



AVES

T-1105

Application for Federal Assistance SF-424

***1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

***2. Type of Application:**

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

*Other (Specify): _____



*** 3. Date Received:**

Completed by Grants.gov upon submission

4. Applicant Identifier:

5a. Federal Entity Identifier:

*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*a. Legal Name: Standing Rock Community Elementary School

*b. Employer/Taxpayer Identification Number (EIN/TIN):

45-04-07-044

*c. Organizational DUNS:

15-91500222

d. Address:

*Street 1: 9189 Highway 24

Street 2: _____

*City: Fort Yates

County/Parish: Sioux

*State: South Dakota

Province: _____

*Country: United States of America

*Zip / Postal Code: 58538-

e. Organizational Unit:

Department Name:

Standing Rock Community Elementary School

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.

*First Name: Virginia

Middle Name: L.

*Last Name: Long Feather

Suffix: _____

Title: Standing Rock Community Elementary School Night Lights Program

Organizational Affiliation:

*Telephone Number: 701-854-3865

Fax Number: 701-854-3878

*Email: Virginia.LongFeather@sendit.r k.edu

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

K. Indian/Native American Tribally Designated Org

Type of Applicant 2: Select Applicant Type:

K. Indian/Native American Tribally Designated Org

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

21st Century Community Learning Centers

***12 Funding Opportunity Number:**

*Title:

Standing Rock Community Elementary School Night Lights Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Fort Yates, North Dakota

Sioux and Corson Counties

North Dakota and South Dakota

***15. Descriptive Title of Applicant's Project:**

Standing Rock Community Elementary School's 21st Century Community Learning Center Project

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant: ND-At Large

*b. Program/Project: ND-At Large SD-At Large

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

*a. Start Date: February 04, 2013

*b. End Date: June 30, 2013

18. Estimated Funding (\$):

*a. Federal	\$230,092.00
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	\$230,092.00

*19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

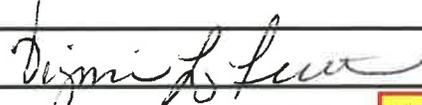
Yes No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative: 

Prefix: Mrs. _____

*First Name: Virginia

Middle Name: L. _____

*Last Name: Long Feather

Suffix: _____

*Title: Elementary Principal

*Telephone Number: 701-854-3865

Fax Number: 701-8543878

* Email: Virginia.LongFeather@sendit.n .k.edu

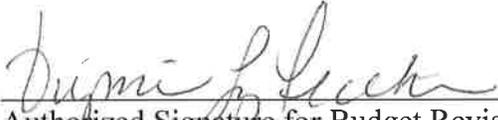
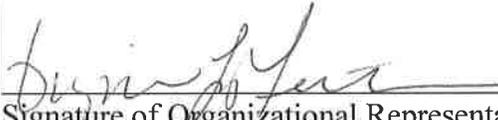
*Signature of Authorized Representative: Completed by Grants.gov upon submission

Virginia LongFeather

*Date Signed: Completed by Grants.gov upon submission

1-15-14

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

Standing Rock Community Elementary School	
<hr/>	
Organization	
Virginia Long Feather	701-854-3865
<hr/>	
Name of Contact Person	Telephone
Virginia.LongFeather@sendit.nodak.edu	701-854-3878
<hr/>	
E-mail Address	Fax Number
	1-15-13
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
	1-15-13
Signature of Organizational Representative Elementary Principal	Date
<hr/>	
Title	

\$230,092.00
<hr/>
Total Funding Requested Per Year
\$ <hr/>
Total Funding Requested for Three Years

BIE Use Only Project Number: <hr/>	Date Received: <hr/>
<hr/>	
Project Approval: <hr/>	Amount Awarded: \$ <hr/>

APPENDIX IX: Documentation Requirements

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Table of Contents

A complete application must include, in the following order given below, the following sections:

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 Page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form- Appendix III (complete one for each center site)
- 21st CCLC Assurance Form
- Appendices- only those described below:
 - Job descriptions for key staff members
 - Documents of support from school and tribe
 - Memorandums of Agreement/ Contracts for key partners
 - Assessment of objective data regarding the need for before and after school programming
 - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support, and financial integrity with the BIE's 21st CCLC RFP application requirements

AVERY

**21st Century Community Learning Center
Standing Rock Community Elementary School
School Year 2012-2013
Program Summary and Abstract**

The Standing Rock Elementary School is located approximately five miles out of Fort Yates, North Dakota. The city of Fort Yates, North Dakota is a community of fewer than 4500 people, is the headquarters of the Standing Rock Sioux Tribe. The students who are enrolled at the Standing Rock Community Schools are all Native American. Conditions on the Standing Rock Sioux Indian Reservation have never been good; today, however, destructive conditions evolve at an alarming rate, carrying over into the schools. The reservation is in danger of losing touch with its unique culture and with it, its ability to effectively fight the deep underlying problems of substance abuse, violence, suicide and poverty.

To respond to the need of the community and the surrounding reservation, the Standing Rock Community Elementary School will operate a four day extended (before and after school) day and extended year-long learning centers for students who are at-risk to address the lack of academic achievement and lack of after school supervision. The 21st Century Community Learning Center will enable the school to implement or expand projects that will benefit the education, health, social, cultural and recreational needs of the students and community. The 21st Century After School Program will enable the school to keep children safe before school, after school and during the summer months to provide summer learning programs; academic enrichment, homework centers, tutors and a broad array of cultural, developmental and recreational opportunities. In addition, lifelong learning activities and literacy education programs will be made available for adult family members and the community. The 21st Century Community Learning Center Program will provide a safe haven that is drug free, supervised and cost effective for the children and their families.

Through the Standing Rock Community Elementary School's proposed 21st Century Community Learning Center will address the great needs of the children who are enrolled at this school.

The goal of the Standing Rock Community Elementary School's proposed program will be to support the instructional day program will be to support the student academic achievement through the creation and expansion a community learning center that provides students with academic enrichment opportunities, health, wellness, youth development services, as well as intervention activities to support supplemental instruction in writing, science, reading or math through a before school, after school and a summer learning program. There will also be community service opportunities as well as music, arts, health, wellness, sports and cultural activities.

The objectives for the 21st Century Community Learning Center proposed project are as follows:

- Provide opportunities for academic enrichment, including tutorial services and homework support to assist students.
- Provide supplemental support to assist students in meeting state and local student performance standards in core academic subjects like language arts and mathematics;
- Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students, and
- Offer families of students served by community learning center opportunities for literacy education and related educational development.

AVERY

PROGRAM NARRATIVE

NEED FOR PROJECT

1) Need for Project (18 points)

1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.

The Standing Rock Elementary Grant School's student population has grown steadily for about eight years. The student population has grown steadily and will continue to grow. The current enrollment for the elementary school is 385 students. There will be a total of 256 students who will be attending the Standing Rock Elementary School After School Program which will be the "**Night Lights**" program. The Standing Rock population is extremely young, with a median age of 19 years, compared to the national median age of 33 years. A great majority of the people on the Standing Rock Reservation live in very remote communities. Access to healthy food and adequate health care is tenuous because of lack of available transportation. Housing is in very short supply, and many families live in very overcrowded conditions. Corson County in South Dakota and Sioux County in North Dakota are considered to be the poorest counties in the United States. The Standing Rock Reservation straddles both of the two counties.

Comprised of 100% Native American students within the Standing Rock Reservation in Corson and Sioux counties, the K – 12 school has an enrollment of 775 students. The "**Night Lights**" After School program will serve the students in Grades K – 5. One hundred percent of the students are transported because of the remoteness of the area – some students are transported as far away as 66 miles. Furthermore, because of the remoteness, very few social, civic and community agencies exist in the area and none offer services to students such as the 21st Century After School Program – the school *IS* the community. Hence, the establishment of the Standing Rock Elementary School **Night Lights** Community Center will serve as the safe haven for the students and their families for the enhancement of literacy and related activities educational development. The center will be located at the Standing Rock Elementary Grant School which is located about five miles out of Fort Yates.

The elementary school will utilize the intervention Tier Three Model to meet the educational goals of all the students. In addition, those students needing the most help will be served during the 21st Century after School program. The instruction will be data driven utilizing NWEA scores, DIBELS scores, AIMSWEB scores and the North Dakota State Assessment scores. These assessment programs are scientifically researched based. The North Dakota State Assessment Tests is established and required by state and federal law and statutes.

Section 1A:

Name of School Site	Designation – School Status	%Free or Reduced Lunch	Estimated # of Students to be Served	#of Family Members to be Served, if Appropriate	Grade Levels to be Served
Standing Rock Elementary	Restructuring	100%	256 Students	159 Families	K - 5

Grant School					
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1B.

The students to be served in the proposed 21st Century After School Program have already been identified. All of the student assessment data including pre and posttests from the math and reading series, NWEA tests, AIMSWEB testing, DIBELS tests and the North Dakota State Assessment Test scores have been reviewed and the results are being used to drive daily instruction and continuous progress monitoring is being done according to student need. These same measurements and the data will be used for reviewing and assessing the success of the 21st Century After School program.

Standing Rock Elementary School is one that has a both a Reading and Math grant from the BIE.

The school is currently using as its basal reader the McGraw-Hill/SRA Treasures Reading program for the core program. McGraw-Hill/SRA Triumphs Reading Program is being used for Tier II intervention. The SRA Reading Mastery program is being used for those students who have been identified as needing Tier III intensive intervention.

The school has adopted the Saxon Math series as its core program and has used this math series for several years since the students have experienced much success utilizing this program. For Tier II intervention, Connecting Math Program is used. For Tier III intensive intervention, the Corrective Math Program is used.

Both the math and reading series have been scientifically researched based and are aligned to the Common Core standards. The reading and math series have been recommended by the BIE. For future assessment, the Common Core standards will be used to measure student achievement in the state of North Dakota.

The families to be served in this after school program will be the parents, grandparents or guardians of the children who will be enrolled in the Standing Rock Elementary School Night Lights Program.

1C.

All activities directly align to the problems and needs of the students that are to be served by the after school program. Services/activities have been selected that have been proven to increase student achievement, decrease student behaviors, and increase parent involvement. The 21st Century After School program staff will meet bi-weekly to discuss progress of students and to monitor progress towards attainment of goals. They will make adjustments to the services to assure that instruction is aligned to the Common Core Standards. The student achievement model will assure success by building into the instruction assessment, alignment of student needs to the standards, aligning instruction to student needs and evaluating student mastery of the standards.

The proposed project will address the risk factors that link academic failure for the students who are to be served. The **Night Lights** program is designed to increase academic achievement in Math and Reading as well as provide activities that focus on homework

assistance, science, physical fitness, self-care, drug and alcohol awareness, cultural arts, music, and native language.

1D.

Standing Rock Elementary School is submitting a new proposal for the 21st Century After School program. The school is not a 2011-2012 grantee nor been awarded a 21st Century After School ever.

1E.

Data Driven results from the NWEA, North Dakota state assessment AIMSWEB, and DIBELS were used to identify which children would be served from the Three Tier Model.

