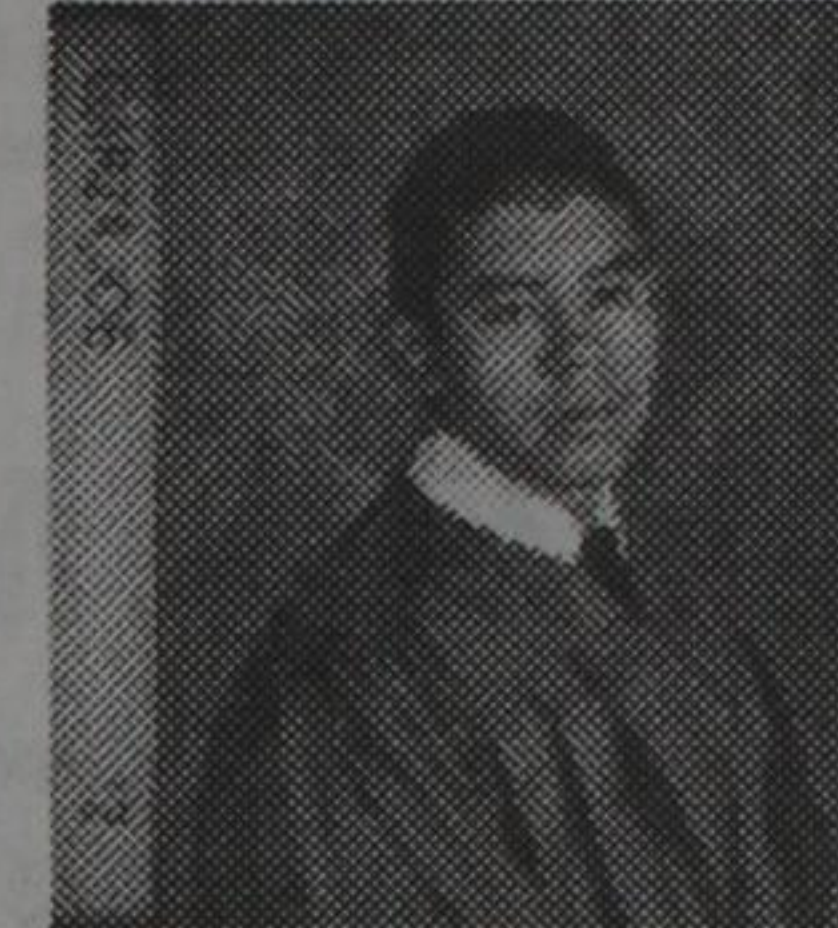
Joshua Garcia



Robert Garcia



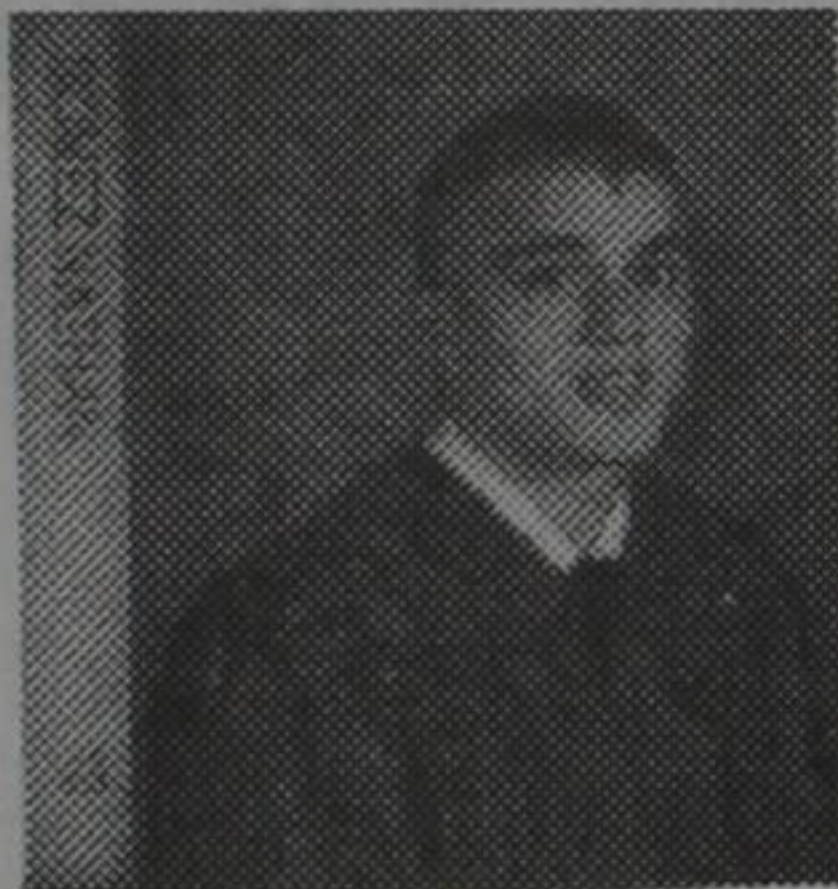
Jeremy Garza



Joe Garza



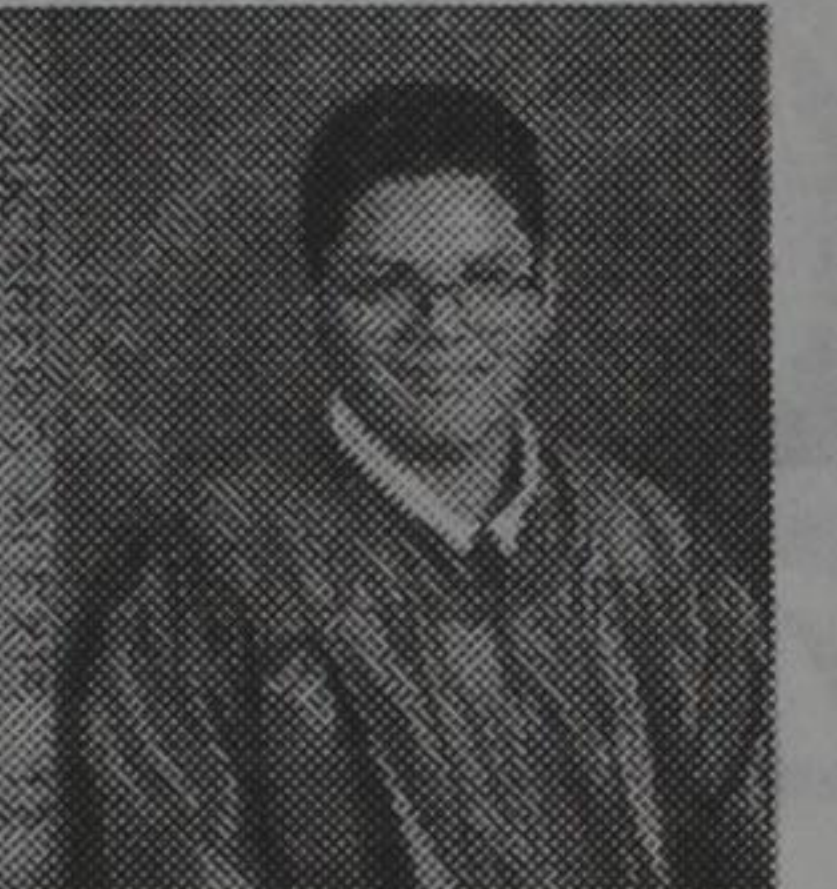
Laura Garza



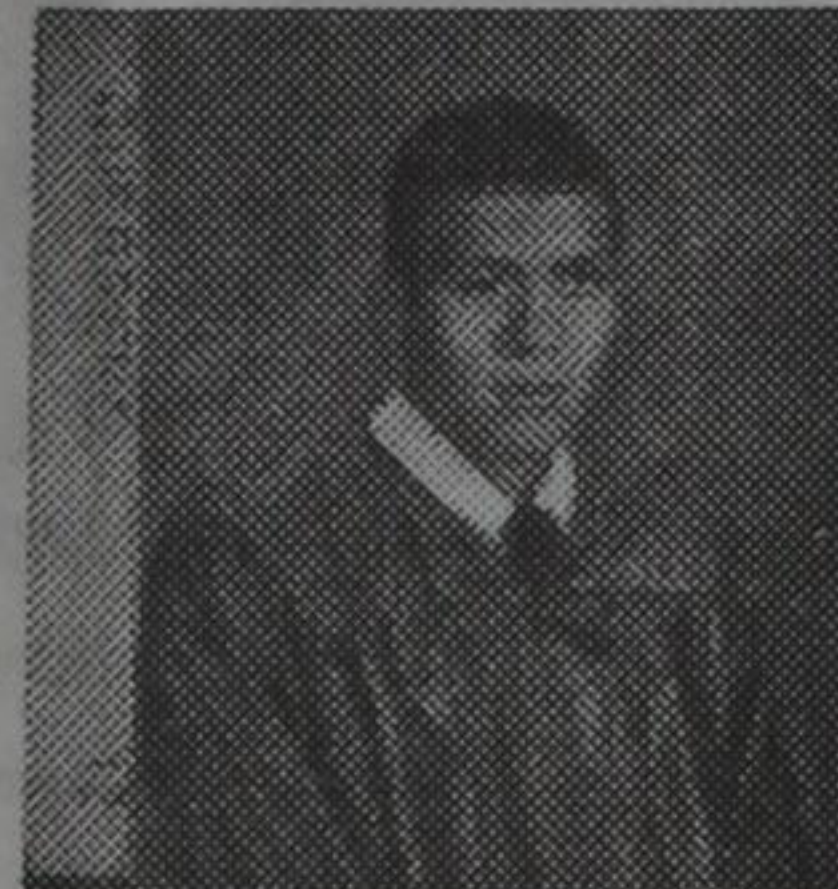
Nathan Gomez



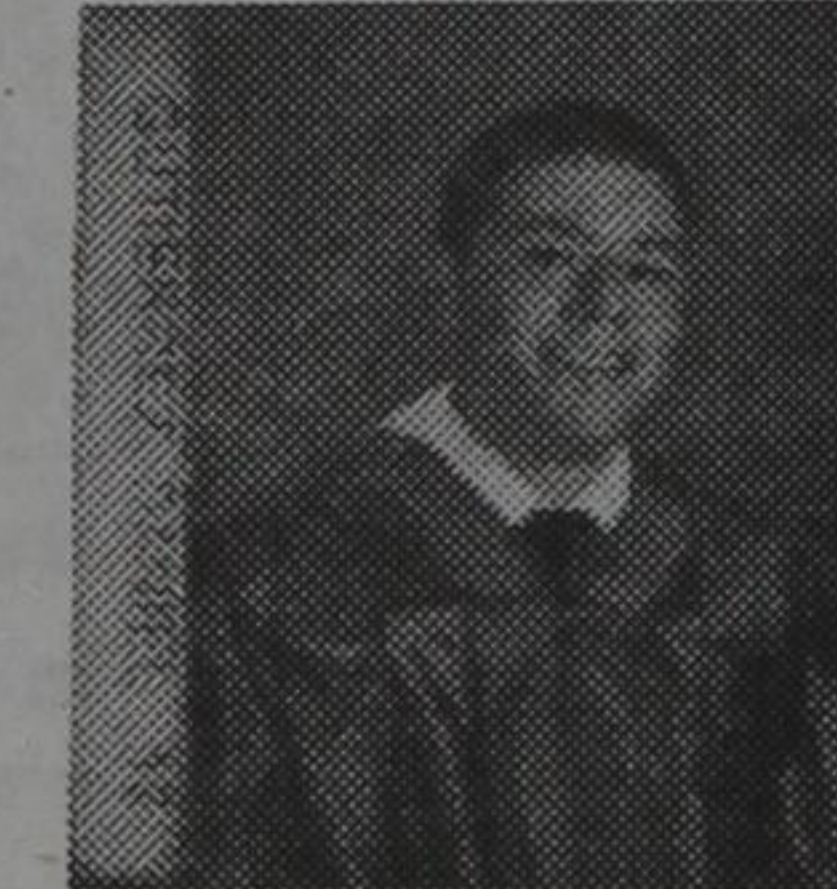
Adrian Gonzales



Alexis Guerrero



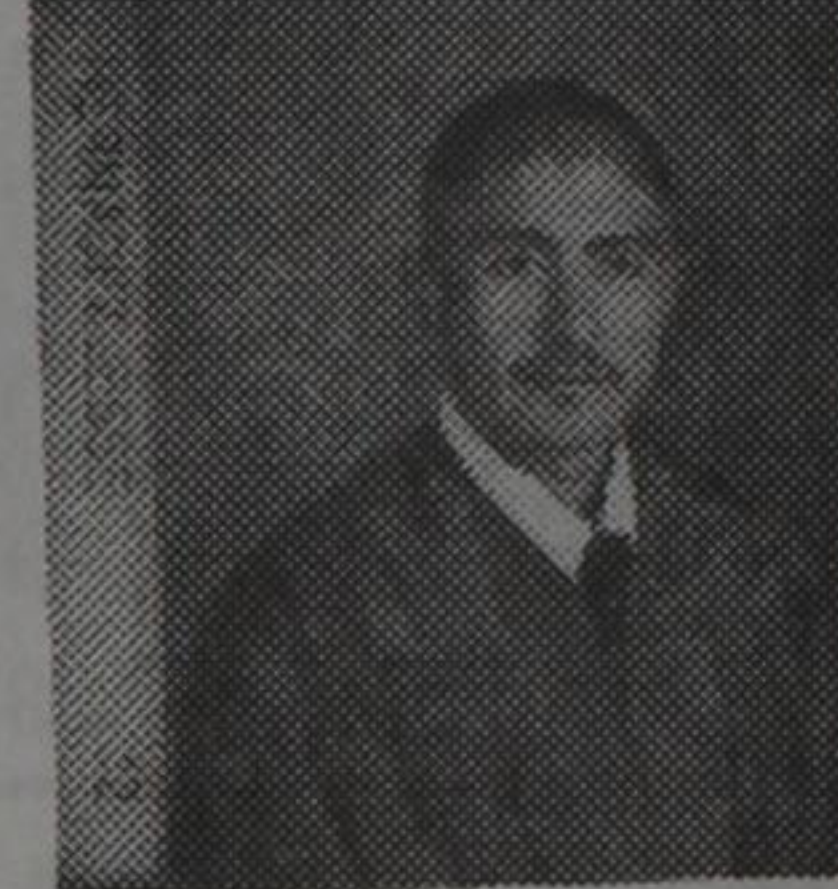
Fernando Guerrero



Daniel Gutierrez



Gracie Hernandez



Jesse Hernandez



Luciana Hernandez



Melissa Herrera



Valerie Herrera



Nickie Janssen



Jessica Lozano



David Martinez



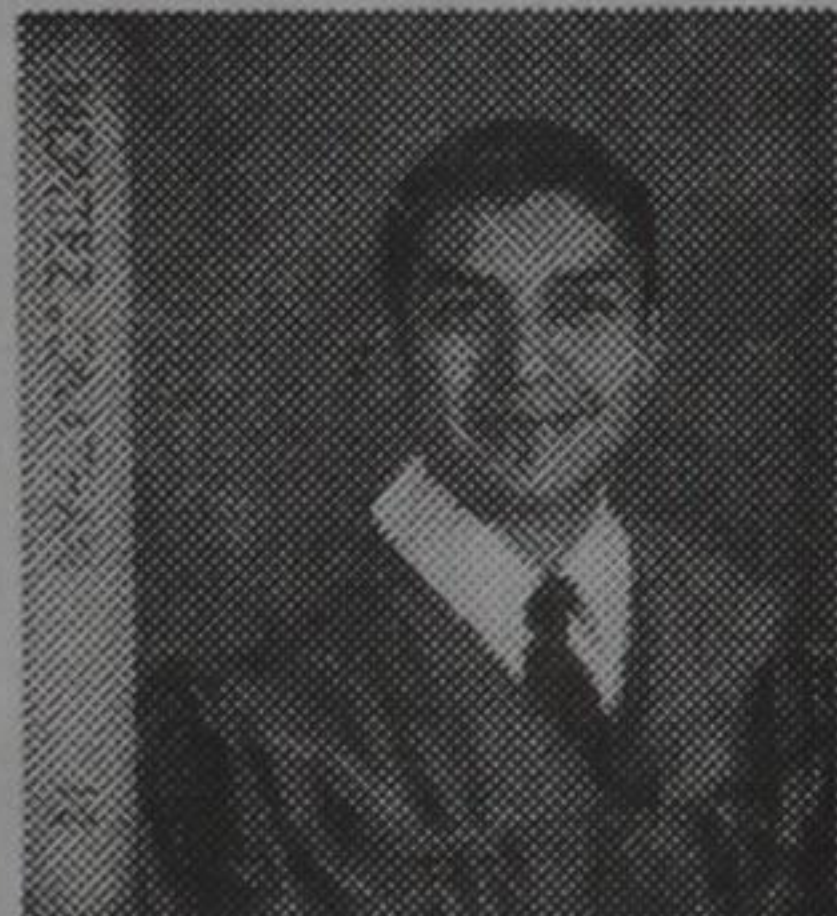
Raul Martinez



Stephanie Mendez



Rodrigo Mendoza



Jonathan Montez



Elisa Morales



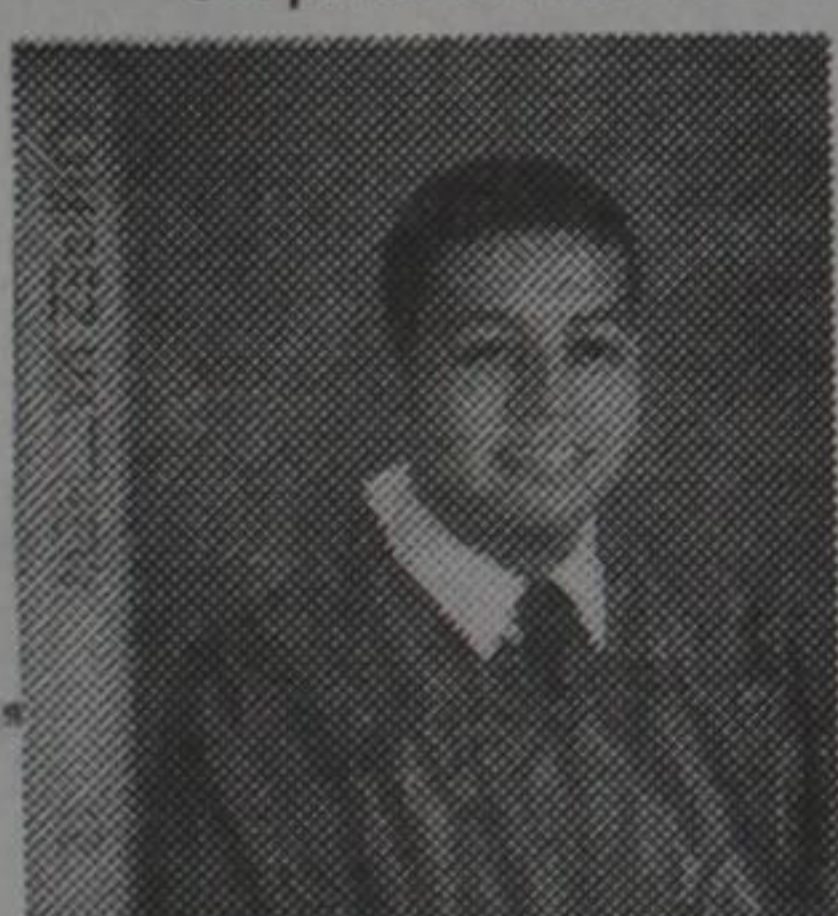
Connie Palacios



Ruby Perez



Guadalupe Quezada



Matthew Ramirez



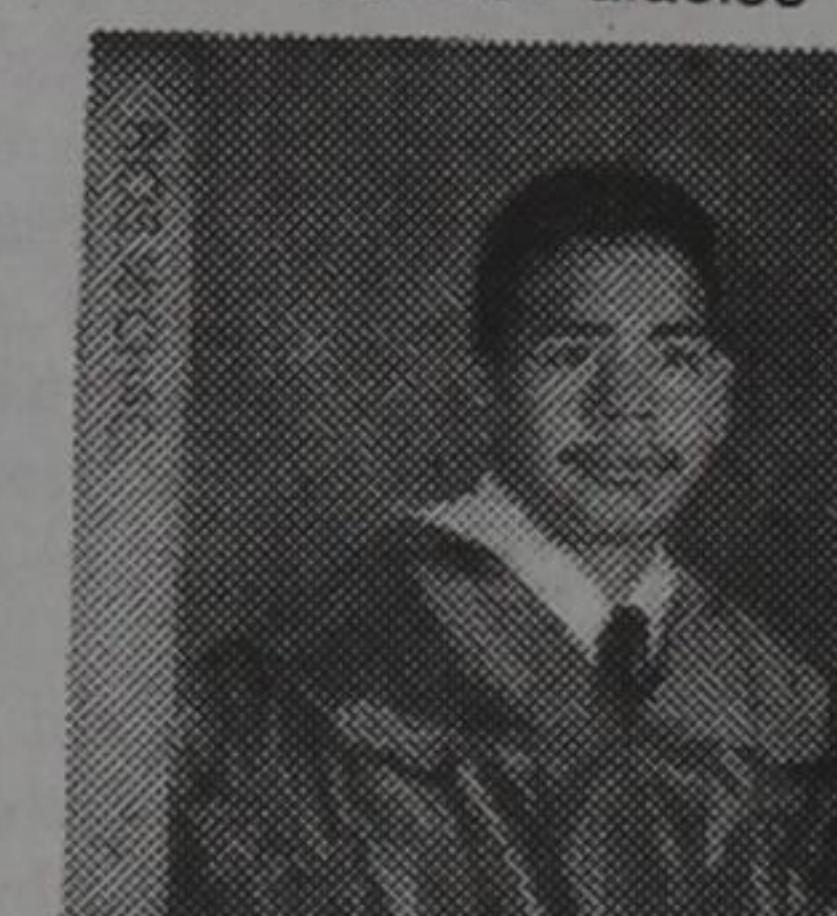
Nathan Ramirez



Rebecca Renteria



Joe Rios



Michael Rios



Willie Rodriguez



Marcos Romo



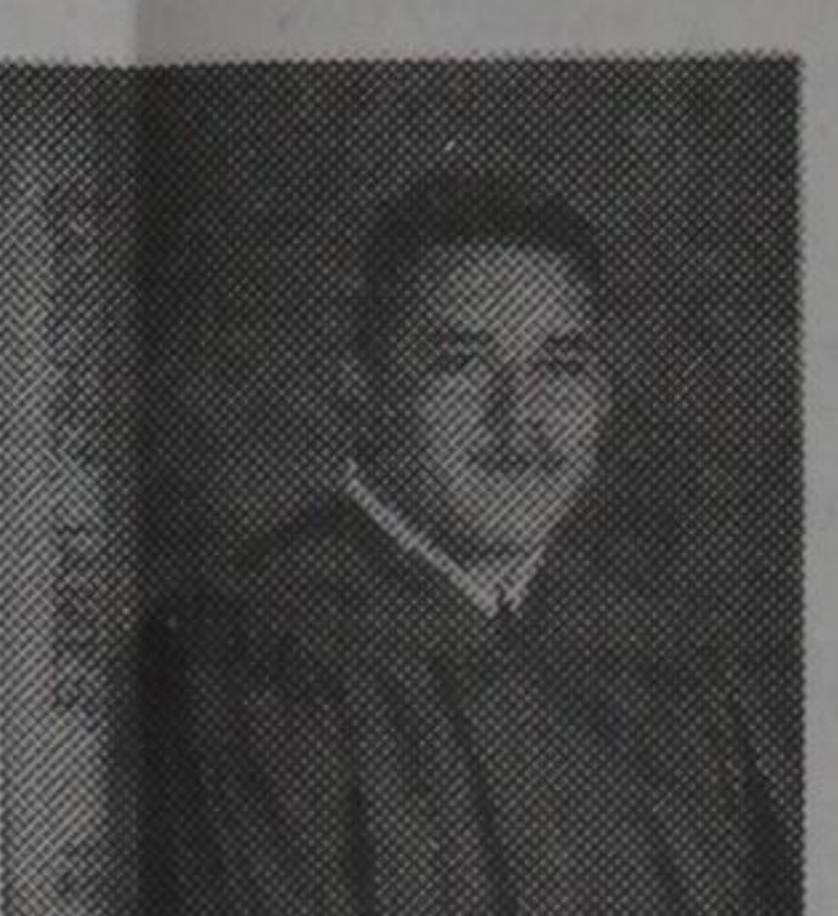
Jared Rosa



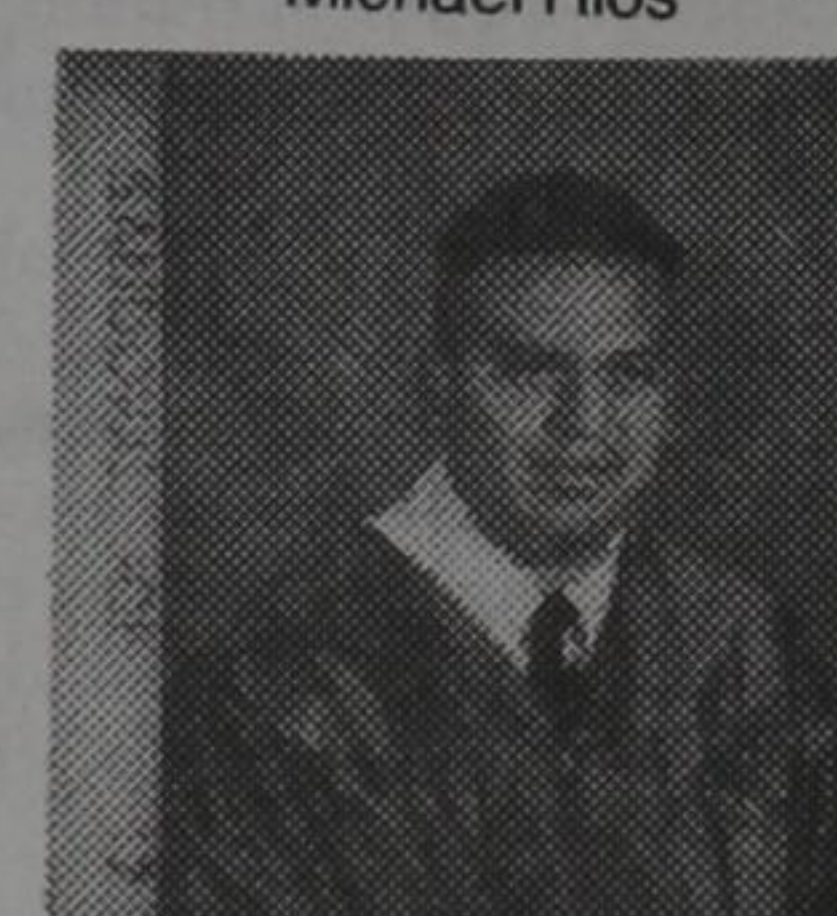
Julio Ruvalcaba



Joe Salas



Joe Sandoval



Joey Sandoval



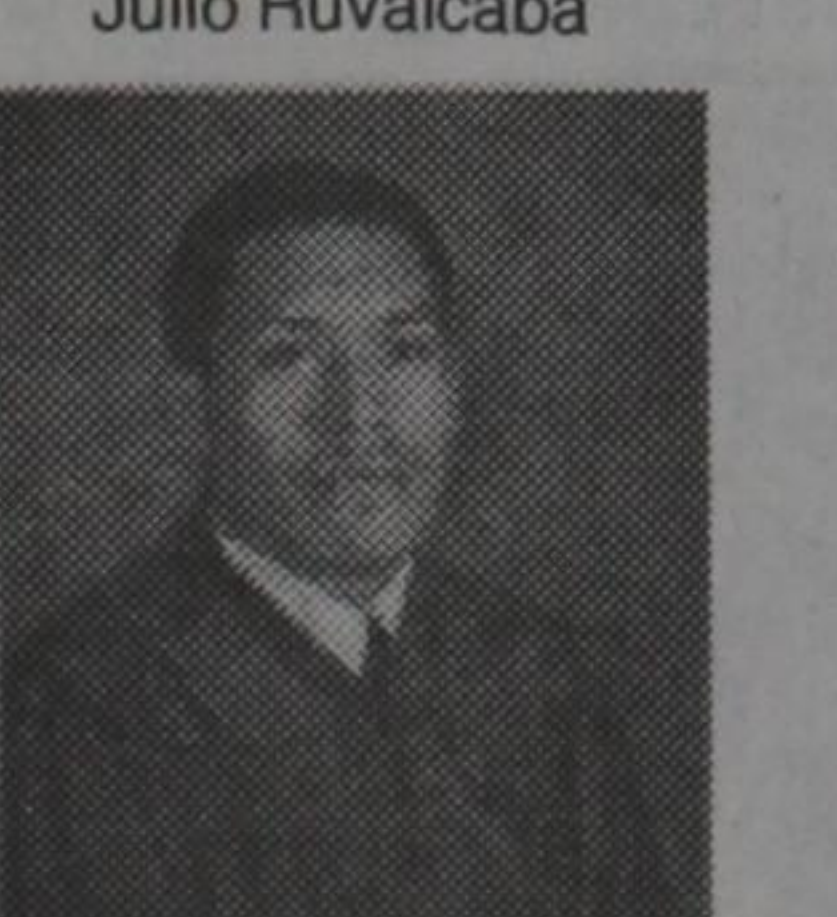
Joey Sandoval



Samuel Soto



Angelica Subia



Jayson Torres



Cynthia Urrutia



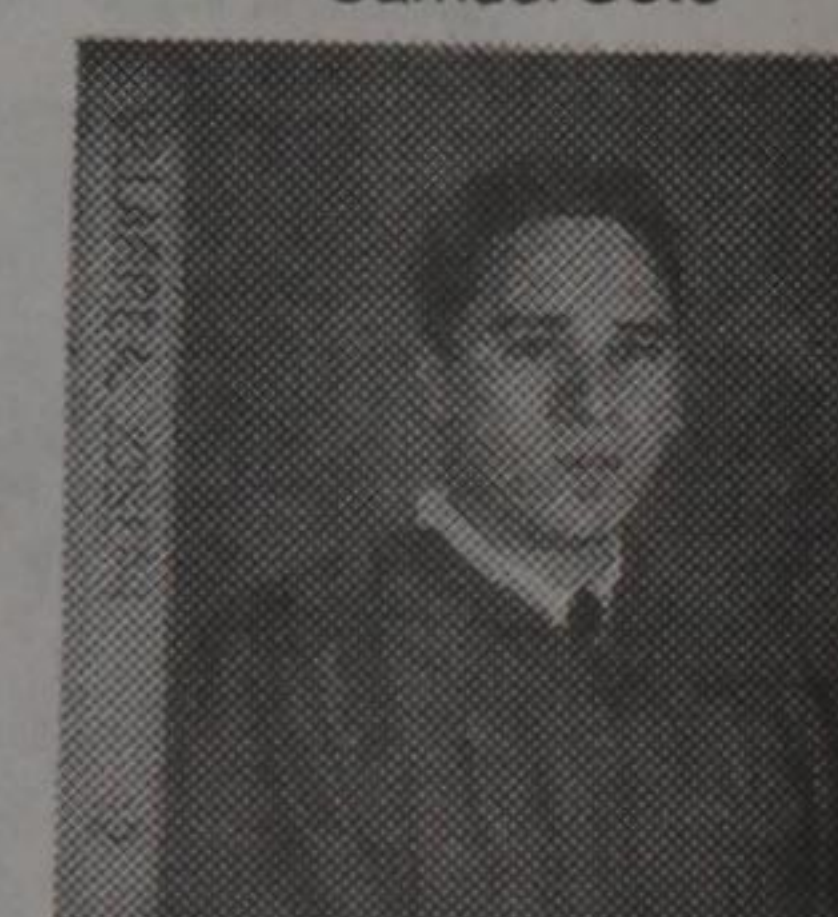
Anthony Vega



Stephanie Vega



Jennifer Velasquez



Joseph Villarreal



Iracema Ybarra



Veronica Ybarra

# Congratulations High School Seniors

# Lubbock High School Seniors



Christina Aguila



Christina Aguilar



Alejandro Vega



Gabriel Aleman



Elasar Andrade, Jr



Monica Armendariz



Pablo Armijo



Juventin Astorga



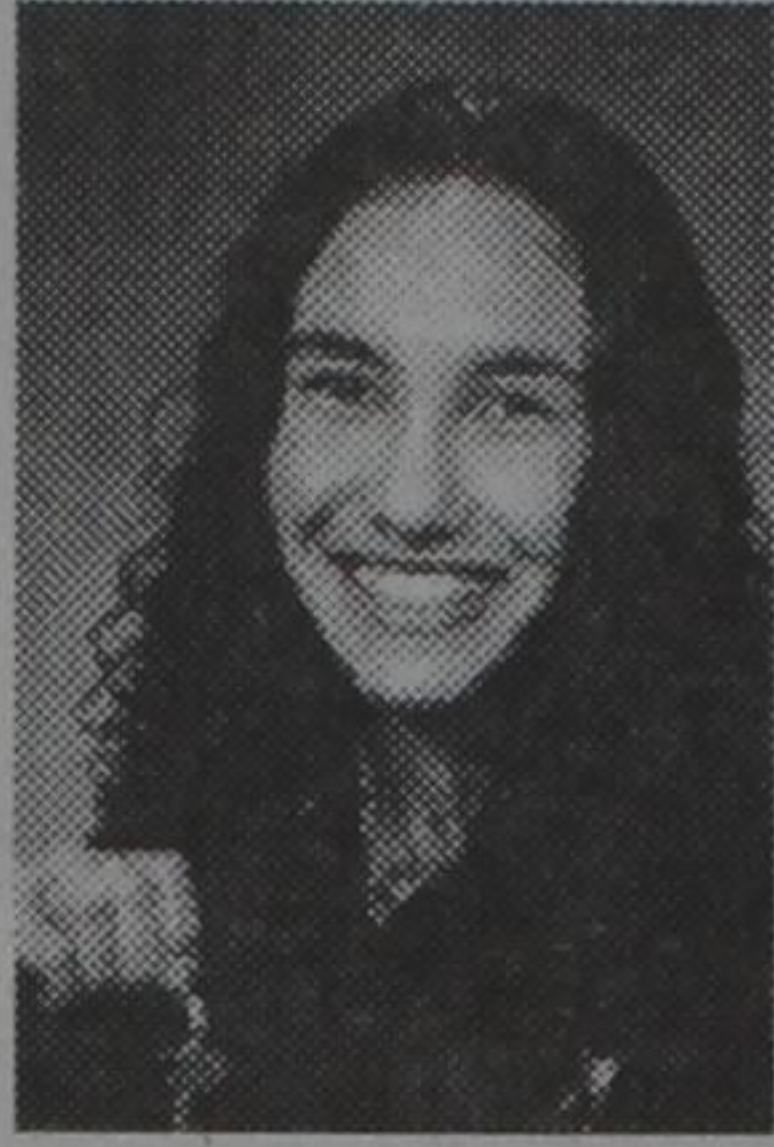
Xochitl Barajas



Carlos Barraza



Samantha Berdeja



Miranda Bishara



Cristina Bosquez



Cecilia Cardenas



Andrew Carrigo



Lena Carrizales



Nat Carrizales



Jessica Carrizalez



Cynthia Casares



Robby Castillo



Patrick Castro



Amanda Cavarrubio



Estefana Chavarria



Michael Chavarria



Ramon Chavira



Daniel Cisneros



Michelle Cisneros



Jose Contreras



Danielle Costilla



JJ Cuevas



Mellissa DeLaCruz



Crystal DeLeon



Kristen DeLeon



Kristyn DeLeon



Renata DeLeon



Jennifer Delgado



Jesse Dunn

**We're all as proud, as we can be, Grads.**

*Que La Virgen de Guadalupe guíe a todos los estudiantes que se gradúan.*

*Bishop Plácido Rodríguez, C.M.F. in the name of the Diocese of Lubbock congratulates all graduating students.*

*¡Felicidades Mil! You are in our prayers!*

Catholic Diocese of Lubbock • (806) 792-3943

**Congratulations to All the Seniors!!!**

## Job Well Done!!

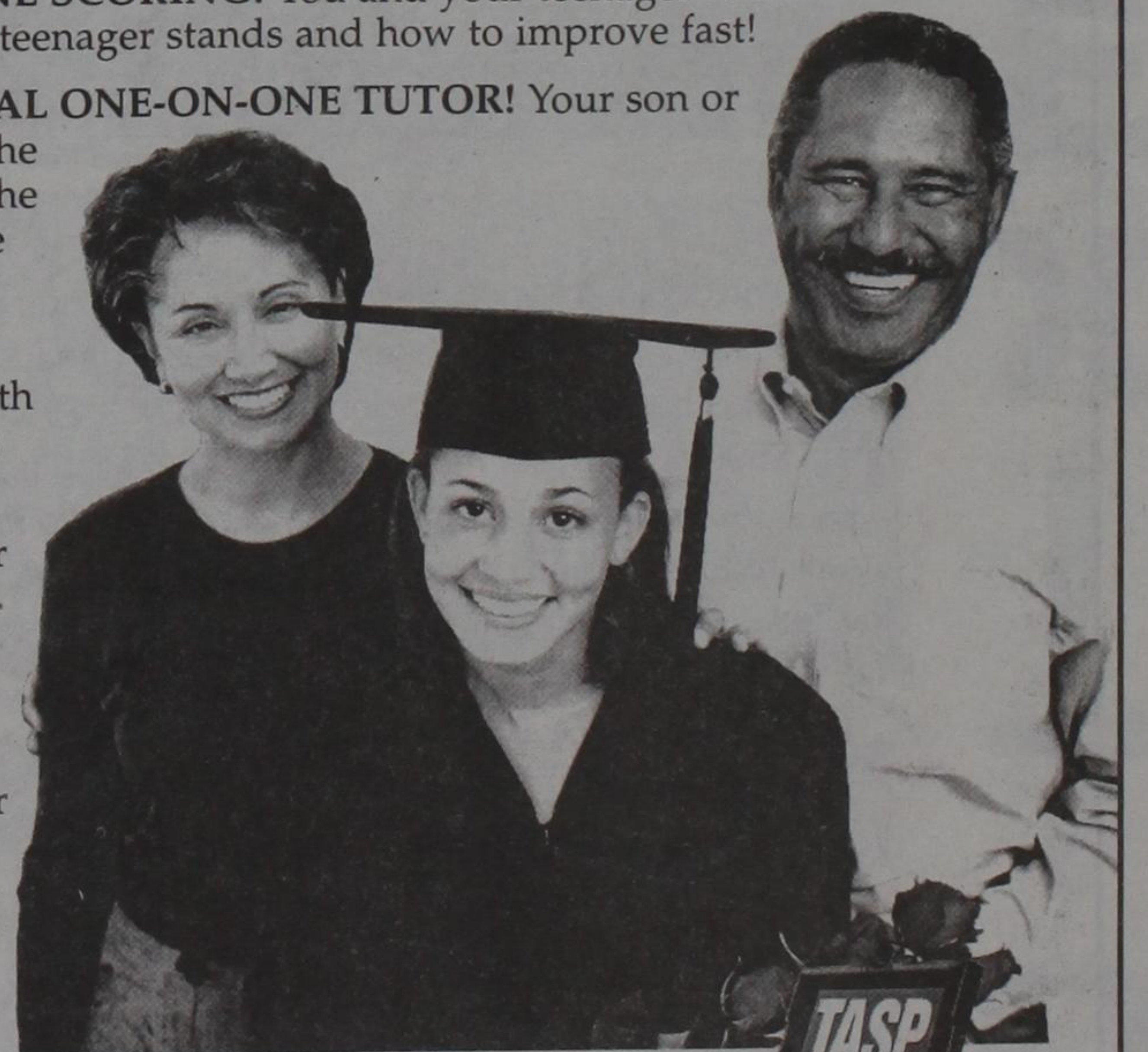
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**We'll Take You There!**

# Lubbock High School Seniors

Congratulations to All the Seniors!!!



