

Banquete Independent School District
Banquete High School
2024-2025 Campus Improvement Plan

Mission Statement

BHS will provide a meaningful, well-rounded education designed to prepare *ALL* students with high-level academics and 21st-century skills, therefore, equipping them for professional and personal success.

Vision

We proactively work together to provide essential knowledge, skills, and college and career opportunities to ensure *ALL* students are prepared for success in college, the workforce, or the military.

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Comprehensive Needs Assessment

Revised/Approved: September 18, 2024

Demographics

Demographics Summary

Banquete High School

- 289 students
- 24 teachers
- 15 % White
- 83.8% Hispanic
- 0.4% African American
- 72.8% Eco Dis.
- Gender Male 51.1% Female 48.9%
- 13.7% Mobility rate
- 100% Graduation rate
- 66% CCMR
- 18.1% Advanced Courses Enrollment
- - 12.5 % Special Education
 - 2.5 % ELL
 - 14.0% 504 Students
 - 7.7% Migrant
 - 9 avg. Number of Students per teacher

Demographics Strengths

Banquete High School

Students performed at or above the state level in STAAR

STAAR Performance all students: 54, Hispanic 52, White 69, Eco Dis 51, Special Ed 34

All Subjects % of Approaches GL Standard or Above

- 86% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 84% of Hispanic students scored at approaches grade level or above.
- 92% of White students scored at approaches grade level or above.
- 51% of Special Education students scored at approaches grade level or above.
- 83% of Economic Disadvantage students scored at approaches grade level or above.

ELA/Reading % of Approaches GL Standard or Above

- 83% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 81% of Hispanic students scored at approaches grade level or above.
- 92% of White students scored at approaches grade level or above.
- 81% of Economically Disadvantaged students scored at approaches grade level or above.
- 43% of Special Education students scored at approaches grade level or above.
-

ELA 2: Approaches 83% Meets 75% Masters 13%

Mathematics % of Approaches GL Standard or Above

- 85% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 84% of Hispanic students scored at approaches grade level or above.
- 88% of White students scored at approaches grade level or above.
- 81% of Economically Disadvantaged students scored at approaches grade level or above.
- 50% of Special Education students scored at approaches grade level or above.

Biology: Approaches 100% Meets 54% Master 12%

Algebra: Approaches 89.7% Meets 60% Master 30%

US History: Approaches 100% Meets 72% Master 42%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): School processes are not in place to close the achievement gaps of students who are not on grade level.

Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Priority Problem Statements

Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level.

Root Cause 1: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs.

Root Cause 2: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: School processes are not in place to close the achievement gaps of students who have IEPs.

Root Cause 3: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 50% of Special Education students scored at approaches grade level or above ELA/Reading.

Root Cause 4: Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Parent/ Community Engagement

Root Cause 5: Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students may lack motivation or engagement in learning in classroom settings.

Root Cause 6: Teachers do not connect curriculum relevance, lesson planning, instructional strategies, and the learning environment as the foundation for higher student engagement.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The core curriculum may not be aligned with state standards or individual students' learning needs.

Root Cause 7: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers are not implementing differentiated instruction into their daily practices

Root Cause 8: Teacher's rely on one-size fit all instruction model

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: September 9, 2024

Goal 1: Recruit, support and retain teachers and principals





Performance Objective 1: The campus implements clear selection criteria, and protocols and hiring and induction processes are in place and align with the district's mission and vision.

Evaluation Data Sources: Interview Questions, Scoring rubric, Mentorships, Induction Program

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The mentor teachers, administrators, and instructional specialists serve as a resource for curriculum, assessment, instruction, and classroom management strategies and resources. Strategy's Expected Result/Impact: Support and retain teachers Staff Responsible for Monitoring: Principal, department leads, instructional specialists Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 Funding Sources: Supplemental Materials for Core and STAAR Tested Subjects - Title I, Part A - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: BHS's new teacher induction program provides inexperienced teachers with the necessary tools for beginning their teaching careers, as well as specific guidance aimed at helping them meet performance standards. New teachers will be assigned a mentor and be provided with opportunities to observe experienced teachers and participate in PLCs and professional development. Strategy's Expected Result/Impact: Retain and support new teachers Staff Responsible for Monitoring: Administrators, Instructional Specialist, Mentor teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - Title II, Part A - \$5,000		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
School Processes & Programs
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 2: All teachers participate in ongoing professional development that enables the instructional staff to provide high-quality, research-based instruction, design effective assessments; interpret and use assessment data to guide instruction.

