Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WINFREE ACADEMY CHARTER SCHOOL (IRVING)
Campus ID: 057828001
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)

End of Course

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
English I	2017	61%	32%	**33%**	42%	29%	*	-	-	-	*	*	36%	19%	28%	36%	-
	2016	63%	29%	**22%**	*	28%	*	-	-	-	-	*	28%	*	25%	21%	-
English II	2017	64%	40%	**21%**	21%	19%	*	-	-	-	-	*	16%	*	32%	13%	-
	2016	66%	36%	**36%**	*	38%	*	-	-	-	-	*	37%	*	46%	*	-
Algebra I	2017	81%	37%	**31%**	29%	24%	*	-	*	-	*	*	26%	*	*	34%	*
	2016	76%	22%	**14%**	*	17%	*	-	-	-	-	*	14%	*	*	16%	-
Biology	2017	85%	62%	**59%**	69%	50%	*	-	-	-	*	*	63%	50%	50%	64%	-
	2016	86%	57%	**50%**	53%	46%	*	-	-	-	-	*	53%	63%	57%	43%	-
U.S. History	2017	91%	73%	**65%**	67%	56%	89%	-	*	-	-	*	64%	62%	61%	70%	-
	2016	90%	71%	**64%**	61%	66%	70%	*	-	-	*	*	60%	*	62%	68%	-

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	74%	47%	**41%**	44%	34%	65%	-	*	-	*	*	39%	28%	41%	40%	*
	2016	74%	43%	**37%**	31%	37%	52%	*	-	-	*	20%	39%	23%	44%	31%	-
Reading	2017	71%	36%	**28%**	32%	24%	*	-	-	-	*	*	27%	15%	30%	26%	-
	2016	72%	32%	**28%**	*	31%	42%	-	-	-	-	*	32%	*	38%	20%	-
Mathematics	2017	78%	37%	**31%**	29%	24%	*	-	*	-	*	*	26%	*	*	34%	*
	2016	75%	22%	**14%**	*	17%	*	-	-	-	-	*	14%	*	*	16%	-
Science	2017	78%	62%	**59%**	69%	50%	*	-	-	-	*	*	63%	50%	50%	64%	-
	2016	77%	57%	**50%**	53%	46%	*	-	-	-	-	*	53%	63%	57%	43%	-
Social Studies	2017	76%	73%	**65%**	67%	56%	89%	-	*	-	-	*	64%	62%	61%	70%	-
	2016	76%	71%	**64%**	61%	66%	70%	*	-	-	*	*	60%	*	62%	68%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades

All Subjects	2017	44%	17%	**10%**	11%	6%	22%	-	*	-	*	*	9%	4%	11%	9%	*
	2016	42%	12%	**10%**	5%	9%	26%	*	-	-	*	8%	10%	3%	13%	7%	-
Reading	2017	43%	16%	**9%**	8%	6%	*	-	-	-	*	*	9%	5%	8%	9%	-
	2016	42%	11%	**14%**	*	14%	42%	-	-	-	-	*	16%	*	25%	5%	-
Mathematics	2017	45%	5%	**4%**	0%	0%	*	-	*	-	*	*	3%	*	*	3%	*
	2016	40%	2%	**0%**	*	0%	*	-	-	-	-	*	0%	*	*	0%	-
Science	2017	48%	16%	**6%**	8%	0%	*	-	-	-	*	*	0%	0%	0%	9%	-
	2016	44%	12%	**10%**	7%	4%	*	-	-	-	-	*	11%	0%	10%	10%	-
Social Studies	2017	48%	33%	**18%**	25%	15%	0%	-	*	-	-	*	18%	0%	21%	13%	-
	2016	45%	22%	**10%**	11%	10%	10%	*	-	-	*	*	9%	*	5%	18%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades

All Subjects	2017	19%	3%	**1%**	1%	1%	4%	-	*	-	*	*	1%	1%	1%	2%	*
	2016	17%	2%	**1%**	0%	1%	6%	*	-	-	*	0%	1%	0%	1%	2%	-
Reading	2017	18%	1%	**1%**	0%	1%	*	-	-	-	*	*	1%	0%	0%	2%	-
	2016	16%	1%	**0%**	*	0%	0%	-	-	-	-	*	0%	*	0%	0%	-
Mathematics	2017	21%	1%	**2%**	0%	0%	*	-	*	-	*	*	0%	*	*	3%	*
	2016	17%	1%	**0%**	*	0%	*	-	-	-	-	*	0%	*	*	0%	-
Science	2017	19%	2%	**0%**	0%	0%	*	-	-	-	*	*	0%	0%	0%	0%	-
	2016	15%	3%	**5%**	0%	4%	*	-	-	-	-	*	5%	0%	0%	10%	-
Social Studies	2017	26%	10%	**1%**	4%	0%	0%	-	*	-	-	*	2%	0%	3%	0%	-
	2016	21%	6%	**2%**	0%	0%	10%	*	-	-	*	*	0%	*	3%	0%	-

STAAR Participation (All Grades)

All Tests	2017	99%	97%	**98%**	99%	97%	96%	-	*	-	*	95%	97%	99%	98%	98%	*
	2016	99%	97%	**98%**	96%	99%	97%	*	-	-	*	90%	98%	100%	98%	99%	-
Reading	2017	99%	97%	**97%**	98%	97%	100%	-	-	-	*	92%	97%	98%	97%	98%	-
	2016	99%	96%	**98%**	97%	99%	92%	-	-	-	-	91%	97%	100%	96%	98%	-
Mathematics	2017	100%	97%	**98%**	100%	100%	*	-	*	-	*	*	97%	100%	94%	100%	*
	2016	100%	97%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-

Subject	Year															
Science	2017	99%	96%	**94%**	100%	90%	*	-	-	-	*	*	93%	100%	100%	96%	-
	2016	99%	97%	**98%**	94%	100%	*	-	-	-	-	86%	97%	100%	100%	95%	-
Social Studies	2017	98%	98%	**100%**	100%	100%	100%	-	*	-	-	*	100%	100%	100%	100%	-
	2016	98%	98%	**98%**	95%	100%	100%	*	-	-	*	86%	100%	100%	97%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year															
% of Participants	2017	98%	91%	**92%**	88%	*	-	-	-	-	-	92%	90%	*	*	89%	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**33%**	38%	*	-	-	-	-	-	33%	40%	*	*	33%	-
% STAAR/EOC With Accommodations	2017	73%	76%	**58%**	50%	*	-	-	-	-	-	58%	50%	*	*	56%	-
% STAAR Alternate 2	2017	12%	0%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2017	2%	9%	**8%**	13%	*	-	-	-	-	-	8%	10%	*	*	11%	-

Mathematics Tests

	Year															
% of Participants	2017	99%	100%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
% STAAR/EOC With Accommodations	2017	74%	88%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
% STAAR Alternate 2	2017	13%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
% of Non-Participants	2017	1%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N							N		n/a	0	4	0
Mathematics	N											n/a	0	1	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	N											n/a	0	1	0
Social Studies	N									N		n/a	0	2	0
Total													**0**	**8**	**0**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N				n/a	n/a	n/a	n/a				n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y		n/a	Y	5	5	100
Mathematics	Y		Y						Y		n/a		3	3	100
Total													**8**	**8**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y		N						Y		n/a		2	3	67
Reason Code ***	c								c						
Total													**2**	**3**	**67**

District: Met Federal Limits on Alternative Assessments

Reading
- Alternate 1%   n/a
- Number Proficient   n/a
- Total Federal Cap Limit   n/a

Mathematics
- Alternate 1%   n/a
- Number Proficient   n/a
- Total Federal Cap Limit   n/a

