

**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) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Tollef Wienke

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

Official School Name Spring Valley Elementary School

(As it should appear in the official records)

School Mailing Address N4754 County Highway BB

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

City Antigo State WI Zip Code+4 (9 digits total) 54409-8724

State School Code Number\*  
0140026

County Langlade County 0

Telephone 715-623-6900 Fax 715-627-0460

Web site/URL http://www.antigo.k12.wi.us/Schools/ElementarySchools/sv/index.htm E-mail twienke@antigo.k12.wi.us

Facebook Page https://www.facebook.com/pages/Spring-Valley-Elementary-School-Antigo/1386038874993760 Google+ \_\_\_\_\_

Twitter Handle \_\_\_\_\_ YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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. Donald Childs E-mail: dchilds@antigo.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Unified School District of Antigo Tel. 715-627-4355

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. Mike Boldig  
(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):
- 7 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 9 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. 1 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	0	0	0
K	9	5	14
1	5	9	14
2	12	7	19
3	8	3	11
4	9	12	21
5	5	5	10
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>	48	41	89

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 0 % 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: 8%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	89
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 3 %  
3 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 62 %  
 Total number students who qualify: 55

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: 12 %  
11 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.

- |                         |   |
|-------------------------|---|
| 0 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 0 Specific Learning Disability          |
| 0 Emotional Disturbance | 11 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 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	1
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
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 10:1

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	96%	97%	97%	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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Spring Valley Elementary is a hidden gem located in the middle of the country setting. We are one of seven kindergarten through grade five schools within the Unified School District of Antigo, located in north central Wisconsin. The city of Antigo, population of approximately 8000, is in the heart of Langlade County. Langlade County thrives on the county's trail system as well the farming industry. Family tradition is essential to the success of Spring Valley school as we have had at least three generations come through the school.

As part of the Unified School District of Antigo, Spring Valley Elementary echoes the mission of the school district, "Educating Everyone Takes Everyone." We believe it gives an accurate picture of what the school strives to achieve. Each person, from the administrator and secretary, to the custodian and cook, from the six full-time teaching staff and the part-time, physical education, art, music, speech/language pathologist, counselor, school physiologist, work together to make sure each child is educated to their best ability.

Despite our size and our location, the Spring Valley family has many assets. Many groups use the school building for gathering. From the Girl Scouts to the open gym for adult volleyball and basketball, people gather throughout the week for community activities. The school grounds are also used as a site for the youth county baseball leagues throughout the summer months. This also follows the philosophy stated by the mission statement of the district and allowing the school to be one of the many hubs of the community.

Spring Valley has many traditions that have continued to be very important to the school community. Over the years, our school has been organizing and presenting a Christmas program for the community in front of a packed gymnasium. The students have been organizing a Veterans' Day assembly and have been inviting the local veterans' to come and spend the afternoon with the school for lunch and activities.

We are very proud of the academic success of our students. We have continued to meet AYP (Adequate Yearly Progress) requirements since its inception. We are also very proud of our student body in the areas of reading and math, increasing our proficiency in reading by 24% and in math by 29% over the last five years. On our first Wisconsin Department of Instruction School Report Card, we were at a level of exceeds expectations.

We have developed traditions to celebrate student reading achievement. We use the Accelerated Reader program to promote a life of literacy. We use incentives such as lollipop Tuesdays, a school-wide movie, and a winter fun day celebration and an all-school end-of-the-year celebration for student reading success.

We are also very proud of our physical education, art, and music classes. Our physical education classes allow for students to develop life-long interests in cross-country skiing, snowshoeing, and bowling. The art classes exhibit their work in the community and our music classes share their talent at local concerts. Being involved in and of the community is very important to Spring Valley Elementary School.

Spring Valley's partnership with the Parent Teacher Organization (PTO) reinforces the district's mission. The PTO promotes connections between families and staff through school events. The PTO has funded numerous initiatives such as field trips, technology (SMARTBoards, laptops, and digital cameras), school culture events (field day, family night, auction) and more. The partnership enhances the implementation of curriculum and provides the ability to foster learning outside the school walls.

We believe that we have many academic accomplishments and partnerships within the learning community which make Spring Valley Elementary worthy of National Blue Ribbon status. Staff members are lifelong learners who excel at partnering with all stakeholders while providing a warm, nurturing learning environment. Students enjoy exceptional opportunities to utilize a variety of avenues to learn new concepts and be part of the Spring Valley Elementary School community that allows everyone to believe in "Educating Everyone Takes Everyone."

