

Texas Education Agency
 2024 Federal Report Card
 GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

Campus ESSA Goals (HS/K-12 & AEA)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
E0 j 464.83 808 0.8567 1 j 50.											

Texas Education Agency
 2024 Federal Report Card
 GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

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												

Texas Education Agency
 2024 Federal Report Card
 GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

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. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
 (aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

(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](#).

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. To exit ATS, the Closing the Gaps score for thensecutive years for 2024 Targeted Support an RG 0./K-12, and alternative education accountability

Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

		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
Grade 7																						
Reading	All Students	28%	25%	25%	25%	24%	33%	-	-	-	-	23%	36%	2%	28%	17%	20%	29%	-	*	-	-
	CWD	6%	5%	2%	*	0%	-	-	-	-	-	3%	*	2%	-	0%	4%	0%	-	-	-	-
	CWOD	31%	29%	28%	18%	28%	33%	-	-	-	-	26%	38%	-	28%	20%	23%	32%	-	*	-	-
	EL	13%	20%	17%	-	17%	*	-	-	-	-	16%	27%	0%	20%	17%	8%	25%	-	-	-	-
	Male	23%	19%	20%	40%	19%	*	-	-	-	-	18%	32%	4%	23%	8%	20%	-	-	*	-	-
	Female	33%	32%	29%	14%	30%	*	-	-	-	-	28%	39%	0%	32%	25%	-	29%	-	-	-	-
Mathematics	All Students	11%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	3%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	12%	4%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	9%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Grade 8																						
Reading	All Students	28%	25%	23%	12%	23%	*	-	-	-	-	20%	45%	6%	24%	11%	24%	21%	*	-	-	-
	CWD	7%	9%	6%	*	7%	-	-	-	-	-	4%	*	6%	-	7%	11%	0%	-	-	-	-
	CWOD	31%	28%	24%	13%	25%	*	-	-	-	-	22%	46%	-	24%	12%	25%	23%	*	-	-	-
	EL	12%	16%	11%	-	11%	-	-	-	-	-	10%	29%	7%	12%	11%	10%	12%	*	-	-	-
	Male	25%	23%	24%	8%	25%	-	-	-	-	-	22%	38%	11%	25%	10%	24%	-	-	-	-	-
	Female	32%	28%	21%	*	21%	*	-	-	-	-	17%	50%	0%	23%	12%	-	21%	*	-	-	-
Mathematics	All Students	15%	29%	32%	18%	33%	*	-	-	-	-	29%	61%	13%	34%	26%	35%	29%	-	*	-	-
	CWD	6%	11%	13%	*	13%	-	-	-	-	-	10%	*	13%	-	0%	12%	14%	-	-	-	-
	CWOD	17%	31%	34%	19%	35%	*	-	-	-	-	31%	62%	-	34%	29%	38%	30%	-	*	-	-
	EL	8%	27%	26%	-	26%	*	-	-	-	-	25%	50%	0%	29%	26%	27%	25%	-	-	-	-
	Male	16%	30%	35%	15%	37%	*	-	-	-	-	31%	70%	12%	38%	27%	35%	-	-	*	-	-
	Female	14%	27%	29%	*	29%	*	-	-	-	-	28%	45%	14%	30%	25%	-	29%	-	-	-	-
Science	All Students	16%	16%	16%	6%	16%	*	-	-	-	-	14%	28%	3%	17%	9%	20%	10%	*	-	-	-
	CWD	5%	8%	3%	*	3%	-	-	-	-	-	0%	*	3%	-	7%	6%	0%	-	-	-	-
	CWOD	18%	17%	17%	6%	18%	*	-	-	-	-	16%	27%	-	17%	10%	22%	11%	*	-	-	-
	EL	6%	11%	9%	-	9%	-	-	-	-	-	8%	43%	7%	10%	9%	13%	5%	*	-	-	-
	Male	18%	18%	20%	0%	22%	-	-	-	-	-	19%	38%	6%	22%	13%	20%	-	-	-	-	-
	Female	15%	13%	10%	*	9%	*	-	-	-	-	9%	19%	0%	11%	5%	-	10%	*	-	-	-
End of Course																						
Algebra I	All Students	23%	36%	97%	*	97%	*	-	-	-	-	97%	100%	*	97%	96%	100%	93%	*	-	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-
	CWOD	25%	40%	97%	*	97%	*	-	-	-	-	97%	100%	-	97%	95%	100%	93%	*	-	-	-
	EL	13%	31%	96%	-	96%	-	-	-	-	-	95%	*	*	95%	96%	100%	90%	*	-	-	-
	Male	22%	34%	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	-	-	-
	Female	23%	39%	93%	*	93%	*	-	-	-	-	90%	100%	-	93%	90%	-	93%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency
 2024 Federal Report Card
 GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL€	Homeless €	Foster Care €
Federal Graduation Rates													
9-12):	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of												

Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

- Indicates there are no students in the group.
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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

Texas Education Agency
 2024 Federal Report Card
 GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											



