

Texas Education Agency  
2024 Federal Report Card

WINFREE ACADEMY CHARTER SCHOOL (IRVING) (057828001) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	67%	55%	<b>52%</b>	40%	56%	*	-	-	-	*	42%	71%	*	54%	42%	43%	61%	-	*	-	-	
	CWD	35%	34%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	73%	57%	<b>54%</b>	40%	59%	*	-	-	-	*	42%	75%	-	54%	46%	46%	61%	-	*	-	-	
	EL	47%	58%	<b>42%</b>	*	46%	-	-	-	-	-	33%	63%	*	46%	42%	38%	50%	-	*	-	-	
	Male	62%	46%	<b>43%</b>	*	50%	*	-	-	-	-	32%	67%	*	46%	38%	43%	-	-	-	-	-	-
	Female	74%	64%	<b>61%</b>	50%	62%	*	-	-	-	*	53%	75%	-	61%	50%	-	61%	-	*	-	-	-
English II	All Students	74%	62%	<b>67%</b>	40%	75%	*	-	*	-	*	62%	74%	*	67%	54%	50%	79%	-	*	-	-	
	CWD	39%	46%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	-
	CWOD	78%	64%	<b>67%</b>	43%	75%	*	-	*	-	*	64%	73%	-	67%	54%	50%	79%	-	*	-	-	
	EL	52%	59%	<b>54%</b>	*	65%	-	-	-	-	-	53%	56%	-	54%	54%	29%	90%	-	*	-	-	
	Male	69%	52%	<b>50%</b>	17%	62%	*	-	-	-	*	44%	57%	*	50%	29%	50%	-	-	-	-	-	-
	Female	79%	72%	<b>79%</b>	56%	82%	*	-	*	-	-	74%	90%	-	79%	90%	-	79%	-	*	-	-	-
Algebra I	All Students	79%	56%	<b>76%</b>	90%	63%	*	-	*	-	*	75%	71%	*	79%	71%	61%	83%	-	-	-	-	
	CWD	54%	29%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
	CWOD	83%	60%	<b>79%</b>	90%	68%	*	-	*	-	*	78%	77%	-	79%	80%	69%	83%	-	-	-	-	-
	EL	72%	62%	<b>71%</b>	*	64%	-	-	*	-	-	77%	*	*	80%	71%	64%	83%	-	-	-	-	-
	Male	77%	49%	<b>61%</b>	*	54%	-	-	*	-	-	69%	40%	*	69%	64%	61%	-	-	-	-	-	-
	Female	81%	63%	<b>83%</b>	100%	67%	*	-	*	-	*	75%	89%	-	83%	83%	-	83%	-	-	-	-	-
Biology	All Students	90%	77%	<b>85%</b>	71%	85%	*	-	*	-	*	83%	86%	80%	86%	81%	89%	82%	-	-	-	-	
	CWD	75%	71%	<b>80%</b>	-	*	*	-	-	-	-	-	80%	80%	-	*	*	*	-	-	-	-	
	CWOD	92%	78%	<b>86%</b>	71%	88%	*	-	*	-	*	83%	88%	-	86%	84%	88%	80%	-	-	-	-	
	EL	84%	79%	<b>81%</b>	*	79%	-	-	*	-	-	83%	78%	*	84%	81%	91%	70%	-	-	-	-	
	Male	89%	77%	<b>89%</b>	*	86%	*	-	*	-	-	88%	82%	*	88%	91%	89%	-	-	-	-	-	
	Female	91%	77%	<b>82%</b>	*	79%	*	-	-	-	*	73%	91%	*	80%	70%	-	82%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	50%	22%	<b>18%</b>	20%	15%	*	-	-	-	*	12%	29%	*	19%	0%	11%	26%	-	*	-	-	
	CWD	19%	17%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	55%	22%	<b>19%</b>	20%	16%	*	-	-	-	*	12%	31%	-	19%	0%	12%	26%	-	*	-	-	
	EL	27%	17%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	43%	17%	<b>11%</b>	*	9%	*	-	-	-	-	5%	22%	*	12%	0%	11%	-	-	-	-	-	
	Female	57%	26%	<b>26%</b>	17%	23%	*	-	-	-	*	20%	38%	-	26%	0%	-	26%	-	*	-	-	
English II	All Students	57%	32%	<b>42%</b>	13%	50%	*	-	*	-	*	41%	43%	*	42%	29%	40%	41%	-	*	-	-	
	CWD	23%	22%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	61%	33%	<b>42%</b>	14%	50%	*	-	*	-	*	42%	41%	-	42%	29%	39%	41%	-	*	-	-	
	EL	30%	25%	<b>29%</b>	*	35%	-	-	-	-	-	33%	22%	-	29%	29%	21%	40%	-	*	-	-	
	Male	51%	23%	<b>40%</b>	0%	52%	*	-	-	-	*	38%	43%	*	39%	21%	40%	-	-	-	-	-	
	Female	63%	42%	<b>41%</b>	22%	41%	*	-	*	-	-	42%	40%	-	41%	40%	-	41%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	7%	15%	10%	15%	*	-	*	-	*	11%	21%	*	15%	6%	17%	13%	-	-	-	-
	CWD	17%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	45%	8%	15%	10%	16%	*	-	*	-	*	11%	23%	-	15%	7%	19%	13%	-	-	-	-
	EL	29%	7%	6%	*	7%	-	-	*	-	-	8%	*	*	7%	6%	9%	0%	-	-	-	-
	Male	39%	8%	17%	*	15%	-	-	*	-	-	23%	0%	*	19%	9%	17%	-	-	-	-	-
	Female	43%	7%	13%	0%	13%	*	-	*	-	*	0%	33%	-	13%	0%	-	13%	-	-	-	-
Biology	All Students	54%	18%	20%	29%	7%	*	-	*	-	*	11%	27%	20%	20%	10%	22%	18%	-	-	-	-
	CWD	26%	17%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	58%	18%	20%	29%	8%	*	-	*	-	*	11%	29%	-	20%	11%	19%	20%	-	-	-	-
	EL	33%	13%	10%	*	5%	-	-	*	-	-	8%	11%	*	11%	10%	9%	10%	-	-	-	-
	Male	54%	16%	22%	*	0%	*	-	*	-	-	13%	27%	*	19%	9%	22%	-	-	-	-	-
	Female	54%	19%	18%	*	14%	*	-	-	-	*	9%	27%	*	20%	10%	-	18%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	3%	2%	10%	0%	*	-	-	-	*	0%	6%	*	2%	0%	4%	0%	-	*	-	-
	CWD	4%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	17%	3%	2%	10%	0%	*	-	-	-	*	0%	6%	-	2%	0%	4%	0%	-	*	-	-
	EL	4%	2%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	11%	3%	4%	*	0%	*	-	-	-	-	0%	11%	*	4%	0%	4%	-	-	-	-	-
	Female	19%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	-	0%	-	*	-	-
English II	All Students	8%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	CWD	3%	0%	*	*	-	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	9%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	Male	7%	1%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	10%	1%	0%	0%	0%	*	-	*	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Algebra I	All Students	23%	1%	2%	0%	4%	*	-	*	-	*	4%	0%	*	3%	6%	6%	0%	-	-	-	-
	CWD	7%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	25%	1%	3%	0%	4%	*	-	*	-	*	4%	0%	-	3%	7%	6%	0%	-	-	-	-
	EL	13%	2%	6%	*	7%	-	-	*	-	-	8%	*	*	7%	6%	9%	0%	-	-	-	-
	Male	22%	1%	6%	*	8%	-	-	*	-	-	8%	0%	*	6%	9%	6%	-	-	-	-	-
	Female	23%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	2%	3%	14%	0%	*	-	*	-	*	0%	5%	0%	3%	0%	6%	0%	-	-	-	-
	CWD	5%	2%	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	19%	2%	3%	14%	0%	*	-	*	-	*	0%	6%	-	3%	0%	6%	0%	-	-	-	-
	EL	5%	1%	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	6%	*	0%	*	-	*	-	-	0%	9%	*	6%	0%	6%	-	-	-	-	-
	Female	17%	2%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	<b>67%</b>	55%	67%	92%	-	*	-	*	61%	75%	45%	68%	61%	58%	74%	-	*	-	-
	CWD	46%	46%	<b>45%</b>	*	17%	*	-	-	-	-	*	63%	45%	-	17%	33%	*	-	-	-	-
	CWOD	77%	63%	<b>68%</b>	56%	69%	89%	-	*	-	*	63%	76%	-	68%	64%	61%	74%	-	*	-	-
	EL	61%	63%	<b>61%</b>	43%	63%	-	-	*	-	-	60%	63%	17%	64%	61%	53%	72%	-	*	-	-
	Male	71%	54%	<b>58%</b>	41%	62%	*	-	*	-	*	53%	64%	33%	61%	53%	58%	-	-	-	-	-
	Female	74%	68%	<b>74%</b>	63%	72%	100%	-	*	-	*	69%	83%	*	74%	72%	-	74%	-	*	-	-
Reading	All Students	74%	59%	<b>60%</b>	40%	67%	86%	-	*	-	*	52%	73%	*	61%	48%	47%	74%	-	*	-	-
	CWD	44%	40%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	80%	61%	<b>61%</b>	42%	69%	83%	-	*	-	*	54%	74%	-	61%	50%	49%	74%	-	*	-	-
	EL	59%	58%	<b>48%</b>	*	55%	-	-	-	-	-	42%	59%	*	50%	48%	33%	70%	-	*	-	-
	Male	70%	49%	<b>47%</b>	20%	57%	*	-	-	-	*	38%	61%	*	49%	33%	47%	-	-	-	-	-
	Female	78%	68%	<b>74%</b>	53%	79%	100%	-	*	-	*	67%	88%	-	74%	70%	-	74%	-	*	-	-
Mathematics	All Students	70%	54%	<b>65%</b>	75%	53%	*	-	*	-	*	68%	56%	*	67%	63%	58%	69%	-	-	-	-
	CWD	45%	29%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	75%	57%	<b>67%</b>	75%	57%	*	-	*	-	*	70%	59%	-	67%	71%	61%	69%	-	-	-	-
	EL	62%	61%	<b>63%</b>	*	56%	-	-	*	-	-	71%	40%	*	71%	63%	58%	71%	-	-	-	-
	Male	71%	47%	<b>58%</b>	*	47%	-	-	*	-	-	64%	33%	*	61%	58%	58%	-	-	-	-	-
	Female	70%	60%	<b>69%</b>	75%	56%	*	-	*	-	*	67%	67%	-	69%	71%	-	69%	-	-	-	-
Science	All Students	73%	77%	<b>85%</b>	71%	82%	*	-	*	-	*	83%	86%	80%	86%	81%	89%	82%	-	-	-	-
	CWD	49%	71%	<b>80%</b>	-	*	*	-	-	-	-	-	80%	80%	-	*	*	*	-	-	-	-
	CWOD	77%	78%	<b>86%</b>	71%	85%	*	-	*	-	*	83%	83%	-	86%	84%	88%	80%	-	-	-	-
	EL	61%	79%	<b>81%</b>	*	79%	-	-	*	-	-	83%	78%	*	84%	81%	91%	70%	-	-	-	-
	Male	74%	77%	<b>89%</b>	*	86%	*	-	*	-	-	88%	82%	*	88%	91%	89%	-	-	-	-	-
	Female	72%	77%	<b>82%</b>	*	73%	*	-	-	-	*	73%	83%	*	80%	70%	-	82%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	22%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	22%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	25%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	<b>24%</b>	16%	23%	46%	-	*	-	*	20%	31%	18%	25%	11%	24%	25%	-	*	-	-
	CWD	22%	16%	<b>18%</b>	*	0%	*	-	-	-	-	*	25%	18%	-	0%	22%	*	-	-	-	-
	CWOD	51%	21%	<b>25%</b>	16%	24%	44%	-	*	-	*	20%	31%	-	25%	12%	24%	25%	-	*	-	-
	EL	31%	16%	<b>11%</b>	0%	12%	-	-	*	-	-	12%	10%	0%	12%	11%	10%	14%	-	*	-	-
	Male	45%	16%	<b>24%</b>	24%	22%	*	-	*	-	*	20%	28%	22%	24%	10%	24%	-	-	-	-	-
	Female	48%	24%	<b>25%</b>	11%	23%	40%	-	*	-	*	20%	33%	*	25%	14%	-	25%	-	*	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	27%	31%	16%	33%	57%	-	*	-	*	27%	38%	*	31%	14%	26%	36%	-	*	-	-
	CWD	23%	20%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	58%	28%	31%	17%	34%	50%	-	*	-	*	28%	37%	-	31%	15%	26%	36%	-	*	-	-
	EL	34%	21%	14%	*	16%	-	-	-	-	-	15%	12%	*	15%	14%	10%	20%	-	*	-	-
	Male	48%	20%	26%	10%	31%	*	-	-	-	*	21%	35%	*	26%	10%	26%	-	-	-	-	-
	Female	57%	34%	36%	20%	36%	60%	-	*	-	*	33%	41%	-	36%	20%	-	36%	-	*	-	-
Mathematics	All Students	42%	7%	13%	8%	13%	*	-	*	-	*	10%	17%	*	13%	5%	16%	10%	-	-	-	-
	CWD	22%	6%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	46%	8%	13%	8%	13%	*	-	*	-	*	10%	18%	-	13%	6%	17%	10%	-	-	-	-
	EL	31%	7%	5%	*	6%	-	-	*	-	-	7%	0%	*	6%	5%	8%	0%	-	-	-	-
	Male	43%	7%	16%	*	13%	-	-	*	-	-	21%	0%	*	17%	8%	16%	-	-	-	-	-
	Female	40%	7%	10%	0%	11%	*	-	*	-	*	0%	25%	-	10%	0%	-	10%	-	-	-	-
Science	All Students	42%	18%	20%	29%	7%	*	-	*	-	*	11%	27%	20%	20%	10%	22%	18%	-	-	-	-
	CWD	21%	17%	20%	-	*	*	-	-	-	-	-	20%	20%	-	*	*	*	-	-	-	-
	CWOD	45%	18%	20%	29%	8%	*	-	*	-	*	11%	28%	-	20%	11%	19%	20%	-	-	-	-
	EL	24%	13%	10%	*	5%	-	-	*	-	-	8%	11%	*	11%	10%	9%	10%	-	-	-	-
	Male	44%	16%	22%	*	0%	*	-	*	-	-	13%	27%	*	19%	9%	22%	-	-	-	-	-
	Female	40%	19%	18%	*	13%	*	-	-	-	*	9%	25%	*	20%	10%	-	18%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	11%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	11%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	13%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	2%	5%	1%	0%	-	*	-	*	1%	3%	0%	2%	1%	3%	0%	-	*	-	-
	CWD	6%	1%	0%	*	0%	*	-	-	-	-	*	0%	0%	-	0%	0%	*	-	-	-	
	CWOD	21%	2%	2%	5%	1%	0%	-	*	-	*	1%	3%	-	2%	1%	4%	0%	-	*	-	
	EL	9%	1%	1%	0%	1%	-	-	*	-	-	2%	0%	0%	1%	1%	2%	0%	-	*	-	
	Male	18%	2%	3%	12%	1%	*	-	*	-	*	2%	5%	0%	4%	2%	3%	-	-	-	-	
	Female	19%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	
Reading	All Students	21%	2%	1%	4%	0%	0%	-	*	-	*	0%	3%	*	1%	0%	2%	0%	-	*	-	
	CWD	6%	1%	*	*	*	*	-	-	-	-	*	*	*	-	*	*	-	-	-	-	
	CWOD	24%	2%	1%	4%	0%	0%	-	*	-	*	0%	3%	-	1%	0%	2%	0%	-	*	-	
	EL	10%	1%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	
	Male	18%	2%	2%	10%	0%	*	-	-	-	*	0%	4%	*	2%	0%	2%	-	-	-	-	
	Female	24%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	*	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	1%	2%	0%	3%	*	-	*	-	*	3%	0%	*	2%	5%	5%	0%	-	-	-	-
	CWD	6%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	19%	1%	2%	0%	3%	*	-	*	-	*	3%	0%	-	2%	6%	6%	0%	-	-	-	-
	EL	10%	2%	5%	*	6%	-	-	*	-	-	7%	0%	*	6%	5%	8%	0%	-	-	-	-
	Male	18%	1%	5%	*	7%	-	-	*	-	-	7%	0%	*	6%	8%	5%	-	-	-	-	-
	Female	15%	1%	0%	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	2%	3%	14%	0%	*	-	*	-	*	0%	5%	0%	3%	0%	6%	0%	-	-	-	-
	CWD	5%	2%	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-	-	-	-
	CWOD	17%	2%	3%	14%	0%	*	-	*	-	*	0%	6%	-	3%	0%	6%	0%	-	-	-	-
	EL	5%	1%	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	2%	6%	*	0%	*	-	*	-	-	0%	9%	*	6%	0%	6%	-	-	-	-	-
	Female	14%	2%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	84	*	89	*	-	-	-	-	83	-	86
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	84	*	89	*	-	-	-	-	83	-	86
EL ◇	86	*	92	-	-	-	-	-	80	-	86
Male	81	-	81	-	-	-	-	-	75	-	*
Female	86	*	*	*	-	-	-	-	*	-	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	*	-	*	*	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	*	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	*	-	*
Female	*	-	*	*	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	54.2%	40.0%	56.8%	42.9%	-	*	-	*	39.1%	* 50.0%	0.0%	-	-
CWD	*	-	*	-	-	-	-	-	*	*	*	-	-
CWOD	52.6%	40.0%	54.8%	42.9%	-	*	-	*	36.4%	- 47.1%	0.0%	-	-
EL ◇	50.0%	-	50.0%	*	-	-	-	-	44.4%	* 50.0%	*	-	-
Male	51.4%	*	55.6%	*	-	*	-	-	38.5%	* 46.2%	*	-	-
Female	58.3%	*	58.8%	*	-	-	-	*	40.0%	- 60.0%	*	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
58	3	5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	32	25	32	46	-	*	-	*	28	21	24
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	78%	86%	78%	63%	-	*	-	*	78%	*	73%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N		N						N		N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N						N		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	94%	100%	91%	100%	-	100%	-	*	93%	95%	100%	93%	97%	94%	94%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	*	-	
	CWOD	93%	100%	91%	100%	-	100%	-	*	93%	94%	-	93%	97%	93%	94%	-	
	EL	97%	100%	97%	-	-	*	-	-	97%	98%	100%	97%	97%	97%	98%	-	
	Male	94%	100%	92%	*	-	*	-	*	91%	98%	100%	93%	97%	94%	-	-	
	Female	94%	100%	90%	100%	-	*	-	*	96%	92%	*	94%	98%	-	94%	-	
<b>Reading</b>	All Students	96%	100%	95%	100%	-	*	-	*	95%	98%	100%	96%	100%	97%	95%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	*	-	
	CWOD	96%	100%	95%	100%	-	*	-	*	95%	98%	-	96%	100%	97%	95%	-	
	EL	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	Male	97%	100%	97%	*	-	-	-	*	96%	100%	100%	97%	100%	97%	-	-	
	Female	95%	100%	93%	100%	-	*	-	*	95%	96%	*	95%	100%	-	95%	-	
<b>Mathematics</b>	All Students	86%	100%	79%	*	-	*	-	*	88%	83%	*	85%	84%	80%	90%	-	
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	
	CWOD	85%	100%	77%	*	-	*	-	*	87%	82%	-	85%	82%	78%	90%	-	
	EL	84%	*	81%	-	-	*	-	-	86%	80%	*	82%	84%	83%	86%	-	
	Male	80%	*	73%	-	-	*	-	-	79%	83%	*	78%	83%	80%	-	-	
	Female	90%	100%	83%	*	-	*	-	*	94%	83%	-	90%	86%	-	90%	-	
<b>Science</b>	All Students	95%	100%	93%	*	-	*	-	*	95%	96%	100%	95%	100%	95%	96%	-	
	CWD	100%	-	*	*	-	-	-	-	-	100%	100%	-	*	*	*	-	
	CWOD	95%	100%	93%	*	-	*	-	*	95%	94%	-	95%	100%	94%	95%	-	
	EL	100%	*	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	95%	*	93%	*	-	*	-	-	88%	100%	*	94%	100%	95%	-	-	
	Female	96%	*	93%	*	-	-	-	*	100%	92%	*	95%	100%	-	96%	-	
<b>SAT/ACT All Subjects</b>	All Students	38%	*	17%	-	-	-	-	-	*	40%	-	38%	*	*	50%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	38%	*	17%	-	-	-	-	-	*	40%	-	38%	*	*	50%	-	
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	
	Male	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	
	Female	50%	*	*	-	-	-	-	-	*	*	-	50%	*	-	50%	-	
<b>Non-Participation Rate</b>																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	6%	0%	9%	0%	-	0%	-	*	7%	5%	0%	7%	3%	6%	6%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	*	-
	CWOD	7%	0%	9%	0%	-	0%	-	*	7%	6%	-	7%	3%	7%	6%	-
	EL	3%	0%	3%	-	-	*	-	-	3%	2%	0%	3%	3%	3%	2%	-
	Male	6%	0%	8%	*	-	*	-	*	9%	2%	0%	7%	3%	6%	-	-
	Female	6%	0%	10%	0%	-	*	-	*	4%	8%	*	6%	2%	-	6%	-
<b>Reading</b>	All Students	4%	0%	5%	0%	-	*	-	*	5%	2%	0%	4%	0%	3%	5%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	4%	0%	5%	0%	-	*	-	*	5%	2%	-	4%	0%	3%	5%	-
	EL	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	3%	0%	3%	*	-	-	-	*	4%	0%	0%	3%	0%	3%	-	-
	Female	5%	0%	7%	0%	-	*	-	*	5%	4%	*	5%	0%	-	5%	-
<b>Mathematics</b>	All Students	14%	0%	21%	*	-	*	-	*	12%	17%	*	15%	16%	20%	10%	-
	CWD	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	15%	0%	23%	*	-	*	-	*	13%	18%	-	15%	18%	22%	10%	-
	EL	16%	*	19%	-	-	*	-	-	14%	20%	*	18%	16%	17%	14%	-
	Male	20%	*	27%	-	-	*	-	-	21%	17%	*	22%	17%	20%	-	-
	Female	10%	0%	17%	*	-	*	-	*	6%	17%	-	10%	14%	-	10%	-
<b>Science</b>	All Students	5%	0%	7%	*	-	*	-	*	5%	4%	0%	5%	0%	5%	4%	-
	CWD	0%	-	*	*	-	-	-	-	-	0%	0%	-	*	*	*	-
	CWOD	5%	0%	7%	*	-	*	-	*	5%	6%	-	5%	0%	6%	5%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	5%	*	7%	*	-	*	-	-	12%	0%	*	6%	0%	5%	-	-
	Female	4%	*	7%	*	-	-	-	*	0%	8%	*	5%	0%	-	4%	-
<b>SAT/ACT All Subjects</b>	All Students	62%	*	83%	-	-	-	-	-	*	60%	-	62%	*	*	50%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	62%	*	83%	-	-	-	-	-	*	60%	-	62%	*	*	50%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-
	Female	50%	*	*	-	-	-	-	-	*	*	-	50%	*	-	50%	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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

