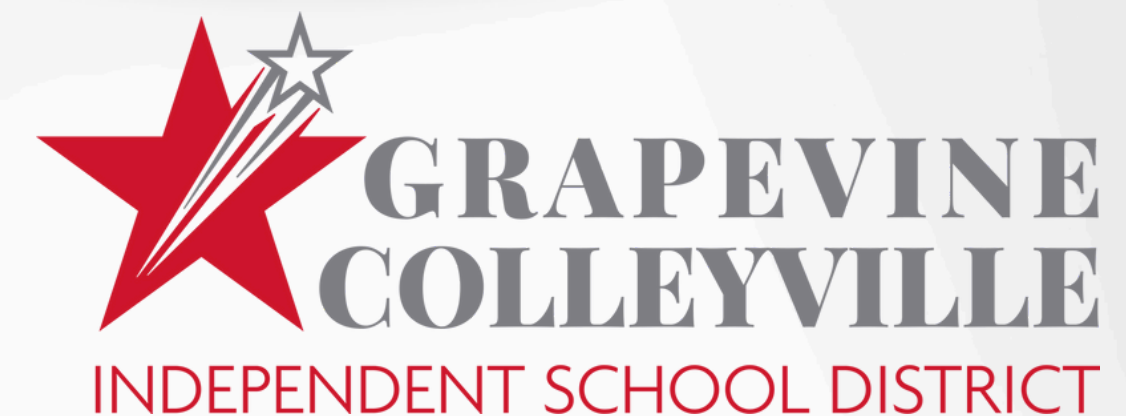


# Public Hearing: 2024–2025 Annual Report/Texas Academic Performance Report(TAPR) and House Bill 3 Goals

**January 22, 2026**



## Annual Report Required Elements

- Texas Academic Performance Report (TAPR)
- Campus Performance Objectives & Progress
- District Accreditation Status
- Campus Ratings and Distinctions
- Special Education Determination Status
- PEIMS Financial Standard Reports - Fund Balance Information
- Violence or Criminal Incidents - Prevention, Intervention
- Safe and Drug Free Schools Findings
- Student Performance in Postsecondary Institutions
- House Bill 3 Goals and Progress - Early Childhood Reading, Early Childhood Math, College Career and Military Readiness

Academic  
Achievement &  
CCMR

Retention &  
Capacity  
Building

Engagement &  
Satisfaction

Financial  
Stewardship &  
Efficiency



<div><div>Texas Academic Performance Report (TAPR) 2024 - 2025</div><div><div>Financial Information</div><div>Program Staffing</div><div>Program Participation</div><div>Staff Characteristics</div><div>College Career</div><div>Military Readiness</div><div>Graduation Rates</div><div>Academic Performance</div></div><div>The TAPR allows us to learn about how our district and campuses, as well as, others across Texas have changed over time.</div></div> <tr><th>School Year</th><th>1999-2000</th><th>2004-2005</th><th>2009-2010</th><th>2014-2015</th><th>2019-2020</th><th>2024-2025</th></tr> <tr><td>State Assessment</td><td>TAAS</td><td>TAKS</td><td>TAKS</td><td>STAAR</td><td>STAAR</td><td>STAAR</td></tr> <tr><td>State Accountability Rating</td><td>Exemplary</td><td>Acceptable</td><td>Recognized</td><td>Met Standard</td><td>No Ratings COVID</td><td>B</td></tr> <tr><td>Economically Disadvantaged</td><td>6.3%</td><td>11.0%</td><td>18.1%</td><td>22.2%</td><td>24.7%</td><td>26.1%</td></tr> <tr><td>English Language Learners</td><td>1.9%</td><td>5.3%</td><td>8.2%</td><td>8.9%</td><td>10.3%</td><td>12.6%</td></tr> <tr><td>Special Education Students</td><td>8.0%</td><td>7.2%</td><td>7.1%</td><td>7.2%</td><td>8.8%</td><td>13.1%</td></tr> <tr><td>Gifted and Talented Identification</td><td>27.8%</td><td>13.5%</td><td>15.7%</td><td>18.6%</td><td>20.6%</td><td>19.2%</td></tr> <tr><td>Advanced/Dual Credit Course Completion 9-12</td><td>30.5%</td><td>32.4%</td><td>35.7%</td><td>47.1%</td><td>57.2%</td><td>59.9%</td></tr> <tr><td>Enrollment PK-12</td><td>13,438</td><td>13,800</td><td>13,619</td><td>13,689</td><td>14,171</td><td>13,502</td></tr>	School Year	1999-2000	2004-2005	2009-2010	2014-2015	2019-2020	2024-2025	State Assessment	TAAS	TAKS	TAKS	STAAR	STAAR	STAAR	State Accountability Rating	Exemplary	Acceptable	Recognized	Met Standard	No Ratings COVID	B	Economically Disadvantaged	6.3%	11.0%	18.1%	22.2%	24.7%	26.1%	English Language Learners	1.9%	5.3%	8.2%	8.9%	10.3%	12.6%	Special Education Students	8.0%	7.2%	7.1%	7.2%	8.8%	13.1%	Gifted and Talented Identification	27.8%	13.5%	15.7%	18.6%	20.6%	19.2%	Advanced/Dual Credit Course Completion 9-12	30.5%	32.4%	35.7%	47.1%	57.2%	59.9%	Enrollment PK-12	13,438	13,800	13,619	13,689	14,171	13,502
	School Year	1999-2000	2004-2005	2009-2010	2014-2015	2019-2020	2024-2025																																																								
	State Assessment	TAAS	TAKS	TAKS	STAAR	STAAR	STAAR																																																								
	State Accountability Rating	Exemplary	Acceptable	Recognized	Met Standard	No Ratings COVID	B																																																								
	Economically Disadvantaged	6.3%	11.0%	18.1%	22.2%	24.7%	26.1%																																																								
	English Language Learners	1.9%	5.3%	8.2%	8.9%	10.3%	12.6%																																																								
	Special Education Students	8.0%	7.2%	7.1%	7.2%	8.8%	13.1%																																																								
	Gifted and Talented Identification	27.8%	13.5%	15.7%	18.6%	20.6%	19.2%																																																								
	Advanced/Dual Credit Course Completion 9-12	30.5%	32.4%	35.7%	47.1%	57.2%	59.9%																																																								
Enrollment PK-12	13,438	13,800	13,619	13,689	14,171	13,502																																																									

