

**Texas Education Agency**  
**2019-20 Federal Report Card for Texas Public Schools**

**Campus Name:** NORTH SHORE MIDDLE

**Campus ID:** 101910042

**District Name:** GALENA PARK ISD

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

- (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;
- (II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III)** the indicators used to meaningfully differentiate all public schools in the State;
- (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;
  - (bb)** the methodology by which the State differentiates all such schools;
  - (cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
  - (dd)**

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator 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)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate.*

**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)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.*

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.*

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related 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	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>									
In-School Suspensions									
Male	Â								



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

- '-' Indicates there are no data available in the group.
  - '-3' Indicates skip logic failure.
  - '-8' Indicates EDFacts missing data.
  - '-9' Indicates not applicable / skipped.
  - '-11' Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

**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.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	25.8	27.7%
Teachers Teaching with Emergency or Provisional Credentials	12.9	14.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	15.2	17.1%

- '-' Indicates there are no data available in the group.
- Blank cell indicates data are not applicable to this report.

**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 2019-20 fiscal year.

*To be updated by June 30th, 2021.*

**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 2019-20 school year.

*Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.*

**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 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

% Below Basic	% At or Above Basic	% At or Above Proficient	% At Advanced
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Grade	Subject	Student Group	TX		US		% At or Above Proficient		TX US		
			% Below Basic	% At or Above Basic	% At or Above Basic	% At or Above Basic	% At or Above Proficient	% At or Above Proficient	% At Advanced	% At Advanced	
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9	
		Black	52	52	48	48	16	18	2	3	
		Hispanic	48	45	52	55	21	23	3	4	
		White	22	23	78	77	48	45	12	12	
		American Indian	*	50	*	50	*	19	*	3	
		Asian	11	18	89	82	65	57	25	22	
		Pacific Islander	*	42	*	58	*	25	*	4	
		Two or More Races	26	28	74	72	38	40	6	11	
		Econ Disadv	50	47	50	53	19	21	3	3	
		Students with Disabilities	79	73	21	27	8	10	1	2	
		English Language Learners	61	65	39	35	12	10	2	1	
		Mathematics	Overall	16	19	84	81	44	41	9	9
			Black	24	35	76	65	32	20	3	2
	Hispanic		19	27	81	73	35	28	4	3	
	White		8	11	92	89	59	52	16	12	
	American Indian		*	33	*	67	*	24	*	4	
	Asian		4	7	96	93	82	69	45	28	
	Pacific Islander		*	36	*	64	*	28	*	6	
	Two or More Races		9	16	91	84	51	44	9	10	
	Econ Disadv		21	29	79	71	32	26	3	3	
	Students with Disabilities		55	54	45	46	13	14	1	2	
	English Language Learners		24	41	76	59	29	16	2	1	
	Grade 8		Reading	Overall	33	27	67	73	25	34	2
		Black		53	46	47	54	41	15	n/a	1
		Hispanic		38	37	62	63	19	22	1	2
White		20		18	80	82	35	42	3	5	
American Indian		*		41	*	59	*	19	*	1	
Asian		8		13	92	87	59	57	11	13	
Pacific Islander		*		37	*	63	*	25	*	2	
Two or More Races		26		24	74	76	25	37	1	5	
Econ Disadv		43		40	57	60	15	20	n/a	1	
Students with Disabilities		81		68	19	32	3	7	n/a	n/a	
English Language Learners		66		72	34	28	4	4	n/a	n/a	
Mathematics		Overall		32	31	68	69	30	34	7	10
		Black		48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4	
		White	20	20	80	80	44	44	13	13	
		American Indian	*	49	*	51	*	15	*	3	
		Asian	10	12	90	88	71	64	36	33	
		Pacific Islander	*	45	*	55	*	21	*	4	
		Two or More Races	25	27	75	73	41	38	11	12	
		Econ Disadv	41	46	59	54	19	18	2	3	
		Students with Disabilities	73	73	27	27	5	6	1	2	
		English Language Learners	60	72	40	28	8	5	1	1	

#### State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\* Indicates reporting standards not met.

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

#### 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 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

Not applicable

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