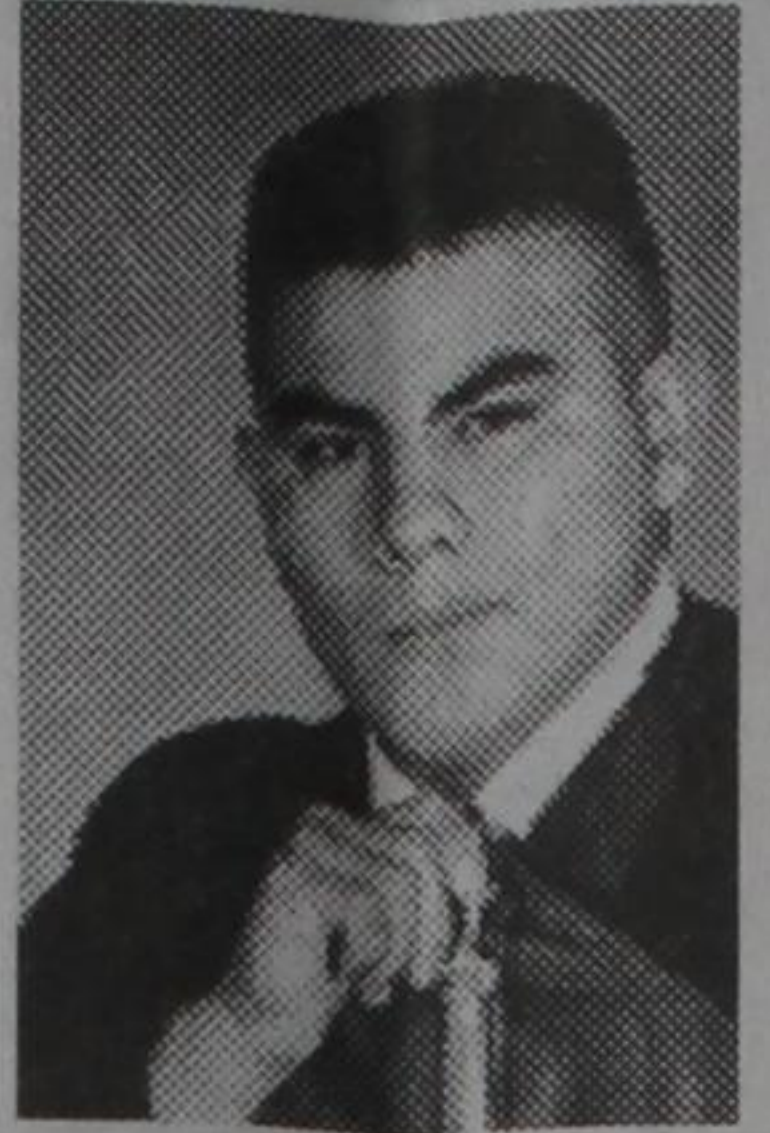
Melissa Elias



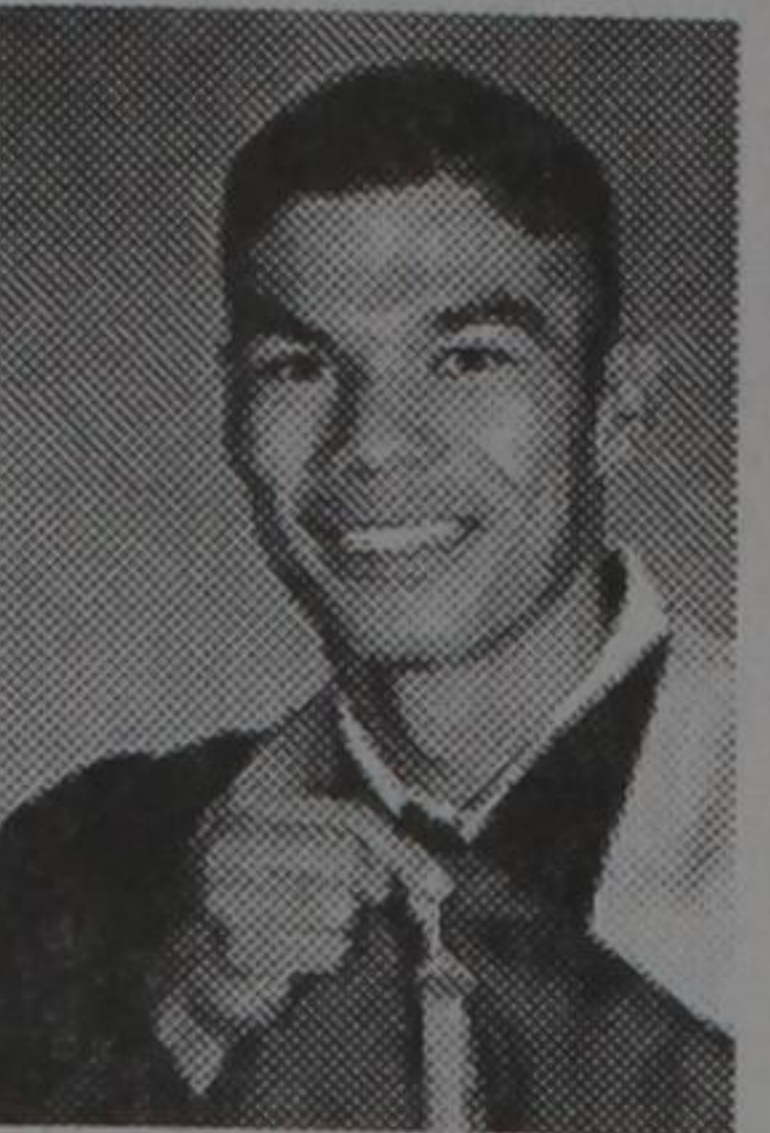
Eva Esparza



Cindy Espinoza



Ricky Espinoza



Jon Esqueda



Stephen Esqueda



Audrey Esquivel



Ruthie Estrada



Amy Flores



Angel Flores



Anthony Flores



Ernest Flores



Lisa Flores



Ricky Florez



Cynthia Fourzan



Josh Fraga



David Frisbie



Veronica Galvan



Christel Garcia



David Garcia



Deborah Garcia



Emilio Garcia



Michael Garcia



Rebeccaann Garcia



Ronnie Garcia



Sarah Garcia



Aaron Garza



Danielle Garza



Joshua Gomez



Rosalinda Gomez



Jesus Gonzales



Julia Gonzales

**Job Well Done!!**

## SE LE ESTÁ ACABANDO EL TIEMPO



GAME #162

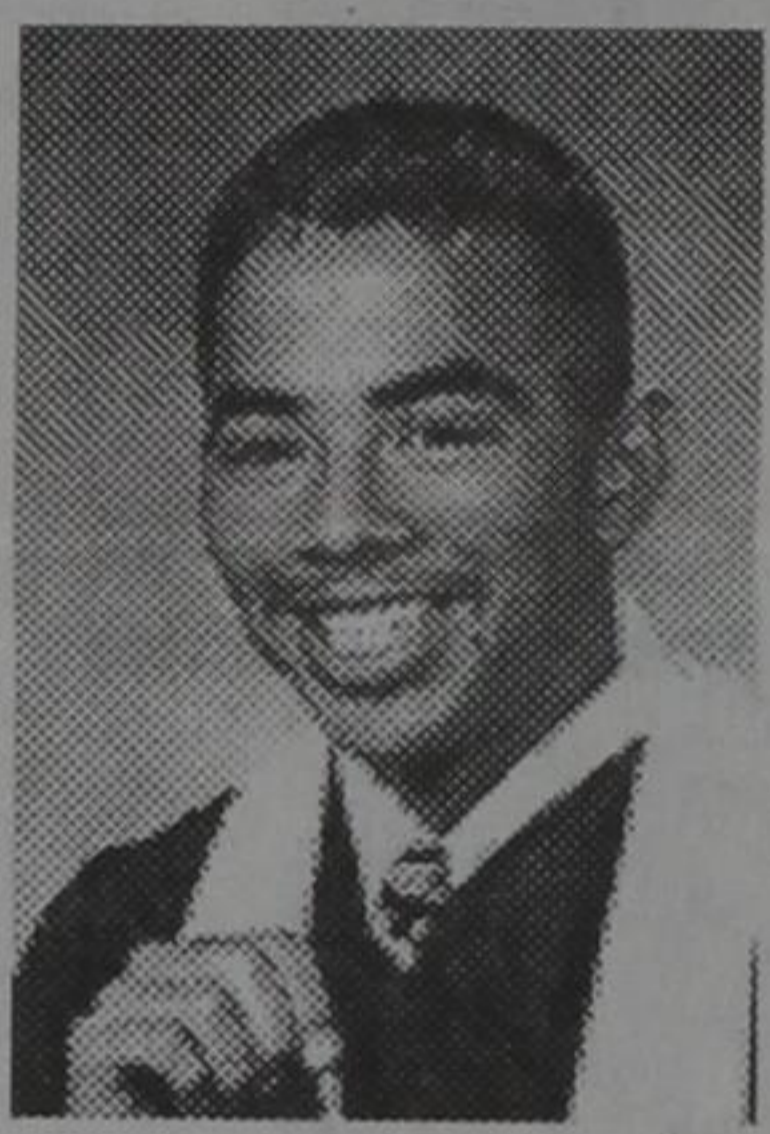
El 30 de Junio del 2000 será el último día en que puedas jugar *Weekly Grand #162*. Sin embargo, los boletos ganadores pueden ser reclamados hasta el 27 de Diciembre del 2000. Premios en efectivo hasta \$599 pueden ser reclamados en cualquier lugar de venta de boletos de la Lotería de Texas. Premios de \$600 o más pueden ser reclamados en uno de los 23 centros de reclamo de la Lotería de Texas o por correo. Para más información, por favor llama a la línea de servicio al cliente de la Lotería de Texas al 1-800-37-LOTTO (1-800-375-6886). Entonces juega *Weekly Grand* hoy mismo.



Las posibilidades de ganar Weekly Grand son 1 en 4.56. Debes tener 18 años o más para poder comprar boletos. © 2000 Texas Lottery



Mellisa Gonzales



Michael Gonzales



Carlos Gravedeperalta



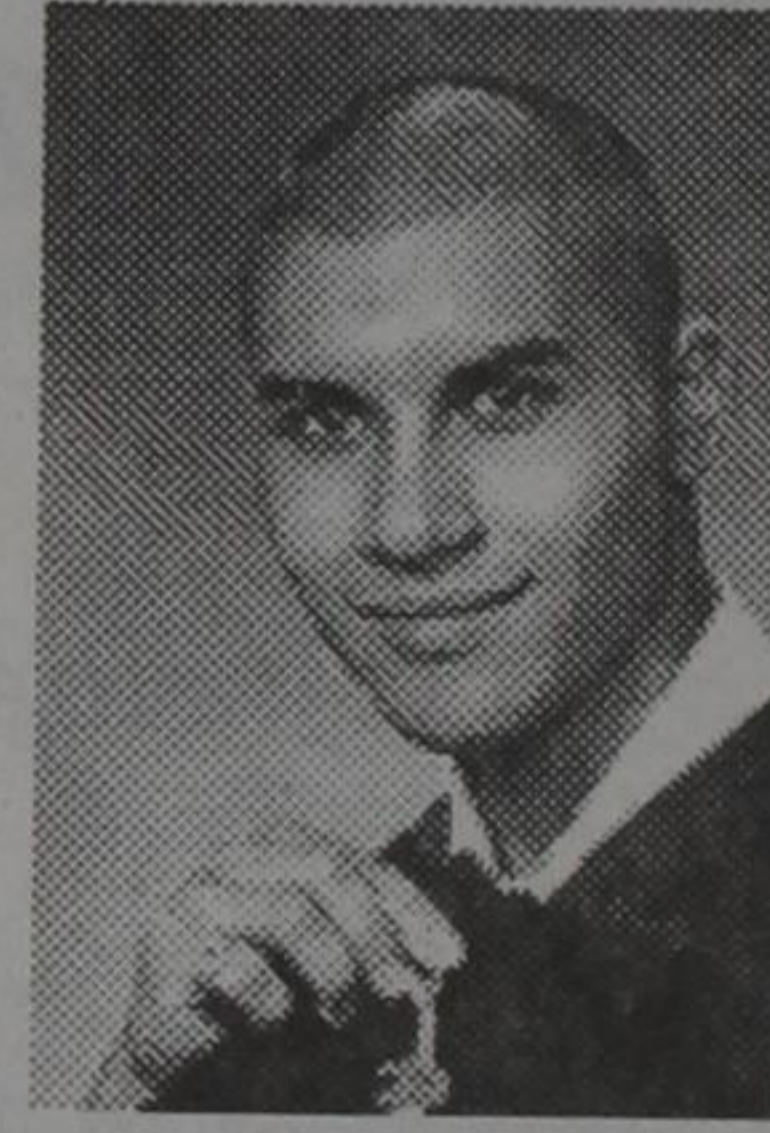
April Guerra



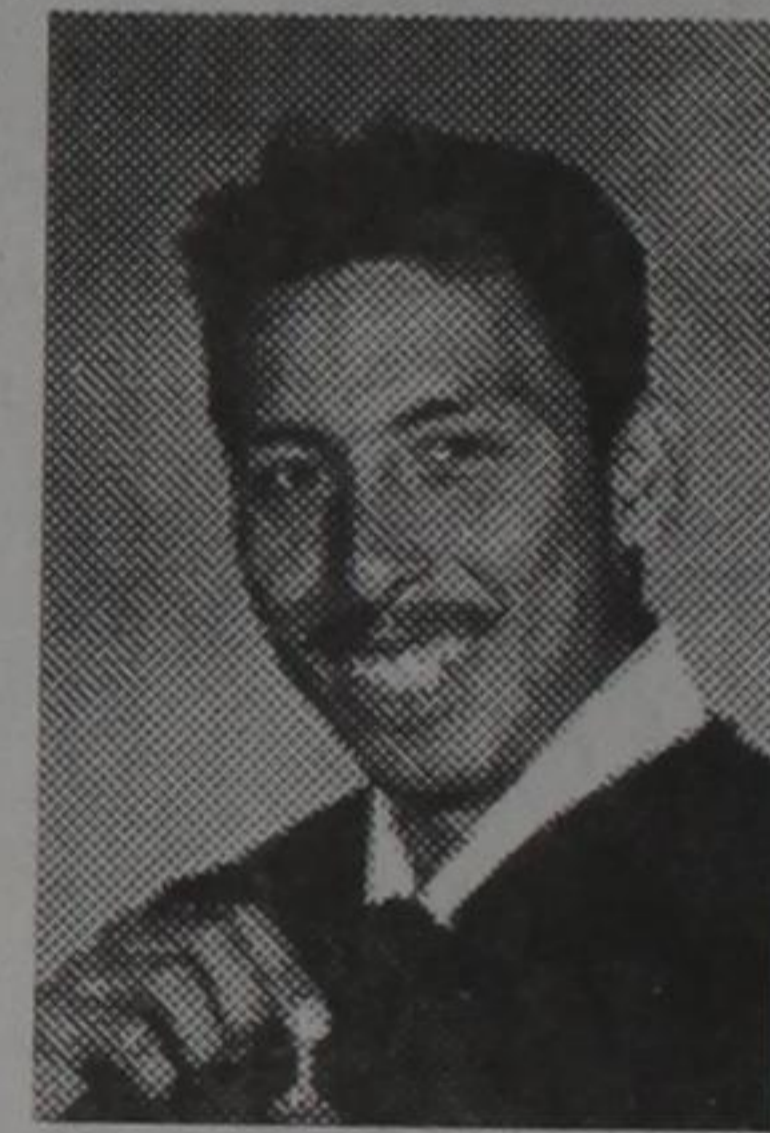
Chris Guerrero



Bobby Guevara



Jonathan Guitierrez



Adrian Gutierrez



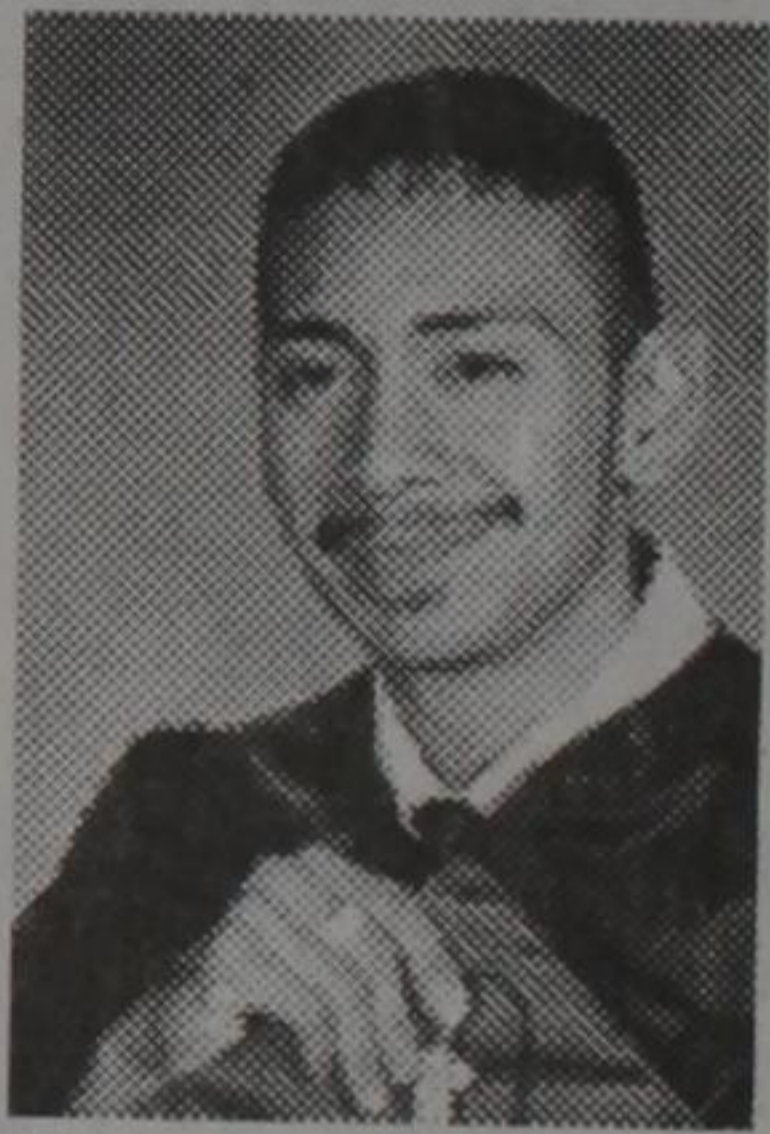
Jacob Gutierrez



Melissa Guzman



Andrea Hernandez



Carlos Hernandez



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# Lubbock High School Seniors



