Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: UPHAUS EARLY CHILDHOOD CENTER
Campus ID: 227901177
District Name: AUSTIN ISD

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.

There is no data for this campus.

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.

<table>
<thead>
<tr>
<th>Performance Status - State</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current &amp; ELL Monitored)</th>
<th>Percent of Eligible Measures Met</th>
</tr>
</thead>
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<tr>
<td>State Target</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
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<td>60%</td>
<td>60%</td>
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<th>Special Ed</th>
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<th>Percent of Eligible Measures Met</th>
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Federal Graduation Status (Target: See Reason Codes)

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District: Met Federal Limits on Alternative Assessments

<table>
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<tr>
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<th>Alternate 1%</th>
<th>Number Proficient</th>
<th>Total Federal Cap Limit</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Alternate 1%</th>
<th>Number Proficient</th>
<th>Total Federal Cap Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

| Overall Total | 0 | 0 | 0 |

+ 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.
### Performance Rates

#### Reading
- **# at Approaches Grade Level**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Standard**
  - Total Tests: -
  - % at Approaches Grade: -

#### Mathematics
- **# at Approaches Grade Level**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Standard**
  - Total Tests: -
  - % at Approaches Grade: -

#### Writing
- **# at Approaches Grade Level**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Standard**
  - Total Tests: -
  - % at Approaches Grade: -

#### Science
- **# at Approaches Grade Level**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Standard**
  - Total Tests: -
  - % at Approaches Grade: -

#### Social Studies
- **# at Approaches Grade Level**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Standard**
  - Total Tests: -
  - % at Approaches Grade: -

### Participation Rates

#### Reading: 2016-2017 Assessments
- **Number Participating**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Total Students**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Participation Rate**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a

#### Mathematics: 2016-2017 Assessments
- **Number Participating**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Total Students**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): n/a
- **Participation Rate**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Current & Monitored): 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.

### Federal Graduation Rates

#### 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016
- **Number Graduated**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Total in Class**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Graduation Rate**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a

#### 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015
- **Number Graduated**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Total in Class**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Graduation Rate**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a

#### 5-year Extended Graduation Rate (Gr 9-12): Class of 2015
- **Number Graduated**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Total in Class**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a
- **Graduation Rate**
  - All Students: -
  - African American: -
  - Hispanic: -
  - White: -
  - American Indian: -
  - Asian: -
  - Pacific Islander: -
  - Two or More Races: -
  - Econ Disadv: -
  - Special Ed: -
  - ELL (Ever HS) (Current): n/a

### District: Met Federal Limits on Alternative Assessments

#### Reading
- **Number Proficient**
  - All Students: n/a
- **Total Federal Cap Limit**
  - All Students: n/a

#### Mathematics
- **Number Proficient**
  - All Students: n/a
- **Total Federal Cap Limit**
  - All Students: n/a
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All Students  African American  Hispanic  White  American Indian  Asian  Pacific Islander  Two or More Races  Econ Disadv  Special Ed  ELL (Ever HS)  ELL (Current)

* 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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Percent</th>
<th>District Percent</th>
<th>State Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
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<td>0.0%</td>
<td>0.7%</td>
<td>1.2%</td>
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<tr>
<td>Bachelors</td>
<td>21.8</td>
<td>98.3%</td>
<td>80.6%</td>
<td>74.5%</td>
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<td>Masters</td>
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<td>Doctorate</td>
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<td>0.6%</td>
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#### 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.

Report Not Required

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

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<thead>
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<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>Below Basic</th>
<th>At or Above Basic</th>
<th>At or Above Proficient</th>
<th>At or Above Advanced</th>
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<td>Reading</td>
<td>Overall</td>
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<td>7</td>
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<td></td>
<td></td>
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<td></td>
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<td>13</td>
<td>87</td>
<td>66</td>
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<td></td>
<td></td>
<td>Black</td>
<td>49</td>
<td>51</td>
<td>17</td>
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<td></td>
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<td></td>
<td></td>
<td>White</td>
<td>18</td>
<td>82</td>
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<td>Students with Disabilities</td>
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<td></td>
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<td>Overall</td>
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<td>8</td>
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<td></td>
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<td>American Indian</td>
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</tr>
<tr>
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<td>97</td>
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<td>Students with Disabilities</td>
<td>41</td>
<td>59</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Learners</td>
<td>23</td>
<td>77</td>
<td>28</td>
<td>2</td>
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<td>Reading</td>
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<td>72</td>
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State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

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Source: TEA Division of Student Assessment