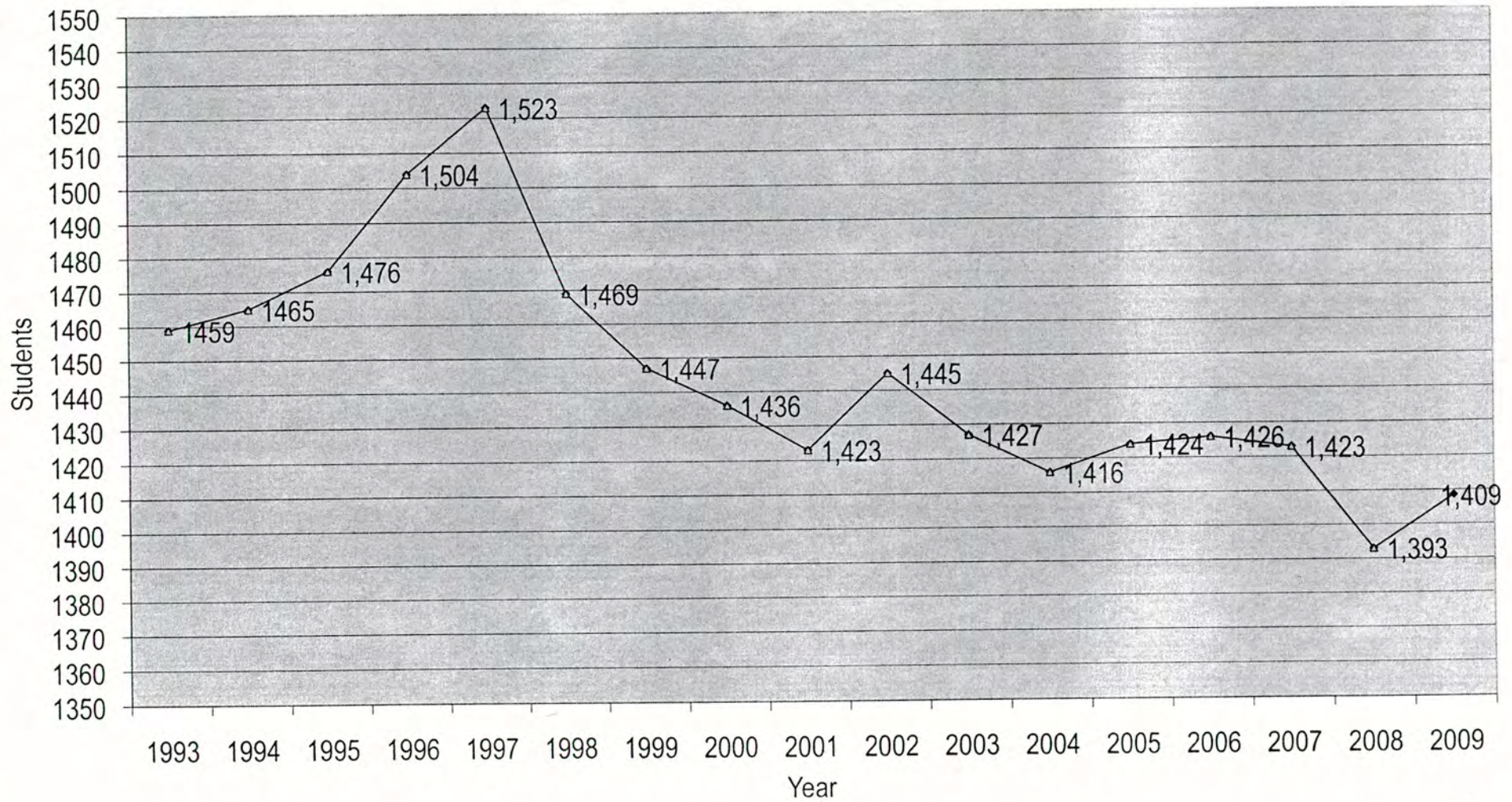


ADM OFFICIAL FALL ENROLLMENTS  
Resident Students Only





2009-10  
OFFICIAL ENROLLMENT

GRADE	RESIDENT	O.E. IN	SP. ED. IN	TOTAL	BY BLDG.	COMMENTS	SPECIAL ED. STUDENT NAMES
ECSE	6	0	0	6	0M/6AE		3 & 4-year old preschool with an IEP
Prekindergarten	26	0	0	26	0/26	0 OE in Sp Ed	
Kdg.	98	13	0	111	18/93	0 OE in Sp Ed	
1	80	21	0	101	9/92	0 OE in Sp Ed	
2	100	14	0	114	8/106	1 OE in Sp Ed	
3	107	7	0	114	15/99	0 OE in Sp Ed	
4	99	13	0	112	20/92	2 OE in Sp Ed	
5	98	9	0	107	21/86	1 OE in Sp Ed	
6	101	6	0	107	107	0 OE in Sp Ed	
7	119	14	0	133	133	3 OE in Sp Ed	
8	87	14	0	101	101	1 OE in Sp Ed	
9	81	17	0	98	98	4 OE in Sp Ed	
10	120	16	1	137	136	0 OE in Sp Ed	
11	99	8	3	110	110	1 OE in Sp Ed	
12	99	12	0	111	111	1 OE in Sp Ed	
Sub -Total I	1,320	164	4	1,488	Students sitting in our seats.		
STRIVE DMACC	1			1			
Iowa Lakes	1			1			
YOUTH AT RISK	3	0	0	3			
FOREIGN EXCHANGE STUDENT	0			0			
SUB-TOTAL II	1,325	164	4	1,493			
TUITION OUT (4)	4					Plus 2 OE	
OE OUT (80)	78.2					Includes 2 Sp. Ed. 2 CPI dual enrolled	
DUAL ENROLLMENT (14)	1.3	0.1		1.4		1 (OE)	
GRAND TOTAL	1,408.5	164.1	4.0	1,494.4			
	Students we receive funding for.	Includes 14 Sp Ed	Plus 14 OE				165 students OE into ADM but 1 is home school
CPI (45)	42	3	0	45.0			



# **ADM FOOD SERVICE 2009-2010**

## **BUILDINGS**

### **PRODUCTION KITCHENS**

- HIGH SCHOOL - 250
- ADEL ELEMENTARY - 250
- MINBURN ELEMENTARY - 80

### **SATELLITE KITCHENS**

- 8-9 MIDDLE SCHOOL - 175
- 6-7 MIDDLE SCHOOL - 200
- DESOTO INTERMEDIATE - 250

**LUNCH AVERAGE DAILY %**

HIGH SCHOOL	73%
8-9 MIDDLE	89%
6-7 MIDDLE	85%
DESOTO	85%
ADEL ELEM	82%
MINBURN	90%

**STAFF**

21 TOTAL STAFF  
3 SUBSTITUTES  
2 TO 8 HOURS - DAILY  
24 HOURS ADMINISTRATIVE AND  
CLERICAL - DAILY  
74 HOURS FOOD PREPARATION,  
SERVING AND CLEAN UP - DAILY



## **FUNDING**

### **CASH RECEIPTS**

2008-2009 \$507,200 72%

### **FEDERAL AND STATE REIMBURSEMENT**

2008-2009 \$174,600 24%

- (\$167,350 FEDERAL)
- (\$7,250 STATE)

### **OTHER**

2008-2009 \$19,700 2%

- FOOTBALL AND CROSS COUNTRY MEALS
- DAYCARE SNACKS
- KDGTN AND PRESCHOOL SNACKS
- CATERING - MEETINGS
- BUILDING LOUNGE SUPPLIES
- REBATES
- INTEREST

## **COMMODITIES INCLUDING NET OFF INVOICE**

OCTOBER 2008 REIMBURSEMENT DATA

AVERAGE DAILY PARTICIATION 1128 X

180 DAYS X USDA RATE .1950 = \$39,592.80

(NET OFF INVOICE \$6000)

(CHICKEN AND CHEESE)

PROCESSING FEES, STORAGE AND DELIVERY  
FOR COMMODITIES \$12,175

## CASH RECEIPTS

- ADULT LUNCH  
\$3.00
- 6-12 LUNCH  
\$2.50
- K-5 LUNCH  
\$2.40
- BREAKFAST  
\$1.50
- MILK \$.35

### REDUCED PRICES

- LUNCH \$.40
- BREAKFAST \$.30

### ALA CARTE ITEMS

- 10% RECEIPTS
- SECONDS
- TIGER BAR/CART
- EXTRA MILK

## FREE AND REDUCED

### INDIVIDUALS FROM APPLICATIONS

- 225 FREE
- 110 REDUCED

30 DAY CARRY  
OVER FROM  
PREVIOUS YEAR  
22% CURRENTLY

### VERIFICATION

- 3 %
- ANNUAL REPORT



## REIMBURSEMENT

### LUNCH

ADULTS - NONE

STUDENT FREE

FEDERAL \$2.68

STATE \$0.04

STUDENT REDUCED

FEDERAL \$2.28

STATE \$0.04

STUDENT PAID

FEDERAL \$0.25

STATE \$0.04

### BREAKFAST

ADULT - NONE

STUDENT FREE

FEDERAL \$1.46

STATE \$0.03

STUDENT REDUCED

FEDERAL \$1.16

STATE \$0.03

STUDENT PAID

FEDERAL \$0.26

STATE \$0.03

## EXPENSES

2008-2009

**TOTAL \$655,572**

FOOD \$262,744 40%

SALARY AND BENEFITS

\$328,440 50%

OTHER \$64,390 10%

NON FOOD SUPPLIES

EQUIPMENT REPAIR

UTILITIES \$20,000



## MENU PLANNING TRADITIONAL FOOD BASED

COMPONENT	K-3	4-12
MILK	8 oz	8 oz
MEAT	1.5 oz	2 oz
FRUIT AND/OR	1/2 cup	3/4 cup
VEGETABLE -2	(3/4 cup	1 CUP) ADM
GRAINS/BREADS	8 week	8-10 week
OFFER VS. SERVE GRADES 3-12		
MUST HAVE 3 OF THE 5 COMPONENTS		

## MENU PLANNING

### CYCLE MENU

- VARIETY, TEXTURE, COLOR
- TRANSPORTING, COOKING, SERVING
- WHOLE GRAINS
  - BREAD, PASTA, RICE
- FRESH FRUITS & VEGGIES
- 1% AND SKIM MILK
- SODIUM CONTENT
  - NO ADDED SALT
  - LOWER SODIUM PRODUCTS



# FOOD PURCHASING

## MILK AND BREAD

- ANNUAL BIDS
- FOOD AND NON FOOD ITEMS
- MARTIN BROS. (IEC COOP)
- HAWKEYE FOODS

ADM SCHOOL DISTRICT														
Page 1 Nov 9, 2009 thru Nov 13, 2009 Spreadsheet - Portion Values ADM Middle-High School														
Oct 29, 2009														
Portion	Plan	mg	mg	g	mg	mg	g	g	g	g	g	g	g	g
Size	Qty	Chocet	Sodium	Flav	Iron	Calcium	VEA	VEA	VEA	VEA	VEA	VEA	VEA	VEA
Mon - 11/09/2009														
ADM Middle-High School	1600	275	294	54	518	1.20	1.73	24.0	0	0	0.00	18.80	9.60	18.30
CHICKEN NUGGETS****	SERVING	275	80	0	32	4.00	0.75	22.6	2992	385	2.91	2.60	11.31	9.14
MIXED VEGETABLES	1/2 CUP	275	56	0	18	2.18	1.98	0.0	0	0	2.92	9.00	25.58	0.00
APPLE SAUCE Nugget	1/2 cup	200	56	0	0	3.14	0.15	52.4	255	28	69.88	1.23	15.30	0.16
ORANGES	1 EACH	75	102	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BIGCUT	1	275	180	5	590	0.80	1.10	48.4	146	30	0.00	5.00	19.00	9.00
JELLY	1 TBSP	200	51	0	0	0.19	0.04	1.3	1	0	3.17	0.03	13.29	0.00
BARBECUE SAUCE	2 TBSP	200	48	0	309	0.80	0.35	10.0	32	4.00	0.45	12.45	0.10	0.10
RANCH DRESSING LOW-CAL CO	2TBS (28 GRAMS)	75	70	15	150	0.00	0.00	0.0	0	0	0.00	0.00	7.00	0.00
Milk, Var AE HS	1 EACH	275	123	4	163	0.91	0.97	301.8	600	500	1.78	8.58	20.43	0.93
Weighted Daily Average		305	67	1872	9.18	6.58	417.7	4811	960	28.93	23.06	102.13	28.58	7.00
% of Calories											16.7%	50.7%	31.9%	7.8%
Tue - 11/10/2009														
ADM Middle-High School	Total	275	302	0	750	1.00	1.08	62.0	0	0	0.00	9.50	22.10	18.50
HOT DOG ON BUN	1 EACH	275	31	0	180	0.45	0.40	9.0	30	7	0.00	0.50	4.05	1.13
CONY SAUCE	1 OZ	175	31	0	115	2.30	0.89	20.0	350	70	3.48	1.94	31.75	7.57
POTATO WEDGES FRZ CKD HS	1/2 CUP	275	127	0	44	2.13	1.78	13.9	0	0	19.06	4.18	30.77	0.08
APPLES****	1 EACH	100	72	0	1	3.31	0.17	8.3	75	7	8.35	0.36	19.06	0.23
PEARS****	1/2 CUP	175	80	0	5	2.00	0.36	0.0	0	0	1.20	0.00	20.00	0.00
CARNIVAL COOKIE 1 OZ	ITEM	275	120	5	110	0.00	0.36	0.0	260	40	0.00	1.00	18.00	5.00
Milk, Var AE HS	1 EACH	275	123	4	163	0.91	0.97	301.8	500	500	1.78	8.58	20.43	0.93
KETCHUP individual	PC packet	275	6	0	67	0.02	0.03	1.1	56	6	0.01	0.10	1.51	0.02
MUSTARD individual PC	PC packet	80	4	0	65	0.06	0.11	4.6	0	0	0.00	0.36	0.34	0.01
Weighted Daily Average		786	9	1270	6.43	4.09	385.9	800	533	20.74	24.11	118.11	25.27	3.25
% of Calories											12.3%	58.6%	28.9%	8.7%
Wed - 11/11/2009														
ADM Middle-High School	Total	275	430	75	640	2.00	2.52	80.0	130	20	0.00	10.00	37.00	7.00
TEGEPLOW	1 EACH	275	99	0	72	0.32	0.30	0.0	37	7	3.30	2.75	19.24	1.73
CORN FROZEN NIS	1/2 CUP	275	206	0	115	2.30	0.89	20.0	350	70	3.48	1.94	31.75	7.57
APPLE CRISP	PC packet	200	9	0	67	0.02	0.03	1.1	56	6	0.01	0.10	1.51	0.02
KETCHUP individual	PC packet	75	4	0	69	0.06	0.11	4.6	0	0	0.00	0.36	0.34	0.01
MUSTARD individual PC	PC packet	275	123	4	163	0.91	0.97	301.8	500	500	1.78	8.58	20.43	0.93
Milk, Var AE HS	1 EACH	275	123	4	163	0.91	0.97	301.8	500	500	1.78	8.58	20.43	0.93
Weighted Daily Average		658	79	1056	5.75	4.30	409.7	1027	802	8.23	25.42	109.02	35.40	6.12
% of Calories											13.7%	51.1%	37.1%	9.6%



ADM SCHOOL DISTRICT																			
Page 2																			
Nov 9, 2009 thru Nov 13, 2009 Spreadsheet - Portion Values																			
ADM Middle/High School																			
Portion	Plan	Calcs	mg	mg	g	mg	mg	mg	mg	mg	mg	mg	mg	mg	mg	mg	mg	mg	mg
Size	Qty		Chol	Iron	Carb	Protein	Calc	Fat	Fiber	Water	Calcs	Chol	Iron	Carb	Protein	Calc	Fat	Fiber	Water
Thru 11/12/2009																			
ADM Middle/High School	Total	275																	
RAVENDLE***	1 CUP	275	215	20	754	3.92	1.78	18.8	580	193	0.00	7.84	53.14	7.84	3.94	10.00			
CARROTS / BABY	1/2 CUP	275	41	2	32	2.73	0.00	21.3	1441	286	0.40	1.07	2.91	0.00	3.00	10.00			
BANANAS	1 EACH	200	150	0	2	4.37	0.44	3.4	168	13	14.82	1.83	38.17	0.55	3.19	10.00			
PINEAPPLE***	1/2 CUP	75	72	0	10	1.03	0.27	0.0	0	0	12.29	0.54	17.55	0.30	2.00	10.00			
BREAD STICK	1 EACH	275	111	0	177	0.99	1.26	5.2	0	0	1.82	2.73	31.62	1.19	3.23	10.00			
Mix. Var. AE HS	1 EACH	275	123	4	163	0.91	0.90	10.9	500	500	1.74	8.58	20.43	0.63	3.18	10.00			
Weighted Daily Average			673	23	1160	10.34	4.26	354.0	2099	994	24.02	21.71	127.49	10.06	3.73	10.00			
% of Calories												12.9%	73.2%	12.4%	5.4%	0.0%			
Thru 11/13/2009																			
ADM Middle/High School	Total	275																	
NACHOS WITH GROUND BEEF	1/3 CUP	275	419	57	553	1.78	1.88	198.3	346	32	2.69	17.98	28.61	24.62	9.21	10.00			
GREEN BEANS	1/2 CUP	275	14	2	118	1.35	2.64	18.4	247	49	3.05	0.85	3.16	2.07	2.01	10.00			
APPLES***	1 EACH	150	72	0	1	3.31	3.17	8.3	75	7	4.33	0.36	19.36	0.23	2.94	10.00			
PEACHES***	1/2 CUP	175	70	3	10	1.00	0.00	0.0	360	80	1.20	1.00	17.20	0.00	0.00	10.00			
Texas Toast - High School	1 EACH	275	180	0	323	0.00	1.57	23.2	202	40	0.00	3.48	27.37	8.20	0.81	10.00			
Mix. Var. AE HS	1 EACH	275	123	4	163	0.91	0.90	10.9	500	500	1.74	8.58	20.43	0.63	3.18	10.00			
Weighted Daily Average			267	52	1364	5.47	5.05	344.9	71.14	712	10.57	37.68	18.34	31.80	10.17	0.00			
% of Calories												15.2%	48.6%	29.2%	11.9%	0.0%			
Weighted Average																			
			787	57	1364	7.55	4.38	421.2	2231	705	19.64	26.11	170.48	26.33	6.71	10.00			
												14.3%	50.2%	30.0%	7.7%	0.0%			
Nutrient																			
Menu Avg																			
Calories	787																		
Cholesterol (mg)	47																		
Sodium (mg)	1334																		
Fiber (g)	7.55																		
Iron (mg)	4.38																		
Calcium (mg)	421.2																		
Vitamin A (IU)	2231																		
Vitamin A (RE)	785																		
Vitamin C (mg)	19.64																		
Protein (g)	26.11	14.28%																	
Carbohydrate (g)	110.48	56.10%																	
Total Fat (g)	26.23	30.00%																	
Saturated Fat (g)	5.71	7.98%																	
Trans Fat (g)	0.00	0.00%																	

## DAILY FOOD RECORDS

### PRODUCTION RECORDS

AMOUNT OF FOOD TO PREPARE

- STANDARDIZED RECIPES
- CN LABELED PRODUCTS

### TRANSPORT RECORDS

- AMOUNTS TO SEND TO EACH TRANSPORT SITE
- RETURNED AMOUNTS FROM EACH SITE

### HACCP RECORDS

HAZARD ANALYSIS & CRITICAL CONTROL POINTS

- COOLER AND FREEZER TEMPERATURES
- FOOD TEMPERATURES - PREPARATION AND SERVING



## **DAILY FINANCIAL RECORDS**

### **RODLAN SCHOOL LUNCH MAC**

- DEPOSIT REPORTS
- BREAKFAST REPORTS
- LUNCH REPORTS

### **DAILY DISTRICT TOTALS**

- COMPILES DAILY DATA FOR DISTRICT
- USED FOR MONTHLY REIMBURSEMENT

### **PAY SCHOOL REPORTS**

- AFTER 10AM AND AFTER 1PM EACH DAY

## **CHECKS AND BALANCES**

### **FREE AND REDUCED RECORDS**

- GRETCHEN AND LIZ

### **EXPENSES**

- LIZ - CHECK AND OK BILLS
- MONICA - PAYS BILLS

### **RECEIPTS AND EXPENSES**

- LIZ - MONTHLY RECEIPTS AND EXPENSES
- SUZANNE - MONTHLY RECEIPTS REPORT
- SHIRLEY - BANK RECONCILIATION, ETC.

### **TIME CARDS**

- LIZ AND BUSINESS OFFICE



## **INSPECTIONS**

### **HEALTH INSPECTIONS**

- TWICE ANUALLY
- FOOD TEMPERATURES
- EQUIPMENT TEMPERATURES
  - DISHWASHERS
  - COOLERS AND FREEZERS
- CLEANLINESS OF FACITLTY AND STAFF

## **ENVIRONMENTAL ISSUES**

### **RECYCLING**

- CARDBOARD
- METAL CANS
- PLASTIC

### **DISPOSABLE TRAYS AND SILVERWARE**

- DESOTO AND 6-7 MIDDLE SCHOOL
- SANITATION ISSUES
- TRANSPORT ISSUES
- STAFFING ISSUES
  - \$3750 DISPOSABLES VS \$5400 LABOR
- LESS CHEMICALS



## STATE REVIEWS

EVERY FOUR YEARS-TWO DAY REVIEW  
EVERYTHING CHECKED!!!!!!!!!!!!

- FREE AND REDUCED APPLICATIONS
- MENUS - **FOOD COMPONENTS**
- STANDARDIZED RECIPES
- CN LABELS ON FILE
- PRODUCTION RECORDS
- HACCP RECORDS
- NUTRITIONAL ANALYSIS - **NUTRIENT COMPONENTS**
- DAILY LUNCH AND BREAKFAST COUNTS



## **ADM High School**

**Graduation Rate**  
**Credit Requirements**  
**Honors Diploma**

**Recommendations**

## **Graduation Rate**

- Adel DeSoto Minburn High School accepts DMACC Adult Education credits, counting those credits towards the ADM Level 2 Diploma. This change would begin with the students currently enrolled in the DMACC program.
- Questions?



## **Credit Requirements**

- Increase graduation requirements from 44 to 46 credits, reducing the number of allowable failures from four to two. This would be in place for next years incoming Freshman, class of 2014.
- Questions?

## **Honors Diploma**

- Create an Honors Diploma option for students who meet the following criteria:
  - 52 credits
  - Required Courses:
    - Physics
    - British Literature and American Literature
    - 4<sup>th</sup> year of Math
    - 3 years of Foreign Language
  - Grade Point Average of a 3.5
- Questions?



# Introduction to Professional Learning Communities

*Adapted with permission from Learning by Doing (DuFour, DuFour, Eaker, & Many, 2006, pp. 2–5)*

Public school educators in the United States are now required to do something they have never before been asked to accomplish: Ensure high levels of learning for all students. If educators are to make significant progress in meeting this challenge, they must first recognize that the institutions in which they work were not designed to accomplish the task of learning for all. They must then acknowledge the need to make fundamental changes in both the practices of their schools and the assumptions that drive those practices. The most promising strategy for meeting this challenge is developing the capacity of school personnel to function as a professional learning community (PLC).

## What Is a Professional Learning Community?

The term *professional learning community* has become commonplace; it has been used to describe virtually any loose coupling of individuals who share a common interest in education. This lack of clarity can be an obstacle to implementing PLC concepts. First and foremost, PLCs are focused and committed to the learning of each student. Second, they are composed of teams whose members work interdependently to achieve common goals—thus creating a culture of collaboration. This collaboration involves collective inquiry into best practice and current reality and an action orientation. Lastly, PLCs share a results orientation with a commitment to continuous improvement.

## A Focus on Learning

The very essence of a *learning* community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, adults in the organization must also be continually learning. Therefore, structures are created to ensure all members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate





as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

## A Collaborative Culture With a Focus on Learning for All

A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

## Collective Inquiry Into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality—including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school. Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a *professional* learning community are expected to work and learn together.

## Action Orientation

Members of PLCs are action oriented: They move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action.

Members of PLCs recognize that learning by doing develops a deeper and more profound knowledge and greater commitment than learning by reading, listening, planning, or thinking. Traditional schools have developed a variety of strategies to resist taking meaningful action, preferring the comfort of the familiar. Professional learning communities recognize that until members of the organization “do” differently, there





is no reason to anticipate different results. They avoid paralysis by analysis and overcome inertia with action.

## A Commitment to Continuous Improvement

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

The goal is not simply to learn a new strategy, but instead to create conditions for perpetual learning—an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business, *forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

## Results Orientation

Finally, members of a PLC realize that all of their efforts in these areas—a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement—must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues conclude in *The Fifth Discipline: The Art and Practice of the Learning Organization* (1994), “The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results” (p. 44).

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.





## ITBS Preparation Interventions

Third Grade	Fourth Grade	Fifth Grade
<p>Procedural Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• Calculator use</li> <li>• Scratch paper with a purpose</li> <li>• Process of elimination</li> <li>• Is the extra information needed</li> <li>• Checking work</li> <li>• Using timers for math facts with fluency</li> <li>• Multi-step story problems</li> <li>• stamina- not getting hung up on difficult problems</li> </ul>	<p>Procedural Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• How to use a calculator</li> <li>• Using scratch paper with a purpose</li> <li>• How to read and solve story problems (step-by-step)</li> <li>• eliminate answers that don't make sense</li> <li>• Timed test of facts</li> <li>• Looking for key words in problems</li> <li>• Check work- think the answer over</li> </ul>	<p>Procedural Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• Instruction on calculator use</li> <li>• Scratch paper- how it is purposeful</li> <li>• Step-by-step with story problem reading</li> <li>• Process of elimination- weeding out answers</li> <li>• Stamina</li> <li>• Skim/scan for key words</li> <li>• Ask if it's a sensible answer/does it go with what the problem is asking</li> </ul>
<p>Instructional Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• Calculator unit at beginning of year with use throughout the year</li> <li>• Graphing unit earlier and repeated</li> <li>• Scale understanding on graphs</li> <li>• Measurement tools throughout the year</li> <li>• new DOM with bubbles</li> <li>• Timed DOM once in awhile</li> <li>• Multi-step problems</li> <li>• Recording with calculators</li> <li>• Key words</li> <li>• Visual exposure to new concepts (<math>\frac{1}{2} + \frac{1}{2} = 1</math>)</li> <li>• Multi-step problems- how to read and organize</li> <li>• Adding an estimation unit and weaving throughout the year</li> </ul>	<p>Instructional Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• Vocabulary (numerals, congruent, parallel...)</li> <li>• Solving problem- step-by-step</li> <li>• Spiraling curriculum thought DOM or warm-up</li> <li>• Looking for key words in problems</li> <li>• Calculator use/instruction</li> </ul>	<p>Instructional Interventions: <u>Math</u></p> <ul style="list-style-type: none"> <li>• Daily problem solving/ Word problem of the day</li> <li>• Math vocabulary instruction</li> <li>• Estimation not just the first unit</li> <li>• Introduce thinking process- organizing thoughts</li> </ul>



<p>Procedural Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Reading questions first</li> <li>• bubble practice</li> <li>• Key words/synonyms- author's aim=purpose, selection=passage</li> <li>• Timed practice</li> <li>• skip and move on</li> <li>• match test number to the bubble</li> <li>• use index card for tracking</li> <li>• daily/2-3 times a week practice</li> <li>• practice with separate bubble sheet</li> </ul>	<p>Procedural Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read questions first, then the passage</li> <li>• Filling out bubbles</li> <li>• Timed reading sections for practice</li> <li>• eliminating answers</li> <li>• Daily/2-3 times a week practice</li> </ul>	<p>Procedural Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Practice bubble filling</li> <li>• Read questions first</li> <li>• Find answers in the text</li> <li>• Give students a time limit to practice sections of reading</li> <li>• eliminating answers</li> </ul>
<p>Instructional Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Testing vocabulary- author's aim...</li> <li>• How to eliminate wrong answers</li> <li>• Reading questions, then passage</li> <li>• Teacher "right there" questions</li> <li>• Timed practice</li> </ul>	<p>Instructional Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Practice "right there" questions</li> <li>• Vocabulary instruction</li> <li>• Reading questions first, then passage</li> <li>• Finding the main idea of non-fiction</li> </ul>	<p>Instructional Interventions: <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Skim/Scan for key words/phrases</li> <li>• Practice consistently throughout the year</li> <li>• Eliminating off the wall answers</li> <li>• Vocabulary instruction</li> <li>• read through questions prior to reading passage</li> <li>• not all questions are inferred</li> </ul>



**Data Day 2/October 16 - What is your plan**  
**After reviewing the "Item Analysis" data from May 13**  
**Please complete the following reflection and turn into your building**  
**principal prior to the end of the day**

1. Review the following data collected from our May 13<sup>th</sup> data day:
  - Items that you felt your students should know
  - Actual item analysis results (percent correct)
  - Concepts of concern (below the suggested percent)
  
2. Are the concepts of concern due to:
  - What we teach?
  
  
  - When we teach it?
  
  
  - How we teach it?
  
3. What is your 09-10 plan for the concepts you were surprised that students in your content area didn't do better on?
  
  
  
  
  
  
  
  
  
  
4. How are you going to implement your plan?

## **Item Analysis – What we did on May 13<sup>th</sup> and reviewed on October 16<sup>th</sup>**

- Is this an item our students should “get” based on our Curriculum & Instruction?
- How many of our students “got it”?
- Is that good enough? If not, this concept is an area of concern!

## **Benefits of the reviewing the Item Analysis**

- Focus on important content - easier to dismiss irrelevant or too-difficult items
- Better link with Curriculum and Instruction
- The aim is success for all

## **Make a plan - ADM 8-9 Middle School individual plans for staff members following a second look at the “Item Analysis” data from the 2008 ADM ITED/ITBS testing results**

8<sup>th</sup> Math - Moving graphing chapter before the fourth quarter; put higher level (Bloom’s Tax) questions on tests; and put additional challenge problems similar to ITBS on tests and/or Dares.

9<sup>th</sup> Math – Review teaching strategies; more challenge/TEST prep questions in daily assignments; and set-up morning times for review sessions before ITED testing.

8<sup>th</sup> Science –Students participating in “lab” activities and “hands-on” teaching methods. Basics must be understood in both math and science before students can progress to the next level. Having more involvement by the exceptional learner as a coach and mentor could perhaps bring about greater learning.

9<sup>th</sup> Science – Utilize reading strategies to help emphasize scientific methods; discuss lab experiments more thoroughly and encourage students to think more critically; and review scientific processes on a regular basis.

8<sup>th</sup> Social Studies – I will be sure to present materials using various/differing vocabulary/questioning/discussion. Review material throughout the year through unit reviews and semester test.

9<sup>th</sup> Social Studies – Identify graphs, charts, and short texts that apply to the current curriculum. Develop and implement “mini-lessons” that can increase student skills.

8<sup>th</sup> Writing – Use item analysis when planning for “Daily Oral Language” and/or “mini-lessons.” Consider areas of concern when writing “Essential Learnings” for units addressed throughout the school year.

8<sup>th</sup> Reading – I will move certain lessons around this year to touch on the basics and certain problem areas. Goal areas will be focused on “more” and will be used throughout the year to keep fresh in mind. Hit on the following strategies more: analyzing style, understand “stated” information, inferring, and drawing conclusions. Make these strategies part of the “Essential Learnings” throughout the year (multiple units).

9<sup>th</sup> Writing/Reading – Adjustment of timing/sequence in school year to cover materials prior to January ITED testing. Changes in curriculum/instruction: addition of reading skills and vocabulary development – direct instruction of prefixes, suffixes, origin, roots, etc. Addition of greater variety of vocabulary strategies found in literature – vocabulary squares, context, etc.





# CLASS ITEM ANALYSIS<sup>®</sup> Iowa Tests of Basic Skills<sup>®</sup> (I-TBS<sup>®</sup>)

Class: 8th Grade  
Building: Adm 69 Iddle School  
System: Adel Desoto Minburn 110-0027

Form/Level: B/ 14  
Test Date: 03/20/  
Norms: Spring  
Order No.: 000357705  
Page: 6  
Grade: 8

Concepts & Estimation (con't)							Difference (Class - Iowa) (+/- 5% are suppressed)					
Item No	Number Tested = 96	N = Item Count	96 Class %C	96 Bldg %C	96 Sys. %C	96 Iowa %C	Diff.	-20	-10	0	+10	+20
<b>Estimation</b>		12	61	61	61	52	9					
40	Use standard rounding		76	76	76	66	10					
49	Use standard rounding		59	59	59	41	18					
38	Use order of magnitude		74	74	74	66	8					
41	Use order of magnitude		76	76	76	62	14					
45	Use order of magnitude		80	80	80	57	23					
39	Use number sense		60	60	60	42	18					
42	Use number sense		76	76	76	72						
43	Use number sense		50	50	50	48						
44	Use number sense		55	55	55	41	14					
46	Use number sense		40	40	40	35						
47	Use number sense		41	41	41	48	-7					
48	Use number sense		50	50	50	48						

Prob. Solv. & Data Interp.							Difference (Class - Iowa) (+/- 5% are suppressed)						
Item No.	Count	%C	96 Class %C	96 Bldg. %C	96 Sys. %C	96 Iowa %C	Diff.	-20	-10	0	+10	+20	
Number Tested = 96													
<b>Problem Solving</b>							19	67	67	67	60	7	
<b>Single-step</b>							3	80	80	80	72	8	
5	Single-step					90	90	90	94				
27	Single-step					74	74	74	58	16			
29	Single-step					76	76	76	65	11			
<b>Multiple-step</b>							10	69	69	69	63	6	
7	Multiple-step					96	96	96	93				
8	Multiple-step					69	69	69	79	-10			
13	Multiple-step					78	78	78	66	12			
14	Multiple-step					73	73	73	54	19			
16	Multiple-step					75	75	75	73				
24	Multiple-step					67	67	67	57	10			
26	Multiple-step					75	75	75	69	6			
28	Multiple-step					22	22	22	26				
30	Multiple-step					70	70	70	58	12			
31	Multiple-step					61	61	61	57				
<b>Approaches and Procedures</b>							6	58	58	58	49	9	
11	Identify insufficient information					71	71	71	64	7			
15	Identify insufficient information					60	60	60	56				
6	Choose solution methods					61	61	61	51	10			
20	Choose solution methods					60	60	60	41	19			
25	Choose solution methods					30	30	30	29				
32	Choose solution methods					66	66	66	52	14			
<b>Data Interpretation</b>							13	69	69	69	64		
<b>Read Amts/Compare Quantities</b>							5	88	88	88	83		
1	On the scales of line graphs					75	75	75	83	-8			
17	On the scales of line graphs					75	75	75	67	8			
18	To determine rank					78	78	78	72	6			
9	To determine differences					67	67	67	54	13			
22	To find ratios					43	43	43	41				
<b>Relationships &amp; Trends</b>							8	70	70	70	64	6	
2	To determine rates					77	77	77	80				
4	To determine rates					83	83	83	77	6			
10	To determine rates					72	72	72	66	6			
12	To identify trends					81	81	81	77				
3	To understand functional relationships					86	86	86	74	12			
23	To understand underlying relationships					47	47	47	31	16			
19	To draw conclusions					52	52	52	53				
21	To draw conclusions					61	61	61	54	7			

\*A plus sign (+) or a minus sign (-) in the Difference graph indicates that the bar extends beyond +/- 20.

%C = Percent Correct



# **Raw Score Equivalents for ITBS/ITED Proficiency Cut Points Form B**

Reading Comprehension				Fall		Mid Year		Spring	
Grade	Level	NPR	Number Possible	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score
3	9	41	37	171	17	176	19	180	21
4	10	41	41	186	19	190	20	194	22
5	11	41	43	198	21	202	23	207	25
6	12	41	45	211	25	215	27	218	28
7	13	41	48	222	25	226	26	229	27
8	14	41	52	233	27	236	28	239	29
9	15	41	44	243	22	246	22	249	23
10	16	41	44	251	23	254	24	256	25
11	17/18	41	44	259	21	262	22	263	22

The ITBS Math Total score is calculated as an average of the standard scores from Concepts/Estimation and Math Problems/Data Interpretation. If students achieve the minimum scores on both tests they will be above the 40th percentile on the Math Total. In reality, students could be higher on one test and lower on the other.

Math Concepts/Estimation ITBS				Fall		Mid Year		Spring	
Grade	Level	NPR	Number Possible	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score
3	9	41	31	171	15	176	16	181	17
4	10	41	36	186	16	191	17	195	19
5	11	41	40	200	21	204	22	208	23
6	12	41	43	212	23	216	25	220	26
7	13	41	46	223	22	228	23	231	24
8	14	41	49	235	20	239	21	242	21

Math Problems/Data Interpretation ITBS				Fall		Mid Year		Spring	
Grade	Level	NPR	Number Possible	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score
3	9	41	22	171	11	176	12	180	14
4	10	41	24	187	11	191	12	196	14
5	11	41	26	199	12	203	13	207	14
6	12	41	28	211	15	215	15	218	16
7	13	41	30	222	16	225	17	228	17
8	14	41	32	232	15	235	16	238	16

Math ITED				Fall		Mid Year		Spring	
Grade	Level	NPR	Number Possible	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score
9	15	41	40	243	15	246	16	249	16
10	16	41	40	252	15	254	15	257	16
11	17/18	41	40	259	12	261	13	263	13

Science				Fall		Mid Year		Spring	
Grade	Level	NPR	Number Possible	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score
3	9	41	30	171	13	175	14	180	16
4	10	41	34	187	15	190	16	194	17
5	11	41	37	199	16	203	17	207	18
6	12	41	39	210	18	215	20	219	21
7	13	41	41	222	19	226	20	230	21
8	14	41	43	233	18	237	19	240	20
9	15	41	48	243	18	247	19	250	19
10	16	41	48	253	19	255	19	258	20
11	17/18	41	48	260	17	262	18	264	18



## What do we want our students to learn?

### Essential Learnings

1. Promote ones job skills and talents in a interview.
2. **Explain differences between Latin and American work cultures**
3. **Identify appropriate social greetings.**

Spanish IV students worked in groups to create formal letters to be emailed to native speakers who work in the midwest. The native speakers are either college professors, or Spanish teachers who are working here in the United States with the Spanish Embassy Teacher Exchange program.

I attended the Iowa World Language Association Conference in October, and attended a current events session with the Spanish Embassy teachers, along with other sessions presented by various native speakers. I assigned each student group to a specific teacher to ask questions about the differences in the work places of Latin Countries and Spain. The students created their own questions, considered their audience, and made several revisions to their letters. I wrote an email to the teachers, explained the assignment, and asked if they would respond to the students' letters.

The responses are coming in and students feel very honored and special to have native speakers respond to their requests. They have added to their knowledge about international work places and also learned many contemporary greetings used in the letters. Even though we have new textbooks, they are learning that there are more contemporary ways of addressing a person in a formal letter. This assignment also helped students feel comfortable asking native speakers about their countries. They are learning that the information is out there and accessible to them if they know how to navigate and communicate.

The technology available in our current age is exciting. Students can "get global" in many ways, connect with native speakers, and learn "real" language usage skills.

The essential learning process is helping me change and get to those real skills that I want the students to leave with. It is a time consuming process, and I appreciate that we have time integrated into our professional development plan to identify the essential learnings.



Liberty Center,  
5 de noviembre de 2009

Estimados estudiantes:

Gracias por su misiva. Intentaré ayudarles tanto como me sea posible. Sin embargo, he de admitir que tristemente no sé demasiado sobre los hábitos y costumbres en Latinoamérica porque yo soy española. No obstante, he pedido a unas amigas, de México y Ecuador que amablemente contesten a vuestras preguntas. Tan pronto como me den las respuestas os las haré llegar.

Respecto a España decir que al ciudadano español no le gusta trabajar extra a no ser por gran necesidad. En general apreciamos mucho el tiempo libre, las vacaciones y el esparcimiento. Tener dos trabajos no es algo tan valorado como en los Estados Unidos. Últimamente, debido a la crisis mundial que también azota a mi país, las familias se han visto obligadas a trabajar más, pero, repito, no es parte de nuestra idiosincrasia. Esto no quiere decir que seamos perezosos, el español trabaja de media más horas que ningún otro europeo, pero valoramos en gran manera el tiempo libre.

Sobre el tiempo del almuerzo. En España todavía conviven dos tipos de horarios, el tradicional (también llamado joranda partida) y la jornada continua. El horario tradicional tiene más o menos esta estructura: se trabaja de 9:00AM a 2:00PM y de 5:00PM a 8:00 PM. Esta joranda partida permite que los trabajadores tengan 3 horas libres en la mitad del día para comer y dormir siesta o descansar. Un nuevo horario también se lleva a término en nuestro país, donde las personas trabajan de 8:00 a 3:00-4:00 y toman su almuerzo después de terminar la jornada laboral. En términos generales a los españoles les gusta tomarse su tiempo para el almuerzo. ¡25 minutos no es tiempo suficiente para una comida de verdad!

Respecto a la vestimenta y el arreglo, en España se le da mucha importancia. Es poco común encontrar códigos de vestimenta en las empresas, escuelas o negocios, pero, en general, la gente se gasta mucho dinero en su ropa y complementos. Tenemos un dicho popular que dice: "así como te vean te tratan"



Los horarios de trabajo varían, logicamente, como en todas partes dependiendo del tipo de actividad, pero a grandes rasgos se ajustan a lo dicho previamente, completando jornadas de, al menos, ocho horas.

Espero haber sido de ayuda.

Les saluda atentamente,

Minerva Hurtado







Miércoles, 04 de noviembre de 2009

Estimada Carrie,

Con mucho gusto contesto a sus preguntas sobre mi trabajo.

- ¿Qué puesto desempeña y cuál es su título?

Soy Asesor Técnico Docente de la Consejería de Educación de la Embajada de España

- ¿Cómo solicitó para su puesto?

Cada año hay un concurso público y se puede presentar cualquier persona que cumpla las condiciones: ser empleado del gobierno, tener un máster y experiencia como maestro.

- ¿Qué tipo de preguntas están en una solicitud español?

Para esta plaza es necesario superar un examen sobre leyes, organización del sistema educativo de España y temas relacionados con la educación en todo el mundo. Después se escribe un proyecto de trabajo sobre un tema relacionado con la educación. Por último hay una entrevista personal.

- ¿Cuál es un día típico del trabajo?

Es muy variado. Cuando estoy en la oficina trabajo de 8 a 5. Cuando viajo para visitar escuelas o universidades el día de trabajo es más largo, pero mucho más divertido.

- ¿Cuándo es la hora del almuerzo? ¿Cuántas horas lo tiene?

Normalmente entre las 12 y la 1 pero a veces me tomo un poco más de tiempo aunque después salga más tarde las 5. ¡Me gusta tomar mi tiempo para la comida, como en España!

Espero que mis respuestas sean útiles. Si le puedo ayudar en algo más, no dude en volver a escribirme.

Felicidades por su español. Es muy bueno.

Atentamente,

Adolfo Carbón

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## Budget Issues for FY 2010 and FY 2011

Larry Sigel

Iowa School Finance Information Services

### State Budget Condition

- K-12 education represents approximately 45% of the state General Fund and was largely left unimpacted in the current fiscal year, even though the remainder of state government received a 8.5% to 13% reduction for FY 2010.
- State Expenditures and American Recovery and Reinvestment Act (ARRA) funds - the state used \$680 million of one-time funds to make the FY 2010 budget work. In June the Legislative Services Agency (LSA) estimated the FY 2011 budget shortfall at \$993 million, which did not account for the more recent lagging revenues in the current fiscal year.
- Only approximately \$200 million (out of \$850 million originally allocated) of unobligated ARRA funds remain available for FY 2011, of which only \$25 million is required to be spent on education stabilization.
- State Revenues - General Fund revenues continue to decline relative to the Revenue Estimating Conference (REC) projections. The October 7, 2009 REC lowered state revenue estimate to a -8.4% (a reduction of 7% compared to the March 2009 estimate), combined with the use of one-time federal stimulus funds to balance the FY 2010 budget (approximately \$680 million) and other funding increases previously committed, means the budget shortfall could be in the range of \$1.2 to \$1.4 billion for FY 2011.
- The 10% Across the Board (ATB) cut ordered by Governor Culver on October 8, 2009, does very little to help with the FY 2011 budget situation. The \$227 million of state foundation aid cut to schools is not recurring so the state (barring any changes by the legislature) will have to come up with the \$227 million when planning for the FY 2011 budget. This is just one example - there are many others like it in state government (Medicaid for example).
- The REC will meet again in late November or early December to set the binding revenue estimate for the state. The REC is made of three members; the governor or the governor's designee, the director of the LSA, and a third member agreed to by the first two. They set the revenue estimate that must be followed by the governor and the general assembly in the preparation of their respective budgets. The December revenue estimate limits the governor's budget, however, if REC decreases the spring revenue estimate, the legislature and the governor are bound to abide by it.
- Even though this is an election year and a short legislative session (100 days), it is likely that many of the decisions will not be made until the figures are received from the spring REC.

### Impact on School Funding

- FY 2010: It is not out of the realm of possibility that there could be another ATB cut or selected deappropriations by the legislature once it convenes. If revenues continue to decline, there will have to be action to balance the state budget.
- FY 2011: The legislature set 2% Allowable Growth for FY 2011. However it is likely that this will be reduced. For planning purposes, 0% Allowable Growth (without full funding) seems likely. Changes to the new per pupil supplements in teacher salary, professional development and early intervention class size may mirror changes to allowable growth but it is unknown at this time how the legislature might consider these supplements.
- It is highly unlikely (perhaps impossible) that the Phase I cut will be rescinded by the state. It is possible that districts will apply and may receive spending authority from the School Budget Review Committee (SBRC).
- It is also highly likely that the state will eliminate the state share of the Instructional Support Levy - this is \$13 million statewide and was funded by federal SFSF funds in the FY 2010 budget.

### Contact Information

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Fiscal Year 2009, 2010, 2011

FY09

1. We underspent our budget - \$257,632
2. Cash Reserve Levy generated \$395,918

FY10 10% Cut

1. Comes with spending authority
2. Totals \$636,577
3. FY10 CRL \$480,000
4. Difference >\$156,577

5. Cash Reserves \$520,000

6. Short fall \$156,577

\$363,423 Cash Reserve we must carry forward to FY11

FY11 -Four Options (can be used in combination)

1. Keep Cash Reserve Levy in place
2. Make necessary cuts
3. Tax increases
4. Use reserves

FY09 Reduction-brought forward	\$114, 2111	
FY10 10% cut	\$636,577	Cover by underspending, CRL FY10, Use reserves
FY11 No Fed Stimulus (ATBC brought forward)	\$567,559	Reduce expenditures/personnel reductions



ADEL DESOTO MINBURN  
General Fund  
Financial Performance

	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP	GAAP
Financial Performance												
Total Revenues	8,412,481	8,808,435	8,838,174	9,169,445	9,281,105	9,847,565	10,101,037	10,497,685	11,088,524	11,824,264	12,752,463	13,329,795
Total Disbursements	8,473,504	8,656,215	8,496,054	9,047,096	9,372,695	9,833,728	10,226,522	10,946,455	11,417,808	11,972,183	12,521,411	12,614,190
Beginning Cash Balance	1,021,079	1,036,160	1,311,214	1,622,308	1,762,720	1,620,713*	1,614,545**	1,649,484	1,187,016	961,962	827,792	(449,250)
Ending Cash Balance 6/30	1,036,160	1,311,214	1,622,308	1,762,720	1,620,713*	1,614,545**	1,649,484	1,187,016	961,962	827,792	983,105	1,776,229
Ending Cash Balance 9/30	(110,367)	136,080	442,372	529,299	482,611	487,185	350,673	(89,557)	(409,519)	(613,257)	(449,250)	446,233
Total Fund Equity	201,522	353,742	695,862	818,211	726,621	740,458	614,973	166,203	(163,081)	(311,000)	(79,948)	635,657
Undesignated Fund, Unreserved Equity	182,906	301,931	625,271	780,990	677,059	677,658	547,800	114,549	(232,446)	(391,139)	(174,514)	520,172
Solvency Ratio	2.2%	3.4%	7.1%	8.5%	7.3%	6.9%	5.4%	1.1%	-1.5%	-3.3%	-1.4%	3.9%
ISCAP Solvency Ratio									-1.5%	-3.4%	-1.4%	4.0%
Unspent Balance	1,105,304	1,262,184	1,407,457	1,427,778	1,557,188	1,593,017	1,744,178	1,608,136	1,767,030	1,887,854	1,984,196	2,696,206

\*Loan to PPEL 85,100

\*\*Loan to PPEL 49,500



## Cash vs. Spending Authority

Without Cash Reserve Levy

Area	2009-10		Change	2010-11		
	Cash	Spending Authority		Cash	Spending Authority	
<b>Local Sources</b>				Very Preliminary Review		0.00%
Property Tax	3,945,626	3,945,626		3,966,121	3,966,121	0.00%
Cash Reserve Levy/Cash	0	0		0	0	0
Cash Reserve Levy/SBRC	480,069	0		0	0	0
Instructional Levy Income Surta	0	0		0	0	0
Mobile Home Tax	9,000	9,000	0.00%	9,000	9,000	0
Tuition from Individuals	25,700	25,700	0.00%	25,700	25,700	0
Tuition Spec. Ed./Not Open Enr	76,398	76,398	0.00%	76,398	76,398	0
Tuition Open Enrollment/Reg.	804,725	804,725	0.00%	804,725	804,725	0
Tuition Spec. Ed./Open Enrolled	184,058	184,058	0.00%	184,058	184,058	0
Interest on Investments	18,000	18,000	0.00%	18,000	18,000	0
Rents and Leases	30,000	30,000	0.00%	30,000	30,000	0.00%
Textbook Fees	60,000	60,000	0.00%	60,000	60,000	0.00%
Liaison Officer	24,083	24,083	0.00%	24,083	24,083	0.00%
Other Local Receipts	51,345	51,345	0.00%	51,345	51,345	0.00%
<b>State Sources</b>				Very Preliminary Review		0.00%
State Foundation Aid	5,415,128	5,415,128		6,078,244	6,078,244	0.00%
2008-09 Reduction Carryover	-85,017	0	0.00%	-85,017	0	0.00%
State Aid Reduction for federal ARRA Reduction	0	0		-572,808	0	0.00%
Juvenile Court Support	-33,936	0	0.00%	-33,936	0	0.00%
10% Across The Board Reductio	-623,470	0	0.00%	-623,470	0	0.00%
Inst. Levy State Aid	0	0	0.00%	0	0	0.00%
Special Ed. Deficit Funding	0	0	0.00%	0	0	2.00%
Teacher Mentoring	14,300	14,300	0.00%	14,300	14,300	0.00%
Teacher Comp./Basic	597,361	597,361		602,924	602,924	0.00%
Phase 2	112,222	112,222		113,268	113,268	0.00%
AEA Follow-through	522,020	522,020		522,020	522,020	0.00%
State Class Size Reduction	70,726	78,584		71,384	79,315	0
Transportation Non-public	6,000	6,000	0.00%	6,000	6,000	0.00%
State Vocational Aid	4,227	4,227	0.00%	4,227	4,227	0.00%
Prof Development	70,934	70,934		76,892	76,892	0.00%
Military Credit	2,300	2,300	0.00%	2,300	2,300	0.00%

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Federal Sources					Very Preliminary Review		0.00%
Title 1 (ARRA)	20,280	20,280		0.00%	20,280	20,280	0.00%
Part B Funds (ARRA) (SE)	76,544	76,544		0.00%	76,544	76,544	0.00%
State Foundation Aid (ARRA)	567,559	567,559	C	0.00%	0		0.00%
			S	0.00%		0	10.00%
Teacher Prof/Iowa Core (ARRA)	5,249	5,249	C	0.00%	0		0.00%
			S	0.00%		0	100.00%
Instructional Levy (ARRA)	47,827	47,827	C	0.00%	0		0.00%
			S	0.00%		0	0.00%
Title 1	73,378	73,378		0.00%	73,378	73,378	0.00%
Perkins Grant	10,046	10,046		0.00%	10,046	10,046	0.00%
Federal Class Size/Title II A	35,868	35,868		0.00%	35,868	35,868	0.00%
Title 4/SDFS (Drug Free)	2,877	2,877		0.00%	2,877	2,877	0.00%
Medicaid	30,000	30,000		0.00%	30,000	30,000	0.00%
Title 6/Assessment	9,555	9,555		0.00%	9,555	9,555	0
Part B Funds	69,983	69,983		0.00%	69,983	69,983	0
Total	12,730,965	13,001,177			11,754,289	13,077,452	0
Spending	12,800,686	12,800,686		2.00%	13,056,700	13,056,700	0.00%
2007-08 Special Ed Deficit (09-10)	0	0			0	0	
2008-09 Special Ed Deficit (09-10)	0		0.00%	0			
2008-09 Enrollment Growth (09-10)	0	0			0	0	
2009-10 Enrollment Growth (09-10)	0		0.00%	0			
2008-09 Other SBRC (09-10)	0	0			0	0	
2009-10 Other SBRC (10-11)	0				0		
2009-10 Other SBRC (09-10)	0	0		0.00%	0	0	
2010-11 Other SBRC (10-11)	0				0		
Net Change	-69,721	200,491			-1,302,410	20,752	

Tax Rates	Rate	Dollars	Change	Rate	Dollars
General Fund	14.67	4,426,422		12.89	3,966,121
Board Voted PPEL	0.33	108,297		0.33	110,463
Public Voted PPEL	0	0		0.00	0
Debt Service Tax Rate			% Increase		
Debt Service Tax Valuation	1.95	641,157	2.00%	1.95	652,733
328,172			334,735		
Debt Service Dollars Needed			652,733		
641,157					
Management Fund	1.50	451,868		1.50	461,622
Total	18.45	5,627,744.00		16.67	5,190,939.13



# Adel DeSoto Minburn CSD

## Cash vs. Spending Authority

With Cash Reserve Levy

Area	2009-10		Change	2010-11		
	Cash	Spending Authority		Cash	Spending Authority	
<b>Local Sources</b>				Very Preliminary Review		
Property Tax	3,945,626	3,945,626		3,966,121	3,966,121	0.00%
Cash Reserve Levy/Cash	0	0		0	0	0
Cash Reserve Levy/SBRC	480,069	0		550,000	0	0
Instructional Levy Income Surta	0	0		0	0	0
Mobile Home Tax	9,000	9,000	0.00%	9,000	9,000	0
Tuition from Individuals	25,700	25,700	0.00%	25,700	25,700	0
Tuition Spec. Ed./Not Open Enr	76,398	76,398	0.00%	76,398	76,398	0
Tuition Open Enrollment/Reg.	804,725	804,725	0.00%	804,725	804,725	0
Tuition Spec. Ed./Open Enrolled	184,058	184,058	0.00%	184,058	184,058	0
Interest on Investments	18,000	18,000	0.00%	18,000	18,000	0.00%
Rents and Leases	30,000	30,000	0.00%	30,000	30,000	0.00%
Textbook Fees	60,000	60,000	0.00%	60,000	60,000	0.00%
Liaison Officer	24,083	24,083	0.00%	24,083	24,083	0.00%
Other Local Receipts	51,345	51,345	0.00%	51,345	51,345	0.00%
<b>State Sources</b>				Very Preliminary Review		
State Foundation Aid	5,415,128	5,415,128		6,078,244	6,078,244	0.00%
2008-09 Reduction Carryover	-85,017	0	0.00%	-85,017	0	0.00%
State Aid Reduction for federal ARRA Reduction	0	0		-572,808	0	0.00%
Juvenile Court Support	-33,936	0	0.00%	-33,936	0	0.00%
10% Across The Board Reductio	-623,470	0	0.00%	-623,470	0	0.00%
Inst. Levy State Aid	0	0	0.00%	0	0	0.00%
Special Ed. Deficit Funding	0	0	0.00%	0	0	2.00%
Teacher Mentoring	14,300	14,300	0.00%	14,300	14,300	0.00%
Teacher Comp./Basic	597,361	597,361		602,924	602,924	0.00%
Phase 2	112,222	112,222		113,268	113,268	0.00%
AEA Follow-through	522,020	522,020		522,020	522,020	0.00%
State Class Size Reduction	70,726	78,584		71,384	79,315	0
Transportation Non-public	6,000	6,000	0.00%	6,000	6,000	0.00%
State Vocational Aid	4,227	4,227	0.00%	4,227	4,227	0.00%
Prof Development	70,934	70,934		76,892	76,892	0.00%
Military Credit	2,300	2,300	0.00%	2,300	2,300	0.00%



Federal Sources					Very Preliminary Review		0.00%
Title I (ARRA)	20,280	20,280		0.00%	20,280	20,280	0.00%
Part B Funds (ARRA) (SE)	76,544	76,544		0.00%	76,544	76,544	0.00%
State Foundation Aid (ARRA)	567,559	567,559	C	0.00%	0		0.00%
			S	0.00%		0	10.00%
Teacher Prof/Iowa Core (ARRA)	5,249	5,249	C	0.00%	0		0.00%
			S	0.00%		0	100.00%
Instructional Levy (ARRA)	47,827	47,827	C	0.00%	0		0.00%
			S	0.00%		0	0.00%
Title I	73,378	73,378		0.00%	73,378	73,378	0.00%
Perkins Grant	10,046	10,046		0.00%	10,046	10,046	0.00%
Federal Class Size/Title II A	35,868	35,868		0.00%	35,868	35,868	0.00%
Title 4/SDFS (Drug Free)	2,877	2,877		0.00%	2,877	2,877	0.00%
Medicaid	30,000	30,000		0.00%	30,000	30,000	0.00%
Title 6/Assessment	9,555	9,555		0.00%	9,555	9,555	550,000
Part B Funds	69,983	69,983		0.00%	69,983	69,983	0
Total	12,730,965	13,001,177			12,304,289	13,077,452	0
Spending	12,800,686	12,800,686		2.00%	13,056,700	13,056,700	0.00%
2007-08 Special Ed Deficit (09-10)	0	0			0	0	
2008-09 Special Ed Deficit (09-10)	0		0.00%	0			
2008-09 Enrollment Growth (09-10)	0	0			0	0	
2009-10 Enrollment Growth (09-10)	0		0.00%	0			
2008-09 Other SBRC (09-10)	0	0			0	0	
2009-10 Other SBRC (09-10)	0		0.00%	0			
2010-11 Enrollment Growth							
2008-09 Other SBRC (09-10)	0	0			0	0	
2009-10 Other SBRC (10-11)	0		0.00%	0			
2009-10 Other SBRC (09-10)	0						
2010-11 Other SBRC (10-11)	0						
Net Change	-69,721	200,491			-752,410	20,752	

Tax Rates			Change	Rate	Dollars
General Fund	14.67	4,426,422		14.67	4,516,121
Board Voted PPEL	0.33	108,297		0.33	110,463
Public Voted PPEL	0	0		0.00	0
Debt Service Tax Rate			% Increase		
Debt Service Tax Valuation	1.95	641,157	2.00%	1.95	652,733
328,172			334,735		
Debt Service Dollars Needed					
641,157			652,733		
Management Fund	1.50	451,868		1.50	461,622
Total	18.45	5,627,744.00		18.45	5,740,939.13