

School EAST VIEW ELEMENTARY SCHOOL
School ID 04-24-00-01-0004
District OLEAN CITY SCHOOL DISTRICT
Principal DAVID OLSON
Telephone (716) 375-8920
Grades K-5

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

### This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and noncompleters, including postgraduation plans of completers.

#### For more information:

Office of Information and Reporting Services New York State Education Department Room 863 EBA Albany, NY 12234 Email: dataquest@mail.nysed.gov

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### **Enrollment**

	2009-10	2010-11	2011-12
Pre-K	33	36	
Kindergarten	56	55	35
Grade 1	48	45	55
Grade 2	47	48	41
Grade 3	48	44	44
Grade 4	62	47	49
Grade 5	66	63	48
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	327	302	272

### **Enrollment Information**

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include halfand full-day students.

### **Average Class Size**

	2009-10	2010-11	2011-12
Common Branch	19	16	19
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

### **Average Class Size** Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

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**Demographic Factors** 

	2009-10		20:	2010-11		L1-12
	#	%	#	%	#	%
Eligible for Free Lunch	130	40%	115	38%	100	37%
Reduced Price Lunch	54	17%	56	19%	41	15%
Limited English Proficient	0	0%	1	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	2%	3	1%	2	1%
Black or African American	21	6%	23	8%	15	6%
Hispanic or Latino	5	2%	0	0%	6	2%
Asian or Native Hawaiian/Other Pacific Islander	4	1%	7	2%	9	3%
White	286	87%	262	87%	225	83%
Multiracial	6	2%	7	2%	15	6%

**Attendance and Suspensions** 

	200	8-09	200	9-10	201	0-11
	#	%	#	%	#	%
Annual Attendance Rate		97%		96%		97%
Student Suspensions	1	0%	5	2%	1	0%

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# Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

# **Attendance and Suspensions Information**

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including inschool suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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### Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	32	28	26
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	0%	7%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	25%	25%	27%
Total Number of Core Classes	33	25	20
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	51	38	38
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

<sup>\*</sup>Not available at the district or statewide level.

### **Teacher Turnover Rate**

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	29%	75%
Turnover Rate of All Teachers	0%	22%	14%

### Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	2	2	2
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

<sup>\*</sup>Not available at the school level.

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### **Teacher Qualifications** Information

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

### **Teacher Turnover Rate** Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

### Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to nonteaching duties.

<sup>\*\*</sup>Not available for charter schools or at the statewide level.

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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

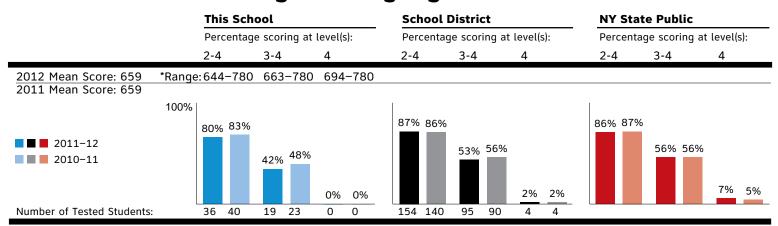
### **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <a href="http://www.p12.nysed.gov/irs/sirs/">http://www.p12.nysed.gov/irs/sirs/</a>.

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## **Results in Grade 3 English Language Arts**



Results by	2011-12	School Y	ear		2010–11 School Year			
Student Group	Total	Percenta	Percentage scoring at level(s):			Percentage scoring at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	45	80%	42%	0%	48	83%	48%	0%
Female	20	80%	40%	0%	23	78%	57%	0%
Male	25	80%	44%	0%	25	88%	40%	0%
American Indian or Alaska Native	1	_	_	_				
Black or African American	2	_	_	_	5	80%	60%	0%
Hispanic or Latino	1	_	-	-	3	_	-	_
Asian or Native Hawaiian/Other Pacific Islander	1				4			
White	38	84%	47%	0%	33	82%	39%	0%
Multiracial	2			-	3			·····
Small Group Totals	7	57%	14%	0%	10	90%	70%	0%
General-Education Students	28	96%	64%	0%	34	94%	62%	0%
Students with Disabilities	17	53%	6%	0%	14	57%	14%	0%
English Proficient	45	80%	42%	0%	48	83%	48%	0%
Limited English Proficient								
Economically Disadvantaged	22	68%	27%	0%	29	76%	48%	0%
Not Disadvantaged	23	91%	57%	0%	19	95%	47%	0%
Migrant								
Not Migrant	45	80%	42%	0%	48	83%	48%	0%

