

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Dr. Charles Russo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name East Moriches Elementary School

(As it should appear in the official records)

School Mailing Address 523 Montauk Highway

(If address is P.O. Box, also include street address.)

City East Moriches    State NY    Zip Code+4 (9 digits total) 11940-1320

County Suffolk County    State School Code Number\* 580234020002

Telephone 631-878-0162    Fax 631-909-7505

Web site/URL http://emoschools.org    E-mail crusso@emoschools.org

Twitter Handle twitter.com/EastMorichesSD    Facebook Page facebook.com/emoschools    Google+ \_\_\_\_\_  
Other Social Media Link \_\_\_\_\_

YouTube/URL \_\_\_\_\_    Blog eboard.emoschools.org    emoschools.org/parent.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Charles Russo    E-mail: crusso@emoschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Moriches Union Free School District    Tel. 631-878-0162

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Raymond Hayes  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 2 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	11	18
K	38	37	75
1	40	40	80
2	35	39	74
3	42	40	82
4	50	43	93
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	212	210	422

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 0 % Black or African American
  - 11 % Hispanic or Latino
  - 3 % Native Hawaiian or Other Pacific Islander
  - 81 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 2%  
10 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 8%  
 Total number students who qualify: 35

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 13 %  
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment        |
| <u>3</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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The East Moriches Elementary School mission statement reads: “Educational Excellence. . . A Personal Experience.” Those words exemplify the spirit of this school. We have strived for excellence, adopting and aligning all areas of our program to the Common Core Learning Standards, and shifting instruction accordingly. The community has supported this effort. Our families treasure the smallness of the school and the district, and there is a sense of closeness between parents, students and staff.

East Moriches Elementary is a pre-kindergarten through fourth grade school located in the small village of East Moriches, on the south shore of eastern Long Island. It has earned a reputation as a “learning laboratory” in part because the relationship that exists between faculty members, administrators, parents, and students is open and collaborative. Educators not only instruct and foster learning among students, they learn from students, colleagues and community members. A learning lab is created through an environment that allows creativity, rewards risks, and celebrates accomplishments. This title is gained through demonstrating to other schools that you take initiatives and implement programs that improve student skills and achievement levels through careful data collection, monitoring, and scientific instruction. It is not only a place where students learn, but a place where adults from other organizations come to learn. Visiting educators arrive to find the courage and direction needed to implement the rigorous instruction and supportive programs that help their students to reach their full potential.

The East Moriches Elementary School has had a long tradition of celebrating its children, while at the same time expecting excellence. The school district has been in existence for two centuries, having welcomed its first students in 1813. We remained a single building district for 191 years until 2004, at which time a separate elementary building was added. Both schools stand directly across from each other on a two lane highway, within hundreds of feet of the original 1813 one-room school house.

On the original school property there still stands an eagle monument that is dedicated to local men and women who served our Nation in the Great War. The eagle is our school’s mascot, a symbol that has represented the district and community for 200 years. Both the eagle and its monument symbolize the community’s dedication and allegiance to our nation, and honor the many military veterans who still currently reside in the town. East Moriches is host to a United States Coast Guard Station and is in very close proximity to an Air National Guard base. The East Moriches Board of Education executive membership includes an active Coast Guard Captain, as well as a retired Air Force Captain and veteran of the Gulf War. The spouse of a current board member is a United States Navy physician.

At East Moriches Elementary, our children are kind and supportive of each other. They are respected by, and therefore respectful of their teachers and staff members. These character traits are positively reported through data that indicates an extremely low suspension rate, high attendance rate, and low mobility. Our students are immersed in regular bullying prevention activities and studies, character education through the health curriculum, and regular “town meetings”. These town meetings are held with the entire student body and faculty to review accomplishments and identify areas requiring improvement. Students celebrate one another’s success and share pride in their school. Our youngsters are outstanding citizens; they support their community through numerous fund raising endeavors and have received many accolades from outside groups for their efforts.

The East Moriches faculty is open and receptive to new initiatives. In the past five years, they have worked to adopt the New York State Common Core Curriculum and have implemented a Response to Intervention (RTI) plan that provides intervention strategies to struggling learners and students with disabilities and/or limited English proficiency. The faculty has instituted a data collection and monitoring system to ensure that student progress is on grade level in reading and mathematics, and they have implemented flexible grouping and other instructional strategies to address the needs of individual learners. All these initiatives and many more have occurred to meet the demands of increased rigor.

The East Moriches Elementary School was nominated for the Blue Ribbon Award by the New York State Education Department. That nomination was earned because the school has taken a leadership role in New York State through progressive and assertive approaches in aligning our curriculum to the Common Core Learning Standards (CCLS) and by using scientifically driven instructional methods to assist students in mastering those standards in preparation for college and careers. The school has developed an in-depth community outreach program to educate parents about the CCLS and the instructional strategies used at East Moriches to meet those standards. At East Moriches Elementary, educational excellence is truly a personal experience!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

East Moriches Elementary School participates in all New York State mandated assessments including English language arts and mathematics in grades three and four. Student raw scores are converted to performance level scores from one through four. The performance levels for the 2012-2013 New York State Standardized Assessments are as follows:

NYS Level 1: Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English language arts/literacy (and/or mathematics) that are considered insufficient for the expectations at this grade.

NYS Level 2: Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English language arts/literacy (and/or mathematics) that are considered partial but insufficient for the expectations at this grade.

NYS Level 3: Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English language arts/literacy (and/or mathematics) that are considered sufficient for the expectations at this grade.

NYS Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English language arts/literacy (and/or mathematics) that are considered more than sufficient for the expectations at this grade.

It is our goal at the East Moriches Elementary School to have all students score at levels three and four, which is proficient or better.

In 2009-2010, the New York State Education Department raised the English language arts (ELA) and math cut scores for the Basic and Proficient performance levels, which caused a statewide drop in the percentage of students scoring at levels 3 and 4. In a July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, “These newly defined cut scores do not mean that students who were previously scoring at the proficient standard and are now labeled basic have learned less. Rather, the lower numbers of students meeting the proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets”. A student scoring at or above the new basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination.

The following links explain the drop in scores from the 2008-2009 to the 2009-2010 school years:

[http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)

[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

We were pleased to see that our scores in the third and fourth grade math assessments were less impacted than other schools statewide, while scores in the third and fourth grade ELA assessments were similarly impacted when compared to other districts. From 2010 through 2012 the trend in third grade for both math and ELA was positive, while the trend in fourth grade fluctuated. The district responded by making a number of changes to maximize instructional time, assembling teams to study current practices, firming up guidelines for instruction, adding professional development, and implementing Common Core Learning Standards (CCLS). These changes are evident in the fourth grade 2013 math assessment, which showed only a minor drop despite a significant increase in rigor from the previous year’s exam.

In our school, the subgroup of third and fourth grade students receiving special education services in ELA and mathematics has shown an achievement gap of ten or more percentage points when compared to the general population over the 2008-09 through 2011-12 school years. A number of changes have been made to address this gap. Students receiving the services of certified special educators have also been added to the rosters of reading and math specialists. This encourages collaboration between special educators, reading or math specialists, and classroom teachers to enable a thorough, multidisciplinary intervention. The Response to Intervention model described in the following section (Using Assessment Results) has provided a structure for closely monitoring and responding to student needs. A new level of accountability is now in place to ensure that all of our children with special needs are progressing toward proficient levels of performance.

In the subgroup of Hispanic or Latino students, when the total sum of all students is compared to that subgroup, there is no achievement gap. When compared for each test, Math 3 is 1% over the allowable gap. Both grade 4 exams are over the allowable gap, however the subgroup consists of two students.

The 2013 state assessments are the first for New York students to measure the impact of the CCLS that were adopted by the State Board of Regents in 2010. As expected, the percentage of students deemed proficient was significantly lower than in 2011-12. This change in scores, which effectively created a new baseline, was largely the result of a shift in the assessments to measure the new standards. The following link explains the drop in scores from the 2011-2012 to 2012-2013 school year:

<http://www.oms.nysed.gov/press/grades-3-8-assessment-results-2013.html>

Overall, our students score significantly above state averages on New York State assessments. We at East Moriches Elementary are committed to continue to refine our work with the CCLS to facilitate success in the future.

## **2. Using Assessment Results:**

In 2008 the East Moriches Elementary School began the process of establishing a Response to Intervention (RTI) model. The Developmental Reading Assessment and Aimsweb were selected as benchmarking tools, to be administered three times per year. The conduction of assessments is streamlined and team oriented for minimal impact on learning time.

Our RTI committee meets several times annually to determine eligibility for Tier I-III (increasingly intensive and individualized) interventions based on data presented, and to plan district initiatives in the areas of reading and math. The Committee also reviews any student in need of special services, and is used as a conduit to provide these services. Grade level meetings take place four times per year at which a multidisciplinary team of educators reviews current benchmark data. Initial placement for needs based instruction (NBI) groups is based on that data, as well as on scores from New York State Assessments and the achievement of student learning objectives from the previous school year. Students who demonstrate deficits are placed in appropriate small groups for instruction and are progress monitored for approximately eight weeks. At that time a data based determination is made as to whether a student has made sufficient progress to be dismissed, or whether the intervention should be modified or continued. Data is used to drive instruction, inform differentiation, and ensure that students are working with appropriate text levels.

Numerous local measures including Common Core Curriculum assessments, running records in reading, writing samples, and mathematics unit tests are closely considered. These frequent snapshots of student performance help to measure each child's understanding of and ability to apply what they have been taught. By looking at the strategies children are using and the types of mistakes they are making, a clear path for instruction emerges. For example, if a number of students are reading text fluently but struggling with meaning, instructional focus will shift, just as it will for students who are able to choose an operation to solve a problem, but stumble on calculations. We use a variety of assessment tools to ensure that instruction is targeted, precise, and efficient for every student that we serve.

Assessment results are disseminated and explained in a number of ways. Teachers meet with parents to discuss how assessment results translate into learning, and provide printed reports depicting their child's growth based on collected data. Suggestions are made to parents as to how they can assist children at home, including how to select books that are at an appropriate level to develop and challenge reading ability. The district provides an annual breakfast for community members who wish to learn about our curriculum, NBI program, and how to extend learning outside of school. Informational presentations are also given at our monthly Parent Teacher Organization meetings. New York State Assessment results are presented to the public at an evening board of education meeting, and are compared to prior years to show district growth in math and English language arts. These discussions are the foundation for change.

### **3. Sharing Lessons Learned:**

The East Moriches Elementary School has taken a leadership role in implementing the Common Core Learning Standards and has demonstrated marked success in that endeavor. This success has been observed and praised by regional educators, New York State education officials, and educational experts. Our accomplishments have prompted school visitations by other educators seeking to improve their programs, and have led to East Moriches' recognition as a "learning laboratory".

Our school has hosted six school visitations from September 2013 to February 2014. Visitation groups have been comprised of teachers and administrators seeking to observe the use of scientifically based, data driven instruction in lessons that are aligned to the Common Core Learning Standards and instructional shifts. Visiting educators are given an overview of our implementation process including professional development activities, parent programs for support of the rigorous curriculum process, and data collection. The superintendent of schools has offered his administrative colleagues the opportunity to arrange visitations for their school governance teams as well.

The district's professional development coordinator and the building principal/superintendent have collaborated on several professional articles published in state education publications. These pieces explain the methods used to professionally develop staff on the standards, scientific instructional methods in reading and learning, and data collection and monitoring to improve student skill and knowledge mastery. Articles have been written by these same East Moriches Elementary staff leaders detailing the arrangement of programs to teach our parent partners about the core standards and aligned curriculum. Most recently, our professional development coordinator and principal/superintendent were invited to speak at a conference for the State's 750 school superintendents. The conference presentation included implementation strategies and parent support programs.

In our continuing efforts to increase awareness and engagement in curriculum, our administrators and staff have created a Massive Open Online Course (MOOC) to support parents in their understanding of the new higher standards. Through the MOOC, community members can read posted information, watch videos, contribute to blog conversations or share resources. Business cards with Quick Response (QR) codes to the MOOC are disseminated to increase use and stimulate academic discussions. East Moriches Elementary School educators have also collaborated to develop online teacher professional development in-service courses on the New York State Common Core Learning Curriculum. Those online courses are offered through state and local teacher centers and regional teacher education institutions.

### **4. Engaging Families and Community:**

We at the East Moriches Elementary School believe that school-home-community relationships are of the utmost importance. As the Common Core Learning Standards have raised expectations, it has become the responsibility of educators to inform parents and community members about these new standards.

Soon after adopting the new standards, an outside consultant was brought in to present an overview to the community. The professional development team then realized that teachers speaking to parents about everyday lessons being taught in class was a better way to illustrate the district's Common Core curriculum implementation, and would encourage parents to reinforce learning at home. The topics presented at each

grade level included close reading strategies for The Iroquois nonfiction text in grade four, significant events in our nation's history during the war of 1812 in grade two, and vocabulary from the exploration of the five senses in kindergarten. These informational sessions were promoted in the PTO newsletter, district emails, Connect-Ed (a service that disseminates personalized messages via telephone) and social media. These sessions were not only very well received by parents, they were featured on the EngageNY website in Commissioner of Education John King's February 27, 2014 News and Notes in an article titled "Connecting Parents to the Common Core." (<http://www.engageny.org/resource/connecting-parents-to-the-common-core>).

The use of technology to engage our families and community is evident at East Moriches Elementary School. The district's Twitter profile @EastMorichesSD has surged in popularity since its activation. It is embedded on the school district homepage so as to allow community members without a Twitter account to stay informed. Parents and families also use "Fast Follow," a free text messaging service that sends school tweets directly to a parent's phone via text message. Students are encouraged to take part in the technological conversation by using computers at home to post book reviews and reading recommendations for their peers and community members. It is the students themselves, after all, who are the true link between school and community.

In keeping with our district and local values, each year the East Moriches Elementary School invites local veterans to an event at which they are honored by the entire school. Students sing, dance, and recite their appreciation and respect for our community heroes. This living bridge across the generations contributes volumes not just to the quality of the educational experience in East Moriches, but to the quality of life here.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

In 2011 the East Moriches Elementary School began the process of aligning our ELA instruction with Common Core goals by increasing student exposure to the challenges and learning opportunities available through more and higher quality non-fiction reading, and increasing focus on levels of text complexity. A complete inventory of books in our building positioned teachers to implement instructional shifts which included the balancing of informational and literary texts, applying staircase of complexity, or logical sequential learning, and building academic vocabulary through an increased focus on learning through the disciplines. As reading and writing are so closely interconnected, shifting instructional focus from personal narrative and research projects to writing from sources and developing text based responses has significantly increased the academic rigor of ELA learning in our school.

As with ELA, a mathematics committee worked to implement instructional goals. Our math program continues to evolve to meet the needs of all students and comply with Common Core instructional shifts. East Moriches Elementary teachers have received extensive professional development and understand the importance of narrowing and deepening the focus of instruction in mathematics as a means of acquiring a true mastery of concepts. Dual intensity in practice and understanding supports students in becoming competent at application, matching concepts and operations to the appropriate situation. Fluency, or speed and accuracy with calculations, is also emphasized, and coherence is maintained through the presentation of material in a logical, sequential manner.

East Moriches Elementary School science concepts and topics are taught through New York State curriculum guidelines using a constructivist and investigative approach. Students work with a purpose to discover relationships, processes, and mechanisms in both physical settings and living environments. Instruction is often hands-on and team or small group oriented. The application of concepts is prioritized over the recitation of facts. Non-fiction periodicals, such as Scholastic News, Time for Kids, and Science Weekly are used to enhance background knowledge and reinforce concepts. These periodicals address current topics of interest both locally and globally such as pollution, health and fitness, and scientific discoveries, all at age appropriate levels. Instruction includes immersion in academic content vocabulary. Technology components enrich studies with interactive video and links for further inquiry. Science is also fostered through science clubs, informational speakers, local field trips to Moriches Bay and Kaler's Pond, and participation in the Brookhaven National Laboratory Science Fair, where East Moriches students have received honorable mention awards.

Social Studies in East Moriches Elementary School also follows New York State curriculum guidelines. Chronological and geographic reasoning, comparison and contextualization, and the gathering and use of evidence are taught across grade levels and units of study. These units of study include home and school, neighborhoods, communities, world regions, and New York State. As in science, social studies learning is supported with periodicals such as Social Studies Weekly, technology, informational speakers, and non-fiction reading and read-alouds.

Students at the East Moriches Elementary School are introduced and exposed to the visual and performing arts through field trips to local performing arts theatres, visiting artists, and concerts performed by our very own middle school students. Our youngsters have also had the opportunity to contribute to visual art displays during evening school functions attended by parents and community members, and have had their artwork displayed in several public locations in our community.

Teachers in the areas of physical education, music, art, library, and computer education have all embraced the Common Core Standards and focus shifts. Each of these teachers has implemented an interdisciplinary approach to their special area that supports classroom instruction and the development of the potential of every student. The physical education program at East Moriches Elementary goes far beyond fitness and athleticism in its approach to teaching healthy lifestyle choices. Students and community members alike are immersed in a cooperative atmosphere that includes evening events, fundraisers, character building, and cooperation.

Formal technology instruction begins in kindergarten with basic computer functions, components, and skills, and continues to evolve into an integral part of instruction in every classroom and subject area. Best practice teaching strategies, guided by the New York State Common Core Curriculum, are a priority at East Moriches Elementary School.

Instruction in the East Moriches pre-kindergarten program is based upon the New York State Foundation for the Common Core curriculum. Children are taught how to approach learning in a number of ways and how to make connections between their lives and their learning. Physical development and health are basic to the program, as are social and emotional development. Support in these areas enables children to function comfortably and cooperatively with peers in learning situations. The East Moriches pre-K program is rich in activities that develop skills in communication, language, and literacy. Cognition, vocabulary, and knowledge of the world are also integral components. This curriculum aligns extremely well to the common core kindergarten through fourth grade academic standards that are taught at East Moriches Elementary, and provides a strong foundation for all future learning.

There is abundant data indicating that early childhood educational experiences (or lack thereof) can have a profound impact on future learning. Therefore East Moriches Elementary is deeply committed to offering a proactive pre-K program that has a strong support system with flexibility in meeting the individual needs of our youngest students. This will not only have a significant effect on school readiness and success in the primary grades, it will benefit children throughout their lives.

Students in the pre-kindergarten program are evaluated upon entrance in September using a locally developed assessment for the purpose of determining their specific individual needs. These students are evaluated again at the end of the year, and typically show growth gains on average of forty percent or better. As the East Moriches Elementary kindergarten teachers routinely communicate with the pre-k staff, students transitioning into kindergarten from the East Moriches School District preschool program tend to show a higher skill level at kindergarten screening, exhibit fewer stress behaviors upon entering kindergarten, and experience greater success with the kindergarten curriculum. This early advantage typically follows them through the grades.

## **2. Reading/English:**

The East Moriches Elementary School takes a pragmatic approach to reading instruction. While our staff has always been highly motivated to stay abreast of current research and professional publications, we have been cautious about committing completely to every trend in literacy instruction that has passed. Rather than abandon instructional methods that are working well for our students, we have chosen to carefully integrate new research based practices into our program, while reflecting on the effectiveness of the whole. It is perhaps for this reason that our transition to the Common Core, which also utilizes time proven and highly effective practices, has been seamless.

English language arts learning in grades kindergarten through four is balanced literacy based. Non-fiction work builds a strong foundation in language, vocabulary, and knowledge into which new learning can be easily integrated. The skills and mechanics of reading are taught through reader's and writer's workshops which feature scaffolded, single focus, whole group lessons and individual or pair application with teacher conferencing. Guided reading structures allow for small homogeneous group instruction, remediation, or extra challenge. Phonemic awareness, phonics, and word study are specifically taught, with textual context supporting the application and transfer of skills. As fluency is built, students learn how to use print as a resource, reading deeply and looking for evidence.

From their first day of kindergarten, our students are immersed in print through our "make a book" program. Student knowledge of print conventions is broadened through explicit instruction, and competence is accomplished with time on task, individual support, and flexible grouping structures. As instructional time is considered precious, teachers are always looking for evidence of learning and making modifications to facilitate specific goals.

Our foremost motivation is to move all of our learners forward, regardless of whether they are struggling or advanced. This is achieved through an ongoing system of information collection, monitoring, and proactive response. The resulting needs-based instruction may consist of services provided by a reading specialist using research derived programs such as Wilson, Foundations, Lindamood Bell, or the Wright Group, or modifications of instruction or instructional groupings within the classroom. Progress is monitored regularly using a variety of assessment tools, both formal and informal, which have been chosen for the usefulness, reliability, and type of data yielded. At year's end, teachers meet and summarize each student's literacy progress in detail, allowing for an efficient transition to the following grade level.

### **3. Mathematics:**

At East Moriches Elementary we believe that those who don't see patterns are often resigned to "reinventing the wheel". The ability to recognize and utilize patterns in numeration, equations, and problem solving is foundational to strong mathematical skills, and is embedded throughout our curriculum.

Deep understanding of mathematics begins at the concrete level, with manipulatives. As children shift into more abstract concepts, coherence is maintained through the use of graphic organizers such as ten frames, hundred charts, and number lines. A strong emphasis is placed on helping children to develop a comfort and familiarity with numbers. This is accomplished through games and activities that show children the relationships between and interconnectedness of numbers, such as with the transition from "doubles" (three plus three) to "neighbors" (three plus four). Strength in application begins as children experience varying methods for collecting and displaying data. For example, first graders may be asked to use individual white boards to show several different ways that a displayed problem might be solved. Responses may include pictures, number lines, graphs, equations, tallies, or words, but must reflect the problem accurately. Deeper understanding is achieved by weaving key skills and concepts into the curriculum as strands that will be revisited and applied to varying problems and situations of increasing intensity across the grades.

Student progress is monitored closely through our needs based instruction plan, state and local assessments, and the achievement of classroom learning objectives. Our EnVision math program has a strong assessment and re-teaching component with technological support.

Intervention for students struggling in math often consists of circling back to expand time spent with manipulatives and other visual tools. A method that has been successful with our students underperforming in fluency is the use of timed drills for computation. Accuracy and quantity are measured after each test, with lessons provided as necessary. Computational skills have skyrocketed using this activity. Students who require extra challenge receive equal consideration. They may be asked to apply concepts from a different perspective, such as developing problems for specific operations, or working out many possible methods and approaches for solving a problem. Critical and creative thinking skills are emphasized with all students, and small needs based groups accommodate individual needs.

The East Moriches Elementary School values deep understanding in mathematics for future success in higher grade levels. Our undertaking is ongoing and fluid, with our students' success in mathematics the ultimate goal.

### **4. Additional Curriculum Area:**

Students enter elementary school with many different fitness levels and abilities. The East Moriches Elementary Physical Education Department has created a curriculum that is enriching and motivating for all. The staff is comprised of four instructors who are dedicated to lifetime fitness and health. Each teacher is a member of AHPED, The Association of Health, Physical Education, and Dance. As a collaborative team, they work together to meet the NYS standards and NASPE (National Association for Sport and Physical Education) goals. Daily lessons focus on the physical, emotional, and social well being of each student. Our students understand the reason and rationale behind each activity.

By providing activities that reinforce and facilitate New York State Common Core learning standards, the

physical education staff successfully integrates math, science, vocabulary, and reading goals into the physical education curriculum. Our gymnasium is routinely transformed into a student learning lab with active exposure to math concepts including measurement, geometry, graphing and calculations, and science concepts such as speed-distance predictions. Print displays that detail rules, games, and motivational quotations are displayed throughout the gymnasium and help to promote ELA skills and enrich vocabulary. By maximizing opportunities to support curriculum at each grade level, the physical education department has positively added to academic success.

Strong family-school partnerships are another invaluable component of student physical and emotional fitness goals. Through the creation of strong links between home and school, our physical education department has been able to develop a rich array of extracurricular activities for children and their families. We have organized evening family fitness events for each grade level in the elementary school. Kindergarteners and first graders take part in “Big Little Night”, in which locomotor skills, fun, and cooperation are the goals. Second graders take part in a “Winter Olympics” where they not only compete, but also learn the history of the Olympics. Third and fourth grade students have evenings of competition and exercise such as “Bowling Night” and an “Appreciation Dance”.

Our school is particularly proud of its annual participation in “Jump for the Heart”, during which students realize that they have the capacity to help others. Participation in this Heart Association fundraising event has been extraordinary. Students also join in the Let’s Move in School event that supports First Lady Michelle Obama’s national campaign to battle childhood obesity. Both of these events have become opportunities for our school to celebrate health and fitness.

## **5. Instructional Methods:**

At the East Moriches Elementary School, differentiated instruction is an integral part of the academic program. In addition to the daily needs based instruction period, our building schedule includes uninterrupted ELA and math instructional blocks during which students are not removed for any reason. This allows the classroom teacher a sufficient amount of time to present core instruction, assess student learning, and provide support that is specific to student requirements.

One powerful structure for differentiation in the early grades that has withstood the test of time is learning centers. Through careful planning and preparation, learning centers become an opportunity to target a range of needs efficiently. For example, during an ELA instructional block, children who are overusing the graphophonic cueing system when reading might work on a cloze passage to develop their use of syntactic and semantic cueing strategies. Dysfluent readers may work on fluency by repeatedly re-reading to develop phrasing and expression. Children who have difficulty making meaning from text may develop comprehension skills by giving a detailed retelling with a graphic prompt for guidance.

As students move through the grades, differentiation in our school takes many forms. It may consist of adjusting the content, length, or duration of an assignment, assigning a role in a peer learning structure, or building a needs based group. English language learners may meet with an English as a Second Language teacher to develop proficiency through explicit instruction in reading and writing across curriculum areas. An enrichment group may be involved in a deep re-reading for the collection of textual evidence to support a prediction or premise.

Technology is of great benefit to all students, but particularly to students with special needs. It not only provides direct access to information, but empowers parents to become active partners in differentiation. Through the East Moriches technological infrastructure, students have access to audio text, interactive whiteboard lessons, computerized graphic organizers, @Skype Classroom, Google Docs, and much more. To extend this advantage still further, our teachers often keep personal computing devices specifically to accommodate individual student needs.

It was stated in the “Using Assessment Results” section of this application that with quality assessment, a clear path for instruction emerges. Differentiation makes that path the shortest distance between two points.

The East Moriches Elementary School has made it a priority to create a learning environment that nurtures and optimizes the potential of each student.

## **6. Professional Development:**

Professional development is a multifaceted and information based process that is strategically planned to provide solutions to problems in areas determined to need improvement. It is our goal to ensure that all professionals in our learning community develop the skills, knowledge, and instructional strategies to enable each student to achieve success.

Our PDT (professional development team), which consists of parents, teachers, and administrators, is responsive to the needs of the staff and aims to advance the effective implementation of shifting paradigms in curriculum and assessment. Pre-session and post-session surveys help to gauge the effectiveness of specific staff development activities towards reaching goals. This has given the district a means of providing additional follow-up support as needed. The professional growth opportunities provided at East Moriches Elementary have been an integral part of the success we have achieved with implementing new initiatives in curriculum, technology and assessments over the past several years. The ideals that have guided us here are thoroughness, persistence, and continuity. Revisiting topics, expanding themes, and maintaining relationships with consultants across school years helps to ensure that our instructional staff is gaining the knowledge and confidence to implement new program demands and protocols.

In addition to inviting outside consultants to share their expertise with the faculty and staff, the PDT recognizes and benefits from the experience of experts within our own teaching community. In this spirit, professional development sessions include collegial collaborative sessions and opportunities for teachers who have attended outside conferences to share valuable information through turnkey sessions. A strong mentoring program supports newer staff members in their implementation of best instructional practice.

Ultimately, the quality of staff development can only be measured by its impact on teaching and learning. This was exemplified when a strategies webinar suggested new criterion for student pairings which a number of teachers implemented with success the very next day. Following a collegial discussion on reading fluency, our second grade teachers implemented a weekly home activity. Children read the same short passage aloud each evening to an adult who records hesitations and inaccuracies, and takes a words per minute count. According to Aimsweb fluency data as of February 2014, the inclusion class reported 25% well above average, 30% above average, 45% average, 0% below average, and 0% well below average, a significant improvement in fluency. Professional development, as our building principal/superintendent has said, is what “makes the rubber meet the road”.

## **7. School Leadership**

“Leadership is the capacity to translate vision into reality.” This quote by Warren Bennis is one that is exemplified in the philosophy of the East Moriches School. The educational vision brought by the superintendent of schools/elementary principal, and supported by the pupil personnel supervisor and other staff leaders, was forward thinking and innovative. From day one technology was at the forefront. Creating a ubiquitous, wireless computing system with remote access to school files and programs was necessary for an environment conducive to rapid progress. Students were able to gain access on home computers to lessons including reteach and extra practice, as well as to teachers’ informational eboards. This technological infrastructure was one step toward translating our educational vision into reality.

The next step was creating a positive environment for teachers to implement Common Core Curriculum lessons. Our professional development coordinator/librarian/media specialist worked tirelessly to incorporate this new curriculum while supporting creativity and teacher initiatives. The resulting professional development and availability of resources created opportunities for teachers to fully explore and engage in the rigorous curriculum that had been adopted by the district. Teachers could completely focus on successful planning and teaching which included differentiation, needs based instruction, and curriculum implementation.

Another priority of district administration was the creation of strong, cohesive, dynamic grade level teams. Giving these teaching teams a common planning time provided for shared decision making. Vertical communication between grade levels was also facilitated, with an emphasis on consistency of instructional language. This process helped to identify and close gaps as well as eliminate redundancies in instruction.

Our building leaders including team, committee, and board members, integrated technology specialist, and many others at various times have created a strongly collaborative environment. Toward that end, we have adopted a “lead learner” approach. By teaching Common Core lessons in kindergarten through fourth grade classrooms as well as offering classes to faculty (Unpacking the NYS Common Core) and parents (Parents and Family Engagement), our superintendent/principal and professional development coordinator have shown their commitment to excellence and willingness to “walk the walk” instead of just “talk the talk.” Our superintendent’s inclusion on Governor Andrew Cuomo’s Common Core Implementation Panel exemplifies leadership that extends far beyond our school. The many role models here at East Moriches Elementary School have taken a vision of educational excellence and, with great enthusiasm, made it a reality for our students and faculty.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** NYS Mathematics Grade 3

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Pearson (2012-2013); McGraw-Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	57	80	73	77	99
% Level 4	25	9	30	38	36
Number of students tested	89	85	67	81	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	10	20	0	44	100
% Level 4	0	0	0	22	0
Number of students tested	10	5	8	9	7
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	57	25	83	75	100
% Level 4	14	0	33	0	33
Number of students tested	7	4	6	4	4
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	57	85	73	76	100
% Level 4	24	9	30	37	39
Number of students tested	75	75	60	71	72
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** NYS Mathematics Grade 4

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Publishers - CTB McGraw-Hill (2009-2011);  
Pearson (2012-2013)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	64	77	79	84	92
% Level 4	29	27	28	36	41
Number of students tested	80	73	81	80	73
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	0	10	10	29	57
% Level 4	0	0	10	0	14
Number of students tested	3	11	10	7	14
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	50	100	75	100	100
% Level 4	0	33	50	33	50
Number of students tested	2	6	4	3	2
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	66	76	77	85	92
% Level 4	30	27	28	38	41
Number of students tested	73	66	71	74	70
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** Publishers - CTB McGraw-Hill (2009-2011);  
Pearson (2012-2013)

**Test:** NYS ELA Grade 3  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	61	79	72	63	90
% Level 4	7	7	4	22	21
Number of students tested	89	85	68	81	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	10	40	25	11	86
% Level 4	0	0	0	11	0
Number of students tested	10	5	8	9	7
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	71	50	71	75	100
% Level 4	14	0	0	0	25
Number of students tested	7	4	7	4	4
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	60	81	72	63	90
% Level 4	7	7	5	25	24
Number of students tested	75	75	60	71	72
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Publishers - CTB McGraw-Hill (2009-2011);  
 Pearson (2012-2013)

**Test:** NYS ELA Grade 4  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Level 3 plus % Level 4	51	69	65	70	90
% Level 4	16	1	1	9	14
Number of students tested	80	73	81	79	70
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Level 3 plus % Level 4	0	9	20	29	46
% Level 4	0	0	0	0	0
Number of students tested	3	11	10	7	13
<b>3. English Language Learner Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Level 3 plus % Level 4	100	83	50	60	100
% Level 4	0	0	0	0	0
Number of students tested	2	6	4	3	2
<b>5. African- American Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>6. Asian Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>9. White Students</b>					
% Level 3 plus % Level 4	49	68	68	71	90
% Level 4	16	2	1	10	14
Number of students tested	73	66	71	73	67
<b>10. Two or More Races identified Students</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

**NOTES:** Publishers - CTB McGraw-Hill (2009-2011); Pearson (2012-2013)