Evaluation Data Sources: Teacher Workshops, Eduphoria, PLCs, BISD Staff Developments, Approved Summer Conferences

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers can choose to attend professional development of their choice that is based on professional growth goals i.e course content, classroom management, pedagogy, PLC, data-driven instruction, lesson planning etc.</p> <p>Strategy's Expected Result/Impact: Improve instruction</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: Professional Development Opportunities: ESC 2, Solution Tree PLC, MATH CAMP, AP Summer Institute - Title II, Part A - \$5,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: Administrators and instructional Specialists provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Support and retain effective teachers Staff Responsible for Monitoring: Administrators, Instructional Specialists, Lead Teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - School Processes & Programs 2, 3 Funding Sources: Lowman Educational LLC core content Curriculum, Differentiation Materials for Teachers, such as books, Professional Development for Instruction Specialist @ ESC 2 - Title I, Part A - \$5,000		Formative			Summative
		Nov	Feb	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
Student Learning
Problem Statement 4: Students may lack motivation or engagement in learning in classroom settings. Root Cause: Teachers do not connect curriculum relevance, lesson planning, instructional strategies, and the learning environment as the foundation for higher student engagement.
School Processes & Programs
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices Root Cause: Teacher's rely on one-size fit all instruction model

Goal 2: Build a strong foundation of reading and math

Performance Objective 1: ELA/Reading: Increase the percentage of students earning "Masters" on STAAR EOC ELA 1 and ELA 2 by 20% by Spring 2025

Evaluation Data Sources: STAAR Scores, Benchmarks, In class essays for writing

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive reading interventions for identified students with below-grade-level reading levels. Strategy's Expected Result/Impact: Student growth, an increase in student scores Staff Responsible for Monitoring: Administrators, Instructional Specialists, Core Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - Title I, Part A - \$1,000, - Title IV, Part A, Subpart 1 - \$1,200	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide intensive tutorials for students not meeting academic targets on ELA benchmarks and or MAP assessment. Strategy's Expected Result/Impact: Academic growth on STAAR Staff Responsible for Monitoring: Instructional Specialist, ELA teachers, Sp Ed teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. **Root Cause:** Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

Goal 2: Build a strong foundation of reading and math

Performance Objective 2: Increase the percentage of students earning "Meets" on STAAR EOC ELA 1 and ELA 2 by 10% by Spring 2025.

Strategy 1 Details	Reviews			
Strategy 1: Utilize TEKS Resource System, TEKS Implementation Guides, and Lead4ward resources for lesson planning and unpacking standards thus creating lesson objectives that are bite-sized, aligned, and measurable. Strategy's Expected Result/Impact: Improved classroom instruction Staff Responsible for Monitoring: Principals, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All core teachers have protected time built into the master schedule to meet frequently during PLCs to regularly discuss: TEKS, formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Strategy's Expected Result/Impact: Improved class instruction Staff Responsible for Monitoring: Administrators, Instructional Specialists, Core Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Goal 2: Build a strong foundation of reading and math

Performance Objective 3: Increase the percentage of students earning "Master" in Algebra 1 by 10% by Spring 2025.

Evaluation Data Sources: STAAR, Benchmarks, formative and summative assessments

Strategy 1 Details	Reviews			
Strategy 1: The teacher will implement small group instruction to focus on high-impact skills Strategy's Expected Result/Impact: Student's academic performance will improve Staff Responsible for Monitoring: Teacher, administrators, instructional specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. Root Cause: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Goal 2: Build a strong foundation of reading and math

Performance Objective 4: Increase the percentage of students earning "Meets" in Algebra 1 by 20% by Spring 2025.

