

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: GALENA PARK ISD CAREER & TECHNICAL ECHS
Campus ID: 101910030
District Name: GALENA PARK ISD

Part (i): A clear and concise description of the State’s accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

		State ESSA Goals										
		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 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
Baseline 2016-17 Rates												
2017-18 through 2021-22												
2022-23 through 2026-27												
2027-28 through 2031-32												
2032-33												
Graduation Rate: 4-Year Longitudinal Rate[^]												
Baseline 2016-17 Rates		89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
2017-18 through 2021-22		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

[^] Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) 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-12; 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 described in subsection (c)(4)(B) in such differentiation;

Campus Type
Elementary and Middle Schools

Indicator
Academic Achievement

Weight
30%

Campus Type	Indicator	Weight
High Schools and K-12	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	Female	73%	72%	88%	82%	90%	-	-	-	-	-	86%	100%	-	88%	*	-	88%	-	*	-	-	
Algebra I	All Students	83%	91%	100%	100%	100%	*	*	*	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	CWD	52%	65%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	87%	94%	100%	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	73%	84%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-	
	Male	79%	88%	100%	*	100%	*	-	*	-	*	100%	*	*	100%	100%	100%	100%	-	-	-	-	-
	Female	88%	96%	100%	100%	100%	*	*	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-	-
Biology	All Students	87%	86%	97%	100%	96%	100%	*	*	-	*	99%	79%	*	97%	92%	98%	96%	-	*	-	-	
	CWD	60%	55%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	90%	89%	97%	100%	96%	100%	*	*	-	*	99%	79%	-	97%	91%	98%	96%	-	*	-	-	
	EL	68%	69%	92%	-	92%	-	-	-	-	-	100%	*	*	91%	92%	83%	100%	-	-	-	-	-
	Male	84%	84%	98%	*	97%	*	-	*	-	*	100%	86%	*	98%	83%	98%	-	-	-	*	-	-
	Female	90%	88%	96%	100%	95%	*	*	-	-	-	99%	71%	*	96%	100%	-	96%	-	*	-	-	-

STAAR Percent at Meets Grade Level or Above

End of Course

English I	All Students	48%	43%	74%		74%
	CWD	15%	16%	*		16%

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Dist	Non Econ	Foster
Algebra I	All Students	36%	48%	65%	80%	62%	*	*	*	-	*	80%		
	CWD	9%	11%	*	-	*	-	-	-	-	-	9%		

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	54%	55%	98%	100%	97%	*	*	*	-	*	100%	78%	-	98%	88%	96%	98%	-	-	-	-
EL	37%	43%	89%	-	89%	-	-	-	-	-	100%	*	*	88%	89%	80%	*	-	-	-	-
Male	50%	50%	90%	*	90%	*	-	*	-	*	96%	77%	77%	81%	81%	81%	-	-	-	-	-

**All School
Number Percent**

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

Part (x): Per-pupil Expenditure

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,954	1%	20	1%	-	-
All Grades						
All Subjects	101,751	1%	332	1%	-	-
Reading	45,064	1%	149	1%	-	-
Mathematics	40,350	1%	127	1%	-	-
Science	16,337	1%	56	1%	-	-

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

'-' Indicates zero observations reported for this group.

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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 LT