

School Improvement Advisory Committee  
2011-12

First Name	Last Name	Address	City	State	Zip	Bldg.	Affiliation	Email	
Carole	Erickson	Adel Elementary				AE	administrator	cerickson@adel.k12.ia.us	
Eric	Heitz	2617 North 15th	Adel	IA	50003	AE	parent		
Nick	Herrick	321 Elm	DeSoto	IA	50069	AE	parent		
Trevor	Hook	36964 N Avenue	DeSoto	IA	50069	AE	parent		
Michelle	Lockhart	702 Prairie	Adel	IA	50003	AE	parent	pmlockhart06@netzero.net	
Dana	Meier	20336 Hwy 6	Adel	IA	50003	AE	parent	dmeier4golf@yahoo.com	
Jim	DePue	ADM Central Office				CO	administrator	jdepue@adel.k12.ia.us	
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Sam	Bertman	824 S. 10th St.	Adel	IA	50003	DS	parent		
Kevin	Juhnke	821 S. 10th	Adel	IA	50003	DS	parent	kevin@juhnke.net	
Lisa	Newman	33930 Mill Creek Circle	Adel	IA	50003	DS	parent	adam.newman@pioneer.com	
Lori	Geadelmann	1119 Court	Adel	IA	50003	HS	parent	lgadelmann@fbfs.com	
Lee	Griebel	ADM High School				HS	administrator	lgriebel@adel.k12.ia.us	
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Austin	Hudson	ADM High School				HS	student	aHudson12@adm.k12.ia.us	
Adam	Kurth	ADM High School				HS	administrator	akurth@adel.k12.ia.us	
Butch	Ostrander	PO Box 301	DeSoto	IA	50069	HS	parent/community		
Austin	Schmidt	ADM High School				HS	student	aSchmidt12@adm.k12.ia.us	
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Gabbie	Finnegan	26443 Countryside Drive	Adel	IA	50003	MS	parent	gabbyfinnegan@yahoo.com	
Scott	Geadelmann	1119 Court	Adel	IA	50003	MS	parent		
Kerri	Hardy	23990 330th St.	Adel	IA	50003	MS	parent	hardys4hawks@gmail.com	
Pam	Peters	ADM Middle School				MS	teacher	ppeters@adel.k12.ia.us	
Carole	Schlapkohl	ADM Middle School				MS	administrator	cschlapkohl@adel.k12.ia.us	
Connie	Sloss	ADM Middle School				MS	teacher	csloss@adel.k12.ia.us	
Steve	Brown								
Larry	Donahue	28150 Sportsman Club Rd.	Adel	IA	50003		community	ldonahue2@mercydesmoines.org	

# Trees for Kids and Trees for Teens Grant Application Form –

- ☐ Fall 2011 – Application Due no later than September 10, 2011  
☐ Spring 2011 – Application Due no later than March 15, 2012

Organization or School Name Adel-DeSoto-Minburn  
Planting Location adjacent to parking and soccer fields at A-D-M High School  
Planting Location Natural Gas Provider Mid American  
Planting Location Electric Utility Provider Mid American  
Contact Person Mrs. Anita Vasto  
Address (street address required) 801 Nile Kinnick Drive S.  
City Adel State Iowa Zip Code 50003  
Phone (day) 515-993-4584 EX 1700 Phone (alternate) 515-993-4283  
E-mail avasto@adel12.ia.us

Other committee members or volunteers who will assist in planning, planting and caring for your trees

Name Kelsey Hofmann  
Address 1415 Main Street Adel, Iowa 50003  
Phone 515-979-9986 E-mail kelseyhofmann@aol.com  
Name Andrew Gumpert  
Address 25004 Ridge Rd.  
Phone 515-783-8673 E-mail agumpert2@gmail.com  
Name Megan Ticknor  
Address 26145 Country Side DR. Adel IA, 50003  
Phone 515-729-4940 E-mail megz0517@hotmail.com  
Federal Identification Number/EIN# 42-1398258

Number of Trees to be planted 126  
Grant Amount Requested \$ \$5,000 (between \$1,000 and \$5,000)  
Matching Funds \$ \$900

\*If matching funds please state the possible funding source(s)

Utility mulch donated by Adel Tree Company (515-993-4056)

Total Cost of Project \$ \$6,090

Anticipated planting date October 1, 2011

Attn: Laura Wagner



Answer the following questions in the space provided (use additional pages if necessary). Additional sheets must not exceed two (2) pages in length, excluding the required site map (no larger than 8 ½ x 11 inches).

1. Will this tree planting project take place on publicly owned land? ☒ Yes ☐ No  
(all tree planting projects must occur on publicly owned land to be eligible for the Trees for Kids and Trees for Teens funding)
2. Will this tree planting project take place on K - 12 school grounds?\* ☒ Yes ☐ No
3. Describe the tree planting needs of your selected planting area. This can include energy and natural resource conservation, public health, the past impacts of natural disasters, and any other economic, social or environmentally related issues. (100 max. pts.)

There are a lot of planting needs that can be solved with the Trees for Teens Grant. The first one is that the conifer trees on the east side of Highway 169 would help with noise from the passing cars. Also, they would filter the pollution from the car exhaust. The conifer trees would provide a more scenic view when driving into Adel. The trees would be a solution to some erosion problems that occur in some areas at our school. Finally, the trees would create an expanded habitat for small animals and birds living in the wooded area to the south of the building also providing shade for students.

**4. Environmental benefits** – Describe the environmental benefits of your project. How many trees and which species will be planted? Will there be energy-efficiency benefits from windbreaks? Will the trees provide shade to a needed area? Will your planting prevent soil erosion? (100 max. pts.)

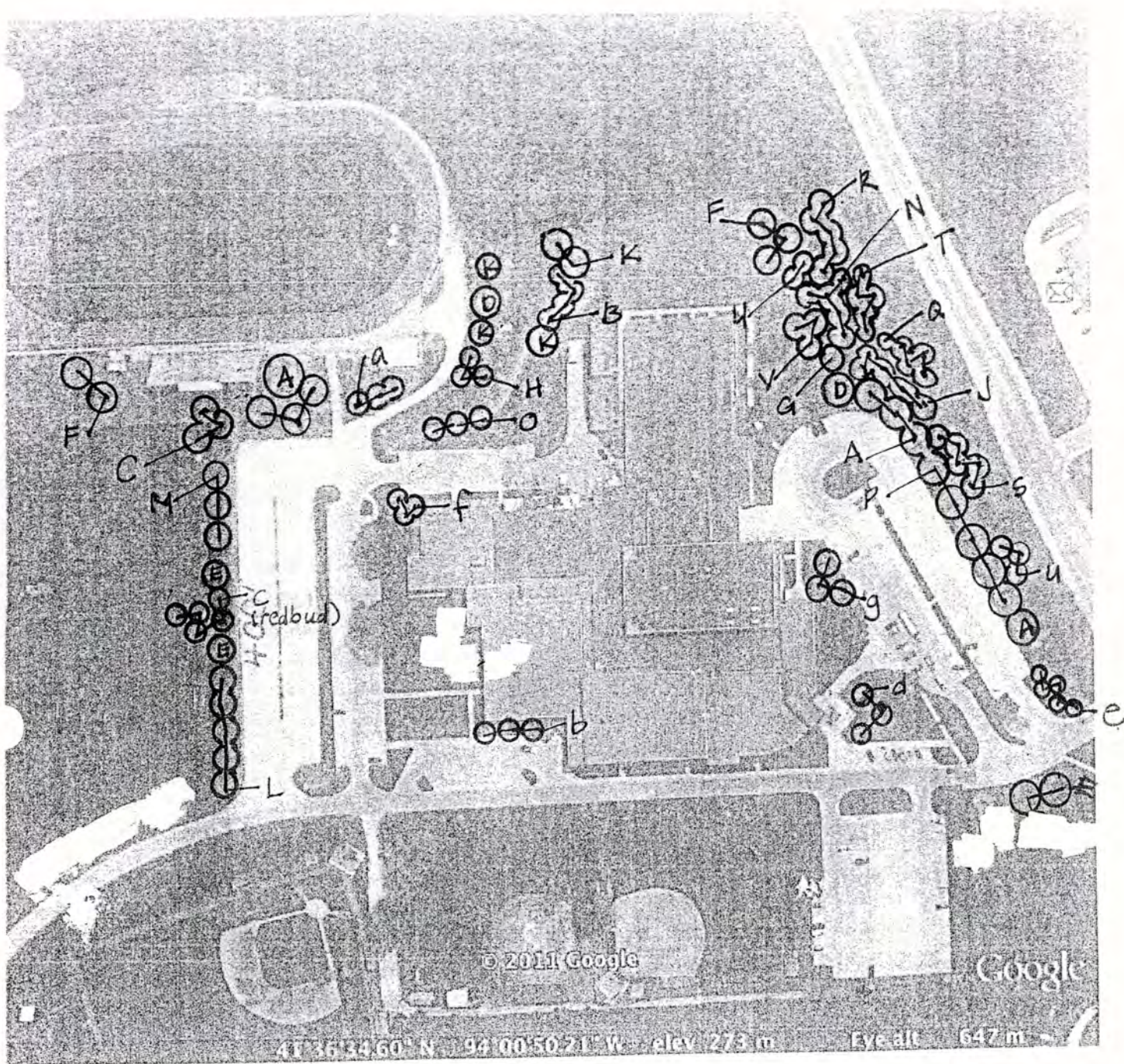
The environmental benefits of our project will help a number of things; including drainage, habitat for animals, shade, and reduce with soil erosion. The roots from the trees will help absorb excess moisture in the ground from run off water. The trees will arrange shade around the school. Soil erosion is a huge problem at our school, and we know that trees will help reduce it. Please see attached plant list for species and how many trees we will plant.

**5. The environmental benefits that will come from our project are numerous,**

First off it will provide cleaner oxygen in the air. During the day cars are starting and emitting gasses into the atmosphere that are harmful to our health. The trees would create better air quality for the community. The schools located on the southern edge of Adel therefore the air we pollute is carried throughout the whole town. The trees will sustain an excellent habitat for small animals and birds living in the wooded area to the south of the building. In every area that we plan to plant these trees it will be a solution to soil erosion and help prevent it from happening in the future. With trees being planted, dust from the gravel parking lot would be contained instead of drifting onto the fields.

6. Explain where the trees will be planted, the numbers of each tree species (maximum 3 of the same species) that will be planted, and the size of trees that will be planted. You are **required** to use either **containerized** trees no larger than 7 gallon pots, that are a minimum 5 – 7 feet tall for deciduous trees and 3 – 4 feet tall for conifers. For qualifying trees, refer to the attached Acceptable Tree List on page (max. 100 pts.). **No ball and burlap trees are allowed. This grant program is designed to give hands on education to students, and B&B stock is too large for children to handle safely.**





see attached sheet for plant list  
and letter codes

# ADM HIGH SCHOOL SITE PLAN

for Trees for Teens Grant 2011  
ADM ECOLOGY CLUB

designed by  
Dorinda Grunert

Mrs Anita Vasto  
Sept. 9, 2011

scale is approximately  
1" = 200'



Plant list for Adel Desoto Minburn Ecology Club Trees for Teens Grant, 2011

Code	Name	Qty.
A	Sugar Maple	5
B	River Birch	4
C	Hackberry	3
D	Ginkgo (male)	3
E	Thornless Honeylocust	5
F	Kentucky Coffeetree	5
G	Larch	5
H	American Hophornbeam	3
I	London Planetree	3
J	White Oak	5
K	Swamp White Oak	5
L	Bur Oak	5
M	Chinkapin Oak	3
N	Northern Red Oak	5
O	Bald Cypress	3
P	American Linden	5
Q	White Fir	5
R	Norway Spruce	5
S	White Spruce	5
T	Black Hills Spruce	5
U	White Pine	5
V	Eastern Hemlock	5
a	Amur Maple	3
b	Serviceberry	5
c	Eastern Redbud	5
d	Pagoda Dogwood	3
e	Flowering Crabapple	5
f	American Plum	3
g	Japanese Tree Lilac	3

Trees For Kids/Trees For Teens Grant  
Nursery Notification Letter

The following entity Wood Duck Tree Farm is partnering with the Iowa Department of Natural Resources Forestry Bureau to plant containerized landscape trees with grant funding. The grant recipient will purchase the trees directly from a retail nursery, without being required to get competitive bids. Please provide a quote, using #7 container grown species on the acceptable tree list. All of the trees must meet the following specifications:

Tree size must meet the minimum standards of 5 – 7 feet, 3/4" caliper for deciduous trees (shorter if low growing trees) and 2 – 3 feet for conifers. All trees must be container grown stock no larger than 7 gallon pots. Nursery quote with scientific names, along with cultivar names, when applicable, are required. Any species/cultivar delivered which are not on the acceptable tree list, which are not approved by the DNR Trees For Kids coordinator will be considered a donation to the grant recipient by the nursery. Any plantings using Ball and Burlap stock will not receive grant funding.

In order to insure future health of our urban forest, diversity of species is required. For any project less than 30 trees, **a maximum of 3 trees of each species is allowed**. For projects over 30 trees, **a maximum of 10% per species and 20% per genus is allowed**. For example, for 50 total trees, you may have up to 5 Red Maple (*Acer Rubrum*) and up to a total of 10 Maples including Red (*Acer Rubrum*), Sugar Maple (*Acer saccharum*), and Black Maple (*Acer nigrum*). Please insure that the cultivar you select (example: Burgundy Belle is a cultivar of the Red Maple Species) is on the approved list. If you have questions about species selection, please contact the Grant Coordinator, Laura Wagner at [laura.wagner@dnr.iowa.gov](mailto:laura.wagner@dnr.iowa.gov) or 515-281-6749.

