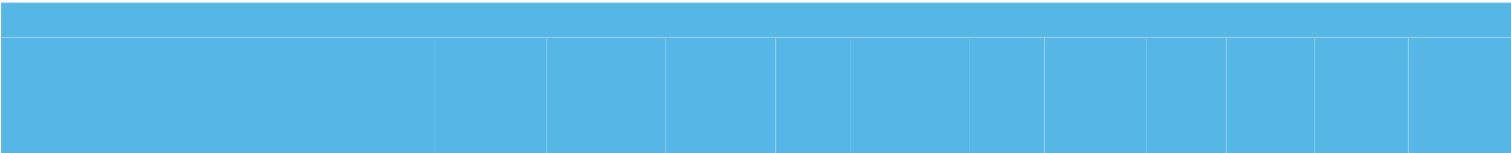


Part (i): Description of State Accountability System

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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. 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.

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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

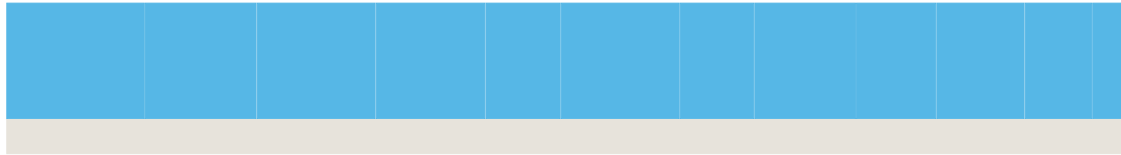


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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	56%	80%	*	80%	*	-	-	-	-	81%	75%	33%	84%	79%	77%	82%	-	-	-	-
	CWD	26%	34%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	*	*	*	-	-	-	-
	CWOD	54%	60%	84%	*	85%	*	-	-	-	-	87%	75%	-	84%	86%	82%	87%	-	-	-	-
	EL	41%	56%	79%	-	79%	-	-	-	-	-	83%	*	*	86%	79%	77%	82%	-	-	-	-
	Male	50%	56%	77%	-	76%	*	-	-	-	-	80%	60%	*	82%	77%	77%	-	-	-	-	-

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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	
All Students	21%	17%	23%	40%	21%	14%	-	*	-	*	21%	32%	0%	26%	14%	16%	30%	-	*	-	-	
CWD	6%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
CWOD	24%	19%	26%	40%	24%	17%	-	*	-	*	24%	34%	-	26%	15%	18%	33%	-	*	-	-	
EL	10%	13%	14%	-	14%	-	-	-	-	-	15%	0%	0%	15%	14%	11%	17%	-	-	-	-	
Male	18%	14%	16%	*	15%	*	-	*	-	-	16%	14%	0%	18%	11%	16%	-	-	*	-	-	
Female																						







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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	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$819	\$811	\$0	\$811		\$8	\$8
Support services, student transportation								

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

Pacific Islander24

- Indicates there are no students in the group.

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

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

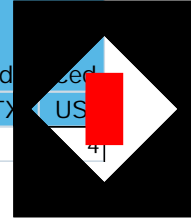
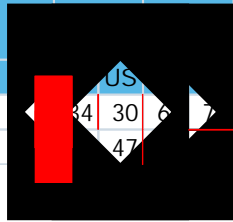
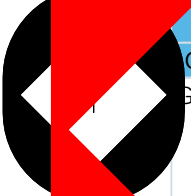
This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

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	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	42	88	24	74	19	50
		Pacific Islander	1	0.000	0	0	0	0	0	0

Level: 2022 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US
Grade 8	Reading	Overall	34	30	6	7
		Black	47			



Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education