Total

	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total	**10**	**19**	**53**

+   Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

     a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

     b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	24	**	13	*	-	-	-	-	15	*	*	n/a
Total Tests	79	**	46	*	-	-	-	-	53	*	*	*
% at Approaches Grade Level Standard	30%	33%	28%	*	-	-	-	-	28%	*	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	8	*	*	*	-	-	-	-	5	*	*	n/a
Total Tests	25	*	*	*	-	-	-	-	17	*	*	*
% at Approaches Grade Level Standard	32%	*	*	*	-	-	-	-	29%	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	9	*	5	*	-	-	-	-	7	-	*	n/a
Total Tests	16	*	10	*	-	-	-	-	14	-	*	*
% at Approaches Grade Level Standard	56%	*	50%	*	-	-	-	-	50%	-	*	n/a
Social Studies												
# at Approaches Grade Level Standard	24	10	8	**	-	*	-	-	15	*	*	n/a
Total Tests	41	17	17	**	-	*	-	-	27	*	*	*
% at Approaches Grade Level Standard	59%	59%	47%	83%	-	*	-	-	56%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	153	50	90	**	-	-	-	*	112	11	n/a	56
Total Students	157	51	93	**	-	-	-	*	115	12	n/a	57
Participation Rate	97%	98%	97%	100%	-	-	-	*	97%	92%	n/a	98%
Mathematics: 2016-2017 Assessments												
Number Participating	48	17	25	*	-	*	-	*	34	*	n/a	15
Total Students	49	17	25	*	-	*	-	*	35	*	n/a	15
Participation Rate	98%	100%	100%	*	-	*	-	*	97%	*	n/a	100%

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

**　When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-　Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	28	8	8	12	*	*	*	-	17	3	2	n/a
Total in Class	77	20	39	15	*	*	*	-	53	7	14	8
Graduation Rate	36.4%	40.0%	20.5%	80.0%	*	*	*	-	32.1%	42.9%	14.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	28	8	11	7	*	*	-	*	16	3	3	n/a
Total in Class	94	24	46	18	*	*	-	*	71	8	15	10
Graduation Rate	29.8%	33.3%	23.9%	38.9%	*	*	-	*	22.5%	37.5%	20.0%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	34	9	15	7	*	*	-	*	21	4	4	n/a
Total in Class	84	20	42	16	*	*	-	*	60	6	10	9
Graduation Rate	40.5%	45.0%	35.7%	43.8%	*	*	-	*	35.0%	66.7%	40.0%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ----------------- Campus ----------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	5.1	75.8%	65.8%	74.5%
Masters	1.6	24.2%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	20.0%	28.6%	56.1%
2013-14	21.4%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE)
Campus ID: 057828002
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	32%	**20%**	*	*	36%	-	-	*	*	*	28%	*	*	*	-
	2016	63%	29%	**39%**	*	25%	56%	*	-	-	*	*	32%	*	53%	32%	-
English II	2017	64%	40%	**28%**	*	*	*	-	-	-	*	*	24%	*	42%	*	-
	2016	66%	36%	**44%**	*	33%	71%	*	-	-	-	*	43%	*	64%	32%	-
Algebra I	2017	81%	37%	**34%**	*	*	42%	-	-	*	*	*	36%	*	29%	42%	-
	2016	76%	22%	**33%**	*	*	44%	*	*	-	*	*	22%	*	39%	29%	-
Biology	2017	85%	62%	**73%**	*	*	83%	-	-	-	*	*	67%	*	*	78%	-
	2016	86%	57%	**60%**	*	50%	69%	-	-	-	*	*	50%	*	92%	39%	-
U.S. History	2017	91%	73%	**82%**	*	73%	88%	-	*	-	*	*	79%	*	81%	83%	-
	2016	90%	71%	**77%**	*	69%	86%	-	*	-	*	*	67%	*	90%	57%	-
All Grades																	
All Subjects	2017	74%	47%	**45%**	33%	33%	60%	-	*	*	*	*	44%	*	50%	39%	-
	2016	74%	43%	**49%**	32%	38%	64%	*	*	-	58%	*	41%	*	68%	36%	-
Reading	2017	71%	36%	**23%**	*	16%	43%	-	-	*	*	*	26%	*	35%	16%	-
	2016	72%	32%	**41%**	*	29%	63%	*	-	-	*	*	37%	*	59%	32%	-
Mathematics	2017	78%	37%	**34%**	*	*	42%	-	-	*	*	*	36%	*	29%	42%	-
	2016	75%	22%	**33%**	*	*	44%	*	*	-	*	*	22%	*	39%	29%	-
Science	2017	78%	62%	**73%**	*	*	83%	-	-	-	*	*	67%	*	*	78%	-
	2016	77%	57%	**60%**	*	50%	69%	-	-	-	*	*	50%	*	92%	39%	-
Social Studies	2017	76%	73%	**82%**	*	73%	88%	-	*	-	*	*	79%	*	81%	83%	-
	2016	76%	71%	**77%**	*	69%	86%	-	*	-	*	*	67%	*	90%	57%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	44%	17%	**18%**	6%	10%	31%	-	*	*	*	*	16%	*	26%	11%	-
	2016	42%	12%	**16%**	5%	5%	26%	*	*	-	25%	*	10%	*	21%	11%	-
Reading	2017	43%	16%	**11%**	*	3%	29%	-	-	*	*	*	8%	*	19%	5%	-
	2016	42%	11%	**15%**	*	0%	33%	*	-	-	*	*	13%	*	31%	6%	-
Mathematics	2017	45%	5%	**3%**	*	*	8%	-	-	*	*	*	0%	*	0%	8%	-
	2016	40%	2%	**8%**	*	*	6%	*	*	-	*	*	0%	*	6%	10%	-
Science	2017	48%	16%	**13%**	*	*	33%	-	-	-	*	*	11%	*	*	11%	-
	2016	44%	12%	**20%**	*	8%	31%	-	-	-	*	*	10%	*	42%	6%	-
Social Studies	2017	48%	33%	**48%**	*	45%	50%	-	*	-	*	*	47%	*	57%	33%	-
	2016	45%	22%	**23%**	*	23%	29%	-	*	-	*	*	11%	*	10%	43%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	19%	3%	**4%**	6%	0%	5%	-	*	*	*	*	2%	*	6%	1%	-
	2016	17%	2%	**3%**	0%	1%	4%	*	*	-	8%	*	0%	*	3%	4%	-
Reading	2017	18%	1%	**0%**	*	0%	0%	-	-	*	*	*	0%	*	0%	0%	-
	2016	16%	1%	**0%**	*	0%	0%	*	-	-	*	*	0%	*	0%	0%	-
Mathematics	2017	21%	1%	**0%**	*	*	0%	-	-	*	*	*	0%	*	0%	0%	-
	2016	17%	1%	**5%**	*	*	6%	*	*	-	*	*	0%	*	6%	5%	-
Science	2017	19%	2%	**0%**	*	*	0%	-	-	-	*	*	0%	*	*	0%	-
	2016	15%	3%	**7%**	*	0%	8%	-	-	-	*	*	0%	*	8%	6%	-
Social Studies	2017	26%	10%	**15%**	*	0%	19%	-	*	-	*	*	11%	*	19%	8%	-
	2016	21%	6%	**6%**	*	8%	7%	-	*	-	*	*	0%	*	0%	14%	-