If you are interested in supplying trees to this grant recipient, please sign that you understand the conditions of the grant terms, and will not make size or species substitutions without prior approval by the DNR coordinator. If you have any questions, please contact the Trees For Kids Coordinator, Laura Wagner, at 515-281-6749 or [laura.wagner@dnr.iowa.gov](mailto:laura.wagner@dnr.iowa.gov)

RL Eide

Signature, Title

9-9-11

Date



13. Describe the educational component to your project such as a planting demonstration or a discussion on the benefits of trees. How will you include youth in the tree planting? (100 pts)

(all tree planting projects must include an educational component to be eligible for the Trees for Kids and Trees for Teens funding)

We will teach the younger children in the district how to properly plant and maintain the trees. Also they could be used in the classrooms in the science department to show different trees and all of the different things that go with the upkeep of the trees. We will include the youth with the planting by opening the planting up to the district for community service hours. The youth could also become involved not only with the initial planting but they could become involved in our frequent upkeep of the trees.

14. Provide the name of the school or organization that will hold and administer the Trees for Kids and Trees for Teens funds for this project. Service organizations that do not have 501(c)3 status must partner with a local agency that does administer project funds. (**Required** – The name of the organization must match the federal ID)

Adel-DeSoto-Minburn High School

15. Signature of the main contact person for the grant application and signature of the person responsible for managing the property. **Required**

Main Contact Signature Anita L. Vasto

Print Name Anita L. Vasto

Title H.S. Chem/Physics

Date 9/9/11 Teacher

Property Manager Signature Nancy Gee

Print Name Nancy Gee

Title Business Manager

Date 9/9/11

16. Return this **original** application via postal mail, e-mail, or fax with Nursery Quote, nursery notification letter, and map showing proposed tree locations to:

Iowa Department of Natural Resources - Forestry

Laura Wagner

Trees for Kids and Teens Coordinator

502 E. 9<sup>th</sup> Street

Des Moines, Iowa 50319

515-281-8895 Fax

Laura.wagner@dnr.iowa.gov

**POSTMARK DEADLINE: March 15, 2012 for Spring 2012**

**Or**

**September 10<sup>th</sup>, 2011 for Fall 2011**



8. Provide the name(s) of the professional (i.e., Certified Arborist, Registered Landscape Architect, Iowa Nursery and Landscape Association Certified Professional, or DNR and/or Professional Forester) who assisted in project design. (max. 100 pts.)

The Iowa Forestry Bureau Chief, Paul Tauke, served as a consultant for which trees to plant in the designated areas. Patrice Gumpert, a certified landscape designer, helped us decide optimal places to put trees on our school grounds. Ron Eike, with Wood Duck Tree Farms, will be teaching us how to distribute the utility mulch properly, he recommended species, and double checked our arrangement of the trees and the number and types of species.

9. List all the Iowa businesses you will use to supply trees and planting materials, as well as the service groups that may assist in planting. (max. 75 pts.)

Wood Duck Tree Farm will supply the trees for this project. The members of the ecology club will be planting the trees along with student volunteers at Adel-DeSoto-Minburn High School that need service hours. It will give an opportunity to those who aren't in ecology club to help better the environment. Adel Tree Company will also be donating and delivering utility mulch.

10. Describe the commitment and methods of the tree maintenance plan for use after tree planting and over the next five (5) years. How will you involve youth in the care of the trees? Describe what will be done and who will be responsible for ongoing maintenance. (max. 100 pts.)

The growing ecology club will work together with the student body to help keep the trees healthy. We will do so by watering, trimming, inspecting for disease (or other type of damage), and replacing the mulch that surrounds each tree. As many of the present day ecology club members will graduate in the next few years to come, we will be teaching younger students the benefits of helping the environment and serving their community through maintaining the trees now and years in the future.

11. In the past year has your school or organization used environmental education materials (such as Trees for Kids or Trees for Teens, National Arbor Day Foundation Materials, Project Learning Tree, and Project WILD and WILD Aquatic). (max. 50 pts.) ☒ Yes ☐ No

In the past years, our environmental education classes have used Project Learning Tree, Project WILD, and have also done special tree education projects.

If yes please list the name of the program or lesson plans.

12. Describe the need for outdoor education and the future educational use of the planting site. (max. 75 pts.)

There is a high need in our community for environmental education. We have a class that is available for students to take (Environmental Science). As the ecology club grows in the future years we hope that the environmental education will grow along with it. As the environmental education continues to grow, it may also enable there to be more chances for students to do community service that could actually interest them. The trees that we plant could also serve as an outdoor lab so that science classes in the future can experience science inquiry and hands-on activities.



The environmental benefits that will come from our project are numerous. First off it will provide cleaner oxygen in the air. During the day cars are starting and emitting gasses into the atmosphere that are harmful to our health. The trees would create better air quality for the community. The schools located on the southern edge of Adel therefore the air we pollute is carried throughout the whole town. The trees will sustain an excellent habitat for small animals and birds living in the wooded area to the south of the building. In every area that we plan to plant these trees it will be a solution to soil erosion and help prevent it from happening in the future. With trees being planted, dust from the gravel parking lot would be contained instead of drifting onto the fields.

7. Provide an itemized project budget detailing the use of Trees for Kids and Trees for Teens funds and the use of any matching funds (encouraged but not required). Matching funds can include, but are not limited to, cash donations, and other grants. Trees for Kids and Trees for Teens funds can only be used to purchase trees. Qualifying matching costs include purchasing additional trees, shrubs, and other vegetation for the project, paid labor and equipment for planting large trees (such as a tree spade and operator), and purchasing supplies such as mulch, stakes, etc. related to this project. Please list the amounts and sources of all matching funds (max. 100 pts.) **Please attach a copy of the nursery quote with species and cultivar names to this application.**

**See Attachment**

Item	Trees for Kids and Teens funds	Matching funds	Source
Tree purchases	\$ 5000.00	\$	Wood Duck Tree Farm
Mulch purchases	\$ .00	900.00	Adel Tree company
Other plant purchases		\$ .00	
Planting costs		\$ .00	ADM Ecology Club & H.S. volunteers
Planting supplies		\$ .00	" "
Other costs (identify)		\$ .00	" "
<b>Total Cost</b>	<b>\$ 5900.00</b>	<b>\$</b>	

7. Attach a site map clearly showing the proposed tree planting project. Be specific. Show the location of where the trees will be planted so that someone unfamiliar with your community could find the project easily. Attached maps must not exceed 8 1/2 x 11 inches in size. Emphasis will be given to projects where consultation has been made with a DNR forester. Contact information is available at <http://www.iowadnr.gov/forestry/district.html> (max. 100 pts.)

**See Attachment**



**ADEL DESOTO MINBURN COMMUNITY SCHOOLS**  
**FACILITY USAGE GUIDE 2011-12**

The following guidelines will apply for groups wishing to use the facilities of the ADM Community School District.

**CLASSIFICATIONS**

***Facilities Classifications***

Classifications will be used when groups wish to use the district facilities. The classifications will be as follows: A, B, C, and D. Class A will have the highest priority for use when developing the school calendar. After the school calendar, priority is on first come, first serve basis.

The Activities Director or personnel designated to keep the master calendar will determine the classification of each group requesting use of a facility as outlined below. Should there be any questionable organizations or uses, the Superintendent will complete determination.

Status, purpose and activity determine the classification of the group or organization. The classification criteria listed below in priority order should be followed for the use of all facilities.

Dependent upon use, adjustments may be made as to the class a group or organization comes under.

***Facility Availability***

Facilities are generally available for non-school use after 4:00 PM Monday through Friday. No non-church youth activities allowed after 6:00 PM on Wednesdays. Facilities generally are not available for non-school use during winter vacation, spring break, and summer cleaning periods. Any time school is dismissed early due to weather conditions, no facility usage will be permitted and any activities scheduled will be canceled immediately.

**FACILITY CLASSES**

Examples of primary users are given in each class.

**CLASS A**

**SCHOOL ACTIVITIES AND SCHOOL RELATED ORGANIZATIONS\***

Regular classroom activities

School activities for students (Athletic events, Fine Arts events, etc.)

School related groups and organizations (PTO, Fine Arts, Athletic Boosters, etc.)

District sponsored activities for staff (Training, Professional Development, etc.)

Community Education Activities (Adult Education, Intramural, etc.)

\*School-sponsored events or activities are defined as individual programs or activities, which the District or a District-related organization directly and completely coordinates, funds, plans, and operates. All profits from fundraising events in this classification are returned to the school or school-related organization.

**CLASS B**

**PUBLIC AGENCIES AND DISTRICT CO-SPONSORED ACTIVITIES\*\***

Adel, DeSoto, Minburn government units or committees

Requests for National, State and Local elections.



\*\*Co-sponsored events or activities are defined as individual programs or activities in which the District or District-related organization, through a joint arrangement with another agency, organization or individual receives mutual benefits from the event and assists in one or more of the following ways: funding, planning and/or operating.

### **YOUTH/NON-PROFIT ORGANIZATIONS**

Meetings and practice sessions for District residents belonging to non-profit, chartered youth groups or organizations sponsoring youth activities during their regular season or year. Any activity that generates a profit will be considered on an individual basis. Such groups may include the following:

Boys and Girls Scouts

Camp Fire

4-H

ADM Soccer Club

ADM Wrestling Club

ADM Youth Church Activities

Local ADM youth tournament teams not affiliated with local youth sports clubs. (AAU, USSSA, ASA, club league, etc.)

### **NON-PROFIT CIVIC, SERVICE AND SOCIAL GROUPS OFFERING EDUCATIONAL, RECREATIONAL, AND COMMUNITY BUILDING ACTIVITIES**

Community organization meetings of civic or service nature

Adult groups whose members reside in the District for regularly scheduled meetings or recreation (e.g. basketball groups, volleyball groups, community singing groups.)

Community groups sponsoring money-making activities with all proceeds directly benefiting the schools.

Local non-profit organizations conducting profit-making activities for charitable purposes.

### **CLASS C**

#### **FOR PROFIT CAMPS BY DISTRICT EMPLOYEES**

Camps conducted for profit by school district employees with proceeds going to employee.

#### **NON-PROFIT/PRIVATE INTEREST GROUPS**

Adult religious services

Businesses conducting not-for-profit events for which there is no charge to participants (e.g. businesses conducting training for their own employees)

Nonprofit in-District groups using the facilities for private purposes

Private parties (e.g. wedding receptions, family or company picnics, birthday parties, graduation parties)

### **CLASS D**

#### **OUT OF DISTRICT PRIVATE INTEREST GROUPS OR FOR-PROFIT ACTIVITIES**

Out of district youth or adult groups with less than a majority of ADM residents as participants.

Activity, sport camps, clinics, etc. which are done by non-school district employees

Meetings that are commercial in nature including soliciting, transacting financial business, enlisting potential customers for later sales contact, etc.



Businesses, private interest groups, individuals conducting activities for which a fee or admission is charged or items are sold.

Businesses holding non-gate fee events for which the participant directly or indirectly is charged a fee (e.g. rehearsals, ceremonies, performances).

NOTE: The Superintendent and/or Board may, by discretion, approve other uses and set fees accordingly.

NOTE: Upon approval by the Activities Department, service hours may take the place of usage fees.

## **FEE STRUCTURE**

### ***Determining Fees***

The Activities Department will determine the appropriate classification for the use of District facilities. The fee will be based on the classification. Necessary additional fees may include such things as cleaning fee, failure to cancel charges, replacement or repair for damage or theft, and other pertinent administrative costs.

### ***Key Deposit***

Buildings are usually open during the evenings throughout the school year. However, a key may need to be checked out if the use of the facility is at a time when staff is not on duty. If a key needs to be checked out, a \$50 key deposit will be held until the key is returned.

### ***Damage Deposit (Excluding Auditorium)***

In case of damage caused by a group, the district may charge a fee when it deems to be appropriate. A deposit will be required after the first incident of damage. The group will make the deposit before the next scheduled use. The Activities Director and/or Superintendent will determine the amount of the deposit or additional fees.

### ***Damage Deposit (Auditorium)***

A \$500 cash/check damage deposit will be required of all groups wishing to use the auditorium.

A walk through will be conducted by the activities director or building principal prior to and immediately following use of the auditorium. Following the final walk through the damage deposit will be refunded minus any damages caused to the facility.

### ***Waived Fees***

On occasion, a fee may be waived or reduced, dependent upon use and organization. This would be done with approval of the Superintendent through the Activities Director.

### ***Agreement Length***

All yearly facility usage agreements will run from July 1<sup>st</sup> through June 30<sup>th</sup>.

## **2011-12 Rental Fees**

FACILITY	CLASS A AND B	CLASS C	CLASS D
Auditorium	NC	\$20 hr w/ a \$100.00 max	\$40 hr w/ a \$300 max
Board Room	NC	\$20 hr w/ a \$50.00 max	\$20 hr w/ a \$150 max
Meeting Rooms	NC	\$20 hr w/ a \$50.00 max	\$20 hr w/ a \$150 max
District Commons	NC	\$20 hr w/ a \$50.00 max	\$20 hr w/ a \$150 max
District Media Centers	NC	\$20 hr w/ a \$50.00 max	\$20 hr w/ a \$150 max
Fields/Day	NC	\$20 hr w/ a \$50.00 max	\$30 hr w/ a \$200 max
Fields/Night	NC	\$40 hr w/ a \$100.00 max	\$60 hr w/ a \$400 max
All District Gyms	NC	\$20 hr w/ a \$50.00 max	\$30 hr w/ a \$150 max
*Kitchen	NC	\$20 hr w/ a \$50.00 max	\$30 hr w/ a \$200 max



## FEES ARE PER DAY

\*Must have a district kitchen employee present

### Additional Charges if Needed:

Custodian	\$25 hr.
Auditorium Tech	\$40 hr.
Kitchen Supervision	\$20 hr.
Security Check*	\$20
Unlock/Lock Fee	\$25 for unlock; \$25 to lock
Activity Supervision	\$20 hr.