2024-2025	GCISD	Argyle	Carroll	Coppell	Lovejoy	Rockwall	Tomball	Wylie
Enrollment	13,502	6,114	8,094	13,222	4,011	19,125	22,829	19,334
Economically Disadvantaged %	26.1	6.4	1.1	9.5	3.6	26.6	30.2	27.5
Gifted & Talented %	19.2	10.1	24.4	13.2	19.8	8.1	11.7	11.7
Special Education %	13.1	12.0	10.9	11.9	10.2	17.0	12.6	16.5
Emergent Bilingual/ English Learners %	12.6	9.4	4.1	19.7	2.6	10.9	14.5	16.3
Mobility Rate %	8.3	7.6	3.4	7.4	3.5	9.7	7.7	10.4
% College Career Miliary Ready Graduates	73.1	79.5	90.5	86.4	89.4	86.1	94.3	84.5
Teacher Highest Degree Held Master's Degree %	29.9	27.3	29.4	31.3	27.0	31.4	25.3	27.1
% All Tests Meets +	67	74	88	81	83	65	73	73
% All Tests Masters	35	40	60	53	49	33	42	42



2024-25 Texas Academic Performance Report (TAPR)

District Name: GRAPEVINE-COLLEYVILLE ISD

District Number: 220906

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements

Texas Education Agency																	
2024-25 STAAR Performance																	
GRAPEVINE-COLLEYVILLE ISD (220906) - TARRANT COUNTY																	
2018-19   2019-20   2020-21   2021-22   2022-23   2023-24   2024-25																	
	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	87%	80%	76%	92%	*	96%	*	90%	59%	92%	89%	78%	71%	77%
	2024	74%	74%	86%	76%	74%	91%	*	100%	*	93%	60%	86%	86%	82%	67%	74%
At Meets Grade Level or Above	2025	52%	52%	70%	49%	54%	79%	*	82%	*	72%	34%	69%	71%	62%	42%	50%
	2024	48%	48%	66%	48%	50%	74%	*	87%	*	71%	35%	71%	68%	56%	37%	48%
At Masters Grade Level	2025	23%	23%	36%	16%	21%	43%	*	50%	*	41%	4%	35%	38%	24%	14%	19%
	2024	21%	20%	35%	23%	22%	39%	*	54%	*	44%	13%	43%	36%	26%	11%	17%

2024-25 Texas Academic Performance Report (TAPR)

District Name: GRAPEVINE-COLLEYVILLE ISD

Campus Name: GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE

Campus Number: 220906008

2025 Campus Accountability Score: A

Distinction Designations:

Academic Achievement in Mathematics

Postsecondary Readiness

Texas Education Agency																	
2024-25 STAAR Performance																	
GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE (220906008) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY																	
2018-19   2019-20   2020-21   2021-22   2022-23   2023-24   2024-25																	
	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	85%	82%	*	73%	95%	-	*	*	83%	50%	100%	81%	92%	66%	67%
	2024	70%	86%	90%	100%	84%	97%	*	100%	-	*	71%	*	89%	93%	84%	85%
At Meets Grade Level or Above	2025	49%	74%	68%	*	54%	83%	-	*	*	83%	25%	75%	64%	92%	47%	48%
	2024	52%	74%	76%	86%	58%	94%	*	88%	-	*	57%	*	73%	87%	66%	46%
At Masters Grade Level	2025	15%	32%	28%	*	21%	35%	-	*	*	50%	8%	38%	28%	33%	11%	9%
	2024	16%	34%	26%	0%	13%	42%	*	38%	-	*	0%	*	24%	33%	18%	4%
End of Course English II																	

The Texas Education Agency publishes data through the Texas Academic Performance Report (TAPR) as a PDF version and as the online Texas Performance Reporting System (TPRS) for all districts and campuses.

[Texas Academic Performance Report \(TAPR\) PDF Version](#)

[Texas Performance Reporting System \(TPRS\) Online](#)



Approved by the Board of Trustees each Fall



Aligned to the GCISD Strategic Plan and Balanced Scorecard



Include State and Federal Requirements



Included in the Campus Improvement Plans and on the Annual Report Site

## Example Campus Improvement Plan Performance Objective

<b>Goal 1: Student Achievement and Post Secondary Readiness</b>						
<b>Performance Objective 1: Academic Growth &amp; Development:</b> By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].						
<b>HB3 Goal</b>						
<b>Evaluation Data Sources:</b> Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance						
<b>Strategy 3 Details</b>			<b>Reviews</b>			
<b>Strategy 3:</b> Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in reading and math in grades 3-5 by May 2025 as measured by STAAR: 3rd grade Math: 75% Approaches/ Meets/ Masters; 50% Meets/ Masters; 15% Masters 3rd grade Reading: 81% Approaches/ Meets/ Masters; 56% Meets/ Masters; 23% Masters 4th grade Math: 75% Approaches/ Meets/ Masters; 50% Meets/ Masters; 23% Masters 4th grade Reading: 85% Approaches/ Meets/ Masters; 60% Meets/ Masters; 25% Masters 5th grade Math: 76% Approaches/ Meets/ Masters; 47% Meets/ Masters; 17% Masters 5th grade Reading: 87% Approaches/ Meets/ Masters; 60% Meets/ Masters; 25% Masters 5th grade Science: 70% Approaches/ Meets/ Masters; 24% Meets/ Masters; 7% Masters <b>Staff Responsible for Monitoring:</b> Learning Liaison; campus principal, instructional staff  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Extra Duty Pay - 211 - ESEA Title I, Part A - \$8,400			<b>Formative</b>		<b>Summative</b>	
			<b>Sept</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue



Class of 2029							
School Year	Grade Level	Assessment Administered	Number Tested	Average Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
2023-2024	ASPIRE 7	PSAT 8	42	1080	93	100	93
2024-2025	8	PSAT 8	978	859	43	71	45
2025-2026	9	PSAT/NMSQT	990	903	34	60	36
2026-2027	10	PSAT/NMSQT					
2027-2028	11	PSAT/NMSQT					
2027-2028	11	SAT School Day					
2028-2029	12	SAT					
Class of 2028							
School Year	Grade Level	Assessment Administered	Number Tested	Average Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
2022-2023	ASPIRE 7	PSAT 8	52	1073	96	98	98
2023-2024	8	PSAT 8	934	853	42	60	48
2024-2025	9	PSAT/NMSQT	951	911	35	64	36
2025-2026	10	PSAT/NMSQT	923	975	49	76	51
2026-2027	11	PSAT/NMSQT					
2026-2027	11	SAT School Day					
2027-2028	12	SAT					
Class of 2027							
School Year	Grade Level	Assessment Administered	Number Tested	Average Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
2021-2022	ASPIRE 7	PSAT 8	62	1046	94	97	94
2022-2023	8	PSAT 8	895	873	47	68	55
2023-2024	9	PSAT/NMSQT	944	888	32	54	36
2024-2025	10	PSAT/NMSQT	917	969	47	72	49
2025-2026	11	PSAT/NMSQT	928	1031	48	73	49
2025-2026	11	SAT School Day					
2026-2027	12	SAT					
Class of 2026							
School Year	Grade Level	Assessment Administered	Number Tested	Average Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
2020-2021	ASPIRE 7	PSAT 8	66	1085	86	97	88
2021-2022	8	PSAT 8	969	880	52	72	52
2022-2023	9	PSAT/NMSQT	978	917	34	61	39
2023-2024	10	PSAT/NMSQT	937	976	50	70	52
2024-2025	11	PSAT/NMSQT	911	1058	52	77	53
2024-2025	11	SAT School Day	913	1078	50	77	51
2025-2026	12	SAT					