Gabriel Hernandez



Juan Hernandez



Maria Hernandez



Ina Hernandez



Marv Hernandez



Omar Hernandez



Joarqel Herrera



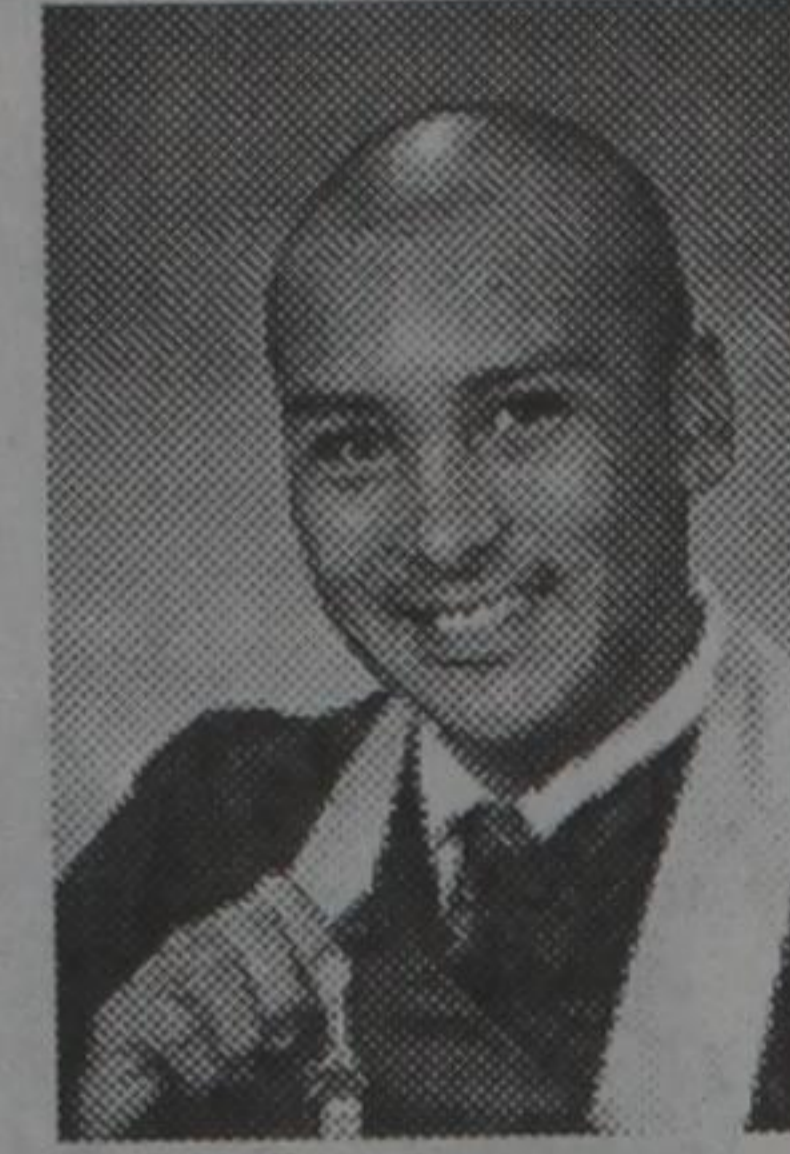
Christina Hidalgo



Marcelo Kuntz



Monique Licon



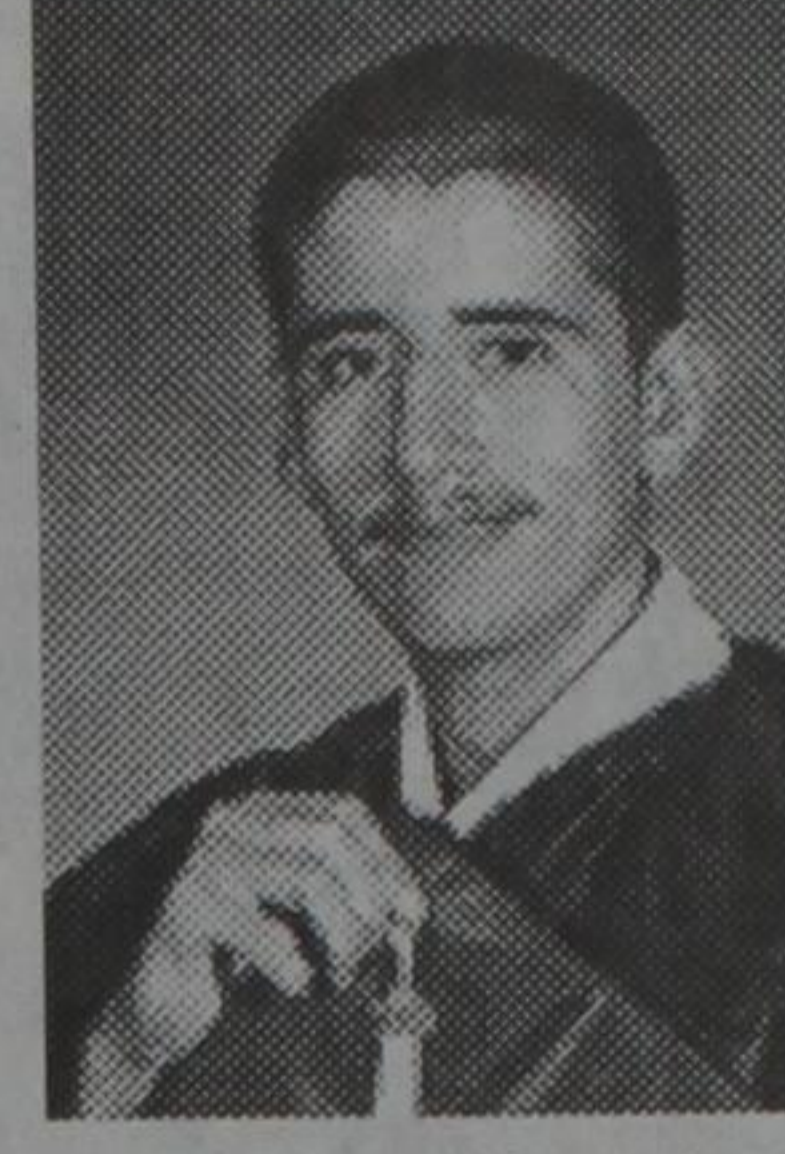
Justin Lopez



Joseph Lovato



Valentin Madrid



Ricky Maldonado



Christa Mancias



Greg Marin



Alexis Marquez



Jerry Marquez



Jennifer Martinez



Barbie Martinez



Crystal Martinez



David Martinez



Delshan Martinez



Gabriel Martinez



Jennifer Martinez



Jessica Martinez



Jonna Martinez



Justin Martinez



Manual Martinez



Marrassa Martinez



Rebecca Martinez



Robert Martinez



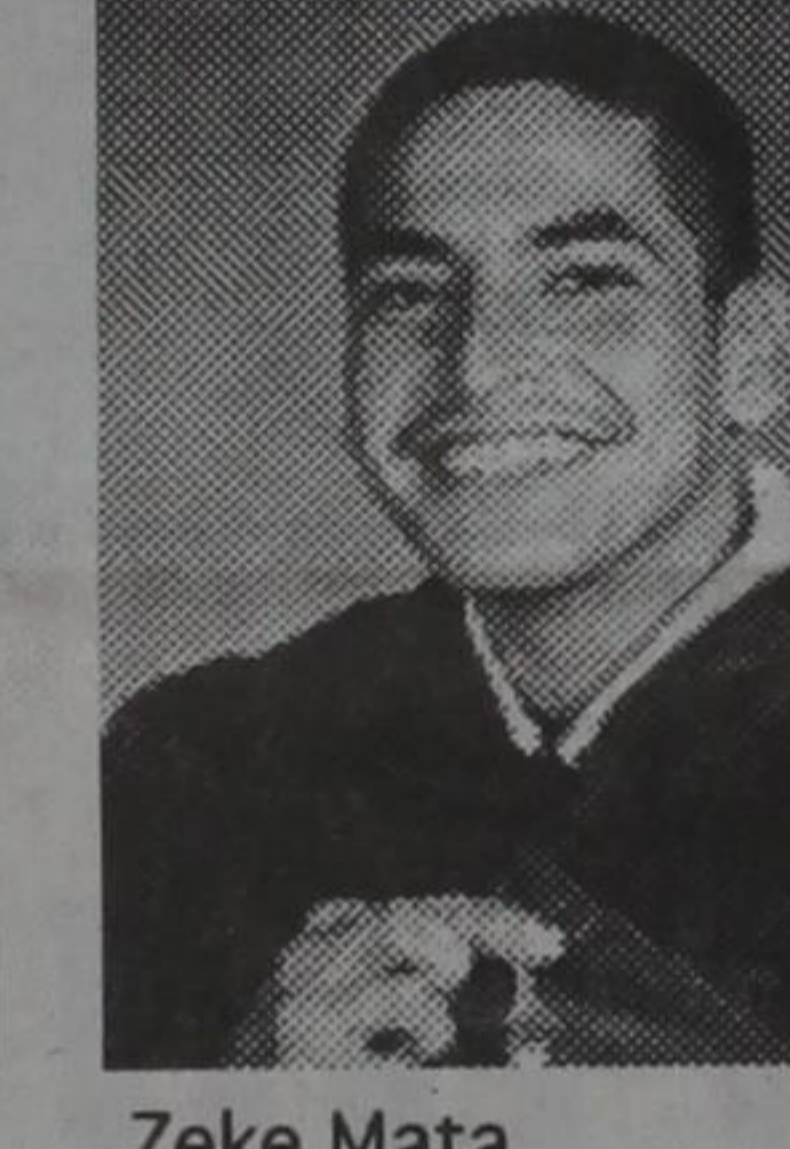
Salvador Martinez



Suelyn Martinez



Angie Mata



Zeke Mata



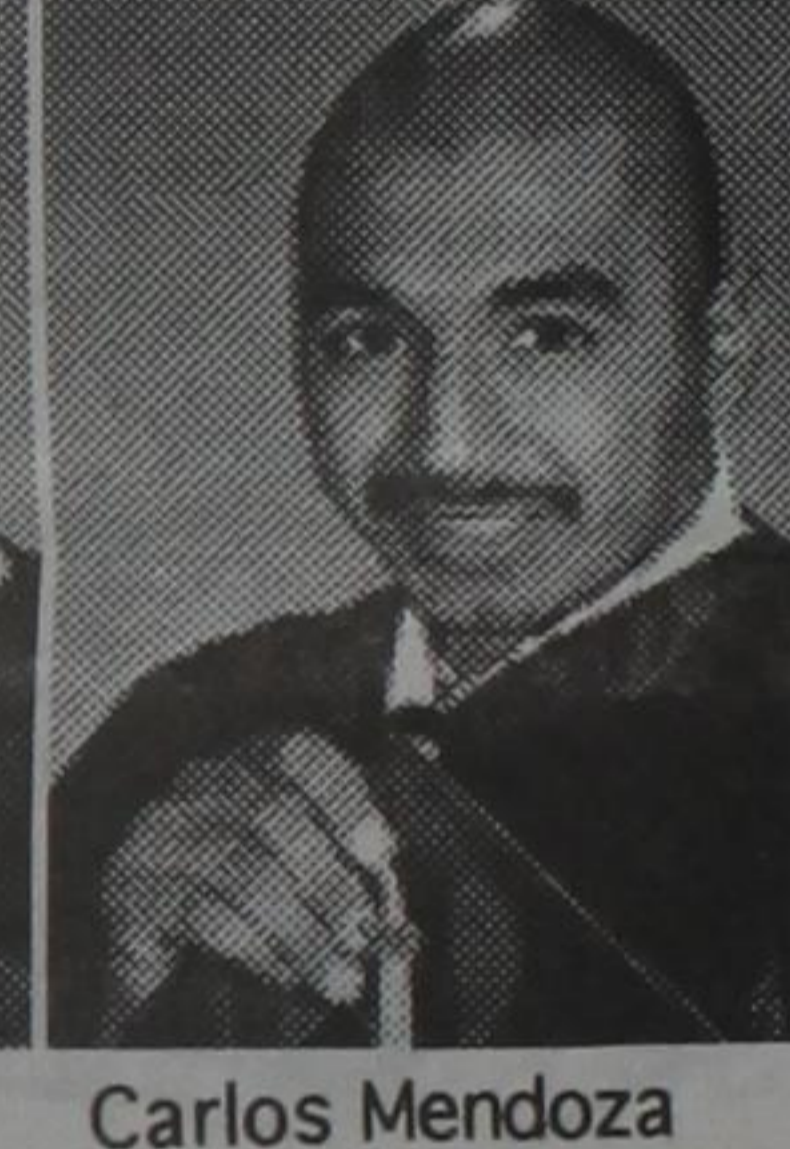
Margarita Medina



Vanessa Medina



Jesse Mendez



Carlos Mendoza



Hilda Mermea



Leonard Mojica



Selina Montez



Debra Moreno



Roxann Morin



Santatana Morin



Delrio Mullen



Jason Nava



Christie Nunez



Valerie Olivarez



Raynessia Oliver



Adam Ontiberoz



Irma Orosco



Ricky Orosco



Adrian Orta



Alexander Padron



Moni Pauda



Ashley Pena



Elizabeth Pena



Gabriel Pena



Arturo Perez



Michelle Perez



Andrianna Pesina



Jeanna Ponciano



Matt Porras



Felicia Ramirez



Lori Ramirez



Ronnie Ramirez



Cody Ramos



Audry Reyes



Cynthia Rios



Carlos Rocha

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Adam Rodriguez



Myra Rodriguez



James Saenz



Sigi Saenz



Elise Salas



Jonathan Salazar



Nicolas Salazar



Jonathan Sanchez



Christina Santiago



Audrey Sendejo



Orly Shturman



Bryan Sosa



James Sqenz



Frank Tijerina



Jennifer Torres



Seth Torres



Shannon Torrez



Hilbert Trevino



Jose Vasquez



Marissa Vasquez



Stephanie Vasquez



Jessica Vermillion



Marcia Villarreal



Marie Villarreal



Nikkie Vitela



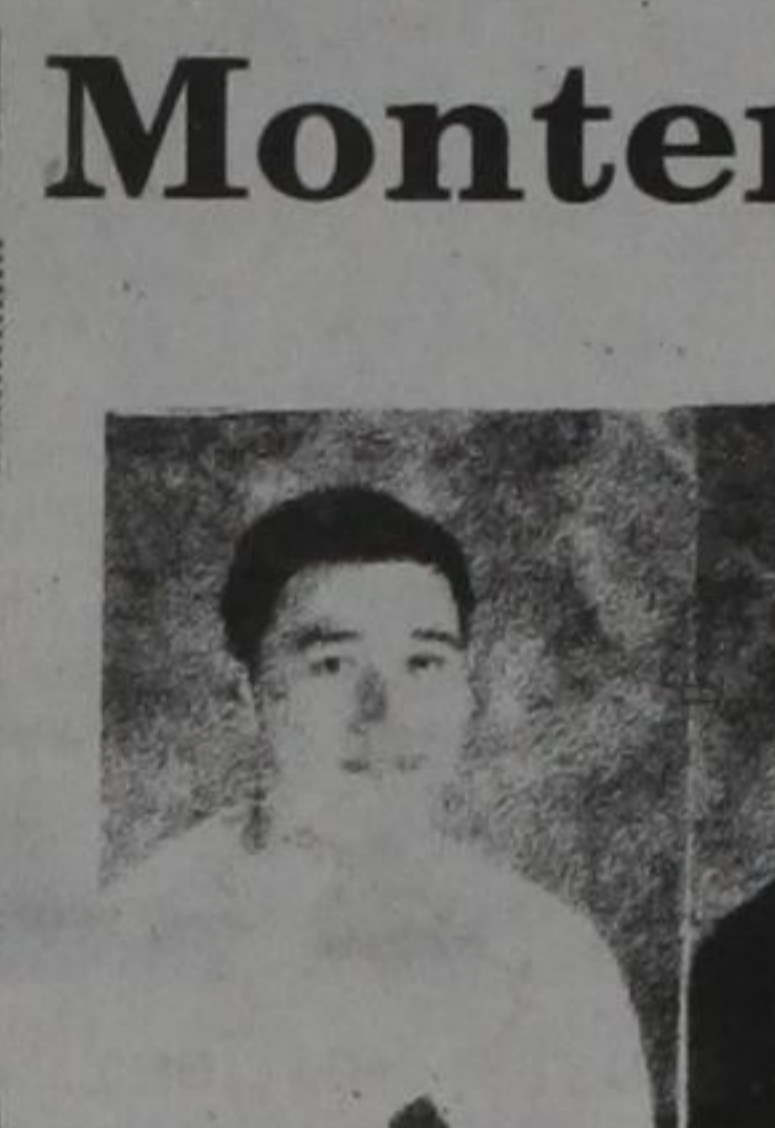
Barbara Wilson



Anthony Zuniga



Pete Zuniga



Nikolas Elias



Bentura Flores



John Flores



Chris Galanos



Victor Gallegos

## Monterey High School Seniors



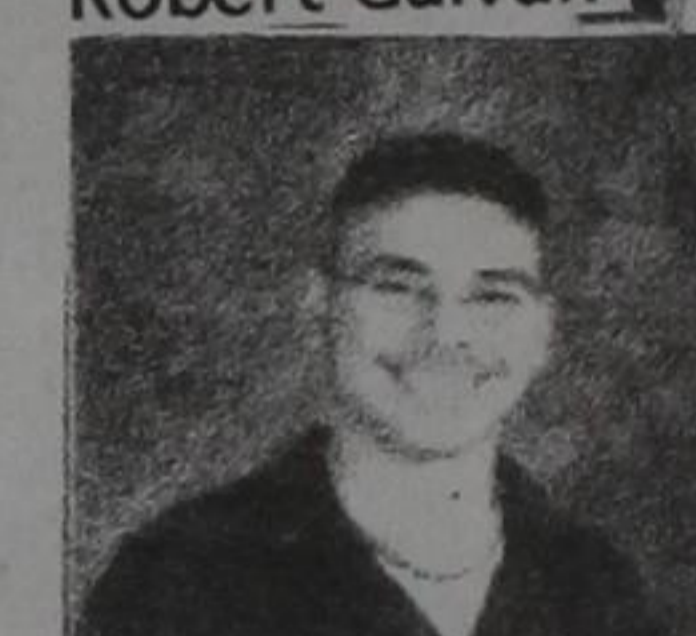
Robert Galvan



Andrea Garcia



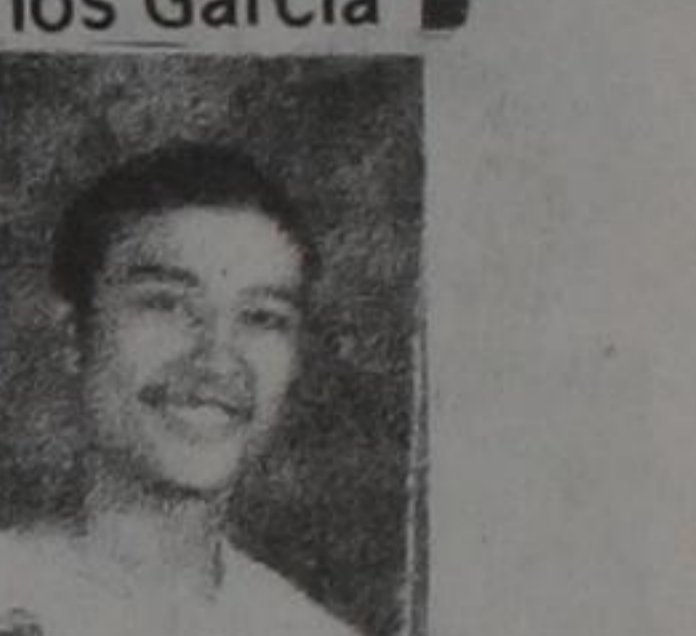
Carlos Garcia



Gabriel Garcia



Rachel Gardea



Fabian Gonzales



Justin Garza



Lisa Garza



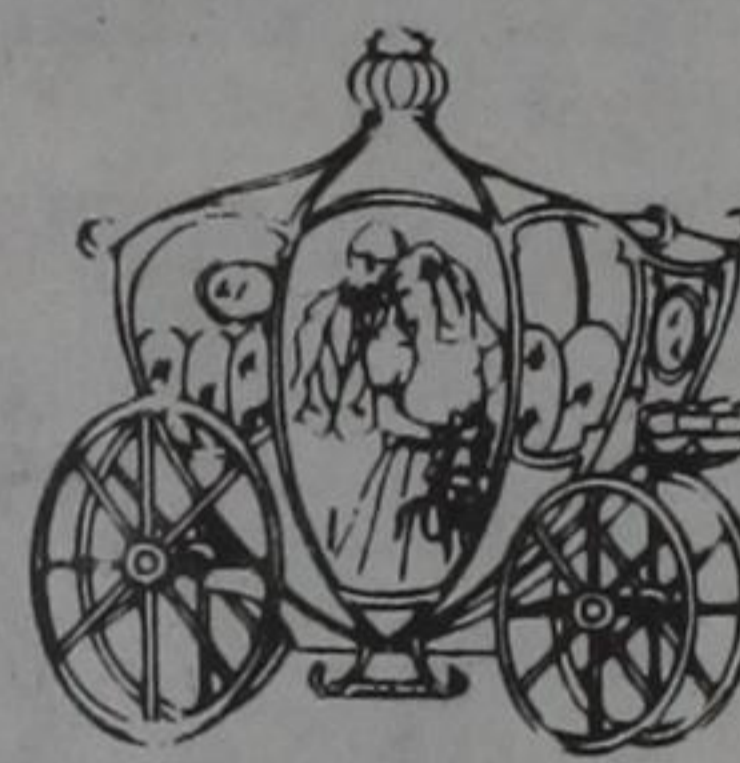
Laura Gonzales

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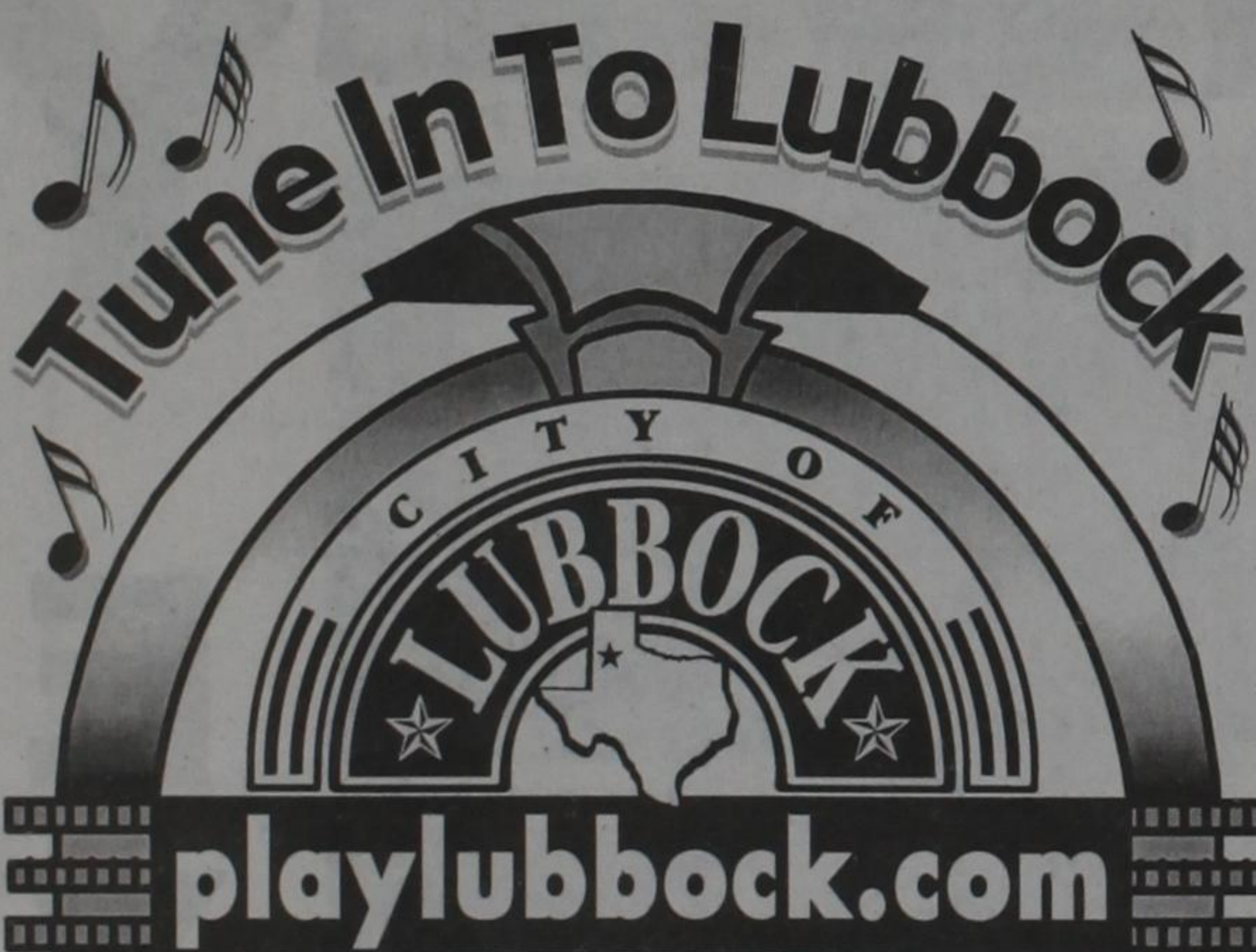


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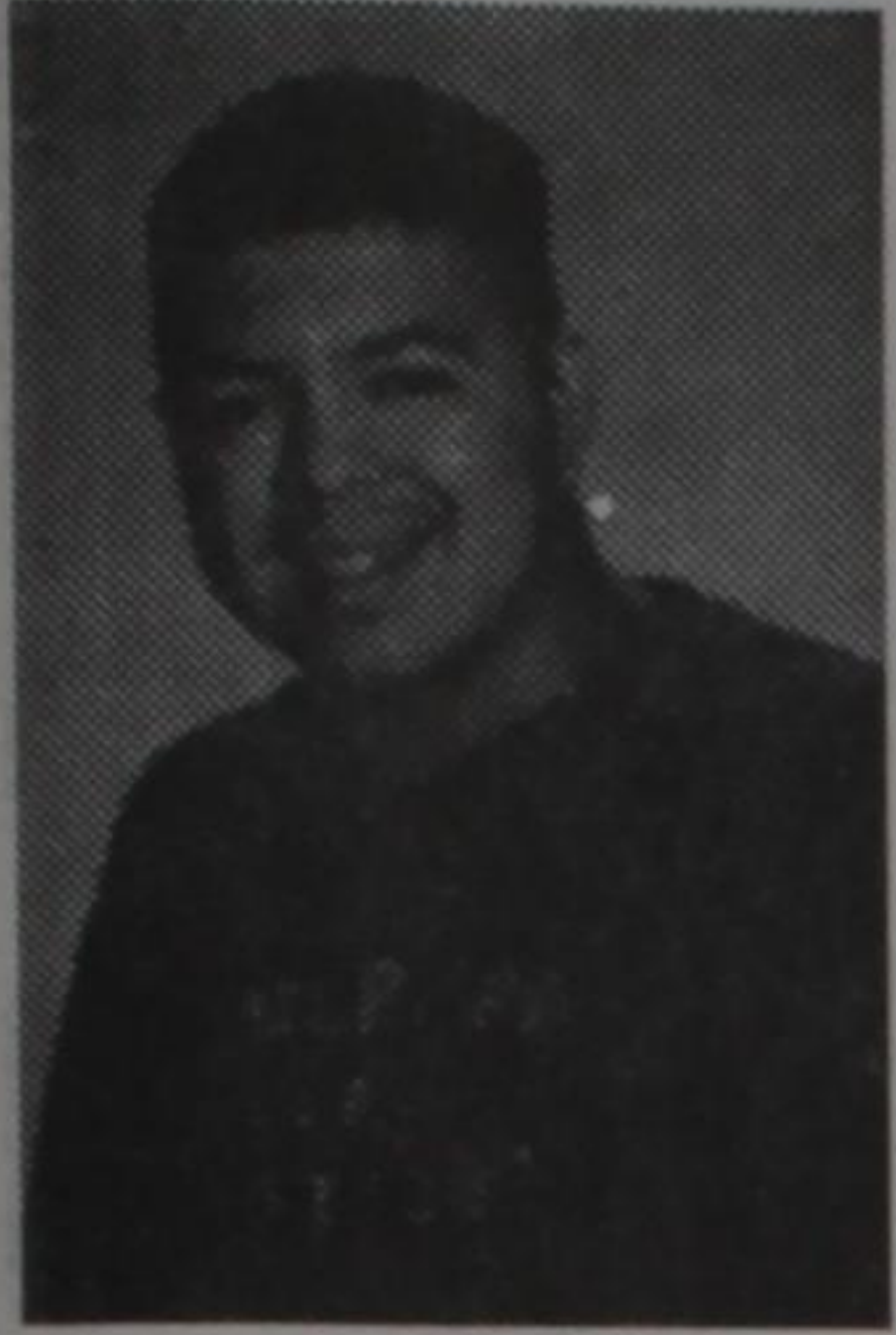
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playlubbock information.