1F. Additional Factors

- **Low Attendance Rate:** According to the 2011-2012, the Standing Rock Elementary School average attendance rate was 93.16%, compared to the state average of 95.8%.
- **Low Graduation Rate:** According to the 2011-2012 School District Profile, only 75.63% graduated from high school, compare to a 90.1% state average.
- **Discipline Problem:** According to the school discipline reports, in the 2011-2012 school year, 184 discipline referrals were made to the principal's office in Grades K – 5. Reasons for referrals include bomb threat, disorderly conduct, drugs excluding alcohol and tobacco, fighting, harassment (nonsexual), theft, threat (intimidation) tobacco, vandalism of school property, verbal threat and weapons possession.
- **High percentage of Limited English Proficiency students:**
- **Lack of Activities for Youth:** Besides the schools and churches, no youth activities exist in the community. Students currently do not have the opportunity to participate in organized sports, cultural activities, dance or music lessons and recreational activities. There are no facilities where students could gather to socialize and take part in recreational activities.
- **Teenage Suicide:** Teenage suicide has been an epidemic on the Standing Rock Reservation – experts cite several reasons, among them:
 -
 - Conflict between what is described as a success in the dominant society and the reality of poverty these children face
 - Lack of family structure – mom and dad aren't home and don't provide positive parental attention
 - Single Parent homes; Young Parents with no parenting skills.
 - Cultural disintegration

- Lack of positive self-esteem; no positive role models
- The support of the concept of the Lakota extended family is disappearing which has caused lack of a safety net for the children.

2) Quality of Project Design (51 points)

2A.

See NDMile/Native Star SMART Goals attachment.

2B.

The foundation of the Standing Rock Elementary School 21st Century After School program proposal will be academic achievement. It supports a continuous improvement model – the student improvement process based on action research by providing support for effective teaching practices and aligning instruction with the Common Core Standards. The core of the model is student achievement with effective instructional strategies and professional development serving as the foundations of success. The student achievement model utilizes the Three Tier Model in student intervention services. The student achievement model supports effective teaching strategies by supporting a process that gives teachers the power to assess, align, instruct and evaluate student progress for optimal student achievement.

2C.

Continuous progress monitoring is used currently used by the school during the regular day program and will continue to be used in the after school program and summer program.

The Standing Rock Elementary School will be using the Skills Pointer System, a powerful tool for both enrichment and intervention in the 21st Century Community Learning Center proposal to assist in continuous progress monitoring. The school has already purchased the program and Professional Development training will take place February 1 and 2, 2013 with Mr. Les Perry, NWEA consultant. Using Skills Pointer, teachers can pinpoint student skill gaps and provide targeted resources (mapped to state standards and the Common core) that further every student's potential for academic success. Skills Pointer supports individualized learning by using vertical mapping to identify the foundational skills that students are missing. Learning Plans on Demand, a tool within Skills Pointer, uses the information to generate an individualized learning plan, saving teachers time and giving every student resources for learning more. The system combines three elements into an easy-to-use suite of tools: vertically adaptive, skills-based assessments, tutorials and practice activities aligned to state and national standards and reporting functions for teachers and administrators. Skills Pointer will identify students at risk for poor learning outcomes and those with advanced skills with accurate and timely data.

Furthermore, the skills identification will provide quick and easy assessment generation for all students across one or all core subjects. The intervention and reports will provide simple informative reports detailing skill level, immediate skills mastery feedback and target English language lessons and activities. High quality resources across all grade levels and core subjects are aligned to state standards. Real-time (reporting/dashboards) reports will instantly monitor individual students, class or subject. The reports will allow teachers and administrators to instantly monitor progress.

Reporting functionality will allow dynamic grouping based on student skill level, concept grouping, strand analysis and multiple growth reports; intervention reports and a unique curriculum gap analysis to provide compliance for federal and state regulations.

Administrative dashboards will provide insight into district performance at the building and classroom level. At a glance, the administrators will be able to monitor their school's progress against state requirements.

Continuous progress monitoring will be simple and easy support individualized classroom instruction. Featuring vertical skills-based assessments, Skills Pointer will quickly identify a student's missing concepts and prerequisite skills, spiraling up or down subject area curriculum and standards based upon student responses. Instant feedback will include guided instruction to students for quick progress in mastery of prerequisite skills and immediate intervention strategies for teachers.

A powerful tool for both enrichment and intervention, Skills Pointer complements curriculum programs already in place in schools to give teachers quick, timely insight into students skills gaps, determine the interventions needed to address the skills gaps and provide resources to help close the gaps. With the data from each student's individual assessment, Skills Pointer will automatically generate an individualized learning plan for each student.

Skills Pointer offers students a unique path to take ownership of their own learning – whether they're struggling to master certain skills, or have advanced skills beyond their grade level. The systems' turn-key approach to learning plan creation will save the staff of the 21st Century Community Learning Center program time and will give every student resources for learning more. Finally, teachers will have a simple, effective, scalable way to differentiate instruction for every student in the 21st Century program.

The Skills Pointer complements the Measures of Academic Progress (MAP) computer adaptive assessment suite. The school has been utilizing the NWEA MAP for several years. MAP identifies the goal-strand where students need assistance, while Skills Pointer provides a deeper view into specific gaps and a specific plan for providing appropriate interventions to students. Skills Pointer will help answer "What's next?" question that follows MAP assessments.

Also, the Skills Pointer model provides five years of evaluation data for every student, allowing staff to monitor growth over a period of years and track student performance at each step along the way.

2D.

The NASIS Behavior Incident Report forms will be utilized by the 21st Century After School form and any and all discipline incidents will be reported and entered into the NASIS system.

2E.

The NASIS Behavior rates for the last school year were reviewed and attached, the school did conduct a teacher survey regarding student behavior and school climate at the Standing Rock Elementary School. A parent and student survey will be given in the very near future.

SCHOOL CLIMATE

Standing Rock Elementary School recently conducted a teacher survey regarding school climate. The survey was designed to gain opinions concerning some aspects of school climate and attitudes concerning the school, the community and the teacher. The results of that survey are as follows:

1. 88% of the staff agreed that the school is a safe place to work. 12% of the staff didn't agree.
2. 81% of the staff agreed that they were pursuing in-service opportunities to improve themselves as a teacher. 19% of the staff didn't agree.
3. 77% of the staff agreed that there were sufficient opportunities to learn new instructional methods. 23% of the staff didn't agree.
4. 69% of the staff agreed that the students fight a lot. 31% of the staff didn't agree.
5. 19% of the staff agreed that the students in this school would not be successful at a community college or university. 81% of the staff didn't agree.
6. 89% of the staff agreed that the students at this school trust the teachers. 11% of the staff didn't agree.
7. 96% of the staff agreed that the teachers in this school have been able to deter bullying behavior among students. 4% of the staff didn't agree.
8. 76% of the staff agreed that the administrators at this school trust their professional judgment. 24% of the staff didn't agree.
9. 100% of the staff agreed that the teachers in this school respect the students!!!
10. 85% of the staff agreed that the students at this school are capable of high achievement on standardized exams. 15% of the staff didn't agree.
11. 92% of the staff agreed that the teachers in this school would benefit from more professional development provided by the district. 8% of the staff didn't agree.
12. 38% of the staff agreed that the students at this school are not motivated to learn. 62% of the staff didn't agree.
13. 4% of the staff agreed that some children carry guns or knives to school. 96% of the staff didn't agree.
14. 100% of the staff agreed that most students in this school will live beyond 25 years.
15. 100% of the staff agreed that the teachers address bullying behavior in the classroom or at the school once a month.
16. 100% of the staff agreed that the teachers at this school care whether or not the students are successful.
17. 81% of the staff agreed that parents are supportive of the school and its activities. 19% of the staff didn't agree.
18. 54% of the staff agreed that teachers are not fair to some students at this school. 46% of the staff didn't agree.
19. 69% of the staff agreed that there are students who will be successful in this school because of their race. 31% of the staff didn't agree.

20. 100% of the staff agreed that teachers at this school work to foster a supportive climate for the students.
21. 92% of the staff agreed that we are preparing students to become productive citizens. 8% of the staff didn't agree.
22. 92% of the staff agreed that they look forward to coming to work most days. 8% of the staff didn't agree.
23. 65% of the staff agreed that the students in this school will have difficulty with core academic subjects regardless of strength of instruction. 24% of the staff didn't agree.
24. 92% of the staff agreed that they have met most of their students' parents or adult caretaker. 8% of the staff disagreed.
25. 85% of the staff agreed that racial barriers to educational and economic opportunity no longer exist in the United States. 15% of the staff disagreed with the statement.

The written comments were as follows:

*Suggestion: Training and information on security procedures
Training in CPR and First Aid
Communication is the key to safety and everything else.*

I think the school should take a firmer stand on absenteeism and tardiness. The standard should be raised so that students don't miss critical instruction times.

The climate and attitude can be an environmental productive learning on a daily basis. Our children can be responsible if we work with each and every one.

Students need to be prepared for the 21st Century workforce beginning in Kindergarten. Example would be more science and technology.

I believe in our school system, we are a very great school especially with our up to date materials. After school programs can be great. We need to help our students get excited about learning. It's so very important! We need more writing also.

The school has taken a proactive approach to bullying and other misbehaviors by choosing to utilize the Positive Best Behavior Support program. Research conducted over the past 15 years has shown that the PBS is effective in promoting positive behavior in students and schools. The use of PBS as a strategy to maintain appropriate social behavior will make the school safer. Safer schools create a more conducive environment for learning. All students both disabled and non-disabled can benefit from PBS. The Standing Rock Elementary School is currently using the school-wide PBS plan.

By choosing to use the PBS, the school's long term goals are as follows:

1. Increased time engaged in academic activities and improved academic performance.
2. Reduction of office discipline referrals.
3. Improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.

4. All students will learn social skills that promote positive behavior, academic success, and school safety.

Good social skills are critical to successful functioning in life. These skills will enable the students to know what to say, how to make good choices, and how to behave in diverse situations. The extent to which the children and adolescents possess good social skills will influence their academic performance, behavior, social and family relationships, and involvement in extracurricular activities. Social skills are also linked to the quality of the school environment and school safety. With a repertoire of social skills, students will have the ability to make social choices that will strengthen their interpersonal relationships and facilitate success in school. Some consequences of good social skills include:

- A. Positive and safe school environment.
- B. Child resiliency in the face of future crises or other stressful life events.
- C. Students who seek appropriate and safe avenues for aggression and frustration.
- D. Children who take personal responsibility for promoting school safety.

Effective implementation of PBS includes:

- A. An FBA, conducted when the problem behavior is first observed or as a proactive activity.
- B. Focus both on prevention of problem behaviors and early access to effective behavior support.
- C. Culturally competent, family-friendly behavior support.
- D. Implementation with sufficient intensity and precision to product behavioral gains that significant and durable impact on the academic, social and living options available to the student.

As a part of the implementation of the PBS, the students all signed a pledge to follow the rules that have been adopted by the school. All school assemblies have been held to remind students about rules and consequences. Rules of the school wide PBS program are posted throughout the schools. Video clips about PBS are shown in the classrooms. The school also has a No Bullying policy.

2F.

The school will expand opportunities and/or increase student motivation in the 21st Century After School Program by providing engaging, well-structured activities tailored to individual needs and abilities. The activities will be designed to ensure student success necessary to motivate them and give them confidence to excel. The program will provide students with opportunities to excel academically, physically, spiritually and socially by expanding curriculum and activities and integrating culture in the school environment. Native American traditions of individual strength and growth such as talking circles will be used to combat lack of motivation and apathy. Dakota/Lakota language classes and cultural activities will be offered 21st Century After School Program staff and tribal elders to help preserve, revitalize and sustain the culture unique to our community and reservation. It is important for children to know they have a variety of caring adults in their lives. The relationships the students develop

with the after-school staff and community members can serve as critical protective factors counteracting other detrimental life circumstances.

2G.

See attached "*Schedule of Operations*" for the proposed 21st Century After School Program.

2H.

In collaboration with parents and community, all partners have pledged support for the development, implementation and sustainability of the program. The grant will serve as the driving force needed to bring the community together and commence the task of breaking the cycle of poverty and raising the level of standard of living.