College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	694	56.8%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	688	56.3%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	887	72.6%
Met TSI criteria in RLA, excluding college prep courses	880	72.0%
Met TSI assessment criteria	156	12.8%
Met ACT criteria	179	14.6%
Met SAT criteria	807	66.0%
Earned credit for a college prep course	10	0.8%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	730	59.7%
Met TSI criteria in Mathematics, excluding college prep courses	724	59.2%
Met TSI assessment criteria	216	17.7%
Met ACT criteria	156	12.8%
Met SAT criteria	563	46.1%
Earned credit for a college prep course	10	0.8%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	464	38.0%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	210	17.2%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	65	5.3%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	3	0.2%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	64	5.2%

Progress Towards Campus Performance Objectives - College Readiness Indicator

# 2023-2024 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2023-2024 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2020 FIRST Rating](#) | [2020 Accountability Rating](#) | [2021 FIRST Rating](#) | [2021 Accountability Rating](#) | [2022 FIRST Rating](#) | [2022 Accountability Rating](#) | [2023 FIRST Rating](#) | [2023 Accountability Rating](#) | [2023-2024 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show  entries Search:

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
220906	GRAPEVINE-COLLEYVILLE ISD	11	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,208 total entries) Previous 1 Next

Searchable Website

Most Recent Status due to Ratings Delay

## GUIDANCE RELATED TO THE ASSIGNMENT OF ACCREDITATION STATUSES

	Accredited-Warned	Accredited-Probation	Not Accredited-Revoked
Academic Accountability Rating	Two consecutive school years of an academic accountability rating of Needs Improvement, Academically Unacceptable, or	Three consecutive school years of an academic accountability rating of Needs Improvement, Academically Unacceptable, or	Four consecutive school years of an academic accountability rating of Needs Improvement, Academically Unacceptable, or F



For the 2024 - 2025 School Year, State Accountability reports were reported in August 2025. GCISD was rated a “B”.

For the 2023 - 2024 School Year, State Accountability reports were delayed until August 2025 pending judicial ruling. GCISD was rated a “B”.

For the 2022 - 2023 School Year, State Accountability reports were delayed until April 2025 pending judicial ruling and potential decisions from the 88th Legislature during a special called session. GCISD was rated a “B”.

For the 2021 - 2022 School Year, GCISD was rated an “A”.

In 2020 and 2021, the Texas Education Agency (TEA) assigned a rating classification of Not Rated: Declared State of Disaster to all Texas campuses and districts for 2019 - 2020 and 2020 - 2021. Additionally, no distinction designations were awarded for those years.



[TEA Accountability Website](#)

## 2025 Accountability Rating System

The 2025 Accountability System reports and resources will be available on this page as they are released.

Updated: [2024 and 2025 Appeals Process and Timeline](#) (August 13, 2025)

Updated: [Requirement for Posting 2025 Accountability Ratings](#) (August 15, 2025)

## 2022-23 Texas Academic Performance Report (TAPR)

District Name: GRAPEVINE-COLLEYVILLE ISD

District Number: 220906

2023 District Accountability Score: B

*2023 Special Education Determination Status:*

*Meets Requirements*

## 2023-24 Texas Academic Performance Report (TAPR)

District Name: GRAPEVINE-COLLEYVILLE ISD

District Number: 220906

2024 District Accountability Score: B

*2024 Special Education Determination Status:*

*Meets Requirements*

## 2024-25 Texas Academic Performance Report (TAPR)

District Name: GRAPEVINE-COLLEYVILLE ISD

District Number: 220906

2025 District Accountability Score: B

*2025 Special Education Determination Status:*

*Meets Requirements*

The 2022 - 2023 initial Texas Academic Performance Reports (TAPR) did not initially include Accountability Ratings, Distinction Designations, or Special Education Determination Status. However, they were updated to include the Special Education Determination Status. GCISD was designated as **meets requirements** for 2023, as well as, for 2024 and 2025.