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Bo Balero



Rachel Betancur



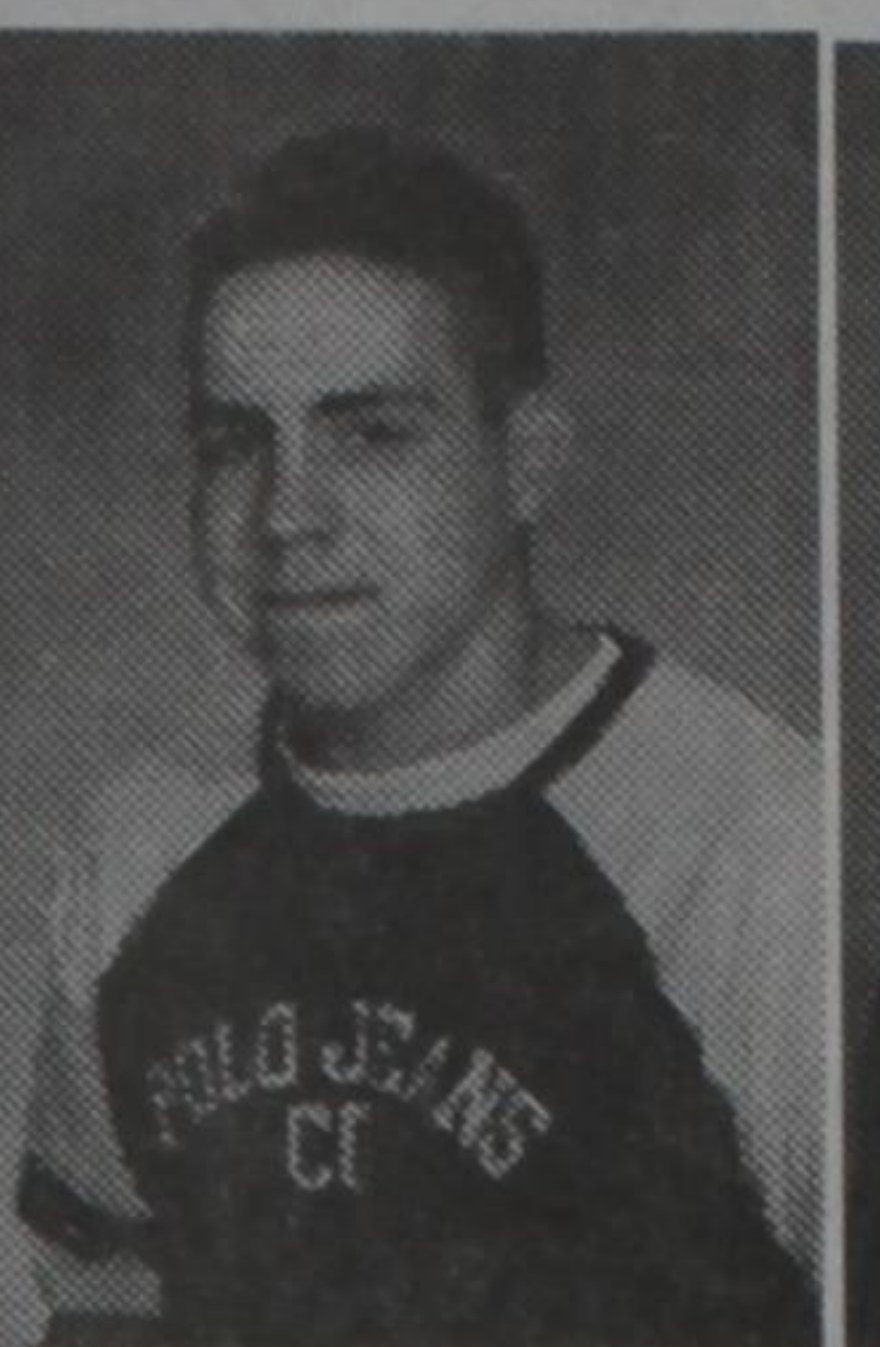
Heather Barron



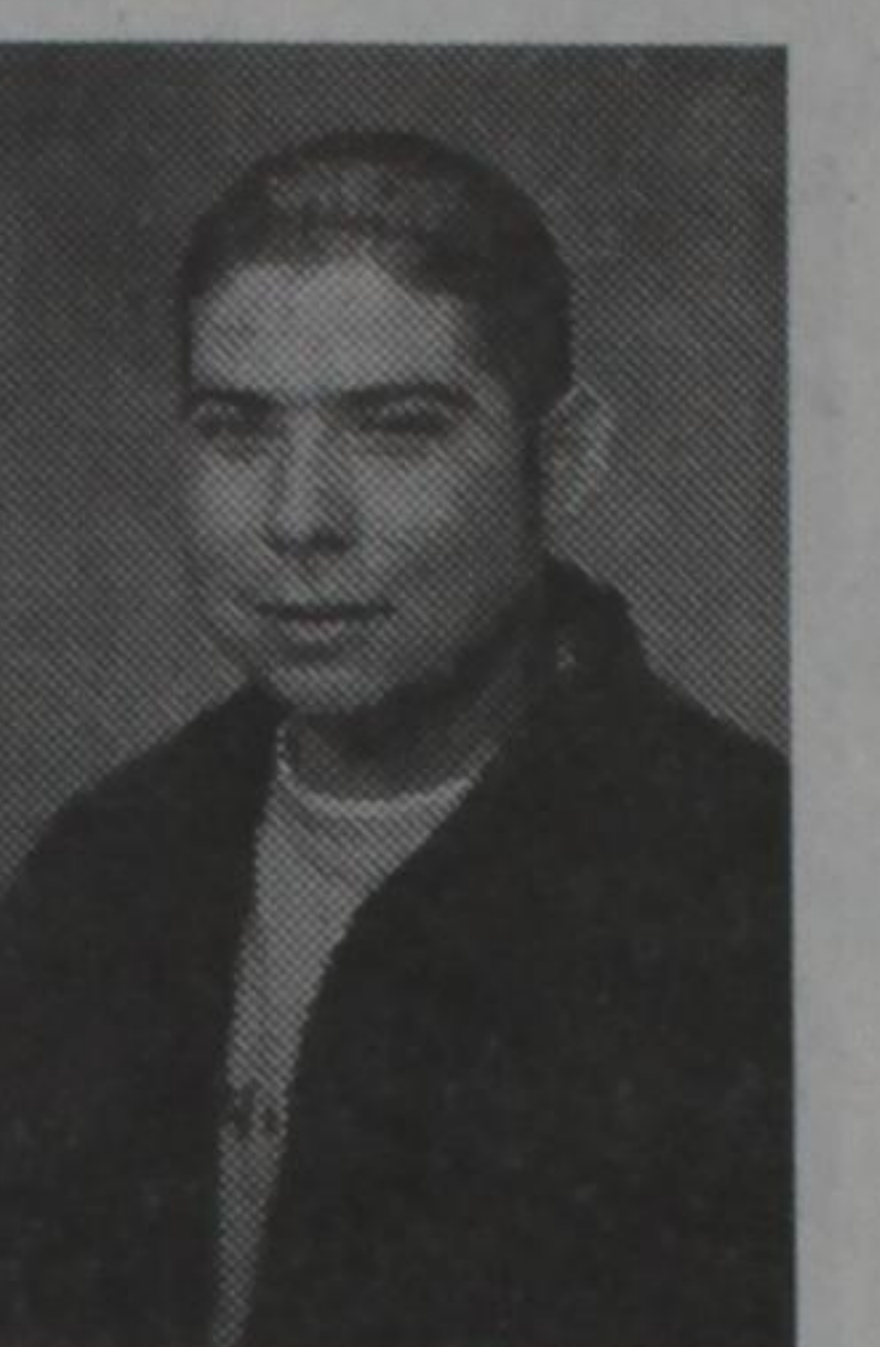
Chris Buenrastra



Rocky Compean



Nick Cummings



Eric Constanancio



Priscilla Cortes



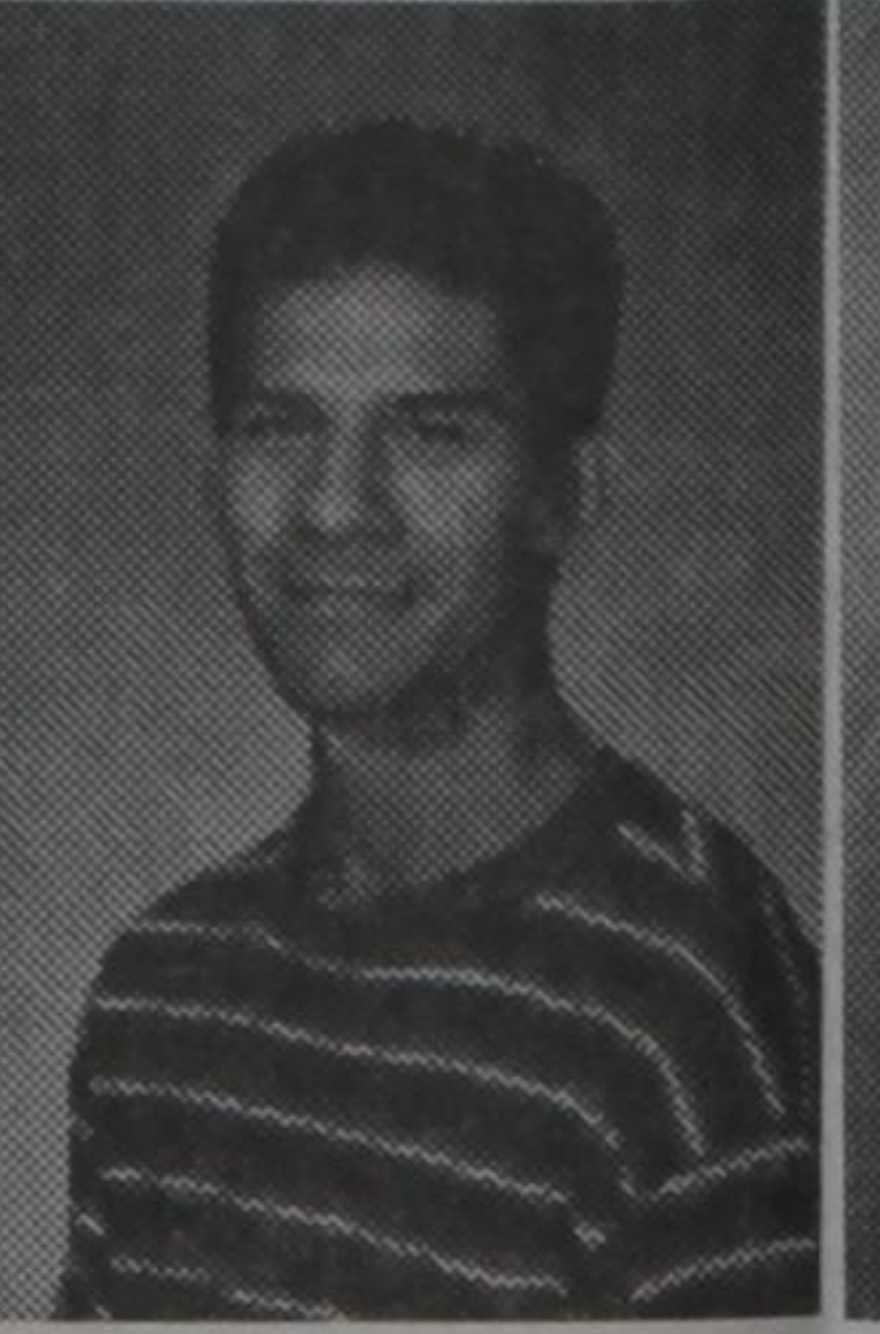
Juanita Cortes



Lisa Comacho



Rebecca Cardona



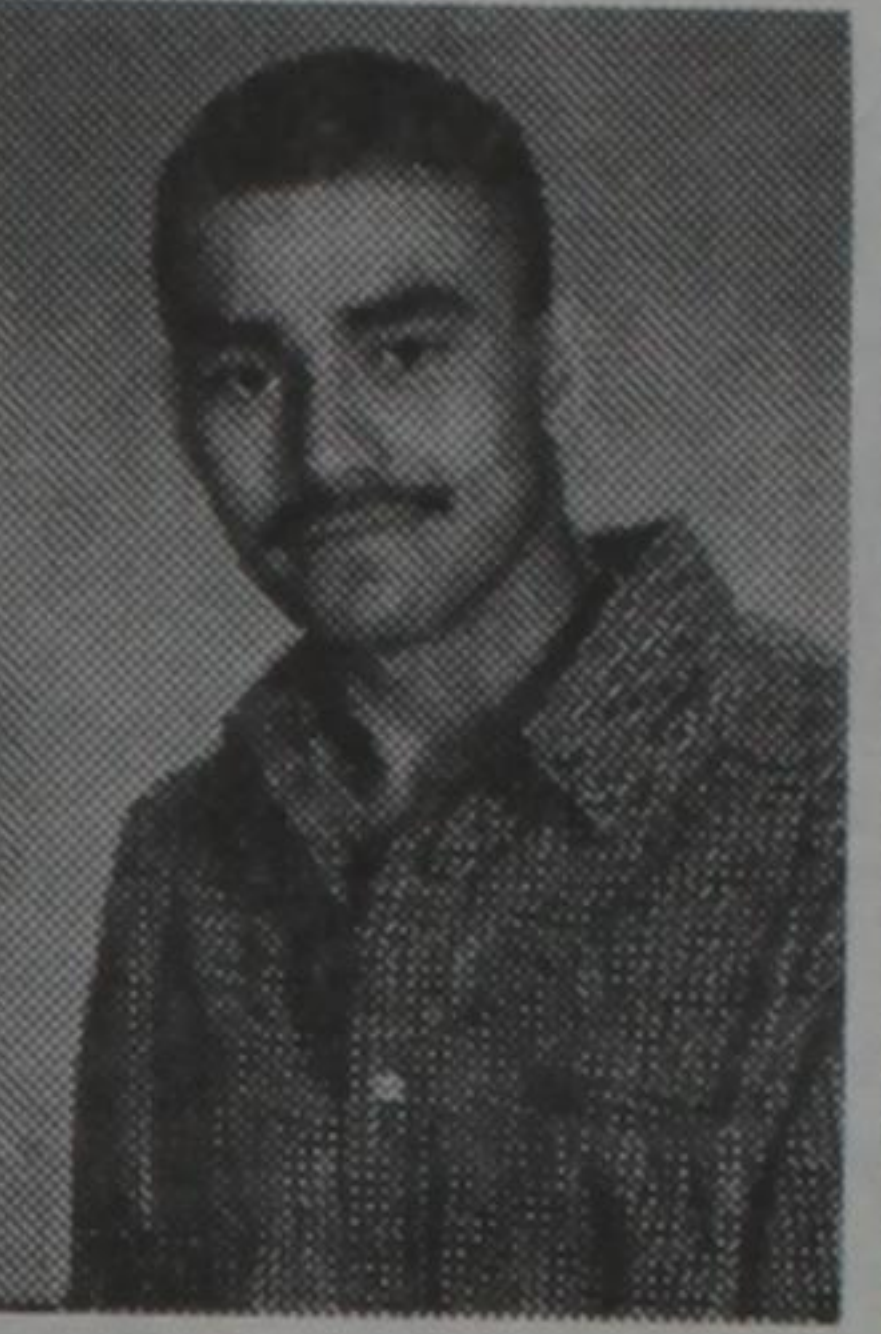
Tim Casarez



Jessica Castro



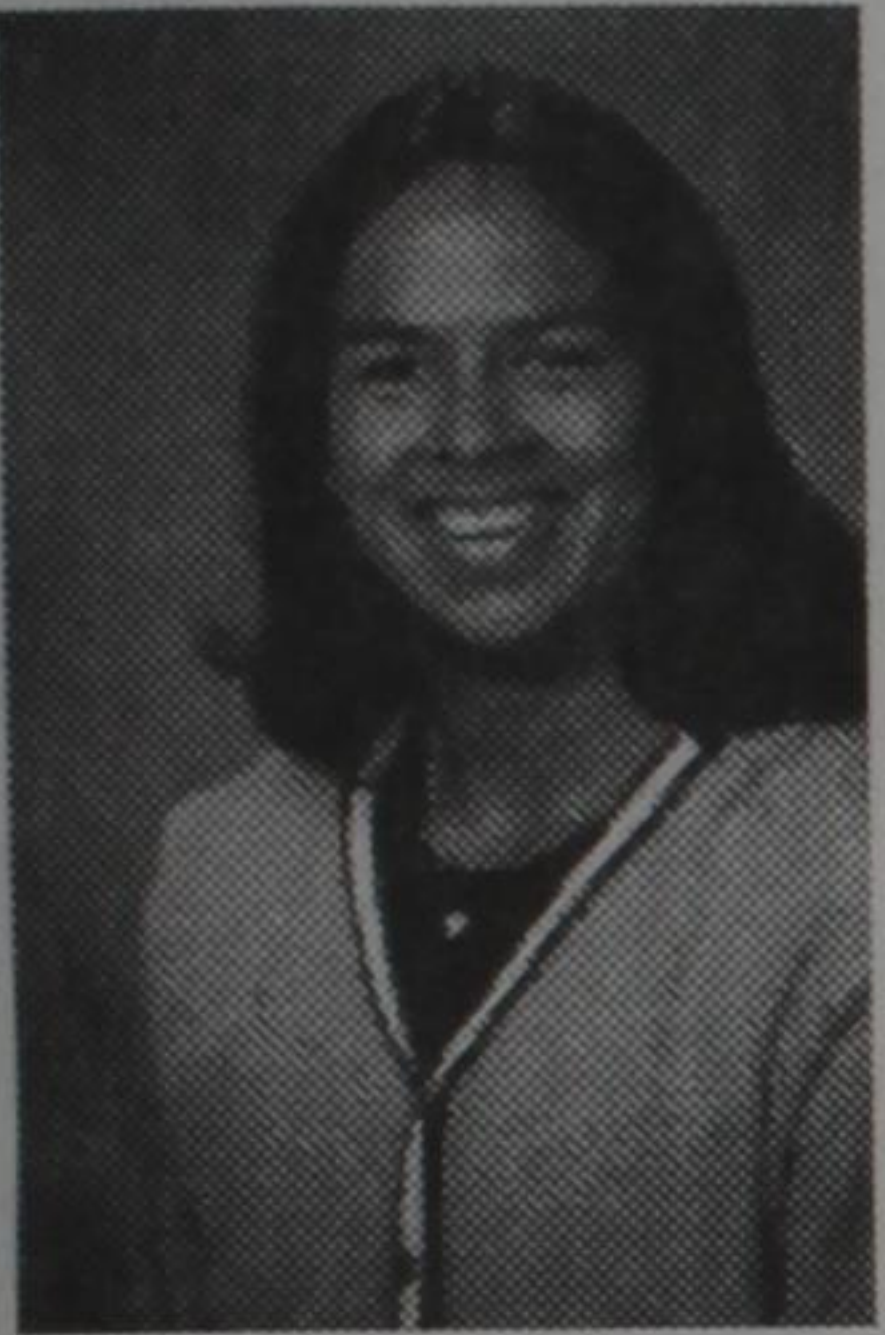
Amanda Cavazos



Sammy Delgado



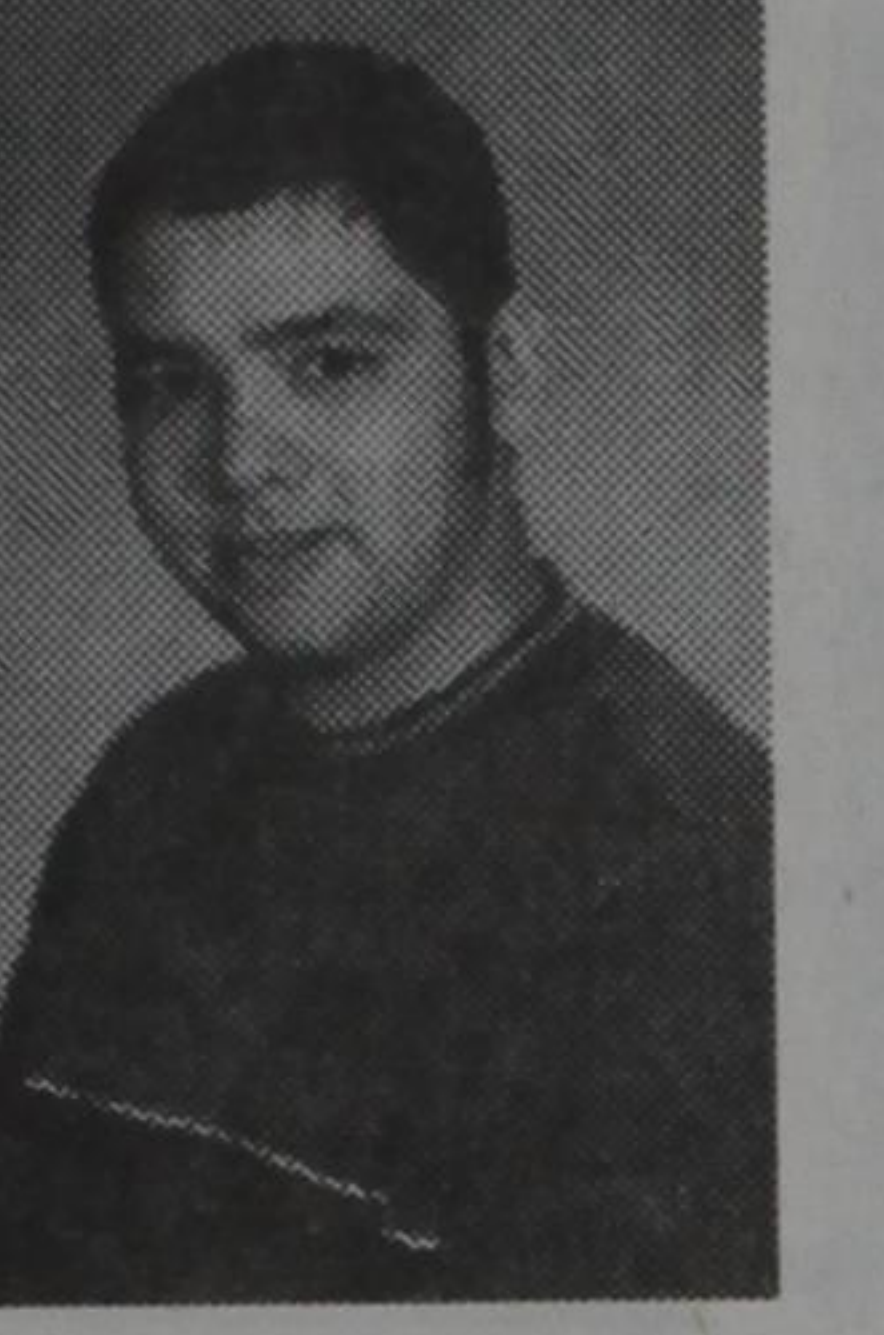
Candace Dillon



Josai Ferricho



