

Texas Education Agency  
 2014-15 Federal Report Card for Texas Public Schools  
 Campus Name: NORTH SHORE MIDDLE  
 Campus ID: 101910042  
 District Name: GALENA PARK ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

STAAR Percent at Phase-in 1		State	District	Campus	African		American		Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant	
					American	Hispanic	White	Indian									Asian
Grade 7																	
Reading	2015	72%	70%	70%	68%	70%	74%	*	90%	-	*	31%	69%	46%	70%	71%	*
	2014	74%	73%	75%	78%	73%	83%	*	100%	-	*	50%	72%	41%	78%	72%	75%
Mathematics	2015	68%	58%	59%	51%	60%	57%	*	83%	-	*	31%	59%	52%	58%	60%	*
	2014	67%	74%	77%	75%	77%	80%	*	100%	-	*	55%	75%	57%	78%	76%	100%
Writing	2015	69%	67%	67%	71%	65%	83%	*	80%	-	*	21%	65%	40%	71%	63%	*
	2014	70%	72%	75%	77%	75%	83%	*	*	-	*	52%	73%	51%	84%	68%	88%
Grade 8																	
Reading	2015	84%	84%	84%	87%	84%	86%	*	*	-	*	38%	82%	56%	86%	82%	88%
	2014	88%	87%	90%	91%	90%	88%	-	100%	*	*	76%	89%	69%	91%	89%	*
Mathematics	2015	71%	82%	84%	88%	84%	86%	*	100%	-	*	39%	84%	75%	87%	82%	86%
	2014	85%	88%	91%	88%	92%	87%	-	100%	-	*	90%	90%	81%	91%	91%	100%
Science	2015	67%	75%	79%	83%	78%	86%	*	100%	-	*	37%	79%	57%	79%	80%	63%
	2014	70%	76%	82%	85%	81%	88%	-	100%	*	*	59%	81%	55%	79%	85%	*
Social Studies	2015	61%	58%	62%	72%	59%	76%	*	*	-	*	29%	59%	30%	59%	66%	*
	2014	61%	52%	59%	58%	57%	63%	-	93%	*	*	39%	57%	37%	52%	65%	*
End of Course																	
Algebra I	2015	77%	75%	99%	100%	99%	100%	-	*	-	*	*	99%	*	99%	100%	*
	2014	79%	79%	100%	100%	100%	100%	-	100%	*	-	-	100%	100%	100%	100%	†
All/Grades																	
All Su																	