Special Education Determination Status

**2023 - 2024 Actual Financial Data**  
**Totals for GRAPEVINE-COLLEYVILLE ISD (220906)**  
**Total Enrolled Membership: 13,536**

Linked on the last page of  
each district's TAPR

Reports previous year data  
that has been presented in  
Board Meetings and Hearings

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$104,452,007	75.52%	\$7,717	\$104,452,007	67.97%	\$7,717	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$12,279,463	8.88%	\$907	\$13,754,260	8.95%	\$1,016	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$3,697,811	2.67%	\$273	\$12,012,141	7.82%	\$887	\$11,797,301,551	16.40%	\$2,138
Other Local	\$17,884,149	12.93%	\$1,321	\$23,453,073	15.26%	\$1,733	\$4,418,441,068	6.14%	\$801
<b>Total Operating Revenue</b>	<b>\$138,313,430</b>	<b>100.00%</b>	<b>\$10,218</b>	<b>\$153,671,481</b>	<b>100.00%</b>	<b>\$11,353</b>	<b>\$71,919,121,311</b>	<b>100.00%</b>	<b>\$13,037</b>
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$37,613,292	77.20%	\$2,779	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$3,104,055	6.37%	\$229	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$5,557,082	11.41%	\$411	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$2,311,003	100.00%	\$171	\$2,445,791	5.02%	\$181	\$1,129,524,892	8.35%	\$205
<b>Total Other Revenue</b>	<b>\$2,311,003</b>	<b>100.00%</b>	<b>\$171</b>	<b>\$48,720,220</b>	<b>100.00%</b>	<b>\$3,599</b>	<b>\$13,519,625,747</b>	<b>100.00%</b>	<b>\$2,451</b>
<b>Subtotal: Operating and Other Revenue</b>	<b>\$140,624,433</b>	<b>100.00%</b>	<b>\$10,389</b>	<b>\$202,391,701</b>	<b>100.00%</b>	<b>\$14,952</b>	<b>\$85,438,747,058</b>	<b>100.00%</b>	<b>\$15,487</b>
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$29,706,703	100.00%	\$2,195	\$29,706,703	100.00%	\$2,195	\$2,693,303,580	100.00%	\$488
<b>Total Recaptured Revenue</b>	<b>\$29,706,703</b>	<b>100.00%</b>	<b>\$2,195</b>	<b>\$29,706,703</b>	<b>100.00%</b>	<b>\$2,195</b>	<b>\$2,693,303,580</b>	<b>100.00%</b>	<b>\$488</b>
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	<b>\$170,331,136</b>	<b>100.00%</b>	<b>\$12,584</b>	<b>\$232,098,404</b>	<b>100.00%</b>	<b>\$17,147</b>	<b>\$88,132,050,638</b>	<b>100.00%</b>	<b>\$15,975</b>
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$8,305,896	100.00%	\$614	\$8,450,001	100.00%	\$624	\$3,062,147,998	46.90%	\$555
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	<b>\$8,305,896</b>	<b>100.00%</b>	<b>\$614</b>	<b>\$8,450,001</b>	<b>100.00%</b>	<b>\$624</b>	<b>\$6,528,575,328</b>	<b>100.00%</b>	<b>\$1,183</b>
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	<b>\$148,930,329</b>	<b>100.00%</b>	<b>\$11,003</b>	<b>\$210,841,702</b>	<b>100.00%</b>	<b>\$15,576</b>	<b>\$91,967,322,386</b>	<b>100.00%</b>	<b>\$16,671</b>
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									



GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT				EXHIBIT G-1	
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL - GENERAL FUND  FOR THE YEAR ENDED JUNE 30, 2024					
Data Control Codes		Budgeted Amounts		Actual Amounts	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES					
5700	Local and intermediate sources	\$ 199,378,491	\$ 155,538,536	\$ 152,122,065	\$ (3,416,471)
5800	State program	13,622,223	15,904,204	20,585,359	4,681,155
5900	Federal program	2,230,306	3,784,727	3,697,811	(86,916)
5020	Total revenues	215,231,020	175,227,467	176,405,235	1,177,768
EXPENDITURES					
Current:					
0011	Instruction	85,851,068	86,150,000	87,724,279	(1,574,279)
0012	Instructional resources and media services	1,532,149	1,545,000	1,542,617	2,383
0013	Curriculum and instructional staff development	516,974	405,000	482,814	(77,814)
0021	Instructional leadership	3,955,643	3,675,000	3,681,565	(6,565)
0023	School leadership	8,423,858	8,580,000	9,026,510	(446,510)
0031	Guidance, counseling and evaluation services	5,507,041	5,800,000	5,241,544	558,456
0032	Social work services	407,619	395,000	397,486	(2,486)
0033	Health services	1,866,631	1,890,000	1,915,087	(25,087)
0034	Student (pupil) transportation	4,054,161	3,750,000	3,964,662	(214,662)
0035	Food services	49,478	140,000	-	140,000
0036	Extracurricular activities	4,015,992	4,045,000	3,984,132	60,868
0041	General administration	4,631,240	4,490,000	4,771,862	(281,862)
0051	Facilities maintenance and operations	16,045,465	15,000,000	15,801,495	(801,495)
0052	Security and monitoring services	775,686	1,575,000	1,384,448	190,552
0053	Data processing services	1,486,745	1,450,000	1,329,586	120,414
0061	Community services	2,906,564	2,965,000	3,166,008	(201,008)
Debt Service:					
0071	Principal on long-term debt	-	-	575,174	(575,174)
0072	Interest on long-term debt	-	-	21,237	(21,237)
Capital Outlay:					
0081	Facilities acquisition and construction	44,799	45,000	48,223	(3,223)
Intergovernmental:					
0091	Contracted instructional services between schools	66,059,815	31,600,000	29,706,703	1,893,297
0097	Payments to Tax Increment Fund	6,077,224	6,077,224	5,751,168	326,056
0099	Other intergovernmental charges	1,022,868	1,030,000	951,918	78,082
6030	Total expenditures	215,231,020	180,607,224	181,468,518	(861,294)

Unencumbered Fund Balance \$37,808,486 from the  
PEIMS Financial Standard Report for 2023 - 2024

Total Final Budget \$180,607,224  
from the Annual Comprehensive Financial Report  
For the Year Ending June 30, 2024

**Fund Balance\*\***  
**Fund Balance**

Nonspendable Fund Balance	\$1,041,427
Restricted Fund Balance	\$0
Committed Fund Balance	\$5,000,000
Assigned Fund Balance	\$0
Unassigned Fund Balance	\$37,808,486
Total Fund Balance**	\$43,849,913

Unencumbered balance is  
  
20.9%  
  
of preceding year's budget

The Texas Education Code requires each district to publish an annual report that includes information on violent or criminal incidents that occur on the campuses.

As part of the annual report, the visual and linked report provides a district-wide view of violent or criminal incidents that occurred in GCISD in 2024-2025.