Isabel Flores



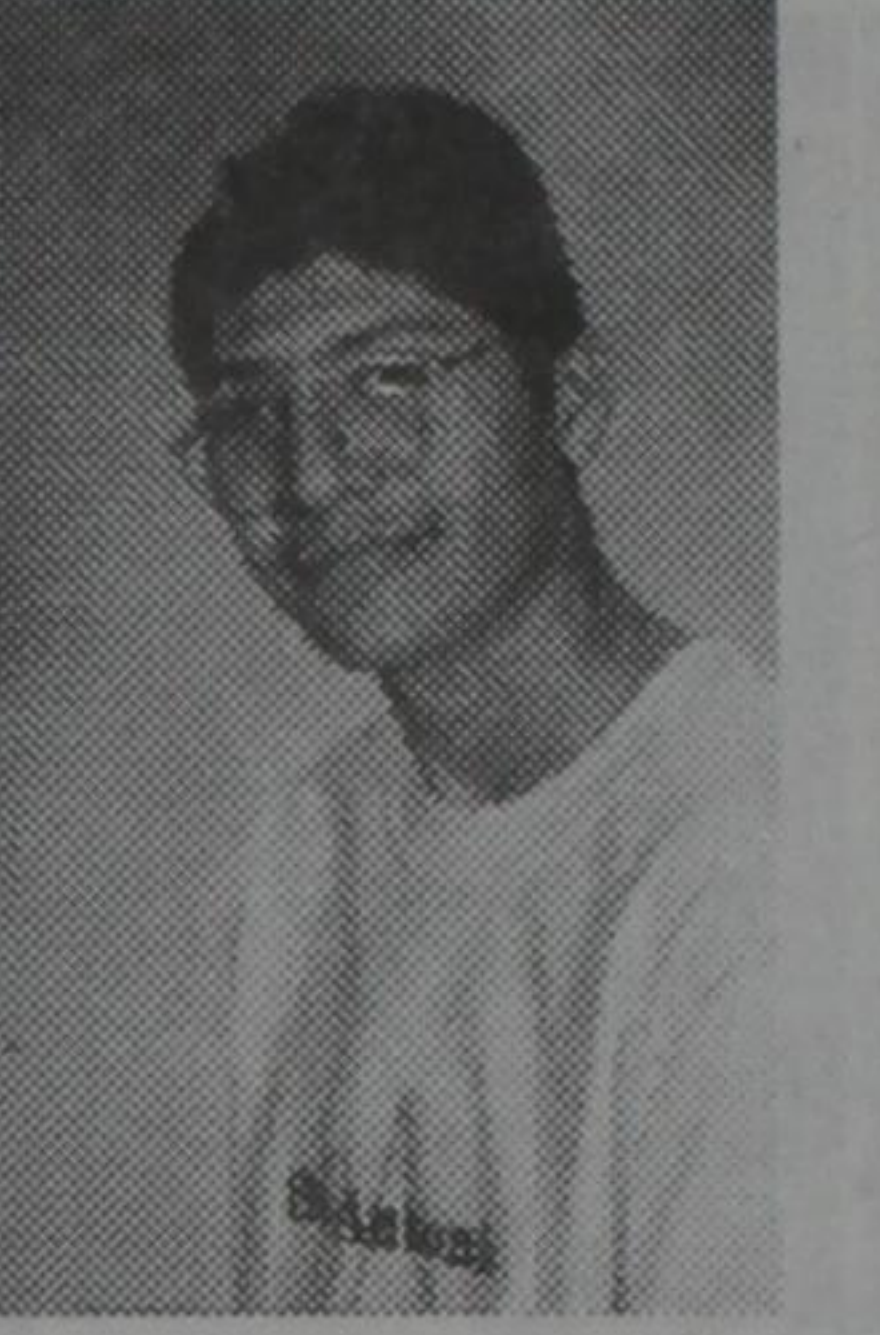
Zach Flores



Nicholas Franco



Olivia Gutierrez



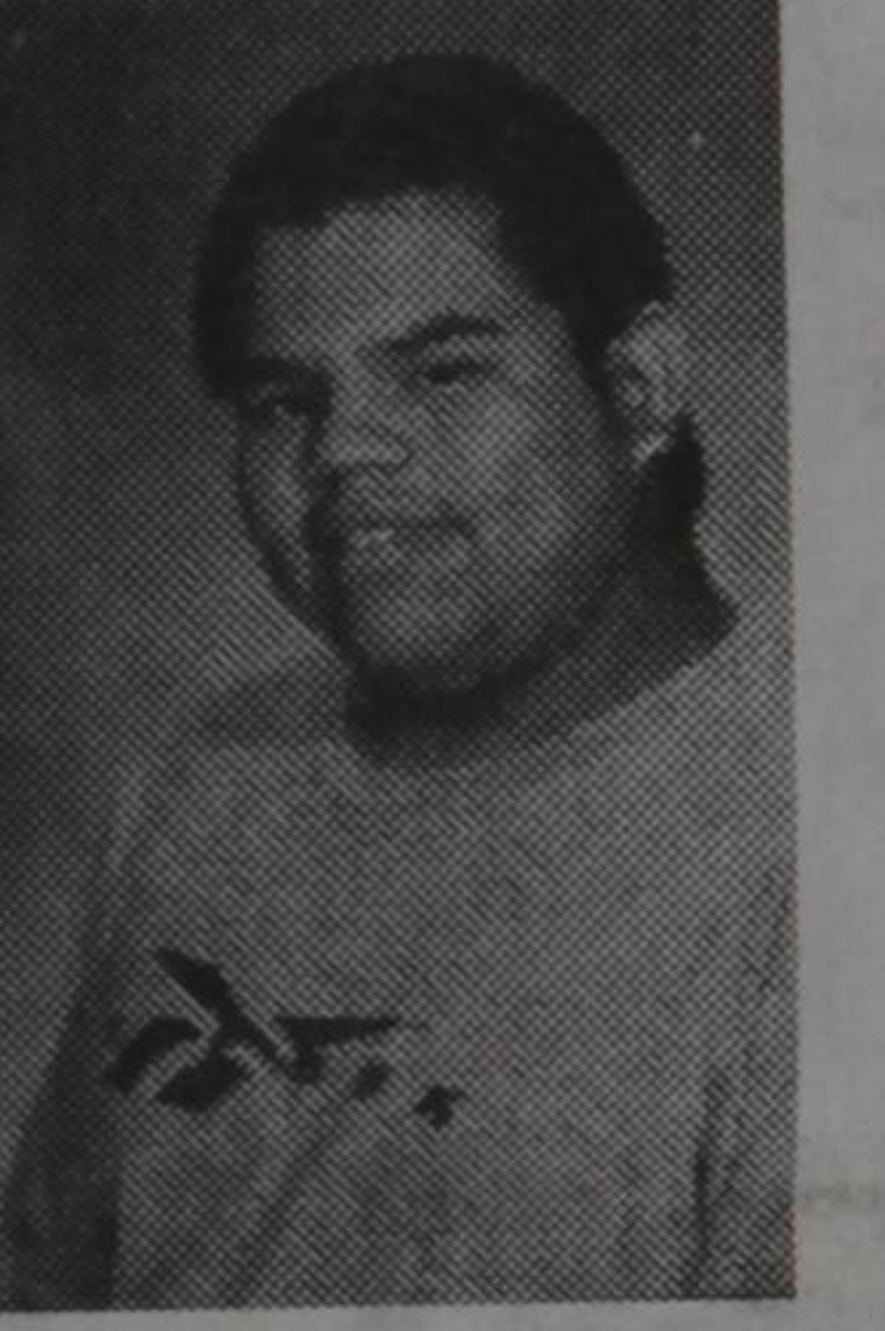
Nicholas Guzman



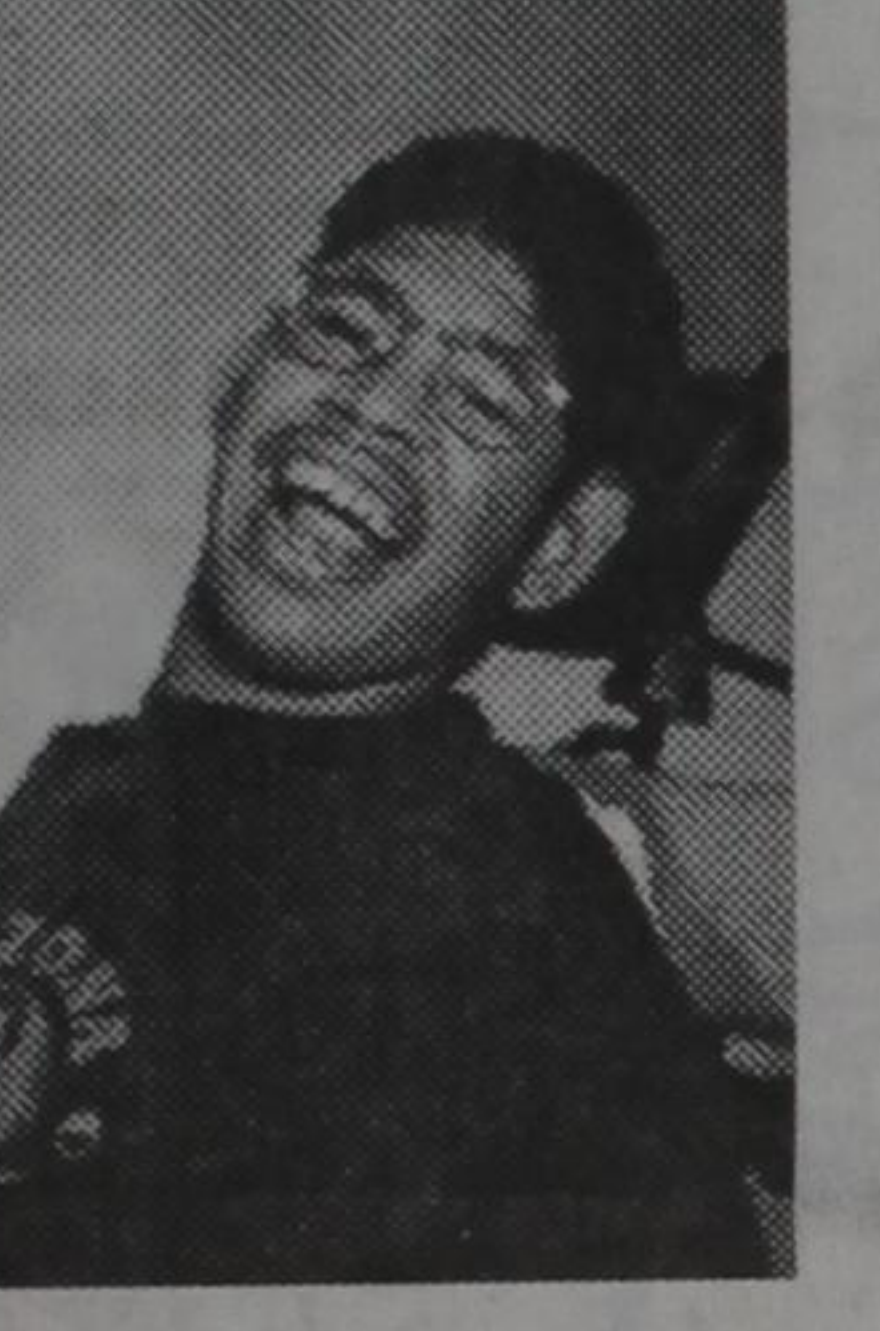
Debbie Galicia



Leticia Garza



Samuel Guajardo



Alvin Hall



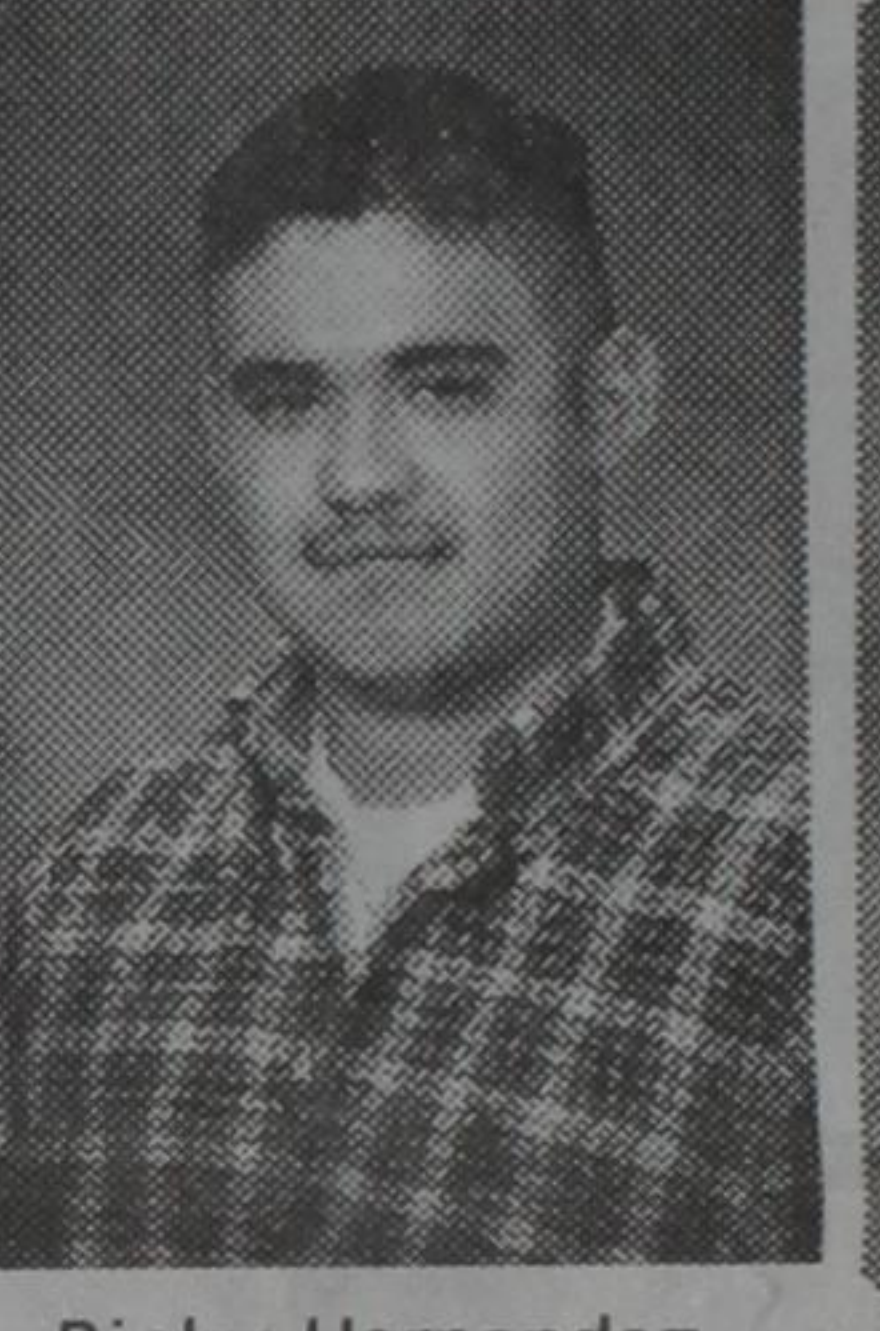
Crystal Hernandez



Janessa Hernandez



Pilar Hernandez



Ricky Hernandez



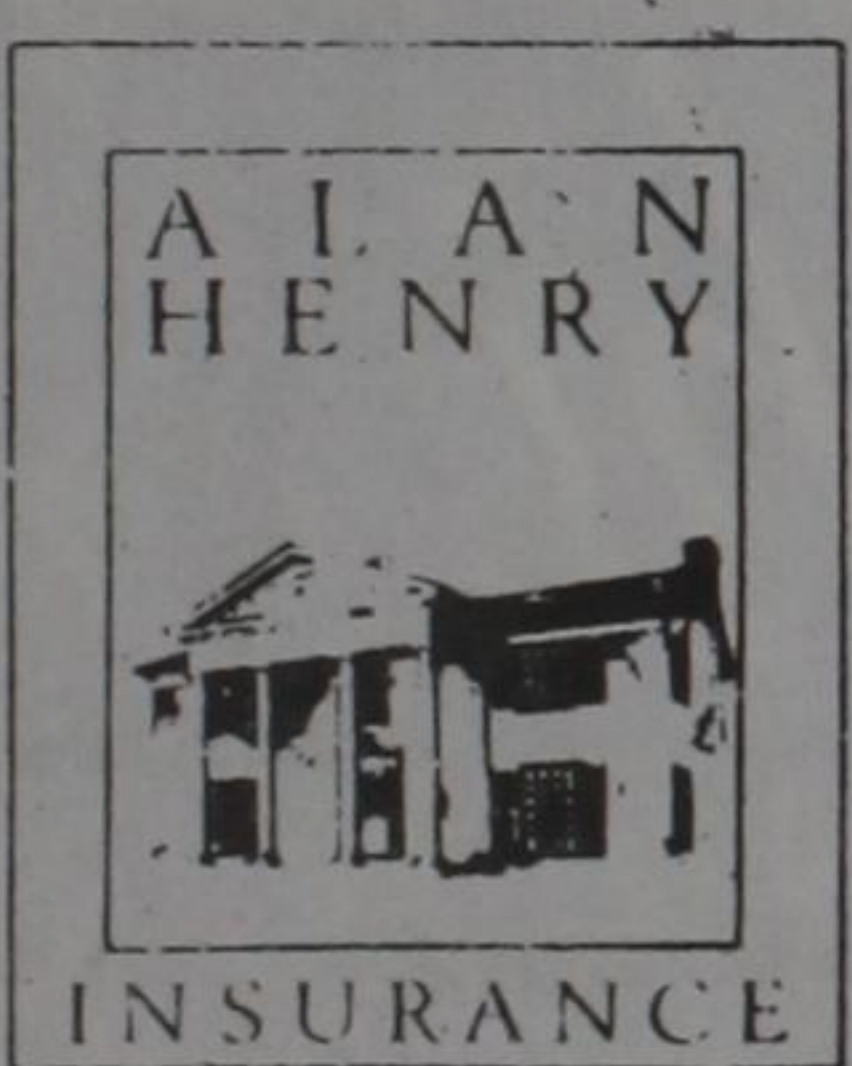
Bambi Kitchens



Jennifer Lara

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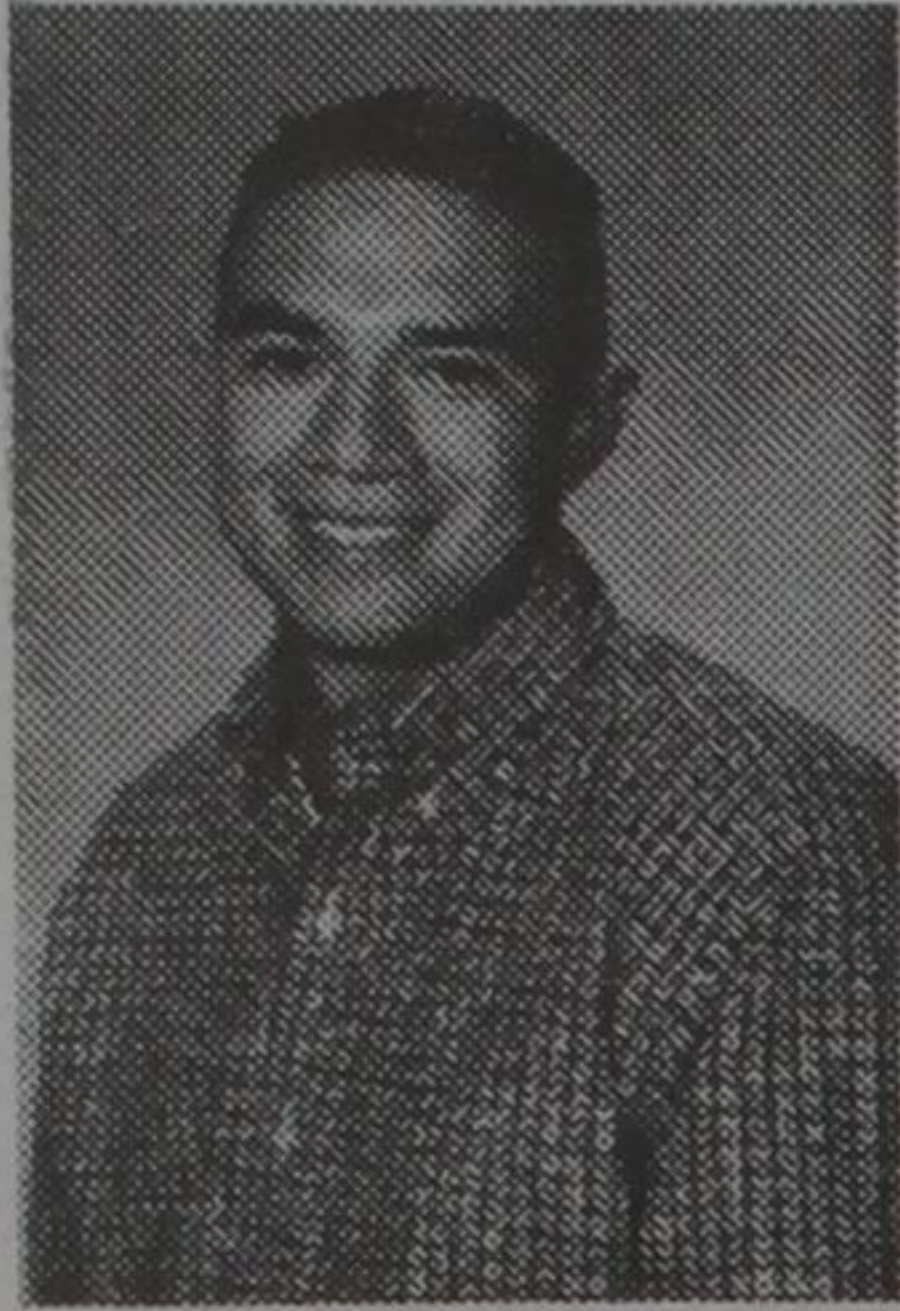
"Right Size To Be Friendly"