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will use real-time data to implement and facilitate data-driven practices during instructional class time. Teachers will implement aggressive monitoring techniques during instructional time to guide re-teaching or scaffolding key concepts Strategy's Expected Result/Impact: Improved math skills Staff Responsible for Monitoring: math teachers, administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Math teachers will attend professional development opportunities that focus on math, such as MATH CAMP, in the summer of 2025. Strategy's Expected Result/Impact: Teachers will implement research-based practices into the daily lesson cycle Staff Responsible for Monitoring: administrator, math department TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: MATH CAMP Summer Conference 2025 - Title I, Part A - \$6,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: BHS will purchase a class set of four-function calculators for math classes Algebra 1 students will practice math skills and computations with a four-function calculator that is aligned with the computer testing software of TSI and STAAR Strategy's Expected Result/Impact: Increase the knowledge of mathematical concepts and skills by using a four-function calculator with out dependence on graphing calculator Staff Responsible for Monitoring: math teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1 Funding Sources: Four Function Calculator - Title I, Part A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
Student Learning
Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. Root Cause: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined. Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. Root Cause: Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments. Problem Statement 4: Students may lack motivation or engagement in learning in classroom settings. Root Cause: Teachers do not connect curriculum relevance, lesson planning, instructional strategies, and the learning environment as the foundation for higher student engagement.
School Processes & Programs
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.





Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 1: Increase the Student Achievement CCMR indicators (total raw component score) by 10% by June 25.

High Priority

HB3 Goal

Evaluation Data Sources: TSI data, dual credit data, AP scores

Strategy 1 Details	Reviews			
Strategy 1: Identify and target students who have not met a CCMR indicator and provide them with opportunities to meet an indicator. Strategy's Expected Result/Impact: Increase focus on CCMR accountability outcomes. Staff Responsible for Monitoring: Counselors, Administrators, CTE teachers, Instructional Specialists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: TSI Bootcamp Materials, TSI PD - Title I, Part A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities within the school day for students to become college or career-ready by providing: TSI boot camps, SAT/ACT boot camps, work-based learning opportunities, college tours, business and industry tours Strategy's Expected Result/Impact: increase CCMR outcomes Staff Responsible for Monitoring: Administrators, Counselor, Instructional Specialists, PTECH Coordinator, Teachers Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
School Processes & Programs
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices Root Cause: Teacher's rely on one-size fit all instruction model

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 2: Increase the Industry-based certifications earned by students by 10% by May 2025.

Evaluation Data Sources: IBC reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and target students who have not earned an IBC to earn an IBC by May. Strategy's Expected Result/Impact: Increase the CCMR rating. Staff Responsible for Monitoring: Counselor, CTE teachers, Instructional Specialists, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2, 3 Funding Sources: Student Licences - Title I, Part A - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Identify students who have not earned any CCMR Indicators and provide them with an opportunity to earn 1 indicator Strategy's Expected Result/Impact: Increase CCMR Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialists Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 2 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
Student Learning
Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. Root Cause: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.
School Processes & Programs
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices Root Cause: Teacher's rely on one-size fit all instruction model

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 3: Provide all students with opportunities to develop technical skills, earn dual credit, and pursue in-demand career paths in our Program of Studies Programs.

Evaluation Data Sources: Industry-Based Certifications, Dual Credit numbers

Strategy 1 Details	Reviews			
Strategy 1: Provide all 9th-grade students with information on the BHS Program of Studies that aligns with in-demand career paths so that students complete the Program of Studies. Strategy's Expected Result/Impact: Increase of CCMR and Perkins V Completer Staff Responsible for Monitoring: Counselors, Administrators, CTE Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Target all 9th graders to have a signed graduation plan, endorsement, and Program of Study by December 2024. Strategy's Expected Result/Impact: Increase CCMR outcomes Staff Responsible for Monitoring: Counselors Title I: 2.6 Problem Statements: School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.





