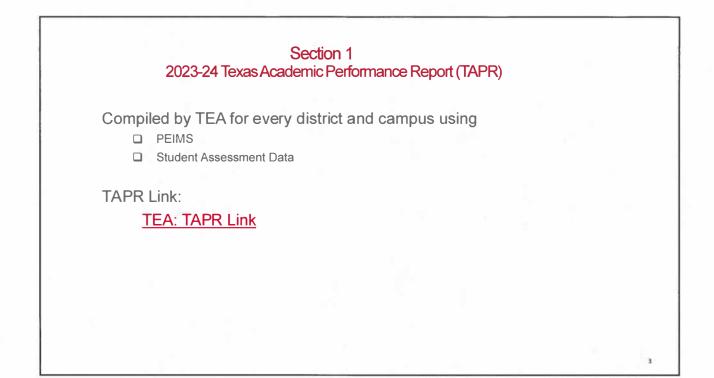
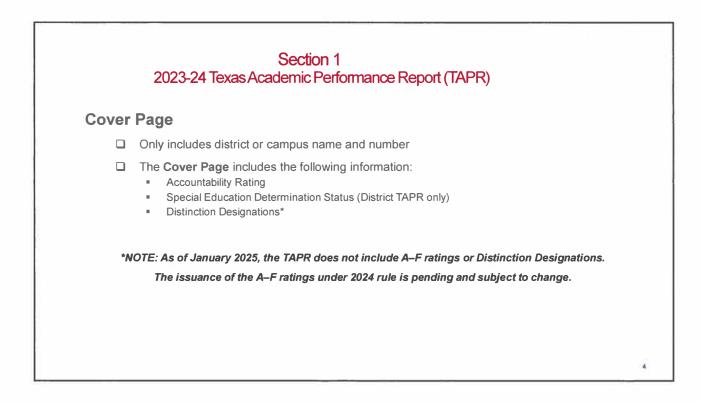


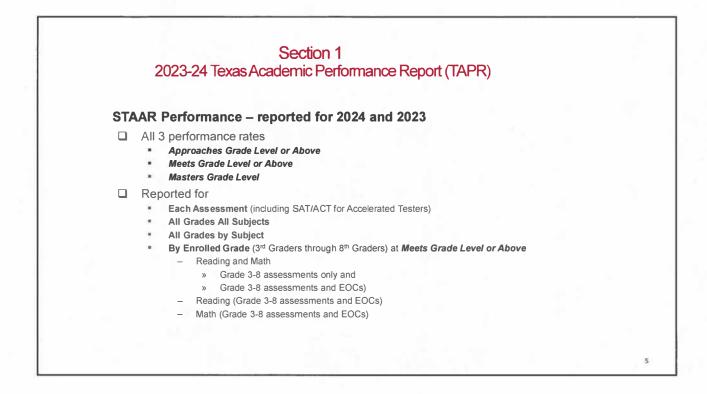


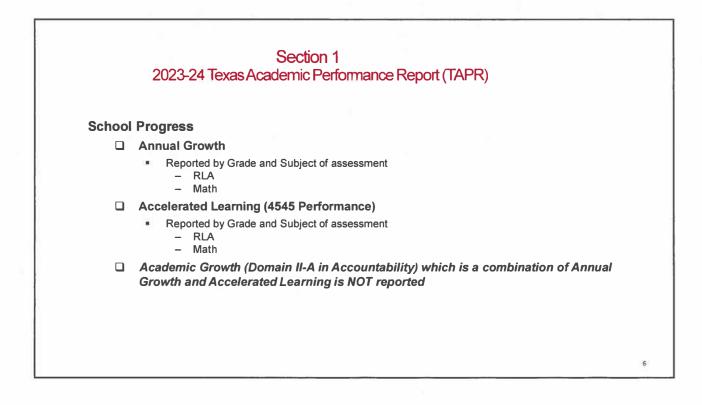
- 2023-24 Texas Academic Performance Report (PDF TAPR)
 For the District and each Campus in the District
- PEIMS Financial Standard Report (2022-23 Financial Actual Report)
 For the District and each Campus in the District
- 3. District Accreditation Status (2022-23 School Year)
- 4. Campus Performance Objectives
- 5. Report on Violent or Criminal Incidents on Campuses
- 6. Student Performance in Postsecondary Institutions
- 7. Progress Toward HB 3 Goals
- 8. 2023-24 TAPR Glossary

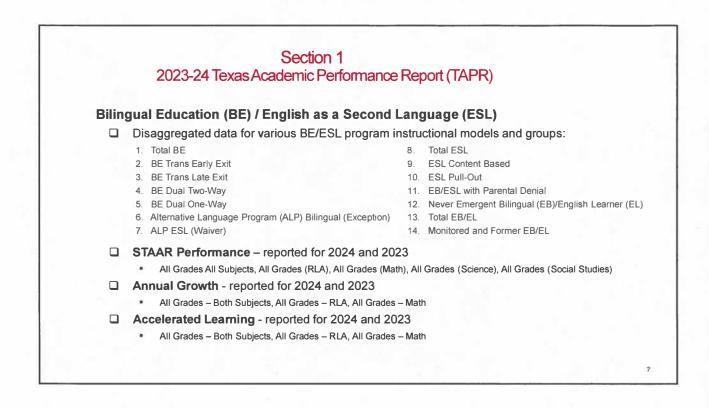
The 2023-24 District Annual Report is posted on the district's website at: www.groesbeckisd.net

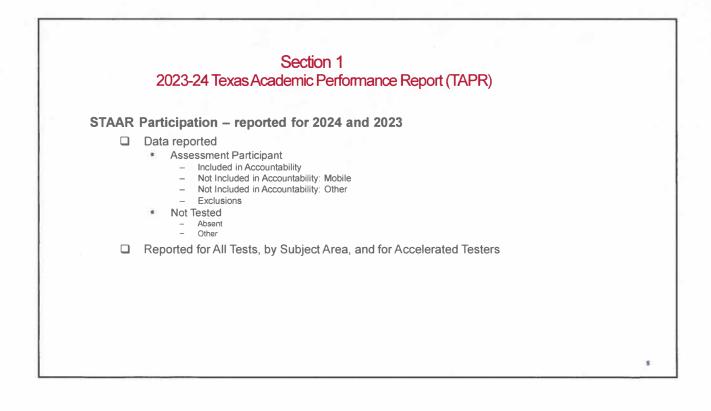












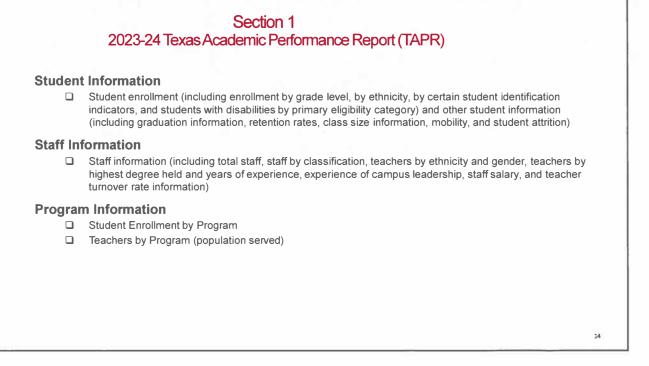
	Section 1	
	2023-24 Texas Academic Performance Report (TAPR)	
Attenda	nce, Graduation, and Dropout Rates – reported for 2022-23	and 2021-22*
	Attendance Rate	
	Chronic Absenteeism	
	Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)	
	4-year Longitudinal Graduation Rate	
	5-year Extended Longitudinal Graduation Rate	
	6-year Extended Longitudinal Graduation Rate	
	4-Year Federal Graduation Rate without Exclusions	
	Graduation Plan Rates (Longitudinal and Annual) RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FH	SP-E/FHSP-DLA Graduates
Gradua	tion Profile – 2022-23 Graduates*	
	Total Graduates	
	By Ethnicity	
	By Graduation Type	
	By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers	;)
Attendance, Graduatio	a and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for 2021-22.	which the data are available are 2022-23 a
	2021-22.	

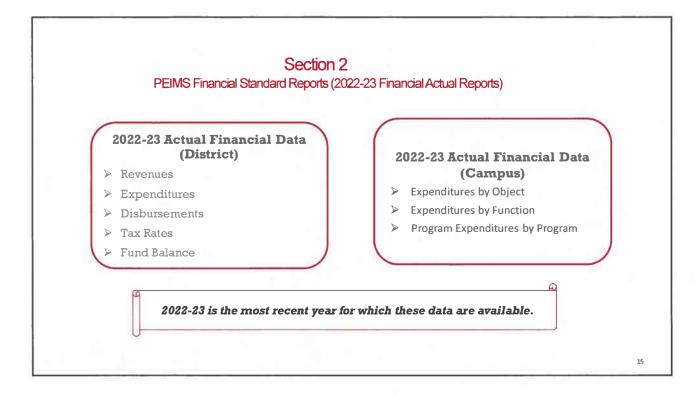
Dat	a	
	2022-2023	2021-2022
Attendance Rate	94.2%	93.2%
4-Year Graduation Rate	93.4%	93.2%
Total Graduates	85 100%	106 100%
Total credit for CCMR Criteria	61.2%	51.%

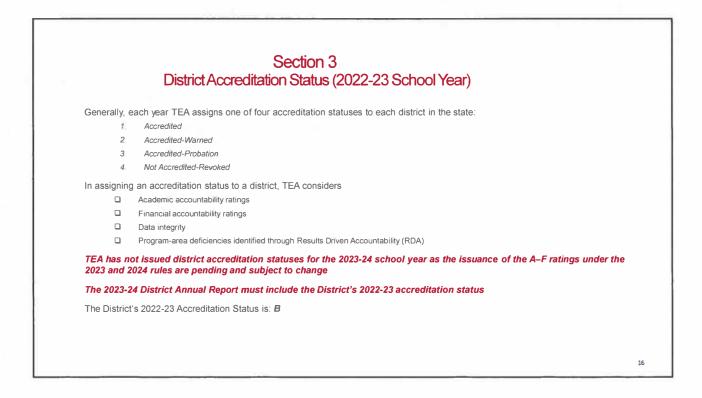
	2022-2023	2021-2022
otal Students	1543	1570
frican American	150	149
lispanic	446	470
White	834	854
American Indian	07	06
Asian	24	14
Pacific Islander	01	0
Two or More	81	77
Economically Dis.	994	1023

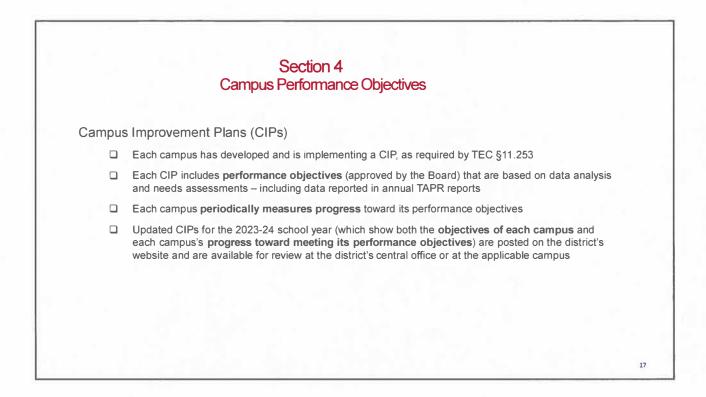
	2022-2023	2021-2022
Total Staff	248.8	270.9
Teachers	112.0	124.1
Professional Support	12.5	12.9
Campus Admin	8.5	7.7
Central Admin	4.0	3.6
Educational Aides	30.3	41.0
Auxiliary	81.3	81.6

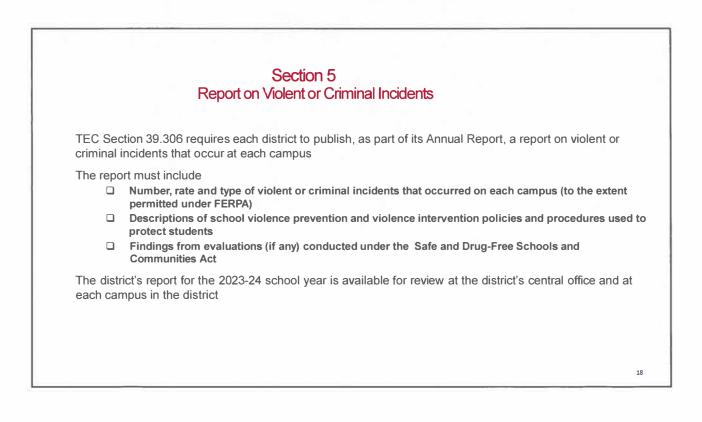
	Section 1
	2023-24 Texas Academic Performance Report (TAPR)
Colleg	e, Career and Military Readiness (CCMR) - 2022-23 and 2021-22 graduates*
	CCMR Graduates
	College Ready Graduates (overall and by specific college ready indicator)
	Career/Military Ready Graduates (overall and by specific career/military ready indicator)
CCMR	-Related Indicators - 2022-23 and 2021-22 graduates*
	TSIA Results
	Completed and Received Credit for College Prep Courses
	AP/IB Results
	SAT/ACT Results
Other	Postsecondary Indicators
	Advanced Dual-Credit Course Completion – 2022-23 and 2021-22 school years
	Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021-22 and 2020-21 school years
	Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021-22 and 2020-21 school years











Section 6 Student Performance in Postsecondary Institutions

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**

These data are compiled by the Texas Higher Education Coordinating Board (THECB)

The most current report is for 2021-22 High School Graduates

- Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2023
- For each student, the grade points and college-level semester credit hours earned by the student in Fall 2022, Spring 2023, and Summer 2023 are added together and averaged to determine the GPA

Section 7 Progress of the District HB 3 Goals

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- arrly childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
- CCMR plans adopted under TEC §11.186

20

NOTE: The THECB anticipates releasing an updated report for 2022-23 High School Graduates in mid-January 2025. That report, when available, will be posted at: **THECB Website**

2023–24 Texas Academic Performance Report (TAPR) Glossary Section 8 Cover Page Currently the TARP does not induste scale scores. A-f range or Distinction Designations: The within release does not induste the Distinct or Campus Accountability Reports. The issuance of the A-F range under 2034 net perfort and subjection change. **TAPR Glossary** 2024 Armed Services Vocational Aptitude Battery (ASVAB) Test Earner Exploration) (d groder 10-12) Senate Bd 1843 requiresthat wach school y ear each school districtand o charer school provide students in grades 16-13 the opportunity to take the ASVAB and malary recurring Each year, TEA prepares and publishes a TAPR Glossary Performance Performance STARA comprehensive testing program for public tokion tudents in grades I–6 or high cobiol sources with end-of-course (EOC) assessments. The STARA program is dragged to measure to have end at studentisk assessment, understoad, and is able to apply for concepts and shifteexceted at grade kerel or after completingeach course for which an OCC assessment exist. Lack STARA assess in shift during to the freas Stream (at working and Cos assessment exist. Lack STARA assess content studentisk). The thread stream (at working and STAR). The STAR exist exist and and and any other stream (at working and stream (at a stream and content store) and the description (at working and STAR). The STAR exist exist content store is more intervaliants on the TSL are the freat started more able to do approximations to the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation and the TSL are the freat started more able to do approximation able to the started more able to do approximation able to the started more able to do approximation able to the started more able to do approximation able to the started more able to do approximation able to the started more able to do approximation able to approximation The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the Ine lease was berind an (lett) the TAPR portant Infia STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2 sh STÅAR, AllSTAAR assessments in grades 3, 4, and 5 are available in both Engisshand Spanish. The TAPR andthe TPRS include performanceonthe Spanish STAAR. A Spanish version of the TAPR Glossary is scheduled for ing of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49 877% is rounded to 50%: 49,4999% is rounded to 49%; and 59,5% is rounded to 60%. release in early 2025 Mosting: STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Mashing at <u>Migor/Locare 1 to as tests operating to provide 100 Manual as accord</u> STAAR Performance (2023–24) The STAAR Performancesetcan distance performances to the grade is whee change or both the vagation date (PE MA Concernaghold) and the restingeate. The STAAR Perf Studens section of the TPMS doughes STAAR performance by grade, tubelct, and perfor induces all student tested, regardless of whether the year en the accountability sub-flowers. 1.44 Agency | Analytics. Assessment, Reporting | Perfe

Resources and Availability of Annual Report

The District's TAPR will be posted on the district's website within 2 weeks after this meeting Paper copies will also be available at the district's central office and on each campus in the district

For questions or more information, contact:

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	Email	c.ensminger@groesbeckisd.net