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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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	73	20	41	8	-8	2	-8	2	15	9	6
	Female	106	13	79	13	-8	-8	-8	1	25	11	7
	Total	179	33	120	21	-8	2	-8	3	40	20	13

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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	2.0	29.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	34.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$4,888	\$3,063		\$3,063	\$1,817	\$8	\$1,825
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$516	\$126	\$69	\$195	\$166	\$156	\$322
Support services, operation and maintenance of plant		\$1,537	\$894	\$634	\$1,528		\$9	\$9
Support services, pupils		\$1,100	\$1,007	\$0	\$1,007	\$16	\$77	\$93
Support services, school administration		\$1,076	\$1,029		\$1,029	\$41	\$6	\$47

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, student transportation		\$21	\$21		\$21			
<b>Total</b>	<b>162</b>	<b>\$10,028</b>	<b>\$6,140</b>	<b>\$1,545</b>	<b>\$7,685</b>	<b>\$2,039</b>	<b>\$303</b>	<b>\$2,342</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

### 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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	17%	*	19%	*	-	-	-	-	19%	*	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	83%	83%	83%	75%	*	*	-	*	80%	85%	82%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**



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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	55%	<b>60%</b>	*	60%	75%	-	-	-	-	60%	60%	30%	72%	60%	58%	63%	-	*	-	-
	CWD	35%	34%	<b>30%</b>	*	20%	*	-	-	-	-	17%	*	30%	-	*	29%	*	-	-	-	-
	CWOD	73%	57%	<b>72%</b>	*	70%	*	-	-	-	-	79%	64%	-	72%	67%	75%	69%	-	*	-	-
	EL	47%	58%	<b>60%</b>	-	60%	-	-	-	-	-	67%	*	*	67%	60%	67%	50%	-	*	-	-
	Male	62%	46%	<b>58%</b>	*	62%	*	-	-	-	-	55%	63%	29%	75%	67%	58%	-	-	*	-	-
	Female	74%	64%	<b>63%</b>	-	58%	*	-	-	-	-	67%	57%	*	69%	50%	-	63%	-	-	-	-
English II	All Students	74%	62%	<b>67%</b>	*	63%	90%	-	-	-	-	67%	68%	33%	76%	50%	54%	93%	-	*	-	-
	CWD	39%	46%	<b>33%</b>	-	29%	*	-	-	-	-	*	40%	33%	-	*	14%	*	-	*	-	-
	CWOD	78%	64%	<b>76%</b>	*	74%	100%	-	-	-	-	75%	79%	-	76%	70%	67%	92%	-	*	-	-
	EL	52%	59%	<b>50%</b>	-	50%	-	-	-	-	-	38%	67%	*	70%	50%	40%	*	-	*	-	-
	Male	69%	52%	<b>54%</b>	*	47%	83%	-	-	-	-	53%	54%	14%	67%	40%	54%	-	-	*	-	-
	Female	79%	72%	<b>93%</b>	-	91%	*	-	-	-	-	89%	100%	*	92%	*	-	93%	-	-	-	-
Algebra I	All Students	79%	56%	<b>61%</b>	*	54%	86%	-	-	-	*	74%	47%	33%	67%	64%	50%	75%	-	*	-	-
	CWD	54%	29%	<b>33%</b>	*	*	*	-	-	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	83%	60%	<b>67%</b>	*	57%	100%	-	-	-	*	80%	53%	-	67%	73%	56%	79%	-	*	-	-
	EL	72%	62%	<b>64%</b>	-	64%	-	-	-	-	-	70%	*	*	73%	64%	56%	80%	-	*	-	-
	Male	77%	49%	<b>50%</b>	*	43%	*	-	-	-	*	73%	22%	*	56%	56%	50%	-	-	*	-	-
	Female	81%	63%	<b>75%</b>	*	70%	80%	-	-	-	-	75%	75%	*	79%	80%	-	75%	-	-	-	-
Biology	All Students	90%	77%	<b>71%</b>	*	70%	83%	-	-	-	-	60%	85%	67%	74%	69%	69%	73%	-	-	-	-
	CWD	75%	71%	<b>67%</b>	*	60%	*	-	-	-	-	40%	*	67%	-	60%	75%	*	-	-	-	-
	CWOD	92%	78%	<b>74%</b>	*	73%	*	-	-	-	-	70%	78%	-	74%	75%	60%	79%	-	-	-	-
	EL	84%	79%	<b>69%</b>	-	69%	-	-	-	-	-	60%	*	60%	75%	69%	57%	83%	-	-	-	-
	Male	89%	77%	<b>69%</b>	*	63%	*	-	-	-	-	33%	100%	75%	60%	57%	69%	-	-	-	-	-
	Female	91%	77%	<b>73%</b>	-	75%	*	-	-	-	-	78%	67%	*	79%	83%	-	73%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	22%	<b>34%</b>	*	32%	50%	-	-	-	-	30%	40%	10%	44%	20%	26%	44%	-	*	-	-
	CWD	19%	17%	<b>10%</b>	*	0%	*	-	-	-	-	0%	*	10%	-	*	14%	*	-	-	-	-
	CWOD	55%	22%	<b>44%</b>	*	40%	*	-	-	-	-	43%	45%	-	44%	25%	33%	54%	-	*	-	-
	EL	27%	17%	<b>20%</b>	-	20%	-	-	-	-	-	17%	*	*	25%	20%	22%	17%	-	*	-	-
	Male	43%	17%	<b>26%</b>	*	23%	*	-	-	-	-	18%	38%	14%	33%	22%	26%	-	-	*	-	-
	Female	57%	26%	<b>44%</b>	-	42%	*	-	-	-	-	44%	43%	*	54%	17%	-	44%	-	-	-	-
English II	All Students	57%	32%	<b>30%</b>	*	30%	30%	-	-	-	-	29%	32%	22%	32%	21%	21%	47%	-	*	-	-
	CWD	23%	22%	<b>22%</b>	-	14%	*	-	-	-	-	*	20%	22%	-	*	0%	*	-	*	-	-
	CWOD	61%	33%	<b>32%</b>	*	35%	25%	-	-	-	-	30%	36%	-	32%	30%	29%	38%	-	*	-	-
	EL	30%	25%	<b>21%</b>	-	21%	-	-	-	-	-	25%	17%	*	30%	21%	20%	*	-	*	-	-
	Male	51%	23%	<b>21%</b>	*	16%	33%	-	-	-	-	13%	31%	0%	29%	20%	21%	-	-	*	-	-
	Female	63%	42%	<b>47%</b>	-	55%	*	-	-	-	-	56%	33%	*	38%	*	-	47%	-	-	-	-

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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) (057828002) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	7%	3%	*	4%	0%	-	-	-	*	5%	0%	0%	3%	0%	0%	6%	-	*	-	-
	CWD	17%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	8%	3%	*	5%	0%	-	-	-	*	7%	0%	-	3%	0%	0%	7%	-	*	-	-
	EL	29%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	39%	8%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	43%	7%	6%	*	10%	0%	-	-	-	-	13%	0%	*	7%	0%	-	6%	-	-	-	-
Biology	All Students	54%	18%	18%	*	15%	33%	-	-	-	-	13%	23%	22%	16%	8%	15%	20%	-	-	-	-
	CWD	26%	17%	22%	*	20%	*	-	-	-	-	0%	*	22%	-	20%	25%	*	-	-	-	-
	CWOD	58%	18%	16%	*	13%	*	-	-	-	-	20%	11%	-	16%	0%	0%	21%	-	-	-	-
	EL	33%	13%	8%	-	8%	-	-	-	-	-	0%	*	20%	0%	8%	14%	0%	-	-	-	-
	Male	54%	16%	15%	*	13%	*	-	-	-	-	0%	29%	25%	0%	14%	15%	-	-	-	-	-
	Female	54%	19%	20%	-	17%	*	-	-	-	-	22%	17%	*	21%	0%	-	20%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	3%	6%	*	0%	25%	-	-	-	-	0%	13%	10%	4%	0%	5%	6%	-	*	-	-
	CWD	4%	2%	10%	*	0%	*	-	-	-	-	0%	*	10%	-	*	14%	*	-	-	-	-
	CWOD	17%	3%	4%	*	0%	*	-	-	-	-	0%	9%	-	4%	0%	0%	8%	-	*	-	-
	EL	4%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	11%	3%	5%	*	0%	*	-	-	-	-	0%	13%	14%	0%	0%	5%	-	-	*	-	-
	Female	19%	3%	6%	-	0%	*	-	-	-	-	0%	14%	*	8%	0%	-	6%	-	-	-	-
English II	All Students	8%	1%	2%	*	3%	0%	-	-	-	-	4%	0%	0%	3%	0%	0%	7%	-	*	-	-
	CWD	3%	0%	0%	-	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	9%	1%	3%	*	4%	0%	-	-	-	-	5%	0%	-	3%	0%	0%	8%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	*	-	*	-	-
	Male	7%	1%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	10%	1%	7%	-	9%	*	-	-	-	-	11%	0%	*	8%	*	-	7%	-	-	-	-
Algebra I	All Students	23%	1%	3%	*	4%	0%	-	-	-	*	5%	0%	0%	3%	0%	0%	6%	-	*	-	-
	CWD	7%	0%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	1%	3%	*	5%	0%	-	-	-	*	7%	0%	-	3%	0%	0%	7%	-	*	-	-
	EL	13%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	22%	1%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	23%	1%	6%	*	10%	0%	-	-	-	-	13%	0%	*	7%	0%	-	6%	-	-	-	-
Biology	All Students	18%	2%	4%	*	0%	17%	-	-	-	-	0%	8%	11%	0%	0%	8%	0%	-	-	-	-
	CWD	5%	2%	11%	*	0%	*	-	-	-	-	0%	*	11%	-	0%	13%	*	-	-	-	-
	CWOD	19%	2%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	8%	*	0%	*	-	-	-	-	0%	14%	13%	0%	0%	8%	-	-	-	-	-
	Female	17%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) (057828002) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	<b>65%</b>	36%	62%	84%	-	-	-	*	65%	64%	41%	72%	61%	56%	76%	-	80%	-	-
	CWD	46%	46%	<b>41%</b>	*	35%	55%	-	-	-	-	32%	53%	41%	-	33%	38%	50%	-	*	-	-
	CWOD	77%	63%	<b>72%</b>	38%	68%	100%	-	-	-	*	76%	67%	-	72%	71%	65%	80%	-	*	-	-
	EL	61%	63%	<b>61%</b>	-	61%	-	-	-	-	-	60%	63%	33%	71%	61%	54%	71%	-	*	-	-
	Male	71%	54%	<b>56%</b>	30%	52%	87%	-	-	-	*	56%	57%	38%	65%	54%	56%	-	-	80%	-	-
	Female	74%	68%	<b>76%</b>	*	73%	76%	-	-	-	-	77%	71%	50%	80%	71%	-	76%	-	-	-	-
Reading	All Students	74%	59%	<b>64%</b>	20%	62%	83%	-	-	-	-	64%	65%	32%	75%	55%	55%	77%	-	*	-	-
	CWD	44%	40%	<b>32%</b>	*	25%	50%	-	-	-	-	20%	44%	32%	-	14%	21%	60%	-	*	-	-
	CWOD	80%	61%	<b>75%</b>	*	72%	100%	-	-	-	-	76%	72%	-	75%	68%	70%	81%	-	*	-	-
	EL	59%	58%	<b>55%</b>	-	55%	-	-	-	-	-	55%	56%	14%	68%	55%	53%	60%	-	*	-	-
	Male	70%	49%	<b>55%</b>	20%	53%	80%	-	-	-	-	54%	57%	21%	70%	53%	55%	-	-	*	-	-
	Female	78%	68%	<b>77%</b>	-	74%	88%	-	-	-	-	78%	77%	60%	81%	60%	-	77%	-	-	-	-
Mathematics	All Students	70%	54%	<b>61%</b>	*	54%	75%	-	-	-	*	74%	42%	33%	65%	64%	50%	67%	-	*	-	-
	CWD	45%	29%	<b>33%</b>	*	*	*	-	-	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	75%	57%	<b>65%</b>	*	57%	83%	-	-	-	*	80%	47%	-	65%	73%	56%	69%	-	*	-	-
	EL	62%	61%	<b>64%</b>	-	64%	-	-	-	-	-	70%	*	*	73%	64%	56%	80%	-	*	-	-
	Male	71%	47%	<b>50%</b>	*	43%	*	-	-	-	*	73%	22%	*	56%	56%	50%	-	-	*	-	-
	Female	70%	60%	<b>67%</b>	*	64%	67%	-	-	-	-	75%	60%	*	69%	80%	-	67%	-	-	-	-
Science	All Students	73%	77%	<b>71%</b>	*	70%	83%	-	-	-	-	60%	85%	67%	74%	69%	69%	73%	-	-	-	-
	CWD	49%	71%	<b>67%</b>	*	60%	*	-	-	-	-	40%	*	67%	-	60%	75%	*	-	-	-	-
	CWOD	77%	78%	<b>74%</b>	*	73%	*	-	-	-	-	70%	78%	-	74%	75%	60%	79%	-	-	-	-
	EL	61%	79%	<b>69%</b>	-	69%	-	-	-	-	-	60%	*	60%	75%	69%	57%	83%	-	-	-	-
	Male	74%	77%	<b>69%</b>	*	63%	*	-	-	-	-	33%	100%	75%	60%	57%	69%	-	-	-	-	-
	Female	72%	77%	<b>73%</b>	-	75%	*	-	-	-	-	78%	67%	*	79%	83%	-	73%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	<b>22%</b>	9%	21%	29%	-	-	-	*	21%	23%	15%	24%	13%	16%	29%	-	40%	-	-
	CWD	22%	16%	<b>15%</b>	*	10%	27%	-	-	-	-	5%	27%	15%	-	7%	12%	25%	-	*	-	-
	CWOD	51%	21%	<b>24%</b>	13%	24%	30%	-	-	-	*	25%	22%	-	24%	15%	19%	30%	-	*	-	-
	EL	31%	16%	<b>13%</b>	-	13%	-	-	-	-	-	10%	19%	7%	15%	13%	14%	10%	-	*	-	-
	Male	45%	16%	<b>16%</b>	10%	13%	33%	-	-	-	*	9%	24%	12%	19%	14%	16%	-	-	40%	-	-
	Female	48%	24%	<b>29%</b>	*	31%	24%	-	-	-	-	34%	21%	25%	30%	10%	-	29%	-	-	-	-
Reading	All Students	52%	27%	<b>32%</b>	20%	31%	39%	-	-	-	-	30%	35%	16%	37%	21%	23%	45%	-	*	-	-
	CWD	23%	20%	<b>16%</b>	*	8%	33%	-	-	-	-	10%	22%	16%	-	0%	7%	40%	-	*	-	-
	CWOD	58%	28%	<b>37%</b>	*	37%	42%	-	-	-	-	35%	40%	-	37%	27%	30%	46%	-	*	-	-
	EL	34%	21%	<b>21%</b>	-	21%	-	-	-	-	-	20%	22%	0%	27%	21%	21%	20%	-	*	-	-
	Male	48%	20%	<b>23%</b>	20%	19%	40%	-	-	-	-	15%	33%	7%	30%	21%	23%	-	-	*	-	-
	Female	57%	34%	<b>45%</b>	-	48%	38%	-	-	-	-	50%	38%	40%	46%	20%	-	45%	-	-	-	-