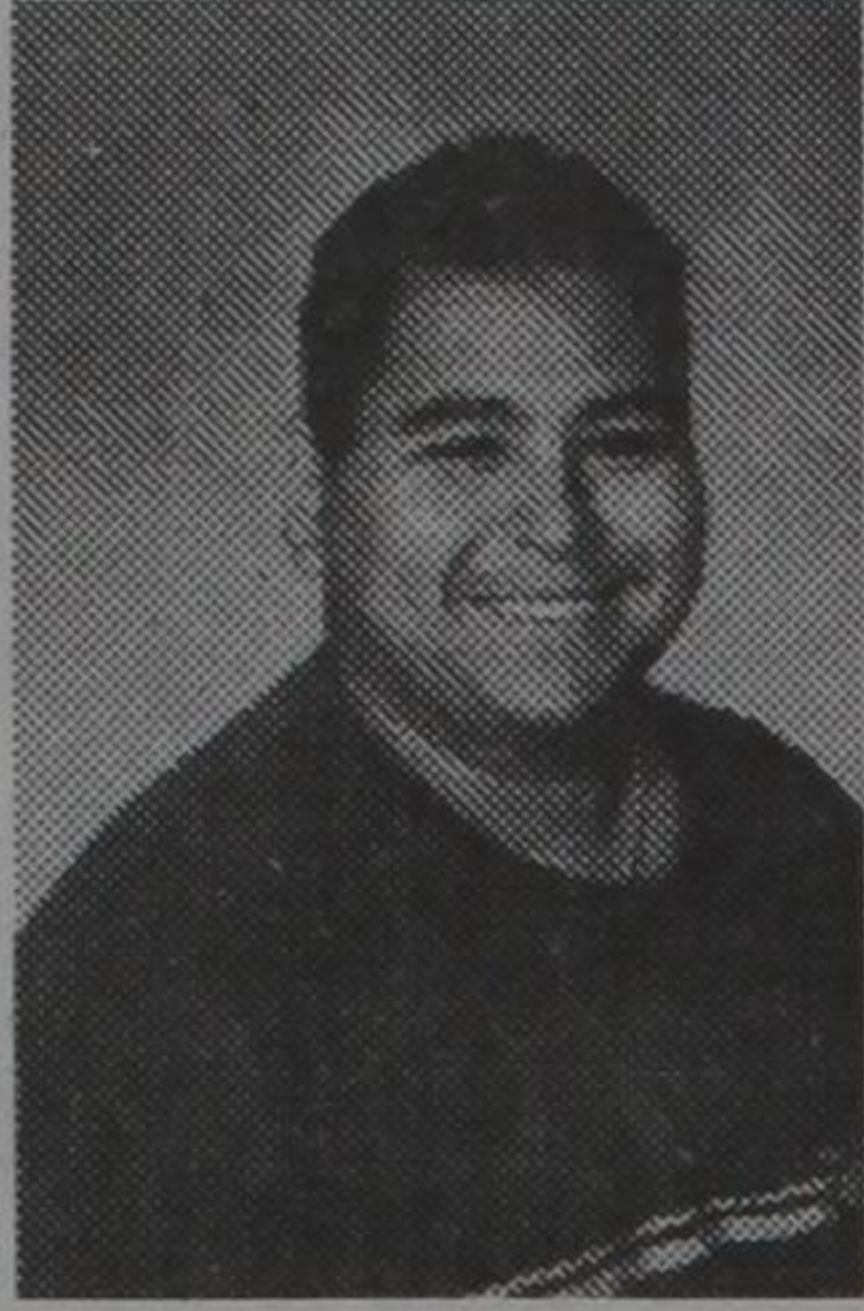
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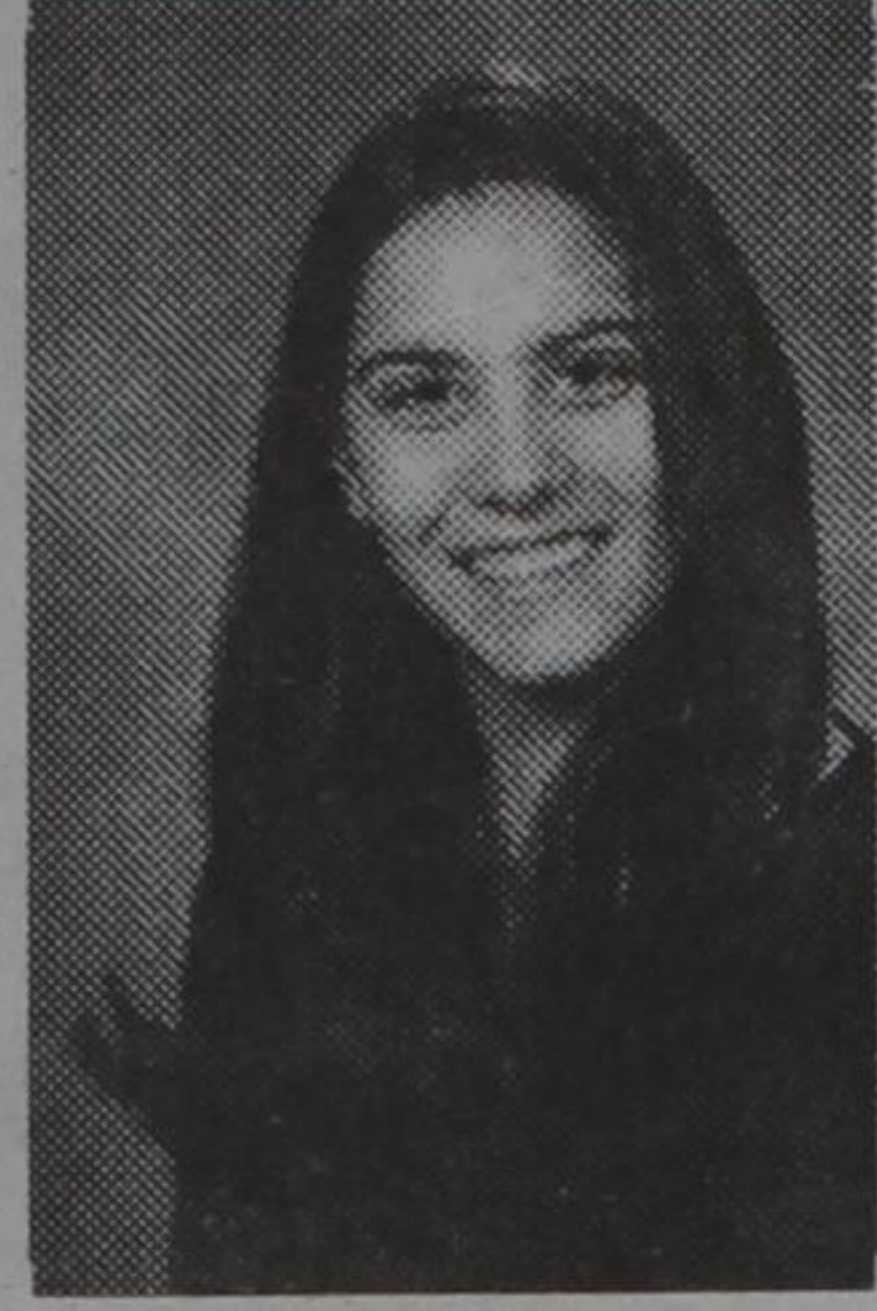
# Coronado High School Seniors