The program will involve students, families, communities, educators and civic organizations such as the Standing Rock Sioux Tribe, Girl Scouts, Boy Scouts, NDSU Extension Service and Sitting Bull College.

2I.

The 21st Century After School program will utilize the attached form to ensure the linkage to the school day for homework, tutoring, intervention and enrichment program. The classroom teacher will complete the form for each student who is enrolled in the after school program.

2J.

The program will attract the students by offering opportunities to choose from a variety of activities and projects. Children will take part in academic enhancement activities including homework assistance, English language arts, math and science, creative writing, book club and web based programs utilizing computers. They will also have the opportunity to participate in visual and performing arts activities, recreation and games, health and wellness activities, performances and special events. Children will also participate in community service projects and field trips throughout the year. Our goal is to provide students with the confidence and academic skills to succeed in school and in life by building a positive bridge to becoming successful individuals.

The staff of the after school program will strongly encourage parent involvement and we look forward to seeing them at any time while their child is enrolled in the program. Parents will also be invited to attend the Family Fun Nights that will be scheduled by the after school program. These will be great opportunities for parents, grandparents and guardians and staff to meet, socialize and enjoy supper with their child. The parents will be invited to become active partners in positively impacting the academic achievement of their child. They will be informed of all implementation stages. Input and suggestions will be invited and considered. The school will communicate with families about school programs, and student progress through effective school to home and home to school communication through weekly newsletters, open house, invitations to attend the after school program with their child when possible will keep them abreast of the progress of the educational process. The school will involve families with their children in learning activities at home, including homework and

other curriculum linked activities and decisions by utilizing technology. The families will be offered assistance with parenting and child rearing skills, understanding child development, and setting home conditions that support children as students at each age and level. Workshops will be offered on discipline, drug/alcohol/violence awareness and intervention. The school will work improve recruitment and training to involve families as volunteers and audiences at the school to support students and school programs.

2L.

Since Standing Rock Elementary School is located in a remote area, extracurricular sports activities for fifth graders is the only other activity which is offered. The two activities will be coordinated.

2M.

The tribal elders will be invited to take part in the after school program. The school will be meeting with the Elderly Program director and attend a meeting with the elders to inform them of the 21st Century After School Program. The elders who are interested in the program will meet with the After School program staff to determine the services that they would like to offer.

2N.

The 21st Century After School Program staff and administrators will evaluate the program's effectiveness and need for improvement by using the Skills Pointer which complements the *Descartes* in NWEA and based on student RIT scores as lesson plans are developed. The evaluation tools to be utilized are in direct correlation to the objectives and will provide data to determine the success of the program. In addition to the NWEA test scores, the Standing Rock Elementary School will also review the scores from AIMSWEB and will use the DIBELS to evaluate student progress in the after school program.

The school will also evaluate the program's effectiveness concerning behavior incidents. To determine if the number of student incidents have lessened, after school staff will review attendance records, school discipline referrals and counselor records will be reviewed and closely monitored.

2O.

The Standing Rock Elementary School will continue to enhance partnerships between the school and various local service agencies and organizations as well as to stimulate new partnerships that will contribute to the continuation of the program following the proposed funding period.

2P.

As mentioned previously, since the school is located in such a remote area and because it is located on an Indian reservation, there are no other programs that are available for the students in this community to address the target populations' extensive needs.

2Q.

Standing Rock Elementary School currently utilizes the NDMILE/NATIVE Star to address the school improvement status which is the Restructuring phase for this school year. Please see attachment.

The goal of the 21st Century Community Learning Center program proposal is to help students to meet state and local student standards in core academic areas which are English language arts, math and science. It is also to provide academic enrichment opportunities during non-school hours for children. Simply put, this program will provide hours that add up to additional days of academic enrichment for the student each year and places the student in a safe and healthy environment protected from the many risk factors that derail students between the end of the school day and the time their parents return home.

3) Adequacy of Resources.

3A.

The staffing capacity for proposed programs and services, including the student to staff ratio has been planned to be more than adequate. In each Kindergarten and First Grade Classroom, there will be one certified teacher and one paraprofessional. There will be three Kindergarten classes and two First Grade classrooms. The approximate ratio for teacher to student ratio for Kindergarten will be 2:14. The ratio for teacher to student ratio for First Grade will be 2:10. In Third, Fourth and Fifth grades, there will also be one teacher and one paraprofessional for each classroom. The ratio for teacher student ratio will be 1:10. The Enrichment and Recreational classes will be approximately 1:15 ration for teacher and student ratio.

3B.

Please see job descriptions and schedules for the key staff in the proposed program. There will be two coordinators for 256 students.

3C.

The day program transportation will be responsible for ensuring that students will travel safely to and from the after school program. All regular school day student safety policies, procedures and requirements will apply to the after school program to ensure a safe and secure learning environment.

3D.

All existing school resources used in the regular day program will be used to carry out the 21st Century After School Program.

3E.

Standing Rock Elementary School is a new school which is three years old and has excellent facilities to ensure a safe and secure learning environment for children. There are no existing community recreational areas, program staff, and supplies for in-kind matches at this time.

3F.

All Standing Rock Community School Administrators, the governing Standing Rock Community Grant school board and the Standing Rock Sioux Tribe Council have been consulted during the development of the proposal and all parties will be informed on a monthly basis of the progress of the proposed project.

4) Quality of the Management Plan

4A.

Please see NDMile/NATIVE Star Report Attachment for 21st CCLC Smart Goals. The school will be utilizing the same goals tables, responsibilities will be the same as the regular day program.

4B.

Please see attachments.

4C.

Standing Rock Elementary School has developed the required forms, student and staff handbooks, and policy information which will be used for the 21st Century After School program. Lesson plans will be developed by the after school staff and discuss with the regular school day staff to ensure that the lesson plans are aligned with the Common Core Standards. Grade Level teachers meet weekly to discuss instructional issues and the after school staff will be invited to attend the meetings to discuss alignment of lesson plans, student progress and other issues.

4E.

The 21st Century After School staff will take part in the scheduled Professional Development training that is already in place for this school year. Please see attached copy of the Standing Rock Elementary School Professional Development Plan for 2012-2013 school year.

4F.

The Standing Rock Elementary School will work closely with all tribal and community entities who have pledged to work with the school if their 21st Century Community Learning Center proposal is funded. The school will hold monthly meetings with the stakeholders to provide progress reports. The school will also send out bi-weekly news letters and disseminate information through the news media.

4G.

The school will work with the area radio stations and newspapers to disseminate program progress and information on a weekly basis. A monthly plan format will be developed highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in an easy to understand by all.

4H.

Data to be collected will include Skills Pointer assessment data, NWEA test scores (RIT scores), AIMSWEB test scores, DIBELS scores, behavior incident reports, attendance rates, graduation reports, community, staff and student surveys results and any data required by the Profile and Performance Information Collection Survey (PPICS) data collection, and BIE.

5) School Improvement Status

5A.

Standing Rock Elementary School does not have a School Improvement Grant Project.

5B.

Standing Rock Elementary School does not have a School Improvement Grant Project.

5C.

Standing Rock Elementary did not make Adequate Yearly Progress for the past year.

5D. Standing Rock Elementary school is not an ORBS or Residential school.

6) Budget/Budget Narrative

6A.

Certified and Non-Certified Staff

Personnel: Salaries increase each year by an average of three percent (3%) to account for salary increases.

Two Coordinators: Fifteen hours a week for 18 weeks x 2 and eight hours per day for four days a week for 4 weeks in the summer x 2 .

Year 1	
Salary	\$29440.00
Fringe	\$ 7360.00

Instructional Staff: 15 Teachers 2 hours per day, four days a week for 18 weeks (regular school year) and 15 teachers at 8 hours a day for four days a week for 4 weeks (summer program) for a total of hours per teacher per year.

Year 1	
Salary	\$73440.00

Fringe 18360.00

Other Instructional Staff: Assistants 2 hours per day, four days a week for 18 weeks (regular school year) and Assistants 8 hours per day, 4 days a week for 8 weeks (summer program) for a total of hours per assistant, per year.

Year 1
Salary \$43200.00
Fringe \$10800.00

Total Staff: Salary and Fringe

Year 1
Salary \$131,360.00
Fringe 32,840.00

Travel: Bus drivers for field trips, mileage reimbursement to program staff to attend off site meetings and summer travel.

Travel Year 1
Field Trips \$20,000.00
Meetings \$ 2,000.00
Staff Travel \$ 6,000.00
Total \$28,000.00

6B.

Professional/Technical

Standing Rock Elementary School does not anticipate any subcontract agreements with any outside agencies.

6C.

Staff and Student Travel Field trips will be planned on a monthly basis due to the large number of students that will be attending these educational field trips. During the summer school sessions, field trips will be planned weekly since the warm weather will allow more outdoor activities.

Five field trips one for each month from January to May of 2013 are planned. These trips will take place within a 100 mile radius of Fort Yates.

Activity Fees and admission fees \$2500.00
Meals \$3000.00

The summer school field trips will consist of visiting paleontology dig sites, visiting Native American Historical sites such as Sitting Bull's Campsite on the Grand River,

visiting burial sites of Lakota Chiefs who are buried on or near the Standing Rock Reservation. There will be one or two longer field trips to visit the Lakota Sacred sites in the Black Hills and to visit the Wounded Knee Burial site of Chief Big Foot's people. There will also be some field trips to the local swimming pools for recreation.

Students will write preliminary reports before visiting the historical and sacred sites about the importance of each site and upon return to the classroom, they will work in groups and discuss their findings concerning the visits and write a comprehensive report. The emphasis on writing is greatly needed since the area of writing is one where the students didn't score well on their assessments and students will be tested in the area of writing once the Common Core Standards are in place.

Admission Fees	\$3000.00
Meals	3500.00
Lodging	3500.00

Staff Travel Requirement – The coordinators, two or three of the 21st Century After School Staff, one principal and a parent will travel to the annual 21st CCLC conference and a second team will attend one annual regional/national conference.

Airfare	\$8000.00
Per Diem	\$2500.00
Lodging	\$4500.00

6D.

Supplies/Materials/Curriculum/Testing

The Standing Rock Elementary School will purchase a small amount of consumables, Xerox paper and a few office supplies for the 21st Century After School Program.

General Supplies - \$1500.00

6E.

Coordinated Funding

The Standing Rock Community School has committed the use of all available funding and grant seeking toward the implementation of the 21st Century After School Program. Other funding and or human resources that will support the program and how the funds will be used are as follows.

SOURCE OF FUNDS	COLLABORATIVE EFFORT
TITLE I	Professional Development, supplies, curriculum materials, substitutes
TITLE II PART B (MATH AND SCIENCE)	Substitutes, consultants for

	Professional Development
TITLE II PART D (TECHNOLOGY)	Computer Equipment; software; technology trainers
TITLE IV PART A (DRUG AND FREE SCHOOLS)	Substance Abuse/Violence Prevention Program
Title V (Innovative Funds)	Substitutes, training materials, instructional materials
SPECIAL EDUCATION	Substitutes, consultants, materials
LAW ENFORCEMENT	Parent sessions of drug/alcohol/violence/gang activity awareness/prevention
SITTING BULL COLLEGE	STEM (Science, Technology, Engineering, and Math) We currently have six elementary teachers being trained for STEM certification through Valley City State University. This is the second year of a grant that was awarded to Standing Rock area schools. The teachers have had training using Prairie Waters, ND Wildlife, NDSU Nano science, Robotics and various other activities. Last summer, SRES students learned about animals that are native to North Dakota and did some animal tracking; they also built robotics in the classroom. They also participated in an actual dinosaur dig. In January, the teachers are planning a Bubble ology Festival using STEM concepts. All activities are planned with prior training of staff members. on what concepts will be learned by the students who are participating in the activities.
U.S. DEPARTMENT OF AGRICULTURE	Snacks, Breakfasts and Supper

EQUITABLE ACCESS – STEPS THE LEA IS TAKING TO OVERCOME BARRIERS TO EQUITABLE PROGRAM PARTICIPATION, AS REQUIRED UNDER SECTION 427 OF THE GENERAL PROVISIONS ACT.