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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) (057828002) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	7%	3%	*	4%	0%	-	-	-	*	5%	0%	0%	3%	0%	0%	6%	-	*	-	-
	CWD	22%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	46%	8%	3%	*	5%	0%	-	-	-	*	7%	0%	-	3%	0%	0%	6%	-	*	-	-
	EL	31%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	43%	7%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	40%	7%	6%	*	9%	0%	-	-	-	-	13%	0%	*	6%	0%	-	6%	-	-	-	-
Science	All Students	42%	18%	18%	*	15%	33%	-	-	-	-	13%	23%	22%	16%	8%	15%	20%	-	-	-	-
	CWD	21%	17%	22%	*	20%	*	-	-	-	-	0%	*	22%	-	20%	25%	*	-	-	-	-
	CWOD	45%	18%	16%	*	13%	*	-	-	-	-	20%	11%	-	16%	0%	0%	21%	-	-	-	-
	EL	24%	13%	8%	-	8%	-	-	-	-	-	0%	*	20%	0%	8%	14%	0%	-	-	-	-
	Male	44%	16%	15%	*	13%	*	-	-	-	-	0%	29%	25%	0%	14%	15%	-	-	-	-	-
	Female	40%	19%	20%	-	17%	*	-	-	-	-	22%	17%	*	21%	0%	-	20%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	4%	0%	2%	10%	-	-	-	*	3%	5%	6%	3%	0%	3%	5%	-	0%	-	-
	CWD	6%	1%	6%	*	0%	18%	-	-	-	-	0%	13%	6%	-	0%	8%	0%	-	*	-	-
	CWOD	21%	2%	3%	0%	3%	5%	-	-	-	*	3%	2%	-	3%	0%	0%	6%	-	*	-	-
	EL	9%	1%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	18%	2%	3%	0%	0%	13%	-	-	-	*	0%	5%	8%	0%	0%	3%	-	-	0%	-	-
	Female	19%	2%	5%	*	4%	6%	-	-	-	-	6%	4%	0%	6%	0%	-	5%	-	-	-	-
Reading	All Students	21%	2%	4%	0%	2%	11%	-	-	-	-	2%	6%	5%	3%	0%	2%	6%	-	*	-	-
	CWD	6%	1%	5%	*	0%	17%	-	-	-	-	0%	11%	5%	-	0%	7%	0%	-	*	-	-
	CWOD	24%	2%	3%	*	2%	8%	-	-	-	-	3%	4%	-	3%	0%	0%	8%	-	*	-	-
	EL	10%	1%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	18%	2%	2%	0%	0%	10%	-	-	-	-	0%	5%	7%	0%	0%	2%	-	-	*	-	-
	Female	24%	2%	6%	-	4%	13%	-	-	-	-	6%	8%	0%	8%	0%	-	6%	-	-	-	-
Mathematics	All Students	17%	1%	3%	*	4%	0%	-	-	-	*	5%	0%	0%	3%	0%	0%	6%	-	*	-	-
	CWD	6%	0%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	1%	3%	*	5%	0%	-	-	-	*	7%	0%	-	3%	0%	0%	6%	-	*	-	-
	EL	10%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	18%	1%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	15%	1%	6%	*	9%	0%	-	-	-	-	13%	0%	*	6%	0%	-	6%	-	-	-	-
Science	All Students	15%	2%	4%	*	0%	17%	-	-	-	-	0%	8%	11%	0%	0%	8%	0%	-	-	-	-
	CWD	5%	2%	11%	*	0%	*	-	-	-	-	0%	*	11%	-	0%	13%	*	-	-	-	-
	CWOD	17%	2%	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	2%	8%	*	0%	*	-	-	-	-	0%	14%	13%	0%	0%	8%	-	-	-	-	-
	Female	14%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	65	*	61	*	-	-	-	-	58	50	*
CWD	50	*	*	*	-	-	-	-	*	50	*
CWOD	75	-	67	*	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	50	*	50	*	-	-	-	-	*	*	*
Female	83	-	*	*	-	-	-	-	*	*	-
<b>Mathematics</b>											
All Students	*	*	*	-	-	-	-	-	-	*	-
CWD	*	*	-	-	-	-	-	-	-	*	-
CWOD	*	-	*	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	-	*	-
Female	*	-	*	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	48.8%	44.4%	35.3%	57.6%	-	*	-	*	43.8%	60.0%	20.0%	62.5%	-
CWD	60.0%	*	57.1%	70.0%	-	-	-	*	53.8%	60.0%	*	*	-
CWOD	45.0%	57.1%	29.6%	52.2%	-	*	-	*	40.0%	-	11.1%	57.1%	-
EL	20.0%	-	20.0%	-	-	-	-	-	20.0%	*	20.0%	*	-
Male	47.1%	16.7%	31.3%	57.7%	-	*	-	*	37.0%	61.5%	20.0%	*	-
Female	51.7%	*	38.9%	57.1%	-	-	-	*	52.4%	57.1%	20.0%	60.0%	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
36	6	17%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	30	15	28	41	-	-	-	*	30	21	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	71%	33%	70%	76%	-	*	-	*	58%	69%	*

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		N	N					N	N	
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N	N					N	N	
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N	N					N	N	

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	99%	97%	-	-	-	*	100%	97%	100%	98%	100%	100%	97%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	100%	99%	95%	-	-	-	*	100%	96%	-	98%	100%	100%	97%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	97%	*	98%	94%	-	-	-	-	100%	94%	100%	97%	100%	-	97%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	95%	*	96%	88%	-	-	-	*	100%	89%	100%	94%	100%	100%	89%	-
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	94%	*	95%	83%	-	-	-	*	100%	88%	-	94%	100%	100%	88%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	-	-
	Female	89%	*	91%	83%	-	-	-	-	100%	80%	*	88%	100%	-	89%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Science</b>	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	*	-	
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-	
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	
<b>Non-Participation Rate</b>																		
<b>All Subjects</b>	All Students	1%	0%	1%	3%	-	-	-	*	0%	3%	0%	2%	0%	0%	3%	-	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	2%	0%	1%	5%	-	-	-	*	0%	4%	-	2%	0%	0%	3%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	
	Female	3%	*	2%	6%	-	-	-	-	0%	6%	0%	3%	0%	-	3%	-	
<b>Reading</b>	All Students	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	
<b>Mathematics</b>	All Students	5%	*	4%	12%	-	-	-	*	0%	11%	0%	6%	0%	0%	11%	-	
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	
	CWOD	6%	*	5%	17%	-	-	-	*	0%	12%	-	6%	0%	0%	12%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	
	Female	11%	*	9%	17%	-	-	-	-	0%	20%	*	12%	0%	-	11%	-	
<b>Science</b>	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	2	0	1	1	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	1		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												



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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) (057828002) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	87	13	46	24	-8	1	-8	3	20	16	12
	Female	87	11	36	34	1	-8	1	4	10	13	10
	Total	174	24	82	58	1	1	1	7	30	29	22

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) (057828002) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.9	10.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$4,223	\$2,770		\$2,770	\$1,445	\$8	\$1,453
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$523	\$106	\$69	\$175	\$192	\$156	\$348
Support services, operation and maintenance of plant		\$1,273	\$630	\$634	\$1,264		\$9	\$9
Support services, pupils		\$1,969	\$603	\$0	\$603	\$1,289	\$77	\$1,366
Support services, school administration		\$1,552	\$1,409		\$1,409	\$137	\$6	\$143
Support services, student transportation		\$15	\$15		\$15			
<b>Total</b>	<b>146</b>	<b>\$10,445</b>	<b>\$5,533</b>	<b>\$1,545</b>	<b>\$7,078</b>	<b>\$3,063</b>	<b>\$303</b>	<b>\$3,366</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

**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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	13%	*	11%	*	-	-	-	*	11%	*	-
In-State Private Institutions	*	-	*	-	-	-	-	-	*	*	-
Out-of-State Institutions	*	*	*	*	-	-	-	-	*	*	*

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	82%	83%	84%	76%	*	*	-	82%	82%	83%	81%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**

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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%



