

**Part (i): Description of State Accountability System**

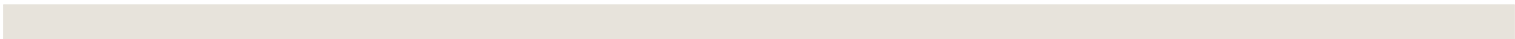
Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every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

Part (i)(II) [redacted] and for each of the subgroups of students (not applicable to district and [redacted])

		[redacted] & AEA)										
		All Students	African American	Hispanic American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)		
Meets Grade Level or Above)												
2017-18	44%	32%	36%	43%	74%	45%	58%	33%	13%	20%	27.45	44.2
2018-19	44%	32%	36%	43%	74%	45%	58%	33%	13%	20%	27.45	44.2
2019-20	53%	43%	47%	53%	78%	54%	65%	44%	28%	33%	27.45	44.2
2020-21	62%	54%	58%	63%	82%	63%	72%	55%	43%	46%	27.45	44.2
2021-22	72%	66%	68%	72%	87%	73%	79%	67%	57%	57%	27.45	44.2

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State 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)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%			



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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:

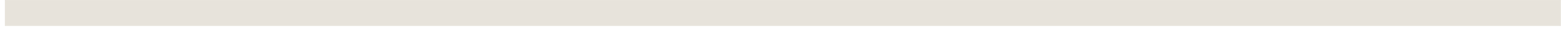
- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e.

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				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv											
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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
Science	All Students	46%	40%	30%	28%	31%	44%	*	*	-	10%	30%	30%	10%	33%	25%	32%	28%	-	17%	*	*
	CWD	24%	18%	10%	9%	8%	*	-	-	-	*	7%	25%	10%	-	0%	10%	9%	-	*	*	-
	CWOD	49%	43%	33%	30%	35%	43%	*	*	-	11%	33%	31%	-	33%	28%	36%	30%	-	20%	-	*
	EL	26%	31%	25%	-	25%	-	-	-	-	-	27%	0%	0%	28%	25%	28%	21%	-	*	-	-
	Male	47%	40%	32%	30%	32%	40%	*	*	-	20%	32%	29%	10%	36%	28%	32%	-	-	*	*	*
	Female	44%	40%	28%	24%	31%	*	*	*	*	-	0%	28%	30%	9%	30%	21%	-	28%	-	*	*

STAAR Percent at Masters Grade Level

All Grades

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	All Students	African American	Hispanic	White	American Indian	Asian				

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- € Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
316	122	39%

- 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	43	40	45	45	50	96	*	35	43	20	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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)



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		African American	Hispanic	White	American Indian	Asian		Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

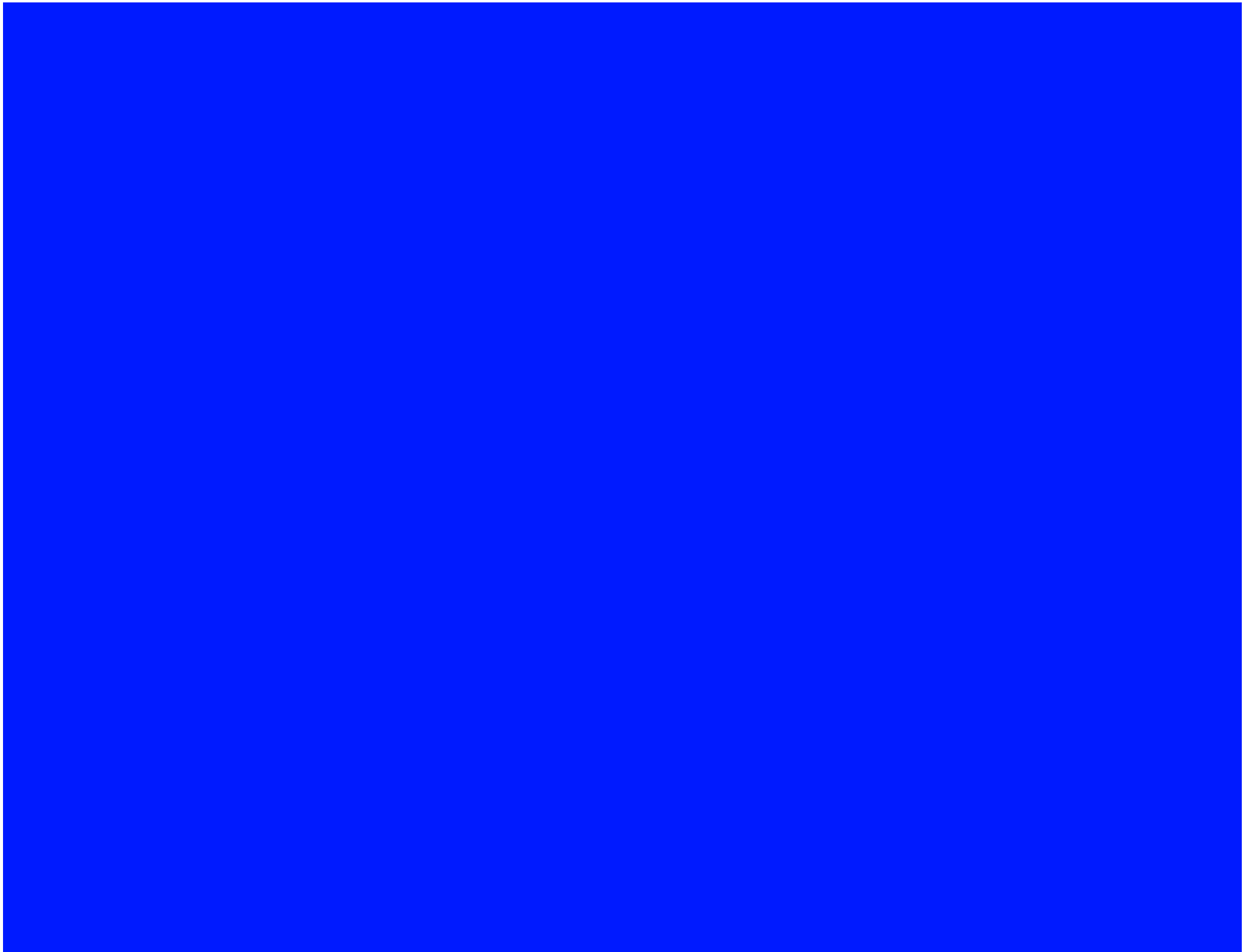
+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Pr 0 d 0 .0 o data avai73.18 0.14 13.24 re B\* 0 d 1 J1 j 0 d 0 .0 j 339.2.00

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		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
Science	Female	100%	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-

SAT/855 0.894 13.1 re B\* d 1 J1 n3.77 0.894 R Subject0.894 RG 0.14 w d 1 J1 j d 0 J j 482.4 543.02 32.68 0.28 re B\* d 1 J11 j d 01J j 136.51 486.43 51.55 0.14 re B\* d 1











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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
	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	-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
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
Dual Enrollment/Dual Credit 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

- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 5 Indicates Action Plan/Quick Plans.
  - 8 Indicates EDFacts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data at the campus/district level.
  - \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

### 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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.8	17.8%
Teachers Teaching with Emergency or Provisional Credentials	9.8	14.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	14.8	21.8%

- 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, 2024.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

State Level: 2022 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	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	25%	25%	26%	11%	*	*	-	42%	26%	38%	25%

- Indicates there are no students in the group.

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