Equitable learning opportunities are critical. No student in the Night Lights 21st Century Community Learning Centers will be excluded from the program. All students, regardless of handicapping conditions, socio-economic status, or ethnicity will be included in all of the After School program activities.

The Standing Rock Community Elementary School's 21st Century After School Program is designed to enable all students (including children from low-income homes, children with limited English Proficiency and children with disabilities) to meet challenging Common Core Standards and addresses needs identified through reviewing all existing data results.

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**APPENDIX IV: Participants Served Chart
Required Minimum**

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Standing Rock Community Elementary School</i>	<i>Restructuring</i>	<i>100%</i>	<i>256</i>	<i>65%</i>	<i>159</i>	<i>K - 5</i>

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APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
By June 2013 41% of all students in grades 3, 4, and 5 will meet the proficiency rate as determined by the North Dakota State Assessment	Implementing a reading curriculum Treasures by McGraw-Hill, Language Learning for grades K-2, RTI through Tier 2 and 3 instruction.	Principals, Reading Coaches, Classroom teachers, RTI teachers and paraprofessional	November, 2012	Review data from North Dakota State Assessment
By June 2013 65% of all students in grades 3, 4, and 5 will meet the proficiency rate as determined by the North Dakota Assessment	Continue to implement Saxon Math as our core and Connecting Math for our intervention, implement RTI through Tier 2 and 3 instruction	Principals, Reading Coaches, Classroom teachers, RTI teachers and paraprofessional	November 2012	Review data from North Dakota State Assessment
By June 2013 we will reduce our number of behavior referrals from 433 to 350.	Continue to implement school-wide PBS incentives and lessons	PBS Coordinators, principals, certified and non-certified staff	May 2013	Review of behavior data from NASIS
By June 2013 will increase our school-wide attendance rate to 93.4% to 94.5%	Continue to implement attendance incentives, parent contacts	Principals, home-school, coordinator, PBS coordinators, teachers and all staff	May, 2013	Review of attendance data from NASIS

Standing Rock Elementary currently has 381 students in grades K-5. Our students come from the eight districts within Standing Rock Sioux Reservation boundaries. The unemployment rate on our reservation is 75% which impacts our poverty rate and ranks our county as one of the ten poorest counties in the nation.

We currently are in restructuring status under the Bureau of Indian Education. According to our 2011-2012 Annual Adequate Yearly Progress Report from the North Dakota Department of Public Instruction our proficiency rate was 31.72% for reading and 59.7% for math.

We also assess our student with NWEA MAP at the fall, winter and spring benchmarks. According to our Student Growth Summary report for Fall 2011 to Fall 2012 We did not meet our growth projection goal for all grades. We also utilize that data to drive our Response to Intervention in our Tier 2 and Tier 3 instruction. We also utilize DIBELS and Aimsweb to progress monitor our student's academic growth in a weekly basis.

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APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Standing Rock Community Elementary School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013):

Number of Weeks during the school year: 18 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH
Snack	3:00 – 3:15	Lunchroom Served by Cafeteria Staff	X	X	X	X
Math Drama, other Enrichment Activities	3:15- 4:00	Classrooms 21 st Century Staff	X		X	
Reading Drama, other Enrichment Activities	3:00- 4:00	21 st Century Staff		X		X
K-2 Supper	4:00- 4:20	Lunchroom Served by Cafeteria Staff	X	X	X	X
Playground/Gym Recreation Computers	4:00- 4:40	School Gym Computer Lab or Mobile Lab Taught by 21 st Century Staff	Grade 3	Grade 4	Grade 5	Grade 3
Playground/Gym Recreation	4:20- 4:40	School Gym Computer	Grade 1	Grade 2	Kindergarten	Grade 1

Computers		Lab or Mobile Lab				
Supper	4:40-5:00	Lunchroom Served by Kitchen Staff	X	X	X	X

SUMMER (Dates- June 01, 2013 to June 30, 2013

Number of Weeks during the summer: 4 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	Fri
Breakfast	8:00 - 8:30	Cafeteria Kitchen Staff	X	X	X	X	
Reading/Writing	8:30-11:30	Classrooms 21st Century Staff	X	X	X	X	
Lunch	11:30-12:00	Cafeteria Kitchen Staff	X	X	X	X	
Math	12:00-1:00	Classrooms 21st Century Staff	X	X	X	X	
Educational and Recreational Field Trips	8:30-3:00	Various Sites 21st Century Staff					X



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Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	Ms. Roxanne Brown
ELO	Mr. Robert Parisien
Name of School	Standing Rock Community Elementary School
Grant Name	Standing Rock Community Elementary School Night Lights Program
Award Number	
Project Start Date	February 04, 2013
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$0.00
EXPENDED PREVIOUS SY ALLOCATION	\$0.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$0.00
TOTAL AVAILABLE	\$0.00

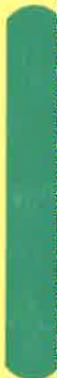
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$146,080-
Coordinators (2)	Fifteen hours a week for 18 weeks and eight hours per day for four days a week for 4 weeks in the summer x 2		\$29440.00
Teachers	15 teachers at 2 hours per day x four days a week x 18 weeks		\$73440.00
Paraprofessionals	Assistants 2 hours per day x 4 days a week for 18 weeks and Assistants x 8 hours per day x 4 days a week for 4 weeks		\$43200.00
Employee Benefits			\$32,840.00
	25%		
Professional Development			\$00.00

Purchased Services			\$00.00
Equipment			\$00.00
Materials and Supplies			\$1,500.00
			-
Other Expenses:			\$20,000.00
Travel	Bus drivers for field trips; mileage reimbursement; summer travel		
Instructional Support			
Personnel Services			\$00.00
			-
Employee Benefits			\$00.00
			-
		\$	
	25%	-	
Professional Development			\$00.00
			-
Purchased Services			\$00.00
			-
		\$	
		-	

Equipment			\$00.00
			-
Materials and Supplies			\$00.00
			-
Other Expenses:			\$30,500.00
Staff and Student Travel	Four field trips for each month from February to May 2013 Activity Fees and Admission Fees \$2500.00 Meals \$3000.00 Summer Field Trips Admission Fees \$3000.00 Meals \$3500.00 Lodging \$3500.00 Staff Travel Requirement Airfare \$8000.00 Per Diem \$2500.00 Lodging \$4500.00		
Non-Instructional Services			
Material and Supplies			\$00.00
			-
		TOTAL BUDGET	\$230,092.00
		Difference (Allocation less Budget)	\$0.00



The Avery logo, consisting of a stylized 'A' inside a triangle followed by the word 'AVERY' in a bold, sans-serif font.



APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Mike Faith, Standing Rock Community School Board Chairman

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11-20-12
Date



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Standing Rock "Night Lights" Program

Job Description- After School Instructor/ Staff

QUALIFICATIONS: As set by Site Coordinator and Local School Board Policy

REPORTS TO: Site Coordinator

SALARY: \$54.00/night (Certified Teacher) \$36.00/Night (Paraprofessional) \$27.00/Night (Other)

JOB GOAL:

- ↳ To lead students toward the fulfillment of their potential in all academic areas to enhance their enjoyment and their love for their education.
- ↳ Plan and provide relevant and age appropriate activities for the students.
- ↳ {PM} (M/T/TH Regular Sessions){AM} (Homework Session M/T/W/TH/F) (If Needed)

PERFORMANCE RESPONSIBILITIES:

1. Communicate and interact with students, parents, staff, and community.
2. Provide an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of children.
3. Develop, select, and modify plans and materials to meet the needs of all students.
4. Plan and provide age appropriate learning experiences for students.
5. Monitor/Supervise students in a variety of settings. (Classrooms, hallways, lunchroom, etc.)
6. Assess the accomplishments of students on a regular basis and provide positive feedback.
7. Monitor appropriate use and care of equipment, materials, and facility.
8. Meet and instruct assigned classes in the locations and at the times designated by the immediate supervisor.
9. Prepare for classes assigned, and shows evidence of preparation during a walk through of the area.
10. Assist the site coordinator in implementing all rules and regulations governing our student life and conduct, and for the classroom, develop reasonable rules for classroom behavior and procedure, and maintains order in the classroom and on the school grounds in a fair and just manner.
11. Take necessary and reasonable precautions to protect students, equipment, materials and facilities.

PAYROLL INFORMATION:

- 1) Will be paid: \$54.00/Night (Certified) \$36.00/Night (Paraprofessional) \$27.00/Night (Other)
- 2) Paid every two weeks along with the regular payroll.

ALERT

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Ft Yates 4 (OK-12)

43-004-2921 Ft Yates Middle School (0608)

Modified 06/08/2012

Page 3 of 3

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:

<http://www.dpi.state.nd.us/testing/account/AYP1112.pdf>

Reading

2012 State Intermediate Goals

4th Grade -- 91.3%
8th Grade -- 90.4%
11th Grade -- 85.7%

Math

2012 State Intermediate Goals

4th Grade -- 86.4%
8th Grade -- 83.3%
11th Grade -- 81.0%

Secondary Indicators

Attendance

Goal: 93% Result:

92.35%

Graduation

Goal: 89% Result: See Below

Listed below are your school's scores

Subgroups:	Reading			Math			Graduation Rate	Result
	Achievement Goal	Result	Participation 95% Rule	Achievement Goal	Result	Participation 95% Rule		
Economically disadvantaged	90.40%	25.68%*	96.49%	83.30%	23.03%	96.49%		
Ethnicity:								
White	90.40%	20.00% ⁱ	90.91% ⁱ	83.30%	40.00% ⁱ	90.91% ⁱ		
Native American	90.40%	25.60%*	97.01%	83.30%	21.60%*	97.01%		
Black								
Asian								
Hispanic								
Students with disabilities	90.40%	16.67% ⁱ	100.00% ⁱ	83.30%	5.56% ⁱ	100.00% ⁱ		
Students with limited English proficiency	90.40%	18.03%*	98.75%	83.30%	20.25%	98.75%		

Adequate Yearly Progress Category:

Did not meet Adequate Yearly Progress

Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Ft Yates 4

43-004-2905 Ft Yates High School (0912)

Modified 06/08/2012

Page 2 of 3

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<http://www.dpi.state.nd.us/testing/account/AYP1112.pdf>

Reading	Math	Secondary Indicators
2012 State Intermediate Goals 4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals 4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Attendance Goal: 93% Result: <input type="text"/> Graduation Goal: 89% Result: See Below

