

Texas Education Agency
 2024 Federal Report Card
 EY EL (101910105) - GALENA PARK ISD - HARRIS COUNTY

System

State determines are necessary to be included in each of the subgroups of students for use in the minimum size criteria are 10 assessments or students for the all student group or any subgroup for

interim progress for all students and for each of the subgroups of students

State & District ESSA Goals										
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Level or Above)										
44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%

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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 4-2024 Closing the Gaps Domain](#)

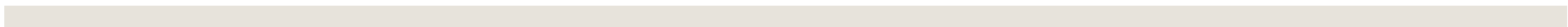
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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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	
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	60	47	64	-	-	-	-	*	59	69	62
CWD	69	31	88	-	-	-	-	-	69	69	113
CWOD	58	54	60	-	-	-	-	*	57	-	56
EL €	62	-	62	-	-	-	-	-	61	113	62
Male	61	41	68	-	-	-	-	*	60	65	60
Female											

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	Black	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with	

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	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	385	1%	-	-
Reading	44,764	1%	177	1%	-	-
Mathematics	40,054	1%	152	1%	-	-
Science	16,044	1%	56	1%	-	-

- Indicates there are no students in the group.

*

State Level: 2022 Percentages at NAEP Achievement Levels									
					% Below Basic	% At or Above Basic	% At or Above		

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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 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)

There is no data for this campus.

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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White																
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* Indicates results are masked due to small numbers to protect student confidentiality.