

ADMINISTRATOR CIVIC ACTIVITIES

The board encourages the administrators to be involved in the school district community by belonging to community organizations and by attending and participating in school district community activities.

It shall be the responsibility of the administrators to become involved in school district community activities and events. The board may include a lump sum amount as part of the administrator's compensation to be used specifically for paying the annual fees of the administrator for school district community activities and events if, in the board's judgment, the administrator's participation will further the public purpose of promoting and deriving support of the school district and public education in general. It shall be within the discretion of the board to pay annual fees for professional organizations and activities.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

ADMINISTRATOR CONSULTING/OUTSIDE EMPLOYMENT

An administrative position is considered fulltime employment. The board expects administrators to give the responsibilities of their positions in the school district precedence over other employment. An administrator may accept consulting or outside employment for pay as long as, in the judgment of the board and the superintendent, the work is conducted on the administrator's personal time and it does not interfere with the performance of the administrative duties contracted by the board.

The board reserves the right, however, to request the administrator cease the outside employment as a condition of continued employment. The board shall give the administrator thirty (30) days notice to cease outside employment.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

REDUCTION IN ADMINISTRATIVE POSITIONS

The board shall have the discretion to determine the appropriate number of administrative personnel.

When considering a reduction in administrative personnel, the board shall consider the number of students to be enrolled, the condition of the facilities, the economic condition of the school district, the reassignment of duties among other administrative personnel, and other factors deemed relevant by the board.

The board shall consider the relative skills, ability, competence, experience, effectiveness, and qualifications of the administrators to do the available work, as well as other factors deemed relevant by the board in making reductions of administrative personnel.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

DEVELOPMENT AND ENFORCEMENT OF ADMINISTRATIVE REGULATIONS

Administrative regulations may be necessary to implement board policy. It shall be the responsibility of the superintendent to develop administrative regulations.

In developing the administrative regulations, the superintendent may consult with the administrators or others likely to be affected by the regulations. Once the regulations are developed, school district personnel, students and other members of the school district community shall be informed in a manner determined by the superintendent.

The board shall be kept informed of the administrative regulations utilized and their revisions. The board may review and recommend change of administrative regulations prior to their use in the school district if they are, in the board's judgment, contrary to the intent of board policy.

It shall be the responsibility of the superintendent to enforce the administrative regulations in an appropriate manner for the situation.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

MONITORING OF ADMINISTRATIVE REGULATIONS

The administrative regulations shall be monitored, and revised when necessary. It shall be the responsibility of the superintendent to monitor and revise the school district's administrative regulations.

The superintendent, in addition to the superintendent's own knowledge, may rely on the board, the administrators, school district personnel, students, and other members of the school district community to inform the superintendent about the effect of and possible changes in the administrative regulations.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

ADMINISTRATION IN THE ABSENCE OF POLICY

When there is no board policy in existence to provide guidance on a matter before the administration, the superintendent shall have the authority to exercise discretion, based on the circumstances surrounding the situation.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

ADMINISTRATOR CODE OF ETHICS

Administrators, as part of the educational leadership in the school district community, represent the views of the school district. Their actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, administrators shall conduct themselves professionally and in a manner fitting to their position at all times.

Each administrator shall follow the code of ethics stated in this policy. Failure to act in accordance with this code of ethics or in a professional manner, in the judgment of the board, shall be grounds for discipline and, possibly, for dismissal.

The professional school administrator:

1. Upholds constantly the honor and dignity of the profession in actions and relations with pupils, colleagues, school board members and the public;
2. Obeys local, state and national laws; holds to high ethical and moral standards, and gives loyalty to this country and to the cause of democracy and liberty;
3. Accepts the responsibility to master and to contribute to the growing body of specialized knowledge, concepts and skills which characterize school administration as a profession;
4. Strives to provide the finest possible educational experiences and opportunities to the members of the school district community;
5. Seeks to preserve and enhance the prestige and status of the profession when applying for a position or entering into contractual agreements;
6. Carries out in good faith the policies duly adopted by the local board and the regulations of state authorities and renders professional service;
7. Disallows consideration of private gain or personal economic interest to affect the discharge of professional responsibilities;
8. Recognizes the public schools are the public's business and seeks to keep the public informed about their schools; and
9. Supports and practices the administrative team concept.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

In the absence of the superintendent, it shall be the responsibility of the other administrators to assume the superintendent's duties. The succession of authority to the superintendent shall be determined by the administrative team.

If the absence of the superintendent is temporary, the successor shall assume only those duties and responsibilities of the superintendent that require immediate action. If the absence of the superintendent will be a lengthy one, as determined by the board, the board shall appoint an acting superintendent to immediately assume the responsibilities of the superintendent.

It is the responsibility of the superintendent to inform the successor of the superintendent's absence, if possible. If the superintendent is unable to inform the successor, it shall be the responsibility of the successor to assume the superintendent's duties, in accordance with this policy statement, when the successor learns of the absence and its length.

References to "superintendent" in this policy manual shall mean the "superintendent or the superintendent's designee" unless otherwise stated in the board policy.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

AUTHORITY AND COMMUNICATION CHANNELS

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School district personnel shall be responsible to confer with their immediate supervisor on questions and problems for resolution. Students and other members of the district community shall confer with a member of certificated personnel and then with the building principal on questions and problems for resolution.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within ten (10) days of their discussion with the building principal. If the superintendent is the employee's immediate supervisor and if there is no resolution or plan for resolution by the superintendent within ten (10) days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall be the responsibility of the administrators to resolve questions and problems raised by the school district personnel and students they supervise and by other members of the district community.

Approved 7/1/93

Reviewed 6/13/11

Revised 2/9/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

SIMPSON COLLEGE
EDUCATION DEPARTMENT
Indianola, Iowa 50125

This agreement made and entered into by and between Simpson College and ADM Community Schools.