School Processes & Programs	
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices	Root Cause: Teacher's rely on one-size fit all instruction model

Goal 4: Improve lower performing schools

Performance Objective 1: Increase student proficiency in core subjects by 10% by May 2025

Evaluation Data Sources: State assessment scores, benchmarks, progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Identify students with disabilities who need additional support and provide interventions or acceleration. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize teacher data tracker to monitor and identify students' progress or lack of progress to determine the most appropriate response i.e. reteaching, acceleration or intervention. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Administrator, Counselor, Instructional Specialist, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Core teacher will utilize a campus-wide academic platform that provides differentiation, intervention, SAT/ACT targeted instruction Strategy's Expected Result/Impact: Student performance on CCMR and Core subjects Staff Responsible for Monitoring: Teachers, instructional specialists, administrator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 4 - School Processes & Programs 2, 3 Funding Sources: IXL platform - Title I, Part A - \$2,000				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. Root Cause: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.
Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. Root Cause: Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.
Problem Statement 4: Students may lack motivation or engagement in learning in classroom settings. Root Cause: Teachers do not connect curriculum relevance, lesson planning, instructional strategies, and the learning environment as the foundation for higher student engagement.
School Processes & Programs
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices Root Cause: Teacher's rely on one-size fit all instruction model

Goal 4: Improve lower performing schools

Performance Objective 2: Provide resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

Evaluation Data Sources: BRES walk-through data, TTESS data

Strategy 1 Details	Reviews			
Strategy 1: Utilize Bulldog Flex (30 minutes) to provide intervention, extensions, and enrichment activities for all students Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide STAAR EOC Intervention during Flex for HB 4545 students. Strategy's Expected Result/Impact: Accelerate instruction Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who are not on grade level. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. **Root Cause:** Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

Problem Statement 4: Students may lack motivation or engagement in learning in classroom settings. **Root Cause:** Teachers do not connect curriculum relevance, lesson planning, instructional strategies, and the learning environment as the foundation for higher student engagement.

School Processes & Programs

Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. **Root Cause:** Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.

Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices **Root Cause:** Teacher's rely on one-size fit all instruction model

Goal 4: Improve lower performing schools

Performance Objective 3: Ensure that 100% of teachers use research-based instructional strategies at least 75% of the time to support all students.

Evaluation Data Sources: Classroom walkthroughs, lesson plans, teacher evaluations

Strategy 1 Details	Reviews			
Strategy 1: The teacher will incorporate Kagen, Lead4Ward, and BRES instructional practices into daily lessons. Strategy's Expected Result/Impact: High engagement with all students Staff Responsible for Monitoring: Administrators, teachers, instructional staff Problem Statements: School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices Root Cause: Teacher's rely on one-size fit all instruction model

Goal 5: Safe, supportive learning environment

Performance Objective 1: Increase parent participation in school events, workshops, and conferences by at least 15% by May 2025.

Evaluation Data Sources: Sign in sheets, flyers, events for parent and community





Strategy 1 Details	Reviews			
Strategy 1: The school has a campus-wide program to proactively teach mental health and wellness skills to students. Strategy's Expected Result/Impact: Counseling referrals, Counseling Log Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Social Emotional Learning Curriculum Resources Materials - Title IV, Part A, Subpart 1 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: School Counselors will promote positive health and wellness through classroom presentations, informational flyers, and announcements, scheduling of presenters and parent night events. Strategy's Expected Result/Impact: Improve student social-emotional well-being Staff Responsible for Monitoring: Counselor, Administrators, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. Root Cause: Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.
Perceptions
Problem Statement 1: Parent/ Community Engagement Root Cause: Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

Goal 5: Safe, supportive learning environment

Performance Objective 2: Students may have the option to choose an enrichment activity during Flex that includes academics or extracurricular activities.

