

Banquete ISD February 9, 2023

2021-22 Texas Academic Performance Report (TAPR)

District Name: BANQUETE ISD

District Number: 178913

2022 Accountability Rating: A

2022 Special Education Determination Status:

Meets Requirements



	School Year	State									Races	Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
			STA	AAR Per	formance I	Rates by 1	rested	Grade, Su	oject, a	nd Perfo	rmance	Level					
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	77%	89%	-	88%	100%	-	-	-	*	100%	-	85%	100%	90%	-
	2021	67%	66%	69%	-	68%	71%	-	-	-	-	57%	-	58%	100%	68%	*
At Meets Grade Level or Above	2022	51%	50%	63%	-	63%	57%	-	-	-	*	50%	-	59%	72%	64%	-
	2021	39%	36%	31%	-	32%	29%	-	-	-	-	29%	-	33%	29%	34%	*
At Masters Grade Level	2022	30%	28%	33%	-	31%	43%	-	-	-	*	33%	-	31%	39%	33%	-
	2021	19%	16%	13%	-	15%	0%	-	-	-	-	0%	-	15%	7%	15%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	74%	-	71%	86%	-	-	-	*	67%	-	77%	67%	74%	-
	2021	62%	61%	57%	-	51%	100%	-	-	-	-	57%	-	48%	86%	56%	*
At Meets Grade Level or Above	2022	43%	41%	46%	-	47%	43%	-	-	-	*	33%	-	51%	33%	41%	-
	2021	31%	28%	19%	-	19%	14%	-	-	-	-	14%	-	18%	21%	22%	*
At Masters Grade Level	2022	21%	18%	21%	-	18%	43%	-	-	_	*	17%	-	21%	22%	21%	_
	2021	14%	11%	4%	-	4%	0%	-	-	-	-	0%	-	5%	0%	5%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	79%	80%	-	81%	75%	-	-	-	-	57%	-	74%	90%	83%	-
	2021	63%	63%	81%	-	78%	100%	-	-	-	-	*	*	87%	75%	74%	-
At Meets Grade Level or Above	2022	54%	53%	57%	-	62%	25%	-	-	-	-	29%	-	46%	76%	60%	-
	2021	36%	34%	49%	-	51%	33%	-	-	-	-	*	*	48%	50%	45%	-
At Masters Grade Level	2022	28%	25%	27%	-	31%	0%	-	-	-	-	0%	-	26%	29%	30%	-
	2021	17%	15%	16%	-	19%	0%	-	-	-	-	*	*	26%	5%	19%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	72%	83%	-	85%	75%	-	-	-	-	43%	-	77%	95%	83%	-
	2021	59%	58%	84%	-	81%	100%	-	-	_	-	*	*	91%	75%	77%	-
At Meets Grade Level or Above	2022	43%	44%	40%	-	40%	38%	_	-	_	-	43%	_	33%	52%	40%	_
	2021	36%	32%	47%	-	43%	67%	-	-	-	-	*	*	52%	40%	42%	-
At Masters Grade Level	2022	23%	22%	17%	-	19%	0%	-	-	-	-	0%	-	15%	19%	20%	-
	2021	21%	18%	28%	-	27%	33%	-	-	-	-	*	*	30%	25%	26%	-
Grade 5 Reading																	

	School Year				African American	_		American Indian		Pacific Islander		Special Ed (Current)	Ed		ously Enrolled		EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	80%	98%	-		100%	-	-	-	-	*	*	100%	95%	97%	-
	2021	73%	71%	86%	-	88%	*	-	-	-	-	43%	*	04 /0	93%	86%	*
At Meets Grade Level or Above	2022	58%	54%	75%	-	76%	67%	-	-	-	-	*	*	74%	76%	71%	-
	2021	46%	42%	52%	-	52%	*	-	-	-	-	14%	*	51%	53%	49%	*
At Masters Grade Level	2022	36%	33%	55%	-	55%	50%	-	-	-	-	*	*	52%	57%	52%	-
	2021	30%	26%	29%	-	29%	*	-	-	-	-	14%	*	35%	13%	27%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	76%	91%	-	89%	100%	-	-	-	-	*	*	96%	86%	87%	-
	2021	70%	69%	79%	-	80%	*	-	-	-	-	14%	*	86%	60%	78%	*
At Meets Grade Level or Above	2022	48%	44%	61%	_	58%	83%	-	-	_	-	*	*	70%	52%	58%	-
	2021	44%	40%	48%	-	48%	*	-	-	-	-	0%	*	56%	27%	45%	*
At Masters Grade Level	2022	25%	20%	32%	-	32%	33%	-	-	-	-	*	*	39%	24%	39%	-
	2021	25%	21%	28%	_	27%	*	-	-	_	-	0%	*	30%	20%	24%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	63%	89%	_	87%	100%	-	-	-	-	*	*	87%	90%	84%	-
	2021	62%	59%	79%	_	79%	*	-	-	_	-	43%	*	81%	73%	76%	*
At Meets Grade Level or Above	2022	38%	35%	50%	-	53%	33%	-	-	-	-	*	*	61%	38%	45%	-
	2021	31%	28%	29%	-	29%	*	-	-	-	-	0%	*	37%	7%	29%	*
At Masters Grade Level	2022	18%	16%	23%	-	24%	17%	-	_	-	-	*	*	35%	10%	26%	_
	2021	13%	10%	14%				-	-	_	_	0%	*		7%	10%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	69%	78%	-	80%	*	-	-	-	-	29%	*	80%	71%	73%	*
	2021	62%	61%	82%	_	83%	78%	_	-	-	_	*	*	81%	86%	78%	*
At Meets Grade Level or Above	2022	43%	40%	40%	-	39%	*	-	-	_	_	0%	*	41%	36%	30%	*
	2021	32%	29%	27%			22%	-	_	-	-	*	*		29%	19%	*
At Masters Grade Level	2022	23%	20%	17%			*	_	_	_	-	0%	*		29%	11%	*
	2021	15%	12%	9%			0%	_	_	_	_	*	*		7%		*
Grade 6 Mathematics	2021	1370	1270	370		1170	3 70							1370	, 70	3 70	
At Approaches Grade Level or Above	2022	73%	70%	81%	-	83%	*	-	-	-	-	14%	*	80%	86%	76%	*
	2021	68%	63%	70%	_	72%	56%					*	*	69%	71%	65%	*

		State			African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	31%	38%		37%	*	-	-	-	-	0%	*	36%		24%	*
	2021	36%	29%			30%		-	-	-	-	*	*	1970		22%	*
At Masters Grade Level	2022	16%	10%			7%	*	-	-	-	-	0%	*	970			*
	2021	15%	10%	2%	-	2%	0%	-	-	-	-	*	*	2%	0%	3%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	80%	90%	-	90%	89%	-	-	-	-	63%	*	88%	92%	86%	*
	2021	69%	66%	81%	_	82%	75%	-	-	-	-	30%	_	79%	89%	78%	*
At Meets Grade Level or Above	2022	56%	54%	55%	_	57%	44%	-	-	-	-	25%	*	60%	46%	48%	*
	2021	45%	41%	46%	_	45%	50%	_	-	-	_	0%	_	44%	50%	39%	*
At Masters Grade Level	2022	37%	34%	30%	_	33%	11%	_	-	-	-	13%	*	30%	29%	18%	*
	2021	25%	22%	30%	_	29%	38%	_	-	_	_	0%	_	29%	33%	27%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	58%	85%	-	86%	78%	-	-	-	-	63%	*	88%	79%	82%	*
	2021	55%	51%	71%	_	73%	63%	-	-	-	-	20%	_	71%	72%	69%	*
At Meets Grade Level or Above	2022	31%	28%	51%	_	55%	22%	_	-	-	-	38%	*	47%	58%	34%	*
	2021	27%	22%	46%	_	45%	50%	_	-	-	-	20%	_	46%	44%	43%	*
At Masters Grade Level	2022	13%	10%	24%	_	28%	0%	_	-	_	_	13%	*	16%	38%	18%	*
	2021	12%	8%			23%		_	-	_	-	0%	_	25%			*
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	82%	89%	-	91%	78%	-	-	-	-	56%	-	90%	88%	88%	*
	2021	73%	70%	84%	_	83%	90%	-	-	-	-	43%	*	84%	83%	85%	*
At Meets Grade Level or Above	2022	58%	55%	68%	_	67%	78%	-	-	-	-	44%	_	72%	60%	66%	*
	2021	46%	42%	58%	_	56%	70%	_	-	-	-	29%	*	57%	61%	56%	*
At Masters Grade Level	2022	37%	35%	35%	_	33%	44%	_	-	_	_	0%	_	38%	28%	34%	*
	2021	21%	18%			31%		_	-	_	_	14%	*			31%	*
Grade 8 Mathematics			- 1				- , ,							7,1			
At Approaches Grade Level or Above	2022	71%	68%	77%	-	78%	67%	-	-	-	-	33%	-	73%	84%	72%	*
	2021	62%	58%	53%	-	49%	75%	-	-	-	-	33%	*	57%	47%	48%	*
At Meets Grade Level or Above	2022	40%	36%			54%	67%	_	-	_	-		_	42%	79%	48%	*
	2021	36%	30%		_	27%	38%	_	_	_	_	17%	*			30%	*

	School Year	State			African American			American Indian		Pacific Islander	Two or More Races		Ed		ously Enrolled		EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	13%	6%	-	7%		-	-	-	-	11%	-	3%	11%	10%	*
	2021	11%	8%	2%	-	3%	0%	-	-	-	-	17%	*	0%	7%	3%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	68%	87%	-	86%	89%	-	-	-	-	44%	-	86%	88%	83%	*
	2021	68%	62%	84%	-	81%	100%	-	-	-	-	43%	*	82%	89%	81%	*
At Meets Grade Level or Above	2022	45%	38%	63%	-	61%	78%	-	-	-	-	33%	-	68%	52%	63%	*
	2021	43%	35%	65%	-	61%	90%	-	-	-	-	29%	*	67%	61%	65%	*
At Masters Grade Level	2022	24%	17%	32%	-	30%	44%	-	-	-	-	0%	-	34%	28%	34%	*
	2021	24%	17%	38%	-	37%	40%	-	-	-	-	14%	*	35%	44%	40%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	53%	63%	-	61%	78%	-	-	-	-	33%	-	60%	68%	56%	*
	2021	57%	52%	71%	-	69%	80%	-	-	-	-	29%	*	69%	78%	67%	*
At Meets Grade Level or Above	2022	31%	24%	21%	-	20%	33%	-	-	-	-	22%	-	20%	24%	22%	*
	2021	28%	22%	33%	-	34%	30%	-	-	-	_	14%	*	35%	28%	29%	*
At Masters Grade Level	2022	18%	13%	4%	-	2%	22%	-	-	-	-	0%	-	6%	0%	5%	*
	2021	14%	10%	12%	-	10%	20%	-	-	-	_	14%	*	10%	17%	6%	*
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	61%	84%	*	83%	89%	-	*	-	-	41%	*	88%	76%	81%	57%
	2021	67%	63%	76%	-	70%	100%	-	-	-	-	38%	-	77%	73%	69%	80%
At Meets Grade Level or Above	2022	47%	41%	63%	*	60%	89%	-	*	-	-	24%	*	60%	68%	59%	57%
	2021	50%	45%	56%	-	48%	87%	-	-	-	-	25%	-	64%	27%	53%	80%
At Masters Grade Level	2022	11%	7%	11%	*	10%	22%	-	*	-	-	18%	*	11%	12%	9%	0%
	2021	12%	8%	10%	-	7%	20%	-	-	-	-	13%	-	11%	7%	12%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	70%	83%	*	79%	93%	-	*	-	-	46%	*	82%	84%	80%	*
	2021	71%	70%	82%	-	79%	100%	-	-	-	-	57%	-	80%	89%	79%	-
At Meets Grade Level or Above	2022	55%	53%	75%	*	71%	87%	-	*	_	-	38%	*	77%	68%	69%	*
	2021	57%	54%	67%	-	62%	100%	-	_	_	_	43%	-	67%	67%	69%	-

	School Year				African American			American Indian	Asian	Pacific Islander	Two or More Races		Ed		ously Enrolled		EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	15%	*	13%	_	-	*	-	-	23%	*	18%	5%	16%	*
	2021	11%	8%	12%	-	9%	29%	-	-	-	-	14%	-	12%	11%	10%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	75%	87%	*	86%	90%	-	-	-	-	50%	*	88%	85%	84%	*
	2021	73%	73%	82%	-	80%	100%	-	-	-	-	44%	-	86%	64%	76%	83%
At Meets Grade Level or Above	2022	43%	41%	57%	*	54%	70%	-	-	-	-	19%	*	56%	58%	48%	*
	2021	41%	40%	46%	-	47%	43%	-	-	_	-	33%	-	51%	29%	45%	83%
At Masters Grade Level	2022	27%	23%	30%	*	28%	50%	-	-	_	-	19%	*	37%	18%	31%	*
	2021	23%	20%	17%	-	19%	0%	-	-	-	-	11%	-	18%	14%	18%	33%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	82%	86%	*	85%	90%	-	*	-	-	55%	*	88%	82%	85%	67%
	2021	82%	78%	83%	-	78%	100%	-	-	-	-	40%	-	88%	58%	79%	*
At Meets Grade Level or Above	2022	55%	48%	52%	*	48%	80%	-	*	-	_	30%	*	51%	55%	42%	50%
	2021	55%	47%	49%	-	40%	85%	-	-	-	_	20%	-	57%	17%	47%	*
At Masters Grade Level	2022	21%	14%	13%	*	13%	20%	-	*	-	-	15%	*	12%	15%	14%	33%
	2021	22%	15%	5%	-	4%	8%	-	-	-	-	0%	-	6%	0%	6%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	95%	-	93%	100%	-	-	-	-	67%	*	94%	100%	92%	-
	2021	88%	88%	90%	*	88%	100%	-	-	_	-	14%	-	87%	100%	86%	*
At Meets Grade Level or Above	2022	68%	64%	64%	-	65%	100%	-	-	-	-	44%	*	60%	100%	73%	-
	2021	69%	67%	66%	*	64%	75%	-	-	_	-	0%	-	61%	85%	57%	*
At Masters Grade Level	2022	42%	36%	38%	-	37%	71%	-	-	_	-	44%	*	36%	60%	42%	-
	2021	43%	37%	25%	*	24%	38%	-	-	-	-	0%	-	24%	31%	24%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	92%	94%	-	93%	*	-	-	-	-	-	-	93%	*	89%	-
	2021	95%	94%	92%	-	89%	*	-	-	-	-	-	-	91%	*	89%	-
At Meets Grade Level or Above	2022	64%	57%	44%	-	47%	*	-	-	-	-	-	-	36%	*	33%	-
	2021	69%	63%	33%	-	44%	*	-	-	_	-	-	-	36%	*	33%	-

	School Year		Region 02		African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	7%	0%		0%		-	-	-	-	-	-	0%	*	0%	-
	2021	14%	6%	0%	-	0%	*	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	72%	84%	*	84%	86%	-	*	-	*	49%	94%	84%	85%	82%	62%
	2021	67%	65%	77%	*	76%	85%	-	-	-	-	38%	80%	77%	78%	74%	75%
At Meets Grade Level or Above	2022	48%	44%	55%	*	54%	61%	-	*	-	*	28%	44%	54%	56%	50%	42%
	2021	41%	37%	45%	*	44%	50%	-	-	_	-	14%	40%	46%	40%	42%	49%
At Masters Grade Level	2022	23%	20%	22%	*	22%	28%	-	*	-	*	13%	22%	22%	22%	22%	20%
	2021	18%	15%	17%	*	17%	16%	-	-	-	-	5%	20%	18%	15%	16%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	86%	*	85%	87%	-	*	-	*	54%	86%	85%	87%	84%	70%
	2021	68%	66%	80%	-	79%	88%	-	-	-	-	43%	100%	78%	85%	77%	83%
At Meets Grade Level or Above	2022	53%	50%	62%	*	61%	66%	-	*	_	*	31%	57%	62%	64%	58%	50%
	2021	45%	41%	49%	-	47%	59%	-	-	-	-	19%	60%	50%	46%	46%	50%
At Masters Grade Level	2022	25%	22%	26%	*	25%	28%	-	*	-	*	14%	43%	25%	27%	23%	20%
	2021	18%	15%	19%	-	19%	17%	-	-	_	-	7%	20%	20%	15%	19%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	71%	83%	*	83%	80%	-	-	-	*	44%	100%	83%	84%	80%	54%
	2021	66%	63%	72%	_	71%	80%	-	-	_	-	34%	100%	73%	68%	69%	71%
At Meets Grade Level or Above	2022	42%	38%	50%	*	49%	51%	-	-	-	*	23%	60%	47%	55%	42%	38%
	2021	37%	33%	38%	-	38%	34%	-	-	_	-	15%	40%	39%	36%	37%	53%
At Masters Grade Level	2022	20%	17%	20%	*	20%	22%	-	-	-	*	11%	20%	19%	20%	21%	23%
	2021	18%	14%	15%	-	15%	10%	-	-	_	-	4%	20%	15%	13%	15%	24%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	72%	87%	*	86%	92%	-	*	-	-	48%	*	87%	86%	84%	67%
	2021	71%	67%	82%	-	79%	100%	-	-	_	_	42%	*	84%	76%	78%	83%
At Meets Grade Level or Above	2022	47%	41%	55%	*	53%	68%	-	*	-	-	27%	*	59%	49%	49%	44%
	2021	44%	37%	49%	-	44%	84%	-	-	_	_	16%	*	54%	31%	47%	50%

	School Year			District	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21% 20%				21%		-	*	-	-	9% 5%	*	24% 19%	18%	23%	
All Grades Social Studies	2021	20%	14%	19%	-	19%	24%	-	-	-	-	5%	*	19%	20%	19%	17%
	2022	75%	71%	77%		74%	88%					50%	*	78%	73%	70%	
At Approaches Grade Level or Above								-	-	-	-			7070			
	2021	73%	70%			79%		-	-	-	-	21%	*	7070		76%	
At Meets Grade Level or Above	2022	50%	44%	40%	-	38%	63%	-	-	-	-	33%	*	41%	37%	42%	*
	2021	49%	44%	49%	*	49%	50%	-	-	-	-	7%	*	49%	52%	43%	60%
At Masters Grade Level	2022	30%	25%	19%	_	16%	44%	-	-	-	-	22%	*	21%	10%	19%	*
	2021	29%	24%	18%	*	17%	28%	-	-	-	-	7%	*	17%	23%	15%	0%
			ST	AAR Per	formance	Rates by	Enrolle	d Grade at	Meets	Grade L	evel or	Above					
3rd Graders																	
Reading and Mathematics	2022	36%	34%	37%	-	37%	43%	-	-	-	*	33%	_	38%	33%	33%	-
_	2021	24%	21%	15%	-	17%	0%	_	-	-	-	14%	_	15%	14%	17%	*
Reading and Mathematics Including EOC	2022	36%	34%	37%	-	37%	43%	-	-	-	*	33%	-	38%	33%	33%	-
3	2021	24%	21%	15%	_	17%	0%	_	-	_	_	14%	_	15%	14%	17%	*
Reading Including EOC	2022	51%				63%		_	_	-	*	50%	_	59%	72%	64%	
3 3	2021	38%				32%		_	_	_	_	29%	_	33%	29%	34%	
Math Including EOC	2022	43%	41%			47%		_	_	_	*		_	51%		41%	
ao.aag _ o o	2021	31%	28%			19%		_	_	_	_	14%	_	18%		22%	
4th Graders		J . , ,				1.57						, ,					
Reading and Mathematics	2022	36%	35%	35%	_	38%	13%	_	_	_	_	29%	_	26%	52%	35%	_
. todamig and maniemand	2021	26%	23%					_	_	_	_	*	*			35%	
Reading and Mathematics Including EOC	2022	36%				38%		-	-	-	-	29%	-			35%	
3	2021	26%	23%	33%	_	35%	17%	_	-	_	_	*	*	39%	25%	35%	-
Reading Including EOC	2022	54%	53%		_	62%	25%	_	_	-	_	29%	_	46%	76%	60%	-
3 3 -	2021	36%	34%	49%		51%		_	_	-	_	*	*			45%	
Math Including EOC	2022	43%	44%			40%		_	_	-	_	43%	_			40%	
	2021	36%	32%			43%		_	_	_	_	*	*			42%	
5th Graders		23,0	3270	70		1.5 70	3, 70							3270	1070	.270	
Reading and Mathematics	2022	41%	37%	52%	_	53%	50%	_	_	_	_	*	*	61%	43%	52%	
Treading and Mathematics	2022	34%				30%		_	_	_	_	0%	*		7%		

	School Year			District	African American	_		American Indian		Pacific Islander		Ed	Ed		ously Enrolled		EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%				53%		-	-	-	-	*	*	61%		52%	-
	2021	34%	29%	31%		30%		-	-	-	-	0%	*	40 /0		29%	*
Reading Including EOC	2022	58%	54%	75%		7 0 70		-	-	-	-	*	*	7 7 70		71%	-
	2021	46%	42%	52%	-	52%	*	-	-	-	-	14%	*	51%	53%	49%	*
Math Including EOC	2022	48%	44%	61%	-	58%	83%	-	-	-	-	*	*	70%	52%	58%	-
	2021	44%	40%	48%	_	48%	*	_	-	-	_	0%	*	56%	27%	45%	*
6th Graders																	
Reading and Mathematics	2022	31%	24%	24%	_	22%	*	_	-	_	_	0%	*	20%	36%	14%	*
	2021	24%	19%	11%	_	13%	0%	_	-	_	_	*	*	10%	14%	8%	*
Reading and Mathematics Including EOC	2022	31%				22%		-	-	-	-	0%	*			14%	*
	2021	24%	20%	11%	-	13%	0%	_	-	-	_	*	*	10%	14%	8%	*
Reading Including EOC	2022	43%	40%		_			_	-	_	_	0%	*	41%	36%	30%	*
	2021	32%	29%			28%	22%	_	_	_	_	*	*			19%	*
Math Including EOC	2022	40%						_	_	_	_	0%	*			24%	*
	2021	36%	30%			30%		_	_	_	_	*	*			22%	*
7th Graders		0070	0070			3373	, 0							.0,0	3370		
Reading and Mathematics	2022	32%	26%	39%	_	43%	11%	_	_	_	_	13%	*	37%	42%	25%	*
Reading and Mathematics	2022	26%	19%			31%		_	_	_	_	0%		35%		27%	*
Reading and Mathematics Including EOC	2022	33%				43%		<u>-</u>	-	-	_	13%	*				*
melading Loc	2021	27%	22%	31%	_	31%	38%	_	_	_	_	0%	_	35%	22%	27%	*
Reading Including EOC	2022	56%	54%	55%		57%		_		_		25%	*			48%	*
Reading including LOC	2022	45%						_	_	_	<u> </u>	0%	_	0070		39%	*
Math Including EOC	2021	37%				55%		_	-	_	_		*			34%	*
Watti including EOC		32%	26%			45%		-	-	-	<u> </u>	20%	·	47%		43%	*
Oth Condons	2021	32%	20%	40%	_	45%	50%	-	-	_	_	20%	_	40%	44%	45%	
8th Graders	2022	2701	2021	4.457		4407	6761					222/		2001	E20/	450/	-1-
Reading and Mathematics	2022	27%						-	-	-	-		-			45%	*
	2021	21%						-	-	-	-		*	17 70		21%	*
Reading and Mathematics Including EOC	2022	41%				58%		-	-	-	-	22%	-	3370		59%	*
	2021	33%	28%	35%	-	36%	30%	-	-	-	-	14%	*	33%	39%	33%	*
Reading Including EOC	2022	58%	56%	68%	-	67%	78%	-	-	-	-	44%	-	72%	60%	66%	*
	2021	47%	42%	58%	_	56%	70%	_	-	-	_	29%	*	57%	61%	56%	*

	School Year	State	Region 02		African American	Hispanic		American Indian		Pacific Islander		Special Ed (Current)	Ed	ously	ously	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	42%	68%	-	67%	78%	-	-	-	_	22%	-	62%	80%	61%	*
	2021	43%	37%	42%	-	42%	40%	-	-	-	-	14%	*	41%	44%	44%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	38%	-	38%	35%	-	-	-	*	17%	*	35%	44%	33%	44%
	2021	26%	22%	24%	-	25%	18%	-	-	-	_	5%	20%	26%	20%	23%	27%
Reading and Mathematics Including EOC	2022	36%	32%	42%	-	42%	40%	-	-	_	*	17%	*	39%	46%	36%	44%
	2021	28%	24%	26%	-	27%	19%	-	-	-	_	5%	20%	28%	21%	25%	31%
Reading Including EOC	2022	53%	51%	59%	-	60%	53%	-	-	-	*	32%	*	58%	62%	56%	44%
	2021	41%	37%	44%	-	44%	43%	-	-	-	_	13%	60%	43%	46%	41%	38%
Math Including EOC	2022	43%	39%	51%	-	51%	51%	-	-	_	*	24%	*	49%	55%	43%	56%
	2021	37%	32%	38%	-	39%	36%	-	-	-	_	10%	40%	38%	38%	37%	46%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region02	District	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
				Schoo	l Progress	Domain -	- Acade	emic Grow	th Sco	re by Gra	de and	Subject					
Grade 4 ELA/Reading	2022	77	79	88	-	90	71	-	-	-	-	67	-	86	92	89	-
	2019	61	62	71	-	68	82	-	-	-	-	90	*	68	78	69	*
Grade 4 Mathematics	2022	74	76	81	-	83	64	-	-	-	-	50	-	78	87	76	-
	2019	65	62	60	-	56	77	-	-	-	-	60	*	58	66	54	*
Grade 5 ELA/Reading	2022	87	85	97	-	97	92	-	-	-	-	*	*	98	95	95	-
	2019	81	78	77	-	73	100	-	-	-	-	72	*	77	75	75	*
Grade 5 Mathematics	2022	79	79	79	-	76	92	-	-	-	-	*	*	85	71	81	-
	2019	83	80	92	-	91	95	-	-	-	-	100	*	94	82	90	*
Grade 6 ELA/Reading	2022	61	58	48	-	48	*	-	-	-	-	50	*	49	45	50	*
	2019	42	39	36	*	36	36	-	-	-	-	20	*	35	38	33	*
Grade 6 Mathematics	2022	61	53	54	-	52	*	-	-	-	-	50	*	49	73	51	*
	2019	54	46	83	*	84	86	-	-	-	-	100	*	89	63	77	*
Grade 7 ELA/Reading	2022	88	89	91	-	92	88	-	-	-	-	93	*	89	95	88	*
-	2019	77	73	69	-	67	73	-	-	-	-	72	-	65	78	67	*
Grade 7 Mathematics	2022	60	59	89	-	87	100	-	-	-	-	100	*	88	90	83	*
	2019	62	62	76	-	73	87	-	-	-	-	56	-	75	78	70	*
Grade 8 ELA/Reading	2022	83	83	79	-	78	86	-	-	-	-	100	-	81	75	80	*
J	2019	77	77	66	-	68	56	-	-	-	-	88	-	62	75	64	79
Grade 8 Mathematics	2022	74	77	73	-	75	*	-	-	-	-	44	-	67	86	72	*
	2019	82	85	73	-	72	*	-	-	-	-	67	-	72	73	65	*
End of Course English II	2022	71	74	84	*	87	73	-	*	-	-	78	*	86	79	84	*
3	2019	69	67	67	-	64	92	-	-	-	-	69	-	65	71	62	*
End of Course Algebra I	2022	67	65	73	*	72	75	-	-	-	-	25	*	73	71	69	*
3	2019	75	80	76	-	76	77	-	-	-	-	40	*	74	82	72	80
All Grades Both Subjects		74	73	78	*	78	78	-	*	-	-	67	90	76	82	77	60
	2019	69	67	71	*	69	79	-	-	-	-	69	93	70	73	68	84
All Grades ELA/Reading	2022	78	78	81	*	81	78	-	*	-	-	79	100	80	83	81	69
- x	2019	68	66	65	*	63	75	-	-	-	-	70	*	62	71	62	79
All Grades Mathematics	2022	69	68	75	*	74	78	-	-	-	-	54	80	72	80	72	50
	2019	70	69	77	*	76	84	_	_	_	_	67	*	78	74	73	89