It is agreed that:

1. Simpson College and said school district or center will cooperate in the development of pre-school through secondary student teaching and practicum experience in said school district/center during the academic year 2011-2012.
2. All assignments for student teaching are to be approved by the principal or director of the educational unit involved and the respective mentoring teacher. Districts will select mentors based on the following criteria:
 - a) Mentors are fully licensed at the appropriate level, and when possible, they are licensed in all of the endorsement areas of the student teaching assignment.
 - b) Mentors have a minimum of two years, and preferably three years, of successful teaching.
 - c) Mentors are identified by the district as "master" teachers.
 - d) Mentors provide experiences that are consistent with the Education Department's Philosophy and Goals (see initial placement request letter).
3. A full student teaching assignment shall consist of a full day assignment for approximately fourteen weeks. Some assignments may be split according to endorsement areas. "Full day" is defined as the equivalent of teacher contract hours for said district/center.
4. Simpson College and those students selected to be student teachers and practicum students are not employees of the school district/center. The student teacher or practicum student is obligated to comply with the policies, rules, and regulations governing the school district/center. The school district/center handbook shall be available to the student teacher or practicum student. The school district/center shall have no responsibility for withholding taxes, social security, unemployment, workers compensation, and other taxes associated with the Simpson College Student Teaching or practicum program. It is understood that Simpson College and its student teachers or practicum students are independent contractors.
5. Either party has the right to terminate or alter any student teacher placement, at any time. The Simpson College Education Department and the school district/center shall consult with each other prior to any termination.
6. Simpson College shall pay \$10.00 per week to the district/center for each student teaching assignment. In the event that an assignment is terminated prior to the mid-point of the student teaching period, the payment shall be \$10.00 per week; otherwise, the full amount shall be paid. There is no remuneration for practicum placements.
7. Within 10 days after completion of the student teaching semester, the district/center shall be reimbursed for all teaching assignments within the district/center.
8. Student teachers adhere to the school district's/or center's schedule. Student teachers are not released from district/center responsibilities on days when the college is not in session. (With the exception of required seminar attendance.)
9. The mentoring teacher of the participating school district/center will review the procedures as outlined in the Simpson College Student Teacher Handbook, confer with the Simpson College supervisor, and complete the mid- and end of assignment evaluation forms.
10. A member of the Simpson College faculty will supervise each student teacher, confer with the mentoring teacher, and observe the student teacher a minimum of seven times for each full assignment of student teaching. (Three to four times for a shorter placement.)
11. Simpson College student teachers, in accordance with the Code of Iowa, are not permitted to serve as substitute teachers. Student teachers must be supervised by licensed teachers.
12. The school district/center shall be held harmless for any third-party claim resulting from actions of the student teachers not at the direction of the school district/center.


Simpson College Official

School District Official

ADM High School Class of 2011

Joshua Adam Andersen
 Tatiana Marie Anderson
 Ashley Marie Arnold
 Alli Elizabeth Azbill
 Tyler Steven Beaman
 Christine Elizabeth Beyerhelm
 Colin James Buchman
 Alexander David Burditt
 Kaitlyn Taylor Calvert
 Erica Jane Campbell
 Katelyn Kristine Canney
 Alexander Douglas Cave
 Josh Adam Chapman
 Alex F. Charleston
 Kara Kay Christensen
 John Robert Clark
 Morgan Lee Clemenson
 Spencer Joseph Cook
 Jessica Lee Cooper
 Kayla Marie Crow
 Caitlyn Louise Cullen
 Brenda Joyce Davis
 Jeremy Nicholas Davis
 Cassie Marie Donahue
 Logan Lyle Eaton
 Jacy Elaine England
 Staci Kay Goodale
 Michael Alan Green
 Robert Edward Greiner
 Logan Masashi Gushiken
 Rachel Dianne Harada
 Cody Lynn Heiland
 Roy Alan Hein
 Karen Elizabeth Henderson

Taylor Marie Hills
 Joshua Edward Hofmann
 Alexa Danielle Hoyt
 Markie Michelle Huffman *
 Gretchen Elizabeth Hutzell
 Timothy Jacob Jeffries *
 JoLisa Jane Johnson
 Peighten Louise Johnson
 Wynne Ellen Johnson
 Nathan Alexander Joy
 Emily Lou Judd
 Anastacia Pearl Keller
 Laura Megan Kelly
 Joshua Matthew Robert Knoke
 Kyle Joseph Knoll
 Jessica Ann Kollenkark
 Callie Renee Lamb
 Andrew Lawrence Larson
 Courtney Suzanne Logan
 Austin Lee Luellen
 Troy Michael Marvelli
 Nicole Christian May
 Dalton James McClatchey
 Stephanie Nicole McKean
 Kristen Sue Merial
 Ashleigh Jo Miller
 Samuel Eliot Milligan
 Nicholas Alexander Morrison
 Kaleb Jordan Neff
 Luke Patrick Norman
 Collin Anthony O'Leary
 Austin James Paige
 Jacob Daniel Paige
 Anna Grace Penland

Devin Matthew Peshel
 Alexandra Kate Plagman
 Andrea Elaine Poe
 Seanie Marie Popp
 Scott Andrew Qualls
 Kody Allyn Rhoades
 Christian James Ruter
 Joshua David Sampson
 Grant Kevin Sander
 Damon Matthew Schmidt
 Aleksander Kirk Simmons
 Benjamin Edward Sinnwell
 Abbey Linnea Smith
 Michael Josiah Smith
 Brandon Scott Snyder
 Rosemary Fay Stevenson
 Carissa Joy Strasser
 James Taylor Sturges *
 Lucas Hunter Suarez
 Daniel Andrew Swanson
 Alexa Maxell Trotter
 Obell Xavier Vanover*
 Trevor Martin Volz
 Alicia Nicole Weaver
 Dana Marie Weber
 Nicholas Alexander Weiland
 Julia Louise Werger *
 Alexandra Hayley Whyte
 Michael A. Thomas Wilcox
 Logan Daniel Willems
 Austin Riley Wolfe
 Tyler Eugene Worthington
 Melissa Sue Young

**Recipients of ADM Level II Diploma*

Department of Management
Form S-A Publication

**NOTICE OF PUBLIC HEARING
ADEL-DESOTO-MINBURN SCHOOL DISTRICT
AMENDMENT OF CURRENT BUDGET
FISCAL YEAR 2010/2011**

Date of Public Hearing: May 9, 2011

Time of Public Hearing: 6:00 PM

Location of Public Hearing: Adel DeSoto Minburn Middle School, 801 Nile Kinnick Drive S, Adel, Iowa

The Board of Directors will conduct a public hearing at the above-noted time and place for the purpose of amending the current school budget by changing estimates of expenditures in the following areas by the following amounts:

Area	From	To	Reasons
Instruction	9,010,540	9,060,000	Increase Special Education
Total Support Services			
Noninstructional Programs	703,130	730,000	Increase Food Cost
Total Other Expenditures			

This change in estimates of expenditures will be financed from increased receipts and balances not budgeted or considered in the current budget. There will be no increase in taxes to be paid in the fiscal year ending June 30, 2011. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of, any part of the proposed amendment. A detailed statement of additional receipts other than taxes, balances on hand at the close of the preceding fiscal year, and proposed expenditures, both past and anticipated, will be available at the hearing.