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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	55%	<b>61%</b>	33%	74%	60%	-	*	-	40%	63%	58%	44%	64%	73%	55%	66%	-	*	-	-
	CWD	35%	34%	<b>44%</b>	*	*	*	-	-	-	*	50%	*	44%	-	*	43%	*	-	*	-	-
	CWOD	73%	57%	<b>64%</b>	40%	70%	75%	-	*	-	*	66%	63%	-	64%	69%	60%	67%	-	*	-	-
	EL	47%	58%	<b>73%</b>	-	71%	*	-	-	-	-	80%	60%	*	69%	73%	100%	60%	-	-	-	-
	Male	62%	46%	<b>55%</b>	25%	75%	*	-	*	-	*	47%	71%	43%	60%	100%	55%	-	-	*	-	-
	Female	74%	64%	<b>66%</b>	*	74%	50%	-	-	-	*	75%	50%	*	67%	60%	-	66%	-	*	-	-
English II	All Students	74%	62%	<b>67%</b>	38%	70%	71%	-	*	-	*	71%	59%	67%	67%	65%	68%	67%	-	*	-	-
	CWD	39%	46%	<b>67%</b>	*	*	*	-	*	-	-	*	40%	67%	-	*	67%	*	-	-	-	-
	CWOD	78%	64%	<b>67%</b>	43%	67%	80%	-	*	-	*	68%	67%	-	67%	64%	68%	67%	-	*	-	-
	EL	52%	59%	<b>65%</b>	-	67%	*	-	*	-	-	68%	*	*	64%	65%	71%	56%	-	-	-	-
	Male	69%	52%	<b>68%</b>	20%	75%	78%	-	*	-	*	73%	58%	67%	68%	71%	68%	-	-	-	-	-
	Female	79%	72%	<b>67%</b>	*	64%	60%	-	*	-	*	68%	60%	*	67%	56%	-	67%	-	*	-	-
Algebra I	All Students	79%	56%	<b>69%</b>	60%	74%	75%	-	*	-	*	71%	64%	33%	78%	80%	67%	70%	-	*	-	-
	CWD	54%	29%	<b>33%</b>	*	*	*	-	-	-	*	17%	*	33%	-	*	33%	*	-	*	-	-
	CWOD	83%	60%	<b>78%</b>	75%	79%	83%	-	*	-	*	84%	64%	-	78%	88%	83%	75%	-	*	-	-
	EL	72%	62%	<b>80%</b>	-	75%	*	-	-	-	-	86%	*	*	88%	80%	*	83%	-	-	-	-
	Male	77%	49%	<b>67%</b>	50%	78%	*	-	-	-	*	67%	*	33%	83%	*	67%	-	-	*	-	-
	Female	81%	63%	<b>70%</b>	*	71%	67%	-	*	-	*	71%	64%	*	75%	83%	-	70%	-	*	-	-
Biology	All Students	90%	77%	<b>85%</b>	63%	89%	100%	-	-	-	*	96%	60%	88%	85%	75%	93%	80%	-	*	-	-
	CWD	75%	71%	<b>88%</b>	*	83%	*	-	-	-	-	100%	*	88%	-	*	100%	*	-	-	-	-
	CWOD	92%	78%	<b>85%</b>	57%	92%	*	-	-	-	*	95%	57%	-	85%	83%	89%	82%	-	*	-	-
	EL	84%	79%	<b>75%</b>	-	75%	-	-	-	-	-	100%	*	*	83%	75%	*	60%	-	-	-	-
	Male	89%	77%	<b>93%</b>	80%	100%	*	-	-	-	-	90%	*	100%	89%	*	93%	-	-	-	-	-
	Female	91%	77%	<b>80%</b>	*	83%	*	-	-	-	*	100%	33%	*	82%	60%	-	80%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	22%	<b>30%</b>	8%	37%	30%	-	*	-	20%	34%	21%	33%	29%	20%	23%	34%	-	*	-	-
	CWD	19%	17%	<b>33%</b>	*	*	*	-	-	-	*	33%	*	33%	-	*	29%	*	-	*	-	-
	CWOD	55%	22%	<b>29%</b>	10%	30%	38%	-	*	-	*	34%	19%	-	29%	15%	20%	33%	-	*	-	-
	EL	27%	17%	<b>20%</b>	-	21%	*	-	-	-	-	30%	0%	*	15%	20%	20%	20%	-	-	-	-
	Male	43%	17%	<b>23%</b>	13%	25%	*	-	*	-	*	13%	43%	29%	20%	20%	23%	-	-	*	-	-
	Female	57%	26%	<b>34%</b>	*	42%	33%	-	-	-	*	50%	8%	*	33%	20%	-	34%	-	*	-	-
English II	All Students	57%	32%	<b>43%</b>	13%	37%	64%	-	*	-	*	41%	47%	33%	45%	30%	38%	50%	-	*	-	-
	CWD	23%	22%	<b>33%</b>	*	*	*	-	*	-	-	*	20%	33%	-	*	33%	*	-	-	-	-
	CWOD	61%	33%	<b>45%</b>	14%	33%	80%	-	*	-	*	41%	58%	-	45%	32%	39%	52%	-	*	-	-
	EL	30%	25%	<b>30%</b>	-	28%	*	-	*	-	-	32%	*	*	32%	30%	29%	33%	-	-	-	-
	Male	51%	23%	<b>38%</b>	0%	31%	67%	-	*	-	*	32%	50%	33%	39%	29%	38%	-	-	-	-	-
	Female	63%	42%	<b>50%</b>	*	43%	60%	-	*	-	*	53%	40%	*	52%	33%	-	50%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	7%	13%	10%	13%	25%	-	*	-	*	19%	0%	11%	14%	20%	17%	11%	-	*	-	-
	CWD	17%	6%	11%	*	*	*	-	-	-	*	17%	*	11%	-	*	17%	*	-	*	-	-
	CWOD	45%	8%	14%	13%	11%	33%	-	*	-	*	20%	0%	-	14%	13%	17%	13%	-	*	-	-
	EL	29%	7%	20%	-	25%	*	-	-	-	-	29%	*	*	13%	20%	*	17%	-	-	-	-
	Male	39%	8%	17%	17%	11%	*	-	-	-	*	20%	*	17%	17%	*	17%	-	-	*	-	-
	Female	43%	7%	11%	*	14%	17%	-	*	-	*	18%	0%	*	13%	17%	-	11%	-	*	-	-
Biology	All Students	54%	18%	32%	13%	37%	60%	-	-	-	*	38%	20%	38%	31%	25%	36%	30%	-	*	-	-
	CWD	26%	17%	38%	*	50%	*	-	-	-	-	40%	*	38%	-	*	40%	*	-	-	-	-
	CWOD	58%	18%	31%	14%	31%	*	-	-	-	*	37%	14%	-	31%	33%	33%	29%	-	*	-	-
	EL	33%	13%	25%	-	25%	-	-	-	-	-	33%	*	*	33%	25%	*	20%	-	-	-	-
	Male	54%	16%	36%	20%	43%	*	-	-	-	-	30%	*	40%	33%	*	36%	-	-	-	-	-
	Female	54%	19%	30%	*	33%	*	-	-	-	*	43%	0%	*	29%	20%	-	30%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	3%	6%	0%	4%	20%	-	*	-	0%	6%	5%	0%	7%	0%	5%	6%	-	*	-	-
	CWD	4%	2%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	3%	7%	0%	4%	25%	-	*	-	*	7%	6%	-	7%	0%	7%	7%	-	*	-	-
	EL	4%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	3%	5%	0%	0%	*	-	*	-	*	0%	14%	0%	7%	0%	5%	-	-	*	-	-
	Female	19%	3%	6%	*	5%	17%	-	-	-	*	10%	0%	*	7%	0%	-	6%	-	*	-	-
English II	All Students	8%	1%	2%	0%	0%	7%	-	*	-	*	2%	0%	0%	2%	0%	3%	0%	-	*	-	-
	CWD	3%	0%	0%	*	*	*	-	*	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	1%	2%	0%	0%	10%	-	*	-	*	3%	0%	-	2%	0%	4%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	3%	0%	0%	11%	-	*	-	*	5%	0%	0%	4%	0%	3%	-	-	-	-	-
	Female	10%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Algebra I	All Students	23%	1%	2%	10%	0%	0%	-	*	-	*	3%	0%	0%	3%	0%	6%	0%	-	*	-	-
	CWD	7%	0%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	25%	1%	3%	13%	0%	0%	-	*	-	*	4%	0%	-	3%	0%	8%	0%	-	*	-	-
	EL	13%	2%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	22%	1%	6%	17%	0%	*	-	-	-	*	7%	*	0%	8%	*	6%	-	-	*	-	-
	Female	23%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Biology	All Students	18%	2%	3%	0%	0%	20%	-	-	-	*	0%	10%	0%	4%	0%	7%	0%	-	*	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	2%	4%	0%	0%	*	-	-	-	*	0%	14%	-	4%	0%	11%	0%	-	*	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	18%	2%	7%	0%	0%	*	-	-	-	-	0%	*	0%	11%	*	7%	-	-	-	-	-
	Female	17%	2%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	<b>68%</b>	47%	74%	71%	-	100%	-	47%	72%	60%	57%	70%	71%	67%	69%	-	44%	-	-
	CWD	46%	46%	<b>57%</b>	17%	82%	40%	-	*	-	*	62%	50%	57%	-	71%	58%	55%	-	*	-	-
	CWOD	77%	63%	<b>70%</b>	53%	73%	79%	-	*	-	54%	73%	63%	-	70%	71%	71%	70%	-	57%	-	-
	EL	61%	63%	<b>71%</b>	-	71%	71%	-	*	-	-	79%	50%	71%	71%	71%	81%	63%	-	-	-	-
	Male	71%	54%	<b>67%</b>	42%	80%	78%	-	*	-	20%	67%	67%	58%	71%	81%	67%	-	-	*	-	-
	Female	74%	68%	<b>69%</b>	57%	70%	65%	-	*	-	60%	76%	53%	55%	70%	63%	-	69%	-	57%	-	-
Reading	All Students	74%	59%	<b>64%</b>	35%	72%	67%	-	*	-	50%	67%	58%	56%	66%	68%	63%	66%	-	40%	-	-
	CWD	44%	40%	<b>56%</b>	*	100%	33%	-	*	-	*	70%	38%	56%	-	*	54%	60%	-	*	-	-
	CWOD	80%	61%	<b>66%</b>	41%	68%	78%	-	*	-	57%	67%	64%	-	66%	66%	65%	67%	-	*	-	-
	EL	59%	58%	<b>68%</b>	-	69%	60%	-	*	-	-	72%	56%	*	66%	68%	79%	58%	-	-	-	-
	Male	70%	49%	<b>63%</b>	23%	75%	77%	-	*	-	*	62%	63%	54%	65%	79%	63%	-	-	*	-	-
	Female	78%	68%	<b>66%</b>	57%	70%	55%	-	*	-	60%	72%	53%	60%	67%	58%	-	66%	-	*	-	-
Mathematics	All Students	70%	54%	<b>61%</b>	60%	65%	60%	-	*	-	20%	61%	56%	30%	68%	80%	55%	66%	-	*	-	-
	CWD	45%	29%	<b>30%</b>	*	*	*	-	-	-	*	14%	*	30%	-	*	29%	*	-	*	-	-
	CWOD	75%	57%	<b>68%</b>	75%	68%	71%	-	*	-	*	72%	54%	-	68%	88%	63%	69%	-	*	-	-
	EL	62%	61%	<b>80%</b>	-	75%	*	-	-	-	-	86%	*	*	88%	80%	*	83%	-	-	-	-
	Male	71%	47%	<b>55%</b>	50%	64%	*	-	-	-	*	56%	40%	29%	63%	*	55%	-	-	*	-	-
	Female	70%	60%	<b>66%</b>	*	63%	67%	-	*	-	*	67%	64%	*	69%	83%	-	66%	-	*	-	-
Science	All Students	73%	77%	<b>85%</b>	63%	89%	100%	-	-	-	*	96%	60%	88%	85%	75%	93%	80%	-	*	-	-
	CWD	49%	71%	<b>88%</b>	*	83%	*	-	-	-	-	100%	*	88%	-	*	100%	*	-	-	-	-
	CWOD	77%	78%	<b>85%</b>	57%	92%	*	-	-	-	*	95%	57%	-	85%	83%	89%	82%	-	*	-	-
	EL	61%	79%	<b>75%</b>	-	75%	-	-	-	-	-	100%	*	*	83%	75%	*	60%	-	-	-	-
	Male	74%	77%	<b>93%</b>	80%	100%	*	-	-	-	-	90%	*	100%	89%	*	93%	-	-	-	-	-
	Female	72%	77%	<b>80%</b>	*	83%	*	-	-	-	*	100%	33%	*	82%	60%	-	80%	-	*	-	-
SAT/ACT All Subjects	All Students	88%	22%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	22%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	25%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	<b>30%</b>	11%	31%	45%	-	60%	-	20%	33%	23%	29%	30%	25%	29%	30%	-	33%	-	-
	CWD	22%	16%	<b>29%</b>	0%	53%	10%	-	*	-	*	33%	21%	29%	-	29%	29%	27%	-	*	-	-
	CWOD	51%	21%	<b>30%</b>	13%	26%	55%	-	*	-	23%	33%	24%	-	30%	24%	29%	31%	-	43%	-	-
	EL	31%	16%	<b>25%</b>	-	25%	29%	-	*	-	-	31%	7%	29%	24%	25%	27%	23%	-	-	-	-
	Male	45%	16%	<b>29%</b>	13%	28%	50%	-	*	-	20%	24%	41%	29%	29%	27%	29%	-	-	*	-	-
	Female	48%	24%	<b>30%</b>	7%	33%	40%	-	*	-	20%	41%	9%	27%	31%	23%	-	30%	-	43%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	27%	37%	10%	37%	50%	-	*	-	38%	38%	33%	33%	37%	26%	32%	41%	-	40%	-	-
	CWD	23%	20%	33%	*	71%	17%	-	*	-	*	40%	25%	33%	-	*	31%	40%	-	*	-	-
	CWOD	58%	28%	37%	12%	32%	61%	-	*	-	43%	38%	36%	-	37%	26%	33%	41%	-	*	-	-
	EL	34%	21%	26%	-	25%	40%	-	*	-	-	31%	11%	*	26%	26%	26%	26%	-	-	-	-
	Male	48%	20%	32%	8%	29%	54%	-	*	-	*	24%	47%	31%	33%	26%	32%	-	-	*	-	-
	Female	57%	34%	41%	14%	42%	45%	-	*	-	40%	51%	18%	40%	41%	26%	-	41%	-	*	-	-
Mathematics	All Students	42%	7%	12%	10%	12%	20%	-	*	-	0%	17%	0%	10%	12%	20%	14%	10%	-	*	-	-
	CWD	22%	6%	10%	*	*	*	-	-	-	*	14%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	46%	8%	12%	13%	9%	29%	-	*	-	*	17%	0%	-	12%	13%	13%	12%	-	*	-	-
	EL	31%	7%	20%	-	25%	*	-	-	-	-	29%	*	*	13%	20%	*	17%	-	-	-	-
	Male	43%	7%	14%	17%	9%	*	-	-	-	*	17%	0%	14%	13%	*	14%	-	-	*	-	-
	Female	40%	7%	10%	*	13%	17%	-	*	-	*	17%	0%	*	12%	17%	-	10%	-	*	-	-
Science	All Students	42%	18%	32%	13%	37%	60%	-	-	-	*	38%	20%	38%	31%	25%	36%	30%	-	*	-	-
	CWD	21%	17%	38%	*	50%	*	-	-	-	-	40%	*	38%	-	*	40%	*	-	-	-	-
	CWOD	45%	18%	31%	14%	31%	*	-	-	-	*	37%	14%	-	31%	33%	33%	29%	-	*	-	-
	EL	24%	13%	25%	-	25%	-	-	-	-	-	33%	*	*	33%	25%	*	20%	-	-	-	-
	Male	44%	16%	36%	20%	43%	*	-	-	-	-	30%	*	40%	33%	*	36%	-	-	-	-	-
	Female	40%	19%	30%	*	33%	*	-	-	-	*	43%	0%	*	29%	20%	-	30%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	11%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	11%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	3%	3%	1%	11%	-	0%	-	0%	3%	3%	0%	4%	0%	4%	2%	-	0%	-	-
	CWD	6%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	2%	4%	3%	1%	14%	-	*	-	0%	4%	4%	-	4%	0%	6%	2%	-	0%	-	-
	EL	9%	1%	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	4%	4%	0%	17%	-	*	-	0%	3%	7%	0%	6%	0%	4%	-	-	*	-	-
	Female	19%	2%	2%	0%	2%	5%	-	*	-	0%	3%	0%	0%	2%	0%	-	2%	-	0%	-	-
Reading	All Students	21%	2%	4%	0%	2%	13%	-	*	-	0%	4%	3%	0%	4%	0%	4%	4%	-	0%	-	-
	CWD	6%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	2%	4%	0%	2%	17%	-	*	-	0%	5%	4%	-	4%	0%	5%	4%	-	*	-	-
	EL	10%	1%	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	4%	0%	0%	15%	-	*	-	*	3%	5%	0%	5%	0%	4%	-	-	*	-	-
	Female	24%	2%	4%	0%	3%	9%	-	*	-	0%	5%	0%	0%	4%	0%	-	4%	-	*	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	1%	2%	10%	0%	0%	-	*	-	0%	3%	0%	0%	2%	0%	5%	0%	-	*	-	-
	CWD	6%	0%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	19%	1%	2%	13%	0%	0%	-	*	-	*	3%	0%	-	2%	0%	6%	0%	-	*	-	-
	EL	10%	2%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	18%	1%	5%	17%	0%	*	-	-	-	*	6%	0%	0%	6%	*	5%	-	-	*	-	-
	Female	15%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All Students	15%	2%	3%	0%	0%	20%	-	-	-	*	0%	10%	0%	4%	0%	7%	0%	-	*	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	2%	4%	0%	0%	*	-	-	-	*	0%	14%	-	4%	0%	11%	0%	-	*	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	16%	2%	7%	0%	0%	*	-	-	-	-	0%	*	0%	11%	*	7%	-	-	-	-	-
	Female	14%	2%	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	*	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	63	*	54	73	-	*	-	-	66	31	69
CWD	31	*	*	*	-	*	-	-	50	31	*
CWOD	75	*	50	100	-	-	-	-	71	-	67
EL ◇	69	-	60	*	-	*	-	-	75	*	69
Male	68	*	67	75	-	*	-	-	68	42	75
Female	55	*	43	*	-	-	-	-	63	*	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	*	*	*	-	-	-	-	-	*	*	*
CWD	*	*	*	-	-	-	-	-	*	*	*
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	*	*	*	-	-	-	-	-	*	*	*
Female	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	56.9%	58.8%	53.6%	64.3%	-	*	*	*	54.5%	72.7%	42.9%	50.0%	*
CWD	72.7%	60.0%	*	*	-	-	-	*	71.4%	72.7%	*	-	*
CWOD	53.7%	58.3%	50.0%	63.6%	-	*	*	*	51.4%	-	38.5%	50.0%	-
EL ◇	42.9%	-	41.7%	*	-	*	-	-	46.2%	*	42.9%	-	-
Male	52.8%	54.5%	37.5%	83.3%	-	*	-	*	43.5%	75.0%	22.2%	*	*
Female	62.1%	66.7%	75.0%	50.0%	-	*	*	-	66.7%	*	80.0%	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
32	5	16%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	34	20	35	42	-	53	-	28	36	29	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	49%	48%	50%	56%	-	*	*	*	42%	58%	50%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		Y	N					Y	Y	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N	N					N	Y	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N		
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N					N	N	N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	97%	100%	98%	98%	-	100%	-	80%	97%	97%	97%	97%	100%	96%	97%	-
	CWD	97%	100%	100%	91%	-	*	-	*	96%	100%	97%	-	100%	96%	100%	-
	CWOD	97%	100%	98%	100%	-	*	-	77%	97%	96%	-	97%	100%	96%	97%	-
	EL	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	96%	100%	96%	95%	-	*	-	80%	97%	93%	96%	96%	100%	96%	-	-
	Female	97%	100%	100%	100%	-	*	-	80%	96%	100%	100%	97%	100%	-	97%	-
<b>Reading</b>	All Students	98%	100%	100%	100%	-	*	-	88%	98%	100%	100%	98%	100%	100%	97%	-
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	100%	100%	100%	-	*	-	86%	97%	100%	-	98%	100%	100%	96%	-
	EL	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	97%	100%	100%	100%	-	*	-	80%	95%	100%	100%	96%	100%	-	97%	-
<b>Mathematics</b>	All Students	91%	100%	93%	90%	-	*	-	60%	92%	88%	90%	91%	100%	83%	97%	-
	CWD	90%	*	*	*	-	-	-	*	86%	*	90%	-	*	86%	*	-
	CWOD	91%	100%	91%	100%	-	*	-	*	93%	85%	-	91%	100%	81%	96%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	83%	100%	82%	*	-	-	-	*	89%	60%	86%	81%	*	83%	-	-
	Female	97%	*	100%	100%	-	*	-	*	95%	100%	*	96%	100%	-	97%	-
<b>Science</b>	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	*	100%	100%	*	100%	-	-
	Female	100%	*	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	43%	-	*	*	-	-	-	*	60%	*	*	50%	-	20%	*	-
	CWD	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	50%	-	*	*	-	-	-	*	*	*	-	50%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	-	*	*	-	-	-	*	*	*	*	*	-	20%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	3%	0%	2%	2%	-	0%	-	20%	3%	3%	3%	3%	0%	4%	3%	-
	CWD	3%	0%	0%	9%	-	*	-	*	4%	0%	3%	-	0%	4%	0%	-
	CWOD	3%	0%	2%	0%	-	*	-	23%	3%	4%	-	3%	0%	4%	3%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	4%	0%	4%	5%	-	*	-	20%	3%	7%	4%	4%	0%	4%	-	-
	Female	3%	0%	0%	0%	-	*	-	20%	4%	0%	0%	3%	0%	-	3%	-
<b>Reading</b>	All Students	2%	0%	0%	0%	-	*	-	12%	2%	0%	0%	2%	0%	0%	3%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	0%	0%	0%	-	*	-	14%	3%	0%	-	2%	0%	0%	4%	-
	EL	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	3%	0%	0%	0%	-	*	-	20%	5%	0%	0%	4%	0%	-	3%	-
<b>Mathematics</b>	All Students	9%	0%	7%	10%	-	*	-	40%	8%	12%	10%	9%	0%	17%	3%	-
	CWD	10%	*	*	*	-	-	-	*	14%	*	10%	-	*	14%	*	-
	CWOD	9%	0%	9%	0%	-	*	-	*	7%	15%	-	9%	0%	19%	4%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	17%	0%	18%	*	-	-	-	*	11%	40%	14%	19%	*	17%	-	-
	Female	3%	*	0%	0%	-	*	-	*	5%	0%	*	4%	0%	-	3%	-
<b>Science</b>	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	57%	-	*	*	-	-	-	*	40%	*	*	50%	-	80%	*	-
	CWD	*	-	-	*	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	50%	-	*	*	-	-	-	*	*	*	-	50%	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	-	*	*	-	-	-	*	*	*	*	*	-	80%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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

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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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	0	0	0	0	0	0	0	0	0		1
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	0	1	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	112	22	57	25	-8	5	1	2	16	13	11
	Female	140	33	72	26	-8	2	-8	7	21	6	23
	Total	252	55	129	51	-8	7	1	9	37	19	34

		Total
<b>Incidents of Violence</b>		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0



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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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	1.0	9.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$6,507	\$3,192		\$3,192	\$3,307	\$8	\$3,315
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$1,351	\$909	\$69	\$978	\$217	\$156	\$373
Support services, operation and maintenance of plant		\$1,538	\$895	\$634	\$1,529		\$9	\$9
Support services, pupils		\$1,920	\$1,552	\$0	\$1,552	\$291	\$77	\$368
Support services, school administration		\$1,705	\$1,388		\$1,388	\$311	\$6	\$317

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, student transportation		\$41	\$41		\$41			
<b>Total</b>	<b>135</b>	<b>\$13,951</b>	<b>\$7,977</b>	<b>\$1,545</b>	<b>\$9,522</b>	<b>\$4,125</b>	<b>\$303</b>	<b>\$4,428</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

### 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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	25%	*	17%	28%	-	100%	-	-	12%	*	29%
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	*	-	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	87%	91%	88%	81%	-	67%	*	100%	88%	87%	75%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**

