CASIS EL
227901112
AUSTIN ISD

	Year															
	2015	40%	45%		*	53%	69%	-	*	-	71%	38%	*	*	61%	70%	-
All Subjects	2016	17%	21%	14%	50%	57%	-	35%	-	53%	0%	0%	18%	55%	55%	-
	2015	14%	19%	13%	44%	54%	-	63%	-	51%	4%	10%	0%	54%	50%	-
Reading	2016	16%	21%	29%	57%	69%	-	50%	-	65%	0%	0%	*	70%	63%	-
	2015	15%	21%	0%	53%	68%	-	50%	-	59%	6%	9%	*	67%	61%	-
Mathematics	2016	17%	21%	*	51%	52%	-	38%	-	50%	0%	*	*	45%	56%	-
	2015	14%	17%													

State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y									3	3	100
Mathematics	Y		Y	Y									3	3	100
Writing	Y			Y									2	2	100
Science	Y			Y									2	2	100
Social Studies													0	0	

Federal Target	87%	87%	87%	87%					87%	87%	87%		
Reading	Y		Y	Y	n/a	n/a	n/a	n/a				n/a	
Mathematics	Y		Y	Y	n/a	n/a	n/a	n/a				n/a	

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y									3	3	100
Mathematics	Y		Y	Y									3	3	100

Graduation Target Met		0	0
Reason Code ***			

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

+   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%   d = Five-year Graduation Rate Target of 90%
Blank cá

based on system safeguards. The reward school identifications provided are for the 2015-2016 school year.Identifications for the 2016-2017 school year are pending.

No
No

Source: TEA Division of School Improvement and Support

Teacher Quality Data

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 percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

0.0	0.0%	0.4%	1.0%
37.1	72.8%	70.3%	74.7%
13.9	27.2%	28.6%	23.6%
0.0	0.0%	0.7%	0.6%

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

	43	4	47
	43	4	47
Number	43	4	47
Percent	100.00%	100.00%	100.00%
Number	0	0	0
Percent	0.00%	0.00%	0.00%

0	0
0	0
0	0
0	0
0	0
0	0

0	1
0	0