Joseph Llanas



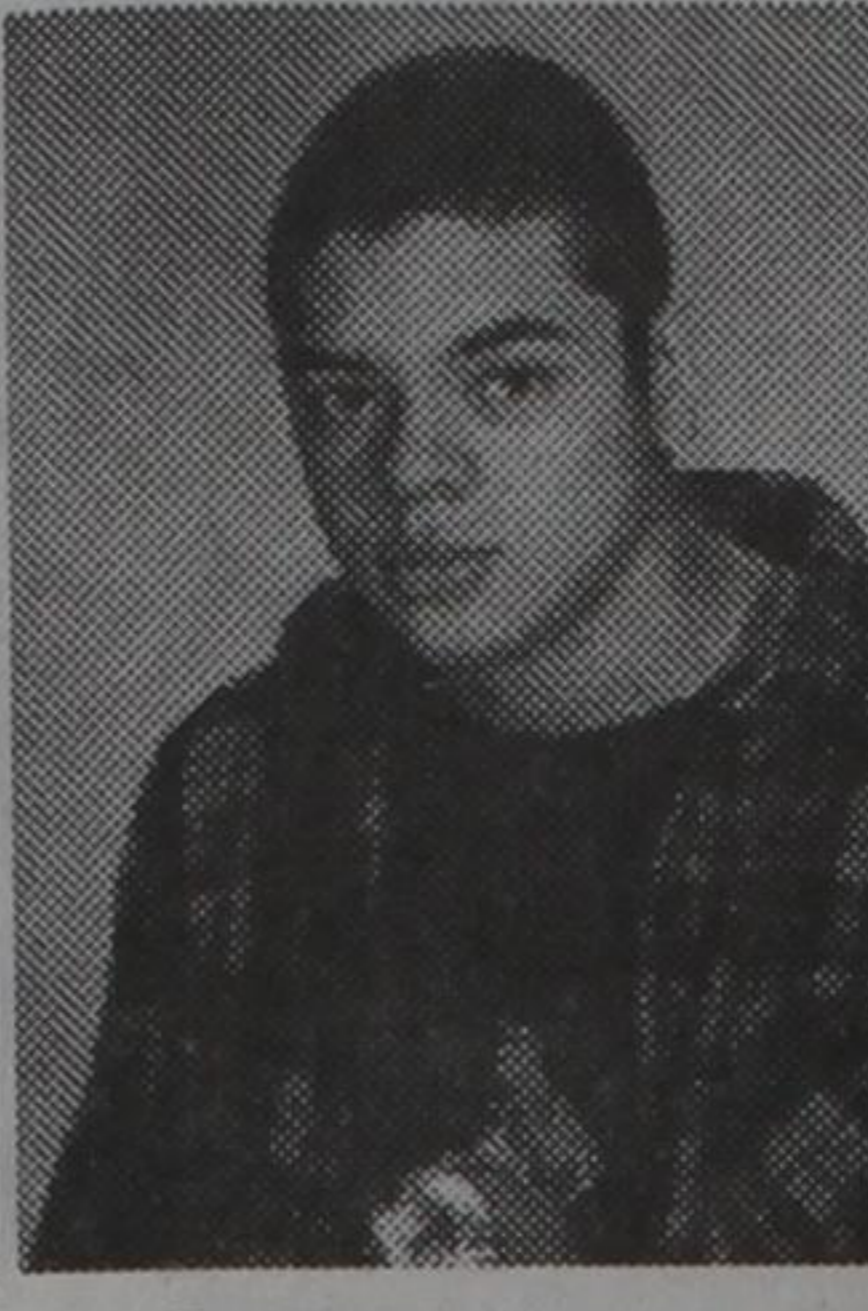
Anthony Lopez



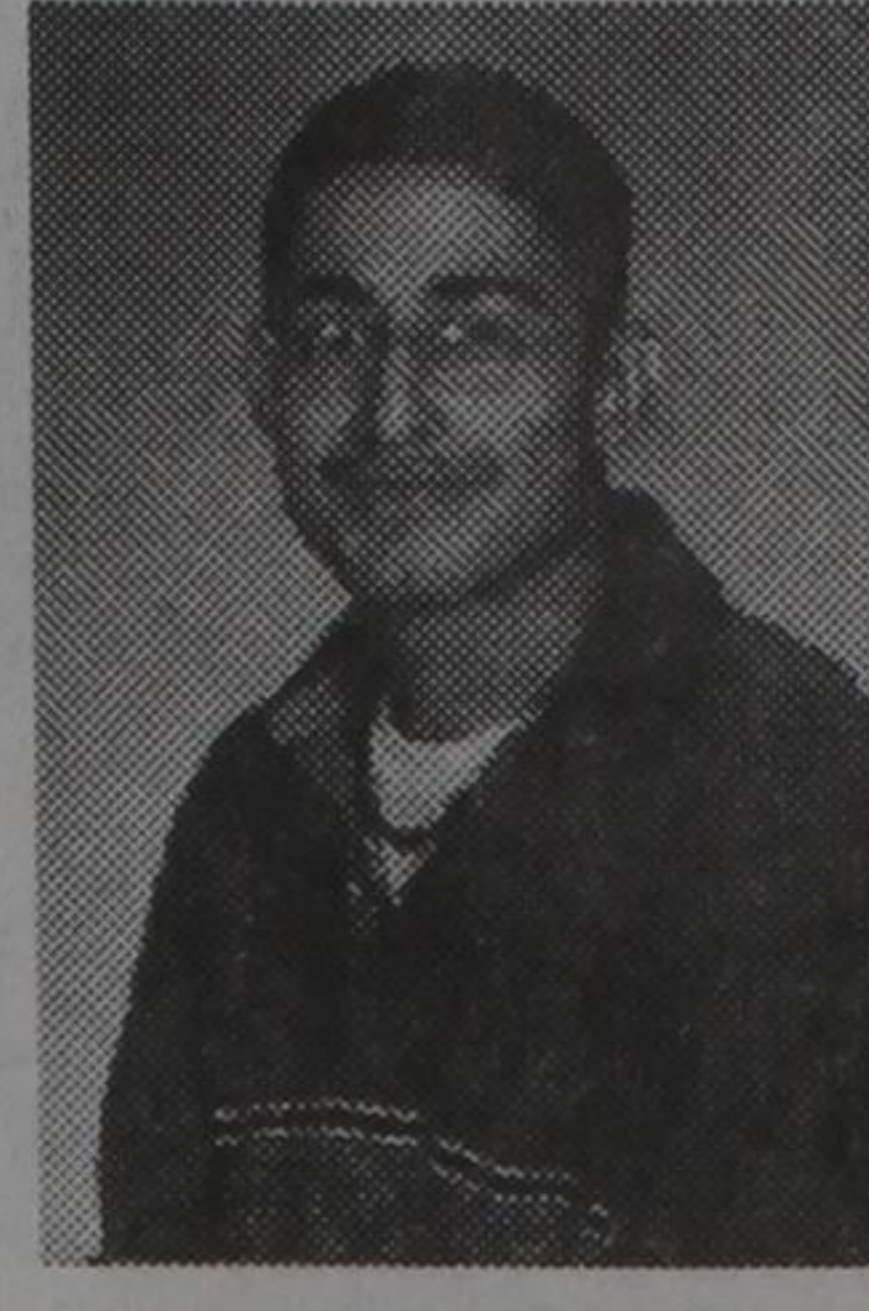
Valerie Lopez



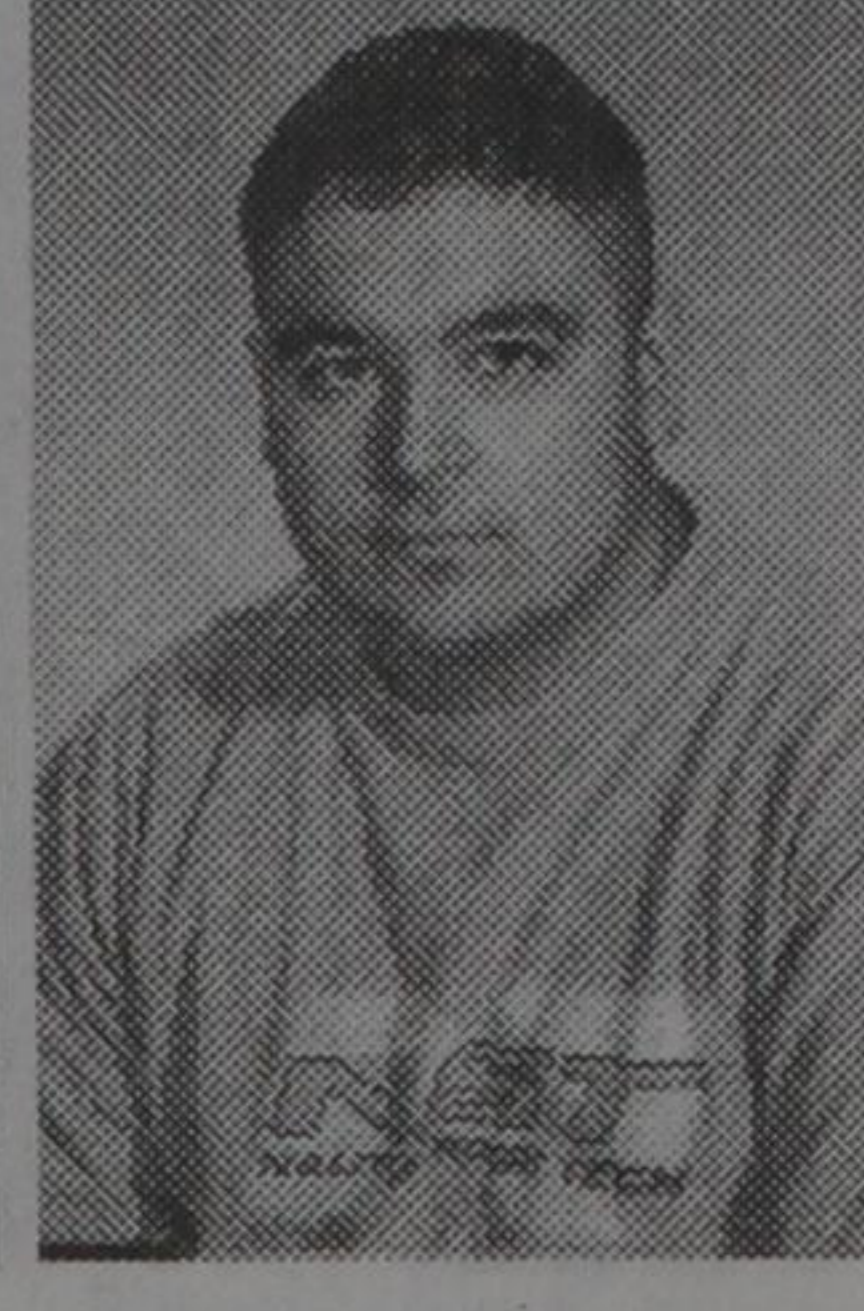
Deriree Mol



Steven Moralez



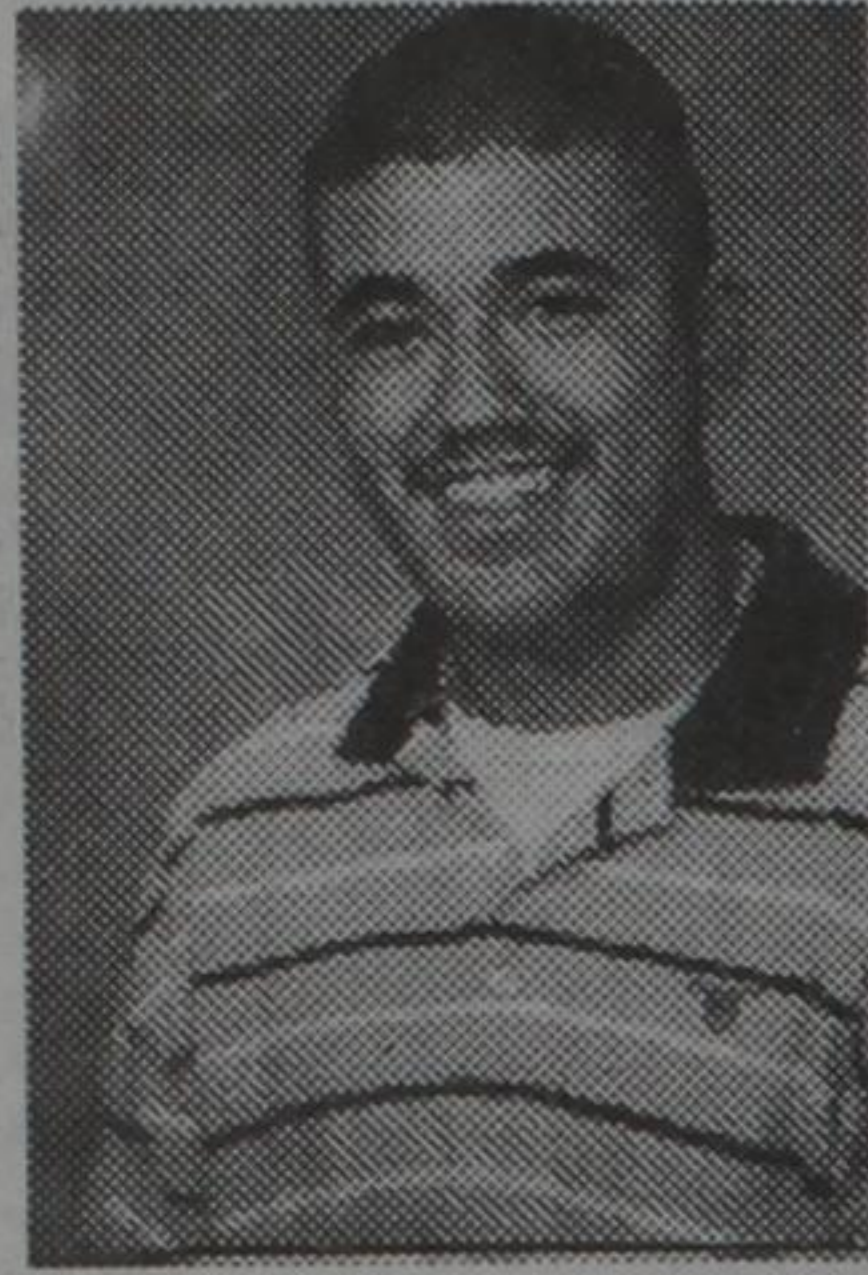
James Morin



Armando Perez



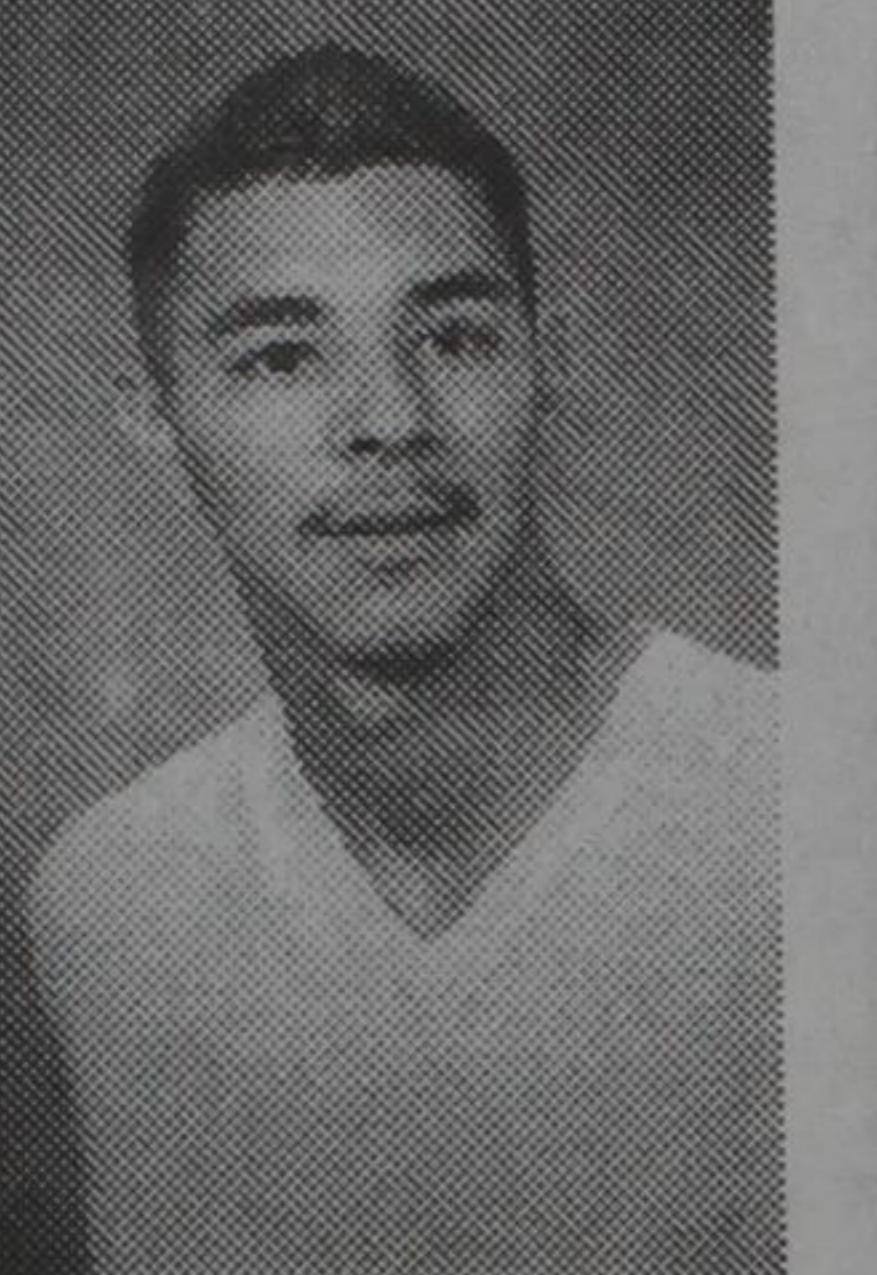
Gina Perez



Michael Perez



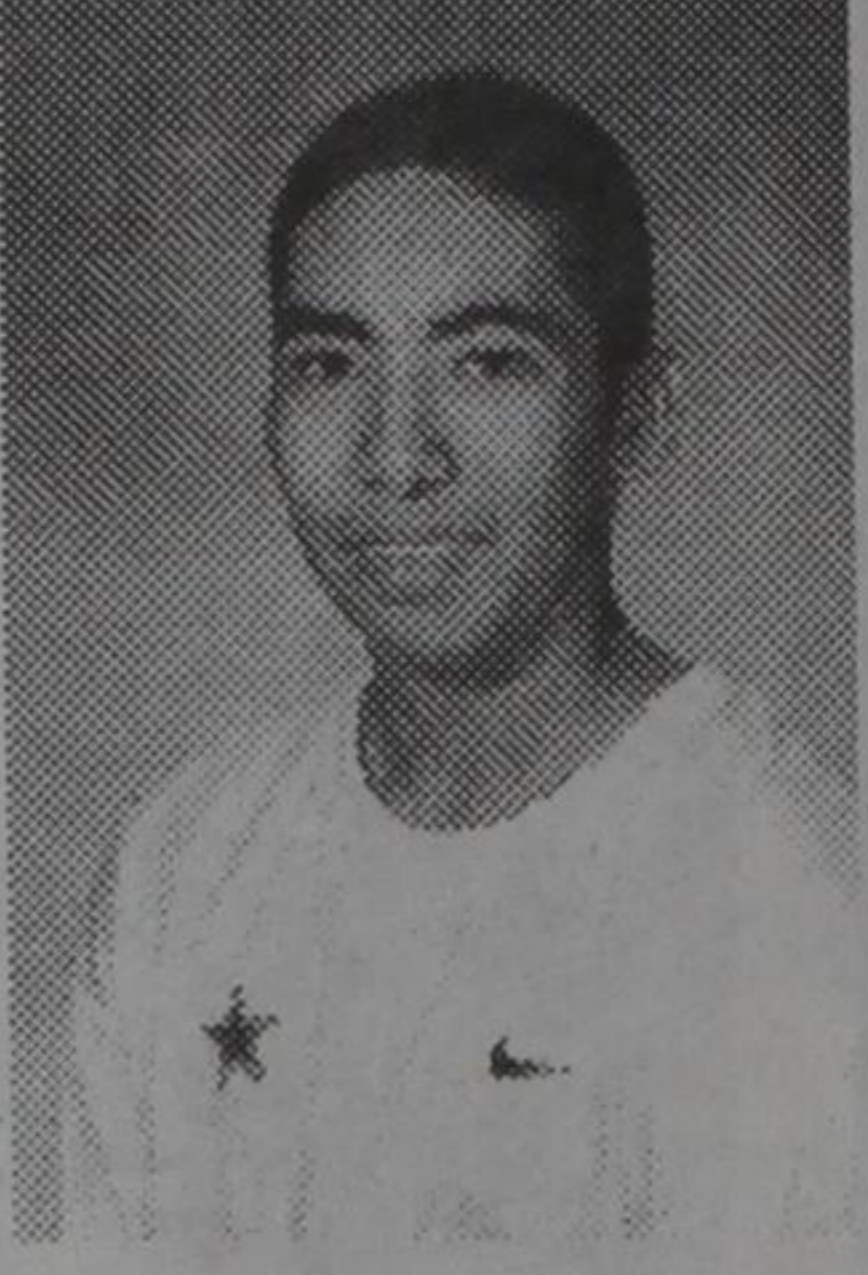
Krystal Pizaña



Ernest Prieto



Minerva Quesada



James Ramirez



Stephanie Ramirez



John Ramirez



Veronica Reyes



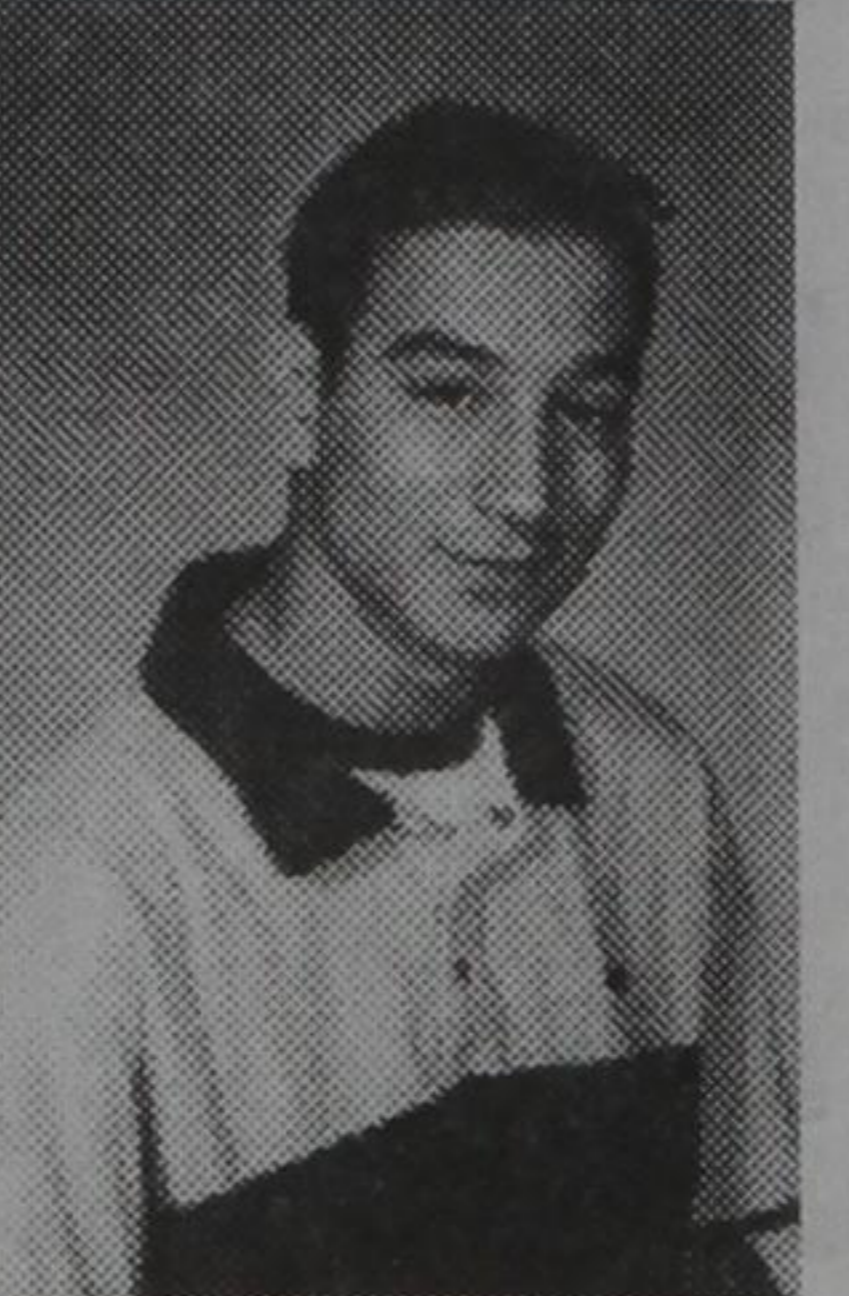
Marisa Rodriguez



Lisa Rodriguez



Wendy Ruiz



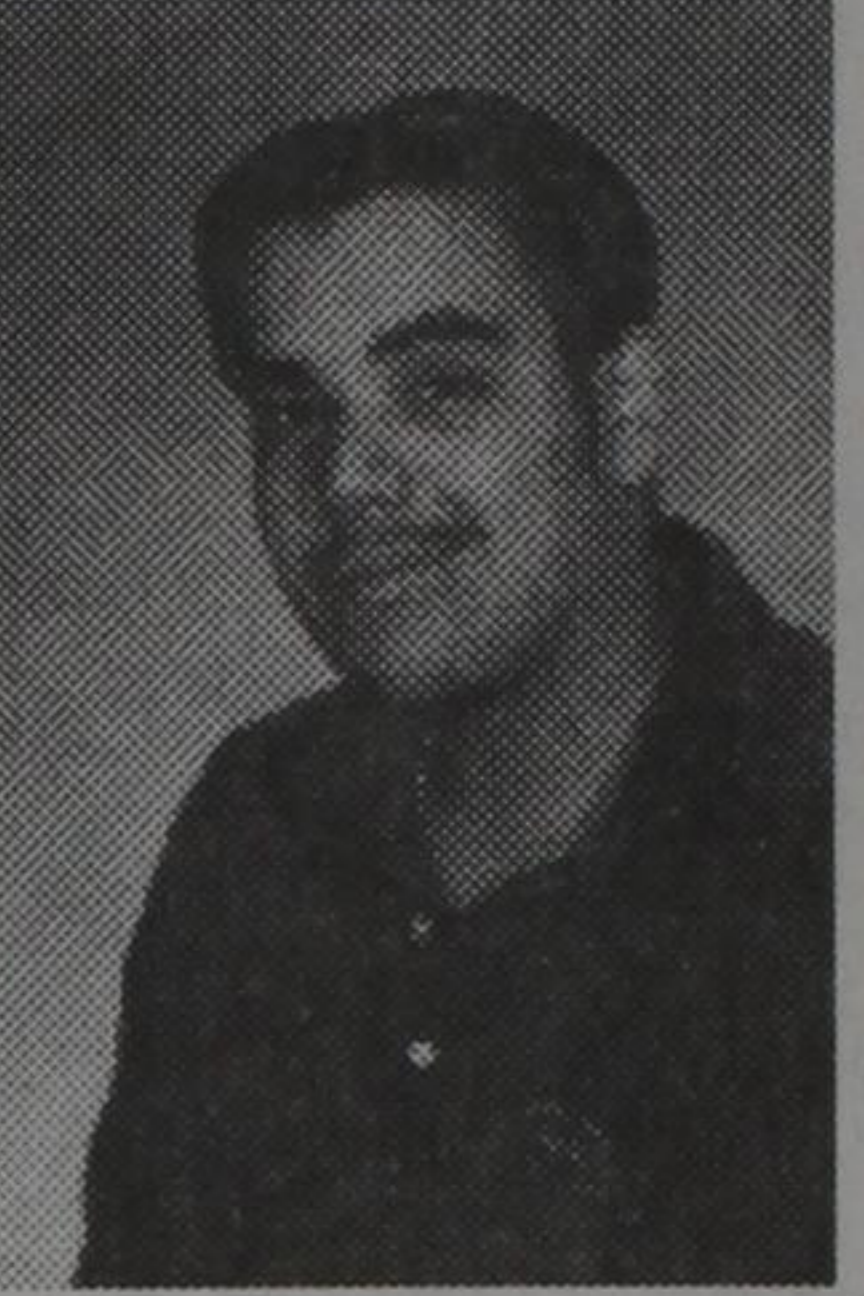
Charles Salazar



Yvonne Santos



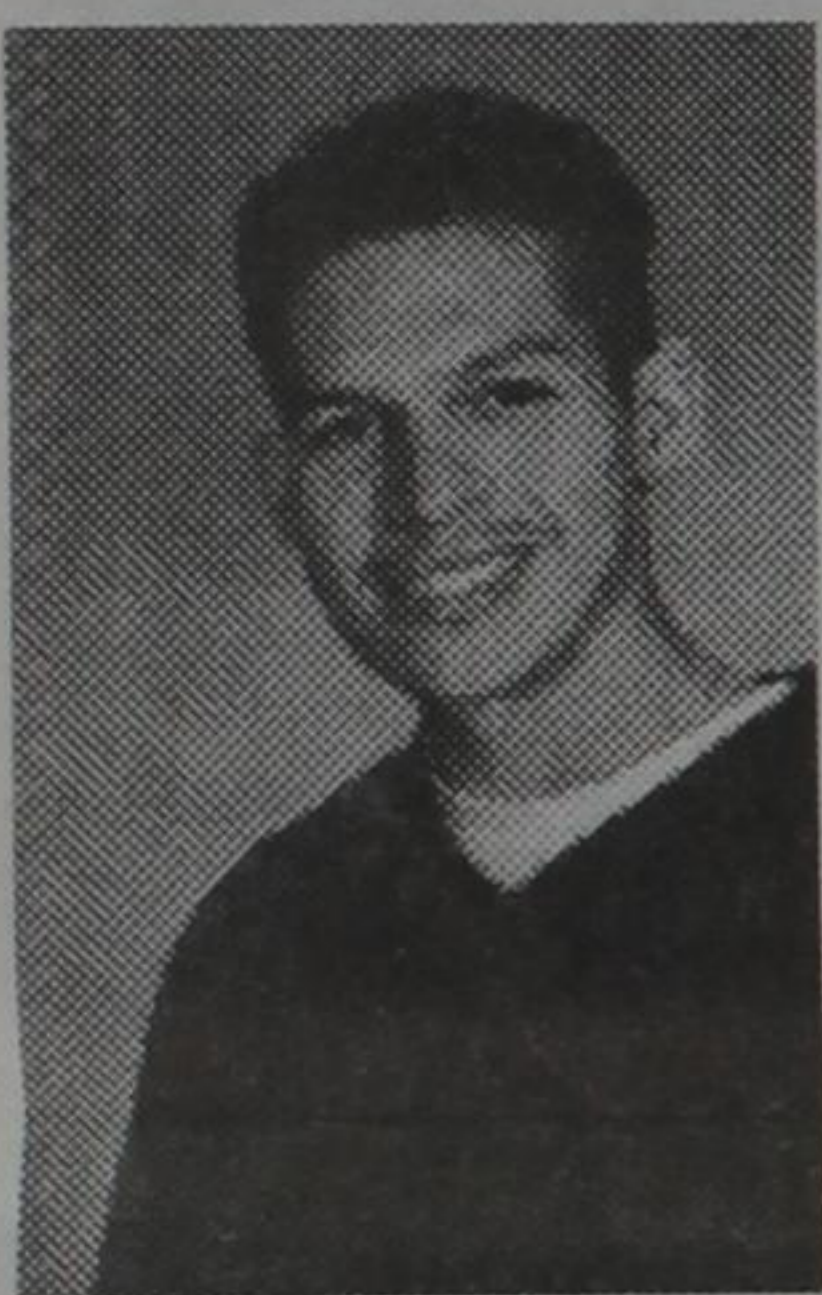
Erica Scott



Arturo Serrano



Valeria Spinosi



Stojanovie Renato



Andrea Tellez




Rebecca Torres



Sylvia Trevino

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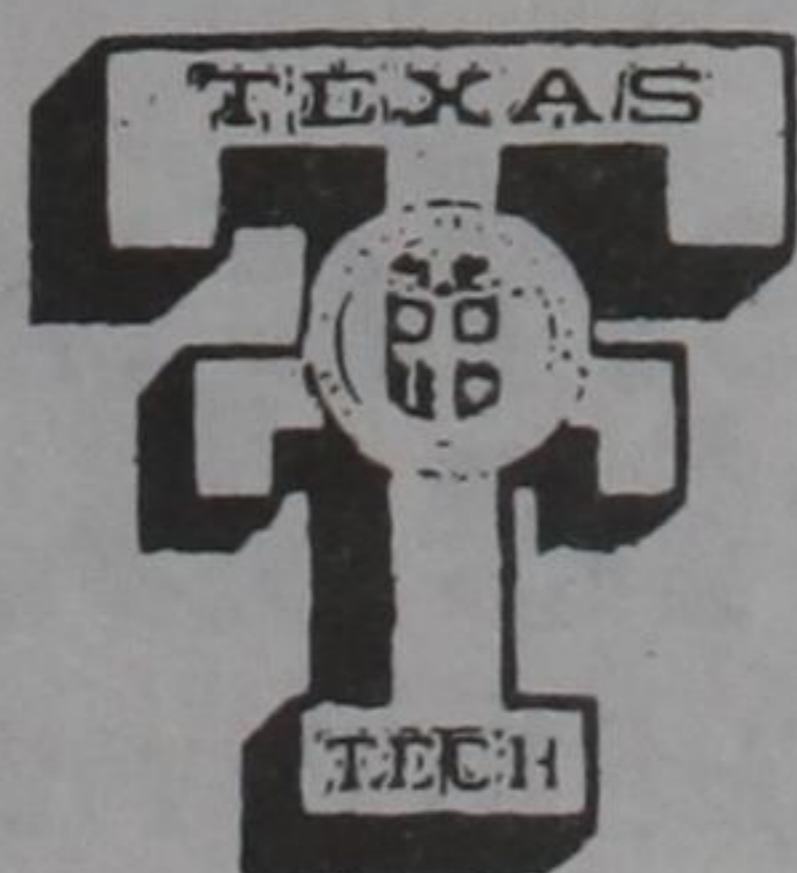
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 Longino Valdez    Erika Valdez    Benjamin Vasquez    Leticia Vasquez  
 Manuel Vasquez    Rochelle Vasquez    Richard Vigel    David Ysagaga

*Lots of  
Success*



Rebekah Gutierrez    Amanda Hernandez    Bobby Hernandez    Ignacio Hernandez    Leslie Hernandez    Sandra Hernandez  
 JunJie Ibanez    Ramon Islas    Patricia Jaramillo    Andrew Lara    Christopher Lara    Ester Lara  
 Joshua Lara    Maria Lara    Efrain Lucero    Deborah Martinez    Esmeralda Martinez    Francisco Martinez  
 Irma Martinez    Leticia Martinez    Martha Martinez    Rosa Martinez    Veronica Mendoza    Julia Meraz  
 Adam Mora    Jose Mora    Michael Morales    Oscar Morales    Marcos Ortiz    Dulce Pamas  