*\*When security check is required following an activity or if school employee is called back to secure a building*

NC = No Charge

Note: All charges are per occurrence.

\* When a group requests to reserve a facility, the duration of time allowed in that facility will be based on amount of requests and availability for that particular facility.

### **FACILITIES REGULATIONS**

The following conditions must be followed when a group uses facilities of ADM Community School:

- A) The use in no way interferes with the student educational and/or activity program of the ADM Community School District.
- B) The use is consistent with state law.
- C) The group or organization is responsible for and will exercise care in the use of the facilities.
- D) The activity is supervised by an adequate number of adult sponsors.
- E) Use of or possession of alcoholic beverages and/or controlled substances within school or on school grounds is prohibited.
- F) Smoking/tobacco use is prohibited in school building and on school grounds.
- G) When appropriate, a key is checked out from the Activities Office to an adult sponsor, who shall not lend it to any other person. A \$50 key deposit will be made until the key is returned. Said sponsor shall open and close the facility, being the first person to arrive and the last person to leave, assuring that all lights and equipment are turned off.
- H) The District reserves the right to charge a fee for any damage or excessive cleaning that needs to be done after a group has used a facility. A facility usage agreement must be completed before any group may use a facility.
- I) The activity is confined to the area designated, and no school equipment or supplies are used except as approved in advance.



**ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
VOLUNTARY EARLY RETIREMENT PROGRAM  
2011-12**

**Eligibility.** The voluntary early retirement program shall apply to employees who are at least age 55 and who have completed at least ten (10) years of full-time continuous service to the Adel DeSoto Minburn Community School District from the last date of hire. [If this program is continued in future years, the minimum number of years of service for persons hired after October 1, 2006 shall be fifteen (15).] "Full-time" service is defined as forty (40) hours per week. Years of service as a substitute employee shall not count as a year of service. Years of part-time service may not be aggregated to equal a year of full-time service; however, a year(s) of part-time service shall not break continuous years of full-time service. The employee must have been employed on a regular contract. The employee must reach the minimum age of 55 and the ten years of service on or before July 1, 2012. The employee may not have been discharged or recommended for termination of employment during the year the early retirement plan is offered. If an employee has previously received any early retirement benefit from the District, the employee is not eligible for this program.

**Application.** The employee must make application for early retirement benefits between 8:00 a.m. on January 2, 2012 and 4:00 p.m. on January 6, 2012. The application shall be made on a form provided by the District and shall be submitted to the board secretary. The employee must also make formal application for retirement benefits under IPERS. The Board shall have the discretion to approve or disapprove any and all applications for early retirement benefits. The Board may limit the number of employees granted early retirement benefits. When more employees apply than are going to be granted early retirement benefits, the Board shall, except for good cause, consider applications in the order in which they are received in the business office of the District.

**Resignation.** Any employee who wishes to obtain early retirement benefits shall submit a resignation from employment with her/his application for early retirement benefits, effective at the conclusion of the 2011-12 contract year, which resignation may be contingent upon the Board approving the employee's request for early retirement benefits. Mid-year resignations shall disqualify an employee from the early retirement benefit. Approval of the request for early retirement benefits will be considered acceptance of the employee's resignation and will constitute a voluntary termination of all of the employee's contracts.

Employees who receive early retirement benefits under this program shall not be eligible to be rehired by the District, except for temporary substitute duty or in unusual situations in the sole discretion of the Board. The District shall not be required to accept or consider an application for employment from the retiree.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
VOLUNTARY EARLY RETIREMENT PROGRAM  
2011-12

**Voluntary Early Retirement Annuity.** An employee granted early retirement pursuant to this policy will receive an annuity, payable during the month of September, 2012 equal to forty-four percent (44%) of the employee's regular 2011-12 salary or wages (exclusive of Teacher Quality Act money, longevity, extended contract pay, supplemental salary, extra duty pay, over-time, shift differential, flexible spending, or other such additional payments). The early retirement annuity shall not be paid if the employee dies after the Board has approved the early retirement but prior to the employee's last day of scheduled work. If the employee dies on or after the first day of early retirement, but prior to receiving the early retirement annuity, the annuity shall be paid to the employee's beneficiary.

**Voluntary Early Retirement Insurance Benefit.** An employee granted early retirement pursuant to this policy may elect to continue participation in the District's group health insurance plan subject to approval of the carrier and in accordance with Iowa law to age sixty-five. The employee must make all payments for continuation of coverage. The employee must have been a participant in the District's group health insurance plan during the 2011-12 contract year. The District reserves the right to change coverage or carriers at any time.

**No Vesting.** This plan shall be in effect only for the 2011-12 contract year. The adoption of this plan shall not vest any right in any employee whether or not the employee is currently eligible for early retirement. The Board shall have the complete discretion to amend or repeal this plan at any time and shall not be obligated to provide any benefits to any employee after the date of such amendment or repeal, except to those employees whose early retirement pursuant to this policy has commenced prior to the amendment or repeal.



ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
EARLY RETIREMENT APPLICATION  
SCHOOL YEAR \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Birthdate \_\_\_\_\_ Social Security Number \_\_\_\_\_  
M/D/Y

Address \_\_\_\_\_  
Street/Box City Zip

Home Phone Number \_\_\_\_\_

Beneficiary \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Beneficiary

Address \_\_\_\_\_  
Street/Box City Zip

Do you plan to continue insurance benefits at your own cost on the school insurance plan?

(Circle One) Yes No

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please attach your letter of resignation.

\*\*\*\*\*

(For Office Use Only)

\$ \_\_\_\_\_  
Base Salary

\$ \_\_\_\_\_  
44% Incentive

APPLICATION DEADLINE IS JANUARY 6





# Iowa Department of Education



School Year: <input type="text" value="2010-2011"/> <input type="button" value="Go"/>	Form: <input type="text" value="96 Print Summary All"/> <input type="button" value="Go"/> <input type="button" value="Exit"/> Form Must Be Completed By: Both Public and Non-Public
District: 0027 School: 0000 Name: Adel DeSoto Minburn Comm School District	

Division of PK-12 Education

## Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

### Print Summary All, Public

Chapter 12 Improvement Goals Reading	
<b>281--IAC 12.8(3)(b)</b> <b>PUBLIC</b> The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement. <ul style="list-style-type: none"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul>	
<b>Long-Range Goals from CSIP:</b> 281--IAC 12.8(3)(b)(3)	All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
<b>2010-2011 Current School Year Annual Goals:</b> 281--IAC 12.8(3)(b)(4)	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.
<b>Were the Annual Goals Met?</b>	YES



<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	<p>Our reading annual improvement goal was to 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. We met this goal.</p> <p>In 2011, the percentage of students proficient and above in grades 3-11 was 85.8%, an increase of 2.5% which was .7% less than expected.</p>
<b>If the District Did Not Meet its Goal</b> 281--IAC 12.8(3)(b)(4)  <b>The plan to meet future goals includes the following:</b>	(Not Required)
<b>2011-2012 Next School Year Annual Goals:</b> 281--IAC 12.8(3)(b)(4)	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 2011 (85.8%) to the percent proficient or above in 2012.



Chapter 12 Improvement Goals Math	
<b>281--IAC 12.8(3)(b)</b> <b>PUBLIC</b> The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement. <ul style="list-style-type: none"> <li>• Annual improvement goals must be measurable.</li> <li>• Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.</li> </ul>	
<b>Long-Range Goals from CSIP:</b> <b>281--IAC 12.8(3)(b)(3)</b>	All PK-12 students will achieve at high levels in math, prepared for success beyond high school.
<b>2010-2011 Current School Year Annual Goals:</b> <b>281--IAC 12.8(3)(b)(4)</b>	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.
<b>Were the Annual Goals Met?</b>	YES
<b>Supporting Data to demonstrate that the district has or has not met its goal:</b>	Our math goal was to 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. We met this goal.  In 2011, the percentage of students proficient or above in grades 3-11 was 87.6%, an increase of 3.2% which was .6% more than expected.
<b>If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)</b>  <b>The plan to meet future goals includes the following:</b>	(Not Required)
<b>2011-2012 Next School Year Annual Goals:</b>	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 2011 (87.6%) to the percent proficient or above in 2012.



281--IAC 12.8(3)(b)(4)
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## Chapter 12 Improvement Goals Science

## 281--IAC 12.8(3)(b)

## PUBLIC

The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

- Annual improvement goals must be measurable.
- Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement.

- ☒ Grade 8 is served.
- ☒ Grade 11 is served.
- ☐ Neither Grade 8 or Grade 11 is served.

**SCIENCE ONLY:** At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.

Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	All PK-12 students will achieve at high levels in science, prepared for success beyond high school.
2010-2011 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	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 3-1 in 2010 (90.4%) to the percent proficient or above in 2011.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	Our annual science was to 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 3-1 in 2010 (90.4%) to the percent proficient or above in 2011. We met this goal.  In 2011, the percentage of students proficient or above in grades 3-11 was 91.5%. The was what was expected.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)  The plan to meet future goals	(Not Required)



includes the following:	
<b>2011-2012</b> <b>Next School</b> <b>Year Annual</b> <b>Goals:</b> <b>281--IAC</b> <b>12.8(3)(b)(4)</b>	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 3-1 in 2011 (91.5%) to the percent proficient or above in 2012.



**Chapter 12 Alternative Assessment - Reading****281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

☒ **YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Reading.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Reading**



**Chapter 12 Alternative Assessment - Math****281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

☒ **YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Math.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Math**



**Chapter 12 Alternative Assessment - Science****281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

☒ **YES**, testing is done using ONLY ITBS and/or the ITED; and, are used to measure progress toward annual improvement goals in Science.

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

**Not currently using Alternative Assessment for Science**



## Chapter 12 Multiple Assessments

## Assessment Selections 281--IAC 12.8(3)(b)(5)

## PUBLIC

- All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district.
- Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district.
- Whole grade sharing districts only report data within grade levels served by the district.

[View Complete Assessments List](#)
[List of All Available Assessments](#)

## Reading

<b>Assessment Used:</b>	Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks) (27)
<b>Other Assessment:</b> Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>Students in grades Kindergarten through 5th grade participate in benchmark reading assessments. End of the year benchmarking is reported here. The number reflects the percentage of students at the grade level whose benchmark score was at grade level or above.</p> <p>Kindergarten: 96%            First Grade: 83%            Second Grade: 89%            Third Grade: 91%            Fourth Grade: 85%            Fifth Grade: 88%</p>

## Math

<b>Assessment Used:</b>	District Developmental Assessments (84)
<b>Other Assessment:</b> Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)

<b>Explanation -- How did the students do on this test?</b>	<p>A district created benchmark assessment given in 8th grade measures students mastery of key concepts and skills cumulative to this point. The numbers reported reflect the percentage of students at "mastery" on this assessment. Mastery is defined as a score of 80% (or higher) correct on the assessment.</p> <p>8th Grade Mathematics Assessment</p> <p>Basic (0-69% correct): 1.6% of students  Proficient (70-79% correct): 4.7% of students  Mastery (80-100% correct): 93.7% of students</p>
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### Science

<b>Assessment Used:</b>	District Developmental Assessments (84)
<b>Other Assessment:</b> Name/description /comment about the "other" assessment, or N/A if whole grade sharing.	(No "Other" Assessment Data)
<b>Explanation -- How did the students do on this test?</b>	<p>A district created benchmark assessment given in 8th grade measures students mastery of key concepts and skills in science. The numbers reported reflect the percentage of students at "mastery" on this assessment. Mastery is defined as a score of 80% (or higher) correct on the assessment.</p> <p>8th Grade Science Assessment</p> <p>Basic (0-69% correct): 1.6% of students  Proficient (70-79% correct): 6.4% of students  Mastery (80-100% correct): 92.0% of students</p>



Chapter 12 Post-Secondary Data	
<b>Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)</b>	
Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.	
<b>List assessment used and cut score:</b>	ADM uses the ACT as a measure of probable post-secondary success. The cut score for that assessment is a score of 20.
<p>This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</p> <p>If available, ACT data will be automatically provided. These data are from the last available Project EASIER Spring/B.E.D.S.</p>	<p><b>58</b> Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: <b>121</b>. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p><b>63</b> Total number of students who took the test. (Number of students who took the ACT test: <b>139</b>. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p><b>92.06%</b> Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</p>
<b>Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)</b>	
<p>All high school seniors who intend to pursue post-secondary education or training.</p> <p><b>PUBLIC</b> These data are from the last available Project EASIER Spring/B.E.D.S.</p>	<p><b>82</b> Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: <b>82</b>. Data from Project EASIER BEDS table.)</p>
	<p><b>102</b> Total number of seniors who have graduated. (Number of seniors: <b>102</b>. Data from Project EASIER BEDS table.)</p>
	<p><b>80.39%</b> Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</p>
<b>Core Program Completers 281--IAC 12.8(3)(a)(7)</b>	
All high school graduates who completed a core program which includes four	<b>103</b> Total number of high school graduates who completed a core program.
	<b>104</b> Total number of high school graduates.

years of  
English/language  
arts and three or  
more years each  
of mathematics,  
science, and  
social studies.

**99.04%**

Total percentage of high school graduates who completed a core program.  
Percent arrived at by dividing the number of graduates who completed a core program by the  
total number of graduates.



## Chapter 12 Post-Secondary Dropout Data

### Dropout Data 281--IAC 12.8(3)(a)(4)

"Dropout" means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

**IMPORTANT** Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2009-2010), while the APR itself is in the current school year (2010-2011).

#### Dropout Definitions

According to the CCD definition, a dropout is an individual who

- was enrolled in school at some time during the 2009-2010 school year (on or after October 1, 2009)
- is not enrolled as of Count Day 2010
- has not graduated from high school or completed a state- or district-approved education program; and
- does not meet any of the following exclusionary conditions:
  - a. transfer to another public school district, private school, or state- or district-approved education programs
  - b. temporary absence due to suspension or school-approved illness; or
  - c. death

For the purpose of this definition:

1. The school year is the 12-month period of time beginning on Count Day.
2. Dropouts from the previous summer reported for the year and grade in which they fail to enroll. For example, a student completing 10th grade in 2009-2010, who does not enroll the next year would be reported as an 11th grade dropout for 2010-2011.
3. Individuals who are not accounted for on October 1 are considered dropouts.
4. A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition of school authorities.

#### All Dropouts 2009-2010

**8** Total number of All Dropouts, grades 7-12.

**688** Total number of All Students, grades 7-12.

**1.16%** Total percentage of All Dropouts, grades 7-12.

Percent arrived at by dividing the number of Dropouts by the total number of Students.

#### DROPOUT SUBGROUPS

##### Female 2009-2010

**3** Total number of Female Dropouts, grades 7-12.

**335** Total number of Female Students, grades 7-12.

**0.90%** Total percentage of Female Dropouts, grades 7-12.

Percent arrived at by dividing the number of Dropouts by the total number of Students.



Male 2009-2010	<div>5</div> Total number of Male Dropouts, grades 7-12. <div>353</div> Total number of Male Students, grades 7-12. <div>1.42%</div> Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
White (not of Hispanic origin) 2009-2010	<div>7</div> Total number of White (not of Hispanic origin) Dropouts, grades 7-12. <div>649</div> Total number of White (not of Hispanic origin) Students, grades 7-12. <div>1.08%</div> Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Black (not of Hispanic origin) 2009-2010	<div>1</div> Total number of Black (not of Hispanic origin) Dropouts, grades 7-12. <div>4</div> Total number of Black (not of Hispanic origin) Students, grades 7-12. <div>25.00%</div> Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Hispanic 2009-2010	<div>0</div> Total number of Hispanic Dropouts, grades 7-12. <div>22</div> Total number of Hispanic Students, grades 7-12. <div>0.00%</div> Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
American Indian or Alaskan Native 2009-2010	<div>0</div> Total number of American Indian or Alaskan Native Dropouts, grades 7-12. <div>1</div> Total number of American Indian or Alaskan Native Students, grades 7-12. <div>0.00%</div> Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Asian 2009-2010	<div>0</div> Total number of Asian Dropouts, grades 7-12. <div>9</div> Total number of Asian Students, grades 7-12. <div>0.00%</div> Total percentage of Asian Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Pacific Islander 2009-2010	<div>0</div> Total number of Pacific Islander Dropouts, grades 7-12. <div>0</div> Total number of Pacific Islander Students, grades 7-12. <div>0.00%</div> Total percentage of Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.
Multiple (2+ Race/Ethnicity) 2009-2010	<div>0</div> Total number of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. <div>3</div> Total number of Multiple (2+ Race/Ethnicity) Students, grades 7-12. Students are only counted once on this form. This field is not used unless the student is counted in this field only.



	<p>This field is not used if the multiple race/ethnicity includes Hispanic, the Hispanic field is used, instead.</p> <p><b>0.00%</b> Total percentage of Multiple (2+ Race/Ethnicity) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2009-2010	<p><b>2</b> Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p><b>79</b> Total number of Disabled/IEP Students, grades 7-12.</p> <p><b>2.53%</b> Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2009-2010	<p><b>0</b> Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p><b>1</b> Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p><b>0.00%</b> Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

Additional State Requirements											
<b>Other Locally Determined Indicators 281--IAC 12.8(3)</b>											
<p>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.</p>	<p>Student Attendance (average attendance rates for 2010-2011)</p> <table> <tbody> <tr> <td>Adel Elementary</td> <td>96.25%</td> </tr> <tr> <td>DeSoto Intermediate</td> <td>95.85%</td> </tr> <tr> <td>Middle School</td> <td>95.80%</td> </tr> <tr> <td>High School</td> <td>93.57%</td> </tr> <tr> <td>District Average</td> <td>95.18%</td> </tr> </tbody> </table>	Adel Elementary	96.25%	DeSoto Intermediate	95.85%	Middle School	95.80%	High School	93.57%	District Average	95.18%
Adel Elementary	96.25%										
DeSoto Intermediate	95.85%										
Middle School	95.80%										
High School	93.57%										
District Average	95.18%										
<b>Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)</b>											
<p>Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.</p> <p>Early intervention goal(s) might also be class size reduction goals.</p>											
<p>Did the school districts accept Early Intervention funding?</p>	<p>YES</p>										
<p>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</p>	<p>2010-2011 Early Intervention Goal</p> <p>The number of 4th grade students proficient and above in reading comprehension as measured by the ITBS will increase from the percent in 2009-2010.</p> <p>We have not met our goal. ITBS data for the 2009-10 school year show 87.9% of all ADM 4th grade students scored at the proficient level or higher on the reading comprehension subtest. In 2010-11, 83.1% of all ADM 4th grade students were at the 41st percentile or above.</p>										



**Athletic Eligibility Report for the Iowa State Board of Education****Assistance for Student Athletes**

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.

- ☒ Classroom teacher interventions
- ☒ Coach interventions
- ☒ Study hall/study table
- ☒ Tutors
- ☒ Parent involvement
- ☒ Classroom interventions
- ☒ Problem solving team
- ☒ Before/after school help
- ☒ Counseling services
- ☒ At-risk program
- ☒ Progress reports

**Other**

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.

Failing and Incomplete lists (weekly)  
Homeroom required tutoring

Assurances	
Assurances -- Public ONLY	
YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content <b>Reading</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content <b>Math</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content <b>Science</b> Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.
Assurances -- Public and Non-Public	
YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: <b>October 1, 2011</b>

District Information	
Authorized Agency	Adel DeSoto Minburn Comm School District 801 Nile Kinnick Dr S Adel, Iowa 50003 AEA: AEA 11 Heartland (district filed under aea control code 9211)
Primary APR Contact	Name:* Greg Dufoe Title:* Superintendent Telephone:* 515 - 993 - 4283 Extension: FAX:* 515 - 993 - 4866 Email:* <small>Click, below, to email contact:</small> <a href="mailto:gdufoe@adel.k12.ia.us">gdufoe@adel.k12.ia.us</a>



# ACT High School Profile Report

## The Graduating Class of 2011--Adel DeSoto Minburn High School

This report reflects the achievement of ADM graduates on the ACT over the past eight years and provides an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework.

The table below shows the eight-year trend of ADM's ACT-tested graduates and how they compare to their state and national peers.

**Eight Year Trends—Average ACT Scores**

Total Tested				English			Mathematics			Reading			Science			Composite		
Grad Year	ADM #/%	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US
2003	81/73%	24,200	1,175,059	21.9	21.3	20.3	22.2	21.6	20.6	22.7	22.4	21.2	22.1	22.1	20.8	22.3	22.0	20.8
2004	75/67%	23,591	1,171,460	21.1	21.4	20.4	22.4	21.8	20.7	22.9	22.4	21.3	22.5	22.1	20.9	22.4	22.0	20.9
2005	80/67%	22,545	1,186,251	21.4	21.5	20.4	21.9	21.7	20.7	22.6	22.4	21.3	21.8	22.1	20.9	22.1	22.0	20.9
2006	67/68%	22,233	1,206,455	23.1	21.6	20.6	22.6	21.8	20.8	23.5	22.5	21.4	22.6	22.1	20.9	23.1	22.1	21.1
2007	68/68%	23,016	1,300,599	22.6	21.6	20.7	21.9	21.9	21.0	24.0	22.6	21.5	21.9	22.3	21.0	22.7	22.3	21.2
2008	68/62%	22,950	1,421,941	21.3	21.9	20.6	22.7	22.0	21.0	22.3	22.9	21.4	21.7	22.3	20.8	22.1	22.4	21.1
2009	76/73%	22,377	1,480,469	22.4	21.9	20.6	23.4	21.9	21.0	23.7	22.9	21.4	22.6	22.4	20.9	23.1	22.4	21.1
2010	66/62%	22,943	1,568,835	22.8	21.8	20.5	23.6	21.8	21.0	24.0	22.6	21.3	22.7	22.3	20.9	23.4	22.2	21.0
<b>2011</b>	<b>63/64%</b>	<b>22,968</b>	<b>1,623,112</b>	<b>23.0</b>	<b>21.7</b>	<b>20.6</b>	<b>24.7</b>	<b>21.9</b>	<b>21.1</b>	<b>24.1</b>	<b>22.6</b>	<b>21.3</b>	<b>23.5</b>	<b>22.4</b>	<b>20.9</b>	<b>23.9</b>	<b>22.3</b>	<b>21.1</b>

**Just the Facts:**

- The 2011 ACT composite of 23.9 is the highest score on record going back to 1985. This is the second year in a row for the highest composite on record.
- The highest subtest score was in Reading with a score of 24.7. The state average was 21.9.
- The lowest subtest score was in English with a 23.0. The state average was 21.7.

# ACT High School Profile Report

## The Graduating Class of 2011--Adel DeSoto Minburn High School

The following table indicates student readiness for college-level work. Through collaborative research with postsecondary institutions nationwide, ACT has established college readiness benchmark scores for designated college courses.\* A benchmark score is the minimum needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

**Percent of ACT-Tested Students Ready for College-Level Coursework**

Grad Year	College English Composition			College Algebra			College Biology			College Social Science			Students Meeting All 4 ACT Benchmark Scores		
	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US
2007	85	78	69	49	50	43	29	36	28	68	61	53	29	28	23
2008	76	79	68	57	50	43	32	37	28	66	63	53	29	29	22
2009	89	79	67	61	50	42	46	37	28	72	64	53	39	29	23
2010	88	77	66	65	51	43	39	37	29	76	61	52	35	30	24
<b>2011</b>	<b>92</b>	<b>77</b>	<b>66</b>	<b>76</b>	<b>52</b>	<b>45</b>	<b>51</b>	<b>40</b>	<b>30</b>	<b>78</b>	<b>62</b>	<b>52</b>	<b>44</b>	<b>31</b>	<b>N/A</b>

\*College-Level Coursework readiness is based on Benchmark Scores on the ACT subject area tests. Those benchmarks are:

ACT English Benchmark Score = 18

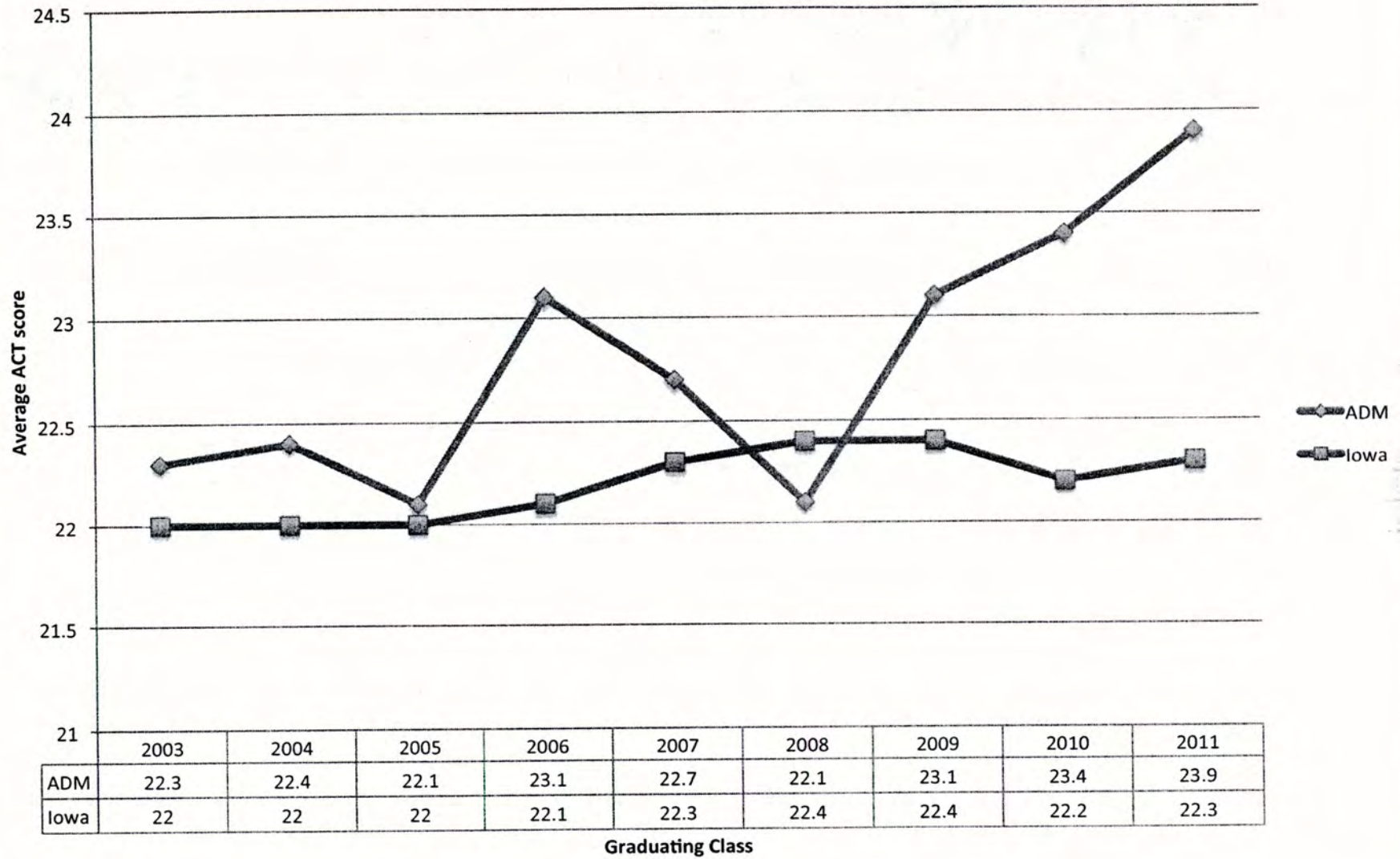
ACT Math Benchmark Score = 22

ACT Science Benchmark Score = 24

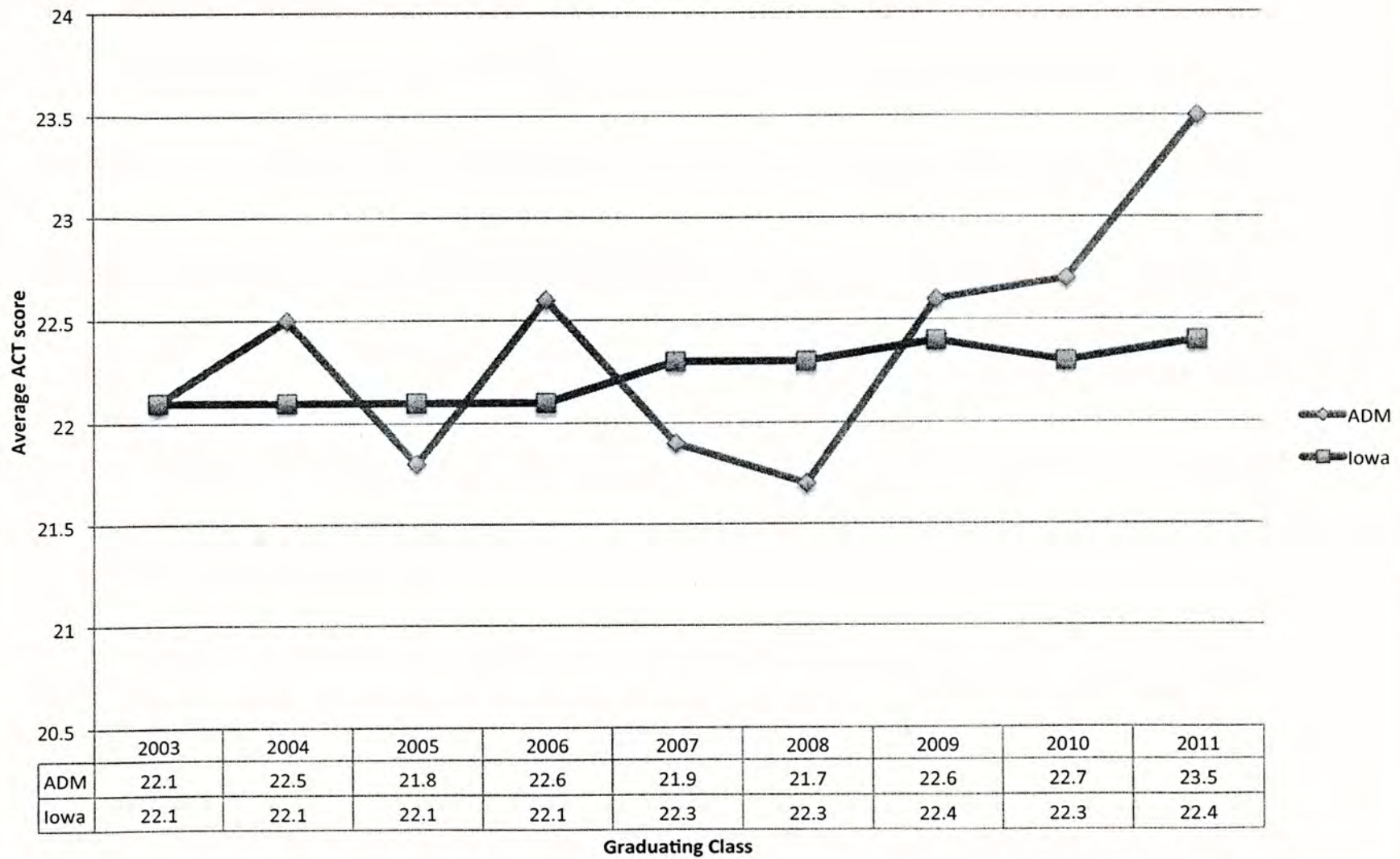
ACT Reading Benchmark Score (for Social Science)= 21



## ACT Composite

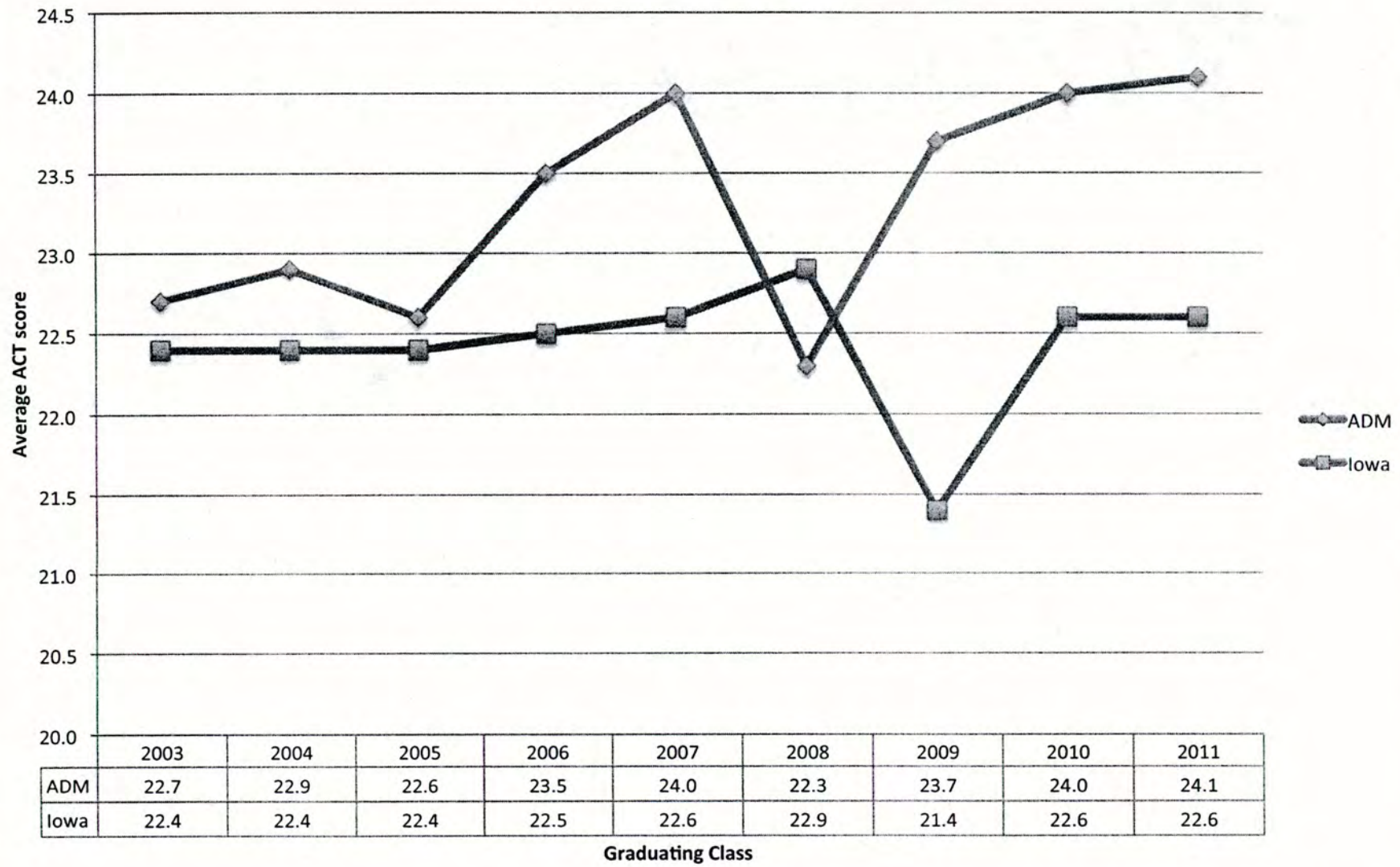


## ACT Science subtest

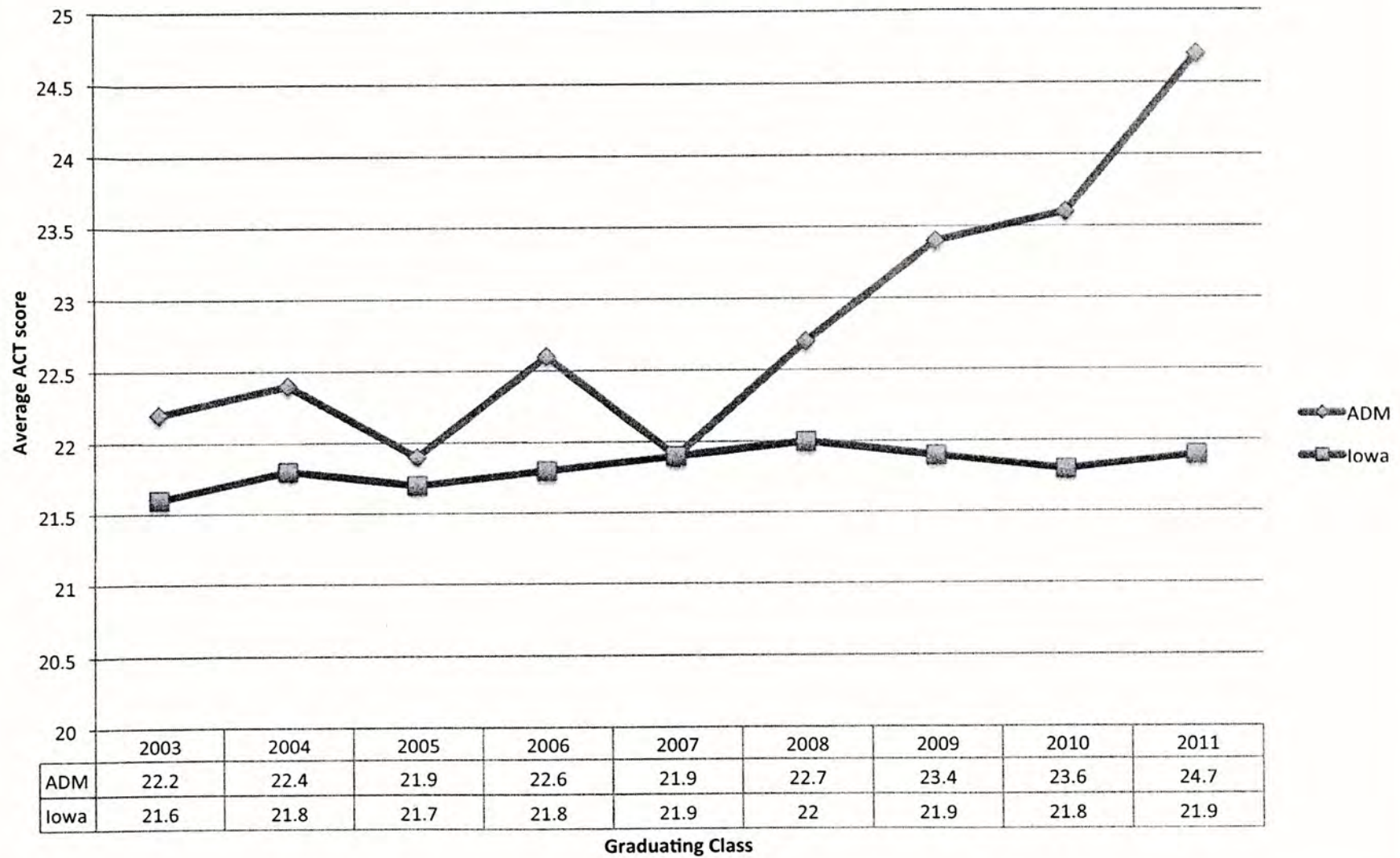




## ACT Reading subtest

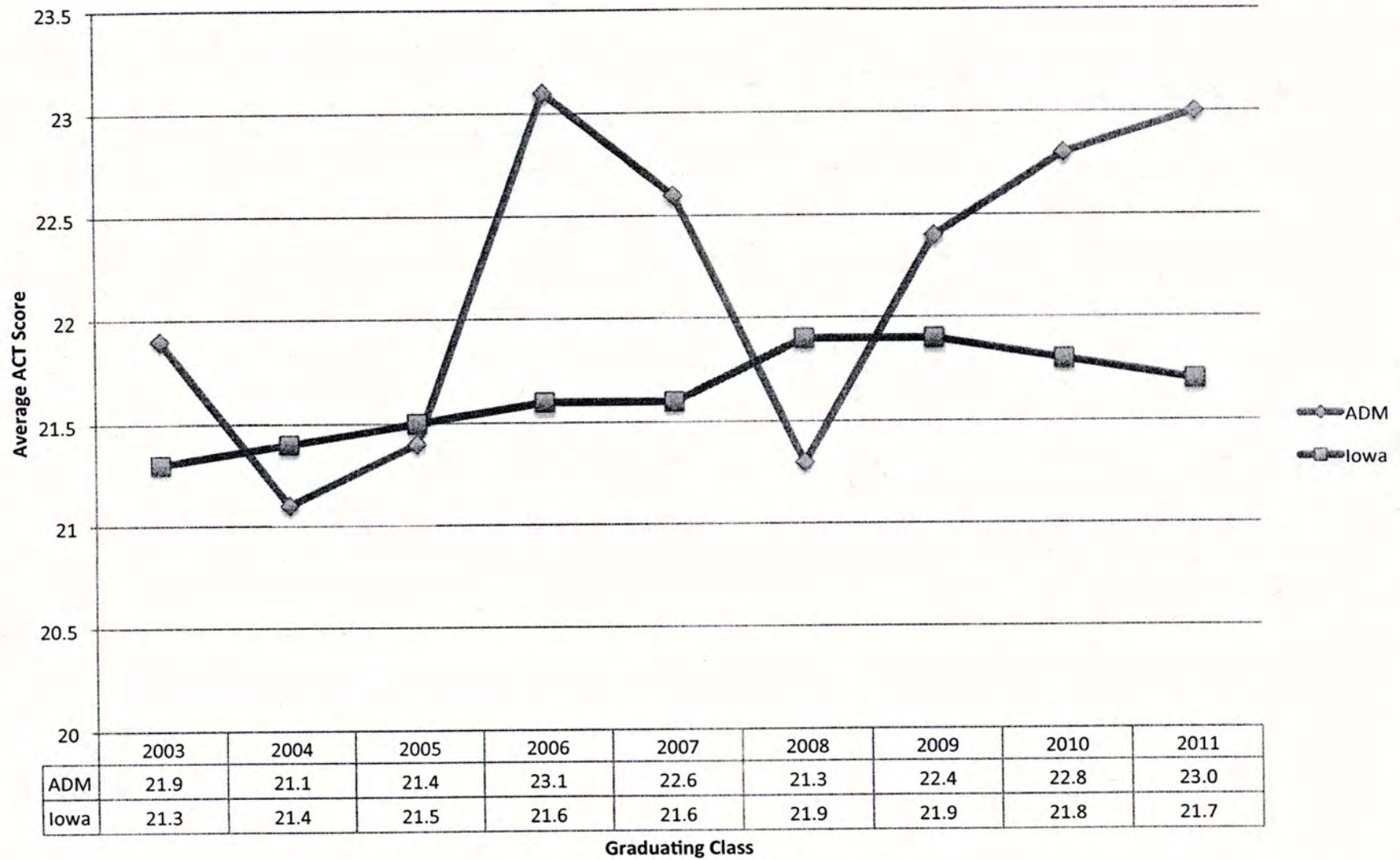


## ACT Mathematics Subtest

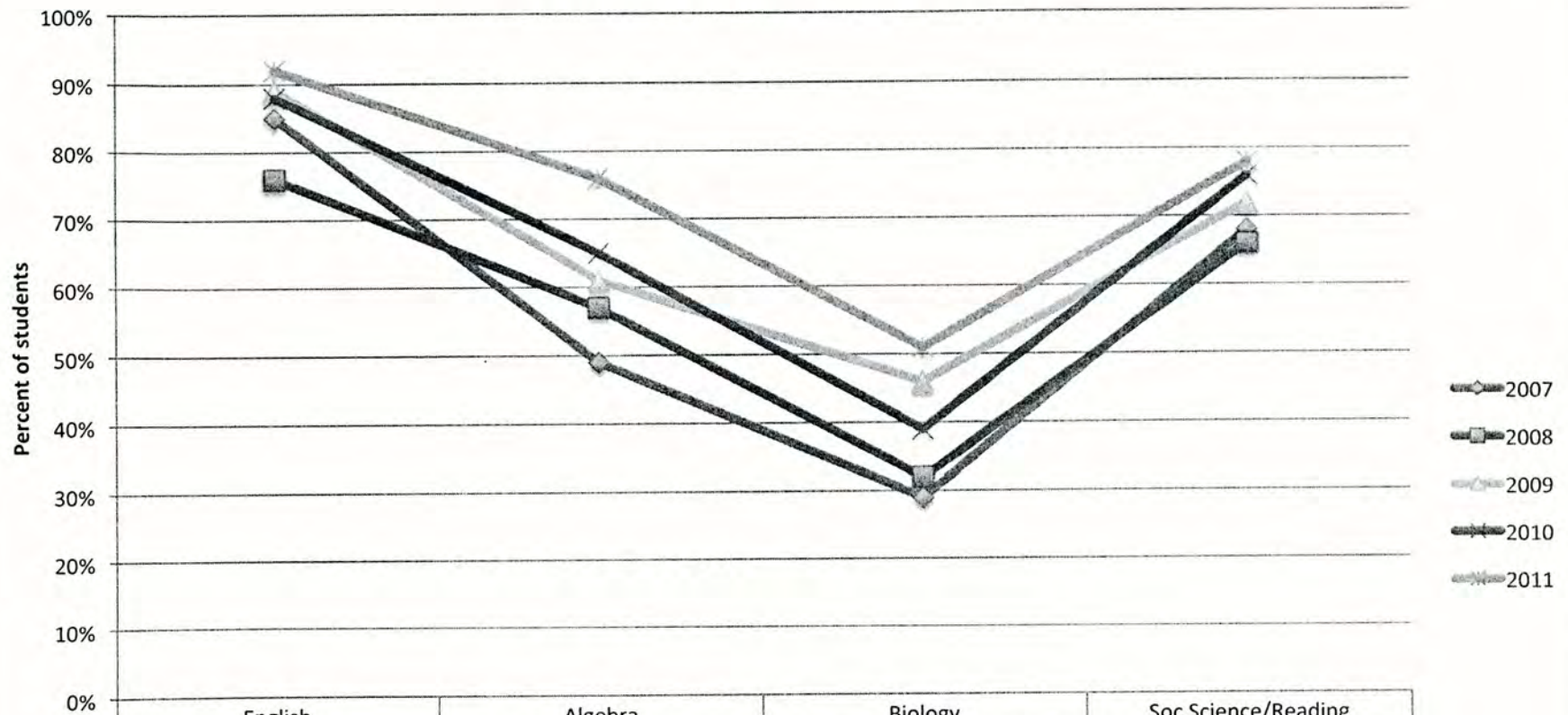




## ACT English subtest



## ADM College Readiness Data

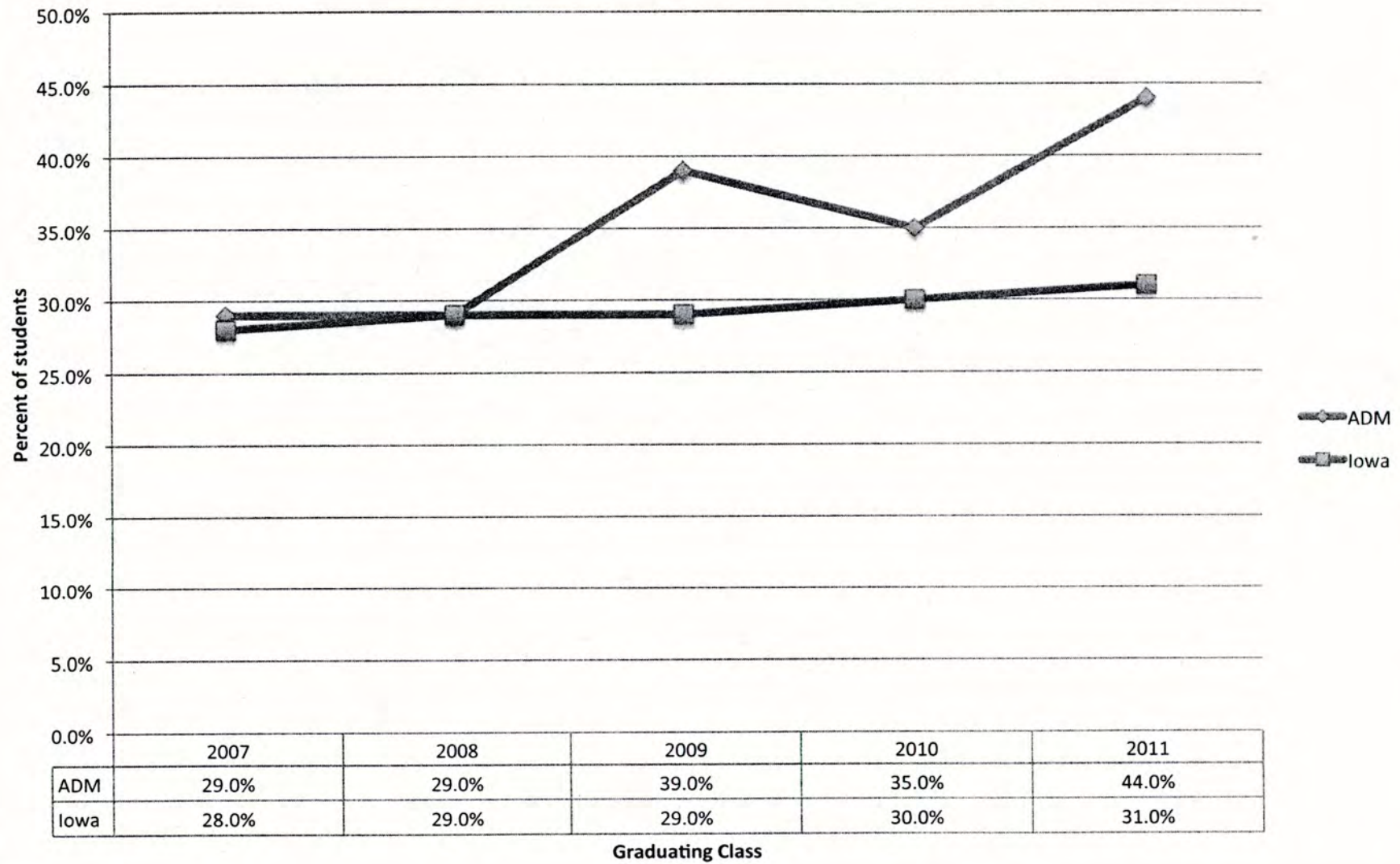


	English	Algebra	Biology	Soc Science/Reading
2007	85%	49%	29%	68%
2008	76%	57%	32%	66%
2009	89%	61%	46%	72%
2010	88%	65%	39%	76%
2011	92%	76%	51%	78%

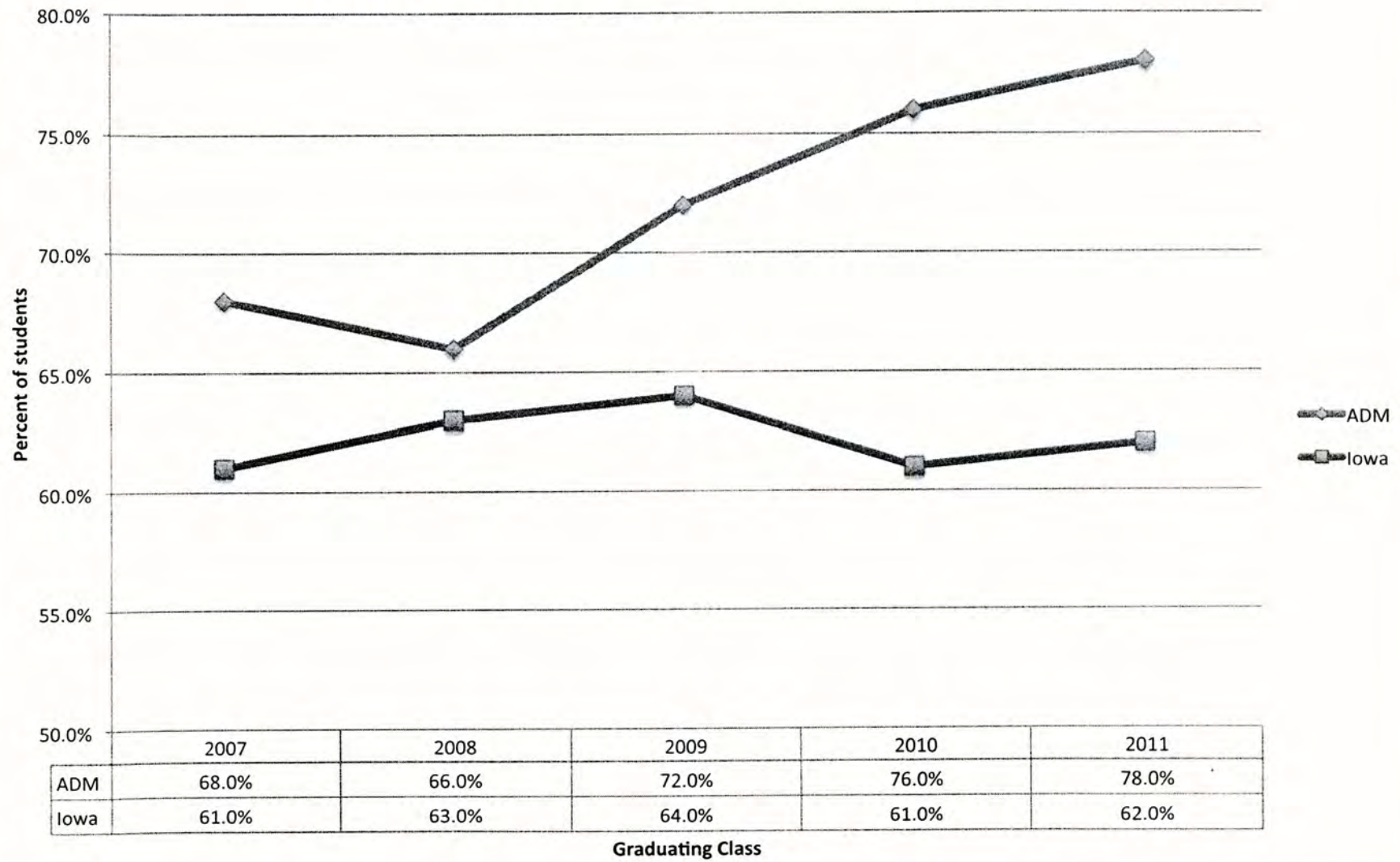
Graduating Class



## Students Meeting All 4 ACT Benchmark Scores

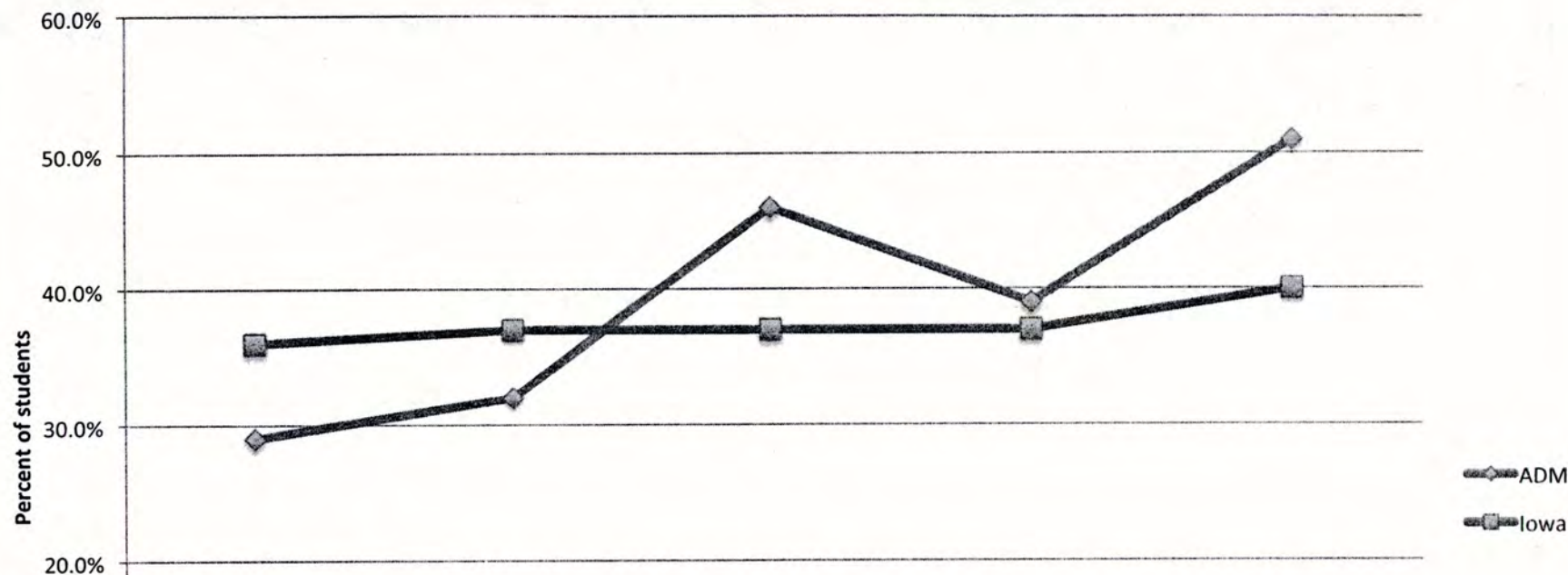


## Students Ready for College Social Science (reading)





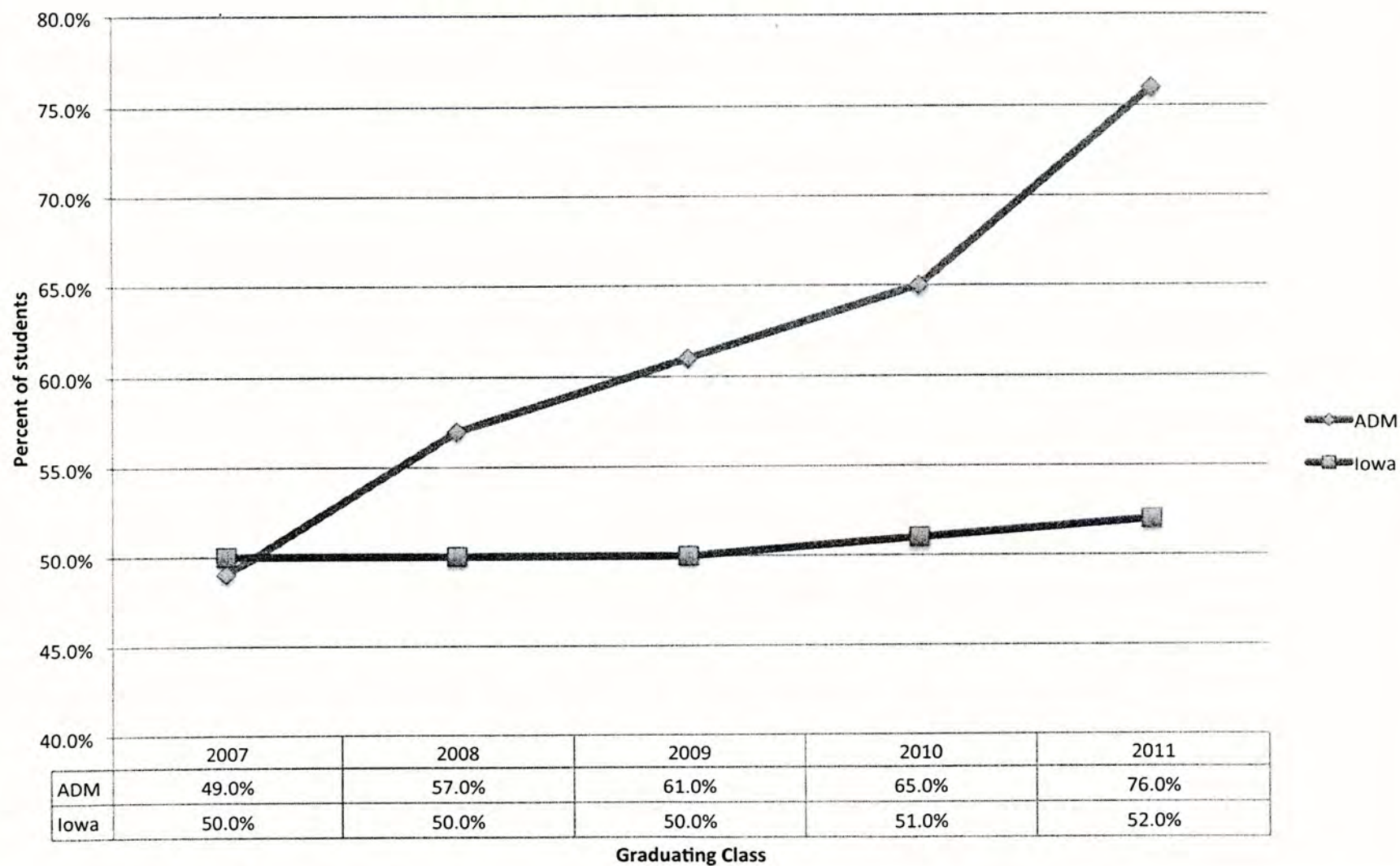
## Students Ready for College Biology



	2007	2008	2009	2010	2011
ADM	29.0%	32.0%	46.0%	39.0%	51.0%
Iowa	36.0%	37.0%	37.0%	37.0%	40.0%

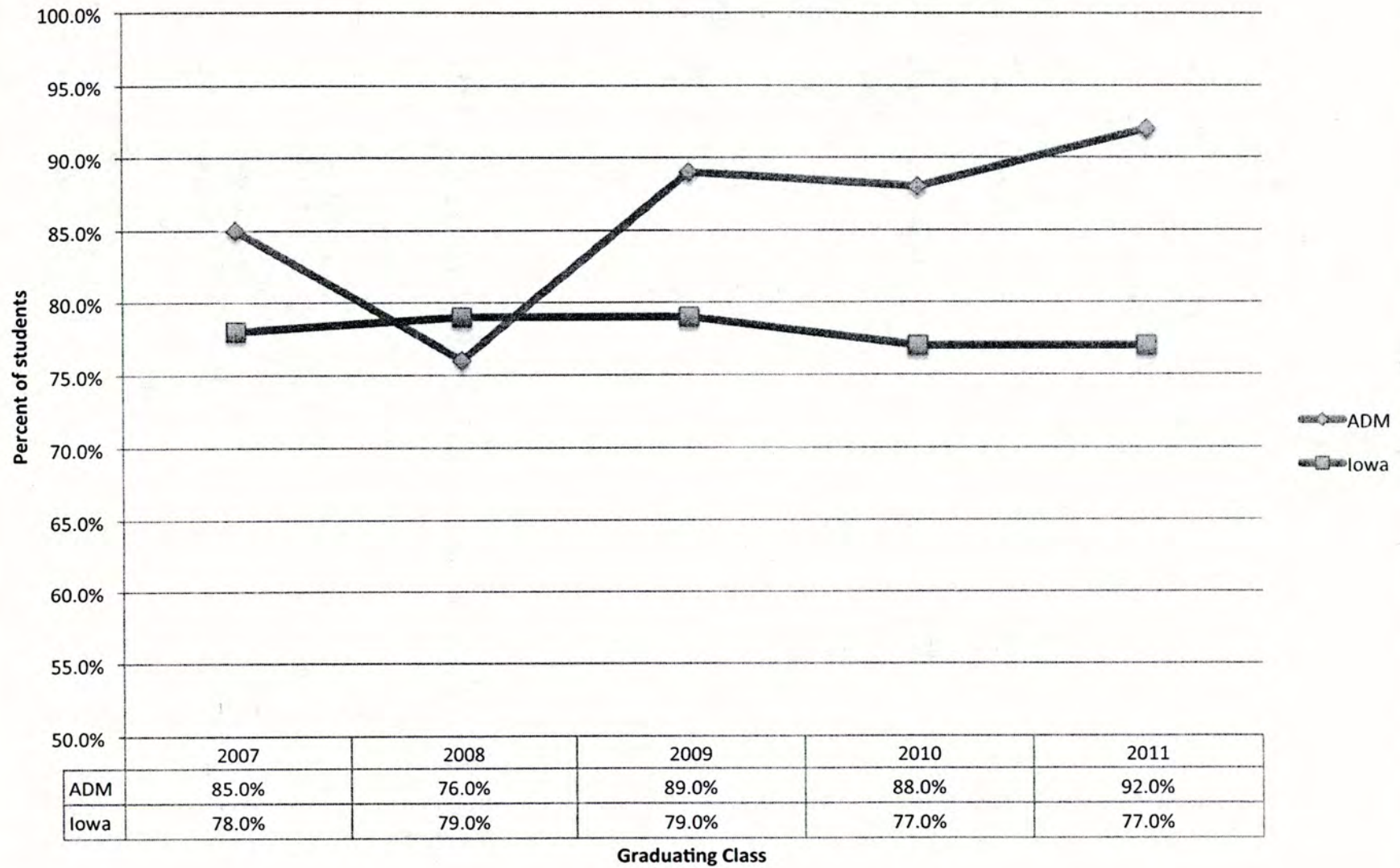
Graduating Class

## Students Ready for College Algebra





## Students Ready for College English Composition



# County schools do well on ACTs

A-D-M leads way  
for third year, 23.9  
composite for 2011

By Allison McNeal  
Staff Writer

In light of recent reports that Iowa education is coming to a standstill, students tested in Dallas County as a whole put up impressive numbers.

Out of the 22,968 students that were tested in 2011, 63 Adel-DeSoto-Minburn students were tested, averaging a composite score of 23.9, which is .5 higher than their composite score in 2010.

A-D-M Superintendent Greg Dufoe was pleased with the students' overall composite scores

and hopes to continue their streak next year.

"I was very excited to see the students' scores," Dufoe said. "The composite of 23.9 was the highest record that we could find since 1985. We've had a positive trend in regards to our ACT test results which is very impressive."

The Waukee school district came in a close second, in which 204 students were tested and had a composite score of 23.5, testing higher in English, reading and science in comparison to A-D-M students.

Dallas Center-Grimes and Earlham both had a composite of 22.8 and Van Meter scored a 22.4 overall.

Although the majority of the school's in Dallas County tested above the state average, West Central Valley and Woodward-

Granger fell below average.

Woodward-Granger Superintendent Brad Anderson stated that although the school had a 16 percent increase from 2010 in the amount of students that were tested, he is looking to increase scores for next year.

"We have some work to do in the district," Anderson said. "We will begin this work by putting our efforts into understanding and developing 21st Century curriculum around the Iowa Core Curriculum."

As these districts are implementing new strategies within their schools, Jason Glass, Iowa Department of Education director, said in a recent statement that he would like lawmakers to pass legislation to make ACT testing a

**ACT** see page A5

## ACT: Tests are required in some states

Continued from A1

requirement spring 2013.

Glass also mentioned that states, like Illinois, that require all students to take the ACT have seen improved performance on the test after an initial dip in scores.

According to Dufoe, he believes that making ACT testing a requirement would be a step in the right direction.

"[At A-D-M], we feel the

ACT is an important test for all students to take," Dufoe said. "Even if some students decide they don't want to go straight to college, it's important that we provide them all the tools necessary to continue their education."

Dufoe stated that for students to be fully prepared for the ACT, they administer the ACT Plan Test for all 10th graders.

"The test gives a predictive score and basically gives

the students a dress rehearsal for the actual ACT test," Dufoe said. "It also gives the students feedback on what areas of focus they need to improve upon when they take the ACT."

Although Iowa's ACT 2011 composite score was 22.3, which surpasses the national average of 21.1, districts within Iowa want to make sure that their students are prepared for the 2012-2013 school year.

"We'll continue to look at the individual tests results in the four areas in the curriculum to see how we can align our curriculum with the state," Dufoe said. "As long as we, as a district, continue to see gains in ACT scoring, it's a positive thing. We feel it's great that we're scoring much above the state average so we will continue to strive towards maintaining and raising our score next year."



# ADM Title I and Reading Recovery Report

Submitted by Carole Erickson, Reading Strategist  
2010-2011

## Title I

We served 130 students in our Title I program this past (10-11) school year.

Grade	Number of Students Served	Dismissed with no further intervention needed	Currently at the Building Assistance Team Intervention	Placement into Special Education	Dismissed to Reading Recovery	Moved
Kindergarten	19	13	2	2	NA	3
First Grade	34	19	3	3	12	1
Second Grade	21	12	4	2	NA	0
Third Grade	20	17	4	0	NA	2
Fourth Grade	25	10	6	1	NA	1
Fifth Grade	11	5	4	3	NA	0
<b>Total=</b>	130	76	9	11	12	7

58% of our students successfully completed Title I. This means that these students no longer needed any type of intervention.

## Reading Recovery

Number of First Grade Students Served	Successful	Placed Into Special Education or were already in Special Education	Currently at the Building Assistance Team Intervention	Incomplete Program	Unsuccessful Placed into Title I
17	10	3	1	3	2

17 total students were served in Reading Recovery, 10 were successful (59%).

14 students received a full program in Reading Recovery; 10 were successful: 71%

Longitudinal: 62% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading or above as indicated by our district assessments (This includes all students on an IEP for reading). 5 out of the 18 served in first grade have since moved out of the district.

Longitudinal: 69% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading as indicated by ITBS (This includes all students on an IEP for reading).



# Adel DeSoto Minburn K-5 Benchmark Book Assessment Results

Grade	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Kindergarten	91%	96%	91%	88%	93%	92%	93%	96%
First Grade	85%	88%	81%	87%	86%	88%	84%	83%
Second Grade	85%	88%	89%	89%	88%	83%	91%	89%
Third Grade	83%	77%	82%	91%	81%	85%	82%	91%
Fourth Grade	86%	83%	79%	78%	91%	90%	86%	74%
Fifth Grade	91%	84%	83%	81%	87%	88%	95%	88%



## Prekindergarten Final Report

### Concepts About Print:

Teacher		Fall 10-11			Spring 10-11		
		0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
	Raw	23	1	1	3	2	21
TOTAL	Percent	92	4	4	12	8	81

### Phonemic Awareness Assessment

Teacher		Fall 10-11			Spring 10-11		
		0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
	Raw	17	4	4	4	0	22
TOTAL	Percent	68	16	16	15	0	85

### Letter and Sound Identification:

Teacher		Fall 10-11			Spring 10-11		
		0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
	Raw	20	2	3	0	2	24
TOTAL	Percent	80	8	12	0	8	92

### Benchmark Book Assessment:

Level	Spring 10-11	
	Raw	Percent
PreA - PK	3	12
A - K	14	54
B - K	6	23
C - 1.0	2	8
D - 1.1	0	0
E - 1.2	1	4
F - 1.3	0	0
G - 1.5	0	0
H - 1.7	0	0
I - 1.9	0	0
J - 2.0	0	0
K - 2.3	0	0
L - 2.6	0	0
M - 2.9	0	0
N - 3.0	0	0
O - 3.5	0	0
P - 3.9	0	0
Q - 4.0	0	0
R - 4.5	0	0
S - 4.9	0	0
T - 5.0	0	0
U - 5.5	0	0

During the fall testing period our prekindergarten students typically score very low in all three assessed areas:

- Concepts about Print
- Phonemic Awareness
- Letter and Sound Identification

# Kindergarten

## Concepts About Print:

	Fall 10-11			Spring 10-11		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	83	0	23	1	3	102
Percent	78	0	22	1	3	96

## Letter and Sound Identification:

	Fall 10-11			Spring 10-11		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	61	16	29	0	0	106
Percent	58	15	27	0	0	100

## Benchmark Book Assessment:

Goal (Level B or Above)

	Fall 10-11			Spring 10-11		
	Below Target (NA or A)	At Target (B)	Above Target (C-U)	Below Target (NA or A)	At Target (B)	Above Target (C-U)
Raw	24	2	4	4	14	88
Percent	80	7	13	4	13	83

## Comments:

During the fall testing period, our kindergarten students are assessed in:

- Concepts about Print
- Phonemic Awareness
- Letter and Sound Identification

If the student scores high in these three areas, then a benchmark is administered.

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
NA - K	17	57	0	0
A - K	7	23	4	4
B - K	2	7	14	13
C - 1.0	3	10	39	37
D - 1.1	0	0	24	23
E - 1.2	0	0	11	10
F - 1.3	0	0	7	7
G - 1.5	1	3	2	2
H - 1.7	0	0	1	1
I - 1.9	0	0	0	0
J - 2.0	0	0	4	4
K - 2.3	0	0	0	0
L - 2.6	0	0	0	0
M - 2.9	0	0	0	0
N - 3.0	0	0	0	0
O - 3.5	0	0	0	0
P - 3.9	0	0	0	0
Q - 4.0	0	0	0	0
R - 4.5	0	0	0	0
S - 4.9	0	0	0	0
T - 5.0	0	0	0	0
U - 5.5	0	0	0	0

## Comments:

96% of ADM kindergarten students were reading on or above grade level.

7 students in kindergarten are on an IEP for reading.

Target Level: B



## First Grade

### Dolch Words:

	Fall 10-11			Spring 10-11		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	11	5	93	6	1	101
Percent	10	5	85	6	1	94

### Dictation Task:

	Fall 10-11			Spring 10-11		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	5	6	98	1	0	107
Percent	5	6	90	1	0	99

### Gates-McGinitie:

	Fall 10-11			Spring 10-11		
	<1.1	1.1-1.4	>1.4	<1.5	1.5-1.8	1.9+
Raw	0	16	92	14	4	90
Percent	0	15	85	13	4	83

### Benchmark Book Assessment:

Goal (Level I or Above)

	Fall 10-11			Spring 10-11		
	Below Target (A-H)	At Target (I)	Above Target (J-U)	Below Target (A-H)	At Target (I)	Above Target (J-U)
Raw	89	6	13	19	31	58
Percent	82	6	12	18	29	54

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	5	5	0	0
B - K	7	6	1	1
C - 1.0	22	20	3	3
D - 1.1	25	23	2	2
E - 1.2	12	11	1	1
F - 1.3	8	7	2	2
G - 1.5	4	4	2	2
H - 1.7	6	6	8	7
I - 1.9	6	6	31	29
J - 2.0	8	7	15	14
K - 2.3	4	4	17	16
L - 2.6	0	0	8	7
M - 2.9	1	1	7	6
N - 3.0	0	0	9	8
O - 3.5	0	0	2	2
P - 3.9	0	0	0	0
Q - 4.0	0	0	0	0
R - 4.5	0	0	0	0
S - 4.9	0	0	0	0
T - 5.0	0	0	0	0
U - 5.5	0	0	0	0

### Comments:

83% of ADM first grade students were reading on or above grade level.

12 of the 19 students reading below grade level are on an IEP for reading.

7 other students are reading only one level below grade level (H).

Target Level: **I**

## Second Grade

### Dolch Words

	Fall 10-11			Spring 10-11		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	3	0	102	0	0	105
Percent	3	0	97	0	0	100

### Gates-McGinnity

	Fall 10-11			Spring 10-11		
	<1.5	1.5-2.1	2.2+	<2.2	2.2-2.8	2.9+
Raw	2	23	79	21	1	83
Percent	2	22	76	20	1	79

### Benchmark Book Assessment:

Goal (Level M or Above)

	Fall 10-11			Spring 10-11		
	Below Target (A-L)	At Target (M)	Above Target (N-V)	Below Target (A-L)	At Target (M)	Above Target (N-V)
Raw	65	18	37	11	19	75
Percent	54	15	31	10	18	71

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	0	0	0	0
B - K	0	0	0	0
C - 1.0	1	1	0	0
D - 1.1	1	1	0	0
E - 1.2	1	1	0	0
F - 1.3	6	6	1	1
G - 1.5	0	0	0	0
H - 1.7	9	9	2	2
I - 1.9	9	9	0	0
J - 2.0	11	10	3	3
K - 2.3	18	17	4	4
L - 2.6	9	9	1	1
M - 2.9	18	17	19	18
N - 3.0	14	13	23	22
O - 3.5	4	4	16	15
P - 3.9	4	4	21	20
Q - 4.0	0	0	3	3
R - 4.5	0	0	6	6
S - 4.9	0	0	6	6
T - 5.0	0	0	0	0
U - 5.5	0	0	0	0
V - 5.9	0	0	0	0

### Comments:

89% of ADM second grade students were reading on or above grade level.

7 of the 11 students reading below grade level are on an IEP for reading.

1 additional student is reading only one level below grade level (L).

Target Level: **M**



## Third Grade

Benchmark Book Assessment:  
Goal (Level P or Above)

	Fall 10-11			Spring 10-11		
	Below Grade Level (A-O)	At Grade Level (P)	Above Grade Level (Q-V+)	Below Grade Level (A-O)	At Grade Level (P)	Above Grade Level (Q-V+)
Raw	59	28	28	11	25	75
Percent	51	24	24	10	23	68

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	0	0	0	0
B - K	0	0	0	0
C - 1.0	0	0	0	0
D - 1.1	0	0	0	0
E - 1.2	0	0	0	0
F - 1.3	0	0	0	0
G - 1.5	0	0	0	0
H - 1.7	3	3	0	0
I - 1.9	1	1	0	0
J - 2.0	1	1	1	1
K - 2.3	2	2	1	1
L - 2.6	2	2	0	0
M - 2.9	15	13	4	4
N - 3.0	14	12	1	1
O - 3.5	21	18	4	4
P - 3.9	28	24	25	23
Q - 4.0	10	9	16	14
R - 4.5	6	5	19	17
S - 4.9	2	2	12	11
T - 5.0	7	6	13	12
U - 5.5	2	2	7	6
V - 5.9	1	1	4	4
V+ - Above 5.9	0	0	4	4

Comments:

91% of ADM third grade students were reading on or above grade level.

9 of the 11 students reading below grade level are on an IEP for reading.

4 students are reading only one level below grade level (O).

Target Level: **P**

## Fourth Grade

**Benchmark Book Assessment:**  
Goal (Level S or Above)

	Fall 10-11			Spring 10-11		
	Below Grade Level (A-R)	At Grade Level (S)	Above Grade Level (T-V+)	Below Grade Level (A-R)	At Grade Level (S)	Above Grade Level (T-V+)
Raw	66	10	41	31	15	73
Percent	56	9	35	26	13	61

abc

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	0	0	0	0
B - K	0	0	0	0
C - 1.0	0	0	0	0
D - 1.1	0	0	0	0
E - 1.2	0	0	0	0
F - 1.3	0	0	0	0
G - 1.5	0	0	0	0
H - 1.7	0	0	0	0
I - 1.9	1	1	0	0
J - 2.0	1	1	1	1
K - 2.3	1	1	0	0
L - 2.6	1	1	1	1
M - 2.9	0	0	0	0
N - 3.0	8	7	2	2
O - 3.5	6	5	3	3
P - 3.9	16	14	5	4
Q - 4.0	20	17	8	7
R - 4.5	12	10	11	9
S - 4.9	10	9	15	13
T - 5.0	14	12	15	13
U - 5.5	7	6	12	10
V - 5.9	20	17	23	19
V+ - Above 5.9	0	0	23	19

Comments:

74% of ADM fourth grade students were reading on or above grade level.

11 of the 31 students reading below grade level are on an IEP for reading.

11 students are reading only one level below grade level (S).

Target Level: **S**



## Fifth Grade

Benchmark Book Assessment:

Goal (Level V or Above)

	Fall 10-11			Spring 10-11		
	Below Grade Level (A-U)	At Grade Level (V)	Above Grade Level (V+)	Below Grade Level (A-U)	At Grade Level (V)	Above Grade Level (V+)
Raw	42	35	42	14	43	61
Percent	35	29	35	12	36	52

Grade Equivalent	Fall 10-11		Spring 10-11	
	Raw	Percent	Raw	Percent
PreA - K	0	0	0	0
A - K	0	0	0	0
B - K	0	0	0	0
C - 1.0	0	0	0	0
D - 1.1	0	0	0	0
E - 1.2	0	0	0	0
F - 1.3	0	0	0	0
G - 1.5	0	0	0	0
H - 1.7	0	0	0	0
I - 1.9	0	0	0	0
J - 2.0	0	0	0	0
K - 2.3	0	0	0	0
L - 2.6	0	0	0	0
M - 2.9	0	0	0	0
N - 3.0	2	2	0	0
O - 3.5	1	1	1	1
P - 3.9	0	0	0	0
Q - 4.0	3	3	0	0
R - 4.5	8	7	1	1
S - 4.9	3	3	3	3
T - 5.0	7	6	4	3
U - 5.5	18	15	5	4
V - 5.9	35	29	43	36
V+ - Above 5.9	42	35	61	52

Comments:

88% of ADM fifth grade students were reading on or above grade level.

10 of the 14 students are on an IEP for reading.

3 students are reading only one level below grade level (U).

Target Level: V