#### **NOTES**

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

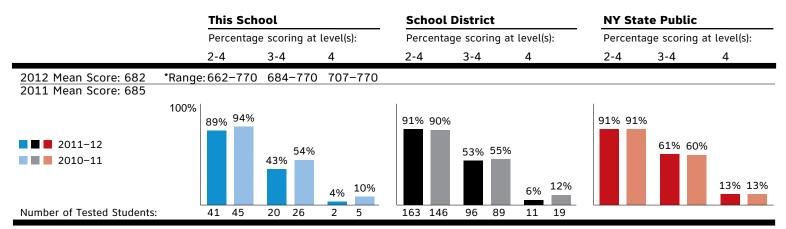
Other	2011–12 School Year				2010–11 School Year			
Assessments	Total	Number scoring at level(s):		Total	Number scoring at level(s):			
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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### **Results in Grade 3 Mathematics**



Results by	2011-12	School Y	ear		2010-11	2010–11 School Year			
Student Group	Total	Percenta	Percentage scoring at level(s):			Percentage scoring at level(s):			
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4	
All Students	46	89%	43%	4%	48	94%	54%	10%	
Female	21	86%	38%	0%	23	87%	48%	13%	
Male	25	92%	48%	8%	25	100%	60%	8%	
American Indian or Alaska Native	1	_	_	_					
Black or African American	2	_	_	_	5	80%	20%	0%	
Hispanic or Latino	1	_	-	_	3	_	-	_	
Asian or Native Hawaiian/Other Pacific Islander	1				4	·····			
White	39	92%	51%	5%	33	94%	55%	12%	
Multiracial	2				3				
Small Group Totals	7	71%	0%	0%	10	100%	70%	10%	
General-Education Students	29	100%	69%	7%	34	97%	71%	15%	
Students with Disabilities	17	71%	0%	0%	14	86%	14%	0%	
English Proficient	46	89%	43%	4%	48	94%	54%	10%	
Limited English Proficient						• • • • • • • • • • • • • • • • • • • •			
Economically Disadvantaged	23	83%	30%	0%	29	90%	45%	3%	
Not Disadvantaged	23	96%	57%	9%	19	100%	68%	21%	
Migrant									
Not Migrant	46	89%	43%	4%	48	94%	54%	10%	

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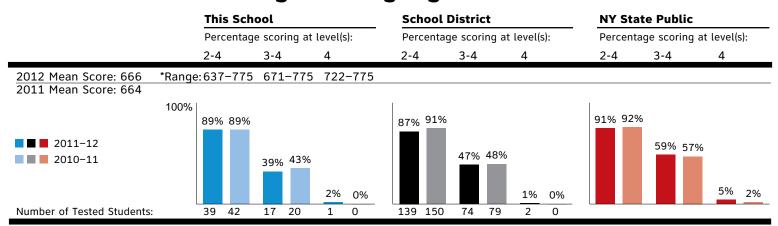
<sup>\*</sup> These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12	School Ye	ar	•	2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

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## **Results in Grade 4 English Language Arts**



