



# District Report

For the Superintendent of:

**GROW UNIFIED  
SCHOOL DISTRICT**

BEDS Code **01-23-45-68-0000**

Dear Superintendent,

This report shows results for students in your district who took the grades 3–8 English language arts assessments in 2005–06. The purpose of this report is to support an informed discussion about student performance and to encourage and recognize improvement.

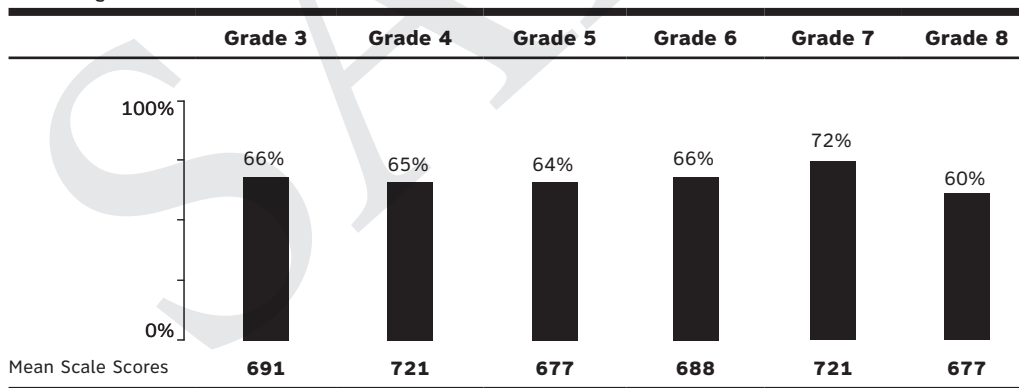
On behalf of the Board of Regents and the State Education Department, I would like to thank you for your pivotal role in leading change and improving student achievement.

Visit the Department's  
website at [www.nySTART.gov](http://www.nySTART.gov)  
for more information.

Richard P. Mills  
*Commissioner of Education*

## District Performance 2005–06 Grades 3–8 English Language Arts Tests

Percentage of all tested students who scored at Level 3 and above:



### About the NYS Testing Program

The New York State Testing Program is designed to measure student performance on the State's Learning Standards. These tests allow you to identify strengths and weaknesses at the student, school, and district levels.

Please visit [www.emsc.nysed.gov/3-8/](http://www.emsc.nysed.gov/3-8/) for more information.

# More about your district's performance

GROW UNIFIED SCHOOL DISTRICT

2005–06 English Language Arts

## Results by Performance Level

The number and percentage of all tested students performing in each level.

■ Level 3 and above

|              | Grade 3 |     | Grade 4 |     | Grade 5 |     | Grade 6 |     | Grade 7 |     | Grade 8 |     |
|--------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
|              | #       | %   | #       | %   | #       | %   | #       | %   | #       | %   | #       | %   |
| Level 4      | 197     | 26% | 202     | 25% | 203     | 26% | 207     | 25% | 232     | 28% | 162     | 24% |
| Level 3      | 300     | 40% | 320     | 40% | 305     | 38% | 338     | 41% | 363     | 44% | 243     | 36% |
| Level 2      | 163     | 22% | 181     | 22% | 188     | 24% | 175     | 21% | 148     | 18% | 178     | 26% |
| Level 1      | 87      | 12% | 105     | 13% | 97      | 12% | 108     | 13% | 86      | 10% | 92      | 14% |
| Total Tested | 747     |     | 808     |     | 793     |     | 828     |     | 829     |     | 675     |     |

Percentages may not total 100 due to rounding.

## What These Performance Levels Mean

### Level 1, Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the ELA knowledge and skills expected at the grade level.

### Level 2, Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the ELA knowledge and skills expected at the grade level.

### Level 3, Meeting Learning Standards

Student performance demonstrates an understanding of the ELA knowledge and skills expected at the grade level.

### Level 4, Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the ELA knowledge and skills expected at the grade level.

## Results by Student Group

The number of tested students and the percentage of all tested students who scored at Level 3 and above.

|                                   | Grade 3 |      | Grade 4 |     | Grade 5 |     | Grade 6 |     | Grade 7 |     | Grade 8 |     |
|-----------------------------------|---------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
|                                   | #       | %    | #       | %   | #       | %   | #       | %   | #       | %   | #       | %   |
| All Students                      | 747     | 66%  | 808     | 65% | 793     | 64% | 828     | 66% | 829     | 72% | 675     | 60% |
| General Education                 | 731     | 67%  | 755     | 66% | 788     | 64% | 778     | 68% | 820     | 73% | 671     | –   |
| Students with Disabilities        | 16      | 40%  | 53      | 58% | 5       | 60% | 50      | 40% | 9       | 10% | 4       | –   |
| American Indian or Alaskan Native | 5       | 20%  | 5       | 50% |         |     |         |     |         |     |         |     |
| Black or African American         | 139     | 50%  | 147     | 52% | 142     | 52% | 135     | 50% | 141     | S   | 155     | 30% |
| Hispanic or Latino                | 141     | 70%  | 164     | 40% | 133     | 52% | 186     | 50% | 177     | 70% | 120     | S   |
| Asian or Pacific Islander         | 11      | 100% | 5       | 80% | 6       | 80% | 8       | 66% | 3       | S   | 2       | S   |
| White                             | 451     | 70%  | 487     | 78% | 512     | 70% | 499     | 76% | 511     | 72% | 400     | 77% |
| Small Group Totals (S)            |         |      |         |     |         |     |         |     | 144     | 74% | 122     | 40% |
| Female                            | 496     | 67%  | 411     | 64% | 350     | 66% | 370     | 63% | 356     | 70% | 342     | 62% |
| Male                              | 251     | 64%  | 397     | 66% | 443     | 62% | 458     | 68% | 473     | 74% | 333     | 58% |
| English Proficient                | 742     | 66%  | 801     | 66% | 753     | 67% | 766     | 67% | 746     | 78% | 671     | –   |
| Limited English Proficient        | 5       | 10%  | 7       | 8%  | 40      | 10% | 62      | 59% | 83      | 20% | 4       | –   |
| Economically Disadvantaged        | 121     | 45%  | 57      | 30% | 31      | 40% | 21      | 61% | 24      | 25% | 30      | 20% |
| Not Economically Disadvantaged    | 626     | 70%  | 751     | 68% | 762     | 65% | 807     | 66% | 805     | 73% | 645     | 62% |
| Migrant                           | 12      | 20%  | 9       | 10% | 5       | 5%  | 10      | 40% | 8       | 50% | 15      | 2%  |
| Not Migrant                       | 735     | 67%  | 799     | 66% | 788     | 64% | 818     | 66% | 821     | 72% | 660     | 61% |

Percentages may not total 100 due to rounding.

These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students.

**Student Confidentiality/Suppressed Data:** To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group are tested, percentages of tested students scoring at various levels are suppressed for that group and for the next smallest group, as indicated by an (S). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

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