DISTRICT & ADMEA

5/04/2011

TENTATIVE AGREEMENT

Article 4

Leave of Absence

Family Illness - One additional day of sick leave to be used for family illness once all other paid leave (i.e., personal days) has been exhausted.

Bereavement Leave - One additional day of sick leave to be used for bereavement for immediate family once all other paid leave (i.e., personal days) has been exhausted.

Section A

Supplemental Pay

Volleyball to be moved from class B to Class A on the supplemental schedule.

Volleyball assistants be moved from class D to Class C on the supplemental schedule.

Article 4

Leave of Absence

Adoption Leave - Up to thirty (30) work days of paid sick leave shall be available to an to An employee who legally adopts a child. In the event that both adoptive parents are employees of the District, a cumulative total of thirty (30) work days of paid sick leave shall be available. Adoption leave will begin when the child arrives at home.

Article 6

Professional Employee Hours

Remove language that states, "Employees who work a majority of their contract at the 6-8 middle school or high school building shall be an exception to this duty-free lunch period."

Wages and Supplemental Pay

Total package of 3.38% .

All staff advance one step on the salary schedule.

Insurance increase (5.5%) and IPERS increase included.

ARTICLE 4

LEAVES OF ABSENCE

A. Sick Leave

A full-time employee shall be allowed fifteen (15) days sick leave for the contract year from the first day that employee reports to work. Employees who begin after the beginning of the year shall have their fifteen (15) days prorated. Unused sick leave days for service in the District shall accumulate from year to year to a total maximum of one hundred twenty (120) days. An employee shall not have more than one hundred twenty (120) days available at the start of any contract year. The minimum unit of usage of sick leave for a full-time employee will be one-fourth (1/4) day. The employer may require evidence to confirm the necessity for sick leave. A statement from a doctor may be required before allowing sick leave of more than three (3) days. Maternity leave is covered under sick leave. The commencement and termination of maternity leave will be as recommended by the employee's physician.

Five (5) days of sick leave may be used to care for a sick spouse, child, parent, father-in-law, mother-in-law, son-in-law, daughter-in-law, or permanent household member. One additional day of sick leave may be used to care for a sick spouse, child, parent, father-in-law, mother-in-law, son-in-law, daughter-in-law, or permanent household member once all other paid leave (i.e., personal day) is exhausted.

Sick leave shall not be used for elective (optional) surgery, e.g. cosmetic surgery, hair transplant, removal of wisdom teeth.

The amount of additional sick leave allotted for the current school year shall be prorated in the event the employee's contract is terminated before the end of the year.

Part-time employees shall be allowed sick leave at the same rate as their contract, e.g. half-time employees shall be allowed fifteen (15) half days per year.

B. Adoption Leave

Up to thirty (30) work days of paid sick leave shall be available to an employee who legally adopts a child. In the event that both adoptive parents are employees of the District, a cumulative total of thirty (30) work days of paid sick leave shall be available. Adoption leave will begin when the child arrives at the home.

C. Bereavement Leave

A maximum of five (5) days leave per occurrence shall be granted for a death in the employee's immediate family. Immediate family for this leave shall be interpreted to include spouse, child, stepchild, parent, stepparent, sister, stepsister, brother, stepbrother, grandchild, grandparent, mother- or father-in-law, sister- or brother-in-law, son- or daughter-in-law, or permanent household member. One additional day of bereavement leave may be used for immediate family once all other paid leave (i.e., personal day) is exhausted.

ARTICLE 6

PROFESSIONAL EMPLOYEE HOURS

- A. The working day at school for full-time employees not having compensated extra assignments shall be eight (8) hours with an average of thirty (30) consecutive minutes--minimum of twenty-five (25) and maximum of thirty-five (35) minutes--for a duty-free lunch period. ~~Employees who work a majority of their contract at the 6-8 middle school or high school building shall be an exception to this duty-free lunch period. Their duty-free lunch period shall be a minimum of twenty-three (23) consecutive minutes.~~ On workdays the lunch period shall be a maximum of one (1) hour for all employees. The employer shall determine the arrival and departure time for each employee. On Fridays or on school days preceding holidays or vacations, employees may depart school after all of their responsibilities have been concluded and/or students under their supervision have left the building. This shall not be earlier than five (5) minutes after the school dismissal time.

ARTICLE 12

WAGES AND SUPPLEMENTAL PAY

All staff will advance one step on the salary schedule. The total package is 3.38% which includes IPERS increase and 5.5% insurance increase.

B. Supplemental Pay

1. Coaches shall be paid according to the schedule and according to actual coaching experience in each sport, regardless of grade level.

Class A

Baseball/Head
Basketball/Head
Football/Head
Sport Softball/Head
Wrestling/Head
Volleyball/Head

Class B

Cross Country B&G/Head
Golf B&G/Head
Soccer/Head
Track/Head
Volleyball/Head

Class C

Baseball/Asst.
Basketball/Asst.
Football/Asst.
Softball/Asst.
Wrestling/Asst.
Volleyball/Asst.

Class D

Cross Country/Asst.
Golf/Asst.
Soccer/Asst.
Track/Asst.
Volleyball/Asst.
Football Coord./MS
Track Coord./MS

Class E

Weight Room
Supervision/HS
Middle School
Baseball
Basketball
Cross Country
Football
Softball
Track
Volleyball
Wrestling

Safety
Service
Selection
Satisfaction

Boland Recreation

2347 Oak Park Road
Marshalltown, Iowa 50158
1-800-798-7589
fax 641-752-6604
iowaparkplace@mchsi.com
www.bolandrecreation.com

Playground Updates Adel Elementary May 3, 2011

Area #1: Model 45733, Wavy Wedge Wall Walker, 3-Way, 3-Section

Price: \$6,135

Area #2: Model 8194, Boulder Ridge Rock Wall, 4-Section

Price: \$3,214

Freight 583

Total \$9,932

Add for Professional Installation \$4,200

(subject to conditions on attached sheet)

not
recommend
this
but have
our
staff do
this

Thank you for the opportunity to provide this quote!