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

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

A: Spring Valley school assessment results in reading and mathematics come from the State of Wisconsin Department of Public Instruction through WISEdash, an online reporting tool, and from the School Report Card. Using both avenues, we obtain scores for reading and mathematics. Subgroups that are reported include: students with disabilities, students receiving free/reduced lunch, ethnicity, and students with limited English proficiencies. The State of Wisconsin Department of Public Instruction sets the cut scores in each of the assessment's four levels, minimal, basic, proficient, and advanced.

At Spring Valley, we value all students' educational needs. Our school administers AIMSweb to all students in math three times per year. Spring Valley administers PALS to grades kindergarten and one up to three times per year in reading. Spring Valley administers AIMSweb to grades two through five three times per year. All students scoring below the benchmark of the 25% are progress monitored using AIMSweb for eight weeks.

Our goal for all of the students at Spring Valley Elementary Schools is to reach the proficiency level both using the state and local assessment data.

B: The Wisconsin Knowledge and Concepts Examination (WKCE) is administered to students in grades three through eight as well as grade ten in all Wisconsin public schools each November. . In the past five years, Spring Valley Elementary maintained high levels of participation with 100% of our students taking the test each year. Spring Valley students in grades three, four, and five who score advanced or proficient are considered to have met the proficiency guidelines.

Performance trends at Spring Valley Elementary School show that students consistently perform above the state average on the WKCE. One issue with being a small school is that the results from small numbers of students may be misinterpreted. For example, if there are only two special education students the school can only score 100%, 50% or 0% proficient for the Student with Disabilities group. Small numbers of students cause dramatic fluctuations in our school scores.

To address the trends of fluctuations in scores among subgroups, we have implemented a universal option of testing to help monitor the students. We use AIMSweb data to monitor the data of all our students. We then look at the students that are scoring below the norm especially looking at the subgroup students. We progress monitor those students setting aside time for individual help and therefore monitoring the progress on a weekly basis. We then meet weekly to discuss student progress and trends within the whole school and the subgroups.

Spring Valley students have been improving in both math and reading over the last five years. In the 2008 school year only, 28% of students in reading and 41% of students in math were at the proficiency or above level. Percent proficient in 2012 was 52%, an increase of 24% in reading and 70%, an increase of 29% in math. Spring Valley has achieved significant gains over the past five years in reading and math.

We are excited about the overall performance of all our students in the area of math and reading. As a staff, we have been working hard to collaborate and make the best academic decisions for students on a daily basis.

We ask students to challenge themselves and encourage their peers on a daily basis. Students at Spring Valley track their own Accelerated Math (AM) scores using Renaissance Learning so they can see their steady improvement both within one academic year and over the three year span from grades three to five. Our students know that the assessment in AM is simply a snapshot of their ability on that particular day. Using a paced-learning model in math has developed a collaborative teaching staff where every classroom is an open book to all other staff members. Teachers, work together to make curricular decisions that are best for their classrooms and ultimately best for the entire school.

Spring Valley has academic achievement to celebrate. With the help of the families and the hard work of

the students and staff, Spring Valley is a successful school everyone can be proud of and have ownership of in the community.

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

During 2013-2014 school year, we have been utilizing the Wisconsin Knowledge and Concepts Examination (WKCE) for assessment results. This state-mandated standardized test gives classroom teachers a look at each student in the areas of mathematics and reading in grades three through five. In grade four, students are tested additionally in social studies, science, language arts, and writing. All students, including students with disabilities and English Language Learners take the WKCE. Over time, we are able to analyze each student's data down to each question in each subject area. These results gave the professional educators the ability to review the curriculum areas as needed for the whole school population and to drive what is being taught to our students. Along with the data from the WKCE, over the last three years, we have had the opportunity to engage in the use of the Common Core State Standards (CCSS). This provided the framework for all teachers at grades kindergarten through five to develop targets that aim for the final product directed by the Common Core.

During the 2012-2013 school year, kindergarten students were assessed using the PALS assessment. In the 2013-2014 school year both the kindergarten and the first grade students were tested. With the data points from the 2012-2013 and 2013-2014, we now have at least four sets of data points on our first graders; some have six data points if they were tested three times per year.

During the current school year, we have implemented AIMSweb testing in grades kindergarten through five and grades two through five in reading. Currently, we have two data points for each student. This has been a great step toward having meaningful data so we can continue with our response to intervention work.

The results from the PALS testing and the AIMSweb testing are analyzed by educators to help identify the academic needs of students in universal, targeted, and selected areas. We modify curriculum and intervention needs for each student. Progress monitoring is established for students who are in the selected and targeted areas. These AIMSweb progress monitoring probes are given to students every one to two weeks, giving their teachers more individual data points on students.

The results from the WKCE, PALS, and AIMSweb assessments are continually shared with parents. This is done through the parent-teacher conferences as well as written communication and intervention team meetings. The results follow the students in their individual student folders. Our school achievement results are published through the Wisconsin Department of Public Instruction School Report Card website. The public has access to the Report Cards for all Wisconsin schools.

All the data is used as part of our continued School Monitoring Reports which are in place so we can ensure our goal that each student achieve to the highest level of academic ability.

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

We pride ourselves in the fact that every student understands the entire staff is responsible for their well-being. This includes all teachers, support staff, janitor, cook, and our volunteer grandmas. Whether the student is in kindergarten or 5th grade, every adult has interaction and accountability for that child. Being a smaller school, we know every student as well as many of the parents. We are in frequent communication with each other throughout the day; whether it is in the hall, lunch, after school or at meetings.

At the school level, our principal conducts bi-weekly staff meetings. These meetings consist of planning upcoming activities for the school, brainstorming solutions to specific student issues, and assessment concerns. At the district level, we conduct regular in-service meetings where we focus on curriculum, grading and assessment. Our district level meetings allow us the opportunity to share and conference with other teachers and administrators to better serve the students in our school in regards to curriculum, state standards, assessment and PBIS (Positive Behavior Intervention Strategies).

Our district offers a positive mentorship program for teachers who have taught for less than 3 years. Beginning teachers are assigned to an experienced teacher to guide them through issues that might arise in the beginning years of teaching. Our teachers helped many new teachers in this program by guiding them through their first years using the experience they have gained in their teaching. Five of our six teaching staff has their master's degree with one obtaining a master teacher certificate. Most of the master's degrees are in the area of special education.

Teachers at Spring Valley are encouraged to attend outside conferences in the state. These conferences have included the state reading conference, 6 + 1 Traits used for our writing curriculum, and many other conferences based on teacher preferences.

A few of our teachers collaborated with other schools in the district. The city teachers will visit Spring Valley, which is considered a country school. Together they will collaborate on lessons for that visit and share teaching styles. City teachers have come to Spring Valley to visit and view teachers for more ideas to use in their classrooms.

Principals are encouraged to be active participants in our local Cooperative Educational Service Agency (CESA 9). Principals in the CESA 9 region have scheduled meetings once every two months to share with each other initiatives that are successful in our schools. The principals use this information to improve their schools individually, but the information also impacts the region because all schools are improving student achievement by learning from each other.

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

Our school is a rural school and has been in existence for 50 years. The majority of our students' parents as well as grandparents attended Spring Valley. Communication is very comfortable and positive within our school due to this history. Each September, we have an open house where each classroom conducts informal talks that relate to their individual grade. Teachers focus on the positive climate at Spring Valley and introduce classroom and school wide expectations.

Our Parent-Teacher Organization plays a vital role in decisions made at Spring Valley. Some activities that the parents and staff are involved in include a fall harvest festival, Christmas shopping for students, winter themed fun day, school wide fund raisers and end of the year fun day. Parents are welcomed to volunteer for any and all activities and field trips that are taken.

Our school has a SCRIP program which is a fund raising opportunity. This program is run by a group of parent/teacher/staff volunteers. Their goal is to collect and discuss allocation of funds. In the past some of the funds have purchased playground equipment and laptop computers for the entire school.

Our school is very proud to have held a yearly Penny War, a fundraising event. The funds earned are donated to various community sites depending on need. Students play a major role in choosing where the money is donated.

Our local community members come into the school to provide extra hands on experiences. Examples include speakers from our local raptor center, a beekeeper, and local potato and dairy farmers. Members of our current and past armed forces visit to help celebrate Veteran's Day.

Our school serves as a focal point for many after school activities during the school year and summer months. These activities directly benefit the students socially and physically. We offer Girl Scouts and Brownies led by a former parent. Our gymnasium is used as a place for students to practice basketball on teams inside and outside school. Local 4-H groups conduct meetings and activities after school hours. During summer months, Spring Valley is home to three separate baseball teams. We have a baseball field on the grounds and hold games and tournaments for our students as well as other students in the district. These extra activities would not be possible without the hard work of the parents in our school.

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

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### **1. Curriculum:**

Spring Valley Elementary School's core curriculum is aligned to the CCSS in reading and math. Our other subjects are aligned to the Wisconsin State Standards. The importance of our curriculum is to make sure all of our students are prepared for the 21st century when they leave the school. These skills are essential for students to be quality citizens who can think independently, but work collaboratively in a team setting.

Our English/Language Arts curriculum follows the district-selected Hartcourt Brace reading program, providing our staff with a foundation for reading skills instruction. Direct instruction is given daily in the areas of phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension. Our staff builds upon this foundation through the use of additional texts, materials, and websites. Oral and written language skills are vital extensions of our reading program. Students are provided with many opportunities to develop these skills with a goal of becoming lifelong readers.

Our school uses Silver Burdett Ginn Mathematics: The Path to Math Success and Bridges in Mathematics as our principal resources to teach CCSS aligned mathematics. We incorporate technology, manipulatives, and daily problem solving to prepare the students to be 21st century learners. We strive to incorporate real-life learning applications, and encourage pupils to explain their thinking. We help our students to use math across the curriculum.

We use the scientific method of inquiry as the foundation of our study of science. Students participate with hands-on science activities, make observations, chart data, synthesize findings, and draw conclusions. Our primary text resource is Scott Foresman Science. We endeavor to make connections with real-life situations. These include field trips, discovery-based experiences, and the use of technology.

The Social Studies curriculum builds on the state standards as the students learn about citizenship, history, geography, making good choices, problem solving and diversity. Our goal is to teach responsibility, respect and knowledge of our community and the nation. This is supported through use of our district Social Studies books, complementing reading stories, hands on activities, and interaction with their peers.

The physical education program focuses on teaching lifetime skills and activities that can be integrated across several physical disciplines and into a healthy lifestyle. Students explore skills in various physical mediums, including the gym, track, playground, fields and school forest.

Art is more important than ever for elementary aged students. Simple creative activities are some of the building blocks of child development. For example, fine motor skills are built upon learning to cut with scissors which builds fine motor skills and helps enhance handwriting techniques. Art education strengthens problem-solving and critical-thinking skills through experience of making decisions and choices in the course of creating art. Drawing and sculpting with clay develop visual-spatial skills, which are more important than ever. Art education teaches students how to interpret, criticize, use visual information, and how to make choices.

Technology is infused into our curriculum. Students are able to use the technology skills necessary to complete school work. Much of our curriculum utilizes technology that will help students be 21st century ready when they complete school.

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

Our school uses a variety of curricular approaches to best meet the interests and needs of our students. We utilize the Hartcourt Brace reading series in accordance with our district-wide decision to purchase this basal reading program. This series provides students with genuine literature and companion texts for struggling readers. The structured lessons promote phonological awareness, opportunities to make cross-curricular connections with science and social studies concepts, and varied responses to literature. Classroom teachers

also use Visual Phonics, trade books, novels, Guided Reading, and Daily 5/CAFE to introduce and build reading strategies. We are currently working on alignment and implementation of the CCSS.

Formal assessments are administered three times a year using PALS (Phonological Awareness Literacy Screening) in grades kindergarten and one and AIMSweb in grades two through five. The data along with informal assessments is used to determine the academic needs of our students. Individual and small groups meet several times weekly during RtI blocks and are given probes measuring progress weekly/biweekly. Targeted students and instructional methods are adjusted as needs change as a result of new data.

Differentiation is done by small group and one to one instruction at the child's reading level. Games, literacy centers, and interactive websites are used to address the different abilities. The websites include Starfall, ABCya, Accelerated Reader, and TWEEN Tribune. Noticing that some of our students lacked the necessary skills to excel at informational text assessments, our teachers introduced more non-fiction genre materials into our programs. Teachers focus on strategies such as differentiating between fiction and non-fiction, the Frayer model for vocabulary, skimming and scanning the text, utilizing information text features and structures, and applying prior knowledge. Battle of the Books and Junior Great Books provide additional challenges for stronger readers. All students, regardless of ability level, have the opportunity to read for pleasure and develop positive attitudes toward reading during our Reading Buddies multi-age partner reading.

### **3. Mathematics:**

The mathematics curriculum at Spring Valley Elementary School is based on the Common Core State Standards. We use the standards as the foundation of our teaching and utilize a variety of resources to meet the expectations and provide for the educational needs of our students. Silver Burdett Ginn Mathematics: The Path to Math Success is used as our primary resource guide. Bridges in Mathematics and Bridges Number Corner are two of our main supplemental resources. Technology is also incorporated through various modes depending upon the grade level of the child. IXL Math, Math Facts in a Flash, Accelerated Math and Digit Whiz are some of the resources used in the upper grades. ABCya and Starfall Math are two of the online sites that are used at the primary level.

Daily problem solving, the use of manipulative materials, and striving to provide students with many opportunities to use a wide variety of problem solving strategies are integral parts of mathematics at Spring Valley School. Students are encouraged to "explain their thinking" and share their findings with their peers. Math centers and flexible groups are just two of the many teaching strategies utilized to target various learning styles. Despite limited staffing, we make the most of our available human resources by utilizing our volunteer grandparents and our former instructional assistant to meet the diverse needs of our student population.

Real-life learning opportunities are an important part of our curriculum at Spring Valley. One example of this is our annual Penny War. During this week-long event, students and staff raise money for local community needs. In addition to collecting donations, students participate by graphing daily results, counting money, and determining equivalent amounts. Another example of a real-life learning application for upper grade students is the running of a basketball game concession stand. Students set prices, calculate change, and figure out the net profit after expenses. They also see that their hard work has a pay-out by reducing the cost of their end of the year class trip to Wisconsin Dells.

Cross-curricular learning is a focus of math instruction at Spring Valley School. Students collect, graph, chart, synthesize and communicate mathematically by participating in hands-on science and social studies activities. These include a variety of opportunities to do linear measurement in everyday activities as well as science experiments. Students measure the passage of time using clocks, calendars, charts, and time lines, and make predictions and calculate how long it takes for a process to happen. Classrooms use daily schedules to develop time concepts. Pupils also use thermometers to study weather and to monitor egg incubation. The students study the probability of events.

Cooking opportunities are extended to develop a familiarity with fractions and fair shares. The learners make comparisons of weights, observations of mathematical patterns, and use math to develop scale models. Teachers and students work together to grow plants from seeds, incorporating graphing, time, and measurement into the experience. In addition, pupils use mathematics to show the scientific process as well as results of experiments.

It's our mission at Spring Valley to build a strong mathematical foundation in our students. We strive to prepare the youngest ones in our community to be 21st century learners. We feel we have met this goal.

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

Our Physical Education program at Spring Valley strives to encourage skills that are fitness based lifelong activities. The program encourages participation by all students at Spring Valley, teaching not only skills, but also leadership, teamwork, sportsmanship, and respect for others. Students participate in physical education class three days a week for thirty minutes per class.

Our program is designed to help students learn an opening routine for each class in order to efficiently get the most activity time. Weekly, a new group is assigned to lead warm-ups. New group leaders play fitness-based tagging games and then move into skills and games. Students clearly know expectations of the class and are able to lead class and follow instructions given by the teacher. Students are exposed to a wide variety of activities.

In the fall, students participate in soccer, football, volleyball, fitness testing and outdoor games. In the winter, students participate in basketball, floor hockey, fitness stations, cross country skiing, downhill skiing, snow shoeing, climbing rope and climbing wall. In the spring, students participate in jump rope activities, including participating in the American Heart Association's Jump Rope for Heart. Students participate in swimming lessons at our high school. The students are taken to the aquatic center by bus for 3 lessons and some extra free swim time. The spring program also includes a softball unit and track unit, with the fourth and fifth grade students ultimately participating in a district-wide track meet.

Students at Spring Valley have been given the opportunity to participate in a wide variety of field trips that encourage learning lifetime skills. Students have been able to take trips to utilize our community walking trails, fitness trails, high school track, aquatic center, bowling alley, Ski Brule (downhill skiing) and Gartzke Flowage for a day of cross-country skiing. In conclusion, our students at Spring Valley are receiving a structured physical education program that promotes sportsmanship, teamwork, leadership, and respect.

In our library, the library clerk focus on instruction on the use of Destiny, our library manager program, and the use of e-books and audiobooks is provided through our library. Written instructions go home with the students. We order books that align with the Common Core Standards. Each year the library clerk attends a presentation given by the Cooperative Children's Book Council which focuses on the notable, award winning books of the year. Suggestions from students and staff are also an important part in ordering and building a good collection in our library.

Students in grades three, four, and five participate in Battle of the Books which takes place at the classroom, school-wide, and district levels. The Accelerated Reader program is provided to students in grades one through five. When each class comes in for their weekly browse, the library clerk reads to them and includes special activities and a variety of storytelling methods. The library skills taught are used in a review at the end of the year in the form of The Pitch for Points trivia game. The students take turns using the tablets after they browse. Our tablets have several educational games.

Throughout the year, many seasonal activities are shared with the entire school. Some of the activities include puppetry, flannel boards, pajama party, character dress-up, reading incentive bulletin board, storytelling, and paper cutting. These activities are interactive extensions in conjunction with read alouds.

For Read Across America our library clerk dresses like the Cat in the Hat and we have a school-wide book swap. Classrooms decorate their doors with Dr. Seuss book themes and students and staff participate in special dress-up days.

In April, during National Poetry Month, we provide poetry breaks in the classrooms. Throughout the year the library clerk strives to support the teachers with materials they need.

## **5. Instructional Methods:**

Our small staff at Spring Valley believes we share the responsibility of teaching each child regardless of grade level. We also believe in teaching the whole child, not just academics. Building relationships with our students is a priority for our staff. Our instructional methods are strongly influenced by the fact that we are a very small one-track school. Instruction is delivered almost exclusively by classroom teachers, with skill support and reinforcement from our former instructional assistant and foster grandmas. Our speech and language clinician works with students who have been identified as having a speech & language disability.

Teachers identify students' strengths and weaknesses in the areas of literacy and math using PALS and AIMSweb formal assessments and informal teacher assessments. Using those results, teachers determine appropriate interventions and enrichment opportunities, as well as how they will be implemented. Effective individual and small group instruction is delivered in flexible groupings in accordance with our district's RtI process. Teachers utilize and continue to seek different research-based instructional strategies to address the various needs of our students.

Within our classrooms a variety of instructional methods are used to increase academic growth at all levels. Direct instruction, small group practice, individual reteaching, Guided Reading, math and reading centers, peer reviews, research and group projects, Reader's Theater, classroom plays, and peer teaching have been utilized. Our Bridges math program encourages exploratory open-ended learning by extending the lesson beyond skill and drill elements.

Technology is continuing to serve an expanding role in our students' academics. Instruction using SMART Board lessons, YouTube videos, and BrainPOP offer opportunities for expanded visual learning and interactive practice. Various websites including IXL, DigitWhiz, Starfall, Renaissance Learning, Typing Pal, and ABCya are used to differentiate levels of learning. Staff continues to work toward providing technology opportunities that are relevant to all content areas.

## **6. Professional Development:**

Professional development is an important factor in what makes Spring Valley a highly effective school. Lifelong learning is a focus at our school as evidenced by the fact that 83% of our classroom teachers have their masters degrees, with most of the staff having coursework and training beyond the master's level. A majority of the staff members has dual certification in regular education, special education, or early childhood certification.

In addition to post-graduate coursework, our staff actively participates in on-going training provided by the Antigo School District. Response to Intervention, Differentiated Learning, Dr. Sparks Math workshops, and the WSRA reading convention are just a few of the professional development opportunities in which our staff has recently participated. Other training includes Positive Behavioral Intervention Strategies (PBIS), PALS, and AIMSweb. On-going training in technology is also a priority. The Antigo Unified School District provides a technology academy every summer. Each week-long training session covers a long list of topics including the use of SMART Boards in the classrooms, Moodle, video as a teaching tool, exposure to internet resources, and digital photography. Technology training also takes place throughout the school year either after school or on in-service days.

The focus of all of our training is designed to support students in their achievement and is aligned with the Common Core State Standards. Teachers are encouraged to share their expertise with their fellow educators

and are given opportunities to do so at various venues. Our staff prides itself with being professional educators with student success as the top priority. Our goal is to meet students where they're at academically, focusing on their strengths, and intervening with strategies directed toward knowledge gaps. We seek to be models of what it is to be lifelong learners.