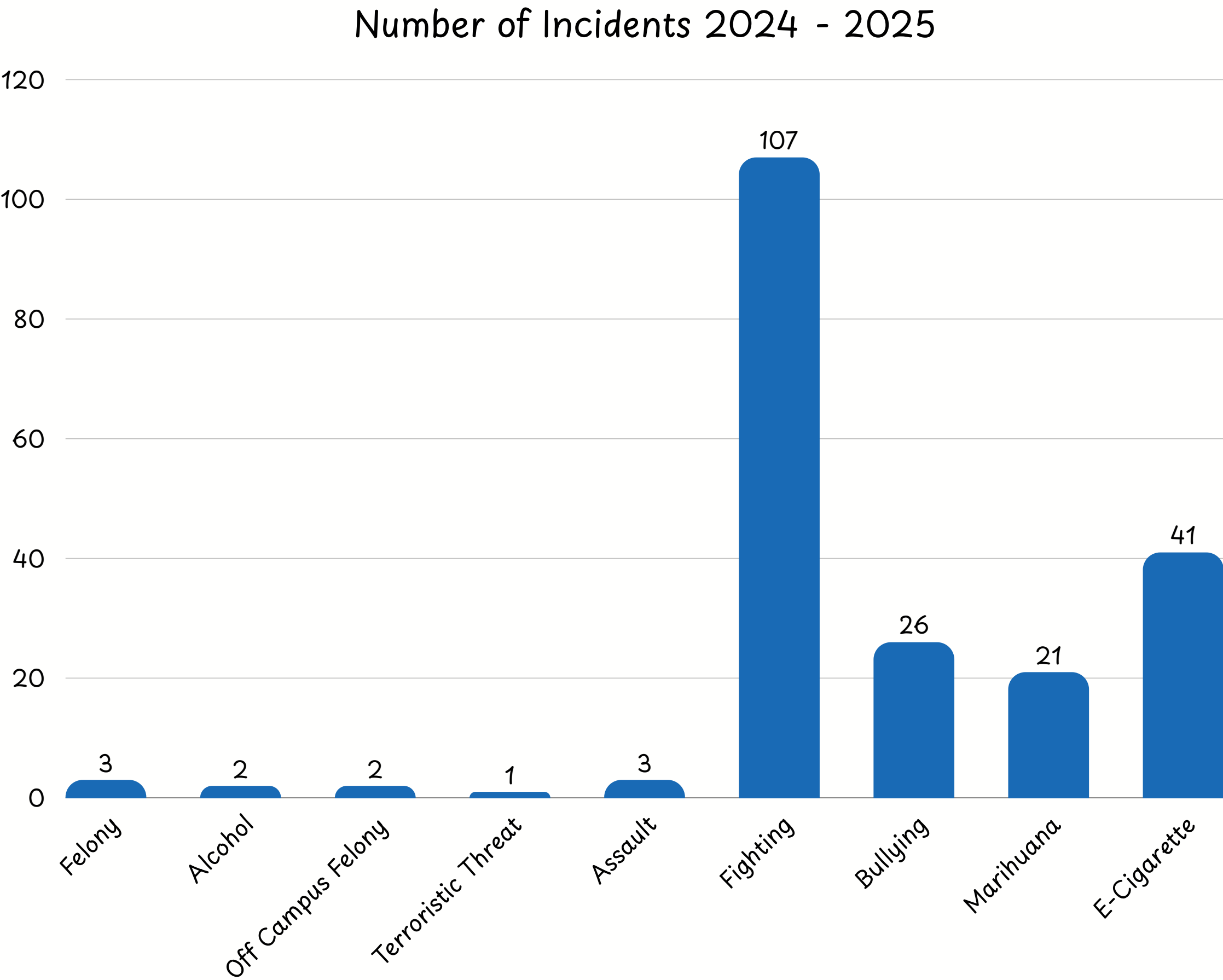
Incident Report for 2024-2025

Additional Health and Safety Information:

Student Parent Handbook and Code of Conduct

Safety and Security Committee

School Health Advisory Committee



Student performance is measured by the Grade Point Average (GPA) earned by high school graduates who attended Texas public four-year and two-year higher education institutions in the following academic year.

Texas High School Graduates from FY2023 Enrolled in Texas Public or Independent Higher Education in FY 2024								
County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	GRAPEVINE-COLLEYVILLE ISD							
	220906004 COLLEYVILLE HERITAGE H S							
	Four-Year Public University	139	15	10	19	29	66	0
	Two-Year Public Colleges	74	18	6	6	12	29	3
	Independent Colleges & Universities	15						
	Not Trackable	42						
	Not Found	188						
	Total High School Graduates	458						
	220906001 GRAPEVINE H S							
	Four-Year Public University	96	6	7	15	25	43	0
	Two-Year Public Colleges	54	12	4	5	9	21	3
	Independent Colleges & Universities	19						
	Not Trackable	31						
	Not Found	196						
	Total High School Graduates	396						
	220906008 GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE							
	Four-Year Public University	30	6	4	1	7	12	0
	Two-Year Public Colleges	13	5	4	0	2	1	1
	Independent Colleges & Universities	4						
	Not Trackable	4						
	Not Found	28						
	Total High School Graduates	79						



**Texas High School Graduates from FY2023  
Enrolled in Texas Public or Independent Higher Education in FY 2024**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	220906007 IUNIVERSITY PREP							
	Four-Year Public University	20	2	0	5	4	9	0
	Two-Year Public Colleges	44	6	3	2	11	20	2
	Independent Colleges & Universities	8						
	Not Trackable	5						
	Not Found	98						
	Total High School Graduates	175						
	220906006 THE BRIDGES ACAD ALTER							
	Four-Year Public University	2						
	Two-Year Public Colleges	8	3	2	0	1	1	1
	Independent Colleges & Universities	0						
	Not Trackable	3						
	Not Found	39						
	Total High School Graduates	52						