Payment for equipment is due by 30 days after delivery.

Payment for installation services is due upon completion of work.

Boland Recreation reserves the right to charge a 1.5% fee on past-due invoices.

ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE
2010-11 SCHOOL YEAR

GOAL:	2009-10	2010-11 DATA	GOAL MET?
<p>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2010 (83.3%) to the percent proficient or above in 2011.</p> <p>District Goal is 86.5%.</p>	83.3%	85.8%	<p>APR: Met District Goal: Not Met</p>
<p>Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2010 (84.4%) to the percent proficient or above in 2011.</p> <p>District Goal is 87.0%.</p>	84.4%	87.6%	<p>APR: Met District Goal: Met</p>
<p>Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2010 (90.4%) to the percent proficient or above in 2011.</p> <p>District Goal is 91.5%.</p>	90.4%	91.5%	<p>APR: Met District Goal: Met</p>

2010-2011 DeSoto Intermediate School Building Goals

Increase Student Achievement in:

Reading- The percent of 3rd-5th grade students proficient and above on the ITBS Reading Comprehension subtest will increase from 83.0% in 2009-2010 to 86% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010-2011 3rd-5th grade collapsed data) **Increased to 85.7%- Goal not met**

Reading Sub-Goal- The percent of 3rd-5th grade IEP students proficient and above on the ITBS Reading Comprehension subtest will increase from 45.2% in 2009-2010 to 48% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010-2011 3rd-5th grade collapsed data) **Increased to 50.0%- Goal met**

Mathematics- The percent of 3rd-5th grade students proficient and above on the ITBS Math Total will increase from 80.0% in 2009-2010 to 83% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010-2011 3rd-5th grade collapsed data) **Increased to 86.0%- Goal met**

Mathematics Sub-Goal- The percent of 3rd-5th grade IEP students proficient and above on the ITBS Math Total will increase from 45.2% in 2009-2010 to 49% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010-2011 3rd-5th grade collapsed data) **Increased to 52.3%- Goal met**

Science- The percent of 3rd-5th grade students proficient and above on the ITBS Science test will increase from 86.3% in 2009-2010 to 88% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010- 2011 3rd-5th grade collapsed data) **Increased to 89.0%- Goal met**

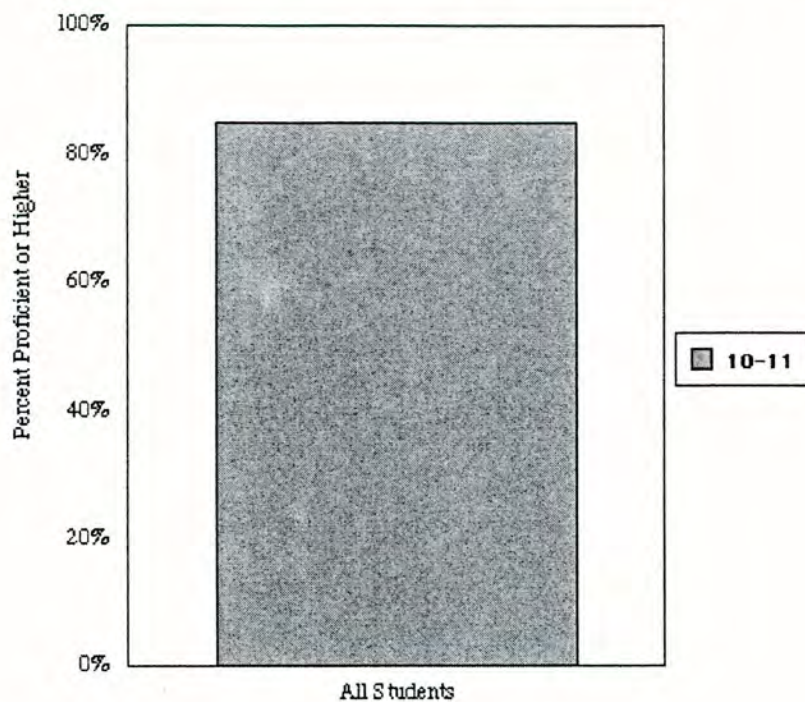
Science Sub-Goal- The percent of 3rd-5th grade IEP students proficient and above on the Science test will increase from 80.6% in 2009-2010 to 81% in 2010-2011. (2009-2010 3rd and 4th grade collapsed data will be used compared to 2010-2011 3rd-5th grade collapsed data) **Decreased to 69.0%- Goal not met**

Through the use of:

- a. Professional Learning Communities- district, building, department teams
- b. Creation of Essential Learning outcomes connected with the Iowa Core/Common Core
- c. Data analysis- formative, district and standardized assessments
- d. Content specific Professional Development Opportunities

[New Graph](#)

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Reading Comprehension
Simple Cohort - Grade 03 All Students

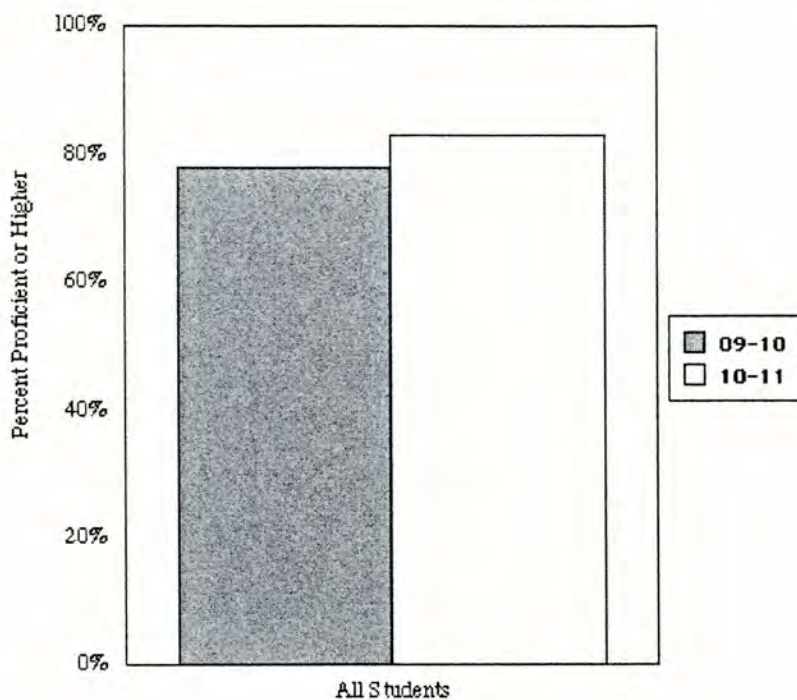


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 10-11-Grade 03	85.0%	113

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Reading Comprehension
Simple Cohort - Grades 03-04 All Students

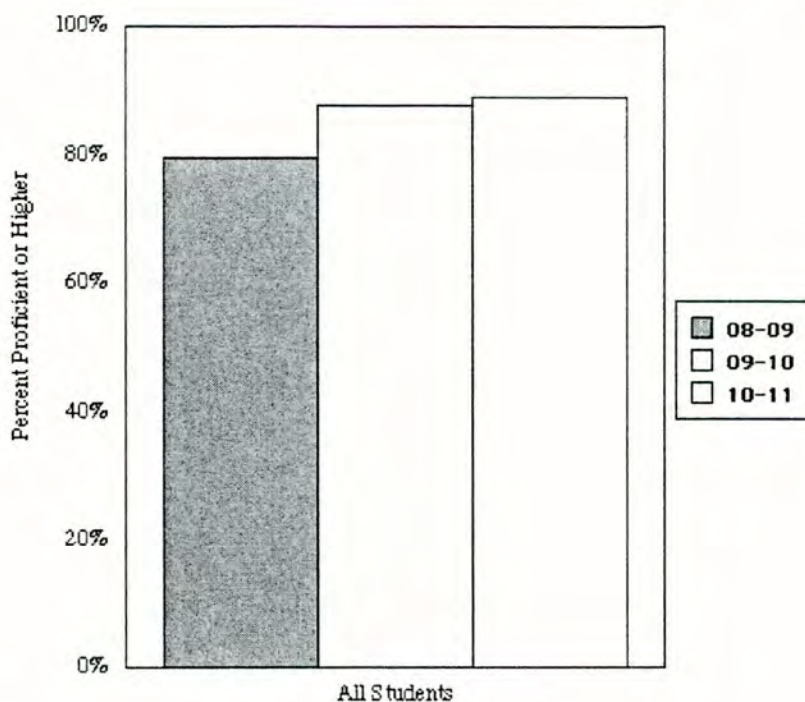


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 09-10-Grade 03	78.2%	119
S 10-11-Grade 04	83.1%	118

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Reading Comprehension
Simple Cohort - Grades 03-05 All Students

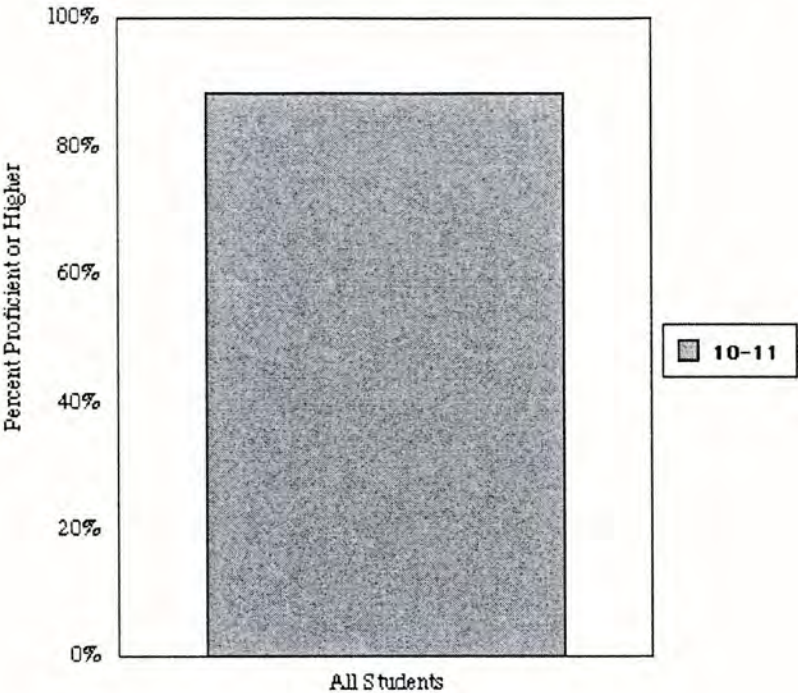


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 08-09-Grade 03	79.8%	109
S 09-10-Grade 04	87.9%	116
S 10-11-Grade 05	89.1%	119

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS Math Total/ITED Concepts and Problems
Simple Cohort - Grade 03 All Students

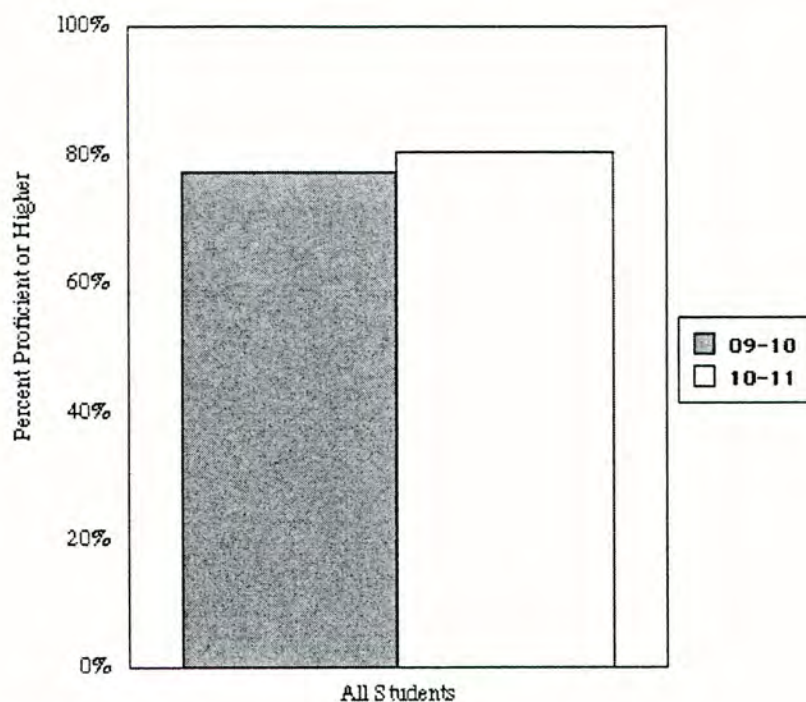


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 10-11-Grade 03	88.5%	113

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS Math Total/ITED Concepts and Problems
Simple Cohort - Grades 03-04 All Students

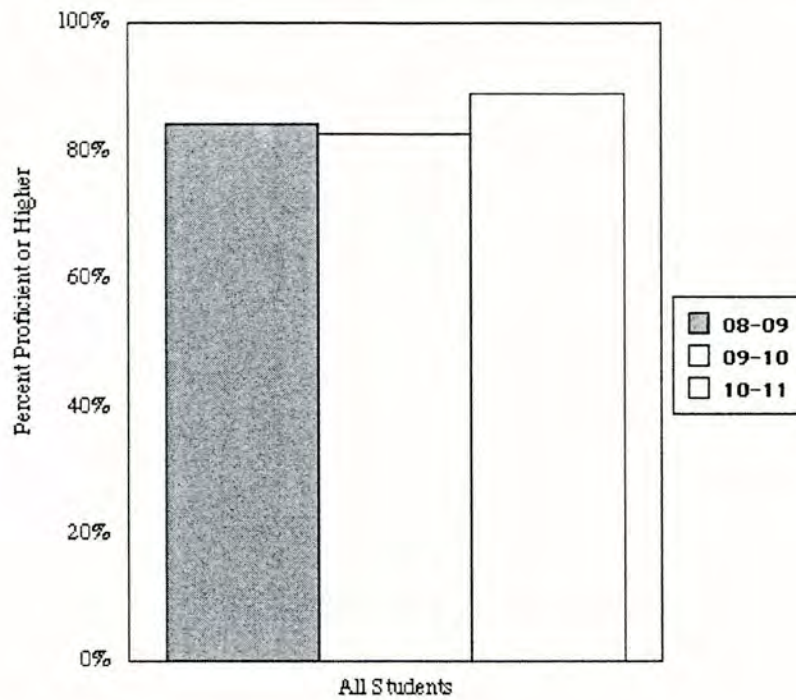


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 09-10-Grade 03	77.3%	119
S 10-11-Grade 04	80.5%	118

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS Math Total/ITED Concepts and Problems
Simple Cohort - Grades 03-05 All Students

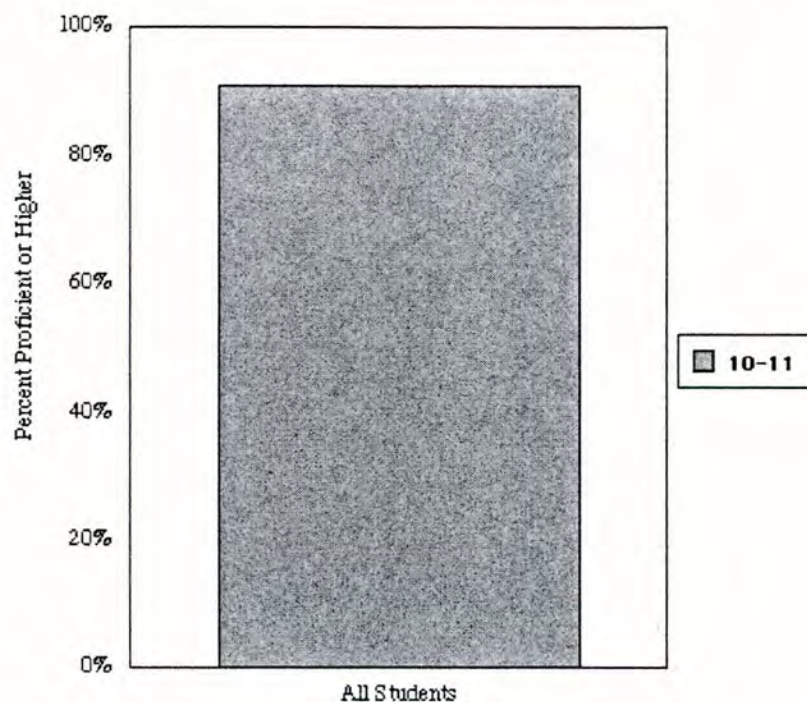


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 08-09-Grade 03	84.4%	109
S 09-10-Grade 04	82.8%	116
S 10-11-Grade 05	89.1%	119

[New Graph](#)

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Science
Simple Cohort - Grade 03 All Students

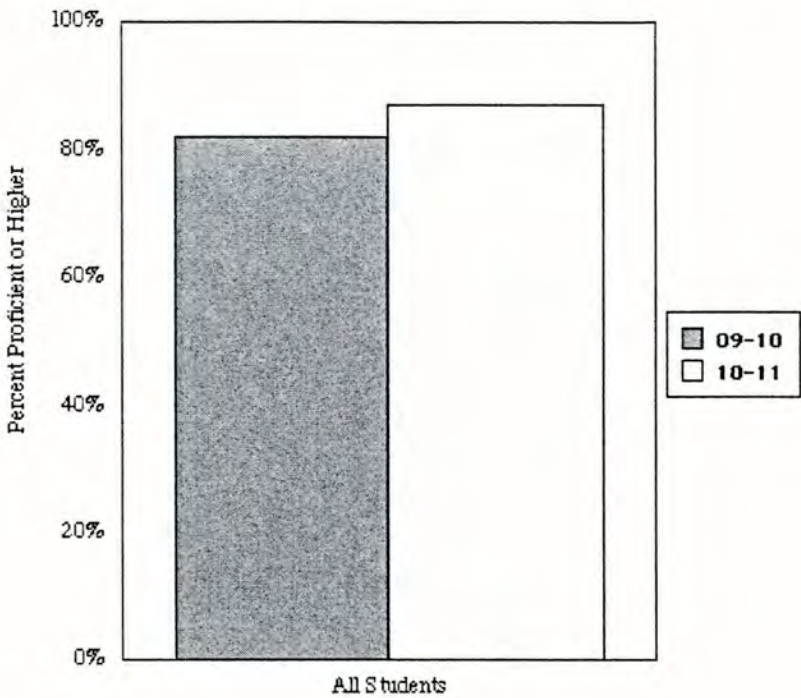


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 10-11-Grade 03	91.0%	111

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Science
Simple Cohort - Grades 03-04 All Students

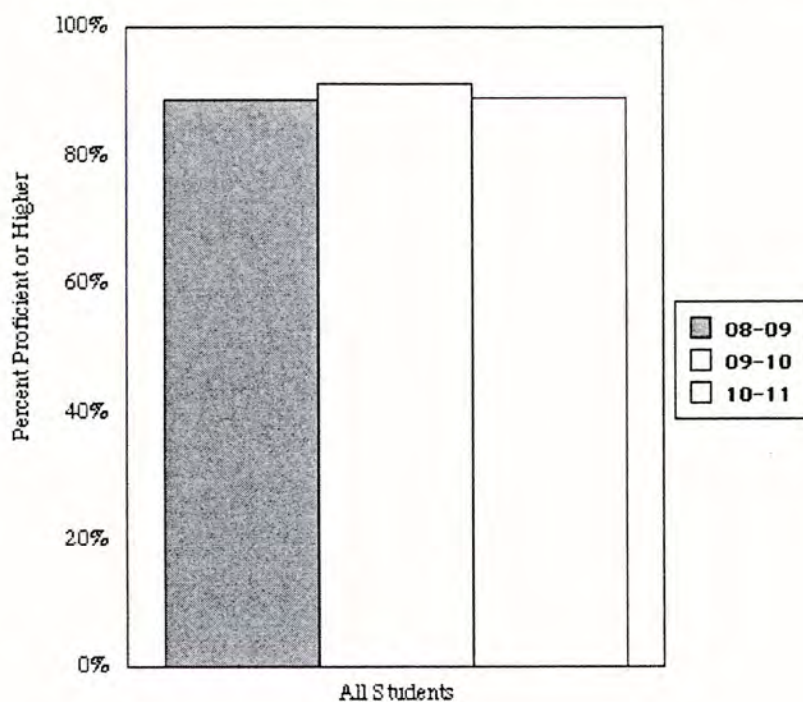


F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 09-10-Grade 03	82.2%	118
S 10-11-Grade 04	87.3%	118

New Graph

Student Proficiency Graph
Adel-DeSoto-Minburn - District-Wide
ITBS/ITED Science
Simple Cohort - Grades 03-05 All Students



F=Fall M=Midyear S=Spring

Season/Year/Grade	Percent Proficient or Higher	Student Count
S 08-09-Grade 03	88.9%	108
S 09-10-Grade 04	91.4%	116
S 10-11-Grade 05	89.1%	119

2010-2011 ADM Middle School Building Goals

Increase Student Achievement in:

Reading - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Reading Comprehension subtest will increase from 2010 to 2011 from 82.3% to 84.0% (increase of 1.7%). **84.8% Goal Met**

Sub-goal - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Reading Comprehension subtest will increase from 2010 to 2011 from 39.5% to 41.0% (increase of 1.5%). **43.5% Goal Met**

Mathematics - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Mathematics test will increase from 2010 to 2011 from 86.1% to 87.6% (increase of 1.5%). **88.9% Goal Met**

Sub-goal - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Mathematics test will increase from 2010 to 2011 from 46.5% to 50.0% (increase of 3.5%). **52.2% Goal Met**

Science - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Science test will increase from 2010 to 2011 from 90.7% to 91.7% (increase of 1.0%). **92.7% Goal Met**

Sub-goal - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Science test will increase from 2010 to 2011 from 65.1% to 66.0% (increase of 0.9%). **60.9% Goal Not Met**

Through the use of:

- a. Instructional Learning Strategies.
- b. Content Area Reading Comprehension Strategies.
- c. Differentiation Strategies.
- d. Co-Teaching, Collaboration and Consultation with Special Education Staff.
- e. Informational Research and Technology in Collaboration with Media and Technology Staff.
- f. Continued development of unit plans to identifying ADM Essential Learnings and Common Formative Assessments for Grade Level Courses in connection with the ICC essential concepts and skill sets through the use of identified PLCs (professional learning communities).
- g. Designing instructional sequences that reflect the ICC Quadrant teaching strategies found within the ICC DE Website.
- h. Utilize information generated from the 2010 ITBS/ITED item analysis to identify problem-learning areas.
- i. Creating a Safe Environment for all 6th, 7th and 8th grade students at the new ADM Middle School.

**ADM MIDDLE SCHOOL
ITBS DATA
2010-11
6th Grade Class**

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
6th as 6th grader	84.8%	83.7%	87.6%	94.3%	84.6%
6th as 5th grader	89.9%	85.3%	86.2%	90.8%	NA
6th as 4th grader	92.2%	87.3%	88.3%	92.2%	NA
6th as 3rd grader	87.4%	87.4%	86.4%	95.1%	NA

**ADM MIDDLE SCHOOL
ITBS DATA**

2010-11

6th Spec. Educ. Data

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
2010-11 Data	41.7%	33.3%	58.3%	66.7%	66.7%
2009-10 Data	72.7%	63.6%	45.5%	81.8%	NA

**ADM MIDDLE SCHOOL
ITBS DATA
2010-11
7th Grade Class**

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
7th as 6th grader	83.3%	83.3%	88.0%	92.6%	86.1%
7th as 6th grader	74.8%	81.7%	86.0%	88.8%	86.0%
7th as 5th grader	82.2%	82.2%	85.0%	82.2%	NA
7th as 4th grader	80.6%	84.5%	81.6%	89.3%	NA
7th as 3rd grader	76.2%	80.0%	81.9%	79.8%	NA

**ADM MIDDLE SCHOOL
ITBS DATA**

2010-11

7th Spec. Educ. Data

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
2010-11 Data	50%	45%	55%	75%	55%
2009-10 Data	25%	62.5%	62.5%	56.3%	43.8%

**ADM MIDDLE SCHOOL
ITBS DATA
2010-11
8th Grade Class**

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
8th as 8th grader	86.2%	88.5%	90.8%	91.5%	91.5%
8th as 7th grader	82.2 %	82.9 %	86.0%	92.2 %	89.9 %
8th as 6th grader	74.0%	87.0%	82.1%	94.3%	90.2%
8th as 5th grader	83.1%	85.5%	83.9%	90.2%	NA
8th as 4th grader	85.8%	86.7%	89.2%	92.5%	NA

**ADM MIDDLE SCHOOL
ITBS DATA**

2010-11

8th Spec. Educ. Data

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
2010-11 Data	35.7%	50%	42.9%	35.7%	57.1%
2009-10 Data	31.3%	56.3%	31.3%	62.5%	50%

**ADM MIDDLE SCHOOL
ITBS DATA**

2010-11

**6th + 7th+ 8th Data
Building Totals**

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
2010-11 Data	84.8%	85.4%	88.9%	92.7%	89.1%
2009-10 Data	82.5%	83.3%	86.1%	90.7%	88.1%

ADM MIDDLE SCHOOL ITBS DATA 2010-11

6th + 7th + 8th Spec. Educ. Data

	Reading Comprehension % of students Proficient or higher	Lang. Arts % of students Proficient or higher	Math % of students Proficient or higher	Science % of students Proficient or higher	Social Studies % of students Proficient or higher
2010-11 Data	43.5%	43.5%	52.2%	60.9%	55.9%
2009-10 Data	39.5%	60.5%	46.5%%	65.1%	46.9%



COLLEGE OF EDUCATION

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April 25, 2011

Principal Lee Griebel
ADM Senior High School
801 Nile Kinnick Dr S
Adel, Iowa 50003

2011 Iowa AP Index

Dear Principal Lee Griebel:

The University of Iowa's Belin-Blank Center is pleased to release the results of the 2011 Iowa AP Index. The AP Index is a ratio that helps determine the extent of Advanced Placement opportunity at a school. AP is just one indicator, but it is an important indicator, of the challenges schools provide for high ability students.

Your 2011 Iowa AP Index (based on 2010 AP exam and graduation data) is 0.39. For comparison, your Index for last year (2010 Index, based on 2009 exam and graduation data) was 0.39.

Iowa's Senior Year Plus program (Iowa Code 261E) "compels all school districts to make AP courses available to students" (Iowa Department of Education, 2009). We congratulate you for offering AP courses to your students and we encourage you to continue this as an important opportunity for your students. The Belin-Blank Center is available to help you increase your AP opportunities.

The Belin-Blank Center makes public the names of only the top 50 schools on the Iowa AP Index. To see the Top 50 rankings and for an explanation of the Iowa AP Index, please visit www.iowaapindex.org. The names of the high schools not in the top 50 will *not* be published on our website. The AP Index scores and names of high schools not in the top 50 will be kept confidential to the extent permitted by law, but please note that the University, as a state entity, may be obligated to disclose this information in the event of a public records request.

If you have any further questions please do not hesitate to contact me by phone (319-335-6148) or by email (nick-colangelo@uiowa.edu).

Sincerely,

Nicholas Colangelo, Director
Myron and Jacqueline Blank Professor of Gifted Education
NC:mk



International Center for Gifted
Education and Talent Development

The 2011 Iowa AP Index

Top 50 AP Schools in Iowa

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The 2011 Iowa AP Index for the Top 50 Schools

(Based on 2010 AP exam data)

Past AP Indices

<u>Rank</u>	<u>School</u>	<u>City</u>	<u>Index</u>
1	George Washington High School	Cedar Rapids	2.93
2	John F Kennedy High School	Cedar Rapids	2.55
3	Regina Jr Sr. High School	Iowa City	2.05
4	West Senior High School	Iowa City	1.95
5	Ames High School	Ames	1.87
6	Roosevelt High School	Des Moines	1.68
7	Kuemper High School	Carroll	1.13
8	Valley High School	West Des Moines	1.13
9	Hempstead High School	Dubuque	1.11
10	Dubuque Senior High School	Dubuque	1.03
11	Bettendorf High School	Bettendorf	1.01
12	Prince of Peace College Preparatory	Clinton	1.00
13	Decorah High School	Decorah	0.98
14	West Liberty High School	West Liberty	0.95
15	Sioux Central High	Sioux Rapids	0.95
16	Linn-Mar High School	Marion	0.92
17	Wahlert Catholic High School	Dubuque	0.92
18	Prairie High School	Cedar Rapids	0.90
19	Mid-Prairie High School	Wellman	0.89
20	Norwalk Senior High School	Norwalk	0.88
21	West Branch High School	West Branch	0.82
22	Iowa Mennonite School	Kalona	0.82
23	Abraham Lincoln High School	Council Bluffs	0.79
24	Xavier High School	Cedar Rapids	0.77
25	Iowa City High School	Iowa City	0.75
26	Ankeny High School	Ankeny	0.72
27	Williamsburg Jr-Sr High School	Williamsburg	0.69
28	Cedar Falls High School	Cedar Falls	0.66
29	Dowling Catholic High School	West Des Moines	0.63
30	Thomas Jefferson High School	Cedar Rapids	0.62
31	Muscatine High School	Muscatine	0.62
32	Johnston Senior High School	Johnston	0.61
33	North High School	Sioux City	0.61
34	Southeast Polk High School	Pleasant Hill	0.56
35	Clear Creek Amana High School	Tiffin	0.56

2011**2010****2009****2008****2007****2006****2005**

36	BCLUW High School	Conrad	0.56
37	Pleasant Valley High School	Bettendorf	0.55
38	Fairfield High School	Fairfield	0.55
39	Indianola High School	Indianola	0.55
40	Assumption High School	Davenport	0.53
41	Hoover High School	Des Moines	0.49
42	West High School	Davenport	0.48
43	Sioux Center High School	Sioux Center	0.48
44	Central High School	Davenport	0.48
45	Spencer High School	Spencer	0.47
46	Dallas Center-Grimes Community High School	Grimes	0.45
47	Mount Vernon High School	Mount Vernon	0.43
48	Galva-Holstein High School	Holstein	0.43
49	Clinton High School	Clinton	0.43
50	Wilton Jr-Sr High School	Wilton	0.40

Where the Index is the same for multiple schools, this is due to rounding. The Index was taken out to more decimal places in order to determine the rankings in very close ratios.

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