Strategy 1 Details	Reviews			
Strategy 1: During Flex tutorials, identified students will attend mandatory interventions, while other students who have met their academic requirements will have the option to select an enrichment activity Strategy's Expected Result/Impact: Increase positive relationships with the school community Staff Responsible for Monitoring: Teacher, Counselors, Instructional Specialists, Teachers Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 2, 3 Funding Sources: RTI Scheduler - Title I, Part A - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Multiple communication strategies are utilized with families to provide daily, weekly, or monthly information via the BISD website, BHS website, Social Media, Blackboard, Email, Conferences, and Phone Calls. Strategy's Expected Result/Impact: Increase communication Staff Responsible for Monitoring: Administrators, Teachers, Instructional Specialists, Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: - Title IV, Part A, Subpart 1 - \$500	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students who have not mastered early literacy or mathematical foundational skills continue to struggle as they take STAAR EOCs. **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

School Processes & Programs

Problem Statement 2: The core curriculum may not be aligned with state standards or individual students' learning needs. **Root Cause:** Teachers may not receive professional development or training to integrate research evidence-based practices with fidelity.

Problem Statement 3: Teachers are not implementing differentiated instruction into their daily practices **Root Cause:** Teacher's rely on one-size fit all instruction model

Perceptions

Problem Statement 1: Parent/ Community Engagement **Root Cause:** Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

State Compensatory

Budget for Banquete High School

Total SCE Funds: \$50,000.00

Total FTEs Funded by SCE: 0.1

Brief Description of SCE Services and/or Programs

SCE funds will be used to fund salaries and instructional supplies for classroom instruction and interventions.

Personnel for Banquete High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rene Sanchez	Library Aide	0.1

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

The identified needs:

- Schoolwide structures and procedures to support effective classroom instruction
- Teachers and staff participate in the decision-making process relevant to school improvement
- Resources are needed to focus on instructional improvement and increasing student achievement
- Build family and community engagement activities that correlate to student learning and provide academic support
- Collect and analyze multiple sources of student achievement data
- Collect and examine disaggregated data to determine achievement gaps in sub-populations including Migrant Students
- Create rigorous and engaging high-leverage instructional practices

2.2: Regular monitoring and revision

Focus Areas:

- Student Demographics (CCMR, Special Programs, Gender, Graduation Rates)
- Student Achievement Data (STAAR, MAP, Benchmarks)
- School Culture & Climate (Walkthrough Data, Feedback, Suggestion Box)
- Curriculum & Instruction (PLCs, TEKS Resource & Implementation Guides)
- Recruitment and Retention of Teachers (TTESS)

3.1: Annually evaluate the schoolwide plan

- Beginning of the Year
- Middle of the Year
- End of Year

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting September 2023
- Title 1 Meeting October 2023

Site-Based Advisory Committee

Committee Role	Name	Position
Parent	Annette Merritt	Parent
Parent	Julian Quintero	Parent

Department Team

Committee Role	Name	Position
Classroom Teacher	Shannon Dusek	Science Department Lead
Classroom Teacher	Monique Medrano	MATH Department Lead
Classroom Teacher	Omar Ozuna	ELA Department Lead
Classroom Teacher	Bryan Grams	Social Studies Department Lead

Campus Based Leadership Team

Committee Role	Name	Position
Counselor	Adriana Gutierrez	Counselor
Instructional Specialist	JoAnn Garcia	Instructional Specialist
Administrator	Krystal Dawson	Assistant Principal
Administrator	Elsa Hofstetter	Principal

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplmental Materials for Core and STAAR Tested Subjects		\$5,000.00
1	2	2	Lowman Educational LLC core content Curriculum, Differentiation Materials for Teachers, such as books, Professional Development for Instruction Specialist @ ESC 2		\$5,000.00
2	1	1			\$1,000.00
2	4	2	MATH CAMP Summer Conference 2025		\$6,000.00
2	4	3	Four Function Calculator		\$2,000.00
3	1	1	TSI Bootcamp Materials, TSI PD		\$2,000.00
3	2	1	Student Licences		\$10,000.00
4	1	3	IXL platform		\$2,000.00
5	2	1	RTI Scheduler		\$2,000.00
Sub-Total					\$35,000.00
Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,200.00
5	1	1	Social Emotional Learning Curriculum Resources Materials		\$3,000.00
5	2	2			\$500.00
Sub-Total					\$4,700.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	1	Professional Development Opportunities: ESC 2, Solution Tree PLC, MATH CAMP, AP Summer Institute		\$5,000.00
Sub-Total					\$10,000.00

