

Part (i): Description of State Accountability System

Texas Education Agency
2023 Federal Report Card
NORTH SHORE MIDDLE (101910042) - GALENA PARK ISD - HARRIS COUNTY

State ESSA Goals (Middle Schools)										
	All Students	African American	Hispanic	White	American Indian					



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State ESSA Goals (Elementary Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the

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NORTH SHORE MIDDLE (101910)

AfricanSD - HARRIS COUNTY

dme 51

Academic Growth Score
Reading

Two
Of
Pacific
More
Econ

	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 (2021-22)	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%	
Target Met	Y	Y	Y	N					Y	Y	
Interim Goals (2022-23)	53%	43%	46%								
Target Met	Y	Y	Y								
Interim Goals (2023-24)	62%	54%									
Target Met	N	Y									
Long-Term Goals	72%	66%	88%				78%	66%			
Target Met	N	N	N					N			
Mathematics											
Interim Goals (2021-22)	47%	32%					56%	35%	19%	30%	
Target Met	Y	Y	Y				Y	Y	Y	Y	
Interim Goals (2022-23)	56%	43%	49%			88%	63%	46%	15%	47%	
Target Met	N	Y	Y				Y	Y	Y	Y	
Interim Goals (2023-24)	65%	54%				91%	70%	57%	4%	32%	
Target Met	N	N									

Target

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Long-Term Goals	All										

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		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non						
Campus																







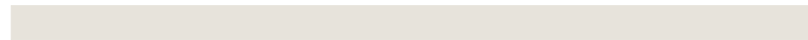
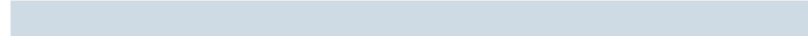


To be updated by June 30th, 2024.

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	25	2%	-	-
Mathematics	7,386	2%	25	2%	-	-
Grade 4						
Reading	7,296	2%	25	2%	-	-
Mathematics	7,293					



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	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	25	37	74	63	11	11	1	1

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 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	24%	21%	23%	35%	14%	0%	-	*	25%	32%	24%

- Indicates there are no students in the group.

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