STAAR Participation (All Grades)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	97%	**98%**	100%	95%	100%	-	*	*	100%	94%	98%	100%	99%	97%	-
	2016	99%	97%	**96%**	85%	97%	97%	*	*	-	100%	96%	100%	100%	95%	96%	-
Reading	2017	99%	97%	**98%**	100%	97%	100%	-	*	*	*	90%	100%	100%	100%	97%	-
	2016	99%	96%	**96%**	92%	95%	97%	*	-	-	*	100%	100%	100%	97%	95%	-
Mathematics	2017	100%	97%	**97%**	*	91%	100%	-	-	*	*	*	93%	*	94%	100%	-
	2016	100%	97%	**93%**	*	100%	94%	*	*	-	*	86%	100%	*	90%	95%	-

	Year																
Science	2017	99%	96%	**100%**	*	100%	100%	-	-	-	*	*	100%	*	100%	100%	-
	2016	99%	97%	**97%**	*	100%	100%	-	-	-	*	100%	100%	*	92%	100%	-
Social Studies	2017	98%	98%	**97%**	*	92%	100%	-	*	-	*	*	95%	*	100%	92%	-
	2016	98%	98%	**100%**	*	100%	100%	-	*	-	*	*	100%	*	100%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year																
% of Participants	2017	98%	91%	**73%**	-	*	*	-	-	-	-	73%	*	*	75%	*	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**27%**	-	*	*	-	-	-	-	27%	*	*	25%	*	-
% STAAR/EOC With Accommodations	2017	73%	76%	**45%**	-	*	*	-	-	-	-	45%	*	*	50%	*	-
% STAAR Alternate 2	2017	12%	0%	**0%**	-	*	*	-	-	-	-	0%	*	*	0%	*	-
% of Non-Participants	2017	2%	9%	**27%**	-	*	*	-	-	-	-	27%	*	*	25%	*	-

Mathematics Tests

	Year																
% of Participants	2017	99%	100%	**100%**	*	*	*	-	-	-	-	100%	*	-	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	12%	**20%**	*	*	*	-	-	-	-	20%	*	-	*	*	-
% STAAR/EOC With Accommodations	2017	74%	88%	**80%**	*	*	*	-	-	-	-	80%	*	-	*	*	-
% STAAR Alternate 2	2017	13%	0%	**0%**	*	*	*	-	-	-	-	0%	*	-	*	*	-
% of Non-Participants	2017	1%	0%	**0%**	*	*	*	-	-	-	-	0%	*	-	*	*	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N											n/a	0	1	0
Mathematics	N											n/a	0	1	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	Y											n/a	1	1	100
Social Studies	Y											n/a	1	1	100
Total													**2**	**4**	**50**

Performance Status - Federal

Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N				n/a	n/a	n/a	n/a				n/a			
Mathematics					n/a	n/a	n/a	n/a				n/a			

Participation Status

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			n/a	3	3	100
Mathematics	Y											n/a	1	1	100
Total													**4**	**4**	**100**

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	Y			N					Y			n/a	2	3	67
Reason Code ***	c								c						
Total													**2**	**3**	**67**

District: Met Federal Limits on Alternative Assessments

Reading
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

Total

| **Overall Total** | | | | | | | | | | | | | **8** | **11** | **73** |

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
*** Federal Graduation Rate Reason Codes:
    a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
    b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	10	*	*	6	-	-	-	*	7	*	*	n/a
Total Tests	29	*	*	12	-	-	-	*	16	*	*	*
% at Approaches Grade Level Standard	34%	*	*	50%	-	-	-	*	44%	*	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	7	*	*	*	-	-	-	*	*	*	*	n/a
Total Tests	19	*	*	*	-	-	-	*	*	*	*	-
% at Approaches Grade Level Standard	37%	*	*	*	-	-	-	*	*	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	9	*	*	*	-	-	-	*	*	-	*	n/a
Total Tests	11	*	*	*	-	-	-	*	*	-	*	*
% at Approaches Grade Level Standard	82%	*	*	*	-	-	-	*	*	-	*	n/a
Social Studies												
# at Approaches Grade Level Standard	20	*	8	10	-	*	-	-	10	*	*	n/a
Total Tests	25	*	11	12	-	*	-	-	13	*	*	*
% at Approaches Grade Level Standard	80%	*	73%	83%	-	*	-	-	77%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	65	9	32	21	-	*	*	*	40	9	n/a	15
Total Students	66	9	33	21	-	*	*	*	40	10	n/a	15
Participation Rate	98%	100%	97%	100%	-	*	*	*	100%	90%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	28	*	10	11	-	-	*	*	14	*	n/a	*
Total Students	29	*	11	11	-	-	*	*	15	*	n/a	*
Participation Rate	97%	*	91%	100%	-	-	*	*	93%	*	n/a	*

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

\- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	33	2	11	16	*	*	-	1	16	4	4	n/a
Total in Class	81	12	22	37	*	*	-	5	42	7	6	*
Graduation Rate	40.7%	16.7%	50.0%	43.2%	*	*	-	20.0%	38.1%	57.1%	66.7%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	38	2	12	23	*	*	*	*	19	6	3	n/a
Total in Class	110	5	40	58	*	*	*	*	61	16	10	6
Graduation Rate	34.5%	40.0%	30.0%	39.7%	*	*	*	*	31.1%	37.5%	30.0%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	53	3	16	32	-	*	-	*	27	9	3	n/a
Total in Class	97	7	35	51	-	*	-	*	55	14	5	*
Graduation Rate	54.6%	42.9%	45.7%	62.7%	-	*	-	*	49.1%	64.3%	60.0%	n/a

District: Met Federal Limits on Alternative Assessments
Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
-    Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No   **Priority School Reason:** N/A
Focus School Identification: No   **Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ----------------- Campus ----------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	6.3	95.6%	65.8%	74.5%
Masters	0.3	4.4%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	*	28.6%	56.1%
2013-14	27.3%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON)
Campus ID: 057828003
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	32%	**46%**	35%	50%	38%	-	*	-	*	*	35%	*	68%	32%	-
	2016	63%	29%	**29%**	*	29%	47%	-	*	-	-	*	28%	*	27%	30%	-
English II	2017	64%	40%	**48%**	*	53%	64%	-	*	-	*	*	48%	*	63%	32%	-
	2016	66%	36%	**35%**	41%	24%	47%	-	-	-	-	*	34%	*	35%	34%	-
Algebra I	2017	81%	37%	**50%**	*	58%	55%	-	*	-	*	*	50%	*	57%	43%	-
	2016	76%	22%	**15%**	*	*	*	-	-	-	-	*	16%	*	*	*	-
Biology	2017	85%	62%	**63%**	*	*	75%	-	-	-	*	*	69%	*	64%	62%	-
	2016	86%	57%	**65%**	*	71%	69%	-	-	-	-	*	74%	*	68%	62%	-
U.S. History	2017	91%	73%	**79%**	72%	71%	88%	-	*	-	-	*	74%	*	88%	69%	-
	2016	90%	71%	**74%**	52%	75%	86%	*	*	-	*	*	70%	*	77%	70%	-
All Grades																	
All Subjects	2017	74%	47%	**58%**	43%	57%	69%	-	*	-	80%	33%	54%	*	71%	46%	-
	2016	74%	43%	**45%**	31%	42%	59%	*	*	-	*	30%	43%	*	47%	43%	-
Reading	2017	71%	36%	**47%**	31%	51%	54%	-	*	-	*	*	42%	*	65%	32%	-
	2016	72%	32%	**32%**	28%	27%	47%	-	*	-	-	*	31%	*	32%	32%	-
Mathematics	2017	78%	37%	**50%**	*	58%	55%	-	*	-	*	*	50%	*	57%	43%	-
	2016	75%	22%	**15%**	*	*	*	-	-	-	-	*	16%	*	*	*	-
Science	2017	78%	62%	**63%**	*	*	75%	-	-	-	*	*	69%	*	64%	62%	-
	2016	77%	57%	**65%**	*	71%	69%	-	-	-	-	*	74%	*	68%	62%	-
Social Studies	2017	76%	73%	**79%**	72%	71%	88%	-	*	-	-	*	74%	*	88%	69%	-
	2016	76%	71%	**74%**	52%	75%	86%	*	*	-	*	*	70%	*	77%	70%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades

	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	44%	17%	**24%**	15%	15%	40%	-	*	-	40%	4%	20%	*	28%	19%	-
	2016	42%	12%	**15%**	5%	12%	26%	*	*	-	*	7%	12%	*	15%	14%	-
Reading	2017	43%	16%	**27%**	9%	21%	46%	-	*	-	*	*	22%	*	40%	15%	-
	2016	42%	11%	**12%**	6%	10%	25%	-	*	-	-	*	12%	*	14%	11%	-
Mathematics	2017	45%	5%	**5%**	*	5%	9%	-	*	-	*	*	0%	*	5%	4%	-
	2016	40%	2%	**2%**	*	*	*	-	-	-	-	*	0%	*	*	*	-
Science	2017	48%	16%	**13%**	*	*	25%	-	-	-	*	*	15%	*	0%	23%	-
	2016	44%	12%	**8%**	*	5%	15%	-	-	-	-	*	7%	*	5%	10%	-
Social Studies	2017	48%	33%	**32%**	33%	14%	47%	-	*	-	-	*	32%	*	31%	34%	-
	2016	45%	22%	**30%**	10%	29%	43%	*	*	-	*	*	22%	*	27%	32%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades

	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	19%	3%	**6%**	4%	1%	14%	-	*	-	0%	0%	6%	*	5%	7%	-
	2016	17%	2%	**5%**	0%	4%	10%	*	*	-	*	3%	3%	*	5%	5%	-
Reading	2017	18%	1%	**2%**	0%	0%	6%	-	*	-	*	*	2%	*	2%	2%	-
	2016	16%	1%	**2%**	0%	0%	6%	-	*	-	-	*	1%	*	2%	1%	-
Mathematics	2017	21%	1%	**5%**	*	5%	9%	-	*	-	*	*	0%	*	5%	4%	-
	2016	17%	1%	**2%**	*	*	*	-	-	-	-	*	0%	*	*	*	-
Science	2017	19%	2%	**4%**	*	*	13%	-	-	-	*	*	8%	*	0%	8%	-
	2016	15%	3%	**5%**	*	5%	8%	-	-	-	-	*	4%	*	0%	10%	-
Social Studies	2017	26%	10%	**14%**	17%	0%	24%	-	*	-	-	*	18%	*	12%	17%	-
	2016	21%	6%	**13%**	0%	11%	20%	*	*	-	*	*	10%	*	11%	14%	-

STAAR Participation (All Grades)

	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	97%	**92%**	87%	90%	99%	-	100%	-	100%	100%	93%	97%	95%	91%	-
	2016	99%	97%	**94%**	96%	93%	95%	*	*	-	*	100%	94%	98%	92%	97%	-
Reading	2017	99%	97%	**92%**	86%	92%	97%	-	*	-	100%	100%	92%	95%	91%	93%	-
	2016	99%	96%	**93%**	97%	93%	91%	-	*	-	-	100%	93%	96%	90%	96%	-
Mathematics	2017	100%	97%	**90%**	83%	86%	100%	-	*	-	*	*	86%	*	95%	85%	-
	2016	100%	97%	**96%**	100%	96%	94%	-	-	-	-	100%	95%	*	93%	100%	-

	Year																
Science	2017	99%	96%	**89%**	88%	80%	100%	-	-	-	*	*	93%	*	100%	81%	-
	2016	99%	97%	**93%**	100%	91%	93%	-	-	-	-	100%	93%	100%	90%	95%	-
Social Studies	2017	98%	98%	**96%**	90%	95%	100%	-	*	-	-	100%	100%	*	98%	95%	-
	2016	98%	98%	**96%**	91%	93%	100%	*	*	-	*	100%	94%	*	94%	98%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year															
% of Participants	2017	98%	91%	**100%**	*	*	100%	-	*	-	-	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**21%**	*	*	29%	-	*	-	-	21%	40%	-	17%	29%	-
% STAAR/EOC With Accommodations	2017	73%	76%	**79%**	*	*	71%	-	*	-	-	79%	60%	-	83%	71%	-
% STAAR Alternate 2	2017	12%	0%	**0%**	*	*	0%	-	*	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2017	2%	9%	**0%**	*	*	0%	-	*	-	-	0%	0%	-	0%	0%	-

Mathematics Tests

	Year															
% of Participants	2017	99%	100%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	12%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR/EOC With Accommodations	2017	74%	88%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR Alternate 2	2017	13%	0%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% of Non-Participants	2017	1%	0%	*	-	*	*	-	-	-	-	*	*	-	*	*	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		Y							N		n/a	1	3	33
Mathematics	N											n/a	0	1	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	13	*	7	*	-	*	-	*	8	*	-	n/a
Total Tests	27	*	11	*	-	*	-	*	15	*	-	-
% at Approaches Grade Level Standard	48%	*	64%	*	-	*	-	*	53%	*	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	8	*	*	*	-	-	-	-	6	*	-	n/a
Total Tests	12	*	*	*	-	-	-	-	7	*	-	-
% at Approaches Grade Level Standard	67%	*	*	*	-	-	-	-	86%	*	-	n/a
Social Studies												
# at Approaches Grade Level Standard	43	**	12	20	-	*	-	-	18	*	*	n/a
Total Tests	53	**	16	23	-	*	-	-	23	*	*	*
% at Approaches Grade Level Standard	81%	83%	75%	87%	-	*	-	-	78%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	132	32	54	37	-	*	-	**	72	14	n/a	18
Total Students	144	37	59	38	-	*	-	**	78	14	n/a	19
Participation Rate	92%	86%	92%	97%	-	*	-	100%	92%	100%	n/a	95%
Mathematics: 2016-2017 Assessments												
Number Participating	44	10	19	11	-	*	-	*	24	*	n/a	*
Total Students	49	12	22	11	-	*	-	*	28	*	n/a	*
Participation Rate	90%	83%	86%	100%	-	*	-	*	86%	*	n/a	*

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

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

\-   Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	42	12	12	15	*	*	*	*	18	3	3	n/a
Total in Class	139	39	46	47	*	*	*	*	79	10	17	8
Graduation Rate	30.2%	30.8%	26.1%	31.9%	*	*	*	*	22.8%	30.0%	17.6%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	47	11	10	21	*	*	-	4	22	3	4	n/a
Total in Class	160	46	55	50	*	*	-	5	91	15	18	10
Graduation Rate	29.4%	23.9%	18.2%	42.0%	*	*	-	80.0%	24.2%	20.0%	22.2%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	57	12	17	23	*	*	*	4	30	3	4	n/a
Total in Class	163	43	61	49	*	*	*	5	97	13	18	11
Graduation Rate	35.0%	27.9%	27.9%	46.9%	*	*	*	80.0%	30.9%	23.1%	22.2%	n/a

District: Met Federal Limits on Alternative Assessments
Reading
Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics
Number Proficient	n/a
Total Federal Cap Limit	n/a