Texas Higher Ed Data, January 12, 2026

# House Bill 3 Reading and Math Goals and Progress

Targets by Content	2024 Results	2025 Targets	2025 Results	2026 Targets	2028 Targets
Grade 3 Reading - HB 3	<ul style="list-style-type: none"><li>• 66% Meets or Higher</li><li>• 35% Masters</li></ul>	<ul style="list-style-type: none"><li>• 67% Meets or Higher</li><li>• 29% Masters</li></ul>	<ul style="list-style-type: none"><li>• 70% Meets or Higher</li><li>• 36% Masters</li></ul>	<ul style="list-style-type: none"><li>• 80% Meets or Higher</li><li>• 48% Masters</li></ul>	<ul style="list-style-type: none"><li>• 90% Meets or Higher</li><li>• 60% Masters</li></ul>
Grade 3 Math - HB 3	<ul style="list-style-type: none"><li>• 58% Meets or Higher</li><li>• 25% Masters</li></ul>	<ul style="list-style-type: none"><li>• 64% Meets or Higher</li><li>• 29% Masters</li></ul>	<ul style="list-style-type: none"><li>• 63% Meets or Higher</li><li>• 30% Masters</li></ul>	<ul style="list-style-type: none"><li>• 74% Meets or Higher</li><li>• 50% Masters</li></ul>	<ul style="list-style-type: none"><li>• 90% Meets or Higher</li><li>• 60% Masters</li></ul>

# House Bill 3 College Career Military Readiness Goals and Progress

Student Group	Accountability % Met Both TSI Tested Criteria	Accountability % CCMR	We established a new baseline with our 2023 Graduates due to the A-F ratings reset.  Rating Year 2025 2024 Graduates 75%  Rating Year 2026 2025 Graduates 80%  Rating Year 2027 2026 Graduates 85%  Rating Year 2028 2027 Graduates 90%  Rating Year 2029 2028 Graduates 93%
2024 Graduates Accountability 2025	56.8	73.1	
2023 Graduates Accountability 2024	55.9	72.4	
2022 Graduates Accountability 2023	54.2	69.0	
2021 Graduates Accountability 2022	56.3	72.3	



Most Visited

Getting Started

What\_If\_Revised\_2209...

DRAFT Title I ESSA 23 ...

Home - Google Drive

Distinction\_Designati...

[EXTERNAL] Vector Tr...

2024-25 TAPR 220906...

Distinction\_Designati...

>> Other Bookmarks

GRAPEVINE COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

Rooms Login

Quick Links

Employment

Skyward

MENU

SCHOOLS

TRANSLATE

SIGN IN

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

//

DEPARTMENTS

//

ACCOUNTABILITY

//

FEDERAL AND STATE SCHOOL REPORT CARDS

Accountability

A-F Ratings

Accountability Summaries

Federal Programs

Annual Report

Federal and State School Report Cards

Texas Academic Performance Reports (TAPR)

House Bill 4545

Federal and State School Report Cards

The 2024-2025 State, district, and campus [Federal Report Cards](#) (FRCs) are now available.

Every school system that receives Title I, Part A funding is responsible for distributing the state-, district-, and campus-level reports to each of its campuses, the parents of all enrolled students, and the general public within 90 days of receiving notice that the Federal Report Cards are available.

The current state, district, and campus Federal Report Cards (FRCs) are now available at [TEA's searchable site for 2024 - 2025](#). GCISD district and campus FRCs are also included by clicking the link at the bottom of this page.

For some school systems and campuses, small data cells are masked in order to protect student confidentiality. When this is the case, the reports may display an asterisk (\*) or a percentage preceded by a less than or greater than symbol (<1%).

**As per recent guidance from the US Department of Education, each LEA shall have the federal report cards posted on its website for a minimum of 3 years.**

The 2023-2024 and 2024-2025 [State School Report Cards](#) (SRCs) are now available.

While having some information that overlaps with the FRCs, the SRCs inform families about a campus' individual characteristics and its academic performance, including outcomes for the State of Texas Assessments of Academic Readiness (STAAR®) and academic growth. On the SRC, student attendance, enrollment, and class size information and financial indicators are provided alongside the campus's Overall Academic Accountability Rating, a rating for each accountability domain, and the Distinction Designations earned by the campus from both the 2024 and 2025 accountability rating years.

The current State Report Cards for Schools (SRCs) are now available at the [TEA's School Report Card page](#). GCISD camps SRCs are also available by clicking the link at the bottom of this page.

The school report card (SRC) combines accountability ratings, data from the Texas Academic Performance Reports (TAPR), and financial information to give a broad view of campus performance. Available for each campus in Texas, the SRC is intended specifically to inform parents and guardians about a school’s individual characteristics and its academic performance.

Federal Report Card: Each LEA that receives Title I, Part A funding is responsible for disseminating the state, LEA and campus-level report cards to 1) all LEA campuses, 2) parents of all enrolled students, and 3) the general public via widely available public means such as posting on the Internet, distribution to the media, or distribution through public agencies.

State and Federal Report Cards

Thank You