Addendums

Texas Education Agency
2022 Accountability Ratings Overall Summary
 BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		90	A
STAAR Performance	54	82	
College, Career and Military Readiness	75	94	
Graduation Rate	100	100	
School Progress		89	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 55.6%)	65	89	B
Closing the Gaps	90	88	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- ✓ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Texas Education Agency
2022 School Report Card
BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

School Information

District Name:	BANQUETE ISD
Campus Type:	High School
Total Students:	284
Grade Span:	09 - 12

For more information about this campus, see:

<https://TXschools.gov>

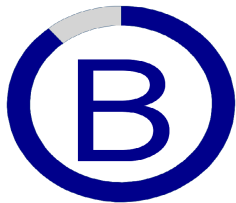
or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

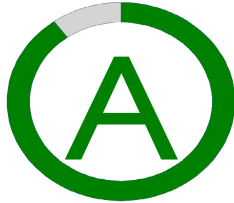
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



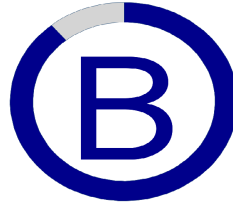
89 of 100

Student Achievement



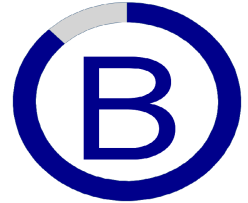
90 of 100

School Progress



89 of 100

Closing the Gaps



88 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency
2022 School Report Card
 BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Student Information

This section provides demographic information about BANQUETE H S, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	88.8%	91.6%	95.0%
Enrollment by Race/Ethnicity			
African American	1.1%	0.5%	12.8%
Hispanic	83.8%	84.1%	52.8%
White	14.8%	15.0%	26.3%
American Indian	0.0%	0.0%	0.3%
Asian	0.4%	0.1%	4.8%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.2%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	55.6%	60.7%	60.7%
Special Education	12.7%	11.7%	11.6%
Emergent Bilingual/EL	3.9%	2.7%	21.7%
Mobility Rate (2020-21)			
	12.7%	15.3%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
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
Science	14.3	14.4	18.5
Social Studies	15.3	14.6	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	60.3%	64.2%
Instructional Staff Percent	n/a	78.5%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$12,451	\$13,925	\$11,106
Instruction	\$9,063	\$7,597	\$6,358
Instructional Leadership	\$0	\$0	\$186
School Leadership	\$1,052	\$801	\$654

Texas Education Agency
2022 School Report Card
 BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	84%	86%	*	84%	92%	-	*	-	-	83%
	2021	67%	77%	82%	*	78%	100%	-	-	-	-	77%
ELA/Reading	2022	75%	86%	83%	*	81%	92%	-	*	-	-	81%
	2021	68%	80%	79%	-	74%	100%	-	-	-	-	73%
Mathematics	2022	72%	83%	85%	*	84%	88%	-	-	-	-	81%
	2021	66%	72%	78%	-	75%	100%	-	-	-	-	73%
Science	2022	76%	87%	86%	*	85%	90%	-	*	-	-	85%
	2021	71%	82%	83%	-	78%	100%	-	-	-	-	79%
Social Studies	2022	75%	77%	95%	-	93%	100%	-	-	-	-	92%
	2021	73%	80%	90%	*	88%	100%	-	-	-	-	86%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	55%	59%	*	56%	82%	-	*	-	-	53%
	2021	41%	45%	55%	*	51%	76%	-	-	-	-	52%
ELA/Reading	2022	53%	62%	68%	*	65%	88%	-	*	-	-	63%
	2021	45%	49%	61%	-	55%	91%	-	-	-	-	60%
Mathematics	2022	42%	50%	44%	*	43%	50%	-	-	-	-	38%
	2021	37%	38%	36%	-	37%	25%	-	-	-	-	35%
Science	2022	47%	55%	52%	*	48%	80%	-	*	-	-	42%
	2021	44%	49%	49%	-	40%	85%	-	-	-	-	47%
Social Studies	2022	50%	40%	64%	-	65%	100%	-	-	-	-	73%
	2021	49%	49%	66%	*	64%	75%	-	-	-	-	57%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	22%	17%	*	15%	33%	-	*	-	-	17%
	2021	18%	17%	11%	*	10%	18%	-	-	-	-	11%
ELA/Reading	2022	25%	26%	13%	*	11%	25%	-	*	-	-	12%
	2021	18%	19%	11%	-	8%	23%	-	-	-	-	11%
Mathematics	2022	20%	20%	15%	*	13%	38%	-	-	-	-	19%
	2021	18%	15%	3%	-	4%	0%	-	-	-	-	2%
Science	2022	21%	21%	13%	*	13%	20%	-	*	-	-	14%
	2021	20%	19%	5%	-	4%	8%	-	-	-	-	6%
Social Studies	2022	30%	19%	38%	-	37%	71%	-	-	-	-	42%
	2021	29%	18%	25%	*	24%	38%	-	-	-	-	24%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	78	-	77	75	-	-	-	-	76
	2019	69	71	72	-	70	86	-	-	-	-	67
ELA/Reading	2022	78	81	84	-	87	73	-	-	-	-	84
	2019	68	65	67	-	64	92	-	-	-	-	62
Mathematics	2022	69	75	68	-	65	80	-	-	-	-	67
	2019	70	77	77	-	76	81	-	-	-	-	73
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												