Listed below are your school's scores

Reading	Math	Graduation Rate
Achievement Goal Participation 95% Rule Composite Score 85.70% <input type="text"/> 19.18%* <input type="text"/> 97.62% Subgroups: Economically disadvantaged 85.70% <input type="text"/> 19.18%* <input type="text"/> 97.62% Ethnicity: White <input type="text"/> Native American 85.70% <input type="text"/> 18.57%* <input type="text"/> 97.56% Black <input type="text"/> Asian <input type="text"/> Hispanic <input type="text"/> Students with disabilities 85.70% <input type="text"/> <=5.0%* <input type="text"/> 100.00% Students with limited English proficiency 85.70% <input type="text"/> 8.70%* <input type="text"/> 84.21%	Achievement Goal Participation 95% Rule Composite Score 81.00% <input type="text"/> 10.96%* <input type="text"/> 97.62% Subgroups: Economically disadvantaged 81.00% <input type="text"/> 10.96%* <input type="text"/> 97.62% Ethnicity: White <input type="text"/> Native American 81.00% <input type="text"/> 10.00%* <input type="text"/> 97.56% Black <input type="text"/> Asian <input type="text"/> Hispanic <input type="text"/> Students with disabilities 81.00% <input type="text"/> 10.00%* <input type="text"/> 100.00% Students with limited English proficiency 81.00% <input type="text"/> <=5.0%* <input type="text"/> 84.21%	All Students Result All Students <input type="text"/> 75.63% Subgroups: Economically disadvantaged <input type="text"/> 78.57% Ethnicity: White <input type="text"/> Native American <input type="text"/> 75.21% Black <input type="text"/> Asian <input type="text"/> Hispanic <input type="text"/> Students with disabilities <input type="text"/> 72.22% Students with limited English proficiency <input type="text"/> 72.22%

Adequate Yearly Progress Category:

Did not meet Adequate Yearly Progress

Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

43-004 Ft Yates 4 (OK-12)

Modified 05/21/2012

Page 1 of 1

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Reading

2012 State Intermediate Goals
4th Grade -- 91.3%
8th Grade -- 90.4%
11th Grade -- 85.7%

Math

2012 State Intermediate Goals
4th Grade -- 86.4%
8th Grade -- 83.3%
11th Grade -- 81.0%

Secondary Indicators

Attendance
Goal: 93% Result:
Graduation
Goal: 89% Result: See Below

Listed below are your district's scores

Reading	Achievement		Participation		Math	Achievement		Participation		Graduation Rate	Result
	Goal	Result	95% Rule	95% Rule		Goal	Result	95% Rule	95% Rule		
Composite Score	89.33%	<input type="text" value="27.20%"/>	*	<input type="text" value="97.30%"/>	Composite Score	83.54%	<input type="text" value="36.94%"/>	*	<input type="text" value="97.30%"/>	All Students	<input type="text" value="75.63%"/>
Subgroups:					Subgroups:					Subgroups:	
Economically disadvantaged	89.33%	<input type="text" value="27.20%"/>	*	<input type="text" value="97.30%"/>	Economically disadvantaged	83.54%	<input type="text" value="36.94%"/>	*	<input type="text" value="97.30%"/>	Economically disadvantaged	<input type="text" value="78.57%"/>
Ethnicity:					Ethnicity:					Ethnicity:	
White	89.46%	<input type="text" value="35.71%"/>		<input type="text" value="93.33%"/>	White	83.77%	<input type="text" value="50.00%"/>		<input type="text" value="93.33%"/>	White	<input type="text" value=""/>
Native American	89.33%	<input type="text" value="27.09%"/>	*	<input type="text" value="97.52%"/>	Native American	83.54%	<input type="text" value="36.16%"/>	*	<input type="text" value="97.52%"/>	Native American	<input type="text" value="75.21%"/>
Black		<input type="text" value=""/>		<input type="text" value=""/>	Black		<input type="text" value=""/>		<input type="text" value=""/>	Black	<input type="text" value=""/>
Asian		<input type="text" value=""/>		<input type="text" value=""/>	Asian		<input type="text" value=""/>		<input type="text" value=""/>	Asian	<input type="text" value=""/>
Hispanic		<input type="text" value=""/>		<input type="text" value=""/>	Hispanic		<input type="text" value=""/>		<input type="text" value=""/>	Hispanic	<input type="text" value=""/>
Students with disabilities	89.46%	<input type="text" value="19.23%"/>	*	<input type="text" value="96.83%"/>	Students with disabilities	83.54%	<input type="text" value="36.07%"/>	*	<input type="text" value="96.83%"/>	Students with disabilities	<input type="text" value="72.22%"/>
Students with limited English proficiency	89.46%	<input type="text" value="24.29%"/>	*	<input type="text" value="98.68%"/>	Students with limited English proficiency	83.54%	<input type="text" value="41.96%"/>	*	<input type="text" value="98.68%"/>	Students with limited English proficiency	<input type="text" value="72.22%"/>

Adequate Yearly Progress Category:

Did not meet Adequate Yearly Progress

Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

All Students (ALL)														
Participation Rates (Part)						Proficiency Rates (Prof)								
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	Part AYP	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)	SH	Prof AYP (2)
G3	86.40%	43	43	OKAY	100.00%	MET	32	21	OKAY	65.63%	0.009	MISSED	MET SH	MET
G4	86.40%	56	56	OKAY	100.00%	MET	40	25	OKAY	62.50%	0.001	MISSED	MISSED SH	MISSED
G5	83.30%	46	46	OKAY	100.00%	MET	38	22	OKAY	57.89%	0.000	MISSED	MET SH	MET
G6	83.30%	47	47	OKAY	100.00%	MET	38	6	OKAY	15.79%	0.000	MISSED	MISSED SH	MISSED
G7	83.30%	51	51	OKAY	100.00%	MET	40	3	OKAY	7.50%	0.000	MISSED	MISSED SH	MISSED
G8	83.30%	54	52	OKAY	96.30%	MET	47	6	OKAY	12.77%	0.000	MISSED	MISSED SH	MISSED
HS	81.00%	26	25	OKAY	96.15%	MET	21	4	OKAY	19.05%	0.000	MISSED	MET SH	MET
Totals	84.00%	323	320	OKAY	99.07%	MET	256	87	OKAY	33.98%	0.000	MISSED	MISSED SH	MISSED

All Students (ALL)														
Participation Rates (Part)						Proficiency Rates (Prof)								
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	Part AYP	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)	SH	Prof AYP (2)
G3	91.30%	43	43	OKAY	100.00%	MET	32	15	OKAY	46.88%	0.000	MISSED	MISSED SH	MISSED
G4	91.30%	56	56	OKAY	100.00%	MET	40	16	OKAY	40.00%	0.000	MISSED	MISSED SH	MISSED
G5	90.40%	46	46	OKAY	100.00%	MET	38	11	OKAY	28.95%	0.000	MISSED	MET SH	MET
G6	90.40%	47	47	OKAY	100.00%	MET	38	6	OKAY	15.79%	0.000	MISSED	MISSED SH	MISSED
G7	90.40%	51	51	OKAY	100.00%	MET	40	10	OKAY	25.00%	0.000	MISSED	MISSED SH	MISSED
G8	90.40%	54	53	OKAY	98.15%	MET	48	15	OKAY	31.25%	0.000	MISSED	MISSED SH	MISSED
HS	85.70%	26	25	OKAY	96.15%	MET	21	6	OKAY	28.57%	0.000	MISSED	MET SH	MET
Totals	89.82%	323	321	OKAY	99.38%	MET	257	79	OKAY	30.74%	0.000	MISSED	MISSED SH	MISSED

All Students (ALL)							
Other Academic Indicators (OAI)							
Grade Range	Attn Rate-10	Attn Rate-11	10-11 Change	GR Rate-10	GR Rate-11	10-11 Change	OAI AYP
K-8	93.39%	90.8%	-2.61%	53.09%	76.3%	23.23%	MISSED
HS							MET

Reference: ND Accountability Workbook (2011)
 AMO: Principle 3.2b, pg. 36
 Attendance rate: Principle 7.2, pg. 62
 FAY: Principle 2.2, pg. 27
 Graduation rate: Principle 7.1, pg. 58
 LEP: Principle 5.4, pg. 50
 N-count: Principle 5.5, pg. 51
 Participation: Principle 10.1, pg. 78
 SH: Principle 3.2, pg. 33 & 7.3, pg. 63
 SPED: Principle 5.3, pg. 47
 Statistical Significance: Principle 3.2, pg. 33 & 9.1, pg. 70
 Reference: ND Guide to the 2010-11 Annual AYP Report (2011)
 Attendance rate: Section III (A), pg. 18
 FAY: Section II, pg. 6
 Graduation rate: Section III (B), pg. 19
 LEP: Section II (F), pg. 16
 Participation: Section II (C), pg. 12
 SH: Section II (B), Pg. 11
 Statistical Significance: Appendix A, pg. 24

NORTH DAKOTA

SY 2010-11 Bureau of Indian Education School Accountability Report



School Name: Standing Rock Community School

Grade Range: K-12

Agency: Standing Rock

	Overall AYP		AYP Status	AYP Indicator Summary				
	MISSED	RESTR		Mathematics	Reading	OAI		
	Part	Prof	Part	Prof	K-8	HS		
SY 2010-11:	MISSED	RESTR	RESTR	MET	MISSED	MISSED	MET	
SY 2009-10:	MISSED	RESTR	RESTR	MET	MISSED	MISSED	MET	
SY 2008-09:	MISSED	RESTR	RESTR	MET	MISSED	MISSED	MET	
SY 2007-08:	MISSED	CA 2	CA 2	MET	MISSED	MISSED	MET	

Reference: 25 C.F.R. Section 30.117

Reference: 25 C.F.R. Section 30.104

Reference: 20 U.S.C. 6311 (b)(2)(C)

Signatories

Prepared By: _____ Title: _____ Date: _____

Reviewed By: _____ Title: _____ Date: _____

Approved By: _____ Title: _____ Date: _____

Grade	Mathematics			Reading			LEP STUDENTS	
	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Attendance Rate (%)	Graduation Rate (%)
HS	33	33	31	20	33	31	92.04%	100.00%
Gr 3	31	31	26	15	31	26		
Gr 4	26	26	23	9	26	23		
Gr 5	26	26	23	9	26	23		
Gr 6	28	28	27	3	28	27		
Gr 7	22	22	22	2	22	22		
Gr 8	20	20	20	2	20	20		
HS	5	5	5	0	5	5		

Grade	Mathematics (SPED)			Reading (SPED)			SWD STUDENTS (SPED)	
	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Attendance Rate (%)	Graduation Rate (%)
HS	10	10	10	10	10	8	90.64%	100.00%
Gr 3	15	15	12	6	15	12		
Gr 4	15	15	12	4	15	12		
Gr 5	7	7	6	2	7	6		
Gr 6	9	9	8	0	9	8		
Gr 7	9	9	8	0	9	8		
Gr 8	9	9	7	0	9	7		
HS	8	8	8	1	8	8		

Grade	Mathematics (ALL)			Reading (ALL)			ALL STUDENTS (ALL)	
	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Number of Students Enrolled	Number of Students Tested	Number of Students Enrolled for the Full Academic Year	Attendance Rate (%)	Graduation Rate (%)
HS	43	43	43	43	43	32	90.78%	76.32%
Gr 3	56	56	40	25	56	40		
Gr 4	56	56	40	25	56	40		
Gr 5	46	46	38	22	46	38		
Gr 6	47	47	38	6	47	38		
Gr 7	51	51	40	3	51	40		
Gr 8	54	54	47	6	54	48		
HS	26	26	25	4	26	25		

Single-Year Calculations

All Students (ALL)

Mathematics		Participation Rates (Part)				Proficiency Rates (Prof)				SH		Prof AYP (2)		
AMO	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	Part AYP	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)	SH	Prof AYP (2)
G3	86.40%	43	43	OKAY	100.00%	MET	32	21	OKAY	65.63%	0.009	MISSED	MET SH	MET
G4	86.40%	56	56	OKAY	100.00%	MET	40	25	OKAY	62.50%	0.001	MISSED	MISSED SH	MISSED
G5	83.30%	46	46	OKAY	100.00%	MET	38	22	OKAY	57.89%	0.000	MISSED	MET SH	MET
G6	83.30%	47	47	OKAY	100.00%	MET	38	6	OKAY	15.79%	0.000	MISSED	MISSED SH	MISSED
G7	83.30%	51	51	OKAY	100.00%	MET	40	3	OKAY	7.50%	0.000	MISSED	MISSED SH	MISSED
G8	83.30%	54	52	OKAY	96.30%	MET	47	6	OKAY	12.77%	0.000	MISSED	MISSED SH	MISSED
HS	84.00%	26	25	OKAY	96.15%	MET	21	4	OKAY	19.05%	0.000	MISSED	MET SH	MET
Totals	84.00%	323	320	OKAY	99.07%	MET	256	87	OKAY	33.98%	0.000	MISSED	MISSED SH	MISSED

Reading

All Students (ALL)

Reading		Participation Rates (Part)				Proficiency Rates (Prof)				SH		Prof AYP (2)		
AMO	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	Part AYP	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)	SH	Prof AYP (2)
G3	91.30%	43	43	OKAY	100.00%	MET	32	15	OKAY	46.88%	0.000	MISSED	MISSED SH	MISSED
G4	91.30%	56	56	OKAY	100.00%	MET	40	16	OKAY	40.00%	0.000	MISSED	MISSED SH	MISSED
G5	90.40%	46	46	OKAY	100.00%	MET	38	11	OKAY	28.95%	0.000	MISSED	MET SH	MET
G6	90.40%	47	47	OKAY	100.00%	MET	38	6	OKAY	15.79%	0.000	MISSED	MISSED SH	MISSED
G7	90.40%	51	51	OKAY	100.00%	MET	40	10	OKAY	25.00%	0.000	MISSED	MISSED SH	MISSED
G8	90.40%	54	53	OKAY	98.15%	MET	48	15	OKAY	31.25%	0.000	MISSED	MISSED SH	MISSED
HS	85.70%	26	25	OKAY	96.15%	MET	21	6	OKAY	28.57%	0.000	MISSED	MET SH	MET
Totals	89.82%	323	321	OKAY	99.38%	MET	257	79	OKAY	30.74%	0.000	MISSED	MISSED SH	MISSED

All Students (ALL)

Other Academic Indicators (OAI)							
Grade Range	Attn Rate-10	Attn Rate-11	10-11 Change	GR Rate-10	GR Rate-11	10-11 Change	OAI AYP
K-8	93.39%	90.8%	-2.61%	53.09%	76.3%	23.23%	MISSED
HS							MET

Reference: ND Accountability Workbook (2011)

AMO: Principle 3.2b, pg. 36

Attendance rate: Principle 7.2, pg. 62

FAY: Principle 2.2, pg. 27

Graduation rate: Principle 7.1, pg. 58

LEP: Principle 5.4, pg. 50

N-count: Principle 5.5, pg. 51

Participation: Principle 10.1, pg. 78

SH: Principle 3.2, pg. 33 & 7.3, pg. 63

SPED: Principle 5.3, pg. 47

Statistical Significance: Principle 3.2, pg. 33 & 9.1, pg. 70

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

Attendance rate: Section III (A), pg. 18

FAY: Section II, pg. 6

Graduation rate: Section III (B), pg. 19

LEP: Section II (F), pg. 16

Participation: Section II (C), pg. 12

SH: Section II (B), pg. 11

Statistical Significance: Appendix A, pg. 24

Mathematics

Special Education (SPED) Students

	Participation Rates (Part)				Proficiency Rates (Prof)				Part AYP	
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	%Prof	Stat Sig	Prof AYP (1)		SH
G3	86.40%	10	10	OKAY	100.0%	50.00%	0.027	MISSED	MET SH	MET
G4	86.40%	15	15	OKAY	100.0%	50.00%	0.006	MISSED	MET SH	MET
G5	83.30%	7	7	OKAY	100.0%	33.33%	0.007	MISSED	MET SH	MET
G6	83.30%	9	9	OKAY	100.0%	0.00%	0.000	MISSED	MISSED SH	MISSED
G7	83.30%	9	9	OKAY	100.0%	0.00%	0.000	MISSED	MISSED SH	MISSED
G8	84.00%	9	7	OKAY	77.8%	0.00%	0.000	MISSED	MISSED SH	MISSED
HS	84.00%	8	8	OKAY	100.0%	16.67%	0.001	MISSED	MET SH	MET
Totals	84.00%	67	65	OKAY	97.0%	23.64%	0.000	MISSED	MET SH	MET

Reading

Special Education (SPED) Students

	Participation Rates (Part)				Proficiency Rates				Part AYP	
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	%Part	%Prof	Stat Sig	Prof AYP (1)		SH
G3	91.30%	10	10	OKAY	100.0%	12.50%	0.000	MISSED	MISSED SH	MISSED
G4	91.30%	15	15	OKAY	100.0%	33.33%	0.000	MISSED	MET SH	MET
G5	90.40%	7	7	OKAY	100.0%	16.67%	0.000	MISSED	MET SH	MET
G6	90.40%	9	9	OKAY	100.0%	0.00%	0.000	MISSED	MISSED SH	MISSED
G7	90.40%	9	9	OKAY	100.0%	0.00%	0.000	MISSED	MISSED SH	MISSED
G8	90.40%	9	8	OKAY	88.9%	25.00%	0.000	MISSED	MET SH	MET
HS	85.70%	8	8	OKAY	100.0%	16.67%	0.000	MISSED	MET SH	MET
Totals	89.82%	67	66	OKAY	98.5%	15.79%	0.000	MISSED	MISSED SH	MISSED

Reference: ND Accountability Workbook (2011)

- AMO: Principle 3.2b, pg. 36
- Attendance rate: Principle 7.2, pg. 62
- FAY: Principle 2.2, pg. 27
- Graduation rate: Principle 7.1, pg. 58
- LEP: Principle 5.4, pg. 50
- N-count: Principle 5.5, pg. 51
- Participation: Principle 10.1, pg. 78
- SH: Principle 3.2, pg. 33 & 7.3, pg. 63
- SPED: Principle 5.3, pg. 47

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

- Attendance rate: Section III (A), pg. 18
- FAY: Section II, pg. 6
- Graduation rate: Section III (B), pg. 19
- LEP: Section II (F), pg. 16
- Participation: Section II (C), pg. 12
- SH: Section II (B), pg. 11
- Statistical Significance: Appendix A, pg. 24

Special Education (SPED) Students

Grade Range	Other Academic Indicators (OAI)			
	Attn Rate-10	Attn Rate-11	10-11 Change	GR Rate-10
K-8	91.92%	90.6%	-1.28%	38.46%
HS				100.0%

Grade Range	Other Academic Indicators (OAI)			
	Attn Rate-10	Attn Rate-11	10-11 Change	GR Rate-10
K-8	91.92%	90.6%	-1.28%	38.46%
HS				100.0%

Mathematics

	Participation Rates (Part)				Part AYP
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	
AMO	84.00%	33	33	OKAY	100.00%
G3	86.40%	31	31	OKAY	100.00%
G4	86.40%	26	26	OKAY	100.00%
G5	83.30%	28	28	OKAY	100.00%
G6	83.30%	22	22	OKAY	100.00%
G7	83.30%	20	20	OKAY	100.00%
G8	83.30%	5	5	OKAY	100.00%
HS	84.00%	165	165	OKAY	100.00%
Totals	84.00%	165	165	OKAY	100.00%

Reading

	Participation Rates (Part)				Part AYP
	W-AMO	N-Enroll-11	N-Tested-11	N-Count (1)	
AMO	89.82%	33	33	OKAY	100.00%
G3	91.30%	31	31	OKAY	100.00%
G4	91.30%	26	26	OKAY	100.00%
G5	90.40%	28	28	OKAY	100.00%
G6	90.40%	22	22	OKAY	100.00%
G7	90.40%	20	20	OKAY	100.00%
G8	90.40%	5	5	OKAY	100.00%
HS	85.70%	165	165	OKAY	100.00%
Totals	89.82%	165	165	OKAY	100.00%

Reference: ND Accountability Workbook (2011)

AMO: Principle 3.2b, pg. 36

Attendance rate: Principle 7.2, pg. 62

FAY: Principle 2.2, pg. 27

Graduation rate: Principle 7.1, pg. 58

LEP: Principle 5.4, pg. 50

N-count: Principle 5.5, pg. 51

Participation: Principle 10.1, pg. 78

SH: Principle 3.2, pg. 33 & 7.3, pg. 63

SPED: Principle 5.3, pg. 47

Statistical Significance: Principle 3.2, pg. 33 & 9.1, pg. 70

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

Attendance rate: Section III (A), pg. 18

FAY: Section II, pg. 6

Graduation rate: Section III (B), pg. 19

LEP: Section II (F), pg. 16

Participation: Section II (C), pg. 12

SH: Section II (B), Pg. 11

Statistical Significance: Appendix A, pg. 24

Limited English Proficient (LEP) Students

	Proficiency Rates (Prof)					
	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)
	31	20	OKAY	64.52%	0.007	MISSED
	26	15	OKAY	57.69%	0.001	MISSED
	23	9	OKAY	39.13%	0.000	MISSED
	27	3	OKAY	11.11%	0.000	MISSED
	22	2	OKAY	9.09%	0.000	MISSED
	20	2	OKAY	10.00%	0.000	MISSED
	5	0	OKAY	0.00%	0.000	MISSED
Totals	154	51	OKAY	33.12%	0.000	MISSED

Limited English Proficient (LEP) Students

	Proficiency Rates (Prof)					
	N-FAY-11	N-Prof-11	N-Count (2)	%Prof	Stat Sig	Prof AYP (1)
	31	14	OKAY	45.16%	0.000	MISSED
	26	7	OKAY	26.92%	0.000	MISSED
	23	2	OKAY	8.70%	0.000	MISSED
	27	3	OKAY	11.11%	0.000	MISSED
	22	5	OKAY	22.73%	0.000	MISSED
	20	6	OKAY	30.00%	0.000	MISSED
	5	0	OKAY	0.00%	0.000	MISSED
Totals	154	37	OKAY	24.03%	0.000	MISSED

Limited English Proficient (LEP) Students

Grade Range	Other Academic Indicators (OAI)					
	Attn Rate-10	Attn Rate-11	10-11 Change	GR Rate-10	GR Rate-11	10-11 Change
K-8	93.44%	92.0%	-1.40%	20.25%	100.0%	79.75%
HS						

Multi-Year Calculations

All Students (ALL)										
Mathematics										
Goal	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP	
G3	55	52	43	43	43	43	OKAY	96.94%	MET	
G4	48	47	56	47	56	56	OKAY	99.04%	MET	
G5	37	36	46	36	46	46	OKAY	98.80%	MET	
G6	54	48	47	48	47	47	OKAY	94.06%	MISSED	
G7	62	55	51	55	51	51	OKAY	93.81%	MISSED	
G8	40	33	54	33	54	52	OKAY	90.43%	MISSED	
HS	51	37	26	37	26	25	OKAY	80.52%	MISSED	
Totals	0	0	347	308	323	320	OKAY	93.73%	MISSED	

All Students (ALL)										
Reading										
Goal	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP	
G3	55	52	43	43	43	43	OKAY	96.94%	MET	
G4	48	47	56	47	56	56	OKAY	99.04%	MET	
G5	37	35	46	35	46	46	OKAY	97.59%	MET	
G6	54	48	47	48	47	47	OKAY	94.06%	MISSED	
G7	62	55	51	55	51	51	OKAY	93.81%	MISSED	
G8	40	34	54	34	54	53	OKAY	92.55%	MISSED	
HS	51	37	26	37	26	25	OKAY	80.52%	MISSED	
Totals	0	0	347	308	323	321	OKAY	93.88%	MISSED	

Reference: ND Consolidated State Application Accountability Workbook (2011)
 Multi-Year (Participation): Principle 10.2, pg. 80
 N-count: Principle 5.5, pg. 51

Multi-Year Calculations

		All Students (ALL)										Multi-Year Proficiency Rates (Prof)		
Mathematics		W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	86.40%	84.00%	35	23	40	22	32	21	OKAY	61.68%	0.002	MISSED		
G4	86.40%	84.00%	32	13	38	23	40	25	OKAY	55.45%	0.000	MISSED		
G5	83.30%	84.00%	43	12	31	11	38	22	OKAY	40.18%	0.000	MISSED		
G6	83.30%	84.00%	27	8	34	8	38	6	OKAY	22.22%	0.000	MISSED		
G7	83.30%	84.00%	23	5	33	6	40	3	OKAY	14.58%	0.000	MISSED		
G8	83.30%	84.00%	34	4	26	4	47	6	OKAY	13.08%	0.000	MISSED		
HS	81.00%	84.00%	46	1	33	0	21	4	OKAY	5.00%	0.000	MISSED		
Totals		84.00%	240	66	235	74	256	87	OKAY	31.05%	0.000	MISSED		

		All Students (ALL)										Multi-Year Proficiency Rates		
Reading		W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	91.30%	89.82%	39	18	40	20	32	15	OKAY	47.7%	0.000	MISSED		
G4	91.30%	89.82%	33	12	38	14	40	16	OKAY	37.8%	0.000	MISSED		
G5	90.40%	89.82%	40	5	30	4	38	11	OKAY	18.5%	0.000	MISSED		
G6	90.40%	89.82%	27	10	34	6	38	6	OKAY	22.2%	0.000	MISSED		
G7	90.40%	89.82%	23	8	33	12	40	10	OKAY	31.3%	0.000	MISSED		
G8	90.40%	89.82%	38	17	27	10	48	15	OKAY	37.2%	0.000	MISSED		
HS	85.70%	89.82%	43	16	33	4	21	6	OKAY	26.8%	0.000	MISSED		
Totals		89.82%	243	86	235	70	257	79	OKAY	31.97%	0.000	MISSED		

Reference: ND Consolidated State Application Accountability Workbook (2011)

AMO: Principle 3.2b, pg. 36

Multi-Year (Proficiency): Principle 9.1, pg. 70

N-count: Principle 5.5, pg. 51

**Multi-Year
Calculations**

All Students (ALL)

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	45.00%	34.38%	10.63%	3.44%	MET SH
OKAY	39.47%	37.50%	1.97%	3.75%	MISSED SH
OKAY	64.52%	42.11%	22.41%	4.21%	MET SH
OKAY	76.47%	84.21%	-7.74%	8.42%	MISSED SH
OKAY	81.82%	92.50%	-10.68%	9.25%	MISSED SH
OKAY	84.62%	87.23%	-2.62%	8.72%	MISSED SH
OKAY	100.00%	80.95%	19.05%	8.10%	MET SH
OKAY	68.51%	66.02%	2.50%	6.60%	MISSED SH

All Students (ALL)

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	50.00%	53.13%	-3.13%	5.31%	MISSED SH
OKAY	63.16%	60.00%	3.16%	6.00%	MISSED SH
OKAY	86.67%	71.05%	15.61%	7.11%	MET SH
OKAY	82.35%	84.21%	-1.86%	8.42%	MISSED SH
OKAY	63.64%	75.00%	-11.36%	7.50%	MISSED SH
OKAY	62.96%	68.75%	-5.79%	6.88%	MISSED SH
OKAY	87.88%	71.43%	16.45%	7.14%	MET SH
OKAY	70.21%	69.26%	0.95%	6.93%	MISSED SH

Reference: ND Consolidated State Application Accountability Workbook (2011)

SH: Principle 3-2, pg. 33 & 7.3, pg. 63

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

SH: Section II (B) pg. 11

Multi-Year Calculations

Special Education (SPED) Students

Mathematics	Special Education (SPED) Students							Participation Rates (Part)	
	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP
Goal									
G3	14	12	10	10	10	10	OKAY	91.67%	MISSED
G4	8	7	15	7	15	15	OKAY	95.65%	MET
G5	9	8	7	8	7	7	OKAY	93.75%	MISSED
G6	13	12	9	12	9	9	OKAY	95.45%	MET
G7	8	8	9	8	9	9	OKAY	100.00%	MET
G8	11	8	9	8	9	7	OKAY	75.00%	MISSED
HS	10	10	8	10	8	8	OKAY	100.00%	MET
Totals	0	0	73	65	67	65	OKAY	92.86%	MISSED

Special Education (SPED) Students

Reading	Special Education (SPED) Students							Participation Rates (Part)	
	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP
Goal									
G3	14	12	10	12	10	10	OKAY	91.67%	MISSED
G4	8	7	15	7	15	15	OKAY	95.65%	MET
G5	9	7	7	7	7	7	OKAY	87.50%	MISSED
G6	13	12	9	12	9	9	OKAY	95.45%	MET
G7	8	8	9	8	9	9	OKAY	100.00%	MET
G8	11	8	9	8	9	8	OKAY	80.00%	MISSED
HS	10	10	8	10	8	8	OKAY	100.00%	MET
Totals	0	0	73	64	67	66	OKAY	92.86%	MISSED

Reference: ND Consolidated State Application Accountability Workbook (2011)

Multi-Year (Participation): Principle 10.2, pg. 80

N-count: Principle 5.5, pg. 51

Multi-Year Calculations

Special Education (SPED) Students

Mathematics	Special Education (SPED) Students										Multi-Year Proficiency Rates (Prof)		
	W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	84.00%	8	4	10	3	8	4	OKAY	42.31%	0.004	MISSED		
G4	84.00%	11	2	6	2	12	6	OKAY	34.48%	0.001	MISSED		
G5	84.00%	13	2	7	0	6	2	OKAY	15.38%	0.000	MISSED		
G6	84.00%	4	0	10	2	8	0	OKAY	9.09%	0.000	MISSED		
G7	84.00%	9	0	5	0	8	0	OKAY	0.00%	0.000	MISSED		
G8	84.00%	10	2	7	0	7	0	OKAY	8.33%	0.000	MISSED		
HS	84.00%	8	0	9	0	6	1	OKAY	4.35%	0.000	MISSED		
Totals	84.00%	63	10	54	7	55	13	OKAY	17.44%	0.000	MISSED		

Special Education (SPED) Students

Reading	Special Education (SPED) Students										Multi-Year Proficiency Rates (Prof)		
	W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	89.82%	8	3	10	4	8	1	OKAY	30.77%	0.000	MISSED		
G4	89.82%	11	2	6	1	12	4	OKAY	24.14%	0.000	MISSED		
G5	89.82%	12	2	6	0	6	1	OKAY	12.50%	0.000	MISSED		
G6	89.82%	4	1	10	2	8	0	OKAY	13.64%	0.000	MISSED		
G7	89.82%	8	2	5	2	9	0	OKAY	18.18%	0.000	MISSED		
G8	89.82%	10	3	7	1	8	2	OKAY	24.00%	0.000	MISSED		
HS	89.82%	8	1	9	0	6	1	OKAY	8.70%	0.000	MISSED		
Totals	89.82%	61	14	53	10	57	9	OKAY	19.30%	0.000	MISSED		

Reference: ND Consolidated State Application Accountability Workbook (2011)

AMO: Principle 3.2b, pg. 36

Multi-Year (Proficiency): Principle 9.1, pg. 70

N-count: Principle 5.5, pg. 51

Multi-Year
Calculations

Special Education (SPED) Students

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	70.00%	50.00%	20.00%	7.00%	MET SH
OKAY	66.67%	50.00%	16.67%	6.67%	MET SH
OKAY	100.00%	66.67%	33.33%	10.00%	MET SH
OKAY	80.00%	100.00%	-20.00%	8.00%	MISSED SH
OKAY	100.00%	100.00%	0.00%	10.00%	MISSED SH
OKAY	100.00%	100.00%	0.00%	10.00%	MISSED SH
OKAY	100.00%	83.33%	16.67%	10.00%	MET SH
OKAY	87.04%	76.36%	10.67%	8.70%	MET SH

Special Education (SPED) Students

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	60.00%	87.50%	-27.50%	6.00%	MISSED SH
OKAY	83.33%	66.67%	16.67%	8.33%	MET SH
OKAY	100.00%	83.33%	16.67%	10.00%	MET SH
OKAY	80.00%	100.00%	-20.00%	8.00%	MISSED SH
OKAY	60.00%	100.00%	-40.00%	6.00%	MISSED SH
OKAY	85.71%	75.00%	10.71%	8.57%	MET SH
OKAY	100.00%	83.33%	16.67%	10.00%	MET SH
OKAY	81.13%	84.21%	-3.08%	8.11%	MISSED SH

Reference: ND Consolidated State Application Accountability Workbook (2011)

SH: Principle 3.2, pg. 33 & 7.3, pg. 63

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

SH: Section II (B) pg. 11

**Multi-Year
Calculations**

Limited English Proficient (LEP) Students											
Mathematics	Goal	N-Count (3)								Participation Rates (Part)	
		N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP	
G3	95.00%			14	13	33		OKAY	97.87%	MET	
G4	95.00%			17	17	31		OKAY	100.00%	MET	
G5	95.00%			13	13	26		OKAY	100.00%	MET	
G6	95.00%			19	19	28		OKAY	100.00%	MET	
G7	95.00%			21	21	22		OKAY	100.00%	MET	
G8	95.00%			9	9	20		OKAY	100.00%	MET	
HS	95.00%			23	19	5		OKAY	85.71%	MISSED	
Totals	95.00%	0	0	116	111	165		OKAY	98.22%	MET	

Limited English Proficient (LEP) Students											
Reading	Goal	N-Count (3)								Participation Rates (Part)	
		N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Enroll-11	N-Tested-11	N-Count (3)	%Part	Part AYP	
G3	95.00%			14	13	33		OKAY	97.87%	MET	
G4	95.00%			17	17	31		OKAY	100.00%	MET	
G5	95.00%			13	13	26		OKAY	100.00%	MET	
G6	95.00%			19	19	28		OKAY	100.00%	MET	
G7	95.00%			21	21	22		OKAY	100.00%	MET	
G8	95.00%			9	9	20		OKAY	100.00%	MET	
HS	95.00%			23	19	5		OKAY	85.71%	MISSED	
Totals	95.00%	0	0	116	111	165		OKAY	98.22%	MET	

Reference: ND Consolidated State Application Accountability Workbook (2011)
 Multi-Year (Participation): Principle 10.2, pg. 80
 N-count: Principle 5.5, pg. 51

Multi-Year Calculations

Mathematics		Limited English Proficient (LEP) Students										Multi-Year Proficiency Rates (Prof)		
		W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	84.00%	12	4	13	5	31	20	OKAY	51.79%	0.001	MISSED			
G4	84.00%	12	0	17	6	26	15	OKAY	38.18%	0.000	MISSED			
G5	84.00%	17	3	13	2	23	9	OKAY	26.42%	0.000	MISSED			
G6	84.00%	15	5	19	4	27	3	OKAY	19.67%	0.000	MISSED			
G7	84.00%	9	0	18	2	22	2	OKAY	8.16%	0.000	MISSED			
G8	84.00%	13	0	8	1	20	2	OKAY	7.32%	0.000	MISSED			
HS	84.00%	16	1	19	0	5	0	OKAY	2.50%	0.000	MISSED			
Totals	84.00%	94	13	107	20	154	51	OKAY	23.66%	0.000	MISSED			

Reading		Limited English Proficient (LEP) Students										Multi-Year Proficiency Rates (Prof)		
		W-AMO	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	N-FAY-11	N-Prof-11	N-Count (4)	%Prof	Stat Sig	Prof AYP (3)		
G3	89.82%	12	5	13	6	31	14	OKAY	44.64%	0.000	MISSED			
G4	89.82%	12	5	17	2	26	7	OKAY	25.45%	0.000	MISSED			
G5	89.82%	15	1	13	1	23	2	OKAY	7.84%	0.000	MISSED			
G6	89.82%	15	5	19	2	27	3	OKAY	16.39%	0.000	MISSED			
G7	89.82%	9	0	18	6	22	5	OKAY	22.45%	0.000	MISSED			
G8	89.82%	14	4	8	2	20	6	OKAY	28.57%	0.000	MISSED			
HS	89.82%	16	4	19	2	5	0	OKAY	15.00%	0.000	MISSED			
Totals	89.82%	93	24	107	21	154	37	OKAY	23.16%	0.000	MISSED			

Reference: ND Consolidated State Application Accountability Workbook (2011)
 AMO: Principle 3.2b, pg. 36
 Multi-Year (Proficiency): Principle 9.1, pg. 70
 N-count: Principle 5.5, pg. 51

**Multi-Year
Calculations**

Limited English Proficient (LEP) Students

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	61.54%	35.48%	26.05%	6.15%	MET SH
OKAY	64.71%	42.31%	22.40%	6.47%	MET SH
OKAY	84.62%	60.87%	23.75%	8.46%	MET SH
OKAY	78.95%	88.89%	-9.94%	7.89%	MISSED SH
OKAY	88.89%	90.91%	-2.02%	8.89%	MISSED SH
OKAY	87.50%	90.00%	-2.50%	8.75%	MISSED SH
OKAY	100.00%	100.00%	0.00%	10.00%	MISSED SH
OKAY	81.31%	66.88%	14.43%	8.13%	MET SH

Limited English Proficient (LEP) Students

Safe Harbor Calculations					
N-Count (5)	Non-%Prof-10	Non-%Prof-11	10-11 Change	SH Target	SH Status
OKAY	53.85%	54.84%	-0.99%	5.38%	MISSED SH
OKAY	88.24%	73.08%	15.16%	8.82%	MET SH
OKAY	92.31%	91.30%	1.00%	9.23%	MISSED SH
OKAY	89.47%	88.89%	0.58%	8.95%	MISSED SH
OKAY	66.67%	77.27%	-10.61%	6.67%	MISSED SH
OKAY	75.00%	70.00%	5.00%	7.50%	MISSED SH
OKAY	89.47%	100.00%	-10.53%	8.95%	MISSED SH
OKAY	80.37%	75.97%	4.40%	8.04%	MISSED SH

Reference: ND Consolidated State Application Accountability Workbook (2011)

SH: Principle 3.2, pg. 33 & 7.3, pg. 63

Reference: ND Guide to the 2010-11 Annual AYP Report (2011)

SH: Section II (B) pg. 11

School Improvement Matrix

Prior Year (2010)	Current Year (2011)	SI Prior Status (2010)	CONCAT	SI Current Status (2011)
MET	MET	MET AYP	METMETMET AYP	MET AYP
MET	MET	SI 1	METMETS I 1	MET AYP
MET	MET	SI 2	METMETS I 2	MET AYP
MET	MET	CA 1	METMETCA 1	MET AYP
MET	MET	CA 2	METMETCA 2	MET AYP
MET	MET	RESTR	METMETRESTR	MET AYP
MISSED	MET	ALERT	MISSEDMETALERT	MET AYP
MISSED	MET	SI 1	MISSEDMETS I 1	SI 1
MISSED	MET	SI 2	MISSEDMETS I 2	SI 2
MISSED	MET	CA 1	MISSEDMETCA 1	CA 1
MISSED	MET	CA 2	MISSEDMETCA 2	CA 2
MISSED	MET	RESTR	MISSEDMETRESTR	RESTR
MET	MISSED	MET AYP	METMISSEDMET AYP	ALERT
MET	MISSED	SI 1	METMISSEDS I 1	S2
MET	MISSED	SI 2	METMISSEDS I 2	CA 1
MET	MISSED	CA 1	METMISSEDCA 1	CA 2
MET	MISSED	CA 2	METMISSEDCA 2	RESTR
MET	MISSED	RESTR	METMISSEDRESTR	RESTR
MISSED	MISSED	ALERT	MISSEDMISSEDALERT	SI 1
MISSED	MISSED	SI 1	MISSEDMISSEDS I 1	SI 2
MISSED	MISSED	SI 2	MISSEDMISSEDS I 2	CA 1
MISSED	MISSED	CA 1	MISSEDMISSEDCA 1	CA 2
MISSED	MISSED	CA 2	MISSEDMISSEDCA 2	RESTR
MISSED	MISSED	RESTR	MISSEDMISSEDRESTR	RESTR

1972-1973

Charles W. Murphy

Chairman



Mike Faith
Vice Chairman

Adele M. White
Secretary

**TRIBAL COUNCIL
(AT LARGE)**

Jesse "Jay" Taken Alive

Ronald C. Brownotter

Avis Little Eagle

Paul Archambault

Phyllis Young

Randal J. White Sr.

Sharon Two Bears
Cannonball District

Henry Harrison
Long Soldier District

Duane Claymore
Wakpala District

Frank A. White Bull
Kenel District

Errol D. Crow Ghost
Bear Soldier District

Milton Brown Otter
Rock Creek District

Frank Jamerson Jr.
Running Antelope District

Samuel B. Harrison
Porcupine District

November 19, 2012

Mr. Jack Edmo
Education Program Specialist
Bureau of Indian Education
Division of Performance and Accountability
Manuel Lujan, Jr., Indian Affairs Building
1011 Indian School Road NW
Suite 332
Albuquerque, NM 87104

Re: Letter of Support for Submittal of 21st Century After School Program Grant for Standing Rock Elementary School

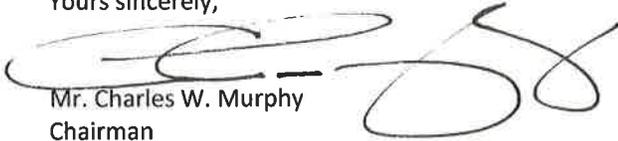
Dear Mr. Edmo:

This is a letter of support for Standing Rock Elementary Grant School who is submitting a proposal for a 21st Century Community Learning Center Grant. I believe there is a great need for the 21st Century After School Program for the community and school in Fort Yates and surrounding area for which the school serves. The school lacks funds to provide high quality programs to address the needs of the students which include providing high quality educational programs which will improve educational achievement, improve attendance, improve behavior, improve promotion (up to the next grade level) rates and improve graduation rates.

The 21st Century Community Learning Center Program will enable the Standing Rock Elementary Grant School to keep the children safe in before school, after school, and summer learning programs and providing academic enrichment, homework centers and tutors, and a broad array of cultural, developmental and recreational opportunities. In addition, lifelong learning activities and literacy educational programs will be made available for adult family members in the local school setting. The school will be able to establish before school, after school, and summer learning programs for students with high rates of juvenile crime, school violence, suicide, and drug abuse. The 21st Century Community Learning Center will provide safe, drug-free, supervised and cost-effective after school, weekend or summer havens for students and their families.

I strongly believe that the Standing Rock Elementary Grant School will fully comply with all grant regulations and all subsequent requirements as part of the grant award process. I highly recommend that the school receive highest consideration in the selection process. I can be reached at 701 854-8500 for any further comment. Thank you.

Yours sincerely,



Mr. Charles W. Murphy
Chairman
Standing Rock Sioux Tribe
Box D
Fort Yates, North Dakota 58538





Standing Rock

Community Grant School

Fully accredited by NCA

9189 Hwy. 24 • Fort Yates, ND 58538

Business Office: (701) 854-2142 • Fax: (701) 854-2145

November 19, 2012

To Whom It May Concern:

This letter will serve as a *Letter of Support* for the Standing Rock Elementary Grant School 21st Century grant application. Our tribally controlled grant school is currently operating with a grant from the State of North Dakota and believes it is time to discontinue that grant and operate under the umbrella of the BIE's program for consistency sake in funding and accountability.

It is my belief that this grant will provide much needed services to our students after school in preparing them to improve their achievement levels and also work to improve their test scores. We have the necessary staff and leadership to conduct an effective after school program and to work to improve the overall success of our students both academically and socially.

With the advent of the Common Core Standards movement it is my understanding that our students must be challenged in new ways as well as pushing our teaching staff to provide better instructional techniques.

I thank you for this opportunity to apply for such a grant that I know will have a significant impact on our teaching and learning for years to come.

Sincerely,

Mr. Mike Faith, Chairman
Standing Rock Community Grant School

Mission Statement

"Standing Rock Community School will provide students with opportunities to excel academically, physically, spiritually, and socially by expanding curriculum and activities, increasing community involvement, and integrating culture, and life skills in the school environment."



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Standing Rock Agency
P.O. BOX E
Fort Yates, ND 58538



IN REPLY REFER TO:

Standing Rock ELO

Dear 21st Century Grant Manager,

On behalf of Standing Rock Community Elementary School and our students I strongly support them in their application for the 21st Century Grant. As you may not know, many of our students on the Standing Rock Sioux Reservation come from very poor and challenged conditions. Our schools work tirelessly to try and diminish those circumstances in hopes of inspiring education and giving hope to each of our students. The 21st Century Grant would definitely help the school in leveling the playing field and supporting our students

Standing Rock Community Elementary School has been doing some great things to try and increase the academic achievement of their students and the 21st Century Grant would only infuse and build on that effort. The opportunity that the 21st Century Grant provides our students generates great excitement and enthusiasm for our students that is hard to match. It's these types of programs that can be an educational motivator to help our students create a knowledge base that would be lacking without this grant.

If I can answer any question or provide additional information, please do not hesitate to contact me.

Sincerely,

Robert Parisien
Education Line Officer
Standing Rock Agency
P.O. Box E
Ft. Yates, North Dakota 58538
701-854-3492
Robert.parisien@bie.edu



9299 Hwy 24
Fort Yates, ND 58538
(701) 854-8000

Science & Technology
Fax:
(701) 854-8197

McLaughlin Center:
504 Main St.
P.O. Box 613
McLaughlin, SD 57642
(605) 823-4318
Fax:
(605) 823-4982

Mobridge Center:
414 6th St. W.
Mobridge, SD 57601
(605) 845-5762

www.sittingbull.edu

January 7, 2013

LETTER OF SUPPORT

Please accept this letter of support for the Standing Rock Night Lights Program on the Standing Rock Reservation. This program allows Sitting Bull College Teacher Education Program students observation and collaboration experiences as well as an opportunity to work part-time in the program.

Our past and present college students have gained valuable knowledge in how to create instructional opportunities for diverse learners while fostering relationships with school colleagues, parents, and agencies in the community. In addition, the Night Lights Program has allowed our college students to use the cultural knowledge they have gained in Lakota/Dakota Language and History to cultivate and embrace culture while emphasizing a healthy lifestyle.

The Night Lights Programs at our area schools provide an excellent series of academic rigor and compelling life-long learning activities that are crucial to help our area children succeed. We fully support the Standing Rock Night Lights Program.

Sincerely,

Renee Froelich
Division of Education Chair
English Instructor