*　Indicates results are masked due to small numbers to protect student confidentiality.
**　When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
-　Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No　　**Priority School Reason:** N/A
Focus School Identification: No　　**Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ----------------- Campus ----------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	5.6	47.4%	65.8%	74.5%
Masters	6.2	52.6%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	37.3%	28.6%	56.1%
2013-14	36.7%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE
Campus ID: 057828004
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	32%	**36%**	35%	33%	38%	*	*	-	*	*	37%	26%	50%	24%	-
	2016	63%	29%	**28%**	26%	25%	33%	-	*	-	*	*	30%	*	41%	16%	-
English II	2017	64%	40%	**46%**	53%	34%	56%	*	*	-	*	*	46%	*	52%	39%	-
	2016	66%	36%	**35%**	27%	32%	60%	-	*	-	-	*	42%	*	41%	28%	-
Algebra I	2017	81%	37%	**35%**	26%	30%	47%	*	*	-	*	*	40%	*	43%	27%	-
	2016	76%	22%	**26%**	*	26%	36%	-	*	-	*	*	29%	23%	29%	22%	-
Biology	2017	85%	62%	**74%**	69%	73%	83%	-	-	-	*	50%	77%	67%	79%	68%	-
	2016	86%	57%	**68%**	73%	68%	62%	-	-	*	*	*	74%	47%	75%	61%	-
U.S. History	2017	91%	73%	**76%**	67%	76%	88%	-	*	-	*	45%	75%	36%	78%	73%	-
	2016	90%	71%	**70%**	70%	67%	93%	*	*	-	*	39%	68%	*	70%	70%	-
All Grades																	
All Subjects	2017	74%	47%	**51%**	49%	45%	59%	*	89%	-	71%	27%	52%	27%	59%	41%	-
	2016	74%	43%	**44%**	41%	42%	55%	*	*	*	62%	23%	47%	22%	51%	36%	-
Reading	2017	71%	36%	**41%**	46%	34%	45%	*	*	-	*	*	42%	18%	51%	31%	-
	2016	72%	32%	**31%**	27%	28%	45%	-	*	-	*	*	35%	12%	41%	21%	-
Mathematics	2017	78%	37%	**35%**	26%	30%	47%	*	*	-	*	*	40%	*	43%	27%	-
	2016	75%	22%	**26%**	*	26%	36%	-	*	-	*	*	29%	23%	29%	22%	-
Science	2017	78%	62%	**74%**	69%	73%	83%	-	-	-	*	50%	77%	67%	79%	68%	-
	2016	77%	57%	**68%**	73%	68%	62%	-	-	*	*	*	74%	47%	75%	61%	-
Social Studies	2017	76%	73%	**76%**	67%	76%	88%	-	*	-	*	45%	75%	36%	78%	73%	-
	2016	76%	71%	**70%**	70%	67%	93%	*	*	-	*	39%	68%	*	70%	70%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	17%	**17%**	15%	14%	28%	*	33%	-	21%	5%	18%	4%	21%	13%	-
	2016	42%	12%	**13%**	14%	7%	23%	*	*	*	38%	6%	14%	2%	16%	9%	-
Reading	2017	43%	16%	**17%**	12%	12%	31%	*	*	-	*	*	16%	3%	25%	8%	-
	2016	42%	11%	**12%**	16%	4%	24%	-	*	-	*	*	13%	4%	16%	8%	-
Mathematics	2017	45%	5%	**4%**	0%	2%	12%	*	*	-	*	*	4%	*	6%	2%	-
	2016	40%	2%	**3%**	*	2%	0%	-	*	-	*	*	5%	0%	7%	0%	-
Science	2017	48%	16%	**23%**	31%	20%	25%	-	-	-	*	8%	26%	7%	17%	29%	-
	2016	44%	12%	**17%**	13%	14%	23%	-	-	*	*	*	16%	0%	22%	11%	-
Social Studies	2017	48%	33%	**30%**	27%	30%	41%	-	*	-	*	18%	32%	7%	29%	33%	-
	2016	45%	22%	**19%**	20%	11%	43%	*	*	-	*	6%	20%	*	19%	19%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	3%	**2%**	0%	1%	7%	*	0%	-	7%	2%	1%	0%	3%	1%	-
	2016	17%	2%	**0%**	0%	0%	0%	*	*	*	8%	0%	0%	0%	0%	0%	-
Reading	2017	18%	1%	**1%**	0%	0%	5%	*	*	-	*	*	0%	0%	2%	0%	-
	2016	16%	1%	**0%**	0%	0%	0%	-	*	-	*	*	0%	0%	0%	0%	-
Mathematics	2017	21%	1%	**1%**	0%	0%	6%	*	*	-	*	*	0%	*	2%	0%	-
	2016	17%	1%	**0%**	*	0%	0%	-	*	-	*	*	0%	0%	0%	0%	-
Science	2017	19%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
	2016	15%	3%	**2%**	0%	0%	0%	-	-	*	*	*	2%	0%	3%	0%	-
Social Studies	2017	26%	10%	**8%**	0%	9%	18%	-	*	-	*	9%	7%	0%	7%	10%	-
	2016	21%	6%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	*	0%	0%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	97%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	97%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	97%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	96%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	97%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	100%	97%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-

	Year																
Science	2017	99%	96%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	97%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
Social Studies	2017	98%	98%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	98%	98%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year																
% of Participants	2017	98%	91%	**90%**	92%	82%	100%	-	-	-	*	90%	84%	*	93%	87%	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**3%**	0%	9%	0%	-	-	-	*	3%	0%	*	0%	7%	-
% STAAR/EOC With Accommodations	2017	73%	76%	**86%**	92%	73%	100%	-	-	-	*	86%	84%	*	93%	80%	-
% STAAR Alternate 2	2017	12%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	9%	**10%**	8%	18%	0%	-	-	-	*	10%	16%	*	7%	13%	-

Mathematics Tests

	Year																
% of Participants	2017	99%	100%	**100%**	100%	*	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	12%	**9%**	17%	*	*	-	-	-	-	9%	17%	*	17%	0%	-
% STAAR/EOC With Accommodations	2017	74%	88%	**91%**	83%	*	*	-	-	-	-	91%	83%	*	83%	100%	-
% STAAR Alternate 2	2017	13%	0%	**0%**	0%	*	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	0%	**0%**	0%	*	*	-	-	-	-	0%	0%	*	0%	0%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	N					N		N	n/a	0	6	0
Mathematics	N		N						N			n/a	0	3	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	Y								Y			n/a	2	2	100
Social Studies	Y								Y			n/a	2	2	100
Total													**4**	**13**	**31**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Mathematics	Y	Y	Y						Y		n/a		4	4	100
Total													**11**	**11**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N	N	N						N		n/a		0	4	0
Reason Code ***															
Total													**0**	**4**	**0**
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													**15**	**28**	**54**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

    a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

    b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	69	20	27	14	*	*	-	*	48	*	14	n/a
Total Tests	152	40	74	28	*	*	-	*	106	*	50	47
% at Approaches Grade Level Standard	45%	50%	36%	50%	*	*	-	*	45%	*	28%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	22	5	11	*	*	-	-	*	19	*	*	n/a
Total Tests	63	17	32	*	*	-	-	*	46	*	*	*
% at Approaches Grade Level Standard	35%	29%	34%	*	*	-	-	*	41%	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	26	**	15	6	-	-	-	*	23	*	9	n/a
Total Tests	39	**	22	7	-	-	-	*	33	*	14	13
% at Approaches Grade Level Standard	67%	56%	68%	86%	-	-	-	*	70%	*	64%	n/a
Social Studies												
# at Approaches Grade Level Standard	49	15	17	12	-	*	-	*	32	5	*	n/a
Total Tests	67	24	24	14	-	*	-	*	45	11	*	*
% at Approaches Grade Level Standard	73%	63%	71%	86%	-	*	-	*	71%	45%	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	244	57	130	42	*	5	-	**	168	29	n/a	88
Total Students	244	57	130	42	*	5	-	**	168	29	n/a	88
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	94	27	44	17	*	*	-	*	66	11	n/a	20
Total Students	94	27	44	17	*	*	-	*	66	11	n/a	20
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