 Pablo Palomo    Kerry Perez    Adam Pineda    Michael Ponce  
 Lesley Prieto    Priscella Quintero    Christopher Ramirez    Jessica Ramirez

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 Alfonso Rivero James Roa Benjamin Rodriguez Fernando Rodriguez Jonathan Rodriguez Joshua Rodriguez  
 Maria Rodriguez Rachel Rodriguez Nancy Rojas Rendon Romero Roger Ruiz Michael Salas  
 Abigail Sanchez Gary Silva Leticia Sosa Christopher Tarango Priscilla Tarango  
 Christopher Torres Rebecca Torres Crystal Trevino Veronica Valdez Vanessa Vargas  
 Eric Zuniga Michael Zuniga

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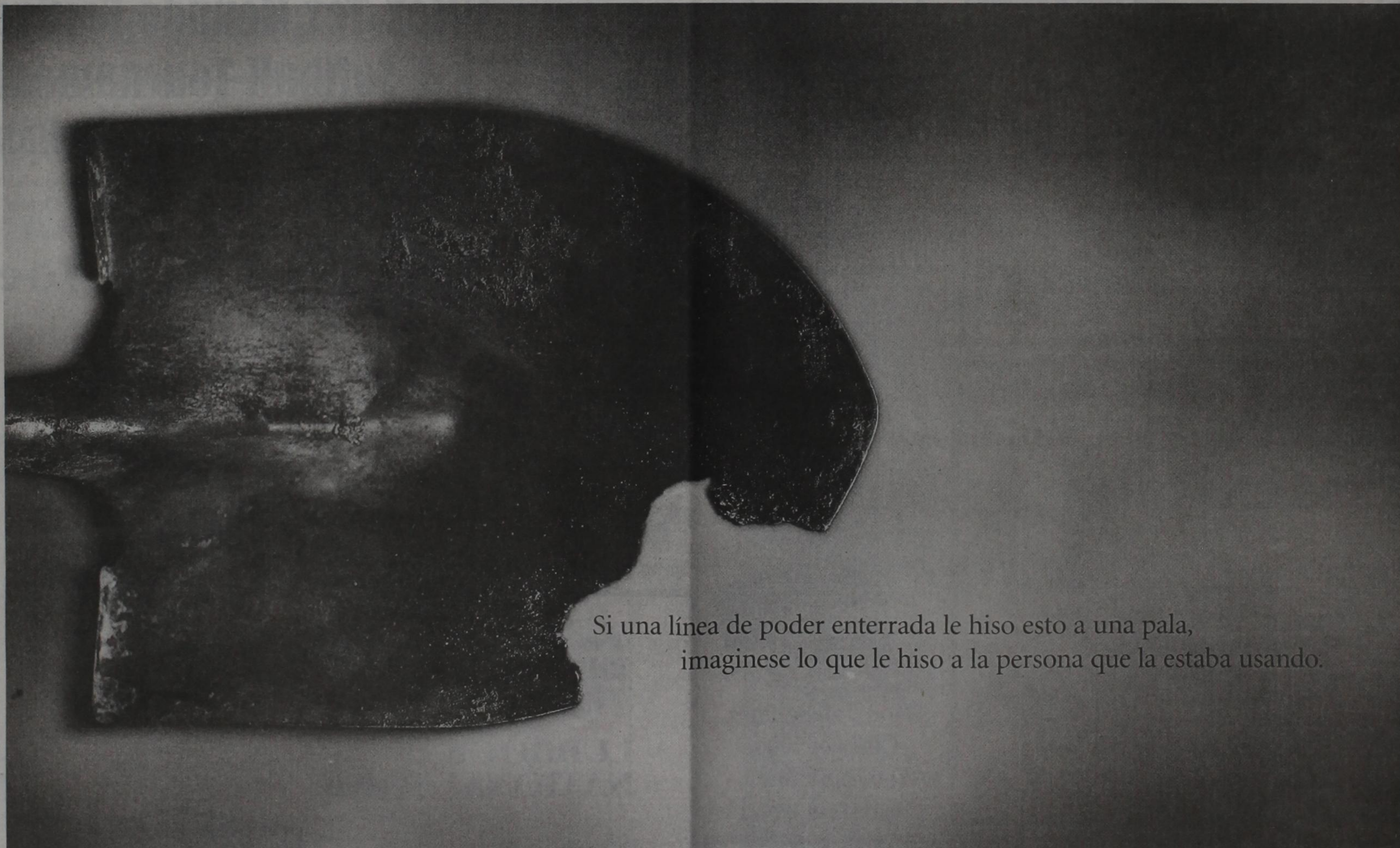
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Si una línea de poder enterrada le hizo esto a una pala, imagínese lo que le hizo a la persona que la estaba usando.

Sparky dice: ¿Por favor llame antes de excavar? Porque un simple trabajo como excavar un hoyo de poste puede volverse potencialmente fatal cuando líneas de poder enterradas están presentes. Líneas de poder eléctricas escondidas muchas veces están enterradas en su patio y pueden ser extremadamente peligrosas si son cortadas o quebradas. Siempre llame al Sistema de Seguridad de Excavación de

Texas (Texas Excavation Safety System) al 1-800-DIG-TESS (1-800-344-8377) por lo menos dos días de trabajo, el tiempo requerido para esperar, antes de empesar a excavar. Como un servicio gratis, marcadores pintados y banderas de color serán colocadas para su seguridad. Por favor excave alrededor de ellas con cuidado. Recuerde, es la ley. Excave con cuidado. Excave con seguridad.



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