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

															EB/EL			Monitored
	School Year	State	Region 02	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans	BE-Dual Two-Way		ALP Bilingual (Exception)			ESL Pull-Out	ALP ESL (Waiver)	with Parental Denial		Total EB/EL (Current)	& Former EB/EL
										rmance Leve				((,	
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	72%	84%	-	-	-	-	_	_	63%	61%	65%	-	33%	85%	59%	100%
	2021	67%	65%	77%	-	-	-	-	-	-	72%	66%	100%	-	67%	77%	71%	100%
At Meets Grade Level or Above	2022	48%	44%	55%	-	-	-	-	-	-	40%	39%	41%	-	33%	55%	39%	73%
	2021	41%	37%	45%	-	-	-	-	-	-	38%	34%	57%	-	56%	44%	42%	100%
At Masters Grade Level	2022	23%	20%	22%	-	-	-	-	-	-	20%	28%	12%	-	17%	22%	20%	36%
	2021	18%	15%	17%	-	-	-	-	-	-	13%	16%	0%	-	56%	17%	21%	8%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	86%	-	-	-	-	-	-	73%	83%	67%	-	*	86%	67%	*
	2021	68%	66%	80%	-	-	-	-	-	-	83%	80%	*	-	*	80%	80%	100%
At Meets Grade Level or Above	2022	53%	50%	62%	-	-	-	-	-	-	53%	50%	56%	-	*	63%	50%	*
	2021	45%	41%	49%	-	-	-	-	-	-	33%	20%	*	-	*	48%	40%	100%
At Masters Grade Level	2022	25%	22%	26%	-	-	-	-	_	-	13%	33%	0%	-	*	26%	17%	*
	2021	18%	15%	19%	-	-	-	-	-	-	17%	20%	*	-	*	19%	27%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	71%	83%	-	-	-	-	-	_	50%	50%	*	-	*	84%	50%	*
	2021	66%	63%	72%	-	-	-	-	_	-	67%	60%	*	-	*	72%	67%	*
At Meets Grade Level or Above	2022	42%	38%	50%	-	-	-	-	-	-	30%	50%	*	-	*	50%	33%	*
	2021	37%	33%	38%	-	-	-	-	-	-	42%	40%	*	-	*	37%	47%	*
At Masters Grade Level	2022	20%	17%	20%	-	-	-	-	-	-	30%	50%	*	-	*	20%	25%	*
	2021	18%	14%	15%	-	-	-	-	_	-	17%	20%	*	-	*	14%	27%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	72%	87%	-	-	-	-	_	-	71%	*	*	-	*	88%	63%	*
	2021	71%	67%	82%	-	-	-	-	-	-	86%	80%	*	-	*	82%	80%	*
At Meets Grade Level or Above	2022	47%	41%	55%	-	_	-	-	-	_	43%	*	*	-	*	56%	38%	*
	2021	44%	37%	49%	-	_	-	-	-	_	43%	60%	*	-	*	49%	40%	*
At Masters Grade Level	2022	21%	16%	21%	-	_	-	-	-	_	29%	*	*	-	*	21%	25%	*
	2021	20%	14%	19%	-	_	-	-	_	_	14%	20%	*	-	*	20%	20%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	71%	77%	-	-	-	-	_	_	*	*	_	-	-	76%	*	100%
.,	2021	73%	70%	80%	-	_	-	-	-	_	60%	*	*	-	-	81%	60%	
At Meets Grade Level or Above	2022	50%	44%	40%	-	-	-	-	_	_	*	*	-	-	-	42%	*	60%
	2021	49%	44%	49%	_	_	_	_	_	_	60%	*	*	_	_	48%	60%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 02		Total Bilingual Education	BE-Trans Early Exit	BE-Trans			ALP Bilingual (Exception)		ESL Content- Based		ALP ESL (Waiver)	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	25%	19%	-	-	-	-	-	-	*	*	-	-	-	18%	*	60%
	2021	29%	24%	18%	-	_	_	-	-	-	0%	*	*	-	-	19%	0%	*
					So	chool Prog	ress Doma	ain - Acad	emic Grow	th Score								
All Grades Both Subjects	2022	74%	73%	78%	-	-	_	-	-	-	69%	83%	42%	-	*	78%	64%	60%
	2019	69%	67%	71%	-	-	_	-	-		84%	85%	81%		-		84%	
All Grades ELA/Reading	2022	78%	78%	81%	-	-	-	-	-	-	78%	83%	*	-	*	81%	73%	*
	2019	68%	66%	65%	-	-	-	-	-		81%	83%	*		-		81%	
All Grades Mathematics	2022	69%	68%	75%	-	-	_	_	-	-	61%	83%	*	-	*	75%	55%	*
	2019	70%	69%	77%	-	-	-	-	-		88%	88%	*		-		88%	

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

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

	State	Region 02	District	African American					Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2022 9		(Participat Grades)	ion								
All Tests						•										
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	_	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	80%	94%	95%	-	*	-	*	96%	90%	96%	91%	93%	82%
Not Included in Accountability: Mobile	5%	4%	5%	20%	5%	5%	-	*	-	*	4%	10%	4%	8%	6%	11%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	7%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	94%	*	94%	96%	-	*	-	*	95%	100%	96%	91%	93%	83%
Not Included in Accountability: Mobile	5%	4%	5%	*	6%	4%	-	*	-	*	5%	0%	4%	8%	6%	8%
Not Included in Accountability: Other Exclusions	2%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	8%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	93%	-	-	-	*	95%	83%	95%	90%	93%	81%
Not Included in Accountability: Mobile	5%	5%	6%	*	6%	7%	-	-	-	*	5%	17%	5%	9%	7%	13%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	1%	0%	6%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	100%	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	*	94%	93%	-	*	-	-	97%	*	95%	92%	93%	82%
Not Included in Accountability: Mobile	4%	4%	6%	*	5%	7%	-	*	-	-	3%	*	5%	7%	7%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	1%	1%	9%
Not Tested	2%	2%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%

	State	Region 02	District	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	99%	-	99%	100%	-	-	-	-	100%	100%	100%	97%	100%	*
Included in Accountability	94%	95%	96%	-	97%	100%	_	-	-	-	100%	80%	96%	94%	96%	*
Not Included in Accountability: Mobile	4%	4%	4%	-	3%	0%	-	-	-	-	0%	20%	4%	3%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	_	-	0%	0%	0%	0%	0%	*
Not Tested	2%	1%	1%	-	1%	0%	-	-	-	-	0%	0%	0%	3%	0%	*
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	*
Other	0%	0%	1%	-	1%	0%	-	-	-	-	0%	0%	0%	3%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	77%	100%	-	100%	*	_	-	_	-	-	-	100%	*	100%	-
					2021		Participa Grades)	ion								
All Tests																
Assessment Participant	88%	92%	98%	100%	98%	97%	-	-	_	-	96%	100%	98%	97%	98%	100%
Included in Accountability	83%	88%	91%	13%	91%	90%	-	-	-	-	91%	100%	94%	82%	94%	92%
Not Included in Accountability: Mobile	3%	4%	7%	88%	6%	7%	-	-	-	-	4%	0%	4%	15%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	5%
Not Tested	12%	8%	2%	0%	2%	3%	_	-	-	-	4%	0%	2%	3%	2%	0%
Absent	2%	2%	1%	0%	1%	2%	-	-	-	-	3%	0%	1%	2%	2%	0%
Other	10%	6%	1%	0%	1%	1%	-	-	-	-	1%	0%	1%	1%	1%	0%
Reading																
Assessment Participant	89%	92%	98%	*	98%	97%	-	-	_	-	95%	100%	98%	97%	97%	100%
Included in Accountability	83%	88%	91%	*	91%	90%	-	-	-	-	89%	100%	95%	81%	93%	82%
Not Included in Accountability: Mobile	3%	4%	6%	*	6%	7%	-	-	_	-	5%	0%	3%	15%	4%	5%
Not Included in Accountability: Other Exclusions	3%	1%	1%	*	1%	0%	-	-	-	-	2%	0%	1%	1%	1%	14%
Not Tested	11%	8%	2%	*	2%	3%	_	-	-	-	5%	0%	2%	3%	3%	0%
Absent	2%	2%	1%	*	1%	1%	_	-	_	-	3%	0%	1%	2%	2%	0%
Other	10%	6%	1%	*	1%	1%	_	-	_	-	2%	0%	1%	1%	1%	0%
Mathematics																
Assessment Participant	88%	92%	99%	*	99%	98%	-	_	_	_	98%	100%	98%	100%	98%	100%
Included in Accountability	84%	88%	92%	*	92%	91%	_	-	_	-	94%	100%	95%	85%	94%	94%

	State	Region 02	District	African American	Hispanic		American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	7%	*	6%	7%	-	-	-	-	4%	0%	3%	15%	4%	6%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	1%	*	1%	2%	-	-	-	-	2%	0%	2%	0%	2%	0%
Absent	2%	2%	0%	*	1%	0%	-	-	_	-	2%	0%	1%	0%	1%	0%
Other	10%	6%	1%	*	1%	2%	-	-	-	-	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	87%	91%	99%	*	99%	96%	-	-	-	-	95%	*	99%	97%	99%	100%
Included in Accountability	84%	88%	90%	*	91%	89%	-	-	-	-	90%	*	95%	78%	96%	100%
Not Included in Accountability: Mobile	3%	4%	9%	*	8%	7%	-	-	-	-	5%	*	5%	19%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	9%	1%	*	1%	4%	-	-	-	-	5%	*	1%	3%	1%	0%
Absent	2%	3%	1%	*	1%	4%	-	-	-	-	5%	*	1%	2%	1%	0%
Other	10%	6%	0%	*	1%	0%	-	-	-	-	0%	*	0%	2%	0%	0%
Social Studies																
Assessment Participant	87%	92%	99%	*	100%	95%	-	-	-	-	100%	*	100%	97%	100%	100%
Included in Accountability	84%	89%	93%	*	94%	90%	-	-	-	-	93%	*	95%	84%	97%	100%
Not Included in Accountability: Mobile	3%	3%	7%	*	6%	5%	-	-	-	-	7%	*	5%	14%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	1%	*	0%	5%	-	-	-	-	0%	*	0%	3%	0%	0%
Absent	3%	3%	1%	*	0%	5%	-	-	-	-	0%	*	0%	3%	0%	0%
Other	10%	5%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	73%	75%	-	75%	*	-	-	-	-	-	-	73%	*	75%	-

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

										Two or			
		Region		African			American		Pacific	More	Special		
Attendance Rate	State	02	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
	95.0%	92.4%	01.00/	*	01.00/	01.00/				*	07.00/	00.70/	05.00/
2020-21 2019-20				*	31.070		-	-	-	*	07.070	90.7%	
	98.3%	98.1%	98.4%	*	98.5%	97.7%	-	-	-		97.8%	98.3%	99.5%
Chronic Absenteeism	15.00/	24.0%	27.20/	20.00/	27.40/	25 60/				*	40.00/	20.20/	20.10/
2020-21	15.0%		27.2%	28.6%			-	-	-	*	40.070	30.3%	
2019-20	6.7%	9.1%	8.0%	28.6%	7.6%	9.2%	-	-	-		15.1%	8.5%	0.0%
Annual Dropout Rate (C		4.07	2 22/	at.	0.00/	0.00/					0.00/	0.00/	0.004
2020-21	0.9%	1.4%	0.0%	*	0.070		-	-		-		0.0%	
2019-20	0.5%	0.6%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (C													
2020-21	2.4%	2.2%	1.4%	*	1.2/0		-	-	-	-		1.9%	
2019-20	1.6%	1.5%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
4-Year Longitudinal Ra	te (Gr 9)-12)											
Class of 2021													
Graduated	90.0%	90.8%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	
Received TxCHSE	0.3%	0.5%	0.0%	-	0.0%		-	-	-	-	0.0%	0.0%	
Continued HS	3.9%	2.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Dropped Out	5.8%	6.2%	3.4%	-	4.0%	0.0%	-	-	-	-	11.1%	4.7%	*
Graduates and TxCHSE	90.3%	91.3%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	*
Graduates, TxCHSE, and Continuers	94.2%	93.8%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	k
Class of 2020													
Graduated	90.3%	91.5%	96.6%	-	98.1%	83.3%	_	-	_	_	100.0%	97.9%	k
Received TxCHSE	0.4%	0.5%	1.7%	-	0.0%	16.7%	-	_	-	-	0.0%	0.0%	k
Continued HS	3.9%	1.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	5.4%	6.2%	1.7%	-	1.9%	0.0%	-	-	-	-	0.0%	2.1%	k
Graduates and TxCHSE	90.7%	92.0%	98.3%	-	98.1%	100.0%	-	-	-	-	100.0%	97.9%	*
Graduates, TxCHSE, and Continuers	94.6%	93.8%	98.3%	-	98.1%	100.0%	-	-	-	-	100.0%	97.9%	k
5-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.2%	92.5%	96.6%	-	98.1%	83.3%	-	-	-	-	100.0%	97.9%	k
Received TxCHSE	0.5%	0.6%		-	0.0%		-	-	-	-	0.0%	0.0%	
Continued HS	1.1%	0.7%		_	0.0%			-	_	-	0.0%	0.0%	
Dropped Out	6.2%	6.3%		-	4.00/			-	-	_	0.00/	2.1%	
Graduates and TxCHSE				_		100.0%		_	_		100.0%		

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

										Two			
										or			
	State	Region 02		African		\\/bito	American Indian	Acian	Pacific Islander		Special Ed	Econ Disadv	ED/EI
Graduates, TxCHSE,	93.8%			American	_	100.0%	IIIuiaii	ASidii	isianuer	Races	100.0%		
and Continuers	93.0%	93.770	90.3%	-	90.170	100.0%	_	-	-	-	100.0%	97.9%	
Class of 2019													
Graduated	92.0%	92.6%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
Received TxCHSE	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Continued HS	1.3%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Dropped Out	6.1%	6.2%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Graduates and TxCHSE	92.6%	93.1%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
Graduates, TxCHSE, and Continuers	93.9%	93.8%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
6-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2019			,										
Graduated	92.6%	92.8%	100.0%	_	100.0%	100.0%	_	_	_	_	100.0%	100.0%	
Received TxCHSE	0.6%	0.6%	0.0%	_	0.0%	0.0%	-	-	-	_	0.0%	0.0%	
Continued HS	0.6%	0.4%	0.0%	_	0.0%	0.0%	_	_	_	_	0.0%	0.0%	
Dropped Out	6.2%	6.2%	0.0%	_		0.0%	-	-	_	_	0.0%		
Graduates and TxCHSE			100.0%	_		100.0%	_	_	_	_	100.0%		
Graduates, TxCHSE, and Continuers	93.8%		100.0%	-	100.0%	100.0%	-	-	-	-	100.0%		
Class of 2018													
Graduated	92.6%	92.7%	100.0%	_	100.0%	100.0%	_	_	_	_	100.0%	100.0%	
Received TxCHSE	0.7%	0.5%	0.0%	_	0.0%	0.0%	_	_	_	_	0.0%		
Continued HS	0.6%	0.3%	0.0%	_	0.0%	0.0%	_	-	_	_	0.0%	0.0%	
Dropped Out	6.1%	6.4%	0.0%	_	0.0%	0.0%	-	_	_	_	0.0%		
Graduates and TxCHSE			100.0%	_		100.0%	-	_	_	_	100.0%		
Graduates, TxCHSE, and Continuers	93.9%		100.0%	-		100.0%	-	-	-	-	100.0%		
4-Year Federal Graduat	tion Rat	te Witho	ut Exclu	sions (Gr	9-12)								
Class of 2021	90.0%			-		100.0%	_	_	_	_	88.9%	95.3%	:
Class of 2020	90.3%			_	98.1%		_	_	_	_	100.0%		
RHSP/DAP Graduates					2370	22.570						21.570	
Class of 2021	87.5%		_	_	_	_	_	_	_	_	_	_	
Class of 2020	83.0%		-	_	_	_	-	_	-	_	-	_	
FHSP-E Graduates (Lo)										
Class of 2021	3.8%			_	2.1%	0.0%	_	_	_	_	12.5%	2.4%	
Class of 2020	4.3%			_	0.0%	0.0%		_	-	_	0.0%		
FHSP-DLA Graduates (3.370	3.070					5.570	3.070	

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

	State	Region 02	District	African American	Uicnanic		American Indian	Asian	Pacific Islander		Special Ed	Econ Disady	ED/EI
Class of 2021	81.9%	75.2%		American		100.0%		ASIAII	ISIAIIUEI -	races	50.0%		
Class of 2020	83.5%			_	86.5%			_	_	_	25.0%		
RHSP/DAP/FHSP-E/FHS				ngitudinal									
Class of 2021	85.7%			-		100.0%	_	-	_	-	62.5%	90.2%	*
Class of 2020	87.8%	85.1%	86.0%	-	86.5%	80.0%	-	-	-	-	25.0%	84.8%	*
RHSP/DAP Graduates (Annua	l Rate)											
2020-21	43.8%	27.3%	-	-	_	-	_	-	-	-	-	-	-
2019-20	38.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (An	nual Ra	ite)											
2020-21	3.8%	6.9%	1.8%	-	2.1%	0.0%	-	-	-	-	12.5%	2.4%	*
2019-20	4.4%	4.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Annual	Rate)											
2020-21	80.4%	74.4%	91.1%	-	89.6%	100.0%	_	-	-	-	50.0%	87.8%	*
2019-20	81.8%	79.0%	83.1%	-	83.3%	80.0%	_	-	-	-	25.0%	81.3%	*
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ates (Ani	nual Rate)									
2020-21	84.1%	80.8%	92.9%	-	91.7%	100.0%	_	-	-	-	62.5%	90.2%	*
2019-20	85.8%	83.2%	83.1%	-	83.3%	80.0%	-	-	-	-	25.0%	81.3%	*

Texas Education Agency 2021-22 Graduation Profile (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

		District Percent		State Percent
Graduates (2020-21 Annual Gradu	ates)			
Total Graduates	56	100.0%	358,842	100.0%
By Ethnicity:				
African American	0	0.0%	44,018	12.3%
Hispanic	48	85.7%	183,306	51.1%
White	8	14.3%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	0	0.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	4	7.1%	56,281	15.7%
Foundation H.S. Program (Endorsement)	1	1.8%	13,582	3.8%
Foundation H.S. Program (DLA)	51	91.1%	287,316	80.1%
Special Education Graduates	8	14.3%	31,028	8.6%
Economically Disadvantaged Graduates	41	73.2%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	3.6%	32,809	9.1%
At-Risk Graduates	24	42.9%	155,884	43.4%
CTE Completers	6	10.7%	99,076	27.6%

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
							nd Military nt Achieve						
College, Ca	areer, or	Military R	eady (An	nual Gradı	ıates)								
2020-21	65.2%	61.3%	75.0%	-	77.1%	62.5%	-	-	-	-	87.5%	78.0%	*
2019-20	63.0%	57.9%	71.2%	-	68.5%	100.0%	-	_	-	-	62.5%	70.8%	*
						College Gradu							
College Re	adv (Ann	ual Gradi	uates)			Grada	utes						
2020-21	52.7%		33.9%	_	31.3%	50.0%	_	_	_	_	0.0%	24.4%	*
2019-20	53.4%	41.8%	39.0%		37.0%	60.0%	_	_	_	_	12.5%	35.4%	*
TSI Criteria							5)						
2020-21	56.1%	50.6%	41.1%		37.5%	62.5%		_	_	-	12.5%	34.1%	*
2019-20	59.7%	49.0%	47.5%	-	44.4%	80.0%	-	_	-	-	12.5%	43.8%	*
TSI Criteria	Gradua	tes in Mat	hematics	(Annual G	iraduates)								
2020-21	45.7%	38.6%	33.9%		33.3%	37.5%	_	-	-	-	12.5%	29.3%	k
2019-20	47.9%	37.1%	45.8%	_	44.4%	60.0%	-	_	-	-	12.5%	41.7%	*
TSI Criteria	Gradua	tes in Bot	h Subjec	ts (Annual	Graduates	5)							
2020-21	40.4%	33.6%	30.4%	-	29.2%	37.5%	-	-	-	-	0.0%	24.4%	*
2019-20	43.2%	31.9%	37.3%	-	35.2%	60.0%	-	-	-	-	12.5%	33.3%	*
AP / IB Met	Criteria	in Any Su	ıbject (Ar	nual Grad	uates)								
2020-21	21.3%	7.8%	10.7%	-	10.4%	12.5%	-	-	-	-	0.0%	9.8%	*
2019-20	21.1%	7.3%	5.1%	-	5.6%	0.0%	-	-	-	-	0.0%	6.3%	*
Associate	Degree (Annual Gr	aduates)										
2020-21	2.6%	1.7%	1.8%	_	2.1%	0.0%	-	-	-	-	0.0%	2.4%	*
2019-20	2.1%	1.8%	5.1%	-	3.7%	20.0%	-	-	-	-	0.0%	4.2%	*
Dual Cours	e Credits	s in Any S	Subject (A	nnual Gra	duates)								
2020-21	25.9%	26.6%	23.2%	-	20.8%	37.5%	-	-	-	-	0.0%	19.5%	*
2019-20	24.6%	27.6%	22.0%	-	20.4%	40.0%	-	-	-	-	12.5%	18.8%	*
Onramps C	Course C	redits (An	nual Gra	duates)									
2020-21	4.4%	6.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	4.0%	8.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
					Car	eer / Mili Gradu	tary Ready ates						
Career or M	Military R	eady (Anı	nual Grad	luates)									
2020-21	24.2%		60.7%		62.5%	50.0%	-	_	-	-	87.5%	65.9%	*
2019-20	18.7%	28.4%	62.7%	-	61.1%	80.0%	-	_	-	-	62.5%	60.4%	*
Approved I	ndustrv-	Based Ce	rtification	(Annual C	Graduates)							

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	24.3%	55.4%	-	56.3%	50.0%	-	-	-	-	50.0%	58.5%	*
2019-20	13.2%	22.8%	61.0%	-	59.3%	80.0%	-	-	-	-	50.0%	58.3%	*
Graduates	with Lev	el I or Lev	el II Certi	ficate (Anı	nual Gradı	uates)							
2020-21	0.7%	1.6%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	0.7%	1.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduate v	vith Com	pleted IEF	and Wo	rkforce Re	adiness (A	nnual Gi	aduates)						
2020-21	2.4%	2.3%	5.4%	-	6.3%	0.0%	-	-	-	-	37.5%	7.3%	*
2019-20	2.4%	2.0%	0.0%	-	0.0%	0.0%	-	-	_	-	0.0%	0.0%	*
Graduates	Under an	Advance	ed Diplom	a Plan and	d Identified	d as a Cu	rrent Spec	ial Educa	tion Stud	ent (Annu	ıal Gradua	ates)	
2020-21	4.4%	4.5%	8.9%	-	10.4%	0.0%	-	_	_	-	62.5%	12.2%	*
2019-20	3.7%	3.7%	3.4%	-	3.7%	0.0%	-	-	_	-	25.0%	2.1%	*

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

	Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >=	Criterion) (Annua	al Grad												
Reading	2020-21	25.9%	34.2%	39.3%	_	35.4%	62.5%	_	-	-	-	12.5%	34.1%	k
-	2019-20	30.1%	37.4%	47.5%	_	44.4%	80.0%	-	-	-	-	12.5%	43.8%	*
Mathematics	2020-21	19.4%	22.1%	28.6%	_	27.1%	37.5%	-	-	-	-	0.0%	24.4%	*
	2019-20	21.2%	23.3%	37.3%	_	35.2%	60.0%	-	-	-	-	12.5%	33.3%	*
Both Subjects	2020-21	14.4%	19.6%	28.6%	-	27.1%	37.5%	-	-	-	-	0.0%	24.4%	k
	2019-20	16.4%	20.7%	33.9%	_	31.5%	60.0%	-	-	-	-	12.5%	29.2%	*
Completed and Received Cre	edit for College P	rep Co	urses (A	Annual G	iraduates)									
English Language Arts	2020-21	8.6%	11.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	7.3%	4.6%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2020-21	10.3%	12.6%	7.1%	-	8.3%	0.0%	-	-	-	-	12.5%	7.3%	*
	2019-20	9.7%	9.0%	8.5%	-	9.3%	0.0%	-	-	-	-	0.0%	8.3%	k
Both Subjects	2020-21	4.9%	6.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	k
	2019-20	4.2%	2.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	k
AP/IB Results (Participation)	(Grades 11-12)													
All Subjects	2021	21.1%	11.0%	12.6%	*	12.2%	15.8%	_	-	_	-	0.0%	12.2%	k
	2020	22.0%	11.8%	10.7%	*	8.9%	22.2%	-	-	-	-	0.0%	7.0%	*
English Language Arts	2021	12.1%	6.4%	3.7%	*	3.5%	5.3%	_	-	_	-	0.0%	4.1%	*
	2020	12.7%	6.7%	8.4%	*	7.1%	16.7%	-	-	-	_	0.0%	6.0%	k
Mathematics	2021	6.1%	3.0%	8.1%	*	7.8%	10.5%	-	-	-	_	0.0%	7.1%	k
	2020	6.4%	2.9%	2.3%	*	1.8%	5.6%	-	-	-	-	0.0%	2.0%	×
Science	2021	8.7%	3.6%	5.2%	*	5.2%	5.3%	_	-	_	-	0.0%	5.1%	k
	2020	9.4%	4.5%	0.0%	*	0.0%	0.0%	_	-	-	-	0.0%	0.0%	×
Social Studies	2021	11.6%	4.2%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	×
	2020	12.4%	4.7%	4.6%	*	3.6%	11.1%	_	-	-	-	0.0%	3.0%	×
AP/IB Results (Examinees >	= Criterion) (Grad	les 11-	12)											
All Subjects	2021	48.6%	36.5%	5.9%	-	7.1%	*	-	-	_	-	_	8.3%	
	2020	59.0%	42.3%	35.7%	-	40.0%	*	_	-	_	-	_	42.9%	
English Language Arts	2021	42.7%	35.2%	20.0%	-	*	*	_	-	_	-	_	*	
	2020	50.1%	39.6%	36.4%	-	50.0%	*	_	-	_	-	_	50.0%	
Mathematics	2021	49.4%	36.9%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	
	2020	56.5%	41.3%	*	-	*	*	-	-	-	-	-	*	
Science	2021	41.4%	34.2%	0.0%	_	0.0%	*	_	-	_	-	_	0.0%	
	2020	47.6%	32.4%	_	_	_	-	_	_	_	-	_	_	-

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

	Academic Year	State	Region 02		African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	30.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	30.1%	16.7%	_	*	*	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduat	es)													
Tested	2020-21	70.8%	53.6%	41.1%	_	35.4%	75.0%	-	-	-	-	12.5%	34.1%	*
	2019-20	76.7%	59.2%	74.6%	_	68.5%	100.0%	-	-	-	-	62.5%	72.9%	*
At/Above Criterion for All Examinees	2020-21	32.9%	27.2%	17.4%	-	23.5%	0.0%	-	-	-	-	*	21.4%	-
	2019-20	35.7%	26.5%	15.9%	-	13.5%	28.6%	-	-	-	-	0.0%	14.3%	-
Average SAT Score (Annual Gradu	iates)													
All Subjects	2020-21	1002	990	*	-	*	*	-	-	-	-	-	*	-
	2019-20	1019	991	1040	_	1040	_	-	-	-	-	-	1040	-
English Language Arts and Writing	2020-21	504	501	*	_	*	*	-	-	-	-	-	*	-
	2019-20	513	504	550	_	550	_	-	-	-	-	-	550	-
Mathematics	2020-21	498	489	*	-	*	*	-	-	-	-	-	*	-
	2019-20	506	487	490	_	490	_	-	-	-	-	-	490	-
Average ACT Score (Annual Gradu	ıates)													
All Subjects	2020-21	20.0	18.5	19.0	_	19.6	17.7	-	-	-	-	*	19.1	-
	2019-20	20.2	18.9	17.8	_	17.5	19.6	-	-	_	_	14.8	17.3	-
English Language Arts	2020-21	19.6	18.1	18.6	-	18.9	17.8	-	-	-	-	*	18.7	-
	2019-20	19.9	18.5	17.5	-	17.1	19.4	-	-	-	-	13.6	16.9	-
Mathematics	2020-21	19.9	18.4	18.5	-	19.1	16.8	-	-	-	-	*	18.1	-
	2019-20	20.1	18.7	17.8	-	17.5	19.3	_	_	_	-	15.6	17.5	-
Science	2020-21	20.3	18.9	19.5	-	20.6	16.5	-	-	_	-	*	19.8	-
	2019-20	20.5	19.3	17.7	_	17.5	19.0	-	-	_	_	15.0	17.3	-

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) BANQUETE ISD (178913) - NUECES COUNTY

	Academic Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit	t Course Co	mpletion	(Grades 9-	12)										
Any Subject	2020-21	42.5%	38.6%	32.0%	*	32.8%	27.3%	-	-	-	-	8.3%	33.2%	14.3%
	2019-20	46.3%	43.3%	32.8%	*	33.2%	32.4%	-	-	-	-	11.8%	33.5%	*
English Language Arts	2020-21	16.3%	11.6%	7.6%	*	7.2%	9.8%	-	-	-	-	0.0%	7.8%	0.0%
	2019-20	18.2%	13.2%	10.5%	*	9.9%	15.6%	-	-	-	-	2.9%	9.1%	*
Mathematics	2020-21	19.3%	17.1%	19.8%	*	20.8%	15.4%	-	-	-	-	3.3%	21.6%	0.0%
	2019-20	20.7%	18.5%	15.7%	*	15.6%	17.9%	-	-	-	-	6.7%	16.5%	*
Science	2020-21	20.6%	17.7%	19.5%	*	20.1%	14.6%	-	-	-	-	6.7%	21.8%	16.7%
	2019-20	22.4%	20.0%	24.5%	*	24.0%	29.0%	-	-	-	-	10.7%	24.5%	*
Social Studies	2020-21	22.8%	17.6%	8.0%	*	8.2%	7.1%	-	-	-	-	2.9%	7.2%	0.0%
	2019-20	24.6%	20.8%	9.4%	*	9.0%	12.5%	-	-	-	-	2.9%	8.0%	*
CTE Coherent Sequer	nce (Annual	Graduate	s)											
	2020-21	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	58.5%	62.4%	55.9%	-	59.3%	20.0%	-	-	-	-	37.5%	52.1%	*
Graduates Enrolled in	Texas Insti	itution of I	Higher Edu	cation (T	X IHE)									
	2019-20	46.1%	43.8%	59.3%	-	55.6%	100.0%	-	-	-	-	37.5%	56.3%	*
	2018-19	52.6%	49.3%	65.1%	-	66.7%	55.6%	-	-	-	_	20.0%	66.0%	-
Graduates in TX IHE (Completing	One Year	Without E	nrollment	in a Devel	opmental E	Education	Course (D	ata will be	available	in January	y 2023)		
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment				
	Dis	strict	State		District		Sta	te	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Total Students	858	100.0%	5,402,928	100.0%	859	100.0%	5,427,370	100.0%	
Students by Grade:									
Early Childhood Education	1	0.1%	14,290	0.3%	2	0.2%	21,375	0.4%	
Pre-Kindergarten	23	2.7%	222,767	4.1%	23	2.7%	223,733	4.1%	
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%	
Pre-Kindergarten: 4-year Old	23	2.7%	188,798	3.5%	23	2.7%	189,474	3.5%	
Kindergarten	60	7.0%	370,054	6.8%	60	7.0%	371,502	6.8%	
Grade 1	51	5.9%	384,494	7.1%	51	5.9%	386,232	7.1%	
Grade 2	63	7.3%	382,008	7.1%	63	7.3%	383,838	7.1%	
Grade 3	60	7.0%	383,078	7.1%	60	7.0%	384,872	7.1%	
Grade 4	60	7.0%	383,959	7.1%	60	7.0%	386,011	7.1%	
Grade 5	47	5.5%	387,945	7.2%	47	5.5%	389,971	7.2%	
Grade 6	62	7.2%	398,640	7.4%	62	7.2%	400,447	7.4%	
Grade 7	69	8.0%	418,486	7.7%	69	8.0%	418,788	7.7%	
Grade 8	78	9.1%	424,287	7.9%	78	9.1%	424,544	7.8%	
Grade 9	86	10.0%	475,437	8.8%	86	10.0%	475,746	8.8%	
Grade 10	72	8.4%	408,393	7.6%	72	8.4%	408,700	7.5%	
Grade 11	55	6.4%	389,034	7.2%	55	6.4%	389,454	7.2%	
Grade 12	71	8.3%	360,056	6.7%	71	8.3%	362,157	6.7%	
Ethnic Distribution:									
African American	4	0.5%	690,999	12.8%	4	0.5%	694,302	12.8%	
Hispanic	722	84.1%	2,850,147	52.8%	722	84.1%	2,860,754	52.7%	
White	129		1,420,166	26.3%	130		1,427,241	26.3%	
American Indian	0	0.0%		0.3%	0	0.0%		0.3%	
Asian	1	0.1%		4.8%	1	0.1%		4.8%	
Pacific Islander	0	0.0%		0.2%	0	0.0%		0.2%	
Two or More Races	2				2	0.2%		2.9%	
Sex:			,						
Female	425	49.5%	2,640,313	48.9%	426	49.6%	2,650,563	48.8%	
Male			2,762,615				2,776,807		
	.55	23.270	,,	2 , 0	.55	2370	,,.,,	21.270	
Economically Disadvantaged	521	60.7%	3,278,452	60.7%	521	60.7%	3,289,420	60.6%	
Non-Educationally Disadvantaged	337	39.3%	2,124,476	39.3%	338	39.3%	2,137,950	39.4%	
Section 504 Students	114	13.3%	400,729	7.4%	114	13.3%	401,648	7.4%	
EB Students/EL	23	2.7%	1,171,661	21.7%	23	2.7%	1,175,333	21.7%	