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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%



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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	55%	<b>67%</b>	61%	71%	*	-	-	-	80%	73%	57%	60%	67%	71%	63%	71%	-	*	-	-
	CWD	35%	34%	<b>60%</b>	*	-	-	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	-
	CWOD	73%	57%	<b>67%</b>	63%	71%	*	-	-	-	*	74%	56%	-	67%	71%	62%	72%	-	*	-	-
	EL	47%	58%	<b>71%</b>	-	71%	*	-	-	-	-	80%	55%	-	71%	71%	59%	86%	-	-	-	-
	Male	62%	46%	<b>63%</b>	65%	65%	*	-	-	-	*	67%	57%	*	62%	59%	63%	-	-	*	-	-
	Female	74%	64%	<b>71%</b>	58%	77%	-	-	-	-	*	77%	57%	*	72%	86%	-	71%	-	*	-	-
English II	All Students	74%	62%	<b>66%</b>	63%	65%	73%	-	-	-	*	69%	61%	83%	65%	67%	55%	73%	-	71%	-	*
	CWD	39%	46%	<b>83%</b>	*	*	*	-	-	-	*	80%	*	83%	-	*	*	*	-	-	-	-
	CWOD	78%	64%	<b>65%</b>	64%	65%	67%	-	-	-	*	68%	60%	-	65%	66%	55%	71%	-	71%	-	*
	EL	52%	59%	<b>67%</b>	-	67%	*	-	-	-	-	70%	62%	*	66%	67%	46%	78%	-	*	-	-
	Male	69%	52%	<b>55%</b>	65%	50%	50%	-	-	-	*	58%	52%	*	55%	46%	55%	-	-	*	-	-
	Female	79%	72%	<b>73%</b>	61%	72%	100%	-	-	-	*	74%	70%	*	71%	78%	-	73%	-	*	-	*
Algebra I	All Students	79%	56%	<b>62%</b>	57%	68%	*	-	*	-	*	57%	70%	*	63%	74%	58%	67%	-	*	-	*
	CWD	54%	29%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	83%	60%	<b>63%</b>	56%	70%	*	-	*	-	*	59%	69%	-	63%	74%	57%	68%	-	*	-	*
	EL	72%	62%	<b>74%</b>	-	80%	*	-	-	-	-	73%	75%	-	74%	74%	64%	89%	-	-	-	-
	Male	77%	49%	<b>58%</b>	50%	67%	*	-	-	-	-	55%	61%	*	57%	64%	58%	-	-	*	-	-
	Female	81%	63%	<b>67%</b>	67%	70%	*	-	*	-	*	59%	83%	*	68%	89%	-	67%	-	*	-	*
Biology	All Students	90%	77%	<b>90%</b>	83%	92%	100%	-	*	-	*	94%	84%	*	90%	88%	85%	96%	-	-	-	*
	CWD	75%	71%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	92%	78%	<b>90%</b>	81%	92%	*	-	*	-	*	93%	84%	-	90%	87%	83%	96%	-	-	-	*
	EL	84%	79%	<b>88%</b>	-	85%	*	-	-	-	-	90%	83%	*	87%	88%	91%	80%	-	-	-	-
	Male	89%	77%	<b>85%</b>	67%	92%	100%	-	-	-	-	94%	73%	*	83%	91%	85%	-	-	-	-	-
	Female	91%	77%	<b>96%</b>	100%	92%	*	-	*	-	*	94%	100%	*	96%	80%	-	96%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	22%	<b>26%</b>	17%	29%	*	-	-	-	60%	31%	17%	60%	24%	29%	25%	27%	-	*	-	-
	CWD	19%	17%	<b>60%</b>	*	-	-	-	-	-	*	*	*	60%	-	-	*	*	-	-	-	-
	CWOD	55%	22%	<b>24%</b>	13%	29%	*	-	-	-	*	29%	15%	-	24%	29%	22%	26%	-	*	-	-
	EL	27%	17%	<b>29%</b>	-	29%	*	-	-	-	-	35%	18%	-	29%	29%	18%	43%	-	-	-	-
	Male	43%	17%	<b>25%</b>	29%	23%	*	-	-	-	*	37%	10%	*	22%	18%	25%	-	-	*	-	-
	Female	57%	26%	<b>27%</b>	5%	35%	-	-	-	-	*	26%	29%	*	26%	43%	-	27%	-	*	-	-
English II	All Students	57%	32%	<b>35%</b>	34%	33%	55%	-	-	-	*	34%	37%	33%	35%	36%	25%	42%	-	57%	-	*
	CWD	23%	22%	<b>33%</b>	*	*	*	-	-	-	*	40%	*	33%	-	*	*	*	-	-	-	-
	CWOD	61%	33%	<b>35%</b>	36%	33%	56%	-	-	-	*	34%	38%	-	35%	37%	26%	41%	-	57%	-	*
	EL	30%	25%	<b>36%</b>	-	36%	*	-	-	-	-	30%	46%	*	37%	36%	23%	43%	-	*	-	-
	Male	51%	23%	<b>25%</b>	24%	25%	33%	-	-	-	*	26%	24%	*	26%	23%	25%	-	-	*	-	-
	Female	63%	42%	<b>42%</b>	44%	36%	80%	-	-	-	*	38%	50%	*	41%	43%	-	42%	-	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All Students	41%	7%	9%	0%	15%	*	-	*	-	*	11%	7%	*	10%	17%	13%	5%	-	*	-	*	
	CWD	17%	6%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	45%	8%	10%	0%	15%	*	-	*	-	*	11%	7%	-	10%	17%	14%	5%	-	*	-	*	
	EL	29%	7%	17%	-	15%	*	-	-	-	-	13%	25%	-	17%	17%	21%	11%	-	-	-	-	-
	Male	39%	8%	13%	0%	22%	*	-	-	-	-	15%	11%	*	14%	21%	13%	-	-	-	*	-	-
	Female	43%	7%	5%	0%	9%	*	-	*	-	*	7%	0%	*	5%	11%	-	5%	-	-	*	-	*
Biology	All Students	54%	18%	25%	6%	32%	50%	-	*	-	*	21%	32%	*	27%	25%	22%	28%	-	-	-	-	*
	CWD	26%	17%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	58%	18%	27%	6%	32%	*	-	*	-	*	24%	32%	-	27%	27%	25%	29%	-	-	-	-	*
	EL	33%	13%	25%	-	23%	*	-	-	-	-	30%	17%	*	27%	25%	18%	40%	-	-	-	-	-
	Male	54%	16%	22%	11%	25%	40%	-	-	-	-	31%	9%	*	25%	18%	22%	-	-	-	-	-	-
	Female	54%	19%	28%	0%	38%	*	-	*	-	*	12%	63%	*	29%	40%	-	28%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
<b>End of Course</b>																							
English I	All Students	15%	3%	3%	0%	4%	*	-	-	-	20%	3%	3%	0%	3%	3%	2%	4%	-	*	-	-	
	CWD	4%	2%	0%	*	-	-	-	-	-	*	*	*	0%	-	-	*	*	-	-	-	-	-
	CWOD	17%	3%	3%	0%	4%	*	-	-	-	*	3%	3%	-	3%	3%	2%	4%	-	*	-	-	-
	EL	4%	2%	3%	-	4%	*	-	-	-	-	5%	0%	-	3%	3%	0%	7%	-	-	-	-	-
	Male	11%	3%	2%	0%	4%	*	-	-	-	*	4%	0%	*	2%	0%	2%	-	-	-	*	-	-
	Female	19%	3%	4%	0%	4%	-	-	-	-	*	3%	7%	*	4%	7%	-	4%	-	-	*	-	-
English II	All Students	8%	1%	1%	0%	0%	9%	-	-	-	*	0%	2%	0%	1%	0%	0%	2%	-	0%	-	*	
	CWD	3%	0%	0%	*	*	*	-	-	-	*	0%	*	0%	-	*	*	*	-	-	-	-	-
	CWOD	9%	1%	1%	0%	0%	11%	-	-	-	*	0%	3%	-	1%	0%	0%	2%	-	0%	-	*	
	EL	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Male	7%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	*	-	-
	Female	10%	1%	2%	0%	0%	20%	-	-	-	*	0%	5%	*	2%	0%	-	2%	-	-	*	-	*
Algebra I	All Students	23%	1%	1%	0%	2%	*	-	*	-	*	2%	0%	*	1%	4%	0%	3%	-	*	-	*	
	CWD	7%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	25%	1%	1%	0%	3%	*	-	*	-	*	2%	0%	-	1%	4%	0%	3%	-	*	-	*	
	EL	13%	2%	4%	-	5%	*	-	-	-	-	7%	0%	-	4%	4%	0%	11%	-	-	-	-	-
	Male	22%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	*	-	-
	Female	23%	1%	3%	0%	4%	*	-	*	-	*	4%	0%	*	3%	11%	-	3%	-	-	*	-	*
Biology	All Students	18%	2%	2%	0%	0%	17%	-	*	-	*	0%	5%	*	2%	0%	0%	4%	-	-	-	-	*
	CWD	5%	2%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	19%	2%	2%	0%	0%	*	-	*	-	*	0%	5%	-	2%	0%	0%	4%	-	-	-	-	*
	EL	5%	1%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Male	18%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-	-
	Female	17%	2%	4%	0%	0%	*	-	*	-	*	0%	13%	*	4%	0%	-	4%	-	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							

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WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE (057828004) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	<b>69%</b>	64%	72%	76%	-	*	-	75%	71%	65%	74%	69%	73%	63%	74%	-	75%	-	*
	CWD	46%	46%	<b>74%</b>	64%	*	*	-	-	-	*	69%	*	74%	-	*	73%	75%	-	-	-	-
	CWOD	77%	63%	<b>69%</b>	64%	72%	71%	-	*	-	70%	72%	65%	-	69%	72%	63%	74%	-	75%	-	*
	EL	61%	63%	<b>73%</b>	-	73%	78%	-	-	-	-	76%	66%	*	72%	73%	64%	82%	-	*	-	-
	Male	71%	54%	<b>63%</b>	61%	67%	71%	-	-	-	*	67%	59%	73%	63%	64%	63%	-	-	83%	-	-
	Female	74%	68%	<b>74%</b>	67%	76%	78%	-	*	-	90%	74%	73%	75%	74%	82%	-	74%	-	67%	-	*
Reading	All Students	74%	59%	<b>66%</b>	62%	68%	71%	-	-	-	78%	71%	59%	73%	66%	69%	59%	72%	-	78%	-	*
	CWD	44%	40%	<b>73%</b>	50%	*	*	-	-	-	*	67%	*	73%	-	*	60%	83%	-	-	-	-
	CWOD	80%	61%	<b>66%</b>	63%	68%	67%	-	-	-	71%	71%	58%	-	66%	68%	59%	71%	-	78%	-	*
	EL	59%	58%	<b>69%</b>	-	69%	80%	-	-	-	-	74%	58%	*	68%	69%	53%	81%	-	*	-	-
	Male	70%	49%	<b>59%</b>	65%	60%	56%	-	-	-	*	63%	55%	60%	59%	53%	59%	-	-	80%	-	-
	Female	78%	68%	<b>72%</b>	59%	74%	100%	-	-	-	100%	75%	65%	83%	71%	81%	-	72%	-	*	-	*
Mathematics	All Students	70%	54%	<b>62%</b>	57%	67%	60%	-	*	-	*	57%	67%	*	63%	74%	58%	66%	-	*	-	*
	CWD	45%	29%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	75%	57%	<b>63%</b>	56%	69%	60%	-	*	-	*	59%	66%	-	63%	74%	57%	68%	-	*	-	*
	EL	62%	61%	<b>74%</b>	-	80%	*	-	-	-	-	73%	67%	-	74%	74%	60%	89%	-	-	-	-
	Male	71%	47%	<b>58%</b>	50%	67%	*	-	-	-	-	55%	61%	*	57%	60%	58%	-	-	*	-	-
	Female	70%	60%	<b>66%</b>	67%	68%	*	-	*	-	*	59%	73%	*	68%	89%	-	66%	-	*	-	*
Science	All Students	73%	77%	<b>90%</b>	83%	92%	86%	-	*	-	*	94%	84%	*	90%	88%	85%	96%	-	-	-	*
	CWD	49%	71%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	77%	78%	<b>90%</b>	81%	92%	80%	-	*	-	*	93%	84%	-	90%	87%	83%	96%	-	-	-	*
	EL	61%	79%	<b>88%</b>	-	85%	*	-	-	-	-	90%	83%	*	87%	88%	91%	80%	-	-	-	-
	Male	74%	77%	<b>85%</b>	67%	92%	100%	-	-	-	-	94%	73%	*	83%	91%	85%	-	-	-	-	-
	Female	72%	77%	<b>96%</b>	100%	92%	*	-	*	-	*	94%	89%	*	96%	80%	-	96%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	22%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	22%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	25%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	<b>25%</b>	16%	27%	44%	-	*	-	42%	26%	23%	26%	24%	28%	22%	27%	-	33%	-	*
	CWD	22%	16%	<b>26%</b>	18%	*	*	-	-	-	*	25%	*	26%	-	*	18%	38%	-	-	-	-
	CWOD	51%	21%	<b>24%</b>	16%	27%	48%	-	*	-	30%	26%	23%	-	24%	29%	22%	27%	-	33%	-	*
	EL	31%	16%	<b>28%</b>	-	28%	44%	-	-	-	-	28%	29%	*	29%	28%	20%	37%	-	*	-	-
	Male	45%	16%	<b>22%</b>	17%	24%	35%	-	-	-	*	28%	14%	18%	22%	20%	22%	-	-	33%	-	-
	Female	48%	24%	<b>27%</b>	16%	29%	56%	-	*	-	50%	24%	34%	38%	27%	37%	-	27%	-	33%	-	*

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WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE (057828004) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	27%	<b>31%</b>	25%	31%	50%	-	-	-	44%	33%	28%	45%	30%	33%	25%	35%	-	44%	-	*
	CWD	23%	20%	<b>45%</b>	33%	*	*	-	-	-	*	44%	*	45%	-	*	40%	50%	-	-	-	-
	CWOD	58%	28%	<b>30%</b>	25%	31%	50%	-	-	-	29%	32%	27%	-	30%	33%	24%	34%	-	44%	-	*
	EL	34%	21%	<b>33%</b>	-	33%	40%	-	-	-	-	33%	33%	*	33%	33%	20%	43%	-	*	-	-
	Male	48%	20%	<b>25%</b>	26%	24%	33%	-	-	-	*	33%	17%	40%	24%	20%	25%	-	-	40%	-	-
	Female	57%	34%	<b>35%</b>	24%	35%	80%	-	-	-	57%	32%	41%	50%	34%	43%	-	35%	-	*	-	*
Mathematics	All Students	42%	7%	<b>9%</b>	0%	14%	20%	-	*	-	*	11%	6%	*	9%	17%	13%	5%	-	*	-	*
	CWD	22%	6%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	46%	8%	<b>9%</b>	0%	14%	20%	-	*	-	*	11%	6%	-	9%	17%	14%	5%	-	*	-	*
	EL	31%	7%	<b>17%</b>	-	15%	*	-	-	-	-	13%	22%	-	17%	17%	20%	11%	-	-	-	-
	Male	43%	7%	<b>13%</b>	0%	22%	*	-	-	-	-	15%	11%	*	14%	20%	13%	-	-	*	-	-
	Female	40%	7%	<b>5%</b>	0%	8%	*	-	*	-	*	7%	0%	*	5%	11%	-	5%	-	*	-	*
Science	All Students	42%	18%	<b>25%</b>	6%	32%	43%	-	*	-	*	21%	32%	*	27%	25%	22%	28%	-	-	-	*
	CWD	21%	17%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	45%	18%	<b>27%</b>	6%	32%	60%	-	*	-	*	24%	32%	-	27%	27%	25%	29%	-	-	-	*
	EL	24%	13%	<b>25%</b>	-	23%	*	-	-	-	-	30%	17%	*	27%	25%	18%	40%	-	-	-	-
	Male	44%	16%	<b>22%</b>	11%	25%	40%	-	-	-	-	31%	9%	*	25%	18%	22%	-	-	-	-	-
	Female	40%	19%	<b>28%</b>	0%	38%	*	-	*	-	*	12%	56%	*	29%	40%	-	28%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	11%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	11%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	13%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	<b>2%</b>	0%	2%	8%	-	*	-	8%	1%	2%	0%	2%	2%	1%	3%	-	0%	-	*
	CWD	6%	1%	<b>0%</b>	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	2%	<b>2%</b>	0%	2%	10%	-	*	-	10%	2%	2%	-	2%	2%	1%	3%	-	0%	-	*
	EL	9%	1%	<b>2%</b>	-	2%	0%	-	-	-	-	3%	0%	*	2%	2%	0%	4%	-	*	-	-
	Male	18%	2%	<b>1%</b>	0%	1%	0%	-	-	-	*	1%	0%	0%	1%	0%	1%	-	-	0%	-	-
	Female	19%	2%	<b>3%</b>	0%	2%	22%	-	*	-	10%	2%	5%	0%	3%	4%	-	3%	-	0%	-	*
Reading	All Students	21%	2%	<b>2%</b>	0%	2%	7%	-	-	-	11%	2%	3%	0%	2%	1%	1%	3%	-	0%	-	*
	CWD	6%	1%	<b>0%</b>	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	24%	2%	<b>2%</b>	0%	2%	8%	-	-	-	14%	2%	3%	-	2%	2%	1%	3%	-	0%	-	*
	EL	10%	1%	<b>1%</b>	-	2%	0%	-	-	-	-	2%	0%	*	2%	1%	0%	3%	-	*	-	-
	Male	18%	2%	<b>1%</b>	0%	2%	0%	-	-	-	*	2%	0%	0%	1%	0%	1%	-	-	0%	-	-
	Female	24%	2%	<b>3%</b>	0%	2%	20%	-	-	-	14%	1%	6%	0%	3%	3%	-	3%	-	*	-	*