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

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

\-   Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	13	2	6	3	-	*	-	*	10	4	1	n/a
Total in Class	96	26	44	20	-	*	-	*	65	18	19	15
Graduation Rate	13.5%	7.7%	13.6%	15.0%	-	*	-	*	15.4%	22.2%	5.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	31	10	8	8	*	*	*	*	16	4	2	n/a
Total in Class	110	34	45	22	*	*	*	*	74	15	14	11
Graduation Rate	28.2%	29.4%	17.8%	36.4%	*	*	*	*	21.6%	26.7%	14.3%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	49	16	13	12	*	*	*	4	31	8	3	n/a
Total in Class	102	31	43	18	*	*	*	5	67	14	14	12
Graduation Rate	48.0%	51.6%	30.2%	66.7%	*	*	*	80.0%	46.3%	57.1%	21.4%	n/a

District: Met Federal Limits on Alternative Assessments
Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

**　When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-　Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No　　**Priority School Reason:** N/A
Focus School Identification: No　　**Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ----------------- Campus ----------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	6.6	52.9%	65.8%	74.5%
Masters	5.9	47.1%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	27.1%	28.6%	56.1%
2013-14	27.0%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY NORTH RICHLAND HILLS
Campus ID: 057828005
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	32%	**28%**	*	17%	40%	*	-	*	-	*	27%	*	36%	20%	-
	2016	63%	29%	**35%**	*	*	50%	-	*	-	*	*	25%	*	42%	26%	-
English II	2017	64%	40%	**46%**	*	19%	67%	-	*	-	-	*	45%	*	58%	36%	-
	2016	66%	36%	**38%**	*	*	48%	-	*	-	*	*	42%	*	32%	46%	-
Algebra I	2017	81%	37%	**38%**	36%	18%	56%	-	-	*	*	*	38%	*	45%	29%	-
	2016	76%	22%	**34%**	*	32%	44%	-	*	-	*	*	27%	*	50%	*	-
Biology	2017	85%	62%	**56%**	*	31%	73%	-	-	*	*	*	50%	*	63%	45%	-
	2016	86%	57%	**56%**	*	38%	68%	*	-	-	*	*	42%	*	50%	65%	-
U.S. History	2017	91%	73%	**64%**	*	56%	74%	*	*	-	*	*	59%	*	70%	55%	-
	2016	90%	71%	**77%**	60%	69%	83%	-	*	-	*	*	72%	*	72%	84%	-
All Grades																	
All Subjects	2017	74%	47%	**46%**	28%	27%	62%	*	*	*	*	15%	42%	13%	55%	36%	-
	2016	74%	43%	**52%**	48%	38%	63%	*	*	-	55%	23%	45%	22%	52%	52%	-
Reading	2017	71%	36%	**37%**	*	18%	55%	*	*	*	-	*	35%	*	47%	28%	-
	2016	72%	32%	**37%**	56%	18%	49%	-	*	-	*	*	33%	*	37%	37%	-
Mathematics	2017	78%	37%	**38%**	36%	18%	56%	-	-	*	*	*	38%	*	45%	29%	-
	2016	75%	22%	**34%**	*	32%	44%	-	*	-	*	*	27%	*	50%	*	-
Science	2017	78%	62%	**56%**	*	31%	73%	-	-	*	*	*	50%	*	63%	45%	-
	2016	77%	57%	**56%**	*	38%	68%	*	-	-	*	*	42%	*	50%	65%	-
Social Studies	2017	76%	73%	**64%**	*	56%	74%	*	*	-	*	*	59%	*	70%	55%	-
	2016	76%	71%	**77%**	60%	69%	83%	-	*	-	*	*	72%	*	72%	84%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	44%	17%	**23%**	6%	11%	34%	*	*	*	*	8%	20%	0%	27%	19%	-
	2016	42%	12%	**16%**	15%	6%	24%	*	*	-	0%	3%	12%	3%	15%	17%	-
Reading	2017	43%	16%	**21%**	*	6%	36%	*	*	*	-	*	17%	*	29%	15%	-
	2016	42%	11%	**10%**	11%	3%	17%	-	*	-	*	*	6%	*	13%	6%	-
Mathematics	2017	45%	5%	**6%**	7%	0%	9%	-	-	*	*	*	5%	*	9%	3%	-
	2016	40%	2%	**2%**	*	0%	4%	-	*	-	*	*	0%	*	4%	*	-
Science	2017	48%	16%	**22%**	*	19%	31%	-	-	*	*	*	25%	*	19%	27%	-
	2016	44%	12%	**16%**	*	0%	28%	*	-	-	*	*	12%	*	12%	24%	-
Social Studies	2017	48%	33%	**43%**	*	28%	56%	*	*	-	*	*	44%	*	45%	39%	-
	2016	45%	22%	**30%**	30%	17%	38%	-	*	-	*	*	26%	*	25%	36%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	19%	3%	**6%**	2%	4%	7%	*	*	*	*	0%	6%	0%	7%	5%	-
	2016	17%	2%	**5%**	0%	1%	8%	*	*	-	0%	0%	2%	0%	4%	5%	-
Reading	2017	18%	1%	**2%**	*	0%	3%	*	*	*	-	*	1%	*	4%	0%	-
	2016	16%	1%	**3%**	0%	0%	6%	-	*	-	*	*	0%	*	5%	0%	-
Mathematics	2017	21%	1%	**0%**	0%	0%	0%	-	-	*	*	*	0%	*	0%	0%	-
	2016	17%	1%	**0%**	*	0%	0%	-	*	-	*	*	0%	*	0%	*	-
Science	2017	19%	2%	**7%**	*	13%	8%	-	-	*	*	*	13%	*	3%	14%	-
	2016	15%	3%	**2%**	*	0%	4%	*	-	-	*	*	0%	*	0%	6%	-
Social Studies	2017	26%	10%	**18%**	*	12%	23%	*	*	-	*	*	19%	*	20%	15%	-
	2016	21%	6%	**10%**	0%	3%	17%	-	*	-	*	*	8%	*	8%	14%	-

STAAR Participation (All Grades)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	97%	**94%**	96%	92%	94%	*	*	*	100%	98%	94%	100%	95%	92%	-
	2016	99%	97%	**97%**	100%	94%	98%	*	100%	-	100%	100%	97%	95%	96%	99%	-
Reading	2017	99%	97%	**92%**	89%	93%	94%	*	*	*	-	92%	90%	100%	97%	89%	-
	2016	99%	96%	**94%**	100%	90%	96%	-	*	-	*	100%	93%	96%	93%	96%	-
Mathematics	2017	100%	97%	**96%**	100%	97%	94%	-	-	*	*	100%	100%	100%	96%	97%	-
	2016	100%	97%	**98%**	100%	100%	96%	-	*	-	*	*	100%	100%	97%	100%	-

	Year															
Science	2017	99%	96%	**92%**	100%	80%	96%	-	-	*	*	100%	92%	*	91%	92%	-
	2016	99%	97%	**100%**	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-
Social Studies	2017	98%	98%	**95%**	100%	96%	93%	*	*	-	*	100%	97%	100%	94%	97%	-
	2016	98%	98%	**98%**	100%	94%	100%	-	*	-	*	100%	98%	86%	96%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year															
% of Participants	2017	98%	91%	**92%**	-	*	100%	*	-	-	-	92%	100%	*	88%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**15%**	-	*	29%	*	-	-	-	15%	0%	*	13%	20%	-
% STAAR/EOC With Accommodations	2017	73%	76%	**77%**	-	*	71%	*	-	-	-	77%	100%	*	75%	80%	-
% STAAR Alternate 2	2017	12%	0%	**0%**	-	*	0%	*	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	9%	**8%**	-	*	0%	*	-	-	-	8%	0%	*	13%	0%	-