	Membership				Enrollment			
	Dis	strict	Sta	te	Dis	trict	Sta	te
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	2	0.2%	34,054	0.6%				
Students w/ Dyslexia	48	5.6%	270,260	5.0%	48	5.6%	270,966	5.0%
Foster Care	4	0.5%	15,338	0.3%	4	0.5%	15,409	0.3%
Homeless	5	0.6%	61,433	1.1%	5	0.6%	61,687	1.1%
Immigrant	0	0.0%	108,510	2.0%	0	0.0%	108,787	2.0%
Migrant	62	7.2%	14,366	0.3%	62	7.2%	14,426	0.3%
Title I	858	100.0%	3,473,996	64.3%	859	100.0%	3,487,333	64.3%
Military Connected	13	1.5%	176,253	3.3%	13	1.5%	176,554	3.3%
At-Risk	399	46.5%	2,892,191	53.5%	399	46.4%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	20	2.3%	1,182,035	21.9%	20	2.3%	1,185,511	21.8%
Career and Technical Education	246	28.7%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	246	86.6%	1,159,913	71.0%				
Gifted and Talented Education	50	5.8%	434,269	8.0%	50	5.8%	435,356	8.0%
Special Education	100	11.7%	624,256	11.6%	101	11.8%	635,097	11.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	100		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	39	39.0%	268,673	43.0%				
Students with Physical Disabilities	20	20.0%	129,679	20.8%				
Students with Autism	**	**	91,742	14.7%				
Students with Behavioral Disabilities	30	30.0%	125,096					
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	130	15.3%	705,063	13.6%				
By Ethnicity:		0.70/	404.070	2 = 2 /				
African American	6	0.7%	131,970	2.5%				
Hispanic	105	12.4%	342,504	6.6%				
White	18	2.1%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	0	0.0%	16,716					
Pacific Islander	0	0.0%	1,690					
Two or More Races	1	0.1%	25,096					
Count and Percent of Special Ed Students who are Mobile			102,025					
Count and Percent of EB Students/EL who are Mobile	5	21.7%	124,246					
Count and Percent of Econ Dis Students who are Mobile	82	13.4%	467,226	15.0%				

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Student Attrition (2020-21):								
Total Student Attrition	105	16.0%	772,746	18.9%				

	-Non-S Educa Rate	ation	-Spe Educa Rate	ation				
Student Information	District State I		District	State				
Retention Rates by Grade:								
Kindergarten	0.0%	1.9%	0.0%	5.2%				
Grade 1	6.3%	2.9%	14.3%	4.2%				
Grade 2	4.0%	1.7%	12.5%	2.2%				
Grade 3	2.0%	1.0%	11.1%	1.0%				
Grade 4	4.5%	0.7%	0.0%	0.7%				
Grade 5	0.0%	0.5%	0.0%	0.7%				
Grade 6	5.5%	0.6%	0.0%	0.6%				
Grade 7	4.6%	0.7%	10.0%	0.7%				
Grade 8	1.4%	0.6%	0.0%	0.8%				
Grade 9	3.1%	10.5%	11.1%	14.1%				

	Dis	strict	Si	tate
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.7%	8,781	0.3%

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	15.0	18.7
Grade 1	16.7	18.7
Grade 2	15.6	18.6
Grade 3	14.8	18.7
Grade 4	14.3	18.8
Grade 5	15.5	20.2
Grade 6	13.2	19.2

Class Size Information	District	State
Secondary:		
English/Language Arts	13.0	16.3
Foreign Languages	13.0	18.4
Mathematics	12.0	17.5
Science	14.4	18.5
Social Studies	14.6	19.1

	District		Sta	te	
Staff Information	Count	Percent		Percent	
Total Staff	153.4	100.0%	749,473.4	100.0%	
Professional Staff:	96.0	62.6%	480,632.3	64.1%	
Teachers	81.5	53.1%	369,695.8	49.3%	
Professional Support	6.0	3.9%	80,190.4	10.7%	
Campus Administration (School Leadership)	5.5	3.6%	22,091.4	2.9%	
Central Administration	3.0	2.0%	8,654.8	1.2%	
Educational Aides:	22.0	14.3%	82,972.4	11.1%	
Auxiliary Staff:	35.4	23.1%	185,868.6	24.8%	
Librarians and Counselors (Headcount):					
Full-time Librarians	0.0	n/a	4,194.0	n/a	
Part-time Librarians	0.0	n/a	607.0	n/a	
Full-time Counselors	3.0	n/a	13,550.0	n/a	
Part-time Counselors	0.0	n/a	1,176.0	n/a	
Total Minority Staff:	115.4	75.2%	390,611.0	52.1%	
Teachers by Ethnicity:					
African American	0.0	0.0%	41,286.1	11.2%	
Hispanic	53.0	65.1%	106,866.5	28.9%	
White	28.5	34.9%	208,485.4	56.4%	
American Indian	0.0	0.0%	1,235.6	0.3%	
Asian	0.0	0.0%	6,956.0	1.9%	
Pacific Islander	0.0	0.0%	553.2	0.1%	
Two or More Races	0.0	0.0%	4,312.0	1.2%	
Teachers by Sex:					
Males	17.5	21.4%	89,015.4	24.1%	
Females	64.0	78.6%	280,680.4	75.9%	
Teachers by Highest Degree Held:					
No Degree	0.0	0.0%	5,187.9	1.4%	
Bachelors	63.0	77.3%	268,560.2	72.6%	
Masters	18.5	22.7%	93,139.5	25.2%	
Doctorate	0.0	0.0%	2,808.1	0.8%	
Teachers by Years of Experience:					
Beginning Teachers	11.0	13.5%	29,215.8	7.9%	
1-5 Years Experience	12.0	14.7%		26.7%	
6-10 Years Experience	10.0	12.3%	76,197.2	20.6%	

	Dis	District		te
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	28.0	34.4%	105,811.4	28.6%
21-30 Years Experience	18.5	22.7%	48,804.6	13.2%
Over 30 Years Experience	2.0	2.5%	10,902.0	2.9%
Number of Students per Teacher	10.5	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.3	6.3
Average Years Experience of Principals with District	4.3	5.4
Average Years Experience of Assistant Principals	4.5	5.5
Average Years Experience of Assistant Principals with District	4.5	4.8
Average Years Experience of Teachers:	13.1	11.1
Average Years Experience of Teachers with District:	6.5	7.2
Average Teacher Salary by Years of Experience (regular de	uties only):	
Beginning Teachers	\$44,713	\$51,054
1-5 Years Experience	\$47,617	\$54,577
6-10 Years Experience	\$47,273	\$57,746
11-20 Years Experience	\$55,586	\$61,377
21-30 Years Experience	\$62,001	\$65,949
Over 30 Years Experience	\$72,078	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$53,782	\$58,887
Professional Support	\$60,984	\$69,505
Campus Administration (School Leadership)	\$82,937	\$84,990
Central Administration	\$126,087	\$112,797
Instructional Staff Percent:	78.5%	64.9%
Turnover Rate for Teachers:	12.3%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:	0.0	1 247 4
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staffs	0.0	2 442 6
Contracted Instructional Staff:	0.0	2,113.6

	District		Stat	:e			
Designation	Headcount	Average Payout		Average Payout			
Teacher Incentive Allotment:							
Recognized	-	-	3,305	\$6,188			
Exemplary	-	-	1,564	\$12,202			
Master	-	-	681	\$21,922			

	Dis	trict	State					
Program Information	Count	Percent	Count	Percent				
Teachers by Program (population served):								
Bilingual/ESL Education	0.1	0.1%	22,926.8	6.2%				
Career and Technical Education	5.6	6.8%	19,365.5	5.2%				
Compensatory Education	0.0	0.0%	11,037.2	3.0%				
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%				
Regular Education	71.3	87.5%	261,685.1	70.8%				
Special Education	4.6	5.6%	35,441.0	9.6%				
Other	0.0	0.0%	12,775.1	3.5%				

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

 n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report

(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: BANQUETE ISD

Campus Name: BANQUETE H S

Campus Number: 178913001

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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	School Year								Asian		Races	Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
			ST	AAR Per	formance F	Rates by 1	rested	Grade, Su	bject, a	and Perfo	rmance	e Level					
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	84%	84%	*	83%	89%	-	*	-	-	41%	*	88%	76%	81%	57%
	2021	67%	76%	76%	-	70%	100%	-	-	-	-	38%	-	77%	73%	69%	80%
At Meets Grade Level or Above	2022	47%	63%	63%	*	60%	89%	-	*	_	-	24%	*	60%	68%	59%	57%
	2021	50%	56%	56%	-	48%	87%	-	-	_	-	25%	-	64%	27%	53%	80%
At Masters Grade Level	2022	11%	11%	11%	*	10%	22%	-	*	-	-	18%	*	11%	12%	9%	0%
	2021	12%	10%	10%	-	7%	20%	-	-	-	-	13%	-	11%	7%	12%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	83%	83%	*	79%	93%	-	*	-	-	46%	*	82%	84%	80%	*
	2021	71%	82%	82%	-	79%	100%	-	-	-	-	57%	-	80%	89%	79%	_
At Meets Grade Level or Above	2022	55%	75%	75%	*	71%	87%	-	*	-	-	38%	*	77%	68%	69%	*
	2021	57%	67%	67%	-	62%	100%	-	-	-	-	43%	-	67%	67%	69%	-
At Masters Grade Level	2022	9%	15%	15%	*	13%	27%	-	*	-	-	23%	*	18%	5%	16%	*
	2021	11%	12%	12%	-	9%	29%	-	-	-	-	14%	-	12%	11%	10%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	87%	82%	*	82%	86%	-	-	-	-	50%	*	83%	81%	80%	*
	2021	73%	82%	74%	-	71%	100%	-	-	_	-	38%	-	81%	55%	70%	*
At Meets Grade Level or Above	2022	43%	57%	44%	*	42%	57%	-	-	_	-	19%	*	39%	52%	39%	*
	2021	41%	46%	36%	-	36%	40%	-	-	-	-	38%	-	42%	18%	35%	*
At Masters Grade Level	2022	27%	30%	19%	*	17%	43%	-	-	-	-	19%	*	20%	19%	22%	*
	2021	23%	17%	4%	-	5%	0%	-	-	-	-	13%	_	3%	9%	3%	*
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	86%	86%	*	85%	90%	-	*	-	-	55%	*	88%	82%	85%	67%
	2021	82%	83%	83%	-	78%	100%	-	-	-	-	40%	-	88%	58%	79%	*
At Meets Grade Level or Above	2022	55%	52%	52%	*	48%	80%	-	*	-	-	30%	*	51%	55%	42%	50%
	2021	55%	49%	49%	-	40%	85%	-	-	_	-	20%	-	57%	17%	47%	*
At Masters Grade Level	2022	21%	13%	13%	*	13%	20%	-	*	-	-	15%	*	12%	15%	14%	33%
	2021	22%	5%	5%	-	4%	8%	-	-	-	-	0%	-	6%	0%	6%	*
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	95%	95%	-	93%	100%	-	-	-	-	67%	*	94%	100%	92%	-
	2021	88%	90%	90%	*	88%	100%	-	-	-	-	14%	-	87%	100%	86%	*
At Meets Grade Level or Above	2022	68%	64%	64%	-	65%	100%	-	-	-	-	44%	*	60%	100%	73%	-
	2021	69%	66%	66%	*	64%	75%	-	-	-	-	0%	-	61%	85%	57%	*
At Masters Grade Level	2022	42%	38%	38%	-	37%	71%	-	-	-	-	44%	*	36%	60%	42%	-
	2021	43%	25%	25%	*	24%	38%	-	-	_	-	0%	-	24%	31%	24%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	94%	94%	-	93%	*	-	-	-	-	-	-	93%	*	89%	-
	2021	95%	92%	92%	-	89%	*	-	-	-	-	-	-	91%	*	89%	-
At Meets Grade Level or Above	2022	64%	44%	44%	-	47%	*	-	-	-	-	-	-	36%	*	33%	-
	2021	69%	33%	33%	-	44%	*	-	-	-	-	-	-	36%	*	33%	-
At Masters Grade Level	2022	13%	0%	0%	-	0%	*	-	-	_	-	-	-	0%	*	0%	-
	2021	14%	0%	0%	-	0%	*	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	86%	*	84%	92%	-	*	-	-	51%	89%	87%	82%	83%	52%
	2021	67%	77%	82%	*	78%	100%	-	-	-	-	37%	-	83%	75%	77%	79%
At Meets Grade Level or Above	2022	48%	55%	59%	*	56%	82%	-	*	_	-	29%	11%	57%	63%	53%	43%
	2021	41%	45%	55%	*	51%	76%	-	-	-	-	26%	-	58%	41%	52%	71%
At Masters Grade Level	2022	23%	22%	17%	*	15%	33%	-	*	_	-	21%	0%	18%	15%	17%	14%
	2021	18%	17%	11%	*	10%	18%	-	-	-	-	9%	-	11%	11%	11%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	86%	83%	*	81%	92%	-	*	-	-	43%	*	85%	79%	81%	55%
	2021	68%	80%	79%	-	74%	100%	-	-	_	-	47%	_	79%	79%	73%	80%
At Meets Grade Level or Above	2022	53%	62%	68%	*	65%	88%	-	*	-	-	30%	*	68%	68%	63%	55%
	2021	45%	49%	61%	-	55%	91%	-	-	-	-	33%	-	65%	42%	60%	80%
At Masters Grade Level	2022	25%	26%	13%	*			_	*	_	-		*			12%	9%
	2021	18%	19%	11%	-			-	-	-	-		-			11%	
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	83%	85%	*	84%	88%	-	-	-	-	50%	*	85%	83%	81%	*
	2021	66%	72%	78%	-	75%	100%	-	-	_	-	38%	-	83%	58%	73%	*

	School Year		District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	50%	44%	*	43%	50%	-	-	-	-	19%	*	38%	55%	38%	*
	2021	37%	38%	36%	-	37%	25%	-	-	-	-	38%	-	40%	17%	35%	*
At Masters Grade Level	2022	20%	20%	15%	*	13%	38%	-	-	-	-	19%	*	15%	17%	19%	*
	2021	18%	15%	3%	-	4%	0%	-	-	-	-	13%	-	2%	8%	2%	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	87%	86%	*	85%	90%	-	*	-	-	55%	*	88%	82%	85%	67%
	2021	71%	82%	83%	-	78%	100%	_	-	-	-	40%	_	88%	58%	79%	*
At Meets Grade Level or Above	2022	47%	55%	52%	*	48%	80%	_	*	-	-	30%	*	51%	55%	42%	50%
	2021	44%	49%	49%	-	40%	85%	-	-	-	-	20%	-	57%	17%	47%	*
At Masters Grade Level	2022	21%	21%	13%	*	13%	20%	-	*	-	-	15%	*	12%	15%	14%	33%
	2021	20%	19%	5%	-	4%	8%	-	-	-	-	0%	-	6%	0%	6%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	77%	95%	-	93%	100%	-	-	-	-	67%	*	94%	100%	92%	-
	2021	73%	80%	90%	*	88%	100%	-	-	-	-	14%	-	87%	100%	86%	*
At Meets Grade Level or Above	2022	50%	40%	64%	-	65%	100%	-	-	_	-	44%	*	60%	100%	73%	-
	2021	49%	49%	66%	*	64%	75%	-	-	-	-	0%	-	61%	85%	57%	*
At Masters Grade Level	2022	30%	19%	38%	-	37%	71%	-	-	-	-	44%	*	36%	60%	42%	-
	2021	29%	18%	25%	*	24%	38%	-	-	-	-	0%	-	24%	31%	24%	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Progress (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
				School	ol Progress	s Domain	- Acad	emic Grow	th Sco	re by Gra	de and	Subject					
End of Course English II	2022	71	84	84	*	87	73	-	*	-	-	78	*	86	79	84	*
	2019	69	67	67	-	64	92	-	-	-	-	69	-	65	71	62	*
End of Course Algebra I	2022	67	73	68	*	65	80	-	-	-	-	25	*	66	73	67	*
	2019	75	76	77	-	76	81	-	-	-	-	38	*	73	92	73	*
All Grades Both Subjects	2022	74	78	78	*	77	75	-	*	-	-	57	*	78	77	76	50
	2019	69	71	72	-	70	86	-	-	-	-	53	*	69	81	67	*
All Grades ELA/Reading	2022	78	81	84	*	87	73	-	*	-	-	78	*	86	79	84	*
	2019	68	65	67	-	64	92	-	-	-	-	69	-	65	71	62	*
All Grades Mathematics	2022	69	75	68	*	65	80	-	-	-	-	25	*	66	73	67	*
	2019	70	77	77	-	76	81	-	-	-	-	38	*	73	92	73	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans	BE-Dual Two-Way		ALP Bilingual (Exception)			ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
					STAAR	R Performa	nce Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	84%	86%	-	-	-	-	-	-	60%	-	60%	-	*	87%	47%	100%
	2021	67%	77%	82%	-	-	-	-	-	-	*	-	*	-	*	81%	57%	100%
At Meets Grade Level or Above	2022	48%	55%	59%	-	-	-	-	-	-	47%	-	47%	-	*	60%	37%	78%
	2021	41%	45%	55%	-	-	_	-	-	-	*	-	*	-	*	53%	43%	100%
At Masters Grade Level	2022	23%	22%	17%	-	-	_	-	-	-	13%	-	13%	-	*	17%	11%	44%
	2021	18%	17%	11%	-	-	_	-	-	_	*	-	*	-	*	12%	0%	8%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	86%	83%	-	-	-	-	-	-	63%	-	63%	-	*	85%	50%	*
	2021	68%	80%	79%	-	-	-	-	-	-	*	-	*	-	*	78%	*	100%
At Meets Grade Level or Above	2022	53%	62%	68%	-	-	_	-	-	_	63%	-	63%	-	*	69%	50%	*
	2021	45%	49%	61%	-	-	_	-	-	_	*	-	*	-	*	59%	*	100%
At Masters Grade Level	2022	25%	26%	13%	-	_	_	-	-	_	0%	-	0%	-	*	13%	0%	*
	2021	18%	19%	11%	-	_	-	-	-	-	*	-	*	-	*	11%	*	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	83%	85%	-	-	-	-	-	-	*	-	*	-	*	88%	*	_
	2021	66%	72%	78%	-	-	_	-	-	-	*	-	*	-	*	78%	*	*
At Meets Grade Level or Above	2022	42%	50%	44%	-	-	_	-	-	_	*	-	*	-	*	46%	*	-
	2021	37%	38%	36%	-	-	_	-	-	-	*	-	*	-	*	33%	*	*
At Masters Grade Level	2022	20%	20%	15%	-	-	_	-	-	_	*	-	*	-	*	16%	*	-
	2021	18%	15%	3%	-	_	_	-	-	_	*	-	*	-	*	4%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	87%	86%	-	-	-	-	-	-	*	-	*	-	*	87%	60%	*
	2021	71%	82%	83%	-	_	_	-	-	_	*	-	*	-	*	83%	*	*
At Meets Grade Level or Above	2022	47%	55%	52%	-	_	_	-	-	_	*	-	*	-	*	52%	40%	*
	2021	44%	49%	49%	_	_	_	_	_	_	*	_	*	-	*	49%	*	*
At Masters Grade Level	2022	21%	21%	13%	-	_	_	-	_	_	*	-	*	-	*	12%	40%	*
	2021	20%	19%	5%	-	-	-	-	-	-	*	-	*	-	*	5%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	77%	95%	-	-	-	-	-	-	-	-	-	-	-	94%	-	100%
	2021	73%	80%	90%	_	_	_	_	_	_	*	_	*	_	_	89%	*	*

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year		District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans			ALP Bilingual (Exception)				ALP ESL (Waiver)	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	40%	64%	-	-	-	-	-	-	-	-	-	-	-	71%	-	60%
	2021	49%	49%	66%	-	-	-	-	_	-	*	-	*	-	-	65%	*	*
At Masters Grade Level	2022	30%	19%	38%	-	-	-	-	-	-	-	-	-	-	-	40%	-	60%
	2021	29%	18%	25%	-	-	-	-	_	_	*	-	*	-	-	26%	*	*
					Sc	hool Prog	ress Doma	in - Acade	emic Grow	th Score								
All Grades Both Subjects	2022	74%	78%	78%	-	-	-	-	-	_	*	-	*	-	*	79%	40%	*
	2019	69%	71%	72%	-	_	-	-	-		*	*	_		-		*	
All Grades ELA/Reading	2022	78%	81%	84%	-	_	-	-	-	-	*	-	*	-	*	84%	*	*
	2019	68%	65%	67%	-	-	-	-	-		*	*	-		-		*	
All Grades Mathematics	2022	69%	75%	68%	-	-	-	-	_	-	*	-	*	_	-	71%	*	-
	2019	70%	77%	77%	-	_	-	-	_		-	-	-		-		-	

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

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

	State	District	Campus	African American			American Indian Participat		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2022		Grades)									
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	95%	80%	97%	88%	-	*	-	-	95%	82%	96%	92%	95%	84%
Not Included in Accountability: Mobile	5%	5%	4%	20%	2%	13%	-	*	-	-	5%	18%	4%	5%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	*	-	-	0%	0%	0%	3%	1%	16%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	_	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	*	96%	92%	-	*	-	-	94%	*	96%	93%	95%	85%
Not Included in Accountability: Mobile	5%	5%	4%	*	3%	8%	-	*	-	-	6%	*	4%	4%	4%	0%
Not Included in Accountability: Other Exclusions	2%	0%	1%	*	1%	0%	-	*	-	-	0%	*	0%	4%	1%	15%
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	*	97%	73%	-	-	-	-	94%	*	95%	91%	94%	80%
Not Included in Accountability: Mobile	5%	6%	6%	*	1%	27%	-	-	-	-	6%	*	5%	6%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	-	-	-	-	0%	*	0%	3%	2%	20%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	*	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	*	97%	83%	-	*	-	-	95%	*	96%	94%	94%	86%
Not Included in Accountability: Mobile	4%	6%	4%	*	2%	17%	-	*	-	-	5%	*	4%	3%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	-	*	-	-	0%	*	0%	3%	1%	14%
Not Tested	2%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	98%	-	98%	100%	-	-	-	-	100%	100%	100%	86%	100%	-
Included in Accountability	94%	96%	95%	-	98%	100%	-	-	-	-	100%	80%	98%	71%	100%	_
Not Included in Accountability: Mobile	4%	4%	3%	-	0%	0%	-	-	-	-	0%	20%	2%	14%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-
Not Tested	2%	1%	2%	-	2%	0%	-	-	-	-	0%	0%	0%	14%	0%	-
Absent	1%	0%	0%	-	0%	0%	_	-	-	-	0%	0%	0%	0%	0%	-
Other	0%	1%	2%	-	2%	0%	_	-	-	-	0%	0%	0%	14%	0%	-
Accelerated Testers																
SAT/ACT Participant	89%	100%	100%	-	100%	*	_	-	_	-	-	-	100%	*	100%	-
					2021 :		R Participa Grades)	tion								
All Tests																
Assessment Participant	88%	98%	95%	*	95%	92%	_	_	-	-	88%	-	96%	91%	95%	100%
Included in Accountability	83%	91%	86%	*	89%	80%	_	-	-	-	81%	-	92%	70%	89%	74%
Not Included in Accountability: Mobile	3%	7%	8%	*	6%	13%	_	-	_	-	5%	-	4%	20%	5%	11%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	-	-	-	-	2%	-	1%	1%	1%	16%
Not Tested	12%	2%	5%	*	5%	8%	-	-	-	-	12%	-	4%	9%	5%	0%
Absent	2%	1%	3%	*	2%	5%	_	-	_	-	9%	-	2%	6%	3%	0%
Other	10%	1%	2%	*	2%	3%	-	-	-	-	2%	-	2%	3%	2%	0%
Reading																
Assessment Participant	89%	98%	94%	*	94%	93%	-	_	_	-	85%	-	96%	86%	92%	100%
Included in Accountability	83%	91%	85%	*	87%	81%	_	-	-	-	75%	-	91%	67%	85%	56%
Not Included in Accountability: Mobile	3%	6%	6%	*	5%	11%	_	-	-	-	5%	-	3%	17%	5%	11%
Not Included in Accountability: Other Exclusions	3%	1%	2%	*	2%	0%	-	-	-	-	5%	-	2%	3%	2%	33%
Not Tested	11%	2%	6%	*	6%	7%	-	-	-	-	15%	-	4%	14%	8%	0%
Absent	2%	1%	4%	*	4%	4%	_	-	_	-	10%	-	3%	8%	6%	0%
Other	10%	1%	3%	*	2%	4%	_	-	-	-	5%	-	2%	6%	3%	0%
Mathematics																
Assessment Participant	88%	99%	93%	*	93%	91%	-	_	_	_	89%	-	91%	100%	93%	100%
Included in Accountability	84%	92%	83%	*	86%	73%	-	-	_	-	89%	-	85%	75%	86%	80%

	State	District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	7%	10%	*	7%	18%	-	-	_	-	0%	-	5%	25%	7%	20%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	12%	1%	7%	*	7%	9%	-	-	-	-	11%	-	9%	0%	7%	0%
Absent	2%	0%	1%	*	2%	0%	-	-	_	-	11%	-	2%	0%	2%	0%
Other	10%	1%	6%	*	5%	9%	-	-	-	-	0%	-	7%	0%	5%	0%
Science																
Assessment Participant	87%	99%	96%	*	96%	94%	-	-	-	-	83%	-	98%	89%	98%	*
Included in Accountability	84%	90%	85%	*	88%	81%	-	-	-	-	83%	-	93%	63%	92%	*
Not Included in Accountability: Mobile	3%	9%	11%	*	9%	13%	-	-	-	-	0%	-	5%	26%	6%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Not Tested	13%	1%	4%	*	4%	6%	-	-	-	-	17%	-	2%	11%	2%	*
Absent	2%	1%	3%	*	2%	6%	-	-	-	-	17%	-	2%	5%	2%	*
Other	10%	0%	1%	*	2%	0%	-	-	-	-	0%	-	0%	5%	0%	*
Social Studies																
Assessment Participant	87%	99%	99%	*	100%	90%	-	-	-	-	100%	-	100%	94%	100%	*
Included in Accountability	84%	93%	94%	*	97%	80%	-	-	-	-	88%	-	98%	81%	98%	*
Not Included in Accountability: Mobile	3%	7%	4%	*	3%	10%	-	-	-	-	13%	-	2%	13%	2%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Not Tested	13%	1%	1%	*	0%	10%	-	-	-	-	0%	-	0%	6%	0%	*
Absent	3%	1%	1%	*	0%	10%	-	-	_	-	0%	-	0%	6%	0%	*
Other	10%	0%	0%	*	0%	0%	-	-	_	-	0%	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	85%	75%	75%	-	75%	*	-	-	-	-	-	-	73%	*	75%	-

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

										Two or		_	
	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	FB/FI
Attendance Rate								7 101011					
2020-21	95.0%	91.6%	88.8%	*	88.6%	89.7%	_	_	_	_	84.4%	87.4%	90.9%
2019-20	98.3%			*	98.0%	96.3%	_	-	_	_	98.4%	97.8%	*
Chronic Absenteeism													
2020-21	15.0%	27.2%	36.1%	*	37.6%	29.8%	_	-	-	_	48.6%	40.9%	50.0%
2019-20	6.7%	8.0%	11.5%	*	10.4%	16.2%	_	-	_	-	14.7%	12.3%	*
Annual Dropout Rate (Gr 7-8)												
2020-21	0.9%	0.0%	_	-	_	_	_	-	_	_	-	_	_
2019-20	0.5%	0.0%	-	-	_	_	_	-	_	-	-	-	_
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	1.4%	1.4%	*	1.2%	2.1%	-	-	-	-	5.4%	1.9%	0.0%
2019-20	1.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
4-Year Longitudinal Ra	te (Gr	9-12)											
Class of 2021													
Graduated	90.0%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	*
Received TxCHSE	0.3%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	0.0%	0.0%	-	0.0%	0.0%	_	-	-	-	0.0%	0.0%	*
Dropped Out	5.8%	3.4%	3.4%	-	4.0%	0.0%	-	-	-	-	11.1%	4.7%	*
Graduates and TxCHSE	90.3%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	*
Graduates, TxCHSE, and Continuers	94.2%	96.6%	96.6%	-	96.0%	100.0%	_	-	-	-	88.9%	95.3%	*
Class of 2020													
Graduated	90.3%	96.6%	96.6%	-	98.1%	83.3%	-	-	-	-	100.0%	97.9%	*
Received TxCHSE	0.4%	1.7%	1.7%	-	0.0%	16.7%	_	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	5.4%	1.7%	1.7%	-	1.9%	0.0%	-	-	-	-	0.0%	2.1%	*
Graduates and TxCHSE	90.7%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	-	100.0%	97.9%	*
Graduates, TxCHSE, and Continuers	94.6%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	_	100.0%	97.9%	*
5-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.2%	96.6%	96.6%	-	98.1%	83.3%	-	-	-	-	100.0%	97.9%	*
Received TxCHSE	0.5%	1.7%	1.7%	-	0.0%	16.7%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	6.2%	1.7%	1.7%	-	1.9%	0.0%	-	-	-	-	0.0%	2.1%	*
Graduates and TxCHSE	92.7%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	-	100.0%	97.9%	*

