

DISTRICT NAME: GALENA PARK ISD
 CAMPUS NAME: NORTH SHORE SENIOR HIGH Campus Rating: Recognized
 CAMPUS NUMBER: 101910003 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2011				2010				Required Improvement			Status by Measure			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	STD	RI	EXCP	***
Reading/ELA (70%/80%/90%)															
X All Students	2,894	3,180	91%	100%	2,816	3,062	92%		-1			EX	-	-	EX
X African Amer	777	831	94%	26%	832	888	94%		0			EX	-	-	EX
X Hispanic	1,878	2,090	90%	66%	1,745	1,923	91%		-1			EX	-	-	EX
X White	135	146	92%	5%	175	185	95%		-3			EX	-	-	EX
X Econ Disadv	1,961	2,172	90%	68%	1,766	1,956	90%		0			EX	-	-	EX
Writing (70%/80%/90%)															
All Students	*	*	*	*	*	*	*		*			-	-	-	-
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			-	-	-	-
White	*	*	*	*	*	*	*		*			-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			-	-	-	-
Social Studies (70%/80%/90%)															
X All Students	1,949	2,009	97%	100%	1,839	1,901	97%		0			EX	-	-	EX
X African Amer	512	529	97%	26%	538	553	97%		0			EX	-	-	EX
X Hispanic	1,271	1,312	97%	65%	1,127	1,171	96%		1			EX	-	-	EX
X White	*	*	99%	*	123	126	98%		1			EX	-	-	EX
X Econ Disadv	1,287	1,335	96%	66%	1,151	1,196	96%		0			EX	-	-	EX
Mathematics (65%/80%/90%)															
X All Students	2,681	3,167	85%	100%	2,577	3,043	85%		0			RE	-	-	RE
X African Amer	691	829	83%	26%	739	884	84%		-1			RE	-	-	RE
X Hispanic	1,765	2,081	85%	66%	1,611	1,912	84%		1			RE	-	-	RE
X White	127	145	88%	5%	163	181	90%		-2			RE	-	-	RE
X Econ Disadv	1,798	2,158	83%	68%	1,611	1,932	83%		0			RE	-	-	RE
Science (60%/80%/90%)															
X All Students	1,767	2,013	88%	100%	1,638	1,908	86%		2			RE	-	-	RE
X African Amer	476	529	90%	26%	496	554	90%		0			EX	-	-	EX
X Hispanic	1,134	1,315	86%	65%	979	1,179	83%		3			RE	-	-	RE
X White	89	97	92%	5%	113	124	91%		1			EX	-	-	EX
X Econ Disadv	1,156	1,337	86%	66%	1,005	1,198	84%		2			RE	-	-	RE

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Performance Results	Number	Number	Pct	Stu	Number	Pct	Act	RI	Met	STD	RI	EXCP	***		
	at	Taking	at	Grp	at	at	Chg		RI?						
Reading/ELA															
X ELL Students	363	447	81%		376	449	84%	-3				EX	-	-	EX

COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %	Number at Commended	Pct at Commended	Stu Grp %	RI	Met	STD	RI	EXCP	***
Reading/ELA													
X All Students	569	3,180	18%	100%									RE
X Econ Disadv	346	2,172	16%	68%									RE
Mathematics													
X All Students	583	3,167	18%	100%									RE
X Econ Disadv	361	2,158	17%	68%									RE

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

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EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
20	1	N/A	N/A	N/A	N/A

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2010					Class of 2009			Required Improvement			
	# Com-pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com-pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	997	56	1,057	94.3%	100%	969	1,038	93.4%		0.9		
X African Amer	318	13	333	95.5%	32%	339	364	93.1%		2.4		
X Hispanic	584	37	623	93.7%	59%	507	546	92.9%		0.8		
X White	75	6	81	92.6%	8%	104	109	95.4%		-2.8		
X Econ Disadv	540	31	574	94.1%	54%	544	573	94.9%		-0.8		

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

	2009-10				2008-09				Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?	
All Students	-	-	-	-	-	-	-	-	-			
African Amer	-	-	-	-	-	-	-	-	-			
Hispanic	-	-	-	-	-	-	-	-	-			
White	-	-	-	-	-	-	-	-	-			
Econ Disadv	-	-	-	-	-	-	-	-	-			

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.