

Texas Education Agency
 2023 Federal Report Card
 GALENA PARK ISD (101910) - HARRIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards).

State ESSA Goals (HS/K-12 & AEA)										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	District 1 & AEA	

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



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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 percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	Region 04	District	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
STAAR Percent at Approaches																					



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		State	Region 04	District	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	44%	44%	40%	27%	42%	57%	-	71%	-	38%	39%	51%	19%	44%	40%	43%	37%	*	25%	*	*
	CWD	28%	28%	19%	18%	19%	*	-	-	-	*	18%	44%	19%	-	18%	20%	18%	-	*	*	*
	CWOD	47%	47%	44%	29%	46%	65%	-	71%	-	50%	43%	52%	-	44%	44%	50%	39%	*	17%	-	-
	EL	35%	36%	40%	-	40%	-	-	*	-	-	39%	48%	18%	44%	40%	44%	37%	-	*	-	-
	Male	47%	48%	43%	30%	45%	67%	-	*	-	60%	42%	54%	20%	50%	44%	43%	37%	*	*	*	*
	Female	40%	41%	37%	24%	39%	44%	-	67%	-	60%	36%	49%	18%	39%	37%	43%	37%	-	*	-	-

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		State	Region 04	District	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	
Science	All Students	17%	19%	13%	9%	13%	15%	14%	46%	*	11%	12%	22%	2%	14%	8%	13%	13%	25%	2%	14%	*	
	CWD	7%	7%	2%	3%	2%	6%	-	-	-	0%	3%	2%	2%	-	1%	2%	3%	*	0%	20%	*	
	CWOD	19%	20%	14%	10%	15%	18%	14%	46%	*	14%	13%	24%	-	14%	9%	15%	14%	29%	3%	*	*	
	EL	6%	6%	8%	*	8%	0%	*	18%	*	*	8%	12%	1%	9%	8%	10%	7%	*	0%	-	*	
	Male	19%	20%	13%	6%	14%	13%	17%	53%	-	11%	12%	21%	2%	15%	10%	13%	-	17%	0%	20%	*	
	Female	16%	17%	13%	12%	13%	19%	*	29%	*	12%	11%	23%	3%	14%	7%	-	13%	*	6%	*	*	
SAT/ACT All Subjects		14.12	09	re B*	11	11	j 0.000	0.000	0.000	0.000	rg 0.000	0.000	0.000	RG 0.14	w 11	11	0.14	re B*	11	11	j 11	11	11

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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	46	40	46	52	64	76	67	44	44	23	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	79%	82%	78%	69%	100%	100%	*	80%	78%	78%	63%

- Indicates there are no students in the group.

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

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)

Not applicable. In Texas state accountability, no goals or interim objectives have been set at the district / State levels for any indicator for any student group.

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Reading	Female	1%	1%	0%	1%	*	3%	*	0%	1%	0%	0%	1%	0%	-	1%	0%	
Mathematics	All Students	0%	0%	0%	1%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%	0%	0%	
						*	-	-	0%	0%	0%	0%	-	0%	0%	0%	*	
						0%	0%	*	2%	0%	0%	-	0%	0%	0%	0%	0%	
		EL	*	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	
		Male	0%	1%	0%	1%	0%	0%	*	0%	0%	1%	0%	0%	0%	-	0%	
		Female	0%	0%	0%	1%	*	0%	*	3%	0%	0%	0%	0%	-	0%	*	
Science	All Students	1%	0%	1%	1%	0%	0%	*	3%	1%	1%	1%	1%	0%	1%	0%	0%	
		CWD	1%	1%	1%	0%	-	-	0%	1%	0%	1%	-	0%	1%	0%	*	
		CWOD	1%	0%	1%	1%	0%	0%	*	3%	1%	1%	-	1%	1%	1%	0%	0%
		EL	0%	*	1%	0%	0%	*										

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	Total
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 2020-21 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	495	52	432	7	1	1	0	2	263	69
	Female	480	65	403	8	0	2	2	0	245	20
	Total	975	117	835	15	1	3	2	2	508	89
Accelerated Coursework											
Advanced Placement Courses											
	Male	933	116	758	39	1	13	0	6	93	16
	Female	1,135	179	894	31	2	25	1	3	93	8
	Total	2,068	295	1,652	70	3	38	1	9	186	24
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs											
	Male	479	50	398	20	1	7	0	3	39	10
	Female	837	134	666	16	5	11	1	4	49	3
	Total	1,316	184	1,064	36	6	18	1	7	88	13

Blank cell indicates the student group is not applicable to this report.

1%

grades 4 and 8 of the 2022 National Assessment of

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 4	Mathematics	Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59					