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

										Two			
				African			.		D:6: -	or	C		
	State	District	Campus	American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%		98.3%	-	_	100.0%	-	-	-	-	100.0%	97.9%	k
Class of 2019													
Graduated	92.0%	100.0%	100.0%	-	100.0%	100.0%	_	-	_	_	100.0%	100.0%	
Received TxCHSE	0.5%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Continued HS	1.3%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Dropped Out	6.1%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Graduates and TxCHSE	92.6%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-
6-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.6%	100.0%	100.0%	-	100.0%	100.0%	_	-	-	_	100.0%	100.0%	
Received TxCHSE	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Continued HS	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Dropped Out	6.2%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Graduates and TxCHSE	93.2%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
Graduates, TxCHSE, and Continuers	93.8%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-
Class of 2018													
Graduated	92.6%	100.0%	100.0%	-	100.0%	100.0%	_	-	_	_	100.0%	100.0%	
Received TxCHSE	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Continued HS	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Dropped Out	6.1%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	
Graduates and TxCHSE	93.3%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-
4-Year Federal Graduat	tion Ra	te Witho	ut Exclus	ions (Gr 9	-12)								
Class of 2021	90.0%	96.6%	96.6%	-	96.0%	100.0%	_	-	-	_	88.9%	95.3%	k
Class of 2020	90.3%	96.7%	96.7%	-	98.1%	83.3%	-	-	-	-	100.0%	97.9%	*
RHSP/DAP Graduates	(Longit	udinal R	ate)										
Class of 2021	87.5%	-	_	-	-	-	-	-	-	-	-	-	
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	
FHSP-E Graduates (Lo	ngitudi	nal Rate)										
Class of 2021	3.8%			-	2.1%	0.0%	-	-	-	_	12.5%	2.4%	*
Class of 2020	4.3%	0.0%		-	0.0%			-	-	-			*
FHSP-DLA Graduates (

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

	State	District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander		Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	91.1%	91.1%	-	89.6%	100.0%	-	-	-	-	50.0%	87.8%	*
Class of 2020	83.5%	86.0%	86.0%	-	86.5%	80.0%	-	-	-	-	25.0%	84.8%	*
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Long	gitudinal R	ate)								
Class of 2021	85.7%	92.9%	92.9%	-	91.7%	100.0%	-	-	-	-	62.5%	90.2%	*
Class of 2020	87.8%	86.0%	86.0%	-	86.5%	80.0%	-	-	-	_	25.0%	84.8%	*
RHSP/DAP Graduates (Annua	l Rate)											
2020-21	43.8%	-	-	-	_	-	-	-	-	_	-	-	-
2019-20	38.6%	-	-	-	_	-	-	-	-	_	-	-	_
FHSP-E Graduates (An	nual Ra	ite)											
2020-21	3.8%	1.8%	1.8%	-	2.1%	0.0%	-	-	-	_	12.5%	2.4%	*
2019-20	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	_	0.0%	0.0%	*
FHSP-DLA Graduates (Annual	Rate)											
2020-21	80.4%	91.1%	91.1%	-	89.6%	100.0%	-	-	-	_	50.0%	87.8%	*
2019-20	81.8%	83.1%	83.1%	-	83.3%	80.0%	-	-	-	-	25.0%	81.3%	*
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Anni	ual Rate)									
2020-21	84.1%	92.9%	92.9%	-	91.7%	100.0%	-	-	-	_	62.5%	90.2%	*
2019-20	85.8%	83.1%	83.1%	-	83.3%	80.0%	-	-	-	-	25.0%	81.3%	*

Texas Education Agency 2021-22 Graduation Profile (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

	Campus Count	Campus Percent		State Count
Graduates (2020-21 Annual Gradu	uates)			
Total Graduates	56	100.0%	56	358,842
By Ethnicity:				
African American	0	0.0%	0	44,018
Hispanic	48	85.7%	48	183,306
White	8	14.3%	8	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	0	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	0	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	4	7.1%	4	56,281
Foundation H.S. Program (Endorsement)	1	1.8%	1	13,582
Foundation H.S. Program (DLA)	51	91.1%	51	287,316
Special Education Graduates	8	14.3%	8	31,028
Economically Disadvantaged Graduates	41	73.2%	41	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	3.6%	2	32,809
At-Risk Graduates	24	42.9%	24	155,884
CTE Completers	6	10.7%	6	99,076

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Academic				African			American		Pacific	Two or More	Special	Econ	
Year	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
							nd Military nt Achieve						
College, Ca	areer, or	Military R	eady (An	nual Gradı	ıates)								
2020-21	65.2%	75.0%	75.0%	-	77.1%	62.5%	-	-	-	-	87.5%	78.0%	*
2019-20	63.0%	71.2%	71.2%	-	68.5%	100.0%	-	-	-	_	62.5%	70.8%	*
						College Gradu							
College Re	ady (Anr	nual Grad	uates)										
2020-21	52.7%	33.9%	33.9%	-	31.3%	50.0%	-	-	-	-	0.0%	24.4%	*
2019-20	53.4%	39.0%	39.0%	-	37.0%	60.0%	-	-	-	-	12.5%	35.4%	*
TSI Criteria	Gradua	tes in Eng	glish Lang	guage Arts	(Annual C	Graduates	5)						
2020-21	56.1%	41.1%	41.1%	-	37.5%	62.5%	-	-	-	-	12.5%	34.1%	*
2019-20	59.7%	47.5%	47.5%	-	44.4%	80.0%	-	-	-	-	12.5%	43.8%	*
TSI Criteria	Gradua	tes in Mat	thematics	(Annual G	iraduates)								
2020-21	45.7%	33.9%	33.9%	-	33.3%	37.5%	-	-	-	-	12.5%	29.3%	*
2019-20	47.9%	45.8%	45.8%	-	44.4%	60.0%	-	-	-	-	12.5%	41.7%	*
TSI Criteria	Gradua	tes in Bot	h Subject	ts (Annual	Graduates	5)							
2020-21	40.4%	30.4%	30.4%	-	29.2%	37.5%	-	-	-	-	0.0%	24.4%	*
2019-20	43.2%	37.3%	37.3%	-	35.2%	60.0%	-	-	-	-	12.5%	33.3%	*
AP / IB Met	Criteria	in Any Su	ubject (Ar	nual Grad	uates)								
2020-21	21.3%	10.7%	10.7%	-	10.4%	12.5%	-	-	-	-	0.0%	9.8%	*
2019-20	21.1%	5.1%	5.1%	-	5.6%	0.0%	-	-	-	-	0.0%	6.3%	*
Associate I	Degree (Annual Gi	raduates)										
2020-21	2.6%	1.8%	1.8%	-	2.1%	0.0%	-	-	-	-	0.0%	2.4%	*
2019-20	2.1%	5.1%	5.1%	-	3.7%	20.0%	-	-	-	-	0.0%	4.2%	*
Dual Cours	e Credit	s in Any S	Subject (A	nnual Gra	duates)								
2020-21	25.9%	23.2%	23.2%	-	20.8%	37.5%	-	-	-	-	0.0%	19.5%	*
2019-20	24.6%	22.0%	22.0%	-	20.4%	40.0%	-	-	-	-	12.5%	18.8%	*
Onramps C	Course C	redits (An	nual Grad	duates)									
2020-21	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	4.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
					Cai	eer / Mili Gradu	tary Ready ates						
Career or N	/lilitary R	eady (An	nual Grad	luates)									
2020-21	24.2%	60.7%	60.7%	-	62.5%	50.0%	-	-	-	-	87.5%	65.9%	*
2019-20	18.7%	62.7%	62.7%	-	61.1%	80.0%	-	-	-	-	62.5%	60.4%	*
Approved I	ndustry-	Based Ce	rtification	(Annual C	Graduates)							

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	55.4%	55.4%	-	56.3%	50.0%	-	-	-	-	50.0%	58.5%	*
2019-20	13.2%	61.0%	61.0%	-	59.3%	80.0%	-	-	-	-	50.0%	58.3%	*
Graduates	with Lev	el I or Lev	el II Certi	ficate (Anı	nual Gradı	uates)							
2020-21	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2019-20	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduate w	vith Com	pleted IEF	and Wo	rkforce Re	adiness (A	nnual Gr	aduates)						
2020-21	2.4%	5.4%	5.4%	-	6.3%	0.0%	-	-	-	-	37.5%	7.3%	*
2019-20	2.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Graduates	Under ar	Advance	ed Diplom	a Plan and	d Identified	d as a Cu	rrent Spec	ial Educa	tion Stud	ent (Annu	ıal Gradua	ates)	
2020-21	4.4%	8.9%	8.9%	-	10.4%	0.0%	-	-	-	-	62.5%	12.2%	*
2019-20	3.7%	3.4%	3.4%	-	3.7%	0.0%	-	-	-	-	25.0%	2.1%	*

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

											Two or			
	Academic				African			American		Pacific	More	Special		
	Year			Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
TSIA Results (Graduates >= Crit														
Reading		25.9%		39.3%		35.4%			-	-	-	12.5%		
		30.1%		47.5%		44.4%			-	-	-	12.5%		,
Mathematics		19.4%		28.6%		27.1%			-	-	-	0.0%		
	2019-20	21.2%		37.3%		35.2%			-	-	-	12.5%		
Both Subjects	2020-21	14.4%		28.6%		27.1%			-	-	-	0.0%		,
	2019-20	16.4%	33.9%	33.9%	-	31.5%	60.0%	-	-	-	-	12.5%	29.2%	,
Completed and Received Credit	for College F	rep Co	urses (A	nnual Gr	aduates)									
English Language Arts	2020-21	8.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	,
	2019-20	7.3%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	,
Mathematics	2020-21	10.3%	7.1%	7.1%	-	8.3%	0.0%	-	-	-	-	12.5%	7.3%	,
	2019-20	9.7%	8.5%	8.5%	-	9.3%	0.0%	-	-	-	-	0.0%	8.3%	,
Both Subjects	2020-21	4.9%	0.0%	0.0%	_	0.0%	0.0%	_	-	-	-	0.0%	0.0%	,
	2019-20	4.2%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	,
AP/IB Results (Participation) (G	rades 11-12)													
All Subjects	2021	21.1%	12.6%	12.6%	*	12.2%	15.8%	_	-	-	-	0.0%	12.2%	,
	2020	22.0%	10.7%	10.7%	*	8.9%	22.2%	_	-	-	-	0.0%	7.0%	,
English Language Arts	2021	12.1%	3.7%	3.7%	*	3.5%	5.3%	-	-	-	-	0.0%	4.1%	,
	2020	12.7%	8.4%	8.4%	*	7.1%	16.7%	_	-	-	-	0.0%	6.0%	,
Mathematics	2021	6.1%	8.1%	8.1%	*	7.8%	10.5%	_	-	-	-	0.0%	7.1%	,
	2020	6.4%	2.3%	2.3%	*	1.8%	5.6%	_	-	-	-	0.0%	2.0%	,
Science	2021	8.7%	5.2%	5.2%	*	5.2%	5.3%	_	-	-	-	0.0%	5.1%	,
	2020	9.4%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	,
Social Studies	2021	11.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	,
	2020	12.4%	4.6%	4.6%	*	3.6%	11.1%	-	-	-	-	0.0%	3.0%	,
AP/IB Results (Examinees >= Cr	riterion) (Grad	les 11-												
All Subjects	2021	48.6%	5.9%	5.9%	_	7.1%	*	_	_	_	_	_	8.3%	
• • • • • • • • • • • • • • • • • • • •	2020	59.0%	35.7%	35.7%		40.0%	*	_	_	-	_	-	42.9%	
English Language Arts	2021	42.7%		20.0%		*	*	_	_	-	_	-	*	
5gg	2020	50.1%	36.4%	36.4%	_	50.0%	*	_	-	_	_	-	50.0%	
Mathematics	2021	49.4%	0.0%	0.0%	_	0.0%	*	_	_	_	_	_	0.0%	
	2020	56.5%	*	*	_	*	*	_	_	_	_	_	*	
Science	2021	41.4%	0.0%	0.0%	_	0.0%	*	_	_	_	_	_	0.0%	
30.00	2020	47.6%	0.070	J.U /0	_	5.070	_	_	_	_		_	0.070	

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

	Academic Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	16.7%	16.7%	-	*	*	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduat	es)													
Tested	2020-21	70.8%	41.1%	41.1%	-	35.4%	75.0%	-	-	-	-	12.5%	34.1%	*
	2019-20	76.7%	74.6%	74.6%	-	68.5%	100.0%	-	-	-	-	62.5%	72.9%	*
At/Above Criterion for All Examinees	2020-21	32.9%	17.4%	17.4%	-	23.5%	0.0%	-	-	-	-	*	21.4%	-
	2019-20	35.7%	15.9%	15.9%	_	13.5%	28.6%	_	-	-	-	0.0%	14.3%	-
Average SAT Score (Annual Gradu	iates)													
All Subjects	2020-21	1002	*	*	_	*	*	_	-	_	-	-	*	-
	2019-20	1019	1040	1040	_	1040	-	_	-	_	-	-	1040	-
English Language Arts and Writing	2020-21	504	*	*	-	*	*	-	-	-	-	-	*	-
	2019-20	513	550	550	_	550	-	-	-	_	-	-	550	-
Mathematics	2020-21	498	*	*	_	*	*	-	-	_	-	-	*	-
	2019-20	506	490	490	-	490	-	-	-	-	-	-	490	-
Average ACT Score (Annual Gradu	iates)													
All Subjects	2020-21	20.0	19.0	19.0	_	19.6	17.7	-	-	-	-	*	19.1	-
	2019-20	20.2	17.8	17.8	_	17.5	19.6	-	-	-	-	14.8	17.3	-
English Language Arts	2020-21	19.6	18.6	18.6	_	18.9	17.8	-	-	-	-	*	18.7	-
	2019-20	19.9	17.5	17.5	_	17.1	19.4	-	-	-	-	13.6	16.9	-
Mathematics	2020-21	19.9	18.5	18.5	-	19.1	16.8	-	-	-	-	*	18.1	-
	2019-20	20.1	17.8	17.8	-	17.5	19.3	-	-	-	-	15.6	17.5	-
Science	2020-21	20.3	19.5	19.5	_	20.6	16.5	-	-	_	-	*	19.8	-
	2019-20	20.5	17.7	17.7	_	17.5	19.0	-	-	_	_	15.0	17.3	_

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit	t Course Co	mpletion	(Grades 9	-12)										
Any Subject	2020-21	42.5%	32.0%	32.0%	*	32.8%	27.3%	-	-	-	-	8.3%	33.2%	14.3%
	2019-20	46.3%	32.8%	32.8%	*	33.2%	32.4%	-	-	-	-	11.8%	33.5%	*
English Language Arts	2020-21	16.3%	7.6%	7.6%	*	7.2%	9.8%	-	-	-	-	0.0%	7.8%	0.0%
	2019-20	18.2%	10.5%	10.5%	*	9.9%	15.6%	-	-	-	-	2.9%	9.1%	*
Mathematics	2020-21	19.3%	19.8%	19.8%	*	20.8%	15.4%	-	-	-	-	3.3%	21.6%	0.0%
	2019-20	20.7%	15.7%	15.7%	*	15.6%	17.9%	-	-	-	-	6.7%	16.5%	*
Science	2020-21	20.6%	19.5%	19.5%	*	20.1%	14.6%	-	-	-	-	6.7%	21.8%	16.7%
	2019-20	22.4%	24.5%	24.5%	*	24.0%	29.0%	-	-	-	-	10.7%	24.5%	*
Social Studies	2020-21	22.8%	8.0%	8.0%	*	8.2%	7.1%	-	-	-	-	2.9%	7.2%	0.0%
	2019-20	24.6%	9.4%	9.4%	*	9.0%	12.5%	-	-	-	-	2.9%	8.0%	*
CTE Coherent Sequer	nce (Annual	Graduate	es)											
	2020-21	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2019-20	58.5%	55.9%	55.9%	-	59.3%	20.0%	-	-	-	-	37.5%	52.1%	*
Graduates Enrolled in	Texas Inst	itution of	Higher Ed	ucation (T	X IHE)									
	2019-20	46.1%	59.3%	59.3%	-	55.6%	100.0%	-	-	-	-	37.5%	56.3%	*
	2018-19	52.6%	65.1%	65.1%	-	66.7%	55.6%	-	-	-	-	20.0%	66.0%	-
Graduates in TX IHE (Completing	One Year	Without E	nrollment	in a Devel	opmental E	Education	Course (Da	ata will be	available	in January	y 2023)		
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

		Mem	bership		Enrollment				
	Car	npus			Car	npus			
Student Information		Percent	District	State		Percent	District	State	
Total Students	284	100.0%	858	5,402,928	284	100.0%	859	5,427,370	
Students by Grade:									
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%	
Pre-Kindergarten	0	0.0%	2.7%	4.1%	0	0.0%	2.7%	4.1%	
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%	
Pre-Kindergarten: 4-year Old	0	0.0%	2.7%	3.5%	0	0.0%	2.7%	3.5%	
Kindergarten	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%	
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%	
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%	
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%	
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%	
Grade 5	0	0.0%	5.5%	7.2%	0	0.0%	5.5%	7.2%	
Grade 6	0	0.0%	7.2%	7.4%	0	0.0%	7.2%	7.4%	
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%	
Grade 8	0	0.0%	9.1%	7.9%	0	0.0%	9.1%	7.8%	
Grade 9	86	30.3%	10.0%	8.8%	86	30.3%	10.0%	8.8%	
Grade 10	72	25.4%	8.4%	7.6%	72	25.4%	8.4%	7.5%	
Grade 11	55	19.4%	6.4%	7.2%	55	19.4%	6.4%	7.2%	
Grade 12	71	25.0%	8.3%	6.7%	71	25.0%	8.3%	6.7%	
Ethnic Distribution:									
African American	3	1.1%	0.5%	12.8%	3	1.1%	0.5%	12.8%	
Hispanic	238	83.8%	84.1%	52.8%	238	83.8%	84.1%	52.7%	
White	42	14.8%	15.0%	26.3%	42	14.8%	15.1%	26.3%	
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%	
Asian	1	0.4%	0.1%	4.8%	1	0.4%	0.1%	4.8%	
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%	
Two or More Races	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%	
Sex:									
Female	130	45.8%	49.5%	48.9%	130	45.8%	49.6%	48.8%	
Male	154	54.2%	50.5%	51.1%	154	54.2%	50.4%	51.2%	
Economically Disadvantaged	158	55.6%	60.7%	60.7%	158	55.6%	60.7%	60.6%	
Non-Educationally Disadvantaged	126			39.3%		44.4%	39.3%	39.4%	
Section 504 Students	43		13.3%	7.4%				7.4%	
EB Students/EL	11			21.7%				21.7%	

		Mem	bership			Enro	llment	
	Can	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.2%	0.6%				
Students w/ Dyslexia	6	2.1%	5.6%	5.0%	6	2.1%	5.6%	5.0%
Foster Care	1	0.4%	0.5%	0.3%	1	0.4%	0.5%	0.3%
Homeless	1	0.4%	0.6%	1.1%	1	0.4%	0.6%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	29	10.2%	7.2%	0.3%	29	10.2%	7.2%	0.3%
Title I	284	100.0%	100.0%	64.3%	284	100.0%	100.0%	64.3%
Military Connected	3	1.1%	1.5%	3.3%	3	1.1%	1.5%	3.3%
At-Risk	148	52.1%	46.5%	53.5%	148	52.1%	46.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	9	3.2%	2.3%	21.9%	9	3.2%	2.3%	21.8%
Career and Technical Education	246	86.6%	28.7%	25.8%				
Career and Technical Education (9-12 grades only)	246	86.6%	86.6%	71.0%				
Gifted and Talented Education	29	10.2%	5.8%	8.0%	29	10.2%	5.8%	8.0%
Special Education	36	12.7%	11.7%	11.6%	36	12.7%	11.8%	11.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	36							
By Type of Primary Disability Students with Intellectual Disabilities	24	66.7%	39.0%	43.0%				
Students with Physical Disabilities	*	*	20.0%	20.8%				
Students with Autism	*	*	**	14.7%				
Students with Behavioral Disabilities	9	25.0%	30.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2020-21):								
Total Mobile Students	37	12.7%	15.3%	13.6%				
By Ethnicity: African American	1	0.3%	0.7%	2.5%				
Hispanic	29	9.9%	12.4%	6.6%				
White	7	2.4%	2.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	8.1%	12.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	37.5%	21.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	22	10.6%	13.4%	15.0%				

	Mem	bership	Enroll	ment
	Campus		Campus	
Student Information	Count Percent	District State	Count Percent D	istrict State
Student Attrition (2020-21):				
Total Student Attrition	32 14.9%	16.0% 18.9%		

		n-Speci ition Rat		Special Education Rates					
Student Information	Campus	District	State	Campus	District	State			
Retention Ra	ates by G	rade:							
Kindergarten	-	0.0%	1.9%	-	0.0%	5.2%			
Grade 1	-	6.3%	2.9%	-	14.3%	4.2%			
Grade 2	-	4.0%	1.7%	-	12.5%	2.2%			
Grade 3	-	2.0%	1.0%	-	11.1%	1.0%			
Grade 4	-	4.5%	0.7%	-	0.0%	0.7%			
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%			
Grade 6	-	5.5%	0.6%	-	0.0%	0.6%			
Grade 7	-	4.6%	0.7%	-	10.0%	0.7%			
Grade 8	-	1.4%	0.6%	-	0.0%	0.8%			
Grade 9	3.1%	3.1%	10.5%	11.1%	11.1%	14.1%			

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.0	18.7
Grade 1	-	16.7	18.7
Grade 2	-	15.6	18.6
Grade 3	-	14.8	18.7
Grade 4	-	14.3	18.8
Grade 5	_	15.5	20.2
Grade 6	_	13.2	19.2
Secondary:			
English/Language Arts	10.6	13.0	16.3
Foreign Languages	13.0	13.0	18.4
Mathematics	11.1	12.0	17.5

Class Size Information	Campus	District	State
Science	14.3	14.4	18.5
Social Studies	15.3	14.6	19.1

	Campus	5		
Staff Information	Count/Average		District	State
Total Staff	41.8	100.0%	100.0%	100.0%
Professional Staff:	34.8	83.3%	62.6%	64.1%
Teachers	31.3	74.8%	53.1%	49.3%
Professional Support	1.0	2.4%	3.9%	10.7%
Campus Administration (School Leadership)	2.5	6.1%	3.6%	2.9%
Educational Aides:	7.0	16.7%	14.3%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	28.5	68.2%	75.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	20.5	65.5%	65.1%	28.9%
White	10.8	34.5%	34.9%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	12.5	39.9%	21.4%	24.1%
Females	18.8	60.1%	78.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	21.8	69.7%	77.3%	72.6%
Masters	9.5	30.3%	22.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	16.0%	13.5%	7.9%
1-5 Years Experience	5.8	18.5%	14.7%	26.7%
6-10 Years Experience	3.0	9.6%	12.3%	20.6%
11-20 Years Experience	9.0	28.8%	34.4%	28.6%
21-30 Years Experience	6.5	20.7%	22.7%	13.2%

		Campus	5		
Staff Information	(Count/Average	Percent	District	State
Over 30 Years Experience		2.0	6.4%	2.5%	2.9%
Number of Students per Teacher		9.1	n/a	10.5	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.3	6.3
Average Years Experience of Principals with District	1.0	4.3	5.4
Average Years Experience of Assistant Principals	4.0	4.5	5.5
Average Years Experience of Assistant Principals with District	4.0	4.5	4.8
Average Years Experience of Teachers:	12.9	13.1	11.1
Average Years Experience of Teachers with District:	6.6	6.5	7.2
Average Teacher Salary by Years of Experience (regular d	uties only):		
Beginning Teachers	\$44,858	\$44,713	\$51,054
1-5 Years Experience	\$48,699	\$47,617	\$54,577
6-10 Years Experience	\$44,857	\$47,273	\$57,746
11-20 Years Experience	\$54,941	\$55,586	\$61,377
21-30 Years Experience	\$64,517	\$62,001	\$65,949
Over 30 Years Experience	\$72,078	\$72,078	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$54,281	\$53,782	\$58,887
Professional Support	\$75,500	\$60,984	\$69,505
Campus Administration (School Leadership)	\$86,552	\$82,937	\$84,990
Instructional Staff Percent:	n/a	78.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	Cam	npus		
Program Information	Count	Percent	District	State
Teachers by Program (populat	ion serve	d):		
Bilingual/ESL Education	0.0	0.0%	0.1%	6.2%
Career and Technical Education	5.6	17.8%	6.8%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	23.1	73.9%	87.5%	70.8%

	Can	pus		
Program Information	Count	Percent	District	State
Special Education	2.6	8.3%	5.6%	9.6%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

 n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report

(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: BANQUETE ISD

Campus Name: BANQUETE J H

Campus Number: 178913041

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
			ST	AAR Perf	ormance F	Rates by 1	rested	Grade, Sul	oject, a	and Perfo	rmance	e Level					
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	78%	78%	-	80%	*	-	-	-	-	29%	*	80%	71%	73%	*
	2021	62%	82%	82%	-	83%	78%	-	-	-	-	*	*	81%	86%	78%	*
At Meets Grade Level or Above	2022	43%	40%	40%	-	39%	*	-	-	-	-	0%	*	41%	36%	30%	*
	2021	32%	27%	27%	-	28%	22%	-	-	-	-	*	*	26%	29%	19%	*
At Masters Grade Level	2022	23%	17%	17%	-	15%	*	-	-	-	-	0%	*	14%	29%	11%	*
	2021	15%	9%	9%	-	11%	0%	-	-	-	-	*	*	10%	7%	5%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	81%	81%	-	83%	*	-	-	-	-	14%	*	80%	86%	76%	*
	2021	68%	70%	70%	-	72%	56%	-	-	-	-	*	*	69%	71%	65%	*
At Meets Grade Level or Above	2022	39%	38%	38%	-	37%	*	-	-	-	-	0%	*	36%	43%	24%	*
	2021	36%	27%	27%	-	30%	11%	-	-	-	-	*	*	19%	50%	22%	*
At Masters Grade Level	2022	16%	9%	9%	-	7%	*	-	-	-	-	0%	*	9%	7%	8%	*
	2021	15%	2%	2%	-	2%	0%	-	-	-	-	*	*	2%	0%	3%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	90%	90%	-	90%	89%	-	-	-	-	63%	*	88%	92%	86%	*
	2021	69%	81%	81%	-	82%	75%	-	-	-	-	30%	-	79%	89%	78%	*
At Meets Grade Level or Above	2022	56%	55%	55%	-	57%	44%	-	-	-	-	25%	*	60%	46%	48%	*
	2021	45%	46%	46%	-	45%	50%	-	-	-	-	0%	-	44%	50%	39%	*
At Masters Grade Level	2022	37%	30%	30%	-	33%	11%	-	-	-	-	13%	*	30%	29%	18%	*
	2021	25%	30%	30%	-	29%	38%	-	-	-	-	0%	-	29%	33%	27%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	85%	85%	-	86%	78%	-	-	-	-	63%	*	88%	79%	82%	*
	2021	55%	71%	71%	-	73%	63%	-	-	-	-	20%	_	71%	72%	69%	*
At Meets Grade Level or Above	2022	31%	51%	51%	-	55%	22%	_	-	-	-	38%	*	47%	58%	34%	*
	2021	27%	46%	46%	-	45%	50%	-	-	-	-	20%	_	46%	44%	43%	*
At Masters Grade Level	2022	13%	24%	24%	-	28%	0%	-	-	_	-	13%	*	16%	38%	18%	*
	2021	12%	23%	23%	-	23%	25%	_	-	-	-	0%	_	25%	17%	22%	*
Grade 8 Reading																	

				_	African American			American Indian	Asian	Pacific Islander			Ed		ously Enrolled		EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%		89%	-	91%		-	-	-	-	56%	-	90%	88%	88%	*
	2021	73%	84%	84%	-	83%	90%	-	-	-	-	43%	*	84%	83%	85%	*
At Meets Grade Level or Above	2022	58%	68%	68%	-	67%	78%	-	-	-	-	44%	-	, _ , 0	60%	66%	*
	2021	46%	58%	58%	-	56%	70%	-	-	-	-	29%	*	57%	61%	56%	*
At Masters Grade Level	2022	37%	35%	35%	-	33%	44%	-	-	-	-	0%	-	38%	28%	34%	*
	2021	21%	29%	29%	-	31%	20%	-	-	_	-	14%	*	29%	28%	31%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	77%	77%	-	78%	67%	-	-	-	-	33%	-	73%	84%	72%	*
	2021	62%	53%	53%	-	49%	75%	-	-	-	-	33%	*	57%	47%	48%	*
At Meets Grade Level or Above	2022	40%	56%	56%	-	54%	67%	-	-	-	-	22%	-	42%	79%	48%	*
	2021	36%	29%	29%	-	27%	38%	-	-	-	-	17%	*	23%	40%	30%	*
At Masters Grade Level	2022	14%	6%	6%	_	7%	0%	_	-	-	-	11%	-	3%	11%	10%	*
	2021	11%	2%	2%	_	3%	0%	_	_	_	_	17%	*	0%	7%	3%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	87%	87%	-	86%	89%	-	-	-	-	44%	-	86%	88%	83%	*
	2021	68%	84%	84%	-	81%	100%	-	-	-	-	43%	*	82%	89%	81%	*
At Meets Grade Level or Above	2022	45%	63%	63%	_	61%	78%	_	-	-	-	33%	-	68%	52%	63%	*
	2021	43%	65%	65%	_	61%	90%	_	_	_	_	29%	*	67%	61%	65%	*
At Masters Grade Level	2022	24%	32%	32%	_	30%	44%	_	_	_	_	0%	_	34%	28%	34%	*
	2021	24%	38%	38%	_	37%	40%	_	_	_	_	14%	*	35%	44%	40%	*
Grade 8 Social Studies			33,0											3371		,	
At Approaches Grade Level or Above	2022	61%	63%	63%	-	61%	78%	-	-	-	-	33%	-	60%	68%	56%	*
	2021	57%	71%	71%	-	69%	80%	-	_	_	_	29%	*	69%	78%	67%	*
At Meets Grade Level or Above	2022	31%	21%	21%	-	20%	33%	-	_	_	-	22%	-	20%	24%	22%	*
	2021	28%	33%	33%	_		30%	_	_	_	_	14%	*		28%	29%	*
At Masters Grade Level	2022	18%	4%		_	0.70		_	_	_	_		_		0%	5%	*
	2021	14%	12%		_			_	_	_	_	14%	*		17%	6%	*
End of Course Algebra I	2021	1 7 70	12/0	12 /0		1070	2070	_				17/0		1070	17 /0	370	
At Approaches Grade Level or Above	2022	76%	87%	100%	-	100%	*	-	-	-	-	-	-	100%	100%	100%	-
	2021	73%	82%	96%	_	95%	*					*		95%	*	93%	*