1

2

3

4

5

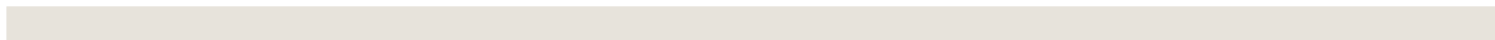
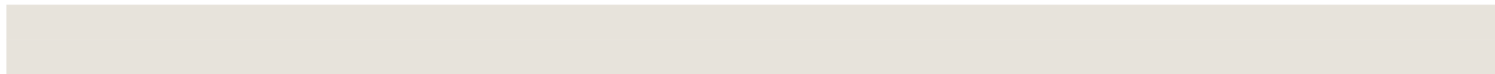
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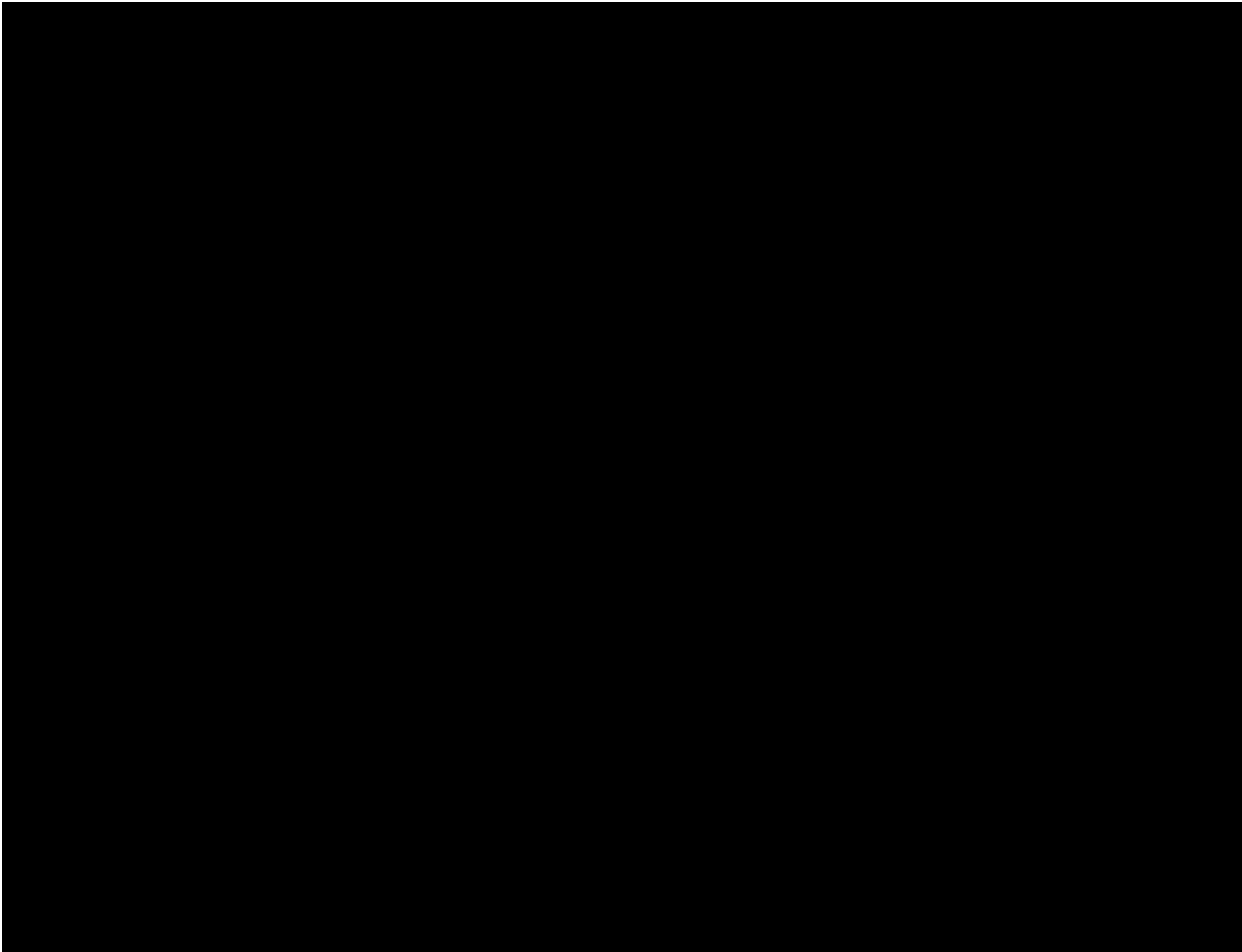
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Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

	Total students	African American	Hispanic	White	Indian or Alaska Native						
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Texas Education Agency
2024 Federal Report Card
GALENA PARK MIDDLE (101910041) - GALENA PARK ISD - HARRIS COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.9	17.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	17.3	26.6%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$625		\$600	\$600		\$25	\$25
Food services		\$774		\$0	\$0	\$682	\$92	\$774
Instruction		\$7,061	\$5,913	\$118	\$6,031	\$549	\$481	\$1,030
Support services, general administration		\$91		\$91	\$91		\$0	\$0
Support services, instructional staff		\$980	\$553	\$10	\$563	\$203	\$215	\$418
Support services, operation and maintenance of plant		\$1,917	\$464	\$971	\$1,435	\$328	\$154	\$482
Support services, pupils		\$580	\$433	\$6	\$439	\$54	\$87	\$141
Support services, school administration		\$720	\$712	\$0	\$712		\$8	\$8
Support services, student transportation		\$426		\$391	\$391		\$35	\$35
Total	943	\$13,175	\$8,074	\$2,187	\$10,261	\$1,816	\$1,097	\$2,913

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

Due to rounding, numbers may not add up precisely to the totals.

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 2023-24 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	6,625	2%	34	2%	-	-
Mathematics	6,620	2%	34	2%	-	-
Grade 4						
Reading	6,491	2%	25	2%	-	-
Mathematics	6,491	2%	25	2%	-	-
Grade 5						
Reading	6,033	1%	26	2%	-	-
Mathematics	6,033	2%	26	2%	-	-
Science	6,033	2%	26	2%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	19	1%	*	0%
Mathematics	5,227	2%	19	2%	*	0%
Grade 8						
Reading	4,985	1%	19	1%	*	1%
Mathematics	4,985	1%	19	1%	*	1%
Science	4,984	1%	19	1%	*	1%
End of Course						
English I	5,119	1%	9	0%	-	-

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	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	18%	29%	18%	22%	*	*	*	*	19%	23%	14%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.