Mathematics Tests

	Year															
% of Participants	2017	99%	100%	**100%**	*	*	*	-	-	-	-	100%	100%	-	100%	*	-
% STAAR/EOC With No Accommodations	2017	12%	12%	**25%**	*	*	*	-	-	-	-	25%	0%	-	20%	*	-
% STAAR/EOC With Accommodations	2017	74%	88%	**75%**	*	*	*	-	-	-	-	75%	100%	-	80%	*	-
% STAAR Alternate 2	2017	13%	0%	**0%**	*	*	*	-	-	-	-	0%	0%	-	0%	*	-
% of Non-Participants	2017	1%	0%	**0%**	*	*	*	-	-	-	-	0%	0%	-	0%	*	-

'*'　Indicates results are masked due to small numbers to protect student confidentiality.
'-'　Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?'　Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N	N						N		n/a	0	4	0
Mathematics	N											n/a	0	1	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	Y											n/a	1	1	100
Social Studies	N											n/a	0	1	0
Total													**1**	**7**	**14**

Performance Status - Federal

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Target	91%	91%	91%	91%					91%	91%	91%	
Reading	N		N	N	n/a	n/a	n/a	n/a	N			n/a
Mathematics	N				n/a	n/a	n/a	n/a				n/a

Participation Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	N		N	N					N		n/a		0	4	0
Mathematics	Y		Y	N					Y		n/a		3	4	75
Total													**3**	**8**	**38**

Federal Graduation Status (Target: See Reason Codes)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Graduation Target Met	N		N	N					N			n/a	0	4	0
Reason Code ***															
Total													**0**	**4**	**0**

District: Met Federal Limits on Alternative Assessments

Reading
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

Total

Overall Total						**4**	**19**	**21**

\+   Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

     a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

     b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	43	*	7	31	*	*	*	-	19	*	*	n/a
Total Tests	100	*	27	55	*	*	*	-	41	*	*	*
% at Approaches Grade Level Standard	43%	*	26%	56%	*	*	*	-	46%	*	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	22	*	*	16	-	-	*	*	9	*	*	n/a
Total Tests	48	*	*	24	-	-	*	*	24	*	*	*
% at Approaches Grade Level Standard	46%	*	*	67%	-	-	*	*	38%	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	22	*	*	14	-	-	*	*	8	*	*	n/a
Total Tests	35	*	*	19	-	-	*	*	14	*	*	*
% at Approaches Grade Level Standard	63%	*	*	74%	-	-	*	*	57%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	27	*	6	17	*	-	-	*	12	*	*	n/a
Total Tests	48	*	13	24	*	-	-	*	22	*	*	*
% at Approaches Grade Level Standard	56%	*	46%	71%	*	-	-	*	55%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	160	16	62	77	*	*	*	-	71	12	n/a	20
Total Students	173	18	67	82	*	*	*	-	79	13	n/a	20
Participation Rate	92%	89%	93%	94%	*	*	*	-	90%	92%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	78	14	28	34	-	-	*	*	42	8	n/a	8
Total Students	81	14	29	36	-	-	*	*	42	8	n/a	8
Participation Rate	96%	100%	97%	94%	-	-	*	*	100%	100%	n/a	100%

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

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

\-   Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	39	3	8	26	-	*	*	*	17	3	1	n/a
Total in Class	148	15	47	80	-	*	*	*	73	19	14	9
Graduation Rate	26.4%	20.0%	17.0%	32.5%	-	*	*	*	23.3%	15.8%	7.1%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	40	5	7	26	1	*	*	*	17	5	2	n/a
Total in Class	175	21	58	86	5	*	*	*	90	12	14	8
Graduation Rate	22.9%	23.8%	12.1%	30.2%	20.0%	*	*	*	18.9%	41.7%	14.3%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	57	7	13	34	1	*	*	*	24	7	2	n/a
Total in Class	168	20	50	87	5	*	*	*	88	14	11	6
Graduation Rate	33.9%	35.0%	26.0%	39.1%	20.0%	*	*	*	27.3%	50.0%	18.2%	n/a

District: Met Federal Limits on Alternative Assessments
Reading
    Number Proficient   n/a
    Total Federal Cap Limit   n/a
Mathematics
    Number Proficient   n/a
    Total Federal Cap Limit   n/a

*   Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
\-   Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No   **Priority School Reason:** N/A
Focus School Identification: No   **Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ------------- Campus ------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	8.7	75.5%	65.8%	74.5%
Masters	2.8	24.5%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	25.8%	28.6%	56.1%
2013-14	17.0%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WINFREE ACADEMY CHARTER SCHOOL DALLAS
Campus ID: 057828006
District Name: WINFREE ACADEMY CHARTER SCHOOLS

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)

End of Course

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
English I	2017	61%	32%	**23%**	27%	*	*	-	-	-	*	*	29%	*	25%	21%	-
	2016	63%	29%	**28%**	25%	33%	*	-	-	-	*	*	28%	*	34%	24%	-
English II	2017	64%	40%	**38%**	39%	41%	*	-	-	-	*	*	35%	*	43%	32%	-
	2016	66%	36%	**32%**	33%	30%	-	-	-	-	-	*	31%	*	43%	23%	-
Algebra I	2017	81%	37%	**32%**	28%	46%	*	-	-	-	-	*	32%	*	38%	27%	-
	2016	76%	22%	**13%**	*	*	*	-	-	-	*	*	11%	*	*	15%	-
Biology	2017	85%	62%	**48%**	42%	*	-	-	*	-	-	*	44%	*	58%	42%	-
	2016	86%	57%	**38%**	32%	*	*	-	*	-	*	*	41%	*	53%	27%	-
U.S. History	2017	91%	73%	**76%**	76%	69%	*	-	-	-	-	*	73%	*	81%	67%	-
	2016	90%	71%	**59%**	59%	56%	-	-	*	-	-	*	53%	*	62%	57%	-

