

Texas Education Agency
2022 Federal Report Card
NORTH SHORE SENIOR HIGH (101910003) - GALENA PARK ISD - HARRIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I)

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

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

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



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(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support





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State

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	21%	27%	25%	28%	26%	-	30%	-	57%	28%	24%	11%	29%	25%	24%	32%	*	13%	*	-
	CWD	9%	7%	11%	8%	11%	29%	-	-	-	*	8%	24%	11%	-	9%	11%	11%	*	0%	*	-
	CWOD	21%	22%	29%	28%	30%	26%	-	30%	-	67%	30%	25%	-	29%	27%	26%	33%	*	17%	*	-
	EL	12%	18%	25%	-	24%	*	-	*	-	*	25%	19%	9%	27%	25%	23%	27%	*	20%	-	-
	Male	21%	21%	24%	25%	24%	19%	-	20%	-	*	24%	22%	11%	26%	23%	24%	-	*	13%	*	-
	Female	19%	20%	32%	26%	34%	38%	-	40%	-	*	32%	28%	11%	33%	27%	-	32%	*	11%	*	-
Science	All Students	20%	16%	11%	8%	12%	17%	-	50%	-	25%	11%	15%	2%	12%	4%	11%	11%	*	0%	0%	*
	CWD	8%	4%	2%	5%	1%	0%	-	-	-	-	3%	0%	2%	-	0%	2%	2%	-	*	*	-
	CWOD	22%	18%	12%	9%	13%	21%	-	50%	-	25%	12%	17%	-	12%	5%	13%	12%	*	0%	*	*
	EL	7%	11%	4%	-	4%	*	-	*	-	*	4%	4%	0%	5%	4%	4%	5%	*	0%	-	*
	Male	22%	17%	11%	9%	12%	14%	-	*	-	*	-	-	-	-	-	-	-	-	-	-	-

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Total EL in Class	Proficiency of EL	Rate of Proficiency
1,132	177	16%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	42	42	40	*	73	*	54	42	23	29
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	80%	76%	81%	81%	*	100%	*	71%	78%	77%	71%

- Indicates there are no students in the group.
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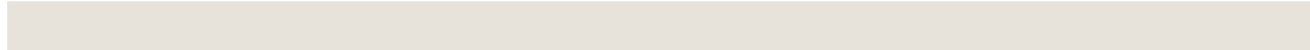
Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	N					Y	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander				
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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	151
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	11
Incidents of possession of a firearm or explosive device	1
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	575	120	405	30	0	14	0	6	12	1
	Female	681	150	459	42	1	22	0	7	21	0
	Total	1,256	270	864	72	1	36	0	13	33	1
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	195	30	145	13	0	6	0	1	2	4
	Female	315	61	230	16	1	3	0	4	6	1
	Total	510	91	375	29	1	9	0	5	8	5

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	36.6	12.0%
Teachers Teaching with Emergency or Provisional Credentials	15.8	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	66.2	23.4%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.



State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		More Races	26	37	74	63	30	28	3	7
			49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
	English Language Learners	60	76	40	24	8	4	1	n/a	

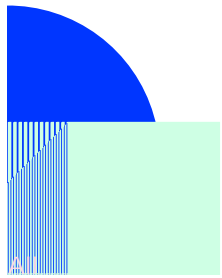
* Indicates reporting standards not met.
n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Participation Rate
Grade 4	Reading	Students with Disabilities	99%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	95%
		English Learners	95%
Grade 4	Mathematics	Students with Disabilities	95%
		English Learners	95%
Grade 8	Mathematics	Students with Disabilities	92%
		English Learners	92%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

Category	Rate
All Students	



This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	13%	14%	20%	15%	4%	*	28%	14%	21%	16%

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