Texas Education Agency
2022 School Report Card
 BANQUETE H S (178913001) - BANQUETE ISD - NUECES COUNTY

Graduation and College, Career, and Military Readiness

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	1.4%	1.4%	*	1.2%	2.1%	-	-	-	-	1.9%
2019-20	1.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2021 Graduated	90.0%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	95.3%
Graduates, TxCHSE, & Cont	94.2%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	95.3%
Class of 2020 Graduated	90.3%	96.6%	96.6%	-	98.1%	83.3%	-	-	-	-	97.9%
Graduates, TxCHSE, & Cont	94.6%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	-	97.9%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2020 Graduated	92.2%	96.6%	96.6%	-	98.1%	83.3%	-	-	-	-	97.9%
Graduates, TxCHSE, & Cont	93.8%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	-	97.9%
Class of 2019 Graduated	92.0%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%
Graduates, TxCHSE, & Cont	93.9%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019 Graduated	92.6%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%
Graduates, TxCHSE, & Cont	93.8%	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%
Graduates, TxCHSE, & Cont	93.9%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2021	90.0%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	95.3%
Class of 2020	90.3%	96.7%	96.7%	-	98.1%	83.3%	-	-	-	-	97.9%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2021	85.7%	92.9%	92.9%	-	91.7%	100.0%	-	-	-	-	90.2%
Class of 2020	87.8%	86.0%	86.0%	-	86.5%	80.0%	-	-	-	-	84.8%
College, Career, and Military Ready (Annual Graduates)											
2020-21	65.2%	75.0%	75.0%	-	77.1%	62.5%	-	-	-	-	78.0%
2019-20	63.0%	71.2%	71.2%	-	68.5%	100.0%	-	-	-	-	70.8%
SAT/ACT Results (Annual Graduates)											
Tested											
2020-21	70.8%	41.1%	41.1%	-	35.4%	75.0%	-	-	-	-	34.1%
2019-20	76.7%	74.6%	74.6%	-	68.5%	100.0%	-	-	-	-	72.9%
Average SAT Score											
2020-21	1002	*	*	-	*	*	-	-	-	-	*
2019-20	1019	1040	1040	-	1040	-	-	-	-	-	1040
Average ACT Score											
2020-21	20	19	19	-	20	18	-	-	-	-	19
2019-20	20	18	18	-	18	20	-	-	-	-	17

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance 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																	

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	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%	*	11%	25%	-	*	-	-	20%	*	14%	9%	12%	9%
	2021	18%	19%	11%	-	8%	23%	-	-	-	-	13%	-	11%	8%	11%	0%
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%	*

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade 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 Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
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	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At 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%	*	*
School Progress Domain - Academic Growth 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.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All 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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	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 STAAR Participation (All Grades)																
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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	91.6%	88.8%	*	88.6%	89.7%	-	-	-	-	84.4%	87.4%	90.9%
2019-20	98.3%	98.4%	97.8%	*	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 Rate (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 Longitudinal Rate (Gr 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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	98.3%	98.3%	-	98.1%	100.0%	-	-	-	-	100.0%	97.9%	*
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 Longitudinal Rate (Gr 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 Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	96.6%	96.6%	-	96.0%	100.0%	-	-	-	-	88.9%	95.3%	*
Class of 2020	90.3%	96.7%	96.7%	-	98.1%	83.3%	-	-	-	-	100.0%	97.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	1.8%	1.8%	-	2.1%	0.0%	-	-	-	-	12.5%	2.4%	*
Class of 2020	4.3%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

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	White	American Indian	Asian	Pacific Islander	Two or More Races	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/FHSP-DLA Graduates (Longitudinal Rate)													
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 (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
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/FHSP-DLA Graduates (Annual 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	District Count	State Count
Graduates (2020-21 Annual Graduates)				
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 Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
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 Ready Graduates													
College Ready (Annual Graduates)													
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 Graduates in English Language Arts (Annual Graduates)													
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 Graduates in Mathematics (Annual Graduates)													
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 Graduates in Both Subjects (Annual Graduates)													
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 Subject (Annual Graduates)													
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 Degree (Annual Graduates)													
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 Course Credits in Any Subject (Annual Graduates)													
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 Course Credits (Annual Graduates)													
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%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
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 Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	55.4%	55.4%	-	56.3%	50.0%	-	-	-	-	50.0%	58.5%	*

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
2019-20	13.2%	61.0%	61.0%	-	59.3%	80.0%	-	-	-	-	50.0%	58.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
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 with Completed IEP and Workforce Readiness (Annual Graduates)													
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 an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	39.3%	39.3%	-	35.4%	62.5%	-	-	-	-	12.5%	34.1%	*
	2019-20	30.1%	47.5%	47.5%	-	44.4%	80.0%	-	-	-	-	12.5%	43.8%	*
Mathematics	2020-21	19.4%	28.6%	28.6%	-	27.1%	37.5%	-	-	-	-	0.0%	24.4%	*
	2019-20	21.2%	37.3%	37.3%	-	35.2%	60.0%	-	-	-	-	12.5%	33.3%	*
Both Subjects	2020-21	14.4%	28.6%	28.6%	-	27.1%	37.5%	-	-	-	-	0.0%	24.4%	*
	2019-20	16.4%	33.9%	33.9%	-	31.5%	60.0%	-	-	-	-	12.5%	29.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
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) (Grades 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 >= Criterion) (Grades 11-12)														
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%	20.0%	-	*	*	-	-	-	-	-	*	-
	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%	-
	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 CCMR-Related 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
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	16.7%	16.7%	-	*	*	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
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 Graduates)														
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 Graduates)														
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 Course Completion (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%	*
Graduates Enrolled in Texas Institution of Higher Education (TX 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 Enrollment in a Developmental Education Course (Data will be available in January 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

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	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	44.4%	39.3%	39.3%	126	44.4%	39.3%	39.4%
Section 504 Students	43	15.1%	13.3%	7.4%	43	15.1%	13.3%	7.4%
EB Students/EL	11	3.9%	2.7%	21.7%	11	3.9%	2.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.2%	0.6%				

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
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%				
Student Attrition (2020-21):								
Total Student Attrition	32	14.9%	16.0%	18.9%				

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

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	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%	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
Science	14.3	14.4	18.5
Social Studies	15.3	14.6	19.1

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

	----- Campus -----			
Staff Information	Count/Average	Percent	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%
Over 30 Years Experience	2.0	6.4%	2.5%	2.9%

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

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
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 duties 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

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
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%
Special Education	2.6	8.3%	5.6%	9.6%
Other	0.0	0.0%	0.0%	3.5%

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

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)