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	74%	47%	**41%**	41%	43%	*	-	*	-	*	*	41%	19%	49%	35%	-
	2016	74%	43%	**32%**	29%	34%	71%	-	*	-	*	21%	30%	31%	39%	26%	-
Reading	2017	71%	36%	**30%**	33%	27%	*	-	-	-	*	*	31%	*	35%	25%	-
	2016	72%	32%	**30%**	28%	32%	*	-	-	-	*	*	29%	*	39%	23%	-
Mathematics	2017	78%	37%	**32%**	28%	46%	*	-	-	-	-	*	32%	*	38%	27%	-
	2016	75%	22%	**13%**	*	*	*	-	-	-	*	*	11%	*	*	15%	-
Science	2017	78%	62%	**48%**	42%	*	-	-	*	-	-	*	44%	*	58%	42%	-
	2016	77%	57%	**38%**	32%	*	*	-	*	-	*	*	41%	*	53%	27%	-
Social Studies	2017	76%	73%	**76%**	76%	69%	*	-	-	-	-	*	73%	*	81%	67%	-
	2016	76%	71%	**59%**	59%	56%	-	-	*	-	-	*	53%	*	62%	57%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	44%	17%	**12%**	11%	15%	*	-	*	-	*	*	12%	4%	13%	10%	-
	2016	42%	12%	**4%**	4%	1%	14%	-	*	-	*	0%	3%	0%	3%	4%	-
Reading	2017	43%	16%	**9%**	6%	18%	*	-	-	-	*	*	10%	*	11%	8%	-
	2016	42%	11%	**4%**	4%	2%	*	-	-	-	*	*	3%	*	4%	4%	-
Mathematics	2017	45%	5%	**3%**	2%	8%	*	-	-	-	-	*	4%	*	4%	3%	-
	2016	40%	2%	**0%**	*	*	*	-	-	-	*	*	0%	*	*	0%	-
Science	2017	48%	16%	**6%**	8%	*	-	-	*	-	-	*	7%	*	8%	5%	-
	2016	44%	12%	**3%**	4%	*	*	-	*	-	*	*	4%	*	7%	0%	-
Social Studies	2017	48%	33%	**31%**	35%	23%	*	-	-	-	-	*	30%	*	26%	33%	-
	2016	45%	22%	**7%**	11%	0%	-	-	*	-	-	*	6%	*	0%	13%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	19%	3%	**2%**	2%	2%	*	-	*	-	*	*	2%	0%	3%	1%	-
	2016	17%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Reading	2017	18%	1%	**2%**	1%	3%	*	-	-	-	*	*	1%	*	2%	2%	-
	2016	16%	1%	**0%**	0%	0%	*	-	-	-	*	*	0%	*	0%	0%	-
Mathematics	2017	21%	1%	**0%**	0%	0%	*	-	-	-	-	*	0%	*	0%	0%	-
	2016	17%	1%	**0%**	*	*	*	-	-	-	*	*	0%	*	*	0%	-
Science	2017	19%	2%	**0%**	0%	*	-	-	*	-	-	*	0%	*	0%	0%	-
	2016	15%	3%	**0%**	0%	*	*	-	*	-	*	*	0%	*	0%	0%	-
Social Studies	2017	26%	10%	**6%**	9%	0%	*	-	-	-	-	*	8%	*	7%	5%	-
	2016	21%	6%	**0%**	0%	0%	-	-	*	-	-	*	0%	*	0%	0%	-

STAAR Participation (All Grades)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	97%	**99%**	99%	100%	100%	-	*	-	*	100%	99%	100%	99%	99%	-
	2016	99%	97%	**95%**	96%	92%	78%	-	*	-	*	98%	95%	91%	94%	95%	-
Reading	2017	99%	97%	**99%**	99%	100%	*	-	-	-	*	100%	99%	100%	100%	98%	-
	2016	99%	96%	**95%**	96%	94%	*	-	-	-	*	95%	96%	94%	97%	93%	-
Mathematics	2017	100%	97%	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
	2016	100%	97%	**95%**	96%	93%	*	-	-	-	*	100%	94%	*	96%	95%	-

	Year																
Science	2017	99%	96%	**100%**	100%	100%	-	-	*	-	-	100%	100%	*	100%	100%	-
	2016	99%	97%	**93%**	100%	82%	*	-	*	-	*	100%	96%	*	83%	100%	-
Social Studies	2017	98%	98%	**98%**	97%	100%	*	-	-	-	-	100%	98%	*	96%	100%	-
	2016	98%	98%	**94%**	93%	94%	-	-	*	-	-	100%	94%	100%	91%	96%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

	Year																
% of Participants	2017	98%	91%	**100%**	100%	*	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	16%	**9%**	11%	*	-	-	-	-	-	9%	9%	*	17%	0%	-
% STAAR/EOC With Accommodations	2017	73%	76%	**91%**	89%	*	-	-	-	-	-	91%	91%	*	83%	100%	-
% STAAR Alternate 2	2017	12%	0%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	9%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	0%	0%	-

Mathematics Tests

	Year																
% of Participants	2017	99%	100%	**100%**	100%	*	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2017	12%	12%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-
% STAAR/EOC With Accommodations	2017	74%	88%	**100%**	100%	*	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR Alternate 2	2017	13%	0%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2017	1%	0%	**0%**	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N								N		n/a	0	3	0
Mathematics	N	N								N		n/a	0	3	0
Writing												n/a	0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	N											n/a	0	1	0
Social Studies	Y	Y								Y		n/a	3	3	100
Total													**3**	**10**	**30**

Performance Status - Federal

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N			n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N			n/a	n/a	n/a	n/a	N			n/a			

Participation Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			n/a	4	4	100
Mathematics	Y	Y							Y			n/a	3	3	100
Total													**7**	**7**	**100**

Federal Graduation Status (Target: See Reason Codes)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Graduation Target Met	N	N	N						N			n/a	0	4	0
Reason Code ***															
Total													**0**	**4**	**0**

District: Met Federal Limits on Alternative Assessments

Reading
- Alternate 1%   n/a
- Number Proficient   n/a
- Total Federal Cap Limit   n/a

Mathematics
- Alternate 1%   n/a
- Number Proficient   n/a
- Total Federal Cap Limit   n/a

Total

	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total	**10**	**21**	**48**

\+   Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

     a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

     b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	28	22	6	*	-	-	-	*	22	*	*	n/a
Total Tests	84	58	22	*	-	-	-	*	64	*	*	*
% at Approaches Grade Level Standard	33%	38%	27%	*	-	-	-	*	34%	*	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics												
# at Approaches Grade Level Standard	14	10	*	*	-	-	-	-	11	*	*	n/a
Total Tests	41	32	*	*	-	-	-	-	31	*	*	*
% at Approaches Grade Level Standard	34%	31%	*	*	-	-	-	-	35%	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	12	10	*	-	-	*	-	-	9	*	*	n/a
Total Tests	23	20	*	-	-	*	-	-	19	*	*	*
% at Approaches Grade Level Standard	52%	50%	*	-	-	*	-	-	47%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	31	23	**	*	-	-	-	-	23	*	*	n/a
Total Tests	38	29	**	*	-	-	-	-	30	*	*	*
% at Approaches Grade Level Standard	82%	79%	88%	*	-	-	-	-	77%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	120	79	35	*	-	-	-	*	91	11	n/a	19
Total Students	121	80	35	*	-	-	-	*	92	11	n/a	19
Participation Rate	99%	99%	100%	*	-	-	-	*	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	60	46	**	*	-	-	-	-	47	10	n/a	6
Total Students	60	46	**	*	-	-	-	-	47	10	n/a	6
Participation Rate	100%	100%	100%	*	-	-	-	-	100%	100%	n/a	100%

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

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

\-   Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	10	8	2	0	-	-	-	-	9	3	1	n/a
Total in Class	109	76	25	8	-	-	-	-	86	19	7	5
Graduation Rate	9.2%	10.5%	8.0%	0.0%	-	-	-	-	10.5%	15.8%	14.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	12	6	1	4	*	-	-	*	8	1	1	n/a
Total in Class	75	33	24	14	*	-	-	*	49	6	8	*
Graduation Rate	16.0%	18.2%	4.2%	28.6%	*	-	-	*	16.3%	16.7%	12.5%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	20	10	5	4	*	-	-	*	10	1	2	n/a
Total in Class	75	34	22	15	*	-	-	*	42	6	7	*
Graduation Rate	26.7%	29.4%	22.7%	26.7%	*	-	-	*	23.8%	16.7%	28.6%	n/a

District: Met Federal Limits on Alternative Assessments
Reading
Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics
Number Proficient	n/a
Total Federal Cap Limit	n/a

*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
-    Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No   **Priority School Reason:** N/A
Focus School Identification: No   **Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | ----------------- Campus ----------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	4.3	66.7%	65.8%	74.5%
Masters	2.2	33.3%	34.2%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	*	28.6%	56.1%
2013-14	30.3%	26.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by

student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment