

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12ND2

School Type (Public Schools):
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Mr. John Maus

Official School Name: Thompson Public School

School Mailing Address: 424 3rd Street
 P.O. Box 269
 Thompson, ND 58278-0269

County: Grand Forks State School Code Number*: 18061K66

Telephone: (701) 599-2765 E-mail: john.maus@sendit.nodak.edu

Fax: (701) 599-2819 Web site/URL: www.thompson.k12.nd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jerry Bartholomay Superintendent e-mail:
jerry.r.bartholomay@sendit.nodak.edu

District Name: Thompson Public School District Phone: (701) 599-2765

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Charles Nelson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12ND2

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

12ND2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 0 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
0 High schools
1 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 9235

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	17	14	31
K	14	16	30		7	0	0	0
1	29	12	41		8	0	0	0
2	19	20	39		9	0	0	0
3	12	12	24		10	0	0	0
4	21	18	39		11	0	0	0
5	11	20	31		12	0	0	0
Total in Applying School:								235

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
98 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	235
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 9%
 Total number of students who qualify: 28

If this method does not produce 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.

10. Percent of students receiving special education services: 7%
 Total number of students served: 16

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>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>25</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

At the heart of the city of Thompson is Thompson Public School, which offers many opportunities for Thompson's citizens. Whether it is a place for learning or a place to gather for families to enjoy musicals, plays, or sports activities, Thompson is a K-12 school that supports its staff and talented students.

Thompson School's faculty is diverse, featuring a combination of experienced teachers and recent graduates. Thompson's faculty has an average of 14 years of experience, which includes 40 percent that have worked at the elementary level for five or more years.

Elementary classrooms are self-contained, with nearly two sections for each grade level. In years passed, due to smaller class sizes, an occasional combination class has been offered, combining two grade levels into one classroom.

Thompson School's mission: believes that the school must provide opportunities for all of its K-12 students to develop intellectually, socially, emotionally, and physically within a stimulating educational environment that recognizes the uniqueness of each student as to attitudes, interests, and abilities, thus promoting responsible citizenship within a democratic society. Thompson School's mission is "To develop life-long learners and responsible citizens." This mission was developed through a collaborative process in which focus groups, comprised of a variety of representative stakeholders, met to discuss Thompson's strategic plan (including its mission statement and goals), and established a five-year course of action.

The leadership and staff of Thompson School encourage the maximum involvement of our parents and school community. With strong parent and community support, Thompson School is able to provide the best possible learning and growing experiences for our students. During the last five years, Thompson's stakeholders have continued to foster students' growth and achievement of its mission through school-based and community-wide efforts. Not only do we track students' academic performance, but also our stakeholders continue to foster students' discovery in diverse areas beyond the core to better prepare the whole student for success. For example, school-wide initiatives, such as mandatory reading for the first ten minutes of the day, establish the expectation to practice literacy skills, while providing the opportunity to explore new topics that are not covered in a traditional classroom.

Thompson Public School provides a research-based curriculum and instructional methods that facilitate achievement for all students. By fulfilling our mission "To develop life-long learners and responsible citizens" we ensure opportunities for all of its K-12 students through intellectual, social, emotional and physical educational experiences that recognize the uniqueness of each student with specific attention to their attitudes, interests, and abilities — thereby promoting responsible citizenship within a democratic society. Thompson's goals are to: ensure a safe and healthy learning environment; promote academic excellence; support students in reaching their maximum potential; develop high level thinking, problem solving and decision making skills through implementation of appropriate curriculum; utilization and incorporating of technology to ensure student growth and adaptation to our rapidly changing society; educate students to become productive members of society; and promote the respect of self, peers, adults and community.

Teachers and other instructional staff ensure students' performance through a variety of means, including formative and summative standardized assessments, such as the NWEA Measures of Academic Progress, ND State Assessment, and new for the 2011-2012 academic year: Accelerated Reader.

Thompson Public School has upheld two goals that are aligned with the ND State Assessment: students will achieve proficiency in reading and math. During the initial stages of the school improvement process,

two teams regularly met to create building-wide curriculum in English-Language Arts and Math. The math team generated guidelines that appear on the school's website, and the English-Language Arts team identified the need for new resources in the standardization process. To ensure students continue to meet these goals, our faculty has continued to develop curriculum maps showing vertical integration in core areas. Within the past few years, the school has purchased new resources for both math and Language Arts.

The district offers a variety of programs including Individual Educational Plans, Zeros Aren't Permitted, Building Level Support Team, Extended School Program, counseling services, library services, Theater Arts and Summer School Programs, curriculum development, student and staff evaluations and professional development, including adding the PD360 program in 2011-2012.

To ensure community and parent involvement in students' education, Thompson Public School not only provides the traditional parent-teacher communication through one-on-one conferencing, but Thompson also provides the opportunity for parental involvement in educational activities during the school day and through our Extended School Program. Other community members provide their time to guide students through the process of acquiring a job, wherein community members will model the interview process by asking questions and reviewing students' resumes.

At the end of the day, Thompson Public School is most proud of its warm atmosphere and positive learning environment that nurtures students. By upholding our mission, "To develop life-long learners and responsible citizens" we provide a research-based curriculum and instructional methods that facilitate achievement for all students. To promote responsible citizenship within a democratic society, as a whole, our school guides students in their intellectual, social, emotional, and physical development through a stimulating educational environment that recognizes the uniqueness of each student as to attitudes, interests, and abilities. We foster an environment that promotes students' interests and abilities by continually expecting students to achieve to the best of their abilities.

1. Assessment Results:

A. The Thompson Public School uses the required North Dakota State Reading, Math and Science Assessment published by CTB McGraw-Hill. The North Dakota Department of Public Instruction supervises all activities related to the development and implementation of the State assessment, with consultation of the Standards, Assessments, Learning and Teaching (SALT) Team.

State Achievement standards are identified in four categories of student proficiency: 1) novice, 2) partially proficient, 3) proficient, and 4) advanced. The proficient level represents how well a student should demonstrate achievement within a subject at a particular grade level. In determining Adequate Yearly Progress the State requires that students be at the advanced or proficient levels.

The State Assessment reports overall student achievement, school achievement, district achievement, and statewide achievement in terms of the four achievement standard levels. The State has a writing team that writes the narrative achievement standards that describe the characteristics of the four proficiency levels for all content area. The ND Department of Public Instruction, in collaboration with CTB McGraw-Hill, and the State writing teams, supervises setting the cut-points with the States' assessment tools. These cut-points align with the State's achievement standard narratives. Cut-points mark numerical scale score ranges to match the level of achievement described within the achievement standards narrative.

B. The following performance trends have been observed in our State Assessment Data:

1. In the last 5 years, our math and reading proficiency scores have been higher than the state average proficiency scores in all four elementary grade levels tested.
2. In the last 5 years, each individual year's reading scores have been 82 % or higher in all four tested grades in the advanced and proficient levels.
3. In the last 5 years, each individual year's math scores have been 83% or higher in all four tested grades in the advanced and proficient levels.
4. In the last 5 years, grades 3, 4, and 5 have had proficiency level of 92.6% or higher in reading.
5. In the last 5 years, grades 3, 4, 5, and 6 have had proficiency level of 92% or higher in math.

Because of these performance trends we have shown few significant losses in either math or reading, which we feel is due in great part to rearranging teaching staff to fit our enrollment needs.

The Thompson Elementary School has only three of the eight subgroups used in determining Adequate Yearly Progress, which include the economically disadvantaged, white, and students with disabilities. In each of these subgroups, Thompson Elementary School has met and surpassed the achievement goals required. Our Building Level Support Team, consisting of lead teachers, identifies early academic concerns with students and provides them with early interventions.

2. Using Assessment Results:

The Thompson Public School uses the following assessment data for our main student and school improvement process: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), and the North Dakota State Reading, Math, and Science Assessment. MAP Testing is used to help

teachers and students prepare for the North Dakota State Reading, Math, and Science Assessment, which is used for determining Adequate Yearly Progress.

The NWEA MAP Test is given in the fall and spring each year to students in grades Kindergarten through the 10th grade. After completing the MAP Testing in the fall, teachers analyze the results as a baseline for their students for that year. Teachers compare the previous spring's results of individual students to see if their scores had dropped over the summer. From this baseline data, teachers create individual instruction goals in reading, math, language and science. Lexile scores are reviewed with the students to explain their reading level. They then choose books at either instructional or challenging levels. The classroom teachers along with our library staff placed lexile scores in our books, so students know each book level. Also, if teachers have a lower level reading student; they find an appropriate and interesting book with a lower lexile score for that student.

NWEA provides testing data with a variety of reports: Class Report by RIT Score, Class Report by Student Name, Achievement Status and Growth Targets in the Fall, Achievement Status and Growth Summary Class Report in the Spring, Individual Student Progress Report, Class Breakdown by Overall RIT Scores, Student Growth Summary Graph, Grade Report by Goal Performance, and District Summary Report by Grade. Teachers have access to all reports and use data in their individual student and curriculum planning. Teachers use the Individual Student Progress Report for academic progress monitoring, and the Class Breakdown by Overall RIT Report to implement differentiated instruction as needed.

The Thompson Administration uses the District Summary Report by Grade and the Student Growth Summary Fall to Spring Reports. The District Summary Report by Grade allows them to see each year how students at that particular grade level meet the mean RIT by the goal performances. It provides them with information on goal performances that are of concern and goals that represent relatively strong performance. In turn, the administration, teachers, and support staff determine regularly if a particular part of the curriculum needs to be changed. The Student Growth Summary Reports regularly provide the administration and staff with information regarding each grade level's meeting their growth targets for the year.

Teachers also have access to the NWEA Tool DesCartes. This tool helps teachers to guide instruction based on NWEA reports and student scores to target instruction for individual students or groups of students. It gives them skills and concepts to introduce to students with specific RIT scores, skills and concepts to instruct with at specific RIT scores and skills and concepts to enhance students with higher RIT scores.

The Student Individual Progress Report is sent home twice a year and teachers review the report with parents at parent/teacher conferences. Teachers of the upper elementary students also review the report with the students.

The North Dakota State Reading, Math and Science Assessment, our assessment for determining Adequate Yearly Progress (AYP), is given during a three week window in the Fall with results generally returned by March. The reading and math portion of the assessment is given to students in grade 3-8 and 11. Only grades 4, 8, and 11 complete the Science for AYP.

The following reports are provided for the North Dakota State Assessment: 1) the Individual Student Report, which presents the student's overall achievement in terms of what is expected of a proficient student and the describes achievement within each content standard and within the benchmarks that make up the content standard, 2) the Summary Report which provides the number and percentage of students by group in each of the four achievement levels, and 3) the Benchmark Summary Report, which presents the average percentage of points correct for each standard and benchmark at the state, school and class reporting levels.

Grade level teachers meet and review the Individual Student Reports and address all proficiency levels. Teachers explain the results to their students at levels they understand. The student's receiving teacher will also review the report at the beginning of the following year to address the instructional level of the individual students. The report is mailed home with a letter explaining the test and the proficiency information. At parent/teachers conferences teachers will answer parent questions in regards to the State Assessment.

Grade level Benchmark Summary Report is given to those grade level teachers and other specialists to review and compare how Thompson students performed by class, grade level and state in each benchmark area. Teachers and other specialists use this information to help guide their curriculum and instruction when necessary.

The Summary Report is viewed by administration and staff to determine if Adequate Yearly Progress has been met. This report not only gives us the percentage but the number of students that did not meet proficient levels.

Both the ND State Assessment and the NWEA Measures of Academic Progress Assessments are used for our school accreditation process. This past January we successfully completed our 5 year accreditation process with AdvancEd and obtained an Operational Level for the "Use of Data."

These assessments also play a vital role in our Building Level Support Team. When teachers have a student academically struggling, the teacher refers, along with classroom documentation, the student's NWEA MAP and ND State Assessment results to be reviewed by the team. The school's special services staff and counselor also use the data for academic planning with students.

3. Sharing Lessons Learned:

The Thompson Public School uses many methods to share lessons learned with area schools. We partner with other local rural schools to meet our professional development goals. The elementary and high school principals in Thompson receive input from other schools in developing an evaluation model. We emphasize individualized instruction in our classrooms and reflect that in our evaluation model.

The REA (Regional Education Association) has been another useful partnership where we share ideas with our colleagues at other schools. The REA is most utilized by teachers meeting to analyze the Language Arts and Mathematics standards at each grade level. The REA also provides a joint effort to accomplish curriculum mapping. This allows Thompson and other schools to look at their curriculum maps to ensure the state standards are taught and to address any overlaps or gaps from year to year.

Administrators at our school communicate through the state listserv to share information with statewide administrators. We use the listserv to ask many questions dealing with effective instruction, school law, technology, classroom management, and curriculum development.

The guidance counselor and elementary principal have received training with reading NWEA test scores along with all the features that support student learning. They have given presentations on the use of Dynamic Suite packages, as well as best uses for lexile reading scores for all the teachers in our district.

Thompson Public School has been active in presenting at our respective state conferences. Our Superintendent has presented at the state superintendent's conference on the topic of individualized instruction and currently serves on the North Dakota Council of Educational Leaders. Our guidance counselor has presented at the state conference to address the development of career portfolios for rural schools. The Title I teacher has presented at the North Dakota Title I conference to address reading strategies for students, especially the unmotivated student.

In conclusion, the Thompson School does a superior job of communicating with other schools and exchanging information to help us meet our yearly goals.

4. Engaging Families and Communities:

Thompson Public School believes in communication between the parent, school and community, and that the parent is vital in promoting student success. The school has many different ways of communicating with parents and the community. Junior Achievement, newsletters, Power School, the school website, and the access channel are the most common forms of communication.

Junior Achievement is a business and economics non-profit education organization. This is one way in which the school works closely with the businesses in the community. The businesses come into the school to inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

Each community member and all parents receive a school newsletter each month. The newsletter includes messages from the superintendent, high school principal, elementary principal, guidance counselor and Title I teacher. The newsletter also has upcoming schedules for all extra- curricular activities and the upcoming lunch menu. Each teacher in grades K-6 also sends home a weekly newsletter to keep parents updated on upcoming tests, assignments, special class projects, and field trips. Our school website has electronic versions of the school newsletter and contact information for all of our staff.

Power School is the statewide system used to keep attendance and grades. All of our students and parents have passwords to access Power School. They can access lunch account balances and their daily progress with assignments and grades. We also pull the demographics and phone numbers from Power School to send mass messages to our parents. The most common use for this is to alert families of school starting late or being canceled because of inclement weather. We have had a lot of positive feedback from this new form of communication.

The Community Access Channel is updated each week by the elementary principal. All cable subscribers in town can turn to channel three to access all city and school announcements. Information from our newsletter is also on the access channel.

A good example of our parent involvement is the 100% attendance we had at the fall parent teacher conferences. This statistic shows how much our parents value education.

1. Curriculum:

Thompson Elementary School was one of the first schools in our area to align our language arts curriculum with the North Dakota State standards. Since then, we have implemented the North Dakota standards in our other core subjects. Technology is playing a more important role in achieving success with all students. We have a full-time technology coordinator, smart boards in every classroom, an elementary computer lab, a smart table shared by grades K-3, computers, and sound systems in the classrooms to facilitate the learning for all students. To enhance learning, we are able to use Think Central (Harcourt), an online resource for reading, language arts, and math and various other site-licensed programs, such as Discovery Education/United Streaming, Type to Learn, and Accelerated Reader. Our students have access to school/home links via the school web page that can supplement the skills being taught in their classrooms. We have also developed a K-6 computer curriculum.

Thompson offers a before and after school program that provides enrichment activities to supplement our curriculum. One aspect of the program is Homework Club. Our school has a 9% poverty rate, yet 25% of our students are involved in our Extended School Program.

In the area of reading and language arts, we adopted different series for grades K-1 (Rigby) and 2-6 (Harcourt's Storytown) to best meet the needs of each grade level. Storytown integrates language arts and reading. It provides differentiated learning activities and leveled readers to accommodate students of all abilities. This series includes The Six Traits of Writing approach to teaching writing. To help students use the conventions of writing, we do Daily Oral Language. One of the main focuses of Storytown is on learning and using vocabulary. We have our students do Word of the Week to also reinforce vocabulary. Our spelling program, Rebecca Sitton, also has a heavy emphasis on vocabulary. It stresses the correct spelling of high frequency words and the carry-over of those words into the students' writing. Our students have library time each week. The librarian has implemented new state standards this year. Most of the books in the library have a lexile rating and an Accelerated Reading quiz number. Many teachers have also added lexile ratings to their classroom libraries. To encourage reading at home, we participate in Book-it Reading through Pizza Hut and we celebrate reading during February Reading Month.

Our Math focus follows the North Dakota state standards. Our series (Harcourt K-6) has online resources that supplement our curriculum, along with providing differentiated learning materials. Our school provides many hands-on materials to aid students' understanding of math concepts.

In Science (MacMillan-McGraw-Hill K-6), offers online resources that are used for teaching or learning activities. Supplies for experiments and activities are replenished when needed.

The national scope and sequence are followed for Social Studies. We have updated resources for North Dakota Studies. Weekly Reader, area newspapers, and online resources provide learning opportunities about current events. Leveled Readers are available for students in grades 1-3. Many grades use Daily Oral Geography. Junior Achievement is part of the 4-6 Social Studies program.

Our physical education program follows a state curriculum. Walk to Win and Jump Rope for Heart are programs we participate in. Our counselor meets regularly with each class to discuss making good choices.

In the performing arts area, vocal music is offered in grades K-6, and band is offered to 5th and 6th grades. Programs are presented throughout the year. Elementary Summer Theater is offered to grades 3-6. A production is presented for the public. In the visual arts area, we have art instruction every week.

2. Reading/English:

Thompson Public School is dedicated to improving literacy and reading skills. In fact, it is one of our school wide goals. Beginning in kindergarten, we use a phonics program that incorporates a brain-body connection when learning letter sounds. Teaching children to decode words is an important beginning step to learning how to read. We also stress the importance of tracking print in our kindergarten and first grade classrooms.

At the elementary level, we model good reading skills by reading out loud to our students each day. During these readings, we demonstrate thinking aloud and have the students help make predictions as well as make connections to the text. We use questioning techniques and demonstrate summarization of important ideas. Story maps and visual representations of main story elements are also used.

We provide a variety of literature by providing a classroom library which contains reading material to meet all reading level abilities. We dedicate a time to reading practice each day, where the students are engaged in reading.

At the primary level, we use small guided reading groups, where students are grouped according to ability. We also have shared interactive reading time where the students read together as a large group in a noncompetitive environment.

To help improve reading comprehension, we use word games to improve sight word recognition. We also use a word-a-week program to help improve vocabulary. This year we began using an online accelerated reader program. This program allows students to set reading goals and accumulate points for reading comprehension quizzes. The quizzes provide immediate results and feedback.

Creative teaching techniques, such as the use of role-playing, are used in each classroom. Through the use of smart boards in our classrooms we are further able to create opportunities for word practice, vocabulary review, story element visualization, and visual story portrayal.

For those students who are struggling with reading skills, such as comprehension, we have a reading specialist who works one on one daily with them. We also offer an after school Homework Club for those students who need extra help.

At Thompson School we believe that reading is an important skill. Not only do we want our students to be good readers, we also want our students to enjoy reading. By using a combination of teaching techniques, we try to provide the best reading curriculum possible and instill in our students a true love of reading.

3. Mathematics:

Thompson Public School uses the Houghton Mifflin Harcourt Mathematics series, which is a comprehensive, well balanced program for our students in K-5. Grade 6 uses the sister program Holt McDougal for a smooth transition into grade 7. It is aligned with the National Council of Mathematics Standards. It satisfies each standard by providing a balance of conceptual understanding, skill proficiency, problem solving and reasoning ability, and incorporates mathematical language. The emphasis of Thompson's instruction is on understanding the key mathematical ideas that underlie each standard and on subsequently applying them to situations in everyday life. HMH Math sequentially develops all strands of mathematics. Throughout the curriculum, reasoning and higher order thinking skills are developing.

Thompson Public School improves the mathematic skills of students who are performing below grade level by offering a variety of experiences that build a solid foundation in math. We offer direct instruction, hands-on experiences, and questioning skills. Proficiency is developed through an abundance

of practice in a variety of ways. Learning is enforced through technology, games, activities, and manipulatives. We teach students their basic facts through a repetition of playing games.

To help students succeed in school, Thompson teachers build relationships with the students, teach students how to properly self-assess, collaborate with the Title I teacher, teach math vocabulary, and use manipulatives. A key component to success is the teacher and parents relations.

Thompson school does a variety of activities for promoting high math achievement. The students who are performing above grade level receive activities and enrichment exercises from HMH Math. These activities include a variety of multiple intelligences such as kinesthetic, interpersonal, verbal, logical, visual, and also musical.

Assessment at Thompson Public School is fully aligned with instruction and designed to meet the needs of all students. We assess our students by giving them a variety of ways to demonstrate understanding and knowledge of materials. The teachers then make the appropriate instructional decisions.

4. Additional Curriculum Area:

In the area of science, Thompson teachers realize the importance of helping our students develop skills to think like scientists. We want our students to be life-long learners and have a greater choice of future careers.

Children, by nature, are curious. Through the scientific steps of observing, predicting, inferring, communicating, investigating, and classifying, students are encouraged to actively search for knowledge and understanding of scientific concepts.

Thompson's science curriculum is aligned with the national standards. In addition, each grade level's lessons build and expand on knowledge from previous grade levels. This helps to facilitate greater understanding of the concepts presented.

When you visit our classrooms, you might find students digging for 'fossils', observing chrysalises transform, building volcanoes, making models of animal habitats, growing plants, classifying rocks, or waiting for chicken eggs to hatch from an incubator.

Because Thompson School supports and encourages educational field trips, students are able to take advantage of resources in our surrounding communities. Our students have been able to participate in Invention Fairs with surrounding schools and nature hikes/presentations at Turtle River State Park. They have traveled to the University of North Dakota's Aerospace Center, and to Fargo's hands-on, interactive Children's Museum at Yunker Farm, the Red River Zoo, and the Fargo Air Museum. All of these lend depth to our science program and help to promote a passion for students to learn more about the world around them.

Being a school where K-12 is under one roof, we have the advantage of working with middle school and high school teachers and students. It is not uncommon to see elementary students invited to a high school science lab to have an upper-level experiment demonstrated or to a Tech. Ed. lab to have high school students demonstrate and explain their robotic arm inventions and other projects they have completed.

Thompson School's dedication to upgrading technology has led to smart boards for every classroom, a smart table, and an updated elementary computer lab. When presenting science lessons or taking virtual field trips, these are greatly beneficial in reaching the different interest levels and abilities of our learners.

5. Instructional Methods:

The Thompson Elementary School has made differentiated instruction a top priority for our staff and students. We have developed our curriculum to align with our school improvement goals. This has long been a strength of ours in the primary grades and is now an emphasis in the upper elementary grades.

We accomplish this by creating centers in the primary classrooms that align stations with the student's ability. These particular centers are modified to the ability of each group. Our Language Arts series provides guided leveled readers to ensure that all students are reading at their ability level progressing to the next level. The teachers read with the students while the other groups are at other stations performing ability appropriate work. Our series gives teachers access to interventions for struggling students and enrichment activities for those students who need to be challenged.

The math series is very similar to the Language Arts and has the resources available to our teachers online to access all teaching materials, interventions, and enrichment projects. Math seems to be the easiest class to differentiate because of the way the lessons are structured. The interventions help teachers deliver the material in a different way that might better suit the student's learning style.

Language Arts and Mathematics are the two newest series so they make the differentiated instruction more accessible. We expect the same approach with the other course offerings but have to be creative and develop the differentiated activities ourselves.

The use of technology has helped with the delivery of lessons to our students. Every classroom has a Smart Board. All of our teachers have a new computer and one student computer. Our Special Education Program has been the leader in incorporating the use of both iPods and ads. These small technological devices have been beneficial to these students that work in small groups.

In conclusion, we feel that our emphasis on differentiated instruction has kept the focus on the individual student and allowed us to have success when assessing the ability of our students.

6. Professional Development:

The Professional Development Plan for Thompson Public School is a collaborative effort among the administration and teachers. The Professional Development Plan is led by our superintendent in collaboration with the high school and elementary principals. The principals meet with the staff to report areas of professional development back to the superintendent. The school provides K-12 activities as well as grade level specific activities depending on the topic. The staff is provided three days before the school year, one full day in mid-January, and four early dismissals for professional development training.

The primary focus for professional development has been individualized instruction. Over the years, our teachers have shifted from teaching the middle level learner to teaching each student as an individual. We are able to challenge those students who have come in at an advanced level and those who have been novice or partially proficient. The ultimate goal has always been to challenge all students to reach their maximum potential and have every student proficient or advanced.

To further achieve individualized instruction, we have changed the way we evaluate teachers so that they have a better understanding of the expectations of teaching at Thompson Public School. There is emphasis on PRTI training and teachers have now gained a better understanding of the role of the classroom teacher, Title I teacher, Special Education Department, and administration as it relates to educating our students.

We have made a total commitment to the state standards and teach to those standards. This may have eliminated some long standing projects or activities, but we have to get to the point where everything we do serves a purpose.

We as a school value our professional development opportunities with the main goal of improving teachers to better support student learning and align instruction with all academic standards.

7. School Leadership:

The strength of our Thompson Elementary School educational programs is based in our commitment to carry out our mission statement: “to develop life-long learners and responsible citizens.” Our leadership philosophy depends on a highly trained and professionally caring staff working together toward constantly developing and maintaining quality educational programs that provide each individual student the opportunity to learn to the best of their ability. Our first step is to remain committed to a hiring process that provides the very highest quality teachers and staff who can best meet the needs of our school and students. We then follow an annual evaluation process that includes semi-annual evaluations by the School Board members of the superintendent after an annual review of our mission statement, district goals and student achievement. The superintendent evaluates the principals and the principals evaluate each teacher and staff member regarding the degree by which they provide for the individual educational needs of each student.

The superintendent utilizes district policies that support our mission, as well as advice received through standing committees of administrators, teachers, staff, parents and community members to provide budgets that ensure sufficient funding each year to provide highly qualified teachers, excellent classroom materials and equipment, effective technology and a safe environment for every student.

Our principal holds the key role in guiding our mission of providing the best opportunities for each student, and he understands that our success depends on the knowledge, commitment, flexibility, and cooperation of all our staff. It is his responsibility to work with staff members and professional colleagues to identify and implement best practices and effective programs. He is responsible for implementing and monitoring key programs such as NWEA testing, curriculum mapping, Accelerated Reader, Title I reading and math, approaches to classroom discipline, and a variety of programs to meet the social and safety needs of our students. He is also responsible for a thorough evaluation program that regularly reviews teachers’ presentations, lesson plans, exams and use of student data to ensure that the needs of all students are being met including those students who need special interventions in order to succeed, as well as those gifted students who need to be challenged.

We constantly review our professional development plans to provide all our staff effective instruction, as well as sufficient time for classroom teachers, special education staff, reading specialists, counselors, and support staff to collaborate and design lines of communication in order to meet the changing needs of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	97	97	93	91	97
Advanced	39	41	25	33	20
Number of students tested	36	29	28	24	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	4	3	2	
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2	3	1	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: ND State Assessment
Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	94	95	93	95	77
Advanced	17	45	43	33	23
Number of students tested	36	29	28	24	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	1	
Percent of students alternatively assessed	3	0	0	4	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	1	3	2	
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		3	1	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	94	97	92	88	79
Advanced	47	43	33	11	8
Number of students tested	32	30	34	38	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	2
Percent of students alternatively assessed				3	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1		
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		1		1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		2	1	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	97	94	97	83	81
Advanced	37	61	35	24	13
Number of students tested	32	30	34	38	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	2
Percent of students alternatively assessed				3	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1		
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		2	1	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	95	92	89	96	83
Advanced	50	28	30	8	27
Number of students tested	30	25	37	25	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	3	4	1	
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2	2	2	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	97	96	89	88	86
Advanced	33	28	27	12	18
Number of students tested	30	25	37	25	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1	1	
Percent of students alternatively assessed		4	3	4	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	3	4	1	
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2	2	2	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: ND State Assessment

Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	97	92	96	94	85
Advanced	52	44	32	24	32
Number of students tested	29	39	25	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	2		
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2		2	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: ND State Assessment
Edition/Publication Year: 2005 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	93	87	92	82	74
Advanced	35	26	12	18	29
Number of students tested	29	39	25	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2	1	2	
Percent of students alternatively assessed		5	4	6	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4		1	
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2	2	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
North Dakota State Assessment does not indicate proficiency or advanced for any sub groups of less than 10 students. For 2006-2007 North Dakota DPI did not segregate sub groups for each grade level. We have no other sub groups.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	95	94	92	91	86
Advanced	46	39	30	18	22
Number of students tested	127	123	124	121	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	3	2
Percent of students alternatively assessed	0	0	0	3	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	10	8	10		
Advanced	0	0	0		
Number of students tested	10	12	10	3	0
2. African American Students					
Proficient and Advanced					0
Advanced					0
Number of students tested	1	2	1	2	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced					0
Advanced					0
Number of students tested	8	6	7	6	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12ND2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	95	92	92	86	79
Advanced	29	39	29	21	21
Number of students tested	127	123	124	121	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	5	2
Percent of students alternatively assessed	3	3	2	4	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	10				0
Advanced	0				0
Number of students tested	10	9	8	4	0
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	2	2	0
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	1	0	0	0
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	8	4	9	6	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12ND2