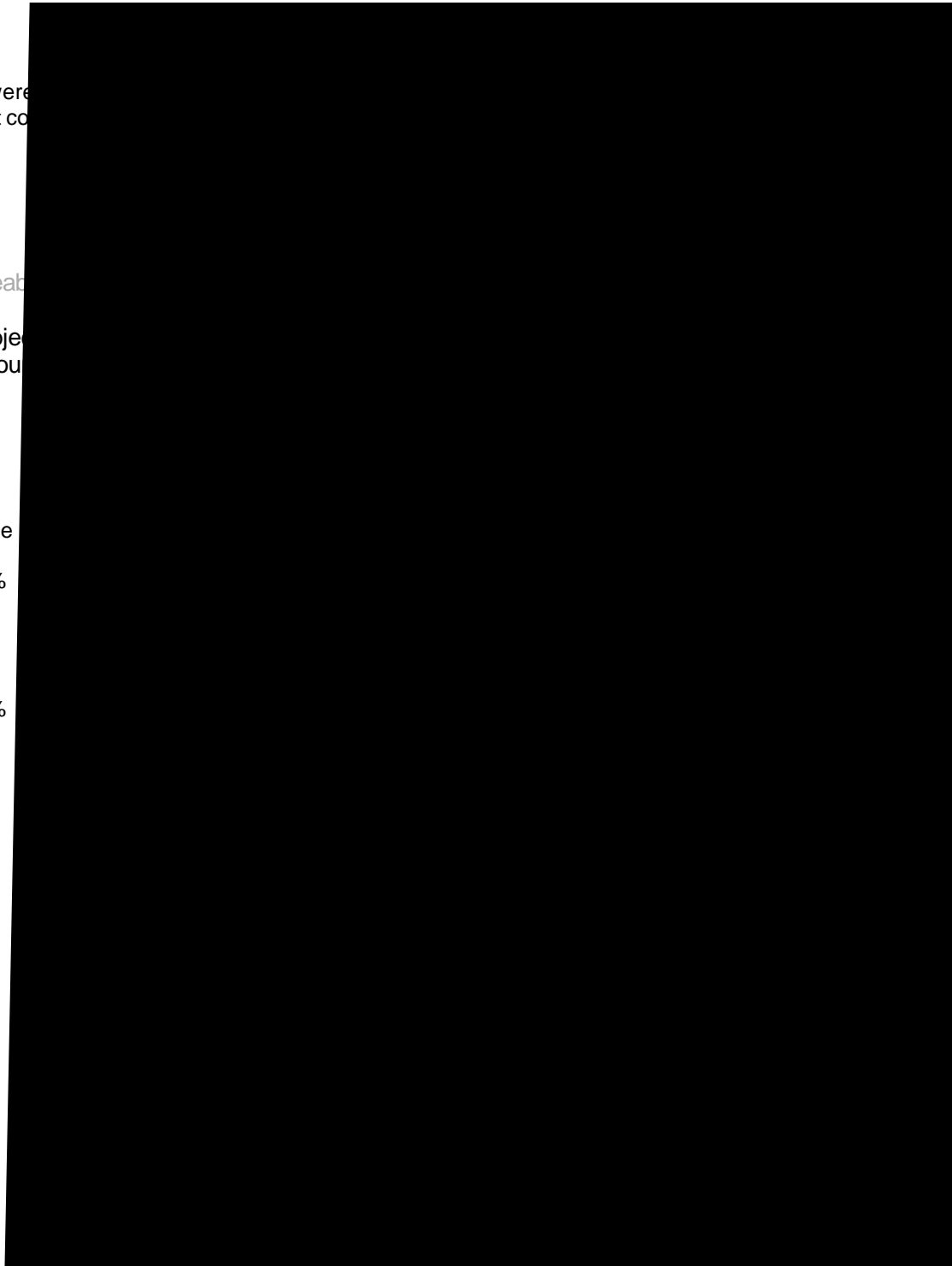


'?' Indicates that the data for this item were statistically improbable, or were  
 '\*\*' Indicates results are masked due to small numbers to protect student co  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.

Part II: Student Achievement and State Academic Annual Measureab

This section provides the STAAR performance results for each subje  
 who were in the accountability subset. This section also includes four  
 mathematics.

	All Students	African American	Hispanic	White
Performance Status ‡				
Target	83%	83%	83%	83%
Reading	N	N	N	
Mathematics	N	N	N	
Participation Status ‡				
Target	95%	95%	95%	95%
Reading	Y	Y	Y	
Mathematics	Y	Y	Y	
Federal Graduation Status (Targ				





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

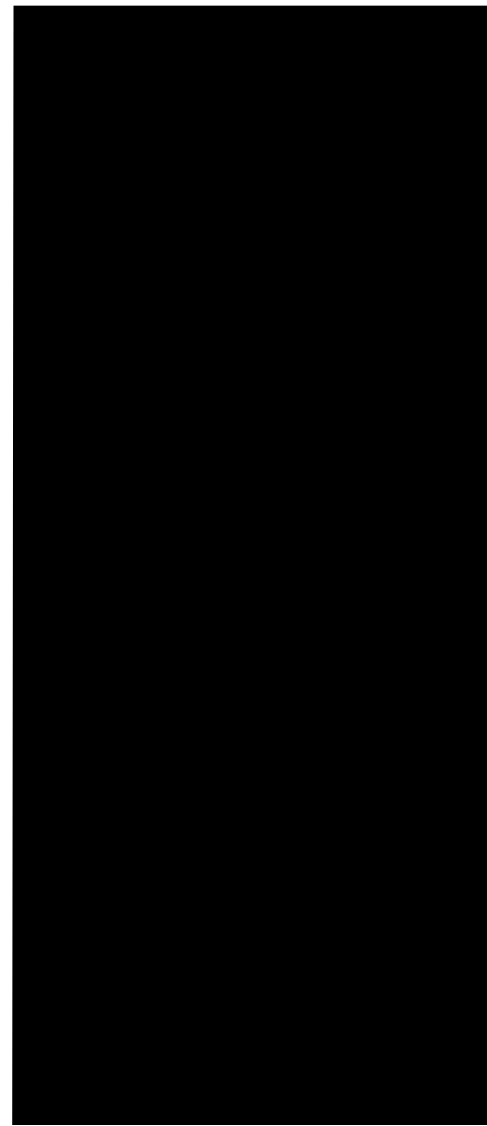
'\*\*' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

'-' Indicates there are no students in the group.

'n/a' Indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates	.	.	.	.	.	.	.	.	.	.	.	.
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014	.	.	.	.	.	.	.	.	.	.	.	.
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-

n/a



Priority School Identification: No Priority School Reason: N/A  
Focus School Identification: No Focus School Reason: N/A

A high-performance reward school is identified as a Title I school with the highest graduation and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rate identified as a Title I school in the top 25% in annual improvement and/or a school in the top 25% of those demonstrated on system safeguards.

High Performing School: No  
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers

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		General Education	Special Education	Total
Total Number of Teachers		69	4	73
Total Number of Classes		419	12	431
Number of Classes Taught by Highly Qualified Teachers	Number	419	12	431
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

Number of Core Academi



Report Not Required

Source: Texas Higher Educa