## **7. School Leadership**

Spring Valley is a rural school located in the Unified School District of Antigo in north central Wisconsin. The word "unified" in the title of the school district has been redefined to mean all people working together for each individual student every day. Our school board consists of nine elected board members who have the responsibility of setting district policy. The district administrator works closely with the board of education to make sure all guidelines, both federal and state, are met.

Our district administration team philosophy is students first. Our structural overview is a team concept making sure all decisions are made at the district-level meetings and brought to each school. Our team's approach is to make the best possible impact on student learning with the decisions we make. Open and honest communication is essential to eliminating surprises so we are able to build a culture of trust throughout the district.

The elementary principal, the lead teacher, and the classroom teachers work together to create the best learning environment which develops mutual respect and student-centered educational practices. Each school is unique within our district allowing for decisions at the school level to be made resulting in the best interest of our students. The elementary principals work very closely to keep the non-negotiables consistent between the buildings. The principal and teachers are involved in hiring quality staff. Providing the best possible education for each student individually and the leadership necessary to carry out the philosophy is the primary role of the elementary principal.

The school works as one team, including the teachers, custodial staff, kitchen staff, secretary, volunteer grandparents, teachers and principal. Teachers are also leaders within their grade levels making sure all students have equal opportunities to learn. Staff is also involved on numerous district committees that make decisions based on data from student achievement. As a staff, we meet weekly, scheduled and unscheduled, to help with communication between staff members as well as to build community among each other. This is a simple, but effective way to guide the school through the continuous school improvement process. It is through these meetings and processes that we are able to disaggregate student data and formulate the impact of student achievement and success. Everyone in the school participates in this process.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: WSAS

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	47	82	47	78	50
% Advanced	12	0	0	0	5
Number of students tested	17	11	19	18	22
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>					
% Proficient plus % Advanced	67	60	50	75	12
% Advanced	17	0	0	0	12
Number of students tested	6	5	4	4	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	2	1	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	47	82	47	78	50
% Advanced	12	0	0	0	5
Number of students tested	17	11	19	18	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** CTB

**Test:** WSAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	83	72	60	61	32
% Advanced	8	6	0	13	0
Number of students tested	12	18	15	23	22
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>					
% Proficient plus % Advanced	80	67	60	55	12
% Advanced	20	0	0	18	0
Number of students tested	5	6	5	11	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	1	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	1	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	72	69	64	32
% Advanced	9	6	0	14	0
Number of students tested	11	18	13	22	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** CTB

**Test:** WSAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	82	73	77	36	40
% Advanced	12	7	14	9	15
Number of students tested	17	15	22	22	20
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>					
% Proficient plus % Advanced	83	100	67	11	0
% Advanced	17	0	11	11	0
Number of students tested	6	4	9	9	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	1	1	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	1	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	82	71	84	36	40
% Advanced	12	7	16	9	15
Number of students tested	17	14	19	22	20
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** CTB

**Test:** WSAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	53	27	63	28	27
% Advanced	6	9	0	17	0
Number of students tested	17	11	19	18	22
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>					
% Proficient plus % Advanced	67	0	75	0	12
% Advanced	0	0	0	0	0
Number of students tested	6	5	4	4	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	2	1	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	53	27	63	28	27
% Advanced	6	9	0	17	0
Number of students tested	17	11	19	18	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** CTB

**Test:** WSAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	33	78	47	39	18
% Advanced	0	11	0	4	9
Number of students tested	12	18	15	23	22
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>					
% Proficient plus % Advanced	20	67	20	36	0
% Advanced	0	0	0	9	0
Number of students tested	5	6	5	11	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	1	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	1	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	36	78	46	41	18
% Advanced	0	11	0	5	9
Number of students tested	11	18	13	22	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** CTB

**Test:** WSAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	65	40	50	18	40
% Advanced	6	13	0	5	5
Number of students tested	17	15	22	22	20
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>					
% Proficient plus % Advanced	50	50	44	11	0
% Advanced	0	0	0	0	0
Number of students tested	6	4	9	9	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	1	1	6
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	1	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	65	43	47	18	40
% Advanced	6	14	0	5	5
Number of students tested	17	14	19	22	20
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**