

Texas Education Agency  
2013-14 School Report Card  
GORZYCKI MIDDLE (227901062)

District Name: AUSTIN ISD  
Campus Type: Middl39,chool

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2014	77%	78%	97%	92%	95%	98%	*	97%	-	97%	87%
	2013	77%	78%	97%	95%	94%	98%	*	97%	-	99%	86%
Reading	2014	76%	78%	97%	100%	96%	98%	*	95%	-	98%	90%
	2013	80%	80%	98%	100%	95%	99%	*	95%	-	100%	90%
Mathematics	2014	78%	79%	97%	90%	95%	98%	*	97%	-	96%	85%
	2013	79%	81%	97%	92%	95%	98%	*	97%	-	100%	87%
Writing	2014	72%	72%	95%	100%	94%	96%	-	96%	-	91%	80%
	2013	63%	63%	93%	85%	87%	95%	-	100%	-	91%	73%
Science	2014	78%	81%	98%	93%	98%	99%	-	100%	-	100%	100%
	2013	82%	82%	99%	100%	97%	100%	*	100%	-	100%	94%
Social Studies	2014	76%	75%	94%	71%	92%	96%	-	100%	-	100%	83%
	2013	76%	75%	93%	100%	89%	94%	*	100%	-	100%	78%
<b>STAAR Percent at Postsecondary Readiness Standard(Sum of All Grades Tested)</b>												
Two or More Subjects	2014	41%	46%	76%	59%	68%	80%	*	82%	-	76%	42%
Reading	2014	45%	51%	78%	69%	71%	82%	*	79%	-	69%	52%
Mathematics	2014	39%	45%	80%	66%	72%	83%	*	90%	-	80%	45%
Writing	2014	35%	39%	69%	*	56%	74%	-	80%	-	70%	44%
Science	2014	43%	51%	90%	57%	86%	93%	-	100%	-	93%	72%
Social Studies	2014	39%	42%	74%	50%	65%	79%	-	78%	-	64%	56%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2014	15%	20%	48%	32%	39%	52%	*	58%	-	40%	27%
Reading	2014	15%	21%	52%	41%	43%	56%	*	53%	-	52%	31%
Mathematics	2014	17%	22%	44%	24%	32%	49%	*	66%	-	33%	19%
Writing	2014	8%	11%	26%	*	20%	31%	-	24%	-	*	*
Science	2014	14%	20%	72%	50%	65%	76%	-	83%	-	64%	67%
Social Studies	2014	15%	19%	46%	*	40%	47%	-	72%	-	43%	28%
<b>STAAR Percent Met or Exceeded Progress</b>												
Reading	2014	61%	62%	70%	*	67%	71%	*	73%	-	67%	68%
	2013	62%	65%	77%	87%	76%	77%	*	81%	-	80%	n/a
Mathematics	2014	60%	61%	75%	*	67%	78%	*	83%	-	76%	57%
	2013	59%	58%	68%	68%	66%	67%	*	81%	-	70%	n/a
<b>STAAR Percent Exceeded Progress</b>												
Reading	2014	17%	18%	19%	*	17%	19%	*	24%	-	13%	15%
	2013	15%	18%	25%	30%	25%	24%	*	26%	-	33%	n/a
Mathematics	2014	18%	21%	21%	*	20%	20%	*	35%	-	17%	12%
	2013	16%	17%	17%	23%	14%	17%	*	27%	-	24%	n/a
<b>Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2014	45%	44%	60%	-	63%	*	-	*	-	*	55%
	2013	43%	42%	75%	-	62%	95%	-	*	-	*	63%
Mathematics	2014	46%	45%	59%	*	53%	69%	-	*	-	*	42%
	2013	46%	45%	66%	*	62%	65%	-	*	-	*	63%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

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

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

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2014	19%	12%	*	-	*	-	-	*	-	-	*
Mathematics	2014	24%	15%	*	-	*	*	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	83%	81%	99%	92%	100%	99%	-	100%	-	93%	100%
Mathematics	2014	80%	80%	99%	100%	98%	100%	-	100%	-	100%	100%
Students Requiring Accelerated Instruction												
Reading	2014	17%	19%	1%	*	*	*	-	*	-	*	*
Mathematics	2014	20%	20%	*	*	*	*	-	*	-	*	*
STAAR Cumulative Met Standard												
Reading	2014	89%	87%	100%	100%	100%	100%	-	100%	-	100%	100%
Mathematics	2014	87%	86%	100%	100%	99%	100%	-	100%	-	100%	100%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2013	95%	97%	*	-	*	*	-	*	-	-	-
Mathematics	2013	95%	97%	*	-	*	-	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 8												
Reading	2014	54%	50%	*	*	-	-	-	-	-	-	-

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