ADM Community Schools

3rd Science Curriculum Map

Grade or Course: 3rd grade Science

Units in Sequence	Earth's Resources	Weathering & Erosion	How does Earth's surface change quickly?	How can you describe and measure matter?	What are states of matter?	Force and Motion	Weather	Health? ?
Unit Timeline	2 ½ weeks	2 weeks	2 weeks	2 weeks	2 weeks	3 weeks	2 weeks	2 Weeks
Iowa Core Standards	Chapter 12 of the Iowa Administrative Code states that science instruction shall include conservation of natural resources; and environmental awareness. Humans change environments in ways that can be either beneficial or detrimental to themselves or other organisms.	The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes such as landslides, volcanic eruptions, floods and earthquakes	The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes such as landslides, volcanic eruptions, floods and earthquakes.	It may be necessary to use magnification to observe the component parts of some materials. A substance has characteristic properties. A mixture of substances often can be separated into the original substances using one or more of the characteristic properties. The properties of a substance can be measured using tools and technology. When a new material (compound) is made by chemically	Materials can exist in different states – solid, liquid and gas. Some common materials can be changed from one state to another by heating or cooling. When something is broken into parts, the parts have the same total mass as the original item.	The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph. Changes in speed or direction of motion are caused by forces. The greater the force, the greater the change in motion. The more massive an object, the less effort a given force will have in changing its motions.	Weather is always changing and can be described by measurable quantities such as temperature, wind direction and speed and precipitation. Large masses of air with certain properties move across the surface of the earth. The movement and interaction of these air masses is used to forecast the weather.	

				combining two or more materials it has properties that are different from the original materials. For that reason, many different materials can be made from a small number of basic materials. When something is broken into parts, the parts have the same total mass as the original item.				
21st Century Iowa Core Standards								
Essential Learnings/Questions	1. Recognize and describe different types of natural resources. 2. Identify and classify Earth's nonrenewable							

	resources. 3. Recognize that people depend on natural resources. 4. Describe the harmful effects people have on the environment. 5. Describe ways people are protecting, extending, and restoring natural resources.							
Assessment(s) Bloom's Level Quadrant Activities								
Resources								

Board Approval Date:_____

ADM Community Schools

4th Science Curriculum Map

Grade or Course: 4th Science

Units in Sequence	Food Chains/Food Webs	Animal Adaptations	Plant Adaptations
Unit Timeline	2-3 Weeks	2-3 Weeks	
Iowa Core Standards	LS/4.1-Animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. LS/4.2 An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce, others die or move to new locations.	LS/4.2-An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce, others die or move to new locations.	LS/4.2-An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce, others die or move to new locations.
21st Century Iowa Core Standards			
Essential Learnings/Questions	How does energy pass from one living thing to another? How do living things interact with other living things?	How do adaptations help with the survival of animals? What are some examples of animal adaptations? What is the difference between structural and behavioral adaptations?	How do adaptations help with the survival of plants? What are some examples of plant adaptations?
Assessment(s) Bloom's Level Quadrant Activities	1. Vocabulary match (carnivore, herbivore, omnivore, predator, prey) 2. Write a caption and include labels for predator and prey 3. Draw a food chain and explain how a food chain works and what would happen if something was missing.		

Resources			

Board Approval Date:_____

ADM Community Schools

4th Science Curriculum Map

Grade or Course: 4th Science

Units in Sequence	Living things and the Environment	Solar System	Rocks & Minerals
Unit Timeline	2-3 Weeks	2-3 Weeks	2-3 Week
Iowa Core Standards	LS/4.3-All organisms cause changes in the environment in which they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.	ES/4.6-Most objects in the solar system are in regular and predictable motion. The rotation of the earth on its axis every 24 hours produces the day-and-night cycle. To people on the earth this turning of the planet makes it seem as though the sun, planets, and stars are orbiting the earth once a day. ES/4.7- The sun appears to move across the sky in the same way every day. Its apparent path changes slowly across ES/4.8- The moon's orbit around the earth once in about 28 days charges what part of the moon is lighted by the sun and how much of that part can be seen from the earth – the phases of the moon. ES/4.9- Eight planets and many other objects revolve around our Sun in predictable patterns. These plants and objects are composed of varied materials.	ES/4.3-Fossils provide evidence of plants and animals that lived long ago and the nature of the environment at that time.
21st Century Iowa Core Standards			

Essential Learnings/Questions	How do the changes in the environment effect living things? How do living things change the environment?	How does the earth move through the sky? How does the moon move around the earth in a predictable way? What causes the phases of the moon?	How do fossils provide evidence of the environment long ago? What are the different types of rocks and their characteristics?
Assessment(s) Bloom's Level Quadrant Activities			
Resources			

Board Approval Date:_____

ADM Community Schools

5th Science Curriculum Map

Grade or Course: 5th Science

Units in Sequence	Sound	Light	Heat	Electricity/Magnetism
Unit Timeline				
Iowa Core Standards	Sound is produced when vibrations from objects travel through a medium and are received. Sound can vary in volume. The pitch of a sound can be varied by changing the rate of vibration.	Light travels in a straight line until it strikes an object. Light can be reflected by a mirror, refracted by a lens, or absorbed by an object.	Heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Heat can move from one object to another by conduction.	Electricity in circuits can produce light, heat, sound, and magnetic effects. Electricity can only flow through a closed circuit. Magnets attract and repel each other and certain kinds of other materials.
21st Century Iowa Core Standards				
Essential Learnings/Questions				
Assessment(s) Bloom's Level Quadrant Activities				
Resources				

Grade or Course: 5th Science

Units in Sequence	Human Body Systems			
Unit Timeline				
Iowa Core Standards	**Understand and apply knowledge of basic human body systems and how they work together.** 5. The human organism has systems that interact with one another. These systems include circulatory, respiratory, digestive, musculoskeletal, etc. **Understand and apply knowledge of personal health and wellness issues.**			
21st Century Iowa Core Standards				
Essential Learnings/Questions				
Assessment(s) Bloom's Level Quadrant Activities				

Resources				

ADM Community Schools

6th Grade Earth Science Curriculum Map

Grade or Course: 6th Earth Science

Units in Sequence (Content)	Introduction to Science	Earth's Surface	Earth's History	Rocks & Minerals
Unit Timeline	3 weeks	4 weeks	2 weeks	4 weeks
Iowa Core Standards **Power Standards in Bold**	SI. 6. 1,2,4,7,11,12,13,14,15,18,19 **SI. 6. 6,9,10,16,17**	SI. 6. 1,2,4,7,11,12,13,14,15,18,19 **SI. 6. 6,9,10,16,17** ES. 6. 3 ES. 6. 5 ES. 6. 6 **ES. 6. 7** ES. 6. 8 **ES 6. 9** ES. 6. 13 ES. 6. 17	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** ES. 6.10 ES. 6.11 ES. 6.12	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** **ES. 6.4** ES. 6.6
Literacy Standards	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**
21st Century Iowa Core Standards				
Essential Learnings/ Questions	1. Science is the systematic study of natural events and conditions. 2. Research & experimentation involve observation, recording data, sharing data, interpreting data, and drawing conclusions 3. Variables are anything that can change the outcome of an	1. How do matter and energy move through Earth's spheres? 2. How does weathering change Earth's surface? 3. How does water change Earth's surface? 4. How do wind, ice, and gravity change Earth's surface? 5. How does soil form?	1. Fossils, rock layers, landforms, and the shapes of the continents are clues about Earth's past. 2. The geologic time scale divides Earth's history into intervals of time based on the Earth's climate,	1. Identify the five characteristics that determine a mineral. 2. Classify and identify mineral samples based on their properties. 3. Identify the properties of the three different types of rocks (igneous, sedimentary,

	experiment. 4. In a controlled experiment only one variable at a time is changed to test its affect on the outcome.		geology, and life forms.	metamorphic) and how they can change from one to the next.
Vocabulary	Science Pseudoscience Empirical evidence Experiment Observation Hypothesis Variable Data Theory Law	Earth System Geosphere Hydrosphere Cryosphere Atmosphere Biosphere Weathering Erosion Deposition Groundwater Soil	Uniformitarianism Fossil Climate Relative Dating Geology Geologic Time Scale	Mineral Element Atom Compound Matter Crystal Streak Luster Cleavage Rock Weathering Erosion Deposition Rock Cycle Igneous Sedimentary Metamorphic
Assessment(s) Bloom's Level Quadrant Activities				
Resources	Science Fusion: Introduction to Science & Technology Unit 1: The Nature of Science (Holt McDougal) FOSS Kit: Variables	Science Fusion: The Dynamic Earth Unit 1: Earth's Surface (Holt McDougal) FOSS Kit: Landforms	Science Fusion: The Dynamic Earth Unit 2: Earth's History (Holt McDougal)	Science Fusion: The Dynamic Earth Unit 3: Minerals & Rocks
Units in Sequence (Content)	Earth's Layers / Plate Tectonics	Volcanoes / Earthquakes ***OMIT This is not Power & will be talked about briefly in previous unit. Frees up more time for Power standard (Earth-Moon-Sun System Unit)***	Earth's Water	Earth's Atmosphere
Unit Timeline	3 weeks	3 weeks	3 weeks	3 weeks

Iowa Core Standards **Power Standards in Bold**	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** ES.6.1 **ES.6.2** ES.6.3 ES.6.10	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** **ES.6.2** ES.6.3 ES.6.10	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** **ES.6.7** ES.6.8 **ES.6.9** **ES.6.18**	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** ES.6.10 ES.6.13 **ES.6.14** ES.6.15 **ES.6.18**
Literacy Standards	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**
21st Century Iowa Core Standards				
Essential Learnings/Questions	1. Earth can be divided into three compositional layers: the crust, the mantel, and the core. 2. Earth can be divided into five physical layers: the lithosphere, the asthenosphere, the mesosphere, the outer core, and the inner core. 3. Plate tectonics is the theory that Earth's lithosphere is broken into large plates that move atop the athenosphere.	1. Describe the effects volcanoes have on the Earth's surface. 2. Identify different factors that cause earthquakes around the world and what could cause Earthquakes right here in Iowa. 3. Tell how earthquakes are measured and what to do if there was an earthquake in your area.	1. Describe water's structure, its properties, and its importance to Earth's systems. 2. Describe the water cycle and the different processes that are part of the water cycle on Earth. 3. Explain the processes involved in the flow of water, both above and below the ground.	1. Describe the composition and structure of the atmosphere and explain how the atmosphere protects life and insulates Earth. 2. Energy moves through Earth's system via radiation, conduction, and convection. 3. Explain how energy provided by the sun causes atmospheric movement, called wind.
Vocabulary	Core Crust Mantle Convection Lithosphere Asthenosphere Mesosphere Pangaea Plate tectonics Tectonic plate	Volcano Magma Lava Tectonic plate Earthquake Epicenter Fault Deformation Tectonic plate boundary Seismic waves	Polarity Cohesion Adhesion Specific Heat Solvent Water Cycle Evaporation Transpiration Sublimation Condensation	Atmosphere Mesosphere Ozone Layer Air Pressure Stratosphere Thermosphere Troposphere Greenhouse effect Temperature Thermal energy

	Divergent boundary Convergent boundary Transform boundary Deformation Fault	Magnitude Seismogram Intensity	Precipitation Surface Water Groundwater Water table Watershed Aquifer	Thermal expansion Heat Radiation Convection Conduction Wind Coriolis effect Global wind Jet stream Local wind
Assessment(s) Bloom's Level Quadrant Activities				
Resources	Science Fusion: The Dynamic Earth Unit 4 Lessons 1 - 3	Science Fusion: The Dynamic Earth Unit 4 Lesson 4 - 6	- Science Fusion: Earth's Water & Atmosphere Unit 1: Earth's Water Lessons 1-3 - Project WET	Science Fusion: Earth's Water & Atmosphere Unit 3: Earth's Atmosphere Lessons 1-3
Units in Sequence (Content)	Weather & Climate	The Solar System	The Earth-Moon-Sun System	
Unit Timeline	6 weeks	4 weeks	4 weeks	
Iowa Core Standards **Power Standards in Bold**	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** ES.6.13 **ES.6.14** ES.6.15 **ES.6.18**	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** **ES.6.16** ES.6.17 **ES.6.18** ES.6.19	SI. 6. 4,7,11,12,13,14,18,19 **SI. 6. 6,9,10,16,17** **ES.6.16** ES.6.17 **ES.6.18** ES.6.19	
Literacy Standards	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	**R. 3** **R. 4** **R. 8** **R. 10** **W. 2d** **W. 4** **W. 10**	

21st Century Iowa Core Standards				
Essential Learnings/Questions	1. Elements of weather include temperature, humidity, precipitation, air pressure, wind, and visibility. 2. Clouds are classified based on shape (stratus, cumulus, and cirrus) as well as altitude. 3. Describe the major types of hazardous weather and the ways human beings can protect themselves. 4. Understand how meteorologists forecast the weather using weather maps and other data. 5. Describe the main factors that affect climate and explain how scientists classify climates.	1. Gravity is the force that keeps planets in orbit around the sun and governs the rest of the motion of the solar system. 2. The four terrestrial planets found in our solar system are Mercury, Venus, Earth, & Mars. 3. The four gas giant planets found in our solar system are Jupiter, Saturn, Uranus, and Neptune. 4. Other objects are found in our solar system such as Dwarf planets, Kuiper Belt Objects, comets, asteroids, and meteors.	1. The time it takes a planet to complete one full rotation on its axis is called a day. 2. The time it takes a planet to complete one full revolution around the sun is called a year. 3. The seasons are caused by changes in the intensity and duration of sunlight due to Earth's 23.5-degree axial tilt and orbit. 4. The sun and moon have effects on Earth, including gravitational attraction, moon phases, eclipses, and tides.	
Vocabulary	Weather Humidity Relative humidity Dew point Precipitation Air pressure Wind Visibility Cloud Stratus cloud Cumulus cloud Cirrus cloud Fog Air mass Jet Stream Front Thunderstorm Lightning Thunder	Solar System Gravity Orbit Terrestrial Planet Astronomical Unit Gas Giant Planetary Ring Dwarf planet Kuiper Belt Comet Oort cloud Asteroid Meteoroid Meteor Meteorite	Rotation Day Revolution Year Season Equinox Solstice Satellite Gravity Lunar Phases Eclipse Tide	

	Hurricane Storm Surge Tornado Weather forecasting Meteorology Station model Weather Latitude Elevation Climate Topography Surface Current			
Assessment(s) Bloom's Level Quadrant Activities				
Resources	- Science Fusion: Earth's Water and Atmosphere Unit 4: Weather & Climate Lessons 1 - 6 - FOSS Kit Weather Forecasting & Prediction	Science Fusion: Space Science Unit 2: The Solar System Lessons 1,2,4,5,6	Science Fusion: Space Science Unit 3: The Earth-Moon-Sun System Lessons 1-3	

Board Approval Date:_____

ADM Community Schools

7th Grade Life Science Curriculum Map

Grade or Course: 7th Science

Units in Sequence (Content)	Measurement & Data	Interactions of Living Organisms (Things)	Earth's Biomes and Ecosystems	Earth's Resources
Unit Timeline	2 Weeks	3 Weeks	3 Weeks	2 Weeks
Iowa Core Standards **Power Standards in Bold**	**LS 7.4, LS 7.6, LS 7.10**, LS 7.18	**LS 7.2**, LS 7.8, **LS 7.9**, **LS 7.12**, **LS 7.17**	**LS 7.1, LS7.6, LS 7.19,** 7.11	**LS 7.1**, LS 7.2, **LS 7.6, LS 7.10**, **LS 7.16**
Literacy Standards	R2,**R 3, R4,** R6, **R8**, **R10 W2d & f, W4, W7, W10**	**R3, R4, R 8**, **R 9**, **R 11**	**R 3**, **R 4, R 8**, **R 10** R 9	R 1, R 2, **R 3**, **R 4**, R 7, **R 8**, **R 10**
21st Century Iowa Core Standards				
Essential Learnings/ Questions	How do scientists show the results of investigations? What are the tools and units used in scientific investigations? How do scientists use models and simulations?	How are different parts of the environment connected? How does energy flow through an ecosystem? What determines a population size? How do organisms interact?	What are land biomes? What are aquatic ecosystems? How do ecosystems change? How do human activities affect ecosystems?	How can Earth support life? What are Earth's natural resources? How do we use nonrenewable energy resources? How do humans use renewable energy resources? Why should natural resources be managed?
Vocabulary	Measurement, Data, Models, Scientific Tools	Communities, Ecology, Populations, Predator-prey, Relationships	Biomes, ecosystems, food chains, food webs, living and non-living things.	Conservation, natural resources, energy resources
Assessment(s) Bloom's Level				

Quadrant Activities				
Resources	Science Fusion Interactive Student Edition (Unit 2, pages 59-87), MyScience8, How Stuff Works, SciLinks	Science Fusion Interactive Student Edition (Unit 1, pages 1-58) , Science 8 + 1	Science Fusion Interactive Student Edition (Unit 2, page 59-133), Science 8 + 1, MyScience8	Science Fusion Interactive Student Edition (Unit 3, pages 133-170) NSTA
Units in Sequence (Content)	Human Impact on the Environment	Life Over Time	Earth's Organisms	Cells/Reproduction & Heredity
Unit Timeline	3 Weeks	2 Weeks	4 Weeks	5 Weeks
Iowa Core Standards **Power Standards in Bold**	LS 7.2, LS 7.5, **LS 7.6**, **LS 7.10**, **LS 7.14** **LS 7.15**	LS 7.1, LS 7.3, **LS 7.10**, LS 7.17, LS 7.18, **LS 7.19**	LS 7.3, **LS 7.6**, LS 7.8, **LS 7.9**, **LS 7.16**	**LS 7.2**, LS 7.3, **LS 7.4** **LS 7.6**, LS 7.8, **LS 7.10**, LS 7.11, **LS 7.19**
Literacy Standards	R 1, **R 3**, **R 4**, **R 8**, **R 10**	**R 3**, **R 4**, **R 8**, R 9, **R 10**	R 1, **R 3**, **R 4**, R 6, R 9, **R 8**, **R 10**	**R 3**, **R 4**, R 6, **R 8**, R 9, **R 10**
21st Century Iowa Core Standards				
Essential Learnings/ Questions	What impact can human activities have on water and land resources? How do humans impact Earth's resources? How can Earth's resources be used wisely?	What constitutes living versus non-living? How are organisms classified? How has life of Earth changed over time?	What are microorganisms? What are protists and fungi? What are plants? How do plants stay alive? What are animals? What are some different animal behaviors?	What are living organisms made of? What are the building blocks of organisms? What are the different parts that make up a cell? How are living organisms organized? How do organisms maintain homeostasis? How do cells get and use energy?
Vocabulary	Conservation, natural	Classification, extinction,	Animals, bacteria, fungi,	Cells, cellular respiration,

	resources, humans and the environment	evolution	plants, viruses	homeostasis, photosynthesis
Assessment(s) Bloom's Level Quadrant Activities				
Resources	Science Fusion Interactive Student Edition (Units 1-4, pages 203-256), My Science 8	Science Fusion Interactive Student Edition (Unit 1, pages 1-13, 50-66), SciLinks, MyScience8	How Stuff Works, Science Fusion Interactive Student Edition (Unit 2, pages 78-148), NSTA	NSTA, Science Fusion Interactive Student Edition (Unit 1, pages 1-61; Unit 2 pages 87-100, 136-146), Science 8 + 1
Units in Sequence (Content)	Human Body Systems	Human Health		
Unit Timeline	6 Weeks	4 Weeks		
Iowa Core Standards **Power Standards in Bold**	**LS 7.4**, LS **7.9**, LS 7.13, LS 7.14, LS 7.11, **LS 7.17**, **LS 7.19**,	**SL 7.2**, **LS 7.4**, **LS 7.11**, LS 7.13 LS 7.16, LS 7.18		
Literacy Standards	R 1, **R 3**, **R 4**, R 7, **R 8**, R 9, **R 10**	**R 3**, **R 4**, R 5, **R 8**, R 9, **R 10**		
21st Century Iowa Core Standards				
Essential Learnings/ Questions	How do the body systems work together to maintain homeostasis? How do your skeletal and muscular systems work? How the circulatory and respiratory systems work? How do your body's	How does your body's defense system work? What causes diseases? How are nutrition, fitness, and health related? What is the difference between infectious diseases and non-		

	digestive and excretory systems work? How do the nervous and endocrine systems work? How does your reproductive system work?	infectious diseases? What are the modern-day developments that have helped reduce the spread of diseases?		
Vocabulary	Body systems, human body, asexual reproduction, sexual reproduction, embryo, fetus, zygote	Health, infectious disease, human body, nutrition, immune system, pathogen, immunity		
Assessment(s) Bloom's Level Quadrant Activities				
Resources	MyScience8, Science Fusion Interactive Student Edition (Unit 1, pages 1-87)	Science Fusion Interactive Student Edition (Unit 2, pages 100-138), NSTA. MyScience8		

Board Approval Date:_____

ADM Community Schools

Biology Curriculum Map

Grade or Course: 10th Science

Units in Sequence (Content)	Sustainability	Ecology	Cell Biology	Genetics	Evolution
Unit Timeline	3 weeks	8 weeks	8 weeks	8 weeks	5 weeks
Iowa Core Standards **Power Standards in Bold**	SI 10.1, **SI 10.2-3,** SI 10.4-5. **SI 10.6,** SI 10.7-12 **LS 10.16**, LS 10.17-18,	SI 10.1, **SI 10.2-3,** SI 10.4-5, **SI 10.6**, SI 10.7-12 LS 10.13-15, **LS 10.16**, LS 10.17-20,	SI 10.1, **SI 10.2-3,** SI 10.4-5, **SI 10.6**, SI 10.7-12 **LS 10.1**, LS 10.2-5, **LS 10.6,** LS 10.21 PS 10.10	SI 10.1, **SI 10.2-3,** SI 10.4-5, **SI 10.6**, SI 10.7-12 **LS 10.6**, LS 10.7-8,	SI 10.1, **SI 10.2-3,** SI 10.4-5, **SI 10.6**, SI 10.7-12 ES 10.8, 10-11 **LS 10.9,** LS 10-12
Literacy Standards	R. 9-10.1, **R 9-10.2-3**, R. 9-10.4-9, **R. 9-10.10**	R. 9-10.1, **R 9-10.2-3**, R. 9-10.4-9, **R. 9-10.10**	R. 9-10.1, **R 9-10.2-3**, R. 9-10.4-9, **R. 9-10.10**	R. 9-10.1, **R 9-10.2-3**, R. 9-10.4-9, **R. 9-10.10**	R. 9-10.1, **R 9-10.2-3**, R. 9-10.4-9, **R. 9-10.10**
21st Century Iowa Core Standards					
Essential Learnings/ Questions	A community is sustainable if it meets its present needs without compromising the ability of future communities to meet their own needs. Sustainability problems have adverse environmental, economical, and social impacts on communities	Ecosystems incorporate the interactions between communities of living organisms (biotic factors) and the involvement of the organisms with their nonliving environment (abiotic factors)	Every organism is made of one or more cells. The structure and organization of cells and internal cell parts are essential for the cell to transform and release energy needed for cellular function	Understanding the relationship between the structure and function of DNA, chromosomes, and genes makes it possible for scientists to manipulate genes and thereby create new combination of traits and new varieties of organisms. In all organisms, genes carry the instructions for specifying the characteristics of the organism. Heredity is the passing of genetic traits from one generation to the next.	Evolutionary processes led to the biodiversity of life, all of which is related by descent from a common ancestor. Evolution is the ongoing process by which traits favorable to living in a particular environment are selected for and passed on to offspring.
Vocabulary	Sustainability Indicator Ecological footprint Evidence Correlation Additional vocab pg. 41-42	Ecology Ecosystem Abiotic Biotic Diversity Community Population Cycles Additional vocab. Pg. 149-153	Cell biology Cell cycle Stem cells Calvin Cycle Krebs Cycle Active Transport Passive Transport Additional Vocab. Pg. 254-258	Genetics Genetic Engineering Genome Gene Chromosome DNA Heredity Additional Vocab. Pg. 408-411	Evolution Biodiversity Fossil record Natural Selection Mutation Adaptation Additional Vocab Pg. 507-511

Assessment(s) Bloom's Level Quadrant Activities					
Resources	SEPUP Biology Text Biology Online Access Essential Package Sustainability SGI ppt CD	SEPUP Biology Text Biology Online Access Essential Package Ecology SGI ppt CD	SEPUP Biology Text Biology Online Access Essential Package Cell Biology SGI ppt CD	SEPUP Biology Text Biology Online Access Essential Package Genetics SGI ppt CD	SEPUP Biology Text Biology Online Access Essential Package Evolution SGI ppt CD

Board Approval Date:_____

ADM Community Schools **Chemistry Curriculum Map**

Grade or Course: 11h Science

Units in Sequence (Content)	Structure of the Atom	Electron arrangements	Periodic Table, & Periodic Laws	Ionic Compounds & Metals	Covalent Bonding
Unit Timeline	3 weeks	4 weeks	3 weeks	4 weeks	4 weeks
Iowa Core Standards **Power Standards in Bold**	**PS #1** – 5 **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS #1** , 2, 5, **6, 7** **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS #1** , 2, 5, **6,** **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS #7** , 8, 13, 14, **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS #7** , 8, 13, 14, **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12
Literacy Standards	R 2, 3, & 10	R 2, 3, & 10	R 2, 3, & 10	R 2, 3, & 10	R 2, 3, & 10
21st Century Iowa Core Standards					
Essential Learnings/ Questions	Atoms are the fundamental building blocks of matter.	The atoms of each element have a unique arrangement of electrons.	Periodic trends in the properties of atoms allow us to predict physical and chemical properties.	Ionic compounds are held together by chemical bonds formed by the attraction of oppositely charged ions.	Covalent bonds form when atoms share electrons.
Vocabulary	Atom, cathode ray, electron, nucleus, proton, neutron, atomic number, isotope, mass number, atomic mass units, atomic mass, radioactivity, radiation, nuclear reaction, radioactive decay, alpha, beta & gamma radiation	Atomic Spectra, Heisenburg Uncertainty Principle, quantum mechanical model, orbital, energy level, Aufbau Principle, Pauli Exclusion Principle, valence electrons, Hund's rule	Periodic Law, group, period, transition metal, metal, nonmetal, metalloid, family names of the Periodic table	Chemical bond, anion, cation, ionic bond, electrolyte, crystal lattice, alloy	Covalent bond, molecule, Lewis structure, sigma & pi bonds, endo- & exo-thermic reactions, structural formula, resonance, coordinate covalent bond, VSEPR model, hybridization

Assessment(s) Bloom's Level Quadrant Activities					
Resources	Crystals Lab manual, ITSISU Labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings Bryan Green's String Theory Synopsis	Crystals Lab manual, ITSISU Labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, ITSISU Labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Dead zone readings

Board Approval Date:_____

ADM Community Schools **Chemistry Curriculum Map**

Grade or Course: 11th Science

Units in Sequence (Content)	Chemical Reactions	The Mole	Stoichiometry	-States of Matter
Unit Timeline	3 weeks	3 weeks	4 weeks	3 weeks
Iowa Core Standards **Power Standards in Bold**	**PS** # 5, **7**, 10, 11, **12**, 13, 14, LS # 2, 3, 13, 20 **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS** # 5, **7**, 9, **12**, 13, 14, **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS** # 5, **7**, 11, **12**, 13, LS # 2, 3, 13, 20 **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12	**PS** # 1, **6**, 5, **7**, 8, 9, 11, 20 LS # 19, 20 **SI** # 1, **2, 3**, 4, 5, **6**, 7 - 12
Literacy Standards				
21st Century Iowa Core Standards				
Essential Learnings/ Questions	Chemical Reactions turn reactants into products, resulting in the absorption or release of energy.	The mole represents a large number of extremely small particles.	Mass relationships in chemical reactions confirm the law of conservation of mass.	Kinetic Molecular theory explains the different properties of solids, liquids, and gases.
Vocabulary	Chemical reaction, reactant, product, chemical equation, coefficient, synthesis, decomposition, single-replacement, double-replacement, precipitate, aqueous solution, solute, solvent, spectator ion, net ionic equation	Mole, Avogodro's number, molar mass, percent composition, empirical formula, molecular formula, hydrade	Stoichiometry, mole ratio, chemical reactions, limiting reactant, excess reactant, theoretical yield, percent yield, actual yield	Kinetic molecular theory, diffusion, atmosphere, partial pressure, dispersion force, dipole, hydrogen bond, viscosity, surface tension, crystalline solid, allotrope, amorphous solid, melting point, phase diagram, triple point
Assessment(s)				

Bloom's Level Quadrant Activities				
Resources	Crystals Lab manual, ITSISU Labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, Glencoe Small Scale Laboratory Manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Foldables Study Organizer	Crystals Lab manual, Glencoe Small Scale Laboratory Manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Foldables Study Organizer

Board Approval Date:_____

ADM Community Schools **Chemistry Curriculum Map**

Grade or Course: 11th Science

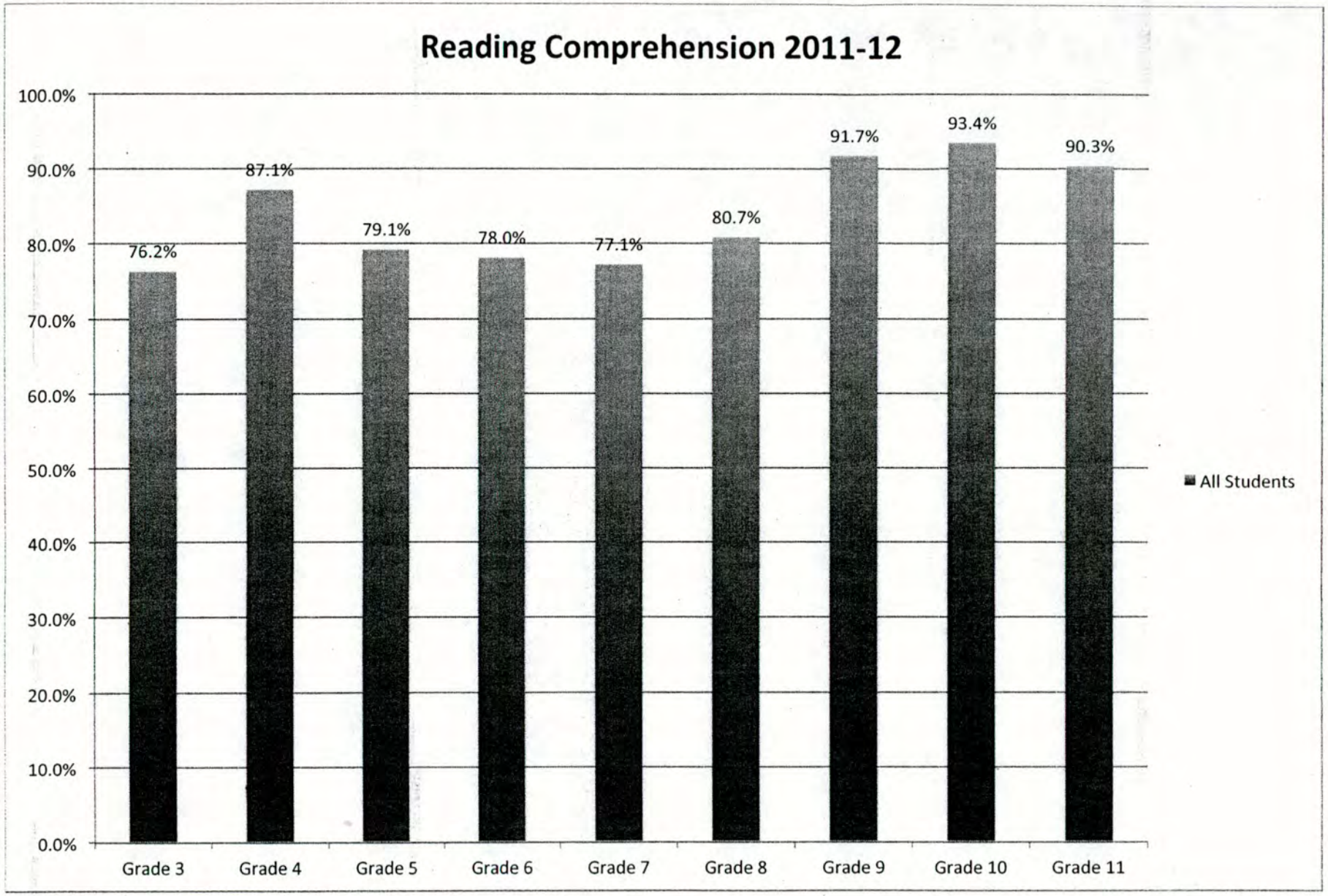
Units in Sequence (Content)	Energy & Chemical Change	Reaction Rates	Acids & Bases	Nuclear Chemistry
Unit Timeline	3 weeks	3 weeks	4 weeks	3 weeks
Iowa Core Standards **Power Standards in Bold**	**PS** # 5, **7**, 11, **12**, 13, LS # 2, 3, 13, 20 **SI** # 1, **2**, **3**, 4, 5, **6**, 7 - 12	**PS** # **7**, 8, 9, 11, 14 **SI** # 1, **2**, **3**, 4, 5, **6**, 7 - 12	**PS** # 1, 2, 3, 4, 5, **6**, 13, 14, 20 **SI** # 1, **2**, **3**, 4, 5, **6**, 7 - 12	**PS** # 2, 3, 4, 5, 11, **12**, 20 **SI** # 1, **2**, **3**, 4, 5, **6**, 7 - 12
Literacy Standards				
21st Century Iowa Core Standards				
Essential Learnings/ Questions	Chemical Reactions release or absorb energy.	Every reaction proceeds at a definite rate, but can be sped up or slowed down by changing the condition of the reaction.	Acids and bases can be defined in terms of hydrogen ions and hydroxide ions or in terms of electron pairs.	Nuclear energy has a range of applications, from electricity production to the diagnosis and treatment of diseases
Vocabulary	Law of conservation of energy, potential energy, joule, specific heat, calorimetry, system, surroundings, enthalpy, heat of reaction, heat of combustion, Hess's Law, entropy, free energy	Reaction rate, collision theory, activation energy, catalyst, inhibitor, rate law, instantaneous reaction, rate determining step	Acids, bases, Arrhenius model, Bronsted-Lowry, conjugate acids & bases, amphoteric, acid/base strength, ionization constant, pH, pOH, neutralization, titration, equivalence point, indicator	Radioisotope, x-ray, penetrating power, transmutation, strong nuclear force, radioactive decay series, half-life, fission, critical mass, fusion, mass defect, radiochemical dating

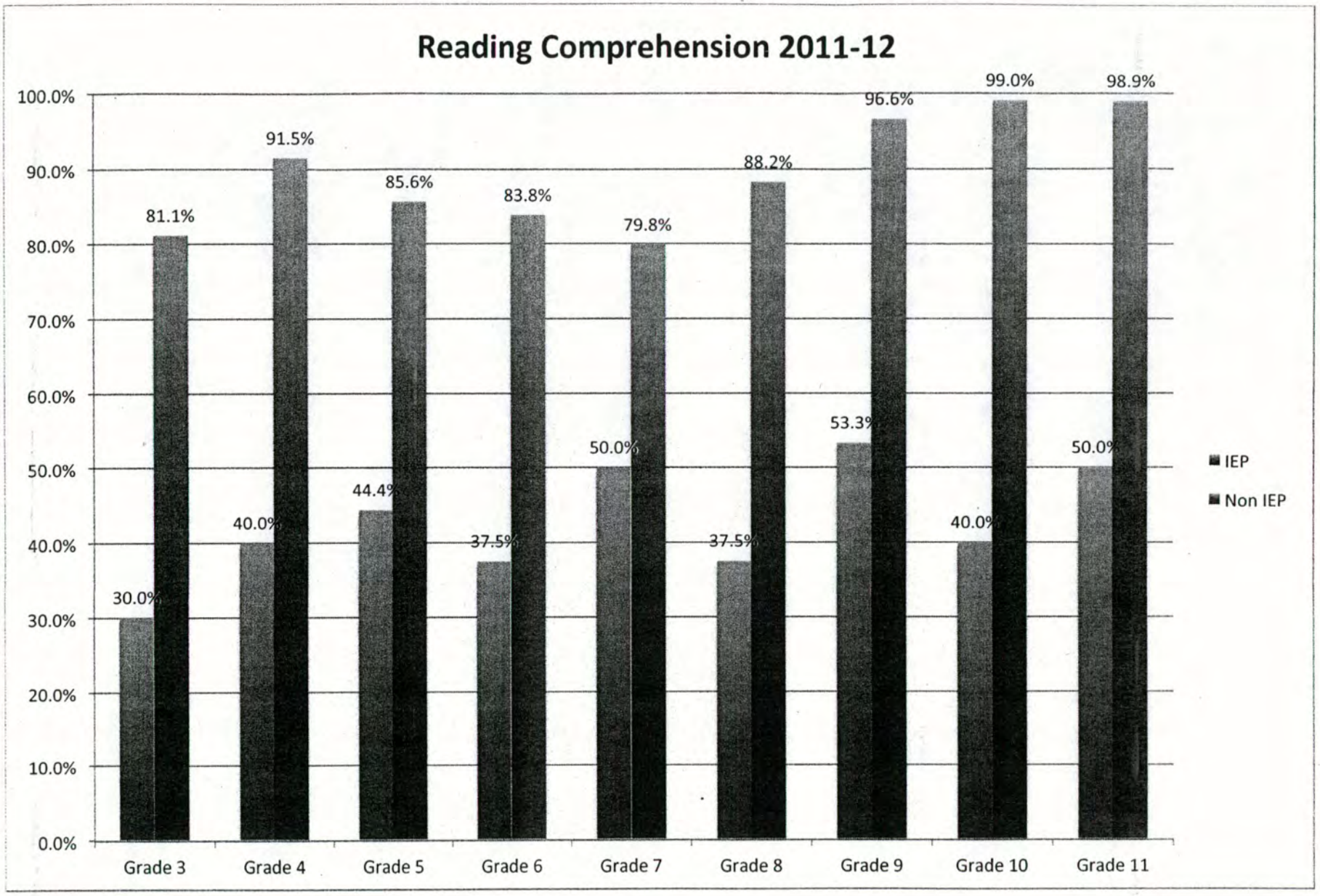
Assessment(s) Bloom's Level Quadrant Activities				
Resources	Crystals Lab manual, ITSISU Labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Teacher created lab	Crystals Lab manual, ITSISU labs, Glencoe Small Scale Laboratory Manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Foldables Study Organizer	Crystals Lab manual, CBL Laboratory Manual, Forensics Lab Manual, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings	Crystals Lab manual, ITSISU labs, Glencoe Real World Chemistry Projects, Glencoe Chemistry Enrichment Supplemental Readings, Foldables Study Organizer

Board Approval Date:_____

ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE
2011-12 SCHOOL YEAR

GOAL:	2010-11 DATA	2011-12 DATA	GOAL MET?
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. District Goal is 87.5	85.8%	83.9%	No
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. District Goal is 89.5	87.6%	86.8%	No
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 2011 (91.5%) to the percent proficient or above in 2012. District Goal is 92.0	91.5%	90.7%	No


Reading Comprehension 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
76.2%
87.1%
79.1%
78.0%
77.1%
80.7%
91.7%
93.4%
90.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Reading Comprehension 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
81.1%
30.0%
91.5%
40.0%
85.6%
44.4%
83.8%
37.5%
79.8%
50.0%
88.2%
37.5%
96.6%
53.3%
99.0%
40.0%
98.9%
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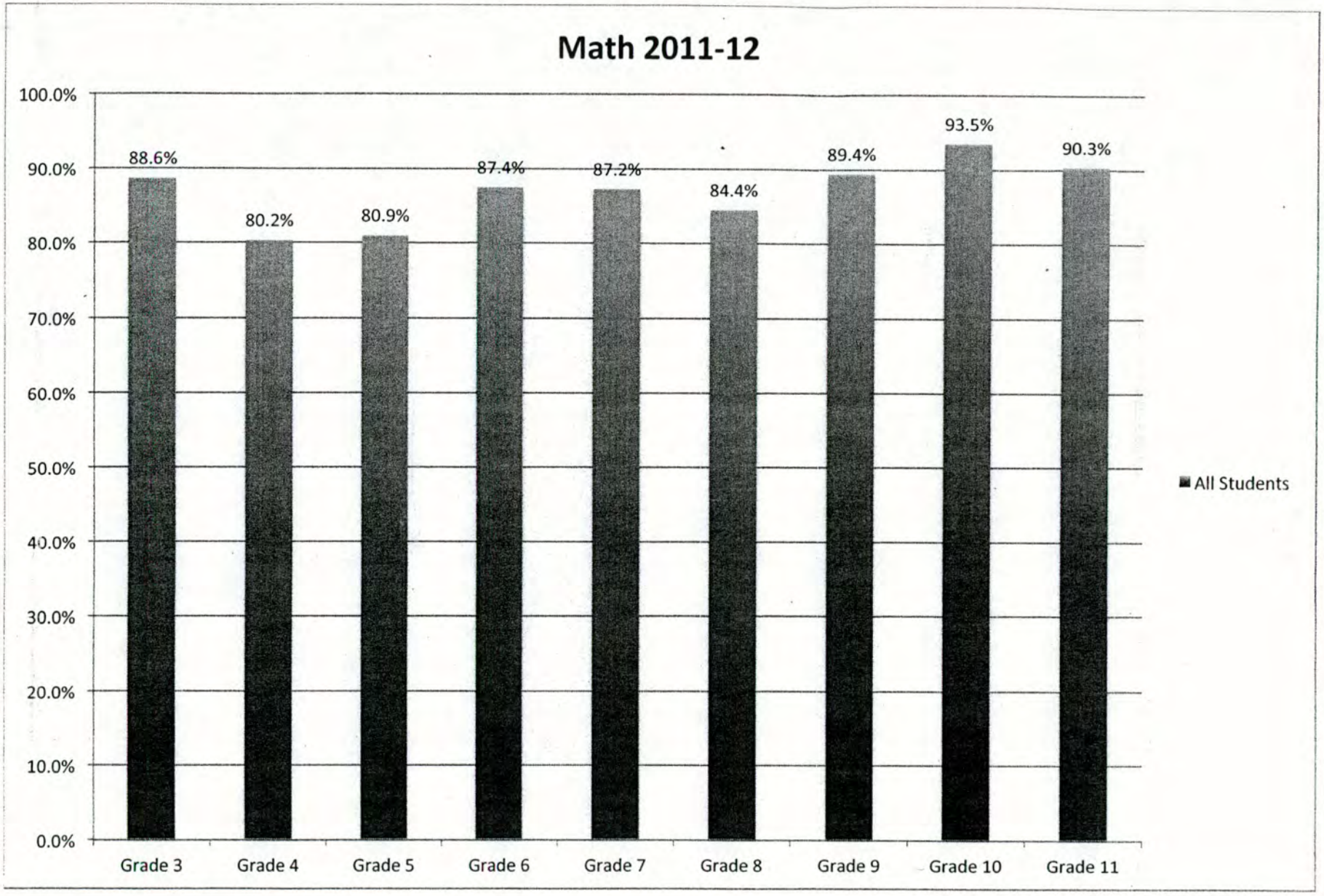
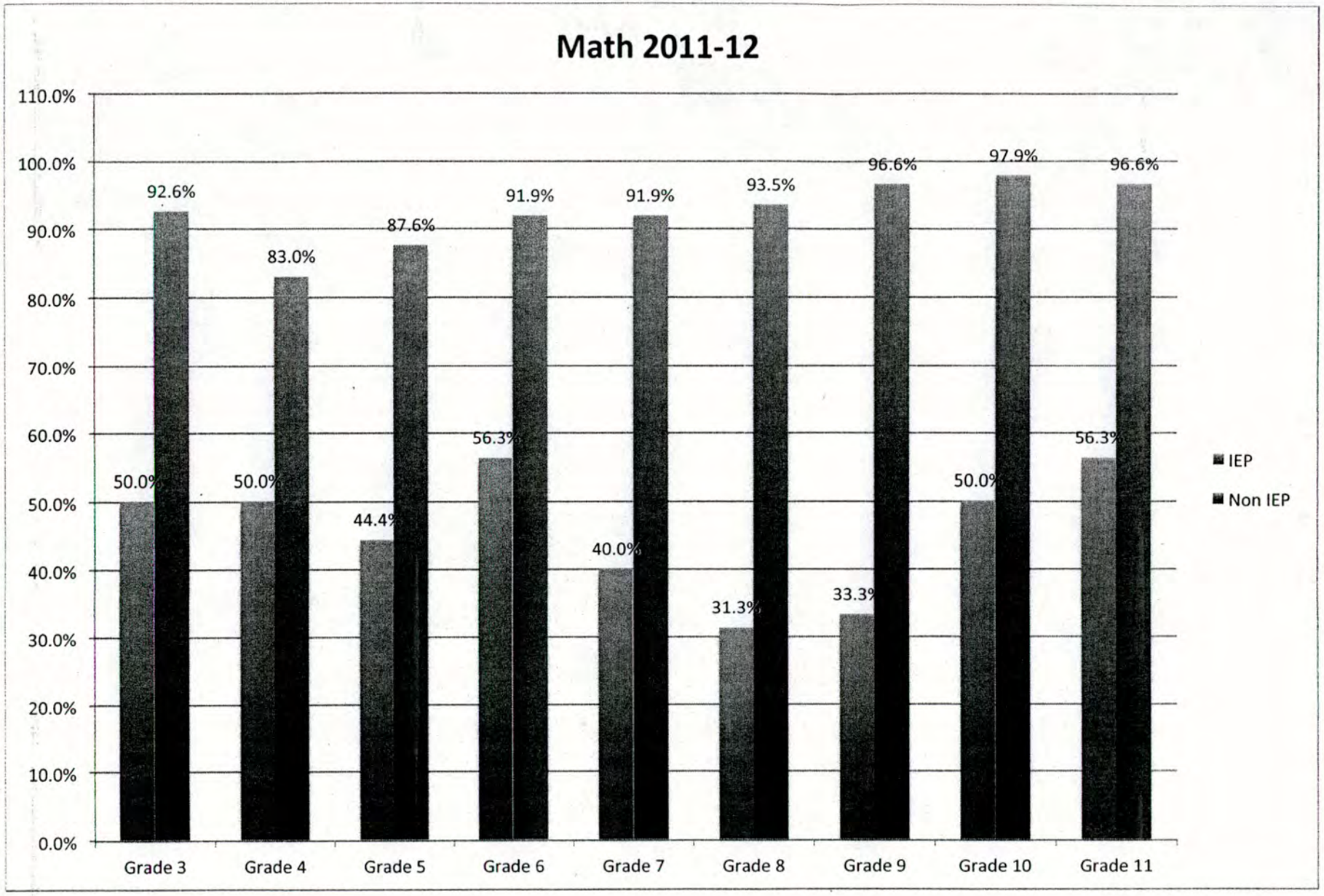
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP


Math 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
88.6%
80.2%
80.9%
87.4%
87.2%
84.4%
89.4%
93.5%
90.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Math 2011-12
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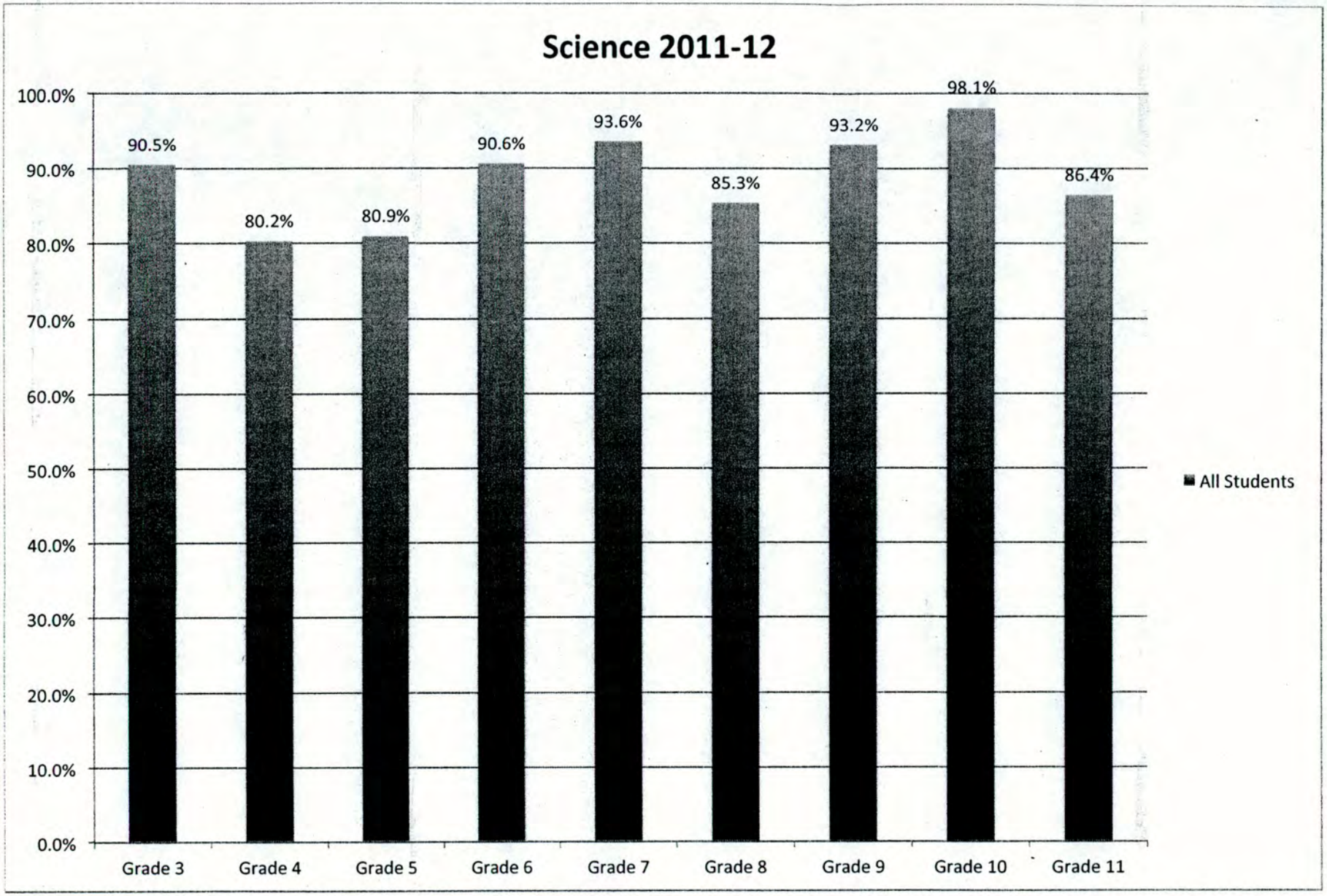
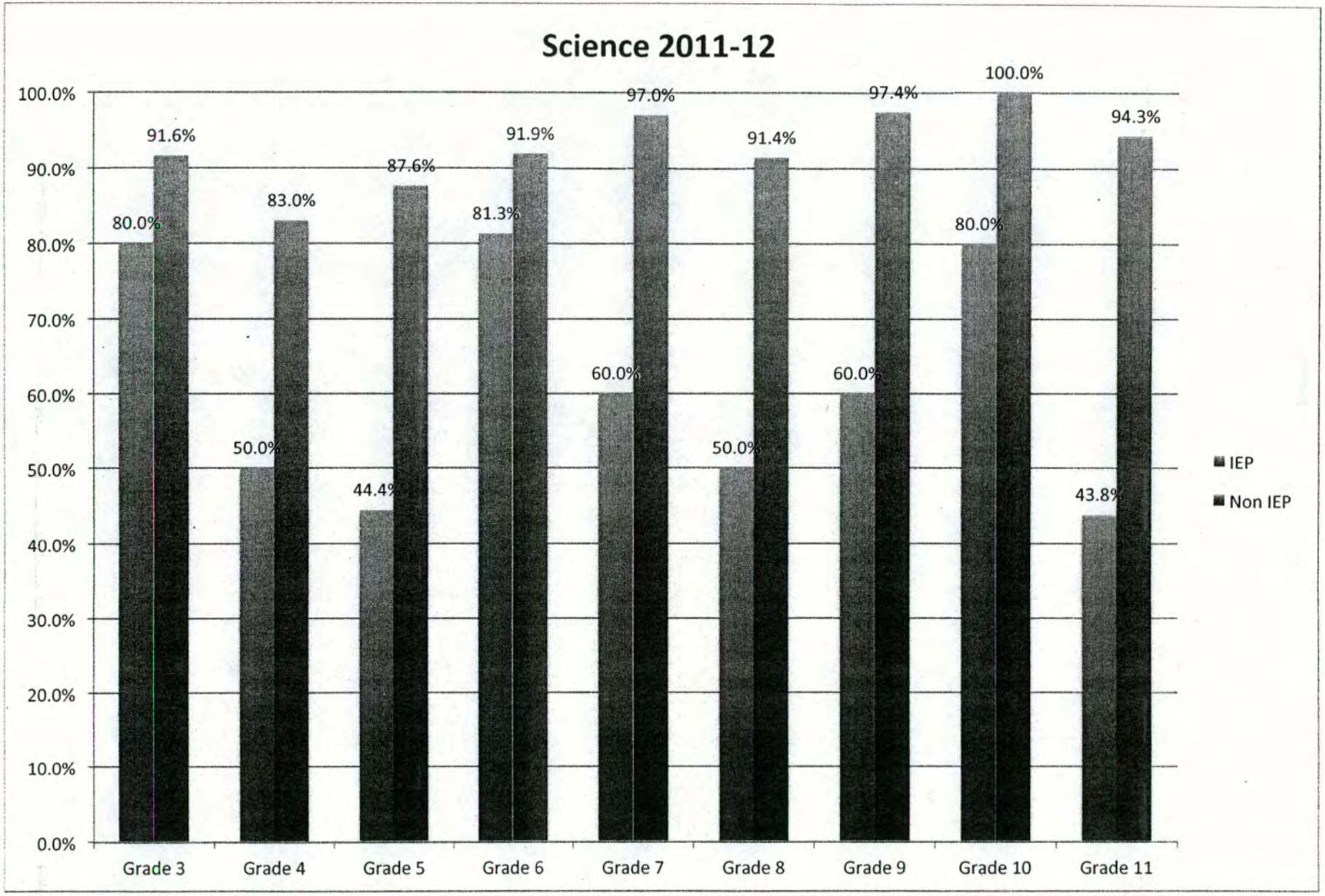
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
92.6%
83.0%
87.6%
91.9%
91.9%
93.5%
96.6%
97.9%
96.6%
50.0%
50.0%
44.4%
56.3%
40.0%
31.3%
33.3%
50.0%
56.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP


Science 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
90.5%
80.2%
80.9%
90.6%
93.6%
85.3%
93.2%
98.1%
86.4%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Science 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
80.0%
91.6%
50.0%
83.0%
44.4%
87.6%
81.3%
91.9%
60.0%
97.0%
50.0%
91.4%
60.0%
97.4%
80.0%
100.0%
43.8%
94.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP

THE UNIVERSITY OF IOWA

COLLEGE OF EDUCATION
The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development
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www.education.uiowa.edu/belinblank

April 24, 2012

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

2012 Iowa AP Index – Top 25 School

Dear Principal Lee Griebel:

The University of Iowa's Belin-Blank Center is pleased to release the results of the 2012 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.

Congratulations! Your 2012 Index (based on 2011 AP exam and graduation data) of .97 places ADM Senior High School among the **top 25**. For comparison, your Index for last year (2011 Index, based on 2010 exam and graduation data) was .39.

To see the Top 50 schools and for an explanation of the Iowa AP Index, please visit **www.iowaapindex.org**.

The current rankings will be sent to the Iowa Department of Education, the Governor, other officials, and the media. Because you are a top 25 school in the Index, you may be contacted by news media.

I invite you to receive an award at the Belin-Blank Recognition Ceremony at the University of Iowa on October 7, 2012. You will receive a formal invitation and information in a later mailing. If you would like to send a representative or if you have a teacher being honored at the Recognition Ceremony who can accept the award on your behalf, please indicate that when you respond to the invitation.

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). You are to be commended for creating AP opportunities for your students.

If you have any 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
cc: President Sally Mason, The University of Iowa
Provost Barry Butler, The University of Iowa
Dean Margaret Crocco, College of Education

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

The University of Iowa

The 2012 Iowa AP Index

Top 50 AP Schools in Iowa

The 2012 Iowa AP Index for the Top 50 Schools

(Based on 2011 AP exam data)

Rank	School	City	Index
1	George Washington High School	Cedar Rapids	3.08
2	Regina Junior/Senior High School	Iowa City	2.93
3	John F. Kennedy High School	Cedar Rapids	2.40
4	Ames High School	Ames	2.12
5	West Senior High School	Iowa City	1.83
6	Roosevelt High School	Des Moines	1.69
7	Dubuque Senior High School	Dubuque	1.34
8	Hempstead High School	Dubuque	1.26
9	Valley High School	West Des Moines	1.19
10	Mid-Prairie High School	Wellman	1.19
11	Decorah High School	Decorah	1.12
12	Wahlert Catholic High School	Dubuque	1.12
13	Bettendorf High School	Bettendorf	1.04
14	ADM Senior High School	Adel	0.97
15	Prince of Peace College Preparatory	Clinton	0.95
16	West Liberty High School	West Liberty	0.93
17	Prairie High School	Cedar Rapids	0.91
18	Xavier High School	Cedar Rapids	0.91
19	Linn-Mar High School	Marion	0.91
20	Kuemper High School	Carroll	0.90
21	Dallas Center-Grimes Community High School	Grimes	0.87
22	Cedar Falls High School	Cedar Falls	0.87
23	Dowling Catholic High School	West Des Moines	0.86
24	Ankeny High School	Ankeny	0.79
25	Thomas Jefferson High School	Cedar Rapids	0.79
26	Norwalk Senior High School	Norwalk	0.78
27	Iowa City High School	Iowa City	0.76
28	Sioux Central High	Sioux Rapids	0.74
29	Alburnett Junior-Senior High School	Alburnett	0.70
30	Holy Trinity Jr.-Sr. High	Fort Madison	0.66
31	Iowa Valley Jr-Sr High School	Marengo	0.63
32	West Branch High School	West Branch	0.63
33	Abraham Lincoln High School	Council Bluffs	0.61
34	West High School	Davenport	0.61

Past AP Indices

2012
2011
2010
2009
2008
2007
2006
2005

35	Central High School	Davenport	0.60
36	Lone Tree Junior-Senior High School	Lone Tree	0.59
37	Waukee Senior High School	Waukee	0.59
38	Columbus Catholic High School	Waterloo	0.56
39	Johnston Senior High School	Johnston	0.55
40	Indianola High School	Indianola	0.54
41	Mason City High School	Mason City	0.54
42	Spencer High School	Spencer	0.54
43	Southeast Polk High School	Pleasant Hill	0.53
44	Williamsburg Jr-Sr High School	Williamsburg	0.52
45	Muscatine High School	Muscatine	0.51
46	Iowa Mennonite School	Kalona	0.50
47	East Marshall Senior High School	Le Grand	0.50
48	Clear Creek Amana High School	Tiffin	0.49
49	Hoover High School	Des Moines	0.48
50	Beckman High School	Dyersville	0.47

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.

Phone: 800.336.6463 or 319.335.6148 | Fax: 319.335.5151 | Email: comments@IowaAPIndex.org
Belin-Blank Center | 600 Blank Honors Center | The University of Iowa | Iowa City, IA 52242-0454

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

The University of Iowa

The 2012 Iowa AP Index

Top 50 AP Schools in Iowa

About the Iowa AP Index

Calculating the AP Index

Every public and nonpublic high school in Iowa that is accredited by the state Department of Education and that administered at least one AP exam in May 2011 was invited to participate in the 2012 AP Index. Schools had the opportunity to decline participating in the 2012 AP Index.

The Iowa AP Index for a given high school is the ratio of AP exams taken by its students (any grade) divided by the number of its graduating seniors.

$$\text{Iowa AP Index} = \frac{\text{Number of AP exams taken}}{\text{Number of graduates}}$$

The number of AP exams administered per school was provided by the College Board. The number of graduating seniors per school was provided by the Iowa Department of Education. The number of graduates for a high school, as reported by the Iowa Department of Education, includes all students who received a diploma in the 2010-2011 school year from the attending building. This number includes all graduates, regardless of length of time to completion.

For reference, an AP Index of 1.00 means that the number of AP exams for that school equals the number of graduates. A high AP Index is a reflection that a school has developed a culture that is supportive of student participation in AP courses and exams. The Iowa AP Index provides a fair comparison of AP opportunity across school size.

The 2012 Iowa AP Index is based on the AP exams taken in May 2011 and school graduates in May/June 2011. In the 2010-2011 school year, Iowa had 179 school districts with AP enrollment; 54.6% of the districts with high schools have AP enrollment (Iowa Department of Education's *Condition of Education* report). Of the accredited public and nonpublic high schools, 205 schools (187 public and 18 nonpublic) had at least one student take an AP exam in 2011.

Of the 205 schools eligible for the 2012 AP Index (i.e., not magnet and Specially Accredited College Preparatory Schools), 97% (199 schools; 182 public and 17 nonpublic) agreed to participate in the 2012 Iowa AP Index.

The Iowa AP Index for all public high schools in Iowa

We calculated a 2012 AP Index score for all the accredited public schools in Iowa based on all exams taken by Iowa students in 2011 and 2011 graduating seniors in Iowa public schools.

$$\text{2011 Iowa AP Index for all Public High Schools in Iowa} = \frac{\text{14,896 Exams Taken}}{\text{33,696 Graduates}} = 0.44$$

Thus, one AP exam was taken for approximately every 2.3 students graduating from an accredited Iowa public high school.

For comparison, the 2011 AP Index for all Iowa accredited public high schools was 0.38. Thus, the 2012 Iowa AP Index for all public schools indicates an increase in AP participation in the state compared to 2011.

Magnet and college prep schools

Magnet schools, Specially Accredited College Preparatory High Schools, non-accredited schools, and home schools are not included in the Iowa AP Index ranking. However, the Belin-Blank Center recognizes magnet schools and Specially Accredited College Preparatory High Schools for providing AP opportunities.

Des Moines Central Academy, a nationally known magnet school, is recognized for the excellent performance of its students. We commend Central Academy for its 2012 Iowa AP Index of 7.62.

Rivermont Collegiate, in Bettendorf, is a Specially Accredited College Preparatory School that places special emphasis on AP coursework and exams. We commend Rivermont Collegiate for its 2012 Iowa AP Index of 2.73.

Phone: 800.336.6463 or 319.335.6148 | Fax: 319.335.5151 | Email: comments@IowaAPindex.org
Belin-Blank Center | 600 Blank Honors Center | The University of Iowa | Iowa City, IA 52242-0454

patrick.hogan@gazcomm.com

ıtrick Hogan

Patrick Hogan is a reporter focusing on K-12 education for SourceMedia Group products. He principally covers the Linn-Mar, Marion and [...]

Updated: 9 May 2012 | 8:15 am in Local News

Cedar Rapids, Iowa City schools excel in advance placement testing

Classes give students leg up on college courses

Kennedy High School juniors Adam Parker Goldberg and Amanda Jacobsen study for the advanced placement chemistry exam in Deb Snook's room at the school Friday in northeast Cedar Rapids, (Jim Slosiarek/The Gazette)

This is a big week for college-bound Iowa high school students.

Across the state, teens looking to get a head start on their college coursework are sitting for their Advanced ment exams, which determine whether they receive college credit for advanced classes they have taken.

Few areas in Iowa can boast as many students taking AP exams as Cedar Rapids-Iowa City Corridor, with

four out of the five top test-taking schools for 2011 residing in either Cedar Rapids or Iowa City.

For every student graduating from Washington High School in Cedar Rapids, at least three AP exams are taken, according to the University of Iowa Belin-Blank Center's AP Index. It's an elite position — only three other high schools in Iowa have a ratio higher than 2-to-1, and only eight with more than 1-to-1.

Principal Ralph Plagman said AP courses have been a priority at the school for more than 30 years and are the "gold standard" of American high school curricula. The courses and exams, which are formulated by the non-profit College Board in consultation with college professors and high school teachers, provide a good balance between teacher independence as well as rigorous academic standards, according to Plagman.

"You hear a lot of talk of teacher accountability and student achievement," he said. "Well AP is the model."

That standard is one of the reasons AP is on the rise in Iowa. The state has gone from one of the lowest in AP test-taking 20 years ago to one of the leaders, according to Nick Colangelo, director of the Belin-Blank Center.

"An AP score means the same to someone from the Bronx School of Science to Jefferson High School in Virginia," he said. "We don't always have those measures available, but AP gives them to us."

Washington's not alone. Kennedy High School is close behind with an average of 2.4 students taking a test for every graduate.

Allie Hutcheson, 18, is one of the students helping to set that ratio. The Kennedy senior has taken seven AP courses during her time at Kennedy and is studying for three AP exams this week — literature, calculus and statistics.

Hutcheson said Kennedy's principal, Mary Wilczynski, encourages students to take AP classes whenever possible, and that she's better off for having had that push.

"They're hard work and a challenge, but it's a good challenge," she said. "The teachers expect a lot more from you, but I think it's going to really help me in college."

Buy this photo

Junior Michael Davies gets help with a sample exam question from Deb Snook as he studies for the advanced placement chemistry exam at Kennedy High School in Cedar Raipids on Friday.(Jim Slosiarek/The Gazette)

In addition to the academic experience, every AP exam Hutcheson passes with a score of 3 or higher is

potentially one fewer course she needs to take in college, adding a financial incentive. It costs $87 per test with reduced rates and grants available for families with a financial need.

But many students opt not to take the tests even if they've done all the coursework, either because they're worried about passing or because the credit isn't the right fit for their post-graduation plans.

Iowa City High School will have the same number of AP course offerings next year as its crosstown partner, West High. But while West has 1.83 students taking a test for every graduate, number five in the state, City High School is at 0.76.

City High Principal John Bacon encourages all of his students who are college-bound to do AP-level coursework and take the exams. But if students end up deciding not to take the tests, they're still better off for having had the class experience, according to Bacon.

"I think they're working very hard. I respect the student's thought process on whether or not to take it is right or not," he said.

Jefferson High School is in a similar spot, with 0.79 students taking the test for every graduate. The school has worked hard to offer more AP options as that number is double what it was six years ago. During that time the school has brought the number of AP courses it offers up to 23, getting close to Kennedy's 27 and Washington's 25.

But Principal Chuck McDonnell said there are other options for students seeking higher-level coursework. While growing their AP program, Jefferson has also added advanced engineering classes through Project Lead the Way and postsecondary options in partnership with Kirkwood Community College.

' diversify a bit at Jefferson," McDonnell said. "Project Lead The Way is as rigorous if not more rigorous as an AP class and we weight it like AP."

Regardless of the specific approach, Bacon, McDonnell and Plagman agreed AP was a natural fit for any student considering further schooling.

"The first thing we say to students is, 'If you're going to college, you're taking AP courses,' " said Plagman.

Top Advanced Placement schools

Ratio of Adanced Placement tests taken to graduates.
(Based on 2011 AP exam data)

TOP 10 SCHOOLS

Rank	School	City	Index
1	Washington High School	Cedar Rapids	3.08
2	Regina Junior/Senior High School	Iowa City	2.93
3	Kennedy High School	Cedar Rapids	2.40
4	Ames High School	Ames	2.12
5	West High School	Iowa City	1.83
6	Roosevelt High School	Des Moines	1.69
7	Dubuque Senior High School	Dubuque	1.34
8	Hempstead High School	Dubuque	1.26
9	Valley High School	West Des Moines	1.19
10	Mid-Prairie High School	Wellman	1.19

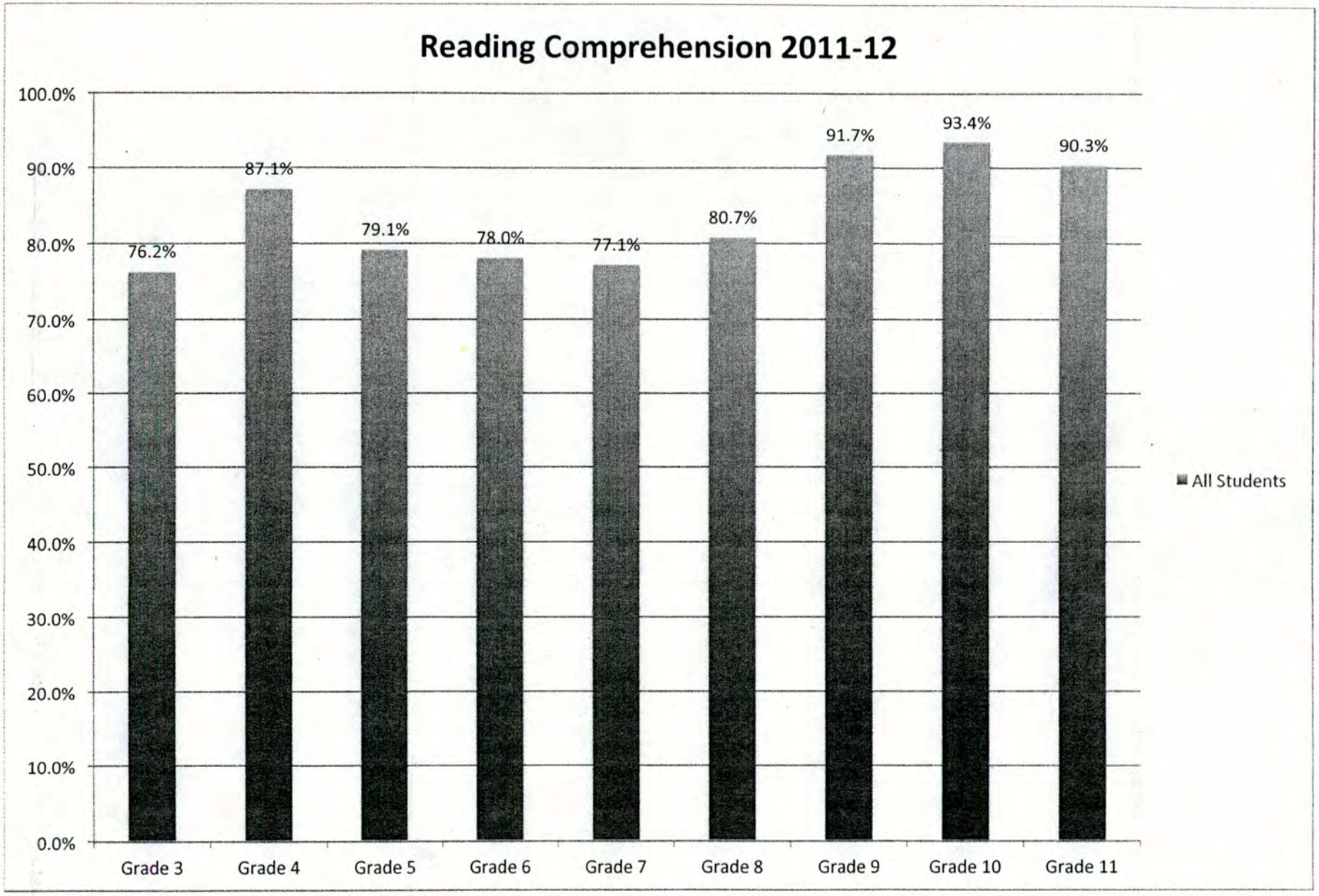
OTHER EAST IOWA SCHOOLS