Results by	2011-12	School Y	ear		2010–11 School Year			
Student Group	Total	Percenta	ercentage scoring at level(s):		Total	Percentage scoring at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	44	89%	39%	2%	47	89%	43%	0%
Female	21	86%	38%	5%	23	91%	57%	0%
Male	23	91%	39%	0%	24	88%	29%	0%
American Indian or Alaska Native					1	_	_	_
Black or African American	4	_	_	-	3	_	_	_
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	30	87%	33%	3%	43	-	_	-
Multiracial	2			-				
Small Group Totals	9	89%	33%	0%	47	89%	43%	0%
General-Education Students	32	100%	47%	3%	39	97%	51%	0%
Students with Disabilities	12	58%	17%	0%	8	50%	0%	0%
English Proficient	44	89%	39%	2%	47	89%	43%	0%
Limited English Proficient								
Economically Disadvantaged	23	87%	35%	0%	24	96%	38%	0%
Not Disadvantaged	21	90%	43%	5%	23	83%	48%	0%
Migrant								
Not Migrant	44	89%	39%	2%	47	89%	43%	0%

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other	2011-12	School Ye	ar	,	2010-11	2010–11 School Year				
Assessments	Total	Number	scoring at I	evel(s):	Total	Number	scoring at le	evel(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0					
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A		
	Total				Total					
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A		

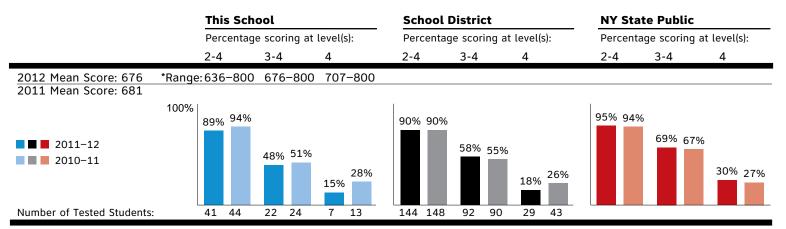
<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

July 31, 2013

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### **Results in Grade 4 Mathematics**



Results by	2011-12	School Y	ear		2010–11 School Year					
Student Group	Total	Percenta	age scoring	at level(s):	Total	Percentage scoring at level(s):				
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
All Students	46	89%	48%	15%	47	94%	51%	28%		
Female	22	86%	41%	9%	23	96%	61%	30%		
Male	24	92%	54%	21%	24	92%	42%	25%		
American Indian or Alaska Native					1	_	_	_		
Black or African American	4	_	_	_	3	_	_	-		
Hispanic or Latino	3	_		-						
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%						
White	31	90%	48%	13%	43	-	- · · · · · · · · · · · · · · · · · · ·	_		
Multiracial	3									
Small Group Totals	10	80%	30%	20%	47	94%	51%	28%		
General-Education Students	33	100%	64%	21%	39	100%	59%	33%		
Students with Disabilities	13	62%	8%	0%	8	63%	13%	0%		
English Proficient	46	89%	48%	15%	47	94%	51%	28%		
Limited English Proficient										
Economically Disadvantaged	25	88%	44%	12%	24	100%	54%	21%		
Not Disadvantaged	21	90%	52%	19%	23	87%	48%	35%		
Migrant										
Not Migrant	46	89%	48%	15%	47	94%	51%	28%		

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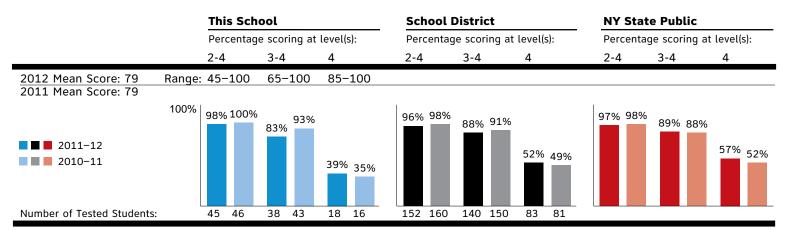
\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011-12	School Ye	ar		2010–11 School Year					
	Total	Number	scoring at le	vel(s):	Total	Number scoring at level(s):				
	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0					

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### **Results in Grade 4 Science**



Results by	2011-12	School Y	ear		2010-11	2010–11 School Year					
Student Group	Total	Percenta	age scoring	at level(s):	Total	Percentage scoring at level(s):					
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4			
All Students	46	98%	83%	39%	46	100%	93%	35%			
Female	22	100%	82%	36%	22	100%	95%	36%			
Male	24	96%	83%	42%	24	100%	92%	33%			
American Indian or Alaska Native					1	_	_	_			
Black or African American	4	_	_	_	3	_	_	_			
Hispanic or Latino	3	_	-	_							
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%							
White	31	97%	81%	39%	42	_		-			
Multiracial	3		-								
Small Group Totals	10	100%	80%	20%	46	100%	93%	35%			
General-Education Students	33	100%	94%	52%	38	100%	95%	42%			
Students with Disabilities	13	92%	54%	8%	8	100%	88%	0%			
English Proficient	46	98%	83%	39%	46	100%	93%	35%			
Limited English Proficient											
Economically Disadvantaged	25	96%	84%	36%	24	100%	100%	25%			
Not Disadvantaged	21	100%	81%	43%	22	100%	86%	45%			
Migrant											
Not Migrant	46	98%	83%	39%	46	100%	93%	35%			

#### **NOTES**

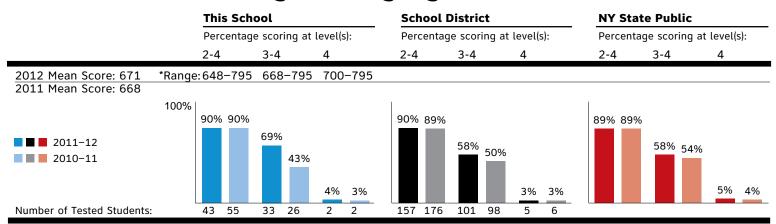
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Other Assessments	2011-12	School Ye	ar		2010–11 School Year					
	Total	Number	scoring at le	vel(s):	Total	Number scoring at level(s):				
	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0					

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## **Results in Grade 5 English Language Arts**



Results by	2011-12	School Y	ear		2010–11 School Year					
Student Group	Total	Percenta	age scoring a	at level(s):	Total	Percentage scoring at level(s):				
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
All Students	48	90%	69%	4%	61	90%	43%	3%		
Female	22	91%	82%	9%	25	96%	44%	8%		
Male	26	88%	58%	0%	36	86%	42%	0%		
American Indian or Alaska Native	1	_	_	_	1	_	_	_		
Black or African American	3	_	_	_	6	67%	0%	0%		
Hispanic or Latino					2	_		_		
Asian or Native Hawaiian/Other Pacific Islander					1			_		
White	43	88%	72%	5%	50	94%	50%	4%		
Multiracial	1				1	-		-		
Small Group Totals	5	100%	40%	0%	5	80%	20%	0%		
General-Education Students	38	100%	87%	5%	52	96%	50%	4%		
Students with Disabilities	10	50%	0%	0%	9	56%	0%	0%		
English Proficient	48	90%	69%	4%	61	90%	43%	3%		
Limited English Proficient										
Economically Disadvantaged	18	94%	67%	0%	32	84%	28%	3%		
Not Disadvantaged	30	87%	70%	7%	29	97%	59%	3%		
Migrant										
Not Migrant	48	90%	69%	4%	61	90%	43%	3%		

#### **NOTES**

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

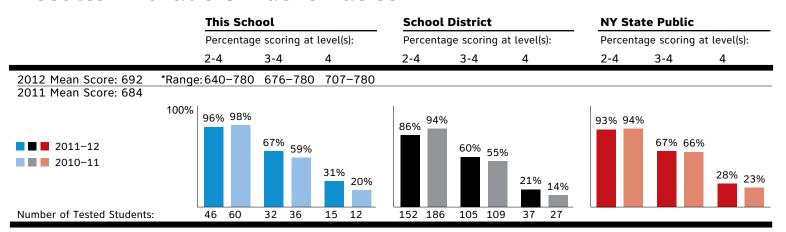
Other	2011-12	School Ye	ear	,	2010-11			
Assessments	Total	Number	scoring at I	evel(s):	Total	Number	scoring at le	evel(s):
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School EAST VIEW ELEMENTARY SCHOOL School ID 04-24-00-01-0004

#### District OLEAN CITY SCHOOL DISTRICT

### **Results in Grade 5 Mathematics**



Results by	2011-12	School Y	ear		2010–11 School Year					
_	Total	Percenta	age scoring	at level(s):	Total	Percenta	ge scoring	at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
All Students	48	96%	67%	31%	61	98%	59%	20%		
Female	22	91%	73%	32%	25	100%	72%	20%		
Male	26	100%	62%	31%	36	97%	50%	19%		
American Indian or Alaska Native	1	_	_	_	1	_	_	_		
Black or African American	3	_	_	_	6	100%	17%	0%		
Hispanic or Latino					2	-	_	_		
Asian or Native Hawaiian/Other Pacific Islander					1			_		
White	43	95%	67%	33%	50	98%	64%	24%		
Multiracial	1	_			1			_		
Small Group Totals	5	100%	60%	20%	5	100%	60%	0%		
General-Education Students	38	100%	82%	39%	52	100%	67%	23%		
Students with Disabilities	10	80%	10%	0%	9	89%	11%	0%		
English Proficient	48	96%	67%	31%	61	98%	59%	20%		
Limited English Proficient		••••••								
Economically Disadvantaged	18	100%	67%	22%	32	97%	50%	9%		
Not Disadvantaged	30	93%	67%	37%	29	100%	69%	31%		
Migrant										
Not Migrant	48	96%	67%	31%	61	98%	59%	20%		

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data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011-12	School Ye	ar		2010–11 School Year					
	Total	Number	scoring at le	vel(s):	Total	Number scoring at level(s):				
	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0					

School EAST VIEW ELEMENTARY SCHOOL School ID 04-24-00-01-0004

District OLEAN CITY SCHOOL DISTRICT

# New York State English as a Second Language Achievement Test (NYSESLAT)

		All Stu	dents				General-Education Students					Studen	ts with Dis	abilities	<u> </u>	
		Total Tested	Percent of in each pe				Total Tested	Percent of	f students erformance	•		Total Tested	Percent of			•
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and	2011-12	0					0					0				
Speaking	2010-11	1	_	-	_	_	1	_	_	_	_	0				
(Grades K-1)	2009-10	0					0					0				
Reading and	2011-12	0					0					0				
Writing	2010-11	1	_	_	_	_	1	_	_	_	_	0				
(Grades K-1)	2009-10	0					0					0				
Listening and	2011-12	0					0					0				
Speaking	2010-11	0					0					0				
(Grades 2-4)	2009-10	0					0					0				
Reading and	2011-12	0					0					0				
Writing	2010-11	0					0					0				
(Grades 2-4)	2009-10	0					0					0				
Listening and	2011-12	0					0					0				
Speaking	2010-11	0					0					0				
(Grades 5-6)	2009-10	0					0					0				
Reading and	2011-12	0					0					0				
Writing	2010-11	0					0					0				
(Grades 5-6)	2009-10	0					0					0				
Listening and	2011-12	0					0					0				
Speaking	2010-11	0					0					0				
(Grades 7-8)	2009-10	0					0					0				
Reading and	2011-12	0					0					0				
Writing	2010-11	0					0					0				
(Grades 7-8)		0					0					0				
Listening and	2009-10	0					0					0				
Speaking	2011-12	0					0					0				
(Grades 9-12)	2009-10	0					0					0				
Peading and	2009-10	0					0					0				
Reading and Writing																
(Grades 9-12)	2010-11	0					0					0				
	2009-10	0					0					0				

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