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	17%	1%	1%	0%	2%	0%	-	*	-	*	2%	0%	*	1%	4%	0%	2%	-	*	-	*	
	CWD	6%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	-
	CWOD	19%	1%	1%	0%	2%	0%	-	*	-	*	2%	0%	-	1%	4%	0%	3%	-	*	-	*	
	EL	10%	2%	4%	-	5%	*	-	-	-	-	7%	0%	-	4%	4%	0%	11%	-	-	-	-	-
	Male	18%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-	-
	Female	15%	1%	2%	0%	4%	*	-	*	-	*	4%	0%	*	3%	11%	-	2%	-	*	-	-	*
Science	All Students	15%	2%	2%	0%	0%	14%	-	*	-	*	0%	5%	*	2%	0%	0%	4%	-	-	-	-	*
	CWD	5%	2%	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	-
	CWOD	17%	2%	2%	0%	0%	20%	-	*	-	*	0%	5%	-	2%	0%	0%	4%	-	-	-	-	*
	EL	5%	1%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Male	16%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-	-
	Female	14%	2%	4%	0%	0%	*	-	*	-	*	0%	11%	*	4%	0%	-	4%	-	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	60	88	*	-	-	-	*	74	70	81
CWD	70	*	*	-	-	-	-	*	*	70	-
CWOD	75	55	94	*	-	-	-	*	78	-	81
EL ◇	81	-	91	*	-	-	-	-	75	-	81
Male	77	71	*	*	-	-	-	-	75	*	*
Female	73	50	83	-	-	-	-	*	73	*	89

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	*	*	-	*	-	-	-	-	*	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	*	-	-	*	-	-	-	-	*	-	*
EL ◇	*	-	-	*	-	-	-	-	*	-	*
Male	*	*	-	*	-	-	-	-	*	*	*
Female	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	56.0%	55.0%	58.5%	33.3%	-	*	*	*	56.3%	37.5%	44.4%	58.3%	*
CWD	37.5%	*	*	*	-	-	-	-	33.3%	37.5%	*	*	-
CWOD	58.2%	52.9%	62.2%	37.5%	-	*	*	*	59.5%	-	46.7%	70.0%	*
EL ◇	44.4%	-	44.4%	-	-	-	-	-	53.3%	*	44.4%	*	-
Male	60.6%	83.3%	57.1%	*	-	*	-	*	70.6%	*	22.2%	80.0%	-
Female	52.4%	42.9%	60.0%	33.3%	-	*	*	-	48.4%	*	66.7%	42.9%	*

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
64	9	14%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	32	27	34	43	-	*	-	42	33	33	34
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	47%	50%	50%	33%	-	*	*	*	48%	100%	53%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N		N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	99%	100%	98%	96%	-	*	-	100%	100%	98%	100%	99%	99%	99%	98%	-	
	CWD	100%	100%	* 98%	100%	-	-	-	* 100%	* 100%	* 98%	100%	-	* 99%	100%	100%	-	
	CWOD	99%	100%	98%	96%	-	*	-	100%	100%	98%	-	99%	99%	99%	98%	-	
	EL	99%	-	99%	100%	-	-	-	-	100%	98%	*	99%	99%	99%	100%	-	
	Male	99%	100%	99%	100%	-	-	-	*	100%	99%	100%	99%	99%	99%	-	-	
	Female	98%	100%	98%	90%	-	*	-	100%	99%	97%	100%	98%	100%	-	98%	-	
<b>Reading</b>	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	* 100%	*	-	-	-	* 100%	* 100%	* 100%	-	* 100%	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	100%	100%	100%	100%	-	-	-	* 100%	100%	100%	100%	100%	100%	100%	-	-	
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-	
<b>Mathematics</b>	All Students	96%	100%	93%	100%	-	*	-	* 98%	94%	* 94%	* 96%	96%	96%	97%	95%	-	
	CWD	*	*	* 93%	-	-	-	-	* 98%	* 94%	* 94%	-	-	-	* 97%	* 95%	-	
	CWOD	96%	100%	93%	100%	-	*	-	* 98%	94%	-	96%	96%	97%	95%	-		
	EL	96%	-	95%	*	-	-	-	100%	89%	-	96%	96%	93%	100%	-		
	Male	97%	100%	95%	*	-	-	-	100%	95%	* 95%	97%	93%	97%	-	-		
	Female	95%	100%	92%	*	-	*	-	* 96%	93%	* 93%	95%	100%	-	95%	-		
<b>Science</b>	All Students	98%	100%	100%	86%	-	*	-	* 100%	95%	* 95%	* 98%	100%	100%	100%	96%	-	
	CWD	*	*	-	* 86%	-	-	-	* 100%	-	-	* 98%	-	* 100%	* 100%	* 96%	-	
	CWOD	98%	100%	100%	80%	-	*	-	* 100%	95%	-	98%	100%	100%	100%	96%	-	
	EL	100%	-	100%	*	-	-	-	100%	100%	* 100%	100%	100%	100%	100%	-		
	Male	100%	100%	100%	100%	-	-	-	100%	100%	* 100%	100%	100%	100%	-	-		
	Female	96%	100%	100%	*	-	*	-	* 100%	89%	* 89%	96%	100%	-	96%	-		
<b>SAT/ACT All Subjects</b>	All Students	33%	-	* 100%	* 86%	-	-	-	* 100%	40%	-	33%	*	*	40%	-		
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	33%	-	* 100%	* 86%	-	-	-	* 100%	40%	-	33%	*	*	40%	-		
	EL	*	-	* 100%	-	-	-	-	-	*	-	*	*	*	-	-		
	Male	*	-	* 100%	-	-	-	-	-	*	-	*	*	*	-	-		
	Female	40%	-	* 100%	* 86%	-	-	-	* 100%	*	-	40%	-	-	40%	-		
<b>Non-Participation Rate</b>																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	1%	0%	2%	4%	-	*	-	0%	0%	2%	0%	1%	1%	1%	2%	-
	CWD	0%	0%	*	0%	-	-	-	*	0%	*	0%	-	*	0%	0%	-
	CWOD	1%	0%	2%	4%	-	*	-	0%	0%	2%	-	1%	1%	1%	2%	-
	EL	1%	-	1%	0%	-	-	-	-	0%	2%	*	1%	1%	1%	0%	-
	Male	1%	0%	1%	0%	-	-	-	*	0%	1%	0%	1%	1%	1%	-	-
	Female	2%	0%	2%	10%	-	*	-	0%	1%	3%	0%	2%	0%	-	2%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	*	*	-	-	-	*	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
<b>Mathematics</b>	All Students	4%	0%	7%	0%	-	*	-	*	2%	6%	*	4%	4%	3%	5%	-
	CWD	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	4%	0%	7%	0%	-	*	-	*	2%	6%	-	4%	4%	3%	5%	-
	EL	4%	-	5%	*	-	-	-	-	0%	11%	-	4%	4%	7%	0%	-
	Male	3%	0%	5%	*	-	-	-	-	0%	5%	*	3%	7%	3%	-	-
	Female	5%	0%	8%	*	-	*	-	*	4%	7%	*	5%	0%	-	5%	-
<b>Science</b>	All Students	2%	0%	0%	14%	-	*	-	*	0%	5%	*	2%	0%	0%	4%	-
	CWD	*	*	-	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	2%	0%	0%	20%	-	*	-	*	0%	5%	-	2%	0%	0%	4%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	4%	0%	0%	*	-	*	-	*	0%	11%	*	4%	0%	-	4%	-
<b>SAT/ACT All Subjects</b>	All Students	67%	-	*	*	-	-	-	-	*	60%	-	67%	*	*	60%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	67%	-	*	*	-	-	-	-	*	60%	-	67%	*	*	60%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-
	Female	60%	-	*	*	-	-	-	-	*	*	-	60%	-	-	60%	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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

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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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	126	39	50	24	-8	5	3	5	24	21	10
	Female	158	36	88	23	-8	3	1	7	25	11	8
	Total	284	75	138	47	-8	8	4	12	49	32	18

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0



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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE (057828004) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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	2.0	21.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$5,448	\$4,244		\$4,244	\$1,197	\$8	\$1,205
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$839	\$491	\$69	\$560	\$123	\$156	\$279
Support services, operation and maintenance of plant		\$987	\$344	\$634	\$978		\$9	\$9
Support services, pupils		\$992	\$661	\$0	\$661	\$254	\$77	\$331

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$1,228	\$1,073		\$1,073	\$148	\$6	\$154
<b>Total</b>	<b>231</b>	<b>\$10,383</b>	<b>\$6,813</b>	<b>\$1,545</b>	<b>\$8,358</b>	<b>\$1,722</b>	<b>\$303</b>	<b>\$2,025</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

### 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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	13%	*	*	*	-	*	-	-	13%	*	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	72%	76%	67%	76%	-	88%	-	91%	71%	70%	60%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**

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WINFREE ACADEMY NORTH RICHLAND HILLS (057828005) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%



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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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WINFREE ACADEMY NORTH RICHLAND HILLS (057828005) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	55%	<b>56%</b>	57%	54%	64%	-	*	-	*	60%	52%	33%	59%	46%	43%	70%	-	*	-	-
	CWD	35%	34%	<b>33%</b>	*	*	*	-	-	-	-	33%	*	33%	-	*	*	60%	-	-	-	-
	CWOD	73%	57%	<b>59%</b>	60%	58%	71%	-	*	-	*	66%	53%	-	59%	48%	48%	69%	-	*	-	-
	EL	47%	58%	<b>46%</b>	-	46%	-	-	-	-	-	58%	33%	*	48%	46%	38%	50%	-	-	-	-
	Male	62%	46%	<b>43%</b>	*	48%	40%	-	-	-	*	50%	37%	*	48%	38%	43%	-	-	*	-	-
	Female	74%	64%	<b>70%</b>	*	62%	83%	-	*	-	*	68%	67%	60%	69%	50%	-	70%	-	*	-	-
English II	All Students	74%	62%	<b>63%</b>	75%	58%	60%	-	*	-	*	68%	52%	43%	65%	48%	48%	76%	-	80%	-	-
	CWD	39%	46%	<b>43%</b>	*	*	*	-	-	-	-	60%	*	43%	-	*	*	*	-	*	-	-
	CWOD	78%	64%	<b>65%</b>	88%	58%	67%	-	*	-	*	69%	57%	-	65%	50%	46%	80%	-	*	-	-
	EL	52%	59%	<b>48%</b>	-	48%	-	-	-	-	-	50%	38%	*	50%	48%	27%	64%	-	-	-	-
	Male	69%	52%	<b>48%</b>	67%	41%	40%	-	*	-	*	50%	44%	*	46%	27%	48%	-	-	*	-	-
	Female	79%	72%	<b>76%</b>	83%	68%	80%	-	-	-	*	76%	60%	*	80%	64%	-	76%	-	*	-	-
Algebra I	All Students	79%	56%	<b>43%</b>	55%	45%	22%	-	*	-	*	43%	44%	17%	46%	50%	34%	51%	-	*	-	-
	CWD	54%	29%	<b>17%</b>	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	83%	60%	<b>46%</b>	56%	48%	25%	-	*	-	*	45%	45%	-	46%	55%	34%	55%	-	*	-	-
	EL	72%	62%	<b>50%</b>	-	50%	-	-	-	-	-	47%	50%	*	55%	50%	55%	42%	-	-	-	-
	Male	77%	49%	<b>34%</b>	20%	45%	*	-	-	-	*	31%	35%	*	34%	55%	34%	-	-	*	-	-
	Female	81%	63%	<b>51%</b>	83%	45%	33%	-	*	-	*	50%	50%	*	55%	42%	-	51%	-	*	-	-
Biology	All Students	90%	77%	<b>73%</b>	71%	74%	80%	-	-	*	*	77%	68%	50%	80%	65%	76%	71%	-	*	-	-
	CWD	75%	71%	<b>50%</b>	*	50%	*	-	-	-	*	60%	40%	50%	-	*	*	67%	-	-	-	-
	CWOD	92%	78%	<b>80%</b>	67%	80%	*	-	-	*	*	81%	73%	-	80%	71%	83%	68%	-	*	-	-
	EL	84%	79%	<b>65%</b>	-	69%	-	-	-	*	-	64%	67%	*	71%	65%	57%	70%	-	-	-	-
	Male	89%	77%	<b>76%</b>	80%	86%	-	-	-	*	*	75%	70%	*	83%	57%	76%	-	-	-	-	-
	Female	91%	77%	<b>71%</b>	*	61%	*	-	-	-	*	73%	60%	67%	68%	70%	-	71%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	22%	<b>26%</b>	29%	28%	18%	-	*	-	*	20%	33%	0%	31%	25%	20%	33%	-	*	-	-
	CWD	19%	17%	<b>0%</b>	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	55%	22%	<b>31%</b>	40%	30%	29%	-	*	-	*	24%	37%	-	31%	26%	23%	38%	-	*	-	-
	EL	27%	17%	<b>25%</b>	-	25%	-	-	-	-	-	25%	25%	*	26%	25%	15%	33%	-	-	-	-
	Male	43%	17%	<b>20%</b>	*	24%	0%	-	-	-	*	13%	26%	*	23%	15%	20%	-	-	*	-	-
	Female	57%	26%	<b>33%</b>	*	33%	33%	-	*	-	*	26%	40%	0%	38%	33%	-	33%	-	*	-	-
English II	All Students	57%	32%	<b>31%</b>	42%	26%	30%	-	*	-	*	30%	32%	14%	33%	10%	16%	45%	-	80%	-	-
	CWD	23%	22%	<b>14%</b>	*	*	*	-	-	-	-	20%	*	14%	-	*	*	*	-	*	-	-
	CWOD	61%	33%	<b>33%</b>	50%	28%	33%	-	*	-	*	31%	35%	-	33%	10%	18%	47%	-	*	-	-
	EL	30%	25%	<b>10%</b>	-	10%	-	-	-	-	-	0%	25%	*	10%	10%	0%	18%	-	-	-	-
	Male	51%	23%	<b>16%</b>	33%	6%	20%	-	*	-	*	13%	19%	*	18%	0%	16%	-	-	*	-	-
	Female	63%	42%	<b>45%</b>	50%	41%	40%	-	-	-	*	40%	50%	*	47%	18%	-	45%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	7%	1%	0%	2%	0%	-	*	-	*	3%	0%	0%	2%	0%	0%	3%	-	*	-	-
	CWD	17%	6%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	8%	2%	0%	3%	0%	-	*	-	*	3%	0%	-	2%	0%	0%	3%	-	*	-	-
	EL	29%	7%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	8%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	43%	7%	3%	0%	5%	0%	-	*	-	*	5%	0%	*	3%	0%	-	3%	-	*	-	-
Biology	All Students	54%	18%	18%	14%	13%	40%	-	-	*	*	15%	21%	10%	20%	12%	14%	21%	-	*	-	-
	CWD	26%	17%	10%	*	0%	*	-	-	-	*	0%	20%	10%	-	*	*	17%	-	-	-	-
	CWOD	58%	18%	20%	17%	16%	*	-	-	*	*	19%	20%	-	20%	14%	17%	21%	-	*	-	-
	EL	33%	13%	12%	-	13%	-	-	-	*	-	18%	0%	*	14%	12%	14%	10%	-	-	-	-
	Male	54%	16%	14%	20%	14%	-	-	-	*	*	17%	10%	*	17%	14%	14%	-	-	-	-	-
	Female	54%	19%	21%	*	11%	*	-	-	-	*	13%	30%	17%	21%	10%	-	21%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	3%	3%	0%	4%	0%	-	*	-	*	3%	3%	0%	3%	8%	3%	3%	-	*	-	-
	CWD	4%	2%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	3%	3%	0%	5%	0%	-	*	-	*	3%	3%	-	3%	9%	3%	3%	-	*	-	-
	EL	4%	2%	8%	-	8%	-	-	-	-	-	8%	8%	*	9%	8%	8%	8%	-	-	-	-
	Male	11%	3%	3%	*	4%	0%	-	-	-	*	0%	5%	*	3%	8%	3%	-	-	*	-	-
	Female	19%	3%	3%	*	5%	0%	-	*	-	*	5%	0%	0%	3%	8%	-	3%	-	*	-	-
English II	All Students	8%	1%	2%	8%	0%	0%	-	*	-	*	0%	4%	0%	2%	0%	3%	0%	-	0%	-	-
	CWD	3%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	*	-	-
	CWOD	9%	1%	2%	13%	0%	0%	-	*	-	*	0%	4%	-	2%	0%	4%	0%	-	*	-	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	3%	17%	0%	0%	-	*	-	*	0%	6%	*	4%	0%	3%	-	-	*	-	-
	Female	10%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Algebra I	All Students	23%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	7%	0%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	13%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	23%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Biology	All Students	18%	2%	2%	0%	3%	0%	-	-	*	*	4%	0%	0%	3%	6%	0%	4%	-	*	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	2%	3%	0%	4%	*	-	-	*	*	5%	0%	-	3%	7%	0%	5%	-	*	-	-
	EL	5%	1%	6%	-	6%	-	-	-	*	-	9%	0%	*	7%	6%	0%	10%	-	-	-	-
	Male	18%	2%	0%	0%	0%	-	-	-	*	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	2%	4%	*	6%	*	-	-	-	*	7%	0%	0%	5%	10%	-	4%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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WINFREE ACADEMY NORTH RICHLAND HILLS (057828005) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	<b>57%</b>	67%	57%	54%	-	*	*	58%	61%	52%	39%	60%	52%	48%	65%	-	67%	-	-
	CWD	46%	46%	<b>39%</b>	56%	29%	38%	-	-	-	*	44%	31%	39%	-	14%	29%	44%	-	*	-	-
	CWOD	77%	63%	<b>60%</b>	68%	60%	59%	-	*	*	64%	64%	55%	-	60%	55%	51%	68%	-	64%	-	-
	EL	61%	63%	<b>52%</b>	-	53%	-	-	-	*	-	56%	45%	14%	55%	52%	44%	60%	-	-	-	-
	Male	71%	54%	<b>48%</b>	53%	54%	29%	-	*	*	20%	52%	45%	29%	51%	44%	48%	-	-	20%	-	-
	Female	74%	68%	<b>65%</b>	82%	59%	71%	-	*	-	86%	68%	61%	44%	68%	60%	-	65%	-	100%	-	-
Reading	All Students	74%	59%	<b>60%</b>	68%	57%	65%	-	*	-	60%	64%	53%	38%	63%	49%	47%	73%	-	75%	-	-
	CWD	44%	40%	<b>38%</b>	50%	20%	40%	-	-	-	-	45%	20%	38%	-	*	29%	44%	-	*	-	-
	CWOD	80%	61%	<b>63%</b>	77%	59%	69%	-	*	-	60%	67%	56%	-	63%	50%	49%	77%	-	71%	-	-
	EL	59%	58%	<b>49%</b>	-	48%	-	-	-	-	-	56%	37%	*	50%	49%	35%	59%	-	-	-	-
	Male	70%	49%	<b>47%</b>	56%	46%	40%	-	*	-	*	52%	42%	29%	49%	35%	47%	-	-	*	-	-
	Female	78%	68%	<b>73%</b>	80%	67%	82%	-	*	-	*	73%	67%	44%	77%	59%	-	73%	-	100%	-	-
Mathematics	All Students	70%	54%	<b>42%</b>	50%	44%	20%	-	*	-	60%	41%	42%	17%	44%	48%	33%	49%	-	*	-	-
	CWD	45%	29%	<b>17%</b>	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	75%	57%	<b>44%</b>	50%	48%	22%	-	*	-	60%	44%	42%	-	44%	52%	33%	51%	-	*	-	-
	EL	62%	61%	<b>48%</b>	-	50%	-	-	-	-	-	47%	44%	*	52%	48%	50%	42%	-	-	-	-
	Male	71%	47%	<b>33%</b>	17%	45%	*	-	-	-	*	31%	33%	*	33%	50%	33%	-	-	*	-	-
	Female	70%	60%	<b>49%</b>	83%	43%	29%	-	*	-	*	48%	47%	*	51%	42%	-	49%	-	*	-	-
Science	All Students	73%	77%	<b>73%</b>	71%	74%	80%	-	-	*	*	77%	68%	50%	80%	65%	76%	71%	-	*	-	-
	CWD	49%	71%	<b>50%</b>	*	50%	*	-	-	-	*	60%	40%	50%	-	*	*	67%	-	-	-	-
	CWOD	77%	78%	<b>80%</b>	67%	80%	*	-	-	*	*	81%	73%	-	80%	71%	83%	68%	-	*	-	-
	EL	61%	79%	<b>65%</b>	-	69%	-	-	-	*	-	64%	67%	*	71%	65%	57%	70%	-	-	-	-
	Male	74%	77%	<b>76%</b>	80%	86%	-	-	-	*	*	75%	70%	*	83%	57%	76%	-	-	-	-	-
	Female	72%	77%	<b>71%</b>	*	61%	*	-	-	-	*	73%	60%	67%	68%	70%	-	71%	-	*	-	-
SAT/ACT All Subjects	All Students	88%	22%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	22%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	25%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	<b>20%</b>	22%	18%	20%	-	*	*	42%	18%	22%	6%	21%	12%	13%	26%	-	58%	-	-
	CWD	22%	16%	<b>6%</b>	11%	0%	13%	-	-	-	*	6%	8%	6%	-	0%	0%	11%	-	*	-	-
	CWOD	51%	21%	<b>21%</b>	25%	20%	22%	-	*	*	45%	20%	23%	-	21%	13%	14%	28%	-	55%	-	-
	EL	31%	16%	<b>12%</b>	-	12%	-	-	-	*	-	10%	15%	0%	13%	12%	7%	17%	-	-	-	-
	Male	45%	16%	<b>13%</b>	21%	12%	7%	-	*	*	20%	10%	15%	0%	14%	7%	13%	-	-	0%	-	-
	Female	48%	24%	<b>26%</b>	24%	23%	29%	-	*	-	57%	23%	29%	11%	28%	17%	-	26%	-	100%	-	-

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WINFREE ACADEMY NORTH RICHLAND HILLS (057828005) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	27%	<b>29%</b>	37%	28%	25%	-	*	-	60%	25%	33%	6%	32%	19%	19%	39%	-	63%	-	-
	CWD	23%	20%	<b>6%</b>	17%	0%	0%	-	-	-	-	9%	0%	6%	-	*	0%	11%	-	*	-	-
	CWOD	58%	28%	<b>32%</b>	46%	29%	31%	-	*	-	60%	28%	37%	-	32%	19%	21%	44%	-	57%	-	-
	EL	34%	21%	<b>19%</b>	-	18%	-	-	-	-	-	12%	26%	*	19%	19%	9%	27%	-	-	-	-
	Male	48%	20%	<b>19%</b>	33%	17%	10%	-	*	-	*	13%	24%	0%	21%	9%	19%	-	-	*	-	-
	Female	57%	34%	<b>39%</b>	40%	38%	36%	-	*	-	*	34%	46%	11%	44%	27%	-	39%	-	100%	-	-
Mathematics	All Students	42%	7%	<b>3%</b>	0%	2%	0%	-	*	-	20%	3%	3%	0%	3%	0%	0%	5%	-	*	-	-
	CWD	22%	6%	<b>0%</b>	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	46%	8%	<b>3%</b>	0%	3%	0%	-	*	-	20%	3%	3%	-	3%	0%	0%	5%	-	*	-	-
	EL	31%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	43%	7%	<b>0%</b>	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	40%	7%	<b>5%</b>	0%	5%	0%	-	*	-	*	5%	5%	*	5%	0%	-	5%	-	*	-	-
Science	All Students	42%	18%	<b>18%</b>	14%	13%	40%	-	-	*	*	15%	21%	10%	20%	12%	14%	21%	-	*	-	-
	CWD	21%	17%	<b>10%</b>	*	0%	*	-	-	-	*	0%	20%	10%	-	*	*	17%	-	-	-	-
	CWOD	45%	18%	<b>20%</b>	17%	16%	*	-	-	*	*	19%	20%	-	20%	14%	17%	21%	-	*	-	-
	EL	24%	13%	<b>12%</b>	-	13%	-	-	-	*	-	18%	0%	*	14%	12%	14%	10%	-	-	-	-
	Male	44%	16%	<b>14%</b>	20%	14%	-	-	-	*	*	17%	10%	*	17%	14%	14%	-	-	-	-	-
	Female	40%	19%	<b>21%</b>	*	11%	*	-	-	-	*	13%	30%	17%	21%	10%	-	21%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	11%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	11%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	13%	*	-	-	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	<b>2%</b>	3%	2%	0%	-	*	*	0%	1%	2%	0%	2%	4%	2%	2%	-	0%	-	-
	CWD	6%	1%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	2%	<b>2%</b>	4%	2%	0%	-	*	*	0%	2%	2%	-	2%	4%	2%	2%	-	0%	-	-
	EL	9%	1%	<b>4%</b>	-	4%	-	-	-	*	-	4%	3%	0%	4%	4%	2%	5%	-	-	-	-
	Male	18%	2%	<b>2%</b>	5%	1%	0%	-	*	*	0%	0%	3%	0%	2%	2%	2%	-	-	0%	-	-
	Female	19%	2%	<b>2%</b>	0%	2%	0%	-	*	-	0%	3%	0%	0%	2%	5%	-	2%	-	0%	-	-
Reading	All Students	21%	2%	<b>2%</b>	5%	2%	0%	-	*	-	0%	1%	4%	0%	3%	5%	3%	2%	-	0%	-	-
	CWD	6%	1%	<b>0%</b>	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	2%	<b>3%</b>	8%	3%	0%	-	*	-	0%	2%	4%	-	3%	5%	4%	2%	-	0%	-	-
	EL	10%	1%	<b>5%</b>	-	5%	-	-	-	-	-	4%	5%	*	5%	5%	4%	5%	-	-	-	-
	Male	18%	2%	<b>3%</b>	11%	2%	0%	-	*	-	*	0%	6%	0%	4%	4%	3%	-	-	*	-	-
	Female	24%	2%	<b>2%</b>	0%	2%	0%	-	*	-	*	2%	0%	0%	2%	5%	-	2%	-	0%	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	0%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	10%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	1%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	15%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All Students	15%	2%	2%	0%	3%	0%	-	-	*	*	4%	0%	0%	3%	6%	0%	4%	-	*	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	*	0%	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	17%	2%	3%	0%	4%	*	-	-	*	*	5%	0%	-	3%	7%	0%	5%	-	*	-	-
	EL	5%	1%	6%	-	6%	-	-	-	*	-	9%	0%	*	7%	6%	0%	10%	-	-	-	-
	Male	16%	2%	0%	0%	0%	-	-	-	*	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	14%	2%	4%	*	6%	*	-	-	-	*	7%	0%	0%	5%	10%	-	4%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	-	-	-	-	-	-	*	-	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	71	*	57	*	-	-	-	*	56	*	*
CWD	*	*	*	-	-	-	-	-	*	*	-
CWOD	75	*	67	*	-	-	-	*	58	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	*	-	-	-	-	*	*	-
Female	69	*	*	*	-	-	-	*	58	*	*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	*	-	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	27.6%	25.0%	27.4%	31.3%	-	-	-	22.2%	23.9%	40.0%	22.7%	0.0%	-
CWD	40.0%	*	*	*	-	-	-	-	*	40.0%	*	-	-
CWOD	27.1%	26.3%	25.4%	32.3%	-	-	-	22.2%	23.1%	-	20.0%	0.0%	-
EL ◇	22.7%	-	23.8%	*	-	-	-	-	9.1%	*	22.7%	*	-
Male	14.5%	7.7%	17.1%	12.5%	-	-	-	20.0%	8.3%	40.0%	13.3%	0.0%	-
Female	44.4%	57.1%	40.7%	50.0%	-	-	-	*	41.9%	-	42.9%	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
50	4	8%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	27	31	26	28	-	*	*	40	27	16	23
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	56%	44%	56%	53%	*	-	-	*	59%	71%	55%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	Y	N	N					N	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N	N					N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	N					N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N	N	N	N					N		N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N	N					N		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N	N					N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N	N					N		N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	93%	95%	95%	86%	-	*	*	83%	95%	91%	94%	93%	94%	94%	93%	-	
	CWD	94%	100%	93%	88%	-	-	-	*	95%	92%	94%	-	100%	87%	100%	-	
	CWOD	93%	93%	95%	86%	-	*	*	82%	95%	91%	-	93%	94%	95%	92%	-	
	EL	94%	*	94%	*	-	*	*	-	93%	96%	100%	94%	94%	93%	95%	-	
	Male	94%	95%	96%	87%	-	*	*	80%	94%	94%	87%	95%	93%	94%	-	-	
	Female	93%	95%	94%	86%	-	*	*	86%	96%	88%	100%	92%	95%	-	93%	-	
<b>Reading</b>	All Students	95%	100%	95%	95%	-	*	*	80%	97%	93%	100%	95%	95%	95%	95%	-	
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-	
	CWOD	95%	100%	94%	94%	-	*	*	80%	96%	92%	-	95%	94%	95%	95%	-	
	EL	95%	*	94%	*	-	*	*	-	93%	97%	*	94%	95%	92%	97%	-	
	Male	95%	100%	94%	100%	-	*	*	*	95%	95%	100%	95%	92%	95%	-	-	
	Female	95%	100%	95%	91%	-	*	*	*	98%	90%	100%	95%	97%	-	95%	-	
<b>Mathematics</b>	All Students	89%	92%	93%	70%	-	*	-	80%	92%	86%	83%	90%	92%	91%	88%	-	
	CWD	83%	*	*	*	-	-	-	-	*	*	83%	-	*	*	*	-	
	CWOD	90%	90%	95%	67%	-	*	-	80%	91%	88%	-	90%	91%	94%	87%	-	
	EL	92%	*	96%	-	-	-	-	-	93%	89%	*	91%	92%	92%	92%	-	
	Male	91%	83%	96%	*	-	-	-	*	94%	89%	*	94%	92%	91%	-	-	
	Female	88%	100%	91%	71%	-	*	-	*	91%	84%	*	87%	92%	-	88%	-	
<b>Science</b>	All Students	94%	86%	97%	80%	-	-	*	*	93%	95%	90%	95%	94%	95%	92%	-	
	CWD	90%	*	100%	*	-	-	-	*	80%	100%	90%	-	*	*	100%	-	
	CWOD	95%	83%	96%	*	-	-	*	*	95%	93%	-	95%	93%	100%	89%	-	
	EL	94%	-	94%	-	-	-	*	-	91%	100%	*	93%	94%	100%	90%	-	
	Male	95%	100%	100%	*	-	-	*	*	92%	100%	*	100%	100%	95%	-	-	
	Female	92%	*	94%	*	-	-	-	*	93%	90%	100%	89%	90%	-	92%	-	
<b>SAT/ACT All Subjects</b>	All Students	20%	*	*	*	-	-	-	*	*	*	-	20%	*	*	*	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	20%	*	*	*	-	-	-	*	*	*	-	20%	*	*	*	-	
	EL	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	
	Male	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-	
	Female	*	-	*	*	-	-	-	*	*	*	-	*	-	-	*	-	
<b>Non-Participation Rate</b>																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	7%	5%	5%	14%	-	*	*	17%	5%	9%	6%	7%	6%	6%	7%	-
	CWD	6%	0%	7%	12%	-	-	-	*	5%	8%	6%	-	0%	13%	0%	-
	CWOD	7%	7%	5%	14%	-	*	*	18%	5%	9%	-	7%	6%	5%	8%	-
	EL	6%	*	6%	*	-	*	*	-	7%	4%	0%	6%	6%	7%	5%	-
	Male	6%	5%	4%	13%	-	*	*	20%	6%	6%	13%	5%	7%	6%	-	-
	Female	7%	5%	6%	14%	-	*	*	14%	4%	12%	0%	8%	5%	-	7%	-
<b>Reading</b>	All Students	5%	0%	5%	5%	-	*	*	20%	3%	7%	0%	5%	5%	5%	5%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	5%	0%	6%	6%	-	*	*	20%	4%	8%	-	5%	6%	5%	5%	-
	EL	5%	*	6%	*	-	*	*	-	7%	3%	*	6%	5%	8%	3%	-
	Male	5%	0%	6%	0%	-	*	*	*	5%	5%	0%	5%	8%	5%	-	-
	Female	5%	0%	5%	9%	-	*	*	*	2%	10%	0%	5%	3%	-	5%	-
<b>Mathematics</b>	All Students	11%	8%	7%	30%	-	*	-	20%	8%	14%	17%	10%	8%	9%	12%	-
	CWD	17%	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-
	CWOD	10%	10%	5%	33%	-	*	-	20%	9%	12%	-	10%	9%	6%	13%	-
	EL	8%	*	4%	-	-	-	-	-	7%	11%	*	9%	8%	8%	8%	-
	Male	9%	17%	4%	*	-	-	-	*	6%	11%	*	6%	8%	9%	-	-
	Female	12%	0%	9%	29%	-	*	-	*	9%	16%	*	13%	8%	-	12%	-
<b>Science</b>	All Students	6%	14%	3%	20%	-	-	*	*	7%	5%	10%	5%	6%	5%	8%	-
	CWD	10%	*	0%	*	-	-	-	*	20%	0%	10%	-	*	*	0%	-
	CWOD	5%	17%	4%	*	-	-	*	*	5%	7%	-	5%	7%	0%	11%	-
	EL	6%	-	6%	-	-	-	*	-	9%	0%	*	7%	6%	0%	10%	-
	Male	5%	0%	0%	*	-	-	*	*	8%	0%	*	0%	0%	5%	-	-
	Female	8%	*	6%	*	-	-	-	*	7%	10%	0%	11%	10%	-	8%	-
<b>SAT/ACT All Subjects</b>	All Students	80%	*	*	*	-	-	-	*	*	*	-	80%	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	*	*	*	-	-	-	*	*	*	-	80%	*	*	*	-
	EL	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-
	Male	*	*	-	-	-	-	-	-	-	*	-	*	*	*	-	-
	Female	*	-	*	*	-	-	-	*	*	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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

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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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	170	24	78	57	2	1	-8	8	26	22	19
	Female	194	25	92	66	3	-8	-8	8	27	12	23
	Total	364	49	170	123	5	1	-8	16	53	34	42

											Total
<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0



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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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	4.9	51.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$3,604	\$2,699		\$2,699	\$897	\$8	\$905
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$424	\$83	\$69	\$152	\$116	\$156	\$272
Support services, operation and maintenance of plant		\$1,330	\$687	\$634	\$1,321		\$9	\$9
Support services, pupils		\$727	\$586	\$0	\$586	\$65	\$77	\$142

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$1,116	\$1,003		\$1,003	\$107	\$6	\$113
<b>Total</b>	<b>243</b>	<b>\$8,090</b>	<b>\$5,058</b>	<b>\$1,545</b>	<b>\$6,603</b>	<b>\$1,184</b>	<b>\$303</b>	<b>\$1,487</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

### 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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	10%	*	*	*	-	*	-	-	*	-	-
In-State Private Institutions	*	-	*	-	-	*	-	-	*	-	*
Out-of-State Institutions	*	-	*	-	-	-	-	*	*	-	*

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	88%	90%	85%	93%	*	100%	*	83%	90%	86%	87%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**

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

**Part (i)(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. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%



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WINFREE ACADEMY CHARTER SCHOOL DALLAS (057828006) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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WINFREE ACADEMY CHARTER SCHOOL DALLAS (057828006) - WINFREE ACADEMY CHARTER SCHOOLS - DALLAS COUNTY

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
<b>EL Progress</b>												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators 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-12s; 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 in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
End of Course																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	67%	55%	35%	33%	42%	*	-	-	-	-	44%	23%	17%	36%	56%	22%	49%	-	-	-	-
	CWD	35%	34%	17%	*	*	*	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	73%	57%	36%	36%	40%	*	-	-	-	-	49%	21%	-	36%	53%	23%	52%	-	-	-	-
	EL	47%	58%	56%	-	56%	-	-	-	-	-	64%	43%	*	53%	56%	40%	75%	-	-	-	-
	Male	62%	46%	22%	17%	29%	*	-	-	-	-	26%	18%	*	23%	40%	22%	-	-	-	-	-
	Female	74%	64%	49%	46%	67%	*	-	-	-	-	58%	31%	*	52%	75%	-	49%	-	-	-	-
English II	All Students	74%	62%	45%	40%	52%	*	-	-	-	-	47%	41%	13%	49%	56%	39%	54%	-	*	*	-
	CWD	39%	46%	13%	0%	*	-	-	-	-	-	17%	*	13%	-	-	20%	*	-	*	-	-
	CWOD	78%	64%	49%	47%	50%	*	-	-	-	-	51%	44%	-	49%	56%	41%	59%	-	*	*	-
	EL	52%	59%	56%	-	56%	-	-	-	-	-	64%	43%	-	56%	56%	54%	60%	-	-	-	-
	Male	69%	52%	39%	30%	50%	-	-	-	-	-	48%	19%	20%	41%	54%	39%	-	-	*	-	-
	Female	79%	72%	54%	52%	55%	*	-	-	-	-	45%	69%	*	59%	60%	-	54%	-	*	*	-
Algebra I	All Students	79%	56%	42%	44%	43%	*	*	-	-	-	48%	33%	22%	45%	38%	38%	47%	-	*	-	-
	CWD	54%	29%	22%	29%	*	*	-	-	-	-	29%	*	22%	-	*	*	20%	-	-	-	-
	CWOD	83%	60%	45%	46%	45%	*	*	-	-	-	51%	35%	-	45%	40%	40%	52%	-	*	-	-
	EL	72%	62%	38%	-	38%	-	-	-	-	-	44%	29%	*	40%	38%	40%	33%	-	-	-	-
	Male	77%	49%	38%	42%	35%	*	-	-	-	-	42%	35%	*	40%	40%	38%	-	-	*	-	-
	Female	81%	63%	47%	45%	55%	*	*	-	-	-	54%	30%	20%	52%	33%	-	47%	-	-	-	-
Biology	All Students	90%	77%	58%	49%	76%	*	-	-	-	-	66%	48%	57%	58%	91%	61%	54%	-	*	-	-
	CWD	75%	71%	57%	40%	*	*	-	-	-	-	*	*	57%	-	*	*	*	-	-	-	-
	CWOD	92%	78%	58%	50%	75%	-	-	-	-	-	64%	50%	-	58%	90%	63%	52%	-	*	-	-
	EL	84%	79%	91%	-	91%	-	-	-	-	-	100%	80%	*	90%	91%	100%	80%	-	-	-	-
	Male	89%	77%	61%	50%	75%	*	-	-	-	-	75%	47%	*	63%	100%	61%	-	-	-	-	-
	Female	91%	77%	54%	47%	80%	-	-	-	-	-	56%	50%	*	52%	80%	-	54%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	50%	22%	4%	4%	4%	*	-	-	-	-	5%	3%	0%	4%	6%	2%	5%	-	-	-	-
	CWD	19%	17%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	55%	22%	4%	4%	4%	*	-	-	-	-	5%	3%	-	4%	6%	3%	6%	-	-	-	-
	EL	27%	17%	6%	-	6%	-	-	-	-	-	9%	0%	*	6%	6%	0%	13%	-	-	-	-
	Male	43%	17%	2%	4%	0%	*	-	-	-	-	0%	5%	*	3%	0%	2%	-	-	-	-	-
	Female	57%	26%	5%	4%	11%	*	-	-	-	-	8%	0%	*	6%	13%	-	5%	-	-	-	-
English II	All Students	57%	32%	14%	12%	15%	*	-	-	-	-	11%	21%	0%	16%	11%	4%	29%	-	*	*	-
	CWD	23%	22%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	61%	33%	16%	14%	16%	*	-	-	-	-	12%	22%	-	16%	11%	5%	31%	-	*	*	-
	EL	30%	25%	11%	-	11%	-	-	-	-	-	9%	14%	-	11%	11%	0%	40%	-	-	-	-
	Male	51%	23%	4%	4%	5%	-	-	-	-	-	6%	0%	0%	5%	0%	4%	-	-	*	-	-
	Female	63%	42%	29%	22%	36%	*	-	-	-	-	18%	46%	*	31%	40%	-	29%	-	*	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	41%	7%	6%	10%	0%	*	*	-	-	-	8%	3%	11%	5%	0%	4%	8%	-	*	-	-
	CWD	17%	6%	11%	14%	*	*	-	-	-	-	14%	*	11%	-	*	*	20%	-	-	-	-
	CWOD	45%	8%	5%	10%	0%	*	*	-	-	-	7%	3%	-	5%	0%	5%	6%	-	*	-	-
	EL	29%	7%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	39%	8%	4%	8%	0%	*	-	-	-	-	4%	4%	*	5%	0%	4%	-	-	*	-	-
	Female	43%	7%	8%	14%	0%	*	*	-	-	-	12%	0%	20%	6%	0%	-	8%	-	-	-	-
Biology	All Students	54%	18%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	26%	17%	0%	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	58%	18%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	33%	13%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	54%	16%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	54%	19%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	15%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	2%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	17%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	19%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	3%	0%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	*	-	-
	CWOD	9%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	*	-
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	7%	1%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	10%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	*	-
Algebra I	All Students	23%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	7%	0%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	25%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	13%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	22%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	23%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Biology	All Students	18%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	2%	0%	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	61%	44%	41%	51%	25%	*	-	-	-	50%	35%	27%	46%	57%	39%	51%	-	50%	*	-
	CWD	46%	46%	27%	17%	*	*	-	-	-	-	29%	22%	27%	-	*	27%	27%	-	*	-	-
	CWOD	77%	63%	46%	44%	50%	20%	*	-	-	-	53%	36%	-	46%	57%	40%	54%	-	60%	*	-
	EL	61%	63%	57%	-	57%	-	-	-	-	-	65%	46%	*	57%	57%	54%	63%	-	-	-	-
	Male	71%	54%	39%	34%	45%	*	-	-	-	-	47%	29%	27%	40%	54%	39%	-	-	*	-	-
	Female	74%	68%	51%	48%	63%	*	*	-	-	-	53%	45%	27%	54%	63%	-	51%	-	*	*	-
Reading	All Students	74%	59%	40%	36%	47%	*	-	-	-	-	46%	31%	14%	43%	56%	31%	51%	-	*	*	-
	CWD	44%	40%	14%	0%	*	*	-	-	-	-	10%	*	14%	-	*	14%	14%	-	*	-	-
	CWOD	80%	61%	43%	41%	46%	*	-	-	-	-	50%	32%	-	43%	54%	33%	55%	-	*	*	-
	EL	59%	58%	56%	-	56%	-	-	-	-	-	64%	43%	*	54%	56%	48%	69%	-	-	-	-
	Male	70%	49%	31%	24%	41%	*	-	-	-	-	40%	18%	14%	33%	48%	31%	-	-	*	-	-
	Female	78%	68%	51%	49%	60%	*	-	-	-	-	52%	50%	14%	55%	69%	-	51%	-	*	*	-
Mathematics	All Students	70%	54%	42%	44%	42%	*	*	-	-	-	46%	33%	22%	45%	35%	38%	47%	-	*	-	-
	CWD	45%	29%	22%	29%	*	*	-	-	-	-	29%	*	22%	-	*	*	20%	-	-	-	-
	CWOD	75%	57%	45%	46%	43%	*	*	-	-	-	49%	35%	-	45%	38%	39%	52%	-	*	-	-
	EL	62%	61%	35%	-	35%	-	-	-	-	-	40%	29%	*	38%	35%	36%	33%	-	-	-	-
	Male	71%	47%	38%	42%	35%	*	-	-	-	-	38%	35%	*	39%	36%	38%	-	-	*	-	-
	Female	70%	60%	47%	45%	55%	*	*	-	-	-	54%	30%	20%	52%	33%	-	47%	-	-	-	-
Science	All Students	73%	77%	58%	49%	76%	*	-	-	-	-	66%	48%	57%	58%	91%	61%	54%	-	*	-	-
	CWD	49%	71%	57%	40%	*	*	-	-	-	-	*	*	57%	-	*	*	*	-	-	-	-
	CWOD	77%	78%	58%	50%	75%	-	-	-	-	-	64%	50%	-	58%	90%	63%	52%	-	*	-	-
	EL	61%	79%	91%	-	91%	-	-	-	-	-	100%	80%	*	90%	91%	100%	80%	-	-	-	-
	Male	74%	77%	61%	50%	75%	*	-	-	-	-	75%	47%	*	63%	100%	61%	-	-	-	-	-
	Female	72%	77%	54%	47%	80%	-	-	-	-	-	56%	50%	*	52%	80%	-	54%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	47%	20%	7%	7%	6%	13%	*	-	-	-	7%	7%	3%	7%	5%	3%	11%	-	0%	*	-
	CWD	22%	16%	3%	4%	*	*	-	-	-	-	5%	0%	3%	-	*	0%	7%	-	*	-	-
	CWOD	51%	21%	7%	7%	6%	20%	*	-	-	-	7%	7%	-	7%	5%	3%	12%	-	0%	*	-
	EL	31%	16%	5%	-	5%	-	-	-	-	-	5%	4%	*	5%	5%	0%	13%	-	-	-	-
	Male	45%	16%	3%	4%	1%	*	-	-	-	-	3%	3%	0%	3%	0%	3%	-	-	*	-	-
	Female	48%	24%	11%	10%	14%	*	*	-	-	-	10%	14%	7%	12%	13%	-	11%	-	*	*	-
Reading	All Students	52%	27%	9%	8%	10%	*	-	-	-	-	8%	11%	0%	10%	8%	3%	17%	-	*	*	-
	CWD	23%	20%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	58%	28%	10%	9%	11%	*	-	-	-	-	9%	12%	-	10%	9%	4%	18%	-	*	*	-
	EL	34%	21%	8%	-	8%	-	-	-	-	-	9%	7%	*	9%	8%	0%	23%	-	-	-	-
	Male	48%	20%	3%	4%	3%	*	-	-	-	-	4%	3%	0%	4%	0%	3%	-	-	*	-	-
	Female	57%	34%	17%	12%	25%	*	-	-	-	-	13%	23%	0%	18%	23%	-	17%	-	*	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	7%	6%	10%	0%	*	*	-	-	-	8%	3%	11%	5%	0%	4%	8%	-	*	-	-
	CWD	22%	6%	11%	14%	*	*	-	-	-	-	14%	*	11%	-	*	*	20%	-	-	-	-
	CWOD	46%	8%	5%	10%	0%	*	*	-	-	-	7%	3%	-	5%	0%	5%	6%	-	*	-	-
	EL	31%	7%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	43%	7%	4%	8%	0%	*	-	-	-	-	4%	4%	*	5%	0%	4%	-	-	*	-	-
	Female	40%	7%	8%	14%	0%	*	*	-	-	-	12%	0%	20%	6%	0%	-	8%	-	-	-	-
Science	All Students	42%	18%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	21%	17%	0%	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	45%	18%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	24%	13%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	44%	16%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	40%	19%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	*	-
	CWD	6%	1%	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	21%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	0%	*	-
	EL	9%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	19%	2%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-	*	*	-
Reading	All Students	21%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	*	-
	CWD	6%	1%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	*	-
	EL	10%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	24%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	*	*	-
Mathematics	All Students	17%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	0%	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	19%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	10%	2%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	15%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Science	All Students	15%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	5%	2%	0%	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	17%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	5%	1%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	14%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-



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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	40	29	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	40	29	*	-	-	-	-	-	*	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	29	*	*	-	-	-	-	-	*	-	*
Female	*	*	*	-	-	-	-	-	*	-	-
<b>Mathematics</b>											
All Students	*	*	*	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	*	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	*	-	-	-	-	-	-	-	-
Female	*	*	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	43.0%	37.3%	50.0%	*	-	-	-	*	44.4%	55.6%	53.8%	50.0%	*
CWD	55.6%	33.3%	100.0%	*	-	-	-	-	70.0%	55.6%	*	-	-
CWOD	41.1%	38.1%	45.5%	*	-	-	-	*	40.3%	-	50.0%	50.0%	*
EL	53.8%	-	53.8%	-	-	-	-	-	53.3%	*	53.8%	*	*
Male	40.3%	23.1%	60.6%	*	-	-	-	*	36.6%	54.5%	73.3%	*	-
Female	46.2%	52.8%	37.0%	*	-	-	-	*	54.8%	57.1%	27.3%	62.5%	*

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
46	5	11%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

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

This section provides information on the other indicators 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	17	16	19	14	*	-	-	-	19	10	21
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	49%	72%	*	*	*	-	*	56%	56%	71%

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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N		N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N		N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N						N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N	N	N

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	99%	98%	88%	*	-	-	-	98%	100%	100%	99%	99%	98%	99%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	99%	99%	98%	80%	*	-	-	-	98%	100%	-	99%	99%	98%	99%	-
	EL	99%	-	99%	-	-	-	-	-	98%	100%	*	99%	99%	98%	100%	-
	Male	98%	99%	99%	*	-	-	-	-	97%	100%	100%	98%	98%	98%	-	-
	Female	99%	100%	98%	*	*	-	-	-	99%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	95%	98%	94%	*	*	-	-	-	93%	100%	100%	95%	94%	94%	97%	-
	CWD	100%	100%	*	*	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	95%	98%	94%	*	*	-	-	-	91%	100%	-	95%	94%	93%	97%	-
	EL	94%	-	94%	-	-	-	-	-	90%	100%	*	94%	94%	91%	100%	-
	Male	94%	96%	95%	*	-	-	-	-	89%	100%	*	93%	91%	94%	-	-
	Female	97%	100%	91%	*	*	-	-	-	96%	100%	100%	97%	100%	-	97%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Science</b>	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	
	CWD	100%	100%	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	-	
	Female	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	
<b>SAT/ACT All Subjects</b>	All Students	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-	
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	
	Male	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Non-Participation Rate</b>																		
<b>All Subjects</b>	All Students	1%	1%	2%	12%	*	-	-	-	2%	0%	0%	1%	1%	2%	1%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	
	CWOD	1%	1%	2%	20%	*	-	-	-	2%	0%	-	1%	1%	2%	1%	-	
	EL	1%	-	1%	-	-	-	-	-	2%	0%	*	1%	1%	2%	0%	-	
	Male	2%	1%	1%	*	-	-	-	-	3%	0%	0%	2%	2%	2%	-	-	
	Female	1%	0%	2%	*	*	-	-	-	1%	0%	0%	1%	0%	-	1%	-	
<b>Reading</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	
<b>Mathematics</b>	All Students	5%	2%	6%	*	*	-	-	-	7%	0%	0%	5%	6%	6%	3%	-	
	CWD	0%	0%	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	
	CWOD	5%	2%	6%	*	*	-	-	-	9%	0%	-	5%	6%	7%	3%	-	
	EL	6%	-	6%	-	-	-	-	-	10%	0%	*	6%	6%	9%	0%	-	
	Male	6%	4%	5%	*	-	-	-	-	11%	0%	*	7%	9%	6%	-	-	
	Female	3%	0%	9%	*	*	-	-	-	4%	0%	0%	3%	0%	-	3%	-	
<b>Science</b>	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	CWD	0%	0%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	
	CWOD	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	*	*	*	-	-	-	-	*	-	-	*	*	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (viii)(I)** This section provides information from the 2020-21 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	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	79	42	36	1	-8	-8	-8	-8	13	5	3
	Female	142	84	55	-8	-8	-8	-8	3	19	11	7
	Total	221	126	91	1	-8	-8	-8	3	32	16	10

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs



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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

**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.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.3	57.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

**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 preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$682		\$639	\$639		\$43	\$43
Instruction		\$2,899	\$2,591		\$2,591	\$300	\$8	\$308
Support services, general administration		\$207		\$203	\$203		\$4	\$4
Support services, instructional staff		\$409	\$68	\$69	\$137	\$116	\$156	\$272
Support services, operation and maintenance of plant		\$1,225	\$582	\$634	\$1,216		\$9	\$9
Support services, pupils		\$962	\$698	\$0	\$698	\$188	\$77	\$265
Support services, school administration		\$734	\$559		\$559	\$169	\$6	\$175
Support services, student transportation		\$33	\$33		\$33			
<b>Total</b>	<b>226</b>	<b>\$7,152</b>	<b>\$4,531</b>	<b>\$1,545</b>	<b>\$6,076</b>	<b>\$774</b>	<b>\$303</b>	<b>\$1,077</b>

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

**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 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	-	-	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	-	-	-	-
Reading	44,764	1%	-	-	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### 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 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
American Indian		*	55	*	45	*	13	*	2	

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### 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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	10%	13%	*	-	-	-	-	-	*	-	-
In-State Private Institutions	*	*	-	-	-	-	-	-	*	-	-
Out-of-State Institutions	*	*	*	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	87%	89%	83%	100%	*	*	*	89%	80%	82%	74%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

**Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability**

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**