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	57%			90%		-	-	-	-	-	-	94%		85%	-
	2021	41%	46%			0070		_	-	-	-	*	-	67%		73%	*
At Masters Grade Level	2022	27%	30%			0270		_	-	-	-	-	-	78%		62%	_
	2021	23%	17%	42%	-	45%	*	-	-	-	-	*	-	43%	*	60%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	82%	-	83%	77%	-	-	-	-	42%	100%	82%	83%	78%	71%
	2021	67%	77%	76%	-	76%	76%	-	-	-	-	32%	67%	75%	78%	73%	67%
At Meets Grade Level or Above	2022	48%	55%	51%	-	51%	55%	_	-	-	-	24%	83%	51%	51%	44%	42%
	2021	41%	45%	43%	-	43%	43%	-	-	-	-	12%	33%	42%	46%	40%	30%
At Masters Grade Level	2022	23%	22%	22%	-	22%	26%	-	_	-	-	5%	50%	22%	22%	20%	25%
	2021	18%	17%	19%	-	19%	16%	_	-	-	-	6%	0%	19%	19%	19%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	86%	86%	-	87%	77%	_	-	-	-	50%	*	86%	86%	83%	89%
	2021	68%	80%	83%	-	83%	81%	_	-	-	_	38%	*	81%	86%	81%	88%
At Meets Grade Level or Above	2022	53%	62%	56%	-	55%	59%	_	-	-	-	25%	*	58%	49%	48%	44%
	2021	45%	49%	45%	-	44%	48%	_	-	-	-	10%	*	43%	48%	40%	13%
At Masters Grade Level	2022	25%	26%	28%	-	28%	32%	_	-	-	-	4%	*	28%	29%	21%	33%
	2021	18%	19%	24%	-	24%	19%	_	-	-	-	5%	*	23%	24%	23%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	83%	84%	-	85%	73%	-	-	-	-	38%	*	83%	84%	80%	67%
	2021	66%	72%	70%	-	70%	67%	_	-	-	_	29%	*	71%	66%	65%	63%
At Meets Grade Level or Above	2022	42%	50%	53%	-	54%	50%	_	-	-	-	21%	*	49%	63%	40%	56%
	2021	37%	38%	39%	-	40%	33%	_	-	-	-	14%	*	37%	46%	38%	38%
At Masters Grade Level	2022	20%	20%	19%	-	20%	14%	-	-	-	-	8%	*	19%	21%	18%	33%
	2021	18%	15%	14%	-	15%	7%	-	-	-	-	5%	*	16%	10%	16%	25%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	87%	87%	-	86%	89%	-	-	-	-	44%	-	86%	88%	83%	*
	2021	71%	82%	84%	-	81%	100%	-	-	-	-	43%	*	82%	89%	81%	*
At Meets Grade Level or Above	2022	47%	55%	63%	-	61%	78%	-	-	-	-	33%	-	68%	52%	63%	*
	2021	44%	49%	65%	-	61%	90%	_	-	_	_	29%	*	67%	61%	65%	*

	School Year			_	African American			American Indian	Asian	Pacific Islander	Two or More Races	Ed	Ed	ously	Non- Continu- ously Enrolled		EB/EL (Current & Monitored)
At Masters Grade Level	2022	21% 20%	21% 19%	32% 38%	-	30% 37%		-	-	-	-	0% 14%	-	34% 35%			*
All Grades Social Studies	2021	2070	1970	30 /0	-	37 70	40 70	-		_	-	14 70		33 70	4470	40 70	
At Approaches Grade Level or	2022	75%	77%	63%		61%	78%					33%		60%	68%	56%	*
Above					-			_	-	-	-		-				·
	2021	73%	80%	71%	-	69%	80%	-	-	-	-	29%	*	69%	78%	67%	*
At Meets Grade Level or Above	2022	50%	40%	21%	-	20%	33%	-	-	-	-	22%	-	20%	24%	22%	*
	2021	49%	49%	33%	-	34%	30%	-	-	-	-	14%	*	35%	28%	29%	*
At Masters Grade Level	2022	30%	19%	4%	-	2%	22%	_	-	-	-	0%	_	6%	0%	5%	*
	2021	29%	18%	12%	-	10%	20%	-	-	-	-	14%	*	10%	17%	6%	*
			ST	AAR Per	formance I	Rates by I	Enrolle	d Grade at	Meets	Grade L	evel or	Above					
6th Graders																	
Reading and Mathematics	2022	31%	24%	24%	-	22%	*	_	-	_	_	0%	*	20%	36%	14%	*
	2021	24%	11%	11%	-	13%	0%	-	-	-	-	*	*	10%	14%	8%	*
Reading and Mathematics Including EOC	2022	31%	24%	24%	-	22%	*	-	-	-	-	0%	*	20%	36%	14%	*
	2021	24%	11%	11%	-	13%	0%	-	_	-	-	*	*	10%	14%	8%	*
Reading Including EOC	2022	43%	40%	40%	_	39%	*	_	_	_	_	0%	*	41%	36%	30%	*
3 3	2021	32%	27%	27%	_			_	-	_	_	*	*				*
Math Including EOC	2022	40%	38%	38%	_	37%		_	-	_	_	0%	*	36%	43%	24%	*
3	2021	36%	27%	27%	_	30%		_	_	_	-	*	*	19%		22%	*
7th Graders																	
Reading and Mathematics	2022	32%	39%	39%	_	43%	11%	_	_	_	_	13%	*	37%	42%	25%	*
2. 29 2220	2021	26%	31%	31%	_		- 11	_	_	_	-	0%	_			27%	*
Reading and Mathematics Including EOC	2022	33%	39%		-			-	-	-	-	13%	*	37%			*
3	2021	27%	31%	31%	_	31%	38%	_	-	_	_	0%	_	35%	22%	27%	*
Reading Including EOC	2022	56%	55%	55%	-	57%		-	_	-	_	25%	*			48%	*
3 3	2021	45%	46%	46%	-	45%		_	_	-	-	0%	_	44%		39%	*
Math Including EOC	2022	37%	51%	51%	-	55%		_	_	_	_	38%	*			34%	*
	2021	32%	46%	46%	_			_	_	_	-	20%	_			43%	*
8th Graders		3270	.570	.070		.570	3070					2370		1370	. 770	1370	
Reading and Mathematics	2022	27%	44%	44%	_	41%	67%	_	_	_	_	22%	_	39%	53%	45%	*
reading and mathematics	2022	21%	22%		_			_			_	17%	*				*

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	60%	60%	-	58%	78%	-	-	_	-	22%	-	60%	60%	59%	*
	2021	33%	35%	35%	-	36%	30%	-	-	_	-	14%	*	33%	39%	33%	*
Reading Including EOC	2022	58%	68%	68%	-	67%	78%	-	-	_	-	44%	-	72%	60%	66%	*
	2021	47%	58%	58%	-	56%	70%	-	-	-	-	29%	*	57%	61%	56%	*
Math Including EOC	2022	48%	68%	68%	-	67%	78%	-	-	-	-	22%	-	62%	80%	61%	*
	2021	43%	42%	42%	-	42%	40%	-	-	-	-	14%	*	41%	44%	44%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	38%	36%	-	35%	37%	-	-	_	-	13%	*	32%	44%	26%	44%
	2021	26%	24%	22%	-	23%	20%	-	-	-	-	5%	*	22%	23%	20%	0%
Reading and Mathematics Including EOC	2022	36%	42%	43%	-	42%	45%	-	-	-	-	13%	*	40%	48%	33%	44%
	2021	28%	26%	27%	-	27%	22%	-	-	-	-	5%	*	27%	26%	24%	13%
Reading Including EOC	2022	53%	59%	56%	-	55%	59%	-	-	-	-	25%	*	58%	49%	48%	44%
	2021	41%	44%	45%	-	44%	48%	-	-	-	-	10%	*	43%	48%	40%	13%
Math Including EOC	2022	43%	51%	54%	-	54%	50%	-	-	-	-	21%	*	49%	63%	40%	56%
	2021	37%	38%	39%	-	40%	33%	-	-	-	-	14%	*	37%	46%	38%	38%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
				Schoo	ol Progress	5 Domain	- Acad	emic Grow	th Sco	re by Gra	de and	Subject					
Grade 6 ELA/Reading	2022	61	48	48	-	48	*	-	-	-	-	50	*	49	45	50	*
	2019	42	36	36	*	36	36	-	-	-	-	20	*	35	38	33	*
Grade 6 Mathematics	2022	61	54	54	-	52	*	-	-	-	-	50	*	49	73	51	*
	2019	54	83	83	*	84	86	-	-	-	-	100	*	89	63	77	*
Grade 7 ELA/Reading	2022	88	91	91	-	92	88	-	-	-	-	93	*	89	95	88	*
	2019	77	69	69	-	67	73	-	-	-	-	72	-	65	78	67	*
Grade 7 Mathematics	2022	60	89	89	-	87	100	-	-	-	-	100	*	88	90	83	*
	2019	62	76	76	-	73	87	-	-	-	-	56	-	75	78	70	*
Grade 8 ELA/Reading	2022	83	79	79	-	78	86	-	-	-	-	100	-	81	75	80	*
	2019	77	66	66	-	68	56	-	-	-	-	88	-	62	75	64	79
Grade 8 Mathematics	2022	74	73	73	-	75	*	-	-	-	-	44	-	67	86	72	*
	2019	82	73	73	-	72	*	-	-	-	-	67	-	72	73	65	*
End of Course Algebra I	2022	67	73	83	-	85	*	-	-	-	-	-	-	88	67	75	-
	2019	75	76	74	-	75	71	-	-	-	-	*	-	78	60	69	*
All Grades Both Subjects	2022	74	78	74	-	73	79	-	-	-	-	74	100	72	79	72	64
	2019	69	71	67	*	67	72	-	-	-	-	67	*	67	69	63	81
All Grades ELA/Reading	2022	78	81	74	-	73	79	-	-	-	-	83	*	73	76	73	67
	2019	68	65	58	*	58	60	-	-	-	-	66	*	55	67	56	75
All Grades Mathematics	2022	69	75	74	-	73	79	-	-	-	-	64	*	70	82	70	61
	2019	70	77	77	*	76	83	-	-	-	-	68	*	79	71	71	87

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

					Total	BE-Trans				ALP		ESL		ALP	EB/EL with		Total	Monitored &
	School				Bilingual	Early	BE-Trans			Bilingual		Content-	ESL	ESL	Parental		EB/EL	Former
	Year	State	District	Campus	Education					(Exception)		Based	Pull-Out	(Waiver)	Denial	EB/EL	(Current)	EB/EL
All Grades All Subjects					SIAAR	Рептогта	nce Rate b	y Subject	and Perroi	rmance Leve	9 I							
•	2022	74%	84%	82%							65%	61%	*		*	82%	68%	*
At Approaches Grade Level or Above	2022				-	-	-	-	-	_				-				
	2021	67%	77%	76%	-	-	-	-	-	-	67%	67%	-	-	-	76%	67%	
At Meets Grade Level or Above	2022	48%	55%	51%	-	-	-	-	-	-	35%	39%	*	-	*	J2 /0	41%	
	2021	41%	45%	43%	-	-	-	-	-	-	30%	30%	-	-	-	44%	30%	
At Masters Grade Level	2022	23%	22%	22%	-	-	-	-	-	-	25%	28%	*	-	*	22%	27%	
	2021	18%	17%	19%	-	-	-	-	-	-	15%	15%	-	-	-	19%	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	86%	86%	-	-	-	-	-	-	86%	83%	*	-	*	86%	88%	*
	2021	68%	80%	83%	-	-	_	-	-	-	88%	88%	-	-	-	82%	88%	_
At Meets Grade Level or Above	2022	53%	62%	56%	-	-	_	-	-	-	43%	50%	*	-	*	56%	50%	*
	2021	45%	49%	45%	-	-	_	-	-	-	13%	13%	-	-	-	46%	13%	-
At Masters Grade Level	2022	25%	26%	28%	-	-	_	-	-	-	29%	33%	*	-	*	28%	38%	*
	2021	18%	19%	24%	-	-	-	-	-	_	13%	13%	-	-	-	24%	13%	_
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	83%	84%	-	-	_	-	-	-	57%	50%	*	-	*	84%	63%	*
	2021	66%	72%	70%	-	_	_	-	-	-	63%	63%	-	-	-	70%	63%	_
At Meets Grade Level or Above	2022	42%	50%	53%	-	-	_	-	-	-	43%	50%	*	-	*	53%	50%	*
	2021	37%	38%	39%	-	_	_	-	-	_	38%	38%	-	-	-	39%	38%	_
At Masters Grade Level	2022	20%	20%	19%	-	_	_	-	-	_	43%	50%	*	-	*	19%	38%	*
	2021	18%	15%	14%	_	_	_	_	_	_	25%	25%	-	-	_	14%	25%	
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	87%	87%	-	-	_	-	-	-	*	*	-	-	-	88%	*	-
	2021	71%	82%	84%	-	_	_	-	-	_	*	*	-	-	-	85%	*	-
At Meets Grade Level or Above	2022	47%	55%	63%	_	_	_	_	_	_	*	*	_	_	_	64%	*	_
	2021	44%	49%	65%	_	_	_	_	_	_	*	*	_	_	_	66%	*	_
At Masters Grade Level	2022	21%	21%	32%	_	_	_	_	_	_	*	*	_	-	_	33%	*	_
	2022	20%	19%	38%	_	_		_	_	_	*	*	_	_	_	38%	*	_
All Grades Social Studies	2021	2070	1370	30 /0												30 /0		
At Approaches Grade Level or Above	2022	75%	77%	63%	-	-	-	-	-	-	*	*	-	-	-	64%	*	-
, 10010	2021	73%	80%	71%	_	_	_	_	_	_	*	*	_	_	_	72%	*	_

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year		District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans			ALP Bilingual (Exception)		ESL Content- Based		ALP ESL (Waiver)	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	40%	21%	-	-	-	-	-	-	*	*	-	-	-	22%	*	-
	2021	49%	49%	33%	-	-	-	-	-	-	*	*	-	-	-	32%	*	-
At Masters Grade Level	2022	30%	19%	4%	-	-	-	-	-	_	*	*	-	-	-	4%	*	-
	2021	29%	18%	12%	-	-	_	-	-	-	*	*	-	-	-	12%	*	-
					Sc	hool Prog	ress Doma	in - Acade	emic Grow	th Score								
All Grades Both Subjects	2022	74%	78%	74%	-	-	-	-	-	-	75%	83%	*	-	*	74%	72%	*
	2019	69%	71%	67%	-	-	_	-	-		83%	83%	-		-		83%	
All Grades ELA/Reading	2022	78%	81%	74%	-	-	_	-	-	-	71%	83%	*	-	*	74%	75%	*
	2019	68%	65%	58%	-	_	_	-	-		79%	79%	-		-		79%	
All Grades Mathematics	2022	69%	75%	74%	-	-	_	-	-	-	79%	83%	*	-	*	74%	69%	*
	2019	70%	77%	77%	-	_	_	-	-		88%	88%	-		-		88%	

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

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

	State	District	Campus	African American			American Indian Participat	Asian	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2022 3		Farticipat Grades)	.1011								
All Tests																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	-	95%	97%	-	-	-	-	97%	100%	95%	95%	93%	86%
Not Included in Accountability: Mobile	5%	5%	5%	-	5%	3%	-	-	-	-	3%	0%	5%	5%	7%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	95%	-	95%	96%	-	-	-	-	96%	*	96%	93%	93%	90%
Not Included in Accountability: Mobile	5%	5%	5%	-	5%	4%	-	-	-	-	4%	*	4%	7%	7%	10%
Not Included in Accountability: Other Exclusions	2%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	95%	-	95%	96%	-	-	-	-	96%	*	96%	93%	93%	90%
Not Included in Accountability: Mobile	5%	6%	5%	-	5%	4%	-	-	-	-	4%	*	4%	7%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	_	0%	0%	_	-	_	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	-	100%	100%	-	-	-	-	100%	-	100%	100%	100%	*
Included in Accountability	93%	94%	96%	-	96%	100%	-	-	-	-	100%	-	94%	100%	93%	*
Not Included in Accountability: Mobile	4%	6%	4%	_	4%	0%	_	-	_	-	0%	-	6%	0%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	_	-	0%	-	0%	0%	0%	*
Not Tested	2%	0%	0%	-	0%	0%	-	-	-	_	0%	-	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%		0%		0%	0%		-	-	-	0%	-	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	99%	100%	-	100%	100%	-	-	-	-	100%	-	100%	100%	100%	*
Included in Accountability	94%	96%	96%	-	96%	100%	-	-	-	-	100%	-	94%	100%	93%	*
Not Included in Accountability: Mobile	4%	4%	4%	-	4%	0%	-	-	-	-	0%	-	6%	0%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Not Tested	2%	1%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Other	0%	1%	0%	-	0%	0%	_	-	_	-	0%	-	0%	0%	0%	*
					2021		R Participat Grades)	ion								
All Tests																
Assessment Participant	88%	98%	99%	*	98%	100%	-	-	_	_	98%	100%	99%	99%	98%	100%
Included in Accountability	83%	91%	92%	*	91%	100%	-	-	-	-	98%	100%	94%	87%	96%	100%
Not Included in Accountability: Mobile	3%	7%	7%	*	7%	0%	_	-	_	-	0%	0%	5%	12%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	2%	1%	*	2%	0%	-	-	-	-	2%	0%	1%	1%	2%	0%
Absent	2%	1%	1%	*	2%	0%	-	-	-	-	2%	0%	1%	1%	2%	0%
Other	10%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	98%	100%	*	99%	100%	_	-	-	_	100%	*	99%	100%	99%	100%
Included in Accountability	83%	91%	93%	*	93%	100%	-	-	-	-	100%	*	95%	89%	97%	100%
Not Included in Accountability: Mobile	3%	6%	6%	*	7%	0%	-	-	-	-	0%	*	5%	11%	2%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	11%	2%	0%	*	1%	0%	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	2%	1%	0%	*	1%	0%	-	-	-	-	0%	*	1%	0%	1%	0%
Other	10%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	99%	100%	*	99%	100%	-	_	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	84%	92%	93%	*	93%	100%	-	-	_	-	100%	*	95%	89%	97%	100%
Not Included in Accountability: Mobile	4%	7%	6%	*	7%	0%	-	-	_	-	0%	*	5%	11%	2%	0%

	State	District	Campus	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	1%	0%	*	1%	0%	-	-	-	-	0%	*	1%	0%	1%	0%
Absent	2%	0%	0%	*	1%	0%	_	-	_	-	0%	*	1%	0%	1%	0%
Other	10%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	84%	90%	91%	*	91%	100%	-	-	-	-	100%	*	93%	86%	96%	*
Not Included in Accountability: Mobile	3%	9%	9%	*	9%	0%	-	-	-	-	0%	*	7%	14%	4%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	13%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	2%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	10%	0%	0%	*	0%	0%	_	-	_	-	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	87%	99%	100%	*	100%	100%	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	84%	93%	91%	*	91%	100%	-	-	-	-	100%	*	93%	86%	96%	*
Not Included in Accountability: Mobile	3%	7%	9%	*	9%	0%	-	-	-	-	0%	*	7%	14%	4%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	13%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Absent	3%	1%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Other	10%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

										_			
										Two or			
				African			American		Pacific		Special	Econ	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	91.6%	92.6%	*	92.9%	90.4%	-	-	-	-	87.1%	91.7%	95.8%
2019-20	98.3%	98.4%	98.6%	*	98.7%	98.0%	-	-	-	*	96.4%	98.5%	99.4%
Chronic Absenteeism													
2020-21	15.0%	27.2%	21.0%	*	20.0%	26.7%	-	-	-	-	31.0%	22.8%	20.0%
2019-20	6.7%	8.0%	9.3%	*	9.0%	9.1%	-	-	-	*	22.2%	9.7%	0.0%
Annual Dropout Rate (Gr 7-8)												
2020-21	0.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2019-20	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	1.4%	-	-	-	-	-	-	-	-	-	-	
2019-20	1.6%	0.0%	-	-	_	-	-	-	-	-	-	-	
4-Year Longitudinal Ra	te (Gr 9	9-12)											
Class of 2021													
Graduated	90.0%	96.6%	-	-	_	-	-	-	-	-	-	-	
Received TxCHSE	0.3%	0.0%	-	-	_	-	-	-	-	-	-	-	
Continued HS	3.9%	0.0%	-	-	-	-	-	-	_	_	-	-	
Dropped Out	5.8%	3.4%	-	-	-	-	-	-	_	_	-	-	
Graduates and TxCHSE	90.3%	96.6%	-	-	-	-	-	-	_	_	-	-	
Graduates, TxCHSE, and Continuers	94.2%	96.6%	-	-	_	-	-	-	-	-	-	-	
Class of 2020													
Graduated	90.3%	96.6%	-	-	-	-	-	-	_	_	-	-	
Received TxCHSE	0.4%	1.7%	-	_	-	-	-	-	_	-	-	-	
Continued HS	3.9%	0.0%	-	-	-	-	-	-	_	_	-	-	
Dropped Out	5.4%	1.7%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	90.7%	98.3%	-	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	94.6%	98.3%	-	-	_	-	-	-	-	-	-	-	
5-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	_	-	-	-	
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	
Continued HS	1.1%	0.0%	-	-	_	-	-	-	-	-	-	-	
Dropped Out	6.2%			_	_	-	-	-	-	-	-	-	
Graduates and TxCHSE				_	_	_	-	_	_	-	_	-	

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

				African			American		Pacific	Two or	Special	Faan	
	State	District	Campus	American	Hispanic	White		Asian	Islander		Special Ed	Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%		-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	100.0%	-	_	_	_	_	-	_	_	-	-	
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.6%	100.0%	-	-	_	_	_	-	_	_	-	_	
Received TxCHSE	0.6%	0.0%		-	_	-	-	-	_	-	-	_	
Continued HS	0.6%			_	_	_	_	-	_	_	-	_	
Dropped Out	6.2%	0.0%	-	_	_	_	-	-	_	_	-	_	
Graduates and TxCHSE	93.2%		-	-	_	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	100.0%	_	_	_	_	_	-	_	_	_	_	
Received TxCHSE	0.7%	0.0%	-	-	_	-	-	-	-	-	-	-	
Continued HS	0.6%	0.0%		-	_	-	-	-	-	-	-	-	
Dropped Out	6.1%	0.0%	-	-	-	_	-	-	-	-	-	-	
Graduates and TxCHSE	93.3%	100.0%	-	-	_	-	_	-	_	-	_	-	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	
4-Year Federal Graduat	ion Ra	te Witho	ut Exclus	ions (Gr 9	-12)								
Class of 2021	90.0%		-	-	-	-	-	-	_	_	_	_	
Class of 2020	90.3%		-	-	-	-	-	-	-	-	-	-	
RHSP/DAP Graduates (Longit	udinal R	ate)										
Class of 2021	87.5%		-	-	_	_	-	-	_	_	_	-	
Class of 2020	83.0%		-	-	-	-	-	-	-	-	-	-	
FHSP-E Graduates (Loi)										
Class of 2021	3.8%			-	_	-	-	-	-	-	-	-	
Class of 2020	4.3%			_	_	_	_	_	_	_	_	_	

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	86.0%	-	-	-	-	-	-	-	_	-	-	_
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Long	gitudinal R	ate)								
Class of 2021	85.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annua	l Rate)											
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (An	nual Ra	ate)											
2020-21	3.8%	1.8%	-	-	_	-	-	-	-	-	-	-	-
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual	Rate)											
2020-21	80.4%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	83.1%	-	-	_	_	_	-	-	-	_	_	-
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Ann	ual Rate)									
2020-21	84.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	83.1%	-	-	-	_	-	-	-	_	-	_	-

Texas Education Agency 2021-22 Graduation Profile (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

		Campus Percent		State Count
Graduates (2020-21 Annual Gradu	ıates)			
Total Graduates	-	-	56	358,842
By Ethnicity:				
African American	-	-	0	44,018
Hispanic	-	-	48	183,306
White	-	-	8	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	4	56,281
Foundation H.S. Program (Endorsement)	-	-	1	13,582
Foundation H.S. Program (DLA)	-	-	51	287,316
Special Education Graduates	-	-	8	31,028
Economically Disadvantaged Graduates	_	-	41	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	24	155,884
CTE Completers	-	-	6	99,076

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) BANQUETE J H (178913041) - BANQUETE ISD - NUECES COUNTY

		Mem	bership			Enro	llment	
	Car	npus			Car	npus		
Student Information		Percent	District	State			District	State
Total Students	209	100.0%	858	5,402,928	209	100.0%	859	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.7%	4.1%	0	0.0%	2.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.7%	3.5%	0	0.0%	2.7%	3.5%
Kindergarten	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	5.5%	7.2%	0	0.0%	5.5%	7.2%
Grade 6	62	29.7%	7.2%	7.4%	62	29.7%	7.2%	7.4%
Grade 7	69	33.0%	8.0%	7.7%	69	33.0%	8.0%	7.7%
Grade 8	78	37.3%	9.1%	7.9%	78	37.3%	9.1%	7.8%
Grade 9	0	0.0%	10.0%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	8.4%	7.6%	0	0.0%	8.4%	7.5%
Grade 11	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 12	0	0.0%	8.3%	6.7%	0	0.0%	8.3%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.5%	12.8%	0	0.0%	0.5%	12.8%
Hispanic	182	87.1%	84.1%	52.8%	182	87.1%	84.1%	52.7%
White	27	12.9%	15.0%	26.3%	27	12.9%	15.1%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.1%	4.8%	0	0.0%	0.1%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Sex:								
Female	110	52.6%	49.5%	48.9%	110	52.6%	49.6%	48.8%
Male	99	47.4%	50.5%	51.1%	99	47.4%	50.4%	51.2%
Economically Disadvantaged	128	61.2%	60.7%	60.7%	128	61.2%	60.7%	60.6%
Non-Educationally Disadvantaged	81	38.8%	39.3%	39.3%	81	38.8%	39.3%	39.4%
Section 504 Students	34	16.3%	13.3%	7.4%	34	16.3%	13.3%	7.4%
EB Students/EL	8	3.8%	2.7%	21.7%	8	3.8%	2.7%	21.7%

		Mem	bership			Enro	llment	
	Can	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	2	0.9%	0.2%	0.6%				
Students w/ Dyslexia	15	7.2%	5.6%	5.0%	15	7.2%	5.6%	5.0%
Foster Care	1	0.5%	0.5%	0.3%	1	0.5%	0.5%	0.3%
Homeless	2	1.0%	0.6%	1.1%	2	1.0%	0.6%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	12	5.7%	7.2%	0.3%	12	5.7%	7.2%	0.3%
Title I	209	100.0%	100.0%	64.3%	209	100.0%	100.0%	64.3%
Military Connected	2	1.0%	1.5%	3.3%	2	1.0%	1.5%	3.3%
At-Risk	115	55.0%	46.5%	53.5%	115	55.0%	46.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	7	3.3%	2.3%	21.9%	7	3.3%	2.3%	21.8%
Career and Technical Education	0	0.0%	28.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	86.6%	71.0%				
Gifted and Talented Education	14	6.7%	5.8%	8.0%	14	6.7%	5.8%	8.0%
Special Education	26	12.4%	11.7%	11.6%	26	12.4%	11.8%	11.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	26							
By Type of Primary Disability Students with Intellectual Disabilities	**	**	39.0%	43.0%				
Students with Physical Disabilities	0	0.0%	20.0%	20.8%				
Students with Autism	*	*	**	14.7%				
Students with Behavioral Disabilities	12	46.2%	30.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2020-21):								
Total Mobile Students	34	14.5%	15.3%	13.6%				
By Ethnicity: African American	3	1.3%	0.7%	2.5%				
Hispanic	28	12.0%	12.4%	6.6%				
White	3	1.3%	2.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	17.2%	12.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	20.0%	21.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	19	11.8%	13.4%	15.0%				

	Men	nbership	Enro	llment
	Campus		Campus	
Student Information	Count Percent	District State	Count Percent	District State
Student Attrition (2020-21):				
Total Student Attrition	16 11.7%	16.0% 18.9%		

		n-Speci ition Rat		Special Education Rates					
Student Information	Campus	District	State	Campus	District	State			
Retention Ra	ates by G	rade:							
Kindergarten	-	0.0%	1.9%	-	0.0%	5.2%			
Grade 1	-	6.3%	2.9%	-	14.3%	4.2%			
Grade 2	-	4.0%	1.7%	-	12.5%	2.2%			
Grade 3	-	2.0%	1.0%	-	11.1%	1.0%			
Grade 4	-	4.5%	0.7%	-	0.0%	0.7%			
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%			
Grade 6	5.5%	5.5%	0.6%	0.0%	0.0%	0.6%			
Grade 7	4.6%	4.6%	0.7%	10.0%	10.0%	0.7%			
Grade 8	1.4%	1.4%	0.6%	0.0%	0.0%	0.8%			
Grade 9	-	3.1%	10.5%	-	11.1%	14.1%			

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.0	18.7
Grade 1	-	16.7	18.7
Grade 2	-	15.6	18.6
Grade 3	-	14.8	18.7
Grade 4	-	14.3	18.8
Grade 5	-	15.5	20.2
Grade 6	13.2	13.2	19.2
Secondary:			
English/Language Arts	17.1	13.0	16.3
Foreign Languages	-	13.0	18.4
Mathematics	13.8	12.0	17.5

Class Size Information	Campus	District	State
Science	14.7	14.4	18.5
Social Studies	13.4	14.6	19.1

	Campus	5		
Staff Information	Count/Average		District	State
Total Staff	26.2	100.0%	100.0%	100.0%
Professional Staff:	21.2	80.9%	62.6%	64.1%
Teachers	19.2	73.3%	53.1%	49.3%
Professional Support	1.0	3.8%	3.9%	10.7%
Campus Administration (School Leadership)	1.0	3.8%	3.6%	2.9%
Educational Aides:	5.0	19.1%	14.3%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	17.5	66.8%	75.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	10.5	54.7%	65.1%	28.9%
White	8.7	45.3%	34.9%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.0	15.6%	21.4%	24.1%
Females	16.2	84.4%	78.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	17.2	89.6%	77.3%	72.6%
Masters	2.0	10.4%	22.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	10.4%	13.5%	7.9%
1-5 Years Experience	2.2	11.5%	14.7%	26.7%
6-10 Years Experience	5.0	26.0%	12.3%	20.6%
11-20 Years Experience	5.0	26.0%	34.4%	28.6%
21-30 Years Experience	5.0	26.0%	22.7%	13.2%

	Campus	s		
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	2.5%	2.9%
Number of Students per Teacher	10.9	n/a	10.5	14.6

Campus	District	State
11.0	4.3	6.3
11.0	4.3	5.4
0.0	4.5	5.5
0.0	4.5	4.8
12.3	13.1	11.1
7.7	6.5	7.2
luties only):		
\$41,165	\$44,713	\$51,054
\$53,872	\$47,617	\$54,577
\$47,014	\$47,273	\$57,746
\$55,332	\$55,586	\$61,377
\$63,571	\$62,001	\$65,949
-	\$72,078	\$71,111
\$53,668	\$53,782	\$58,887
\$71,010	\$60,984	\$69,505
\$88,286	\$82,937	\$84,990
n/a	78.5%	64.9%
0.0	0.0	2,113.6
	11.0 11.0 0.0 0.0 12.3 7.7 luties only): \$41,165 \$53,872 \$47,014 \$55,332 \$63,571 - \$53,668 \$71,010 \$88,286	11.0 4.3 11.0 4.3 0.0 4.5 0.0 4.5 0.0 4.5 12.3 13.1 7.7 6.5 Suties only): \$41,165 \$44,713 \$53,872 \$47,617 \$447,014 \$47,273 \$55,332 \$55,586 \$63,571 \$62,001 - \$72,078 \$53,668 \$53,782 \$71,010 \$60,984 \$88,286 \$82,937

	Cam	npus		
Program Information	Count	Percent	District	State
Teachers by Program (populat	ion serve	d):		
Bilingual/ESL Education	0.0	0.0%	0.1%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	19.2	100.0%	87.5%	70.8%

	Carr	ipus		
Program Information	Count	Percent	District	State
Special Education	0.0	0.0%	5.6%	9.6%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

 n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report

(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: BANQUETE ISD

Campus Name: BANQUETE EL

Campus Number: 178913101

2022 Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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	School Year					_			Asian		Races	Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
			ST	AAR Per	formance I	Rates by 1	Tested	Grade, Su	bject, a	and Perfo	rmance	e Level					
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%		89%	-	88%	100%	-	-	-	*	100%	-	85%	100%	90%	-
	2021	67%	69%	69%	-	68%	71%	-	-	-	-	57%	-	58%	100%	68%	*
At Meets Grade Level or Above	2022	51%	63%	63%	-	63%	57%	-	-	_	*	50%	-	59%	72%	64%	-
	2021	39%	31%	31%	-	32%	29%	-	-	-	-	29%	-	33%	29%	34%	*
At Masters Grade Level	2022	30%	33%	33%	-	31%	43%	-	-	-	*	33%	-	31%	39%	33%	-
	2021	19%	13%	13%	-	15%	0%	-	-	-	-	0%	-	15%	7%	15%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	74%	74%	-	71%	86%	-	-	-	*	67%	-	77%	67%	74%	-
	2021	62%	57%	57%	-	51%	100%	-	-	-	-	57%	-	48%	86%	56%	*
At Meets Grade Level or Above	2022	43%	46%	46%	-	47%	43%	-	-	-	*	33%	-	51%	33%	41%	-
	2021	31%	19%	19%	-	19%	14%	-	-	_	-	14%	-	18%	21%	22%	*
At Masters Grade Level	2022	21%	21%	21%	_	18%	43%	_	-	_	*	17%	_	21%	22%	21%	_
	2021	14%	4%	4%	_	4%	0%	_	-	_	_	0%	_	5%	0%	5%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	80%	80%	-	81%	75%	-	-	-	-	57%	-	74%	90%	83%	-
	2021	63%	81%	81%	-	78%	100%	-	-	_	-	*	*	87%	75%	74%	-
At Meets Grade Level or Above	2022	54%	57%	57%	-	62%	25%	-	-	-	-	29%	-	46%	76%	60%	-
	2021	36%	49%	49%	-	51%	33%	-	-	-	-	*	*	48%	50%	45%	-
At Masters Grade Level	2022	28%	27%	27%	-	31%	0%	-	-	-	-	0%	-	26%	29%	30%	-
	2021	17%	16%	16%	-	19%	0%	_	-	_	_	*	*	26%	5%	19%	_
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	83%	83%	-	85%	75%	-	-	-	-	43%	-	77%	95%	83%	-
	2021	59%	84%	84%	-	81%	100%	-	-	_	_	*	*	91%	75%	77%	-
At Meets Grade Level or Above	2022	43%	40%	40%	_	40%	38%	-	-	_	_	43%	_	33%	52%	40%	_
	2021	36%	47%	47%	-	43%	67%	-	-	_	-	*	*		40%	42%	_
At Masters Grade Level	2022	23%	17%	17%	-	19%		-	_	_	-	0%	-			20%	_
	2021	21%	28%	28%	-	27%		-	_	_	_	*			25%	26%	_
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	98%	98%	-		100%	-	-	-	-	*	*	100%	95%	97%	-
	2021	73%	86%	86%	-	88%	*	-	-	-	-	43%	*	84%	93%	86%	*
At Meets Grade Level or Above	2022	58%	75%	75%	-	76%	67%	-	-	-	-	*	*	74%	76%	71%	-
	2021	46%	52%	52%	-	52%	*	-	-	-	-	14%	*	51%	53%	49%	*
At Masters Grade Level	2022	36%	55%	55%	-	55%	50%	-	-	-	-	*	*	52%	57%	52%	-
	2021	30%	29%	29%	-	29%	*	-	-	-	-	14%	*	35%	13%	27%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	91%	91%	-	89%	100%	-	-	-	-	*	*	96%	86%	87%	-
	2021	70%	79%	79%	-	80%	*	-	-	-	-	14%	*	86%	60%	78%	*
At Meets Grade Level or Above	2022	48%	61%	61%	-	58%	83%	-	-	-	-	*	*	70%	52%	58%	-
	2021	44%	48%	48%	-	48%	*	-	-	-	-	0%	*	56%	27%	45%	*
At Masters Grade Level	2022	25%	32%	32%	-	32%	33%	-	-	-	-	*	*	39%	24%	39%	-
	2021	25%	28%	28%	-	27%	*	-	-	-	-	0%	*	30%	20%	24%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	89%	89%	-	87%	100%	-	-	-	-	*	*	87%	90%	84%	-
	2021	62%	79%	79%	-	79%	*	-	-	-	-	43%	*	81%	73%	76%	*
At Meets Grade Level or Above	2022	38%	50%	50%	-	53%	33%	-	-	_	-	*	*	61%	38%	45%	-
	2021	31%	29%	29%	-	29%	*	-	-	-	-	0%	*	37%	7%	29%	*
At Masters Grade Level	2022	18%	23%	23%	-	24%	17%	-	-	-	-	*	*	35%	10%	26%	-
	2021	13%	14%	14%	-	13%	*	-	-	-	-	0%	*	16%	7%	10%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	84%	86%	-	85%	90%	-	-	-	*	58%	*	83%	89%	85%	-
	2021	67%	77%	76%	-	75%	84%	-	-	-	-	46%	89%	75%	78%	73%	86%
At Meets Grade Level or Above	2022	48%	55%	55%	-	56%	48%	-	-	-	*	32%	*	54%	57%	54%	-
	2021	41%	45%	39%	_	40%	32%	-	-	_	-	9%	44%	42%	34%	38%	64%
At Masters Grade Level	2022	23%	22%	29%	-	29%	25%	-	_	-	*	11%	*	29%	28%	31%	-
	2021	18%	17%		-			-	_	-	_	2%	33%		12%	17%	43%
All Grades ELA/Reading	_					- / -							/ -		, ,		
At Approaches Grade Level or Above	2022	75%	86%	88%	-	88%	90%	-	-	-	*	76%	*	84%	95%	89%	-
	2021	68%	80%	79%	_	79%	80%					44%	*	75%	88%	77%	80%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	62%		-	66%		-	-	-	*	41%	*	57%		65%	-
	2021	45%	49%		-	15 /0		-	-	-	-	17%	*	75 /0		43%	80%
At Masters Grade Level	2022	25%	26%		-	37%	== 11	-	-	-	*	18%	*	J + /0		37%	-
	2021	18%	19%	20%	-	21%	7%	-	-	-	-	6%	*	25%	8%	21%	60%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	83%	82%	-	81%	86%	-	-	-	*	47%	*	81%	83%	81%	_
	2021	66%	72%	73%	-	71%	93%	-	-	_	-	39%	*	73%	73%	70%	80%
At Meets Grade Level or Above	2022	42%	50%	48%	-	47%	52%	-	-	_	*	29%	*	49%	47%	45%	_
	2021	37%	38%	37%	-	37%	40%	-	-	-	-	6%	*	41%	31%	36%	60%
At Masters Grade Level	2022	20%	20%	22%	-	22%	24%	-	-	-	*	6%	*	23%	22%	25%	_
	2021	18%	15%	19%	_	19%	20%	_	_	_	_	0%	*	21%	16%	18%	40%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	87%	89%	-	87%	100%	-	-	-	-	*	*	87%	90%	84%	-
	2021	71%	82%	79%	-	79%	*	-	-	-	-	43%	*	81%	73%	76%	*
At Meets Grade Level or Above	2022	47%	55%	50%	-	53%	33%	-	-	_	-	*	*	61%	38%	45%	_
	2021	44%	49%	29%	-	29%	*	-	-	_	-	0%	*	37%	7%	29%	*
At Masters Grade Level	2022	21%	21%	23%	-	24%	17%	-	-	-	-	*	*	35%	10%	26%	_
	2021	20%	19%	14%	-	13%	*	-	-	-	-	0%	*	16%	7%	10%	*
			S1	AAR Per	formance I	Rates by I	Enrolle	d Grade at	Meets	Grade L	evel or	Above					
3rd Graders																	
Reading and Mathematics	2022	36%	37%	37%	-	37%	43%	-	_	_	*	33%	-	38%	33%	33%	_
	2021	24%	15%		-			-	_	_	-	14%	-	15%	14%	17%	
Reading and Mathematics Including EOC	2022	36%	37%		-	37%		-	-	-	*	33%	-			33%	-
-	2021	24%	15%	15%	-	17%	0%	-	-	-	-	14%	-	15%	14%	17%	*
Reading Including EOC	2022	51%	63%		_	63%	57%	-	-	_	*	50%	_	59%	72%	64%	_
	2021	38%	31%	31%	-	32%	29%	-	_	-	-	29%	-	33%	29%	34%	*
Math Including EOC	2022	43%	46%		-			-	_	_	*		-			41%	_
	2021	31%	19%		-			_	_	_	_		_				*
4th Graders			- /-														
Reading and Mathematics	2022	36%	35%	35%	_	38%	13%	_	_	_	_	29%	_	26%	52%	35%	_
	2021	26%	33%		_	35%		_	_	_	_	*	*			35%	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	35%	35%	-	38%	13%	-	-	-	-	29%	-	26%	52%	35%	-
	2021	26%	33%	33%	-	35%	17%	-	-	-	-	*	*	39%	25%	35%	-
Reading Including EOC	2022	54%	57%	57%	-	62%	25%	-	-	-	-	29%	-	46%	76%	60%	-
	2021	36%	49%	49%	-	51%	33%	-	-	-	-	*	*	48%	50%	45%	-
Math Including EOC	2022	43%	40%	40%	-	40%	38%	-	-	-	-	43%	-	33%	52%	40%	-
	2021	36%	47%	47%	-	43%	67%	-	-	_	-	*	*	52%	40%	42%	-
5th Graders																	
Reading and Mathematics	2022	41%	52%	52%	-	53%	50%	-	-	_	-	*	*	61%	43%	52%	-
	2021	34%	31%	31%	-	30%	*	-	-	-	-	0%	*	40%	7%	29%	*
Reading and Mathematics Including EOC	2022	41%	52%	52%	-	53%	50%	-	-	_	-	*	*	61%	43%	52%	-
	2021	34%	31%	31%	-	30%	*	-	-	-	-	0%	*	40%	7%	29%	*
Reading Including EOC	2022	58%	75%	75%	-	76%	67%	-	-	_	-	*	*	74%	76%	71%	-
	2021	46%	52%	52%	-	52%	*	-	-	_	-	14%	*	51%	53%	49%	*
Math Including EOC	2022	48%	61%	61%	-	58%	83%	-	-	-	-	*	*	70%	52%	58%	-
	2021	44%	48%	48%	-	48%	*	-	-	-	-	0%	*	56%	27%	45%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	38%	40%	-	42%	33%	-	-	-	*	24%	*	39%	43%	39%	-
	2021	26%	24%	26%	-	27%	13%	-	-	-	-	6%	*	30%	16%	26%	60%
Reading and Mathematics Including EOC	2022	36%	42%	40%	-	42%	33%	-	-	_	*	24%	*	39%	43%	39%	-
	2021	28%	26%	26%	-	27%	13%	-	-	-	-	6%	*	30%	16%	26%	60%
Reading Including EOC	2022	53%	59%	64%	-	66%	48%	_	-	_	*	41%	*	57%	75%	65%	-
	2021	41%	44%	44%	-	45%	33%	-	_	_	_	17%	*	43%	45%	43%	80%
Math Including EOC	2022	43%	51%	48%	-	47%	52%	-	-	_	*	29%	*	49%	47%	45%	-
	2021	37%	38%	37%	-	37%	40%	_	-	_	-	6%	*	41%	31%	36%	60%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
				Schoo	ol Progress	Domain	- Acad	emic Grow	th Sco	re by Gra	de and	Subject					
Grade 4 ELA/Reading	2022	77	88	88	-	90	71	-	-	-	-	67	-	86	92	89	-
	2019	61	71	71	-	68	82	-	-	-	-	90	*	68	78	69	*
Grade 4 Mathematics	2022	74	81	81	-	83	64	-	-	-	-	50	-	78	87	76	-
	2019	65	60	60	-	56	77	-	-	-	-	60	*	58	66	54	*
Grade 5 ELA/Reading	2022	87	97	97	-	97	92	-	-	-	-	*	*	98	95	95	-
	2019	81	77	77	-	73	100	-	-	-	-	72	*	77	75	75	*
Grade 5 Mathematics	2022	79	79	79	-	76	92	-	-	-	-	*	*	85	71	81	-
	2019	83	92	92	-	91	95	-	-	-	-	100	*	94	82	90	*
All Grades Both Subjects	2022	74	78	86	-	87	79	-	-	-	-	61	*	85	86	85	-
	2019	69	71	76	-	73	88	-	-	-	-	81	*	76	75	74	85
All Grades ELA/Reading	2022	78	81	92	-	93	81	-	-	-	-	70	*	90	94	92	-
	2019	68	65	74	-	71	90	-	-	-	-	79	*	73	77	73	80
All Grades Mathematics	2022	69	75	80	-	80	77	-	-	-	-	50	*	80	79	78	-
	2019	70	77	78	-	76	86	-	-	-	-	85	*	79	73	75	90

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

					Total	BE-Trans				ALP		ESL		ALP	EB/EL with		Total	Monitore
	School				Bilingual	Early	BE-Trans			Bilingual		Content-	ESL	ESL	Parental		EB/EL	Former
	Year	State	District	Campus	Education					(Exception)		Based	Pull-Out	(Waiver)	Denial	EB/EL	(Current)	EB/EL
All Condon All Cobines					STAAR	R Performa	nce Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects	2022	7.40/	0.40/	0.00/	l				I							0.00/		
At Approaches Grade Level or Above	2022	74%	84%	86%	-	-	-	-	-	-	-	-	-	-	-	86%	-	
	2021	67%	77%	76%	-	-	-	-	-	-	75%	60%	*	-	100%	76%	86%	
At Meets Grade Level or Above	2022	48%	55%	55%	-	-	-	-	-	-	-	-	-	-	-	55%	-	
	2021	41%	45%	39%	-	-	-	-	-	-	50%	60%	*	-	83%		64%	
At Masters Grade Level	2022	23%	22%	29%	-	-	-	-	-	-	-	-	-	-	-	29%	-	
	2021	18%	17%	19%	-	-	-	-	-	-	13%	20%	*	-	83%	18%	43%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	86%	88%	-	-	-	-	_	-	-	-	-	-	-	88%	-	
	2021	68%	80%	79%	-	-	-	-	_	-	. *	*	*	-	*	79%	80%	
At Meets Grade Level or Above	2022	53%	62%	64%	-	-	-	-	_	_	-	-	-	-	-	64%	-	
	2021	45%	49%	44%	-	-	-	-	_	_	. *	*	*	-	*	43%	80%	
At Masters Grade Level	2022	25%	26%	37%	-	-	-	-	-	-	-	-	-	-	-	37%	-	
	2021	18%	19%	20%	-	-	-	-	_	_	. *	*	*	-	*	19%	60%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	83%	82%	-	-	-	-	_	-	-	-	-	-	-	82%	-	
	2021	66%	72%	73%	-	-	-	-	_	-	*	*	*	-	*	73%	80%	
At Meets Grade Level or Above	2022	42%	50%	48%	-	_	_	-	_	_	-	-	-	-	_	48%	-	
	2021	37%	38%	37%	_	_	_	_	_	_	. *	*	*	_	*	37%	60%	
At Masters Grade Level	2022	20%	20%	22%	_	_	_	_	_	_		_	-	_	_	22%	_	
	2021	18%	15%	19%	_	_	_	_	_	_	. *	*	*	_	*	19%	40%	
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	87%	89%	-	-	-	-	-	-	-	-	-	-	-	89%	-	
	2021	71%	82%	79%	-	_	_	-	_	_	. *	*	*	-	*	78%	*	
At Meets Grade Level or Above	2022	47%	55%	50%	_	_	_	_	_	_	_	-	-	_	_	50%	-	
	2021	44%	49%	29%	_	_	_	_	_	_	. *	*	*	_	*	28%	*	
At Masters Grade Level	2022	21%	21%	23%	_	_	_	_	_	_		_	_	_	_	23%	_	
	2021	20%	19%	14%	_	_	_	_	_	_	. *	*	*		*	13%	*	
	2021	2070	1370	1-7-70	Sc	hool Prog	ress Doma	nin - Acade	emic Grow	th Score						1370		
All Grades Both Subjects	2022	74%	78%	86%			. 233 Doille	/\cau		Jedie	_		_		_	86%	_	
All Grades Both Subjects	2022	69%	71%	76%	_	_	_	_	_	_	81%	_	81%	_	_	0070	81%	
	2019	UB 70	7 1 70	/ 0 /0	_	_		_	_		0170	_	0170		_		0170	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year		District	Campus	Total Bilingual Education		BE-Trans			ALP Bilingual (Exception)					EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	81%	92%	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
	2019	68%	65%	74%	-	-	-	-	-		*	-	*		-		*	
All Grades Mathematics	2022	69%	75%	80%	-	-	-	-	-	_	-	-	-	-	-	80%	-	-
	2019	70%	77%	78%	-	-	-	-	-		*	-	*		-		*	

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

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

				African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	EB/EL (Current
	State	District	Campus	American	_				Islander	Races	(Current)	(Former)				Monitored)
					2022 9		(Participat Grades)	ion								
All Tests						(Δ11 (naues)									
Assessment Participant	99%	100%	100%	_	100%	100%	_	_	_	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	94%	92%	-		100%	-	-	_	*	95%	*			92%	*
Not Included in Accountability: Mobile	5%		8%			0%	-	_	_	*	5%	*			8%	*
Not Included in Accountability: Other Exclusions	1%		0%	-	0%	0%	-	-	-	*	0%	*			0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Reading																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	92%	94%	93%	-	91%	100%	-	-	-	*	94%	*	95%	88%	92%	*
Not Included in Accountability: Mobile	5%	5%	7%	-	9%	0%	-	-	_	*	6%	*	5%	12%	8%	*
Not Included in Accountability: Other Exclusions	2%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	_	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	_	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	94%	93%	-	91%	100%	-	-	-	*	94%	*	95%	88%	92%	*
Not Included in Accountability: Mobile	5%	6%	7%	-	9%	0%	-	-	-	*	6%	*	5%	12%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	_	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	98%	100%	100%	-	100%	100%	-	-	-	-	*	*	100%	100%	100%	-
Included in Accountability	93%	94%	88%	-	86%	100%	-	-	-	-	*	*	96%	81%	89%	-
Not Included in Accountability: Mobile	4%	6%	12%	-	14%	0%	-	-	-	-	*	*	4%	19%	11%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	*	*	0%	0%	0%	-
Not Tested	2%	0%	0%	-	0%	0%	-	-	-	-	*	*	0%	0%	0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%			-	0%		-	-	-	-	*	*	0%	0%	0%	-
Other	0%	0%	0%	-	0%	0%	-	-	-	-	*	*	0%	0%	0%	_
					2021		RParticipat Grades)	ion								
All Tests																
Assessment Participant	88%	98%	100%	-	99%	100%	_	-	_	_	98%	100%	100%	99%	99%	100%
Included in Accountability	83%	91%	93%	-	93%	88%	_	-	-	-	88%	100%	99%	83%	95%	100%
Not Included in Accountability: Mobile	3%	7%	7%	-	6%	12%	-	-	-	-	10%	0%	1%	16%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	2%	0%	-	1%	0%	-	-	-	-	2%	0%	0%	1%	1%	0%
Absent	2%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	1%	0%	-	1%	0%	-	-	-	-	2%	0%	0%	1%	1%	0%
Reading																
Assessment Participant	89%	98%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	83%	91%	93%	-	94%	88%	_	-	-	-	90%	*	99%	83%	95%	100%
Not Included in Accountability: Mobile	3%	6%	7%	-	6%	12%	-	-	-	-	10%	*	1%	17%	5%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	11%	2%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	2%	1%	0%	-	0%	0%	_	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	99%	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	84%	92%	93%	-	94%	88%	-	-	-	-	90%	*	99%	83%	95%	100%
Not Included in Accountability: Mobile	4%	7%	7%	-	6%	12%	-	-	-	-	10%	*	1%	17%	5%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	2%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	1%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	84%	90%		-	33 70	*	-	-	-	-	88%	*	100%	83%	100%	*
Not Included in Accountability: Mobile	3%	9%	5%	_	5%	*	_	-	-	-	13%	*	0%	17%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	13%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Absent	2%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
Other	10%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

										Two or			
	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	FR/FI
Attendance Rate	Juice	District	Campus	American	тпэрапіс	vviiice	maian	Asian	isianidei	Races	Lu	Disauv	LD/LL
2020-21	95.0%	91.6%	93.5%	*	93.3%	95.2%	_	_	_	*	91.6%	93.0%	*
2019-20	98.3%			*		98.7%	_	_	_	*			*
Chronic Absenteeism	00.070	331170	331773		331770	30.77					33.375	20.070	
2020-21	15.0%	27.2%	23.6%	*	23.7%	20.0%	_	_	_	*	38.5%	26.1%	0.0%
2019-20	6.7%	8.0%		*		2.6%	-	-	_	*		4.3%	
Annual Dropout Rate (
2020-21	0.9%	0.0%	-	-	_	-	_	_	_	_	-	-	-
2019-20	0.5%	0.0%	-	-	_	-	_	-	_	_	-	-	-
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	1.4%	-	-	_	-	-	-	-	-	-	-	-
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Ra	te (Gr 9	9-12)											
Class of 2021													
Graduated	90.0%	96.6%	-	-	_	-	-	-	-	_	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	_	-	-	-	-
Dropped Out	5.8%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.6%	-	-	_	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	_	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	_	-	-	-	-	_	-	-	-
Dropped Out	5.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	98.3%	-	-	_	-	-	-	-	-	-	-	-
5-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.3%	-	_	_	-	-	-	_	_	-	-	-

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

				African			American		Pacific	Two or	Special	Faan	
	State	District	Campus	American	Hispanic	White		Asian	Islander		Special Ed	Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	100.0%	-	_	_	_	_	-	_	_	_	-	
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longit	tudinal	Rate (G	r 9-12)										
Class of 2019		, , ,											
Graduated	92.6%	100.0%	-	-	_	_	_	-	_	_	_	_	
Received TxCHSE	0.6%	0.0%		_	_	_	-	-	_	_	_	_	
Continued HS	0.6%	0.0%		_	_	_	_	-	_	_	_	_	
Dropped Out	6.2%	0.0%	-	_	_	_	-	-	_	_	_	_	
Graduates and TxCHSE	93.2%	100.0%	-	-	_	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	100.0%	_	_	_	_	_	-	_	_	_	_	
Received TxCHSE	0.7%	0.0%	-	-	_	-	-	-	-	-	-	-	
Continued HS	0.6%	0.0%		-	_	-	-	-	_	-	-	-	
Dropped Out	6.1%	0.0%	-	_	_	_	-	-	_	_	_	_	
Graduates and TxCHSE	93.3%	100.0%	-	-	-	_	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	
4-Year Federal Graduat	ion Ra	te Witho	ut Exclus	ions (Gr 9	-12)								
	90.0%		-	-	_	-	_	-	_	_	_	-	
Class of 2020	90.3%	96.7%	-	-	-	_	-	-	-	-	-	-	
RHSP/DAP Graduates (Longit	udinal R	ate)										
	87.5%	-	-	-	_	-	-	-	_	_	_	-	
	83.0%	-	-	-	-	-	-	-	-	-	-	-	
FHSP-E Graduates (Lor		nal Rate)										
Class of 2021	3.8%	1.8%		-	-	-	-	-	_	-	_	-	
Class of 2020	4.3%	0.0%		_	_	_	_	-	_	_	_	_	

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Long	gitudinal R	ate)								
Class of 2021	85.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annua	l Rate)											
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Ani	nual Ra	ate)											
2020-21	3.8%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual	Rate)											
2020-21	80.4%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	83.1%	-	-	-	-	-	-	-	-	_	-	-
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	ites (Ann	ual Rate)									
2020-21	84.1%	92.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	83.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency 2021-22 Graduation Profile (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	Campus Count	Campus Percent		State Count
Graduates (2020-21 Annual Gradu	uates)			
Total Graduates	-	-	56	358,842
By Ethnicity:				
African American	-	-	0	44,018
Hispanic	-	-	48	183,306
White	-	-	8	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	4	56,281
Foundation H.S. Program (Endorsement)	-	-	1	13,582
Foundation H.S. Program (DLA)	-	-	51	287,316
Special Education Graduates	-	-	8	31,028
Economically Disadvantaged Graduates	-	-	41	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	24	155,884
CTE Completers	-	-	6	99,076

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

		Mem	Enrollment					
	Car	npus			Car	npus		
Student Information		Percent	District	State		Percent	District	State
Total Students	365	100.0%	858	5,402,928	366	100.0%	859	5,427,370
Students by Grade:								
Early Childhood Education	1	0.3%	0.1%	0.3%	2	0.5%	0.2%	0.4%
Pre-Kindergarten	23	6.3%	2.7%	4.1%	23	6.3%	2.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	23	6.3%	2.7%	3.5%	23	6.3%	2.7%	3.5%
Kindergarten	60	16.4%	7.0%	6.8%	60	16.4%	7.0%	6.8%
Grade 1	51	14.0%	5.9%	7.1%	51	13.9%	5.9%	7.1%
Grade 2	63	17.3%	7.3%	7.1%	63	17.2%	7.3%	7.1%
Grade 3	60	16.4%	7.0%	7.1%	60	16.4%	7.0%	7.1%
Grade 4	60	16.4%	7.0%	7.1%	60	16.4%	7.0%	7.1%
Grade 5	47	12.9%	5.5%	7.2%	47	12.8%	5.5%	7.2%
Grade 6	0	0.0%	7.2%	7.4%	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	9.1%	7.9%	0	0.0%	9.1%	7.8%
Grade 9	0	0.0%	10.0%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	8.4%	7.6%	0	0.0%	8.4%	7.5%
Grade 11	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 12	0	0.0%	8.3%	6.7%	0	0.0%	8.3%	6.7%
Ethnic Distribution:								
African American	1	0.3%	0.5%	12.8%	1	0.3%	0.5%	12.8%
Hispanic	302	82.7%	84.1%	52.8%	302	82.5%	84.1%	52.7%
White	60	16.4%	15.0%	26.3%	61	16.7%	15.1%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.1%	4.8%	0	0.0%	0.1%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.5%	0.2%	2.9%	2	0.5%	0.2%	2.9%
Sex:								
Female	185	50.7%	49.5%	48.9%	186	50.8%	49.6%	48.8%
Male	180	49.3%	50.5%	51.1%	180	49.2%	50.4%	51.2%
Economically Disadvantaged	235	64.4%	60.7%	60.7%	235	64.2%	60.7%	60.6%
Non-Educationally Disadvantaged	130	35.6%	39.3%	39.3%	131	35.8%	39.3%	39.4%
Section 504 Students	37	10.1%	13.3%	7.4%	37	10.1%	13.3%	7.4%
EB Students/EL	4	1.1%	2.7%	21.7%	4	1.1%	2.7%	21.7%

Texas Education Agency 2021-22 Student Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

		Mem	bership		Enrollment			
	Can	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.2%	0.6%				
Students w/ Dyslexia	27	7.4%	5.6%	5.0%	27	7.4%	5.6%	5.0%
Foster Care	2	0.5%	0.5%	0.3%	2	0.5%	0.5%	0.3%
Homeless	2	0.5%	0.6%	1.1%	2	0.5%	0.6%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	21	5.8%	7.2%	0.3%	21	5.7%	7.2%	0.3%
Title I	365	100.0%	100.0%	64.3%	366	100.0%	100.0%	64.3%
Military Connected	8	2.2%	1.5%	3.3%	8	2.2%	1.5%	3.3%
At-Risk	136	37.3%	46.5%	53.5%	136	37.2%	46.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	4	1.1%	2.3%	21.9%	4	1.1%	2.3%	21.8%
Career and Technical Education	0	0.0%	28.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	86.6%	71.0%				
Gifted and Talented Education	7	1.9%	5.8%	8.0%	7	1.9%	5.8%	8.0%
Special Education	38	10.4%	11.7%	11.6%	39	10.7%	11.8%	11.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	38							
By Type of Primary Disability Students with Intellectual Disabilities	5	13.2%	39.0%	43.0%				
Students with Physical Disabilities	19	50.0%	20.0%	20.8%				
Students with Autism	*	*	**	14.7%				
Students with Behavioral Disabilities	9	23.7%	30.0%	20.0%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2020-21):								
Total Mobile Students	59	18.2%	15.3%	13.6%				
By Ethnicity: African American	2	0.6%	0.7%	2.5%				
Hispanic	48	14.8%	12.4%	6.6%				
White	8	2.5%	2.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.1%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	12.8%	12.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	21.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	41	16.9%	13.4%	15.0%				

Texas Education Agency 2021-22 Student Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	Membership				Enrollment			
	Campus		Campus					
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	57	18.6%	16.0%	18.9%				

		n-Speci ition Rat		Special Education Rates				
Student Information	Campus	District	State	Campus	District	State		
Retention Ra	ates by G	rade:						
Kindergarten	0.0%	0.0%	1.9%	0.0%	0.0%	5.2%		
Grade 1	6.3%	6.3%	2.9%	14.3%	14.3%	4.2%		
Grade 2	4.0%	4.0%	1.7%	12.5%	12.5%	2.2%		
Grade 3	2.0%	2.0%	1.0%	11.1%	11.1%	1.0%		
Grade 4	4.5%	4.5%	0.7%	0.0%	0.0%	0.7%		
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%		
Grade 6	-	5.5%	0.6%	-	0.0%	0.6%		
Grade 7	-	4.6%	0.7%	-	10.0%	0.7%		
Grade 8	-	1.4%	0.6%	-	0.0%	0.8%		
Grade 9	-	3.1%	10.5%	-	11.1%	14.1%		

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.0	15.0	18.7
Grade 1	16.7	16.7	18.7
Grade 2	15.6	15.6	18.6
Grade 3	14.8	14.8	18.7
Grade 4	14.3	14.3	18.8
Grade 5	15.5	15.5	20.2
Grade 6	-	13.2	19.2
Secondary:			
English/Language Arts	-	13.0	16.3
Foreign Languages	-	13.0	18.4
Mathematics	-	12.0	17.5

Texas Education Agency 2021-22 Student Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

Class Size Information	Campus	District	State
Science	-	14.4	18.5
Social Studies	_	14.6	19.1

Texas Education Agency 2021-22 Staff Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	Campus	5		
Staff Information	Count/Average		District	State
Total Staff	46.0	100.0%	100.0%	100.0%
Professional Staff:	36.0	78.3%	62.6%	64.1%
Teachers	31.0	67.4%	53.1%	49.3%
Professional Support	3.0	6.5%	3.9%	10.7%
Campus Administration (School Leadership)	2.0	4.3%	3.6%	2.9%
Educational Aides:	10.0	21.7%	14.3%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	35.0	76.1%	75.2%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.2%
Hispanic	22.0	71.0%	65.1%	28.9%
White	9.0	29.0%	34.9%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	2.0	6.5%	21.4%	24.1%
Females	29.0	93.5%	78.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	24.0	77.4%	77.3%	72.6%
Masters	7.0	22.6%	22.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	12.9%	13.5%	7.9%
1-5 Years Experience	4.0	12.9%	14.7%	26.7%
6-10 Years Experience	2.0	6.5%	12.3%	20.6%
11-20 Years Experience	14.0	45.2%	34.4%	28.6%
21-30 Years Experience	7.0	22.6%	22.7%	13.2%

Texas Education Agency 2021-22 Staff Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	Campus	Campus				
Staff Information	Count/Average	Percent	District	State		
Over 30 Years Experience	0.0	0.0%	2.5%	2.9%		
Number of Students per Teacher	11.8	n/a	10.5	14.6		

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.3	6.3
Average Years Experience of Principals with District	1.0	4.3	5.4
Average Years Experience of Assistant Principals	5.0	4.5	5.5
Average Years Experience of Assistant Principals with District	5.0	4.5	4.8
Average Years Experience of Teachers:	13.8	13.1	11.1
Average Years Experience of Teachers with District:	5.5	6.5	7.2
Average Teacher Salary by Years of Experience (regular d	uties only):		
Beginning Teachers	\$46,306	\$44,713	\$51,054
1-5 Years Experience	\$42,598	\$47,617	\$54,577
6-10 Years Experience	\$51,545	\$47,273	\$57,746
11-20 Years Experience	\$56,091	\$55,586	\$61,377
21-30 Years Experience	\$58,554	\$62,001	\$65,949
Over 30 Years Experience	-	\$72,078	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$53,350	\$53,782	\$58,887
Professional Support	\$46,298	\$60,984	\$69,505
Campus Administration (School Leadership)	\$75,685	\$82,937	\$84,990
Instructional Staff Percent:	n/a	78.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	Cam	npus						
Program Information	Count Percent		District	State				
Teachers by Program (population served):								
Bilingual/ESL Education	0.1	0.2%	0.1%	6.2%				
Career and Technical Education	0.0	0.0%	6.8%	5.2%				
Compensatory Education	0.0	0.0%	0.0%	3.0%				
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%				
Regular Education	28.9	93.4%	87.5%	70.8%				

Texas Education Agency 2021-22 Staff Information (TAPR) BANQUETE EL (178913101) - BANQUETE ISD - NUECES COUNTY

	Can	ipus		
Program Information	Count	Percent	District	State
Special Education	2.0	6.5%	5.6%	9.6%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

 n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report

(To open link in a new window, press the "Ctrl" key and click on the link.)

			Dist	rict			State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$6,439,018	63.80%	\$7,531	\$6,439,018	57.03%	\$7,531	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$3,300,687	32.71%	\$3,860	\$3,666,434	32.48%	\$4,288	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$113,093	1.12%	\$132	\$854,704	7.57%	\$1,000	\$8,899,057,269	14.43%	\$1,661
Other Local	\$238,973	2.37%	\$280	\$329,672	2.92%	\$386	\$1,829,823,955	2.97%	\$341
Total Operating Revenue	\$10,091,771	100.00%	\$11,803	\$11,289,828	100.00%	\$13,204	\$61,653,495,537	100.00%	\$11,505
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,301,267	99.29%	\$2,692	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$9,177	0.40%	\$11	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$939,273,230	9.02%	\$175
Total Other Revenue	\$0	0.00%	\$0	\$2,317,621	100.00%	\$2,711	\$10,408,865,906	100.00%	\$1,942
Subtotal: Operating and Other Revenue	\$10,091,771	100.00%	\$11,803	\$13,607,449	100.00%	\$15,915	\$72,062,361,443	100.00%	\$13,447
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	100.00%	\$554
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	100.00%	\$554
Subtotal: Operating, Other and Recaptured Revenue	\$10,091,771	100.00%	\$11,803	\$13,607,449	100.00%	\$15,915	\$75,032,970,187	100.00%	\$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$566,643	100.00%	\$663	\$582,343	100.00%	\$681	\$2,509,216,302	17.37%	\$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$566,643	100.00%	\$663	\$582,343	100.00%	\$681	\$14,447,029,635	100.00%	\$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$10,658,414	100.00%	\$12,466	\$14,189,792	100.00%	\$16,596	\$86,509,391,078	100.00%	\$16,143
Expenditures Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$8,544,497	78.67%	\$9,994	\$9,245,291	77.65%	\$10,813	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$1,472,699	13.56%	\$1,722	\$1,479,379	12.43%	\$1,730	\$5,485,075,586	9.22%	\$1,024

			Dist	rict			S	tate	
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$569,091	5.24%	\$666	\$906,467	7.61%	\$1,060	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$274,801	2.53%	\$321	\$274,801	2.31%	\$321	\$1,370,305,583	2.30%	\$256
Total Operating Expenditures by Object	\$10,861,088	100.00%	\$12,703	\$11,905,938	100.00%	\$13,925	\$59,516,182,044	100.00%	\$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$204,799	88.26%	\$240	\$2,586,514	37.59%	\$3,025	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$27,245	11.74%	\$32	\$4,294,633	62.41%	\$5,023	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Object	\$232,044	100.00%	\$271	\$6,881,147	100.00%	\$8,048	\$19,778,323,488	100.00%	\$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	\$11,093,132	100.00%	\$12,974	\$18,787,085	100.00%	\$21,973	\$79,294,505,532	100.00%	\$14,797
Operating Expenditures by Function (61xx-64xx only) Instruction(Function 11,95) Instructional Posseurous & Modia Sonicos (Function 12)	\$5,971,708	54.98%	\$6,984	\$6,495,809	54.56%	\$7,597	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$83,384	0.77%	\$98	\$83,384	0.70%	\$98	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$164,277	1.51%	\$192	\$164,837	1.38%	\$193	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$685,065	6.31%	\$801	\$685,065	5.75%	\$801	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$433,680	3.99%	\$507	\$433,680	3.64%	\$507	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$71,365	0.66%	\$83	\$71,365	0.60%	\$83	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$340,609	3.14%	\$398	\$340,609	2.86%	\$398	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$0	0.00%	\$0	\$520,189	4.37%	\$608	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$511,886	4.71%	\$599	\$511,886	4.30%	\$599	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$761,081	7.01%	\$890	\$761,081	6.39%	\$890	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$1,585,621	14.60%	\$1,855	\$1,585,621	13.32%	\$1,855	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$250,102	2.30%	\$293	\$250,102	2.10%	\$293	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$2,310	0.02%	\$3	\$2,310	0.02%	\$3	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,765,501	0.03%	\$3
Total Operating Expenditures by Function	\$10,861,088	100.00%	\$12,703	\$11,905,938	100.00%	\$13,925	\$59,516,182,044	100.00%	\$11,106

			Dist	rict			S	tate				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student			
Non-Operating Expenditures by Function												
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8			
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$204,799	88.26%	\$240	\$2,586,514	37.59%	\$3,025	\$9,364,911,548	47.35%	\$1,748			
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$27,245	11.74%	\$32	\$4,294,633	62.41%	\$5,023	\$10,372,278,176	52.44%	\$1,936			
Total Non-Operating Expenditures by Function	\$232,044	100.00%	\$271	\$6,881,147	100.00%	\$8,048	\$19,778,323,488	100.00%	\$3,691			
Grand Total: Operating and Non-Operating Expenditures by Function	\$11,093,132	100.00%	\$12,974	\$18,787,085	100.00%	\$21,973	\$79,294,505,532	100.00%	\$14,797			
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)												
Basic Educational Services (PIC 11)	\$4,995,816	46.00%	\$5,843	\$4,995,816	41.96%	\$5,843	\$25,274,728,911	42.47%	\$4,716			
Gifted and Talented (PIC 21)	\$34,907	0.32%	\$41	\$34,907	0.29%	\$41	\$407,913,365	0.69%	\$76			
Career and Technical (PIC 22)	\$518,910	4.78%	\$607	\$518,910	4.36%	\$607	\$1,964,869,701	3.30%	\$367			
Students with Disabilities (PICs 23,33)	\$1,026,904	9.45%	\$1,201	\$1,026,904	8.63%	\$1,201	\$7,563,730,764	12.71%	\$1,411			
State Compensatory Education (PICs 24,26,28,29,30,34)	\$654,879	6.03%	\$766	\$1,167,287	9.80%	\$1,365	\$5,468,145,158	9.19%	\$1,020			
Bilingual (PICs 25,35)	\$1,100	0.01%	\$1	\$1,100	0.01%	\$1	\$702,535,245	1.18%	\$131			
High School Allotment (PIC 31)	\$1,920	0.02%	\$2	\$1,920	0.02%	\$2	\$91,476,602	0.15%	\$17			
PreKindergarten (PIC 32)	\$216,303	1.99%	\$253	\$228,556	1.92%	\$267	\$561,611,446	0.94%	\$105			
Early Education Allotment (PIC 36)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,125,006,152	1.89%	\$210			
Dyslexia or Related Disorder Services (PIC 37)	\$26,872	0.25%	\$31	\$26,872	0.23%	\$31	\$299,949,455	0.50%	\$56			
College, Career, and Military Readiness (CCMR) (PIC 38)	\$6,477	0.06%	\$8	\$6,477	0.05%	\$8	\$311,574,001	0.52%	\$58			
Athletics/Related Activities (PIC 91)	\$469,443	4.32%	\$549	\$469,443	3.94%	\$549	\$1,119,281,429	1.88%	\$209			
Un-Allocated (PIC 99)	\$2,907,557	26.77%	\$3,401	\$3,427,746	28.79%	\$4,009	\$14,625,359,815	24.57%	\$2,729			
Total Operating Expenditures by Program Intent Code (PIC)	\$10,861,088	100.00%	\$12,703	\$11,905,938	100.00%	\$13,925	\$59,516,182,044	100.00%	\$11,106			
Non-Operating Expenditures by PIC												
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8			
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$204,799	88.26%	\$240	\$2,586,514	37.59%	\$3,025	\$9,364,911,548	47.35%	\$1,748			
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$27,245	11.74%	\$32	\$4,294,633	62.41%	\$5,023	\$10,372,278,176	52.44%	\$1,936			
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$232,044	100.00%	\$271	\$6,881,147	100.00%	\$8,048	\$19,778,323,488	100.00%	\$3,691			

			Dist	rict			s		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$11,093,132	100.00%	\$12,974	\$18,787,085	100.00%	\$21,973	\$79,294,505,532	100.00%	\$14,797
Disbursements Total Disbursements									
Operating Expenditures	\$10,861,088	94.91%	\$12,703	\$11,905,938	62.21%	\$13,925	\$59,516,182,044	70.68%	\$11,106
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$350,331	3.06%	\$410	\$350,331	1.83%	\$410	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$204,799	1.79%	\$240	\$2,586,514	13.52%	\$3,025	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$27,245	0.24%	\$32	\$4,294,633	22.44%	\$5,023	\$10,372,278,176	12.32%	\$1,936
			643.304	¢10 127 416	100.00%	\$22,383	\$84,205,696,630	100.00%	\$15,713
Total Disbursements Tax Rates	\$11,443,463	100.00%	\$13,384	\$19,137,416	100.00%	\$22,3 0 3	104,203,030,030	100.0070	\$13,713
Tax Rates 2020 - 2021 (current tax year) Tax Rates	\$11,443,463	100.00%	\$13,384	1.0547	100.00%	\$22,363	0.9843	100.007	¥13,713
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations	\$11,443,463	100.00%	\$13,384		100.00%	\$22,303	0.9843	100.00 //	¥13,713
Tax Rates 2020 - 2021 (current tax year) Tax Rates	\$11,443,463	100.00%	\$13,384	1.0547	100.00%	\$22,303		100.00 //	\$13,713
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance		100.00%		1.0547 0.3781 1.4328	100.00%		0.9843 0.2235 1.2078	100.00 %	
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance	\$0	100.00%	\$0	1.0547 0.3781 1.4328	100.00%	\$0	0.9843 0.2235 1.2078 \$342,667,048	100.00 //	\$69
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance	\$0 \$0	100.00%	\$0 \$0	1.0547 0.3781 1.4328 \$0 \$1,220,907	100.00%	\$0 \$1,428	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878	100.00 //	\$69 \$4,047
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance Committed Fund Balance	\$0 \$0 \$0	100.00%	\$0 \$0 \$0	1.0547 0.3781 1.4328 \$0 \$1,220,907 \$287,677	100.00%	\$0 \$1,428 \$336	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878 \$4,009,536,094	100.00 %	\$69 \$4,047 \$803
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance Committed Fund Balance Assigned Fund Balance	\$0 \$0 \$0 \$0 \$0	100.00%	\$0 \$0 \$0 \$0	1.0547 0.3781 1.4328 \$0 \$1,220,907 \$287,677 \$0	100.00%	\$0 \$1,428 \$336 \$0	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878 \$4,009,536,094 \$3,530,241,520		\$69 \$4,047 \$803 \$707
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance Committed Fund Balance Assigned Fund Balance Unassigned Fund Balance	\$0 \$0 \$0 \$0 \$0 \$0 \$0	100.00%	\$0 \$0 \$0 \$0 \$0 \$3,729	1.0547 0.3781 1.4328 \$0 \$1,220,907 \$287,677 \$0 \$3,187,964	100.00%	\$0 \$1,428 \$336 \$0 \$3,729	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878 \$4,009,536,094 \$3,530,241,520 \$16,344,075,825		\$69 \$4,047 \$803 \$707 \$3,273
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance Committed Fund Balance Assigned Fund Balance	\$0 \$0 \$0 \$0 \$0	100.00%	\$0 \$0 \$0 \$0	1.0547 0.3781 1.4328 \$0 \$1,220,907 \$287,677 \$0	100.00%	\$0 \$1,428 \$336 \$0	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878 \$4,009,536,094 \$3,530,241,520		\$69 \$4,047 \$803 \$707 \$3,273
Tax Rates 2020 - 2021 (current tax year) Tax Rates Maintenance & Operations Interest & Sinking Total Tax Rate Fund Balance** Fund Balance Nonspendable Fund Balance Restricted Fund Balance Committed Fund Balance Assigned Fund Balance Unassigned Fund Balance Total Fund Balance**	\$0 \$0 \$0 \$0 \$0 \$0 \$0	100.00%	\$0 \$0 \$0 \$0 \$0 \$3,729	1.0547 0.3781 1.4328 \$0 \$1,220,907 \$287,677 \$0 \$3,187,964	100.00%	\$0 \$1,428 \$336 \$0 \$3,729	0.9843 0.2235 1.2078 \$342,667,048 \$20,204,526,878 \$4,009,536,094 \$3,530,241,520 \$16,344,075,825		\$69 \$4,047 \$803 \$707 \$3,273 \$8,899

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$4,776,512		\$5,587	\$10,242,175,517		\$2,051
2020-2021 Uncommon Items	\$-350,331		\$-410	\$-350,331		\$-410	\$79,567,037		\$16
2020-2021 Total Fund Balance	\$3,187,964		\$3,729	\$4,696,548		\$5,493	\$44,431,047,365		\$8,899

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE H S (178913001) BANQUETE ISD

Total Enrolled Membership: 272

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,245,395	100.00%	\$11,932	\$3,398,845	100.00%	\$12,496
Operating-Payroll	\$2,908,822	89.63%	\$10,694	\$3,012,524	88.63%	\$11,075
Other Operating	\$324,354	9.99%	\$1,192	\$374,102	11.01%	\$1,375
Non-Operating(Equipt/Supplies)	\$12,219	0.38%	\$45	\$12,219	0.36%	\$45
Expenditures by Function (Objects 6100-6400 Only)		-	-	_		
Total Operating Expenditures	\$3,233,176	100.00%	\$11,887	\$3,386,626	100.00%	\$12,451
Instruction (11,95) *	\$2,311,676	71.50%	\$8,499	\$2,465,126	72.79%	\$9,063
Instructional Res/Media (12) *	\$33,020	1.02%	\$121	\$33,020	0.98%	\$121
Curriculum/Staff Develop (13) *	\$59,426	1.84%	\$218	\$59,426	1.75%	\$218
Instructional Leadership (21) *	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (23) *	\$286,110	8.85%	\$1,052	\$286,110	8.45%	\$1,052
Guidance/Counseling Svcs (31) *	\$159,593	4.94%	\$587	\$159,593	4.71%	\$587
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$28,667	0.89%	\$105	\$28,667	0.85%	\$105
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$354,684	10.97%	\$1,304	\$354,684	10.47%	\$1,304
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE H S (178913001) BANQUETE ISD

Total Enrolled Membership: 272

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 or	ıly)					
Total Operating Expenditures	\$2,878,492	100.00%	\$10,583	\$3,031,942	100.00%	\$11,147
Regular	\$1,707,880	59.33%	\$6,279	\$1,707,880	56.33%	\$6,279
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$506,552	17.60%	\$1,862	\$506,552	16.71%	\$1,862
Students with Disabilities	\$329,962	11.46%	\$1,213	\$329,962	10.88%	\$1,213
Accelerated Education	\$162,799	5.66%	\$599	\$316,249	10.43%	\$1,163
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$162,902	5.66%	\$599	\$162,902	5.37%	\$599
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$1,920	0.07%	\$7	\$1,920	0.06%	\$7
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$6,477	0.23%	\$24	\$6,477	0.21%	\$24

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE H S (178913001) BANQUETE ISD

Total Enrolled Membership: 272

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE J H (178913041) BANQUETE ISD

Total Enrolled Membership: 212

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,780,985	100.00%	\$8,401	\$1,832,292	100.00%	\$8,643
Operating-Payroll	\$1,674,199	94.00%	\$7,897	\$1,725,506	94.17%	\$8,139
Other Operating	\$106,024	5.95%	\$500	\$106,024	5.79%	\$500
Non-Operating(Equipt/Supplies)	\$762	0.04%	\$4	\$762	0.04%	\$4
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,780,223	100.00%	\$8,397	\$1,831,530	100.00%	\$8,639
Instruction (11,95) *	\$1,398,104	78.54%	\$6,595	\$1,449,411	79.14%	\$6,837
Instructional Res/Media (12) *	\$16,020	0.90%	\$76	\$16,020	0.87%	\$76
Curriculum/Staff Develop (13) *	\$50,656	2.85%	\$239	\$50,656	2.77%	\$239
Instructional Leadership (21) *	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (23) *	\$149,277	8.39%	\$704	\$149,277	8.15%	\$704
Guidance/Counseling Svcs (31) *	\$130,439	7.33%	\$615	\$130,439	7.12%	\$615
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$20,466	1.15%	\$97	\$20,466	1.12%	\$97
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$15,261	0.86%	\$72	\$15,261	0.83%	\$72
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE J H (178913041) BANQUETE ISD

Total Enrolled Membership: 212

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 on	ly)					
Total Operating Expenditures	\$1,764,962	100.00%	\$8,325	\$1,816,269	100.00%	\$8,567
Regular	\$1,157,735	65.60%	\$5,461	\$1,157,735	63.74%	\$5,461
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$416,889	23.62%	\$1,966	\$416,889	22.95%	\$1,966
Accelerated Education	\$190,338	10.78%	\$898	\$241,645	13.30%	\$1,140
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE J H (178913041) BANQUETE ISD

Total Enrolled Membership: 212

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE EL (178913101) BANQUETE ISD

Total Enrolled Membership: 371

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,691,447	100.00%	\$7,255	\$2,883,299	100.00%	\$7,772
Operating-Payroll	\$2,541,195	94.42%	\$6,850	\$2,733,047	94.79%	\$7,367
Other Operating	\$150,252	5.58%	\$405	\$150,252	5.21%	\$405
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,691,447	100.00%	\$7,255	\$2,883,299	100.00%	\$7,772
Instruction (11,95) *	\$2,209,450	82.09%	\$5,955	\$2,401,302	83.28%	\$6,473
Instructional Res/Media (12) *	\$34,343	1.28%	\$93	\$34,343	1.19%	\$93
Curriculum/Staff Develop (13) *	\$53,633	1.99%	\$145	\$53,633	1.86%	\$145
Instructional Leadership (21) *	\$0	0.00%	\$0	\$0	0.00%	\$0
School Leadership (23) *	\$249,678	9.28%	\$673	\$249,678	8.66%	\$673
Guidance/Counseling Svcs (31) *	\$121,690	4.52%	\$328	\$121,690	4.22%	\$328
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$21,764	0.81%	\$59	\$21,764	0.75%	\$59
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$889	0.03%	\$2	\$889	0.03%	\$2
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE EL (178913101) BANQUETE ISD

Total Enrolled Membership: 371

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 on	ıly)					
Total Operating Expenditures	\$2,690,558	100.00%	\$7,252	\$2,882,410	100.00%	\$7,769
Regular	\$2,127,891	79.09%	\$5,736	\$2,127,891	73.82%	\$5,736
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$240,355	8.93%	\$648	\$240,355	8.34%	\$648
Accelerated Education	\$78,899	2.93%	\$213	\$258,498	8.97%	\$697
Bilingual	\$238	0.01%	\$1	\$238	0.01%	\$1
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$216,303	8.04%	\$583	\$228,556	7.93%	\$616
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$26,872	1.00%	\$72	\$26,872	0.93%	\$72
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR BANQUETE EL (178913101) BANQUETE ISD

Total Enrolled Membership: 371

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	January 20, 2022
SUBJECT:	2021-2022 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with Appropriate Staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the Texas Administrative Code link available at https://tea.texas.gov/sites/default/files/ch097ee.pdf, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill

Deputy Commissioner of Governance & Accountability

Banquete ISD

2021-22 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code

(To comply with FERPA, data are masked if the number of students involved is less than 5)

Reason		178913001	178913041	178913101	
Code	Description	BANQUETE H S	BANQUETE J H	BANQUETE EL	
11	Used, exhibited, possessed firearm				
12	Used, exhibited possessed illegal knife				
13	Used, exhibited, possessed illegal club				
14	Used, exhibited, possessed prohibited weapon				
16	Arson				
17	Murder, capital murder, criminal attempt to commit murder/capital murder				
18	Indecency with a child				
19	Aggravated kidnapping				
29	Aggravated assault against school district employee/volunteer				
30	Aggravated assault against non-employee/volunteer				
31	Sexual assault/aggravated sexual assault against school district employee/volunteer				
32	Sexual assault/aggravated sexual assault against non-employee/volunteer				
36	Felony controlled substance violation				
37	Felony alcohol violation				
46	Aggravated robbery				
47	Manslaughter				
48	Criminally negligent homicide				
49	Engages in deadly conduct				
57	Continuous Sexual Abuse of Young Child or Children				
	Total Incidents	0	0	0	
	Student Enrollment (Fall 2021 PEIMS Snapshot)	284	209	366	
	Incident Rate	0.0%	0.0%	0.0%	

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2020 Enrolled in Texas Public or Independent Higher Education in FY 2021

				GPA for 1st Year in Public Higher Education in Texas						
County	District	Total Graduates	<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk		
County	District	Graduces	\2.0			31.13	/3.3	Olik		

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BANQUETE ISD

178913001 BANQUETE H S

Four-Year Public University	16	8	1	3	2	1	1
Two-Year Public Colleges	18	7	3	0	2	2	4
Independent Colleges & Universities	1						
Not Trackable	1						
Not Found	23						
Total High School Graduates	59						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

Includes high schools with more than 25 graduates. If enrollIment in public higher education less than 5, the GPA data is omitted.

[&]quot;Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

[&]quot;Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

FFY 2022 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (districts serving grades 10–12): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas

Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish.

The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at

https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html.

STAAR Performance (2021–22)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 - reading and mathematics

Grade 5 - reading mathematics, and science

Grade 6 - reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

- Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.
- Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.
- Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.
- STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).
- STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.
- STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.

 The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.
- STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

- School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.
- STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the <u>2022</u>
 Accountability Manual for more information.
- STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the <u>2022 Accountability Manual</u> for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- BE Trans Early Exit. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- BE Trans Late Exit. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- BE Dual Two-Way. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- BE Dual One-Way. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- ESL Content-Based. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- ESL Pull-Out. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c),

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- ALP Bilingual (Exception). An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- ALP ESL (Waiver). An alternative language program to the required English as a second language
 (ESL) program approved by the TEA for the current school year due to the LEA's submission of
 an ESL waiver application.

Emergent Bilingual(EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- EB/EL with Parental Denial. Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- Never EB/EL. Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- Total EB/EL (Current). Students currently identified as EB students/ELs, including those served in
 a standard or alternative bilingual or ESL program as well as those with a parental denial of
 services.
- Monitored & Former EB/EL. Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2021–22)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- Included in Accountability: scored answer documents
 - ♦ Accelerated Testers: SAT/ACT results for students who completed STAAR end-ofcourse (EOC) assessments while in middle school
- Not included in Accountability: answer documents counted as participants but not included in performance calculations
 - ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ♦ Other Exclusions. The following answer documents were excluded from performance calculations:
 - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- Absent: answer documents with score code A
- Other: answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2021–22)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2020–21 school year

total number of days that students in grades 1–12 were in membership during the 2020–21 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K-12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020-21 school year

total number of K-12 students enrolled for at least 10 days during the 2020-21 school year

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by <u>TEC §39.027(a-1)</u>
- Attends a district exclusively as a function of having been detained at a county detention facility
 and is not otherwise a student of the district in which the facility is located or is being provided
 services by an open-enrollment charter school exclusively as the result of having been detained
 at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2020-21 school year

number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9-12 during the 2020-21 school year

number of students in grades 9-12 in attendance at any time during the 2020-21 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the <u>Secondary School Completion and Dropouts in Texas Public Schools</u>, <u>2020–21</u> reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp index.html.

For detailed information on data sources, see Appendix H in the <u>2022 Accountability Manual</u> (Data source: PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the 5-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the 6-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are homeschooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2021 cohort*

(2) Received TxCHSE: For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2021 cohort*

(3) Continued High School: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2021 cohort*

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

number of students in the 2021 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

number of students from the 2021 cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2021 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021 plus

number of students from the cohort who received a TxCHSE by August 31, 2021 plus

number of students from the cohort who were enrolled in the fall of the 2021-22 school year

number of students in the 2021 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort*

(2) Received TxCHSE: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

(3) Continued High School: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021-22 school year

number of students in the 2020 cohort*

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021-22 school year

number of students in the 2020 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021 plus

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021 plus

number of students from the cohort who received a TxCHSE by August 31, 2021 plus

number of students from the cohort who were enrolled in the fall of the 2021-22 school year

number of students in the 2020 cohort*

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort*

(2) Received TxCHSE: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2019 cohort*

(3) Continued High School: The percentage of the 2019 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2019 cohort*

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021-22 school year

number of students in the 2019 cohort*

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021 plus
number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2019 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021 plus

number of students from the cohort who received a TxCHSE by August 31, 2021 plus

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2019 cohort*

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) 4-Year Federal Graduation Rate. Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2021 cohort **

(2) 5-Year Extended Federal Graduation Rate. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort**

(3) 6-Year Extended Federal Graduation Rate. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report <u>Secondary School Completion and Dropouts in</u> <u>Texas Public Schools, 2020–21</u> (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2021 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2021 who complete a 4-year FHSP-E

number of graduates in the Class of 2021 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2021 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2021 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP

number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2020-21 who earn an FHSP-E

number of graduates in SY 2020–21 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2020-21who earn an FHSP-DLA

number of graduates in SY 2020–21with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2020-21 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the <u>Texas Education Data Standards</u> for more information. (*Data source: PEIMS 40203*)

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements.

Graduation Profile (2021–22)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. (*Data source: PEIMS 41163*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. (*Data source: PEIMS 40100 and STAAR*)

number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual", "English learner" and "Limited English Proficient" (LEP) are used interchangeably. (Data source: PEIMS 40110)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by <u>TEC §29.081(d) and (d-1).</u> (*Data source: PEIMS 40100*)

number of students in the 2020–21 school year considered as at risk

total number of students

College, Career, or Military* Readiness (CCMR) (2021–22)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) Texas Success Initiative (TSI) Criteria: A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. (Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)
- Earn Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (Data source: PEIMS 43415)
- 3) Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination: A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: PEIMS 40100*)
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (Data source: PEIMS 40203)
- 8) Graduates under an Advanced Degree Plan and Identified as a current Special Education Student: A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) *Enlist in the Armed Forces: A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (Data source: PEIMS 40203)

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics. The criteria for each are as follows:

	TSI Criteria					
TSIA1 and/or TSIA2		<u>SAT</u>		<u>ACT</u>		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
	TSIA1	Score ≥ 351 on Reading				
		Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
	TSIA2		OF	₹		
English Language Arts and		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
Reading (ELAR)		Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
	Combination	Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
	TSIA1	Score ≥ 350 on Mathematics				
Mathematics		Score ≥ 950 on the Mathematics CRC				
	TSIA2	OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA <u>and</u> mathematics

number of 2020-21 annual graduates

Any Subject.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2020-21 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (Data source: College Board and IB)

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2020-21 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. (*Data source: PEIMS 40100*)

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2020-21 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)

number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2020-21 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (Data source: OnRamps program)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2020-21 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the <u>2022 Accountability</u> <u>Manual</u>. (Data source: PEIMS 48011)

number of 2020-21 annual graduates who earned an approved industry-based certification

number of 2020-21 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

number of 2020-21 annual graduates who earned a level I or level II certificate

number of 2020-21 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2022 Accountability Manual. (Data source: PEIMS 40203)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2020-21 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates under an advanced degree plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2020-21 annual graduates

CCMR-related Indicators (2021–22)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (Data source: THECB and PEIMS 40203)

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2020-21 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (Data source: College Board and IB)

All Subjects

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) Tested: The percentage of graduates who took either college admissions assessment:

number of 2020-21 graduates who took either the SAT or the ACT

number of 2020-21 graduates reported

(2) At/Above Criterion for All Graduates: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing or 19 on ACT English section and 23 composite and 530 on SAT mathematics or 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2020-21 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) All Subjects: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

(2) English Language Arts and Writing: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT $\,$

number of 2020-21 graduates who took the SAT

(3) Mathematics: The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) All Subjects: The average score for the ACT composite. The maximum score is 36.
sum of ACT composite scores of all 2020-21 graduates who took the ACT
number of 2020-21 graduates who took the ACT
(2) English Language Arts: The average score for the ACT English and reading combined. The maximum score is 36.
sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT
number of 2020-21 graduates who took the ACT
(3) Mathematics: The average score for the mathematics ACT. The maximum score is 36.
sum of ACT mathematics scores of all 2020-21 graduates who took the ACT
number of 2020-21 graduates who took the ACT
(4) Science: The average score for the science ACT. The maximum score is 36.
sum of ACT science scores of all 2020-21 graduates who took the ACT
number of 2020-21 graduates who took the ACT
Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.
Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.
Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)
Any Subject
number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course
number of students in grades 9–12 who received credit for at least one course in 2020-21
English Language Arts

number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9-12 who received credit for at least one ELA course in 2020-21

Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9-12 who received credit for at least one mathematics course in 2020-21

Science

number of students in grades 9–12 in 2020-21 who received credit for at least one science advanced/dual-credit course

number of students in grades 9-12 who received credit for at least one science course in 2020-21

Social Studies

number of students in grades 9–12 in 2020-21 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9-12 who received credit for at least one social studies course in 2020-21

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. (Data source: THECB)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2019-20 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2019-20 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Student Information (2021–22)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (Data source: PEIMS 40110)

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

Emergent bilingual students/English learner (EB/EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (Data source: TELPAS file)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under <u>Chapter 37 of the Texas Education Code</u> (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Data source: PEIMS 44425)

Students with Dyslexia: The count and percentage of students identified with Dyslexia. (*Data source: PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (Data source: PEIMS 40100)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by <u>TEC §29.081(d) and (d-1).</u>

number of students in the 2021–22 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

percentages do not total to 100 because students may participate in more than one of these programs. (Data source: PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

• 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2020-21

number of students who were in membership at any time during the 2020–21 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (Data source: PEIMS 42400)

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2020 - number of students who returned in fall 2021

number of students enrolled in fall 2020

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in <u>Grade-Level Retention in Texas Public Schools</u>, 2020–21, available from TEA. (*Data source: PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2020–21 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are selfcontained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2021–22)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. (*Data source: PEIMS 30040, 30050, and 30090*)

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. (Data source: PEIMS 30040, 30050, and 30090)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. (*Data source: PEIMS 30090*)

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (Data source: PEIMS 30060 and 30090)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). (Data source: PEIMS 30040, 30050, and 30090)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (Data source: PEIMS 30040, 30050, and 30090)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.
- Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.
- Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.
- Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (*Data source: PEIMS 30040, 30050, and 30090*)

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (*Data source: PEIMS 30050*)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (Data source: PEIMS 30060)

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (Data source: PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: PEIMS 30040 and 30090)

Staff Exclusions (not on campus profile): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: PEIMS 30040, 30050, and 30090)

Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Eligion Ear	18448671116
13220500	IB LNG A: LANG & LIT STD LEVEL
13220600	IB LNG A: LANG & LIT HIGH LEVL
13220700	IB LNG A: LITERATURE STD LEVEL
13220800	IB LNG A: LITERATURE HIGH LEVL
13220900	IB LITERATURE & PERF STD LEVEL
13366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
13580310	IB COMP SCI A - HIGHR LVL MATH
13580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN

12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
13100200	IB MATHEMATICS STANDARD LEVEL
13100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
13100500	IB MATH ANALYS & APRCH STD LVL
13100600	IB MATH ANALYS & APRCH HGH LVL
13100700	IB MATH APS & INTERPT STD LVL
13100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

10011101087	7.19 11.00
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
13580200	IB COMPUTER SCIENCE STD LEVEL
13580400	IB INFO TECH-GLOBL SOC STD LVL
13580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

03502700 ART IV, CERAMICS III 03502800 ART IV, SCULPTURE III 03502900 ART IV, JEWELRY III 03503100 ART IV, PHOTOGRAPHY III 03830400 DANCE IV, PRINCIPLS OF DNCE IV A3150200 AP MUSIC THEORY A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750300 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL		
03502900 ART IV, JEWELRY III 03503100 ART IV, PHOTOGRAPHY III 03830400 DANCE IV, PRINCIPLS OF DNCE IV A3150200 AP MUSIC THEORY A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	03502700	ART IV, CERAMICS III
03503100 ART IV, PHOTOGRAPHY III 03830400 DANCE IV, PRINCIPLS OF DNCE IV A3150200 AP MUSIC THEORY A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	03502800	ART IV, SCULPTURE III
03830400 DANCE IV, PRINCIPLS OF DNCE IV A3150200 AP MUSIC THEORY A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	03502900	ART IV, JEWELRY III
A3150200 AP MUSIC THEORY A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	03503100	ART IV, PHOTOGRAPHY III
A3500100 AP ART HISTORY A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3500300 AP STUDIO ART:DRWING PORTFOLIO A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	A3150200	AP MUSIC THEORY
A3500400 AP STUDIO ART:2-DIM DSGN PORTF A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	A3500100	AP ART HISTORY
A3500500 AP STUDIO ART:3-DIM DSGN PORTF I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	A3500300	AP STUDIO ART:DRWING PORTFOLIO
I3250200 MUSIC STUDIES, IB MUSIC SL I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	A3500400	AP STUDIO ART:2-DIM DSGN PORTF
I3250300 MUSIC STUDIES, IB MUSIC HL I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3600100 ART, IB VISUAL ARTS HL I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13250200	MUSIC STUDIES, IB MUSIC SL
I3600200 ART, IB VISUAL ARTS SL I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13250300	MUSIC STUDIES, IB MUSIC HL
I3750200 THEATRE, IB THEATRE SL I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13600100	ART, IB VISUAL ARTS HL
I3750300 THEATRE, IB THEATRE HL I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13600200	ART, IB VISUAL ARTS SL
I3830100 DANCE, LEVEL III, IB DANCE I I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13750200	THEATRE, IB THEATRE SL
I3830200 DANCE, LEVEL IV, IB DANCE II I3830300 IB FILM STANDARD LEVEL	13750300	THEATRE, IB THEATRE HL
I3830300 IB FILM STANDARD LEVEL	13830100	DANCE, LEVEL III, IB DANCE I
	13830200	DANCE, LEVEL IV, IB DANCE II
I3830400 IB FILM HIGHER LEVEL	13830300	IB FILM STANDARD LEVEL
	13830400	IB FILM HIGHER LEVEL

Science

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13060001	IB SPRTS EXERS&HLTH SCI ST LVL
13060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
13010201	IB BIOLOGY STANDARD LEVEL
13010202	IB BIOLOGY HIGHER LEVEL
13020000	IB ENVIRN SYS & SOC STND LEVL
13030001	IB DESIGN TECHNOLOGY STD LEVEL
13030002	IB DESIGN TECHNOLOGY HIGHR LVL
13040002	IB CHEMISTRY STANDARD LEVEL
13040003	IB CHEMISTRY HIGHER LEVEL
13050002	IB PHYSICS STANDARD LEVEL
13050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
13302300	IB SOC & CULTRL ANTHRO STD LVL
13302400	IB SOC & CULTRL ANTHRO HGH LVL
13302500	IB GLOBAL POLITICS STAND LEVEL
13302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
13301100	IB HISTORY STANDARD LEVEL
13301200	IB HIST AFRICA&MIDEAST HGHR LV
13301300	IB HIST OF AMERICAS HIGHER LVL
13301400	IB HIST ASIA&OCEANIA HIGHR LVL
13301500	IB HIST OF EUROPE HIGHER LEVEL
13302100	IB GEOGRAPHY STANDARD LEVEL
13302200	IB GEOGRAPHY HIGHER LEVEL
13303100	IB ECONOMICS STANDARD LEVEL
13303200	IB ECONOMICS HIGHER LEVEL
13304100	IB PSYCHOLOGY STANDARD LEVEL

13304200	IB PSYCHOLOGY HIGHER LEVEL
13366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

13110300 B LANGUAGE AB INITIO STD LEVL	Foreign Language		
03110500 LANG O/T ENGLISH VI - ARABIC 03110600 LANG O/T ENGLISH VI - ARABIC 03110700 LANG O/T ENGLISH VII-ARABIC 03110910 SEM LOT, ADV 1ST TIME, ARABIC 03110920 SEM LOT, ADV 3ND TIME, ARABIC 03110930 SEM LOT, ADV 3ND TIME, ARABIC 03120400 LANG O/T ENGLISH IV - JAPANESE 03120500 LANG O/T ENGLISH VI-JAPANESE 03120700 LANG O/T ENGLISH VI-JAPANESE 03120700 LANG O/T ENGLISH VI-JAPANESE 03120910 SEM LOT, ADV 1ST TIME, JAPANESE 03120920 SEM LOT, ADV 2ND TIME, JAPANESE 03120930 SEM LOT, ADV 3RD TIME, JAPANESE 03400400 LANG O/T ENGLISH VI-ITALIAN 03400500 LANG O/T ENGLISH VI-ITALIAN 03400600 LANG O/T ENGLISH VI-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 1ST TIME, ITALIAN 03400930 SEM LOT, ADV 2ND TIME, ITALIAN 03410900 LANG O/T ENGLISH VI- FRENCH 03410900 LANG O/T ENGLISH VI- FRENCH 03410900 LANG O/T ENGLISH VI- FRENCH 03410910	13110300	IB LANGUAGE AB INITIO STD LEVL	
03110600 LANG O/T ENGLISH VI - ARABIC 03110700 LANG O/T ENGLISH VII-ARABIC 03110910 SEM LOT, ADV 1ST TIME, ARABIC 03110920 SEM LOT, ADV 2ND TIME, ARABIC 03110930 SEM LOT, ADV 3RD TIME, ARABIC 03120400 LANG O/T ENGLISH VI - JAPANESE 03120500 LANG O/T ENGLISH VI - JAPANESE 03120600 LANG O/T ENGLISH VI - JAPANESE 03120700 LANG O/T ENGLISH VI - JAPANESE 03120910 SEM LOT, ADV 1ST TIME, JAPANESE 03120920 SEM LOT, ADV 2ND TIME, JAPANESE 03120930 SEM LOT, ADV 3RD TIME, JAPANESE 03120930 SEM LOT, ADV 1ST TIME, JAPANESE 03400600 LANG O/T ENGLISH VI - ITALIAN 03400701 SEM LOT, ADV 3RD TIME, ITALIAN </td <td>03110400</td> <td>LANG O/T ENGLISH IV - ARABIC</td>	03110400	LANG O/T ENGLISH IV - ARABIC	
03110700 LANG O/T ENGLISH VII-ARABIC 03110910 SEM LOT, ADV 1ST TIME, ARABIC 03110920 SEM LOT, ADV 2ND TIME, ARABIC 03110930 SEM LOT, ADV 3RD TIME, ARABIC 03120400 LANG O/T ENGLISH V: JAPANESE 03120500 LANG O/T ENGLISH V: JAPANESE 03120600 LANG O/T ENGLISH VI: JAPANESE 03120700 LANG O/T ENGLISH VI: JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH V: -ITALIAN 03400500 LANG O/T ENGLISH V: -ITALIAN 03400600 LANG O/T ENGLISH V: -ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH V: - FRENCH 03410500 LANG O/T ENGLISH V: - FRENCH 03410600 LANG O/T ENGLISH V: - FRENCH 0	03110500	LANG O/T ENGLISH V - ARABIC	
03110910 SEM LOT, ADV 1ST TIME, ARABIC 03110920 SEM LOT, ADV 2ND TIME, ARABIC 03110930 SEM LOT, ADV 3RD TIME, ARABIC 03120400 LANG O/T ENGLISH IV - JAPANESE 03120500 LANG O/T ENGLISH VI - JAPANESE 03120600 LANG O/T ENGLISH VI - JAPANESE 03120700 LANG O/T ENGLISH VI - JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH V - ITALIAN 03400500 LANG O/T ENGLISH V - ITALIAN 03400600 LANG O/T ENGLISH V - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410600 LANG O/T ENGLISH IV - FRENCH 03410700 LANG O/T ENGLISH VI - FRENCH 03410930 SEM LOT, ADV 1ST TIME, FRENCH	03110600	LANG O/T ENGLISH VI - ARABIC	
03110920 SEM LOT, ADV 2ND TIME, ARABIC 03110930 SEM LOT, ADV 3RD TIME, ARABIC 03120400 LANG O/T ENGLISH IV - JAPANESE 03120500 LANG O/T ENGLISH V-JAPANESE 03120600 LANG O/T ENGLISH VI-JAPANESE 03120700 LANG O/T ENGLISH VI-JAPANESE 03120910 SEM LOT, ADV 1ST TIME, JAPANESE 03120920 SEM LOT, ADV 2ND TIME, JAPANESE 03120930 SEM LOT, ADV 3RD TIME, JAPANESE 03400400 LANG O/T ENGLISH VI - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VII- FRENCH	03110700	LANG O/T ENGLISH VII-ARABIC	
03110930 SEM LOT, ADV 3RD TIME, ARABIC 03120400 LANG O/T ENGLISH IV - JAPANESE 03120500 LANG O/T ENGLISH V-JAPANESE 03120600 LANG O/T ENGLISH VI-JAPANESE 03120700 LANG O/T ENGLISH VI-JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI-ITALIAN 03400600 LANG O/T ENGLISH VI-ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH VI - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03420400 LANG O/T ENGLISH VI - GERMAN 03420	03110910	SEM LOT, ADV 1ST TIME, ARABIC	
03120400 LANG O/T ENGLISH IV - JAPANESE 03120500 LANG O/T ENGLISH V-JAPANESE 03120600 LANG O/T ENGLISH VI - JAPANESE 03120700 LANG O/T ENGLISH VII-JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400700 LANG O/T ENGLISH VI - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH IV - GERMAN <t< td=""><td>03110920</td><td>SEM LOT, ADV 2ND TIME, ARABIC</td></t<>	03110920	SEM LOT, ADV 2ND TIME, ARABIC	
03120500 LANG O/T ENGLISH V-JAPANESE 03120600 LANG O/T ENGLISH VI - JAPANESE 03120700 LANG O/T ENGLISH VII-JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 1ST TIME, ITALIAN 03400930 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 3RD TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN <td< td=""><td>03110930</td><td>SEM LOT, ADV 3RD TIME, ARABIC</td></td<>	03110930	SEM LOT, ADV 3RD TIME, ARABIC	
03120600 LANG O/T ENGLISH VI - JAPANESE 03120700 LANG O/T ENGLISH VII-JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400700 LANG O/T ENGLISH VI - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH VI - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN <	03120400	LANG O/T ENGLISH IV - JAPANESE	
03120700 LANG O/T ENGLISH VII-JAPANESE 03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VII-ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 1ST TIME, GERMAN 0	03120500	LANG O/T ENGLISH V-JAPANESE	
03120910 SEM LOT, ADV 1ST TME, JAPANESE 03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VII-ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH V - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH VI - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420910 SEM LOT, ADV 2ND TIME, GERMAN 0	03120600	LANG O/T ENGLISH VI - JAPANESE	
03120920 SEM LOT, ADV 2ND TME, JAPANESE 03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VII-ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VV - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH VI - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 0	03120700	LANG O/T ENGLISH VII-JAPANESE	
03120930 SEM LOT, ADV 3RD TME, JAPANESE 03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH VI - ITALIAN 03400600 LANG O/T ENGLISH VII - ITALIAN 03400700 LANG O/T ENGLISH VII - ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 3RD TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN <	03120910	SEM LOT, ADV 1ST TME, JAPANESE	
03400400 LANG O/T ENGLISH IV - ITALIAN 03400500 LANG O/T ENGLISH V - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH IV - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VI LATIN	03120920	SEM LOT, ADV 2ND TME, JAPANESE	
03400500 LANG O/T ENGLISH V - ITALIAN 03400600 LANG O/T ENGLISH VI - ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH V - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03120930	SEM LOT, ADV 3RD TME, JAPANESE	
03400600 LANG O/T ENGLISH VI - ITALIAN 03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH V - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03400400	LANG O/T ENGLISH IV - ITALIAN	
03400700 LANG O/T ENGLISH VII-ITALIAN 03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VII - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN	03400500	LANG O/T ENGLISH V - ITALIAN	
03400910 SEM LOT, ADV 1ST TIME, ITALIAN 03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430600 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN	03400600	LANG O/T ENGLISH VI - ITALIAN	
03400920 SEM LOT, ADV 2ND TIME, ITALIAN 03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430600 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03400700	LANG O/T ENGLISH VII-ITALIAN	
03400930 SEM LOT, ADV 3RD TIME, ITALIAN 03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH VI - FRENCH 03410600 LANG O/T ENGLISH VII - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430600 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03400910	SEM LOT, ADV 1ST TIME, ITALIAN	
03410400 LANG O/T ENGLISH IV - FRENCH 03410500 LANG O/T ENGLISH V - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VI LATIN	03400920	SEM LOT, ADV 2ND TIME, ITALIAN	
03410500 LANG O/T ENGLISH V - FRENCH 03410600 LANG O/T ENGLISH VI - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03400930	SEM LOT, ADV 3RD TIME, ITALIAN	
03410600 LANG O/T ENGLISH VII - FRENCH 03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VI LATIN	03410400	LANG O/T ENGLISH IV - FRENCH	
03410700 LANG O/T ENGLISH VII - FRENCH 03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410500	LANG O/T ENGLISH V - FRENCH	
03410910 SEM LOT, ADV 1ST TIME, FRENCH 03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH VI - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410600	LANG O/T ENGLISH VI - FRENCH	
03410920 SEM LOT, ADV 2ND TIME, FRENCH 03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VII - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410700	LANG O/T ENGLISH VII - FRENCH	
03410930 SEM LOT, ADV 3RD TIME, FRENCH 03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410910	SEM LOT, ADV 1ST TIME, FRENCH	
03420400 LANG O/T ENGLISH IV - GERMAN 03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430700 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410920	SEM LOT, ADV 2ND TIME, FRENCH	
03420500 LANG O/T ENGLISH V - GERMAN 03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03410930	SEM LOT, ADV 3RD TIME, FRENCH	
03420600 LANG O/T ENGLISH VI - GERMAN 03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420400	LANG O/T ENGLISH IV - GERMAN	
03420700 LANG O/T ENGLISH VII - GERMAN 03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420500	LANG O/T ENGLISH V - GERMAN	
03420910 SEM LOT, ADV 1ST TIME, GERMAN 03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420600	LANG O/T ENGLISH VI - GERMAN	
03420920 SEM LOT, ADV 2ND TIME, GERMAN 03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420700	LANG O/T ENGLISH VII - GERMAN	
03420930 SEM LOT, ADV 3RD TIME, GERMAN 03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420910	SEM LOT, ADV 1ST TIME, GERMAN	
03430400 LOTE CLASSIC LNG, LVL IV LATIN 03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420920	SEM LOT, ADV 2ND TIME, GERMAN	
03430500 LOTE CLASSIC LNG, LVL V LATIN 03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03420930	SEM LOT, ADV 3RD TIME, GERMAN	
03430600 LOTE CLASSIC LNG, LVL VI LATIN 03430700 LOTE CLASSIC LNG LVL VII LATIN	03430400	LOTE CLASSIC LNG, LVL IV LATIN	
03430700 LOTE CLASSIC LNG LVL VII LATIN	03430500	LOTE CLASSIC LNG, LVL V LATIN	
	03430600	LOTE CLASSIC LNG, LVL VI LATIN	
03440400 LANG O/T ENGLISH IV - SPANISH	03430700	LOTE CLASSIC LNG LVL VII LATIN	
	03440400	LANG O/T ENGLISH IV - SPANISH	

03440440	SPANISH FOR SPAN SPEAKERS LVL4	
03440500	LANG O/T ENGLISH V - SPANISH	
03440600	LANG O/T ENGLISH VI - SPANISH	
03440700	LANG O/T ENGLISH VII - SPANISH	
03440910	SEM LOT, ADV 1ST TIME, SPANISH	
03440920	SEM LOT, ADV 2ND TIME, SPANISH	
03440930	SEM LOT, ADV 3RD TIME, SPANISH	
03450400	LANG O/T ENGLISH IV - RUSSIAN	
03450500	LANG O/T ENGLISH V - RUSSIAN	
03450600	LANG O/T ENGLISH VI - RUSSIAN	
03450700	LANG O/T ENGLISH VII-RUSSIAN	
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN	
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN	
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN	
03470400	LANG O/T ENGLISH IV PORTUGUESE	
03470500	LANG O/T ENGLISH V PORTUGUESE	
03470600	LANG O/T ENGLISH VI PORTUGUESE	
03470700	LANG O/T ENGLISH VII-PORTUGUES	
03470910	SEM LOT, ADV 1ST TIME, PORTUGE	
03470920	SEM LOT, ADV 2ND TIME, PORTUGE	
03470930	SEM LOT, ADV 3RD TIME, PORTUGE	
03490400	LANG O/T ENGLISH IV - CHINESE	
03490500	LANG O/T ENGLISH V - CHINESE	
03490600	LANG O/T ENGLISH VI - CHINESE	
03490700	LANG O/T ENGLISH VII-CHINESE	
03490910	SEM LOT, ADV 1ST TIME, CHINESE	
03490920	SEM LOT, ADV 2ND TIME, CHINESE	
03490930	SEM LOT, ADV 3RD TIME, CHINESE	
03510400	LNG OTH THN ENG LVL IV VIETNAM	
03510500	LNG OTH THN ENG LVL V VIETNAM	
03510600	LNG OTH THN ENG LVL VI VIETNAM	
03510700	LNG OTH THN EN LVL VII VIETNAM	
03510910	SEM LOT, ADV 1ST TIME, VIETNAM	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM	
03510930	SEM LOT, ADV 3RD TIME, VIETNAM	
03520400	LANG OTHR THN ENG LVL IV HINDI	
03520500	LANG OTHE THIN ENGLYL IV HINDI	
03520600	LANG OTHER THIN ENGLYL VI HINDI	
03520700	LANG OTH THN ENG LVL VII HINDI	
03520700	SEM LOT, ADV 1ST TIME, HINDI	
03520920	SEM LOT, ADV 2ND TIME, HINDI	
03520920	SEM LOT, ADV 3RD TIME, HINDI	
03530910	SEM LOT, ADV 1ST TIME, URDU	
03530910	SEM LOT, ADV 2ND TIME, URDU	
03330320	SLIVI LOT, ADV ZIVD TIIVIL, ONDO	

03530930	SEM LOT, ADV 3RD TIME, URDU	
03330330		
	LANG O/T ENGLISH IV - ASL	
03996000	OTHER FOREIGN LANGUAGES IV	
03996100	OTHER FOREIGN LANGUAGES V	
03996200	OTHER FOREIGN LANGUAGES VI	
03996300	OTHER FOREIGN LANGUAGES VII	
11401910	SEM LOT, ADV 1ST TIME, TURKISH	
11401920	SEM LOT, ADV 2ND TIME, TURKISH	
11401930	SEM LOT, ADV 3TD TIME, TURKISH	
11403610	SEM LOT, ADV 1ST TIME, KOREAN	
11403620	SEM LOT, ADV 2ND TIME, KOREAN	
11403630	SEM LOT, ADV 3RD TIME, KOREAN	
A3120400	AP LANG & CULTURE - JAPANESE	
A3400400	AP LANG & CULTURE - ITALIAN	
A3410100	AP LANGUAGE & CULTURE - FRENCH	
A3420100	AP LANGUAGE & CULTURE - GERMAN	
A3430100	AP LATIN	
A3440100	AP LANG & CULTURE - SPANISH	
A3440200	AP LITER & CULTURE - SPANISH	
A3490400	AP LANGUAGE &CULTURE - CHINESE	
I3110400	IB LNG B MODRN LANG SL- ARABIC	
I3110500	IB LNG B MODRN LANG HL- ARABIC	
I3120400	IB LNG B MODRN LNG SL-JAPANESE	
13120500	IB LNG B MODRN LNG HL-JAPANESE	
13410400	IB LNG B MODERN LANG SL-FRENCH	
13410500	IB LNG B MODERN LANG HL-FRENCH	
13420400	IB LNG B MODERN LANG SL-GERMAN	
13420500	IB LNG B MODERN LANG HL-GERMAN	
13430400	IB LNG B CLASSIC LANG SL-LATIN	
13430500	IB LNG B CLASSIC LANG HL-LATIN	
13440400	IB LNG B MODRN LANG SL-SPANISH	
13440500	IB LNG B MODRN LANG HL-SPANISH	
13450400	IB LNG B MODRN LANG SL-RUSSIAN	
13450500	IB LNG B MODRN LANG HL-RUSSIAN	
13480400	IB LNG B MODERN LANG SL-HEBREW	
13480500	IB LNG B MODERN LANG HL-HEBREW	
13490400	IB LNG B MODENT LANG SL-CHINESE	
13490500	IB LNG B MODRN LANG HL-CHINESE	
13520400	IB LANG B MODERN LANG SL-HINDI	
13520500	IB LANG B MODERN LANG HL-HINDI	
13996000	IB LANG B, MODRN LANG SL OTHER	
13996100	IB LANG B, MODRN LANG HL OTHER	
03430910	CLS LNG SEM, ADV 1ST TME LATIN	
03430920	CLS LNG SEM, ADV 2ND TME LATIN	
03430320	CLO LING OLIVI, ADV ZIND TIVIL LATIIN	

03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
13305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRA	AL ADMINISTRATORS	
	004	Assistant/Associate/Deputy Superintendent
	027	Superintendent/CAO/CEO/President
	061	Asst/Assoc/Deputy Exec Director
	062	Component/Department Director
	063	Coordinator/Manager/Supervisor
Самри	S ADMINISTRATORS	
	003	Assistant Principal
	020	Principal
EITHER	CENTRAL OR CAMPUS ADMINISTRATORS*	
	012	Instructional Officer
	028	Teacher Supervisor
	040	Athletic Director
	043	Business Manager
	044	Tax Assessor and/or Collector
	045	Director - Personnel/Human Resources
	055	Registrar
	060	Executive Director
PROFES	SSIONAL SUPPORT STAFF	
	002	•
	005	Psychological Associate
	006	Audiologist
	007	·
	008	Counselor
	011	Educational Diagnostician
	013	Librarian
	015	·
	016	
		Certified Orientation & Mobility Specialist
	018	Physical Therapist
	019	
	021	
	022	
	023	
	024	
		Speech Therapist/Speech-Lang Pathologist
	030	Visiting Teacher/Truant Officer
	032	Work-Based Learning Site Coordinator
	041	
	042	Teacher Appraiser
	054	Department Head
	056	
		Other Campus Professional Personnel
	064	Specialist/Consultant

(065	.Field Service Agent
(079	Other ESC Professional Personnel
(080	Other Non-Campus Professional Personnel
1	100	. Instructional Materials Coordinator
1	101	. Legal Services
1	102	.Communications Professional
1	103	.Research/Evaluation Professional
1	104	.Internal Auditor
1	105	.Security
1	106	.District/Campus Information Technology Professional
	107	
1	108	.Transportation
1	109	Athletics
1	110	.Custodial
1	111	.Maintenance
1	112	.Business Services Professional
1	113	Other District Exempt Professional Auxiliary
1	114	Other Campus Exempt Professional Auxiliary
1	115	Psychiatric Nurse
1	116	Licensed Clinical Social Worker
1	117	Licensed Professional Counselor
1	118	Licensed Marriage & Family Therapist
TEACHERS		
(087	.Teacher
(047	.Substitute Teacher
EDUCATION	IAL AIDES	
(033	.Educational Aide
(036	.Certified Interpreter
AUXILIARY S	Staff	

Employment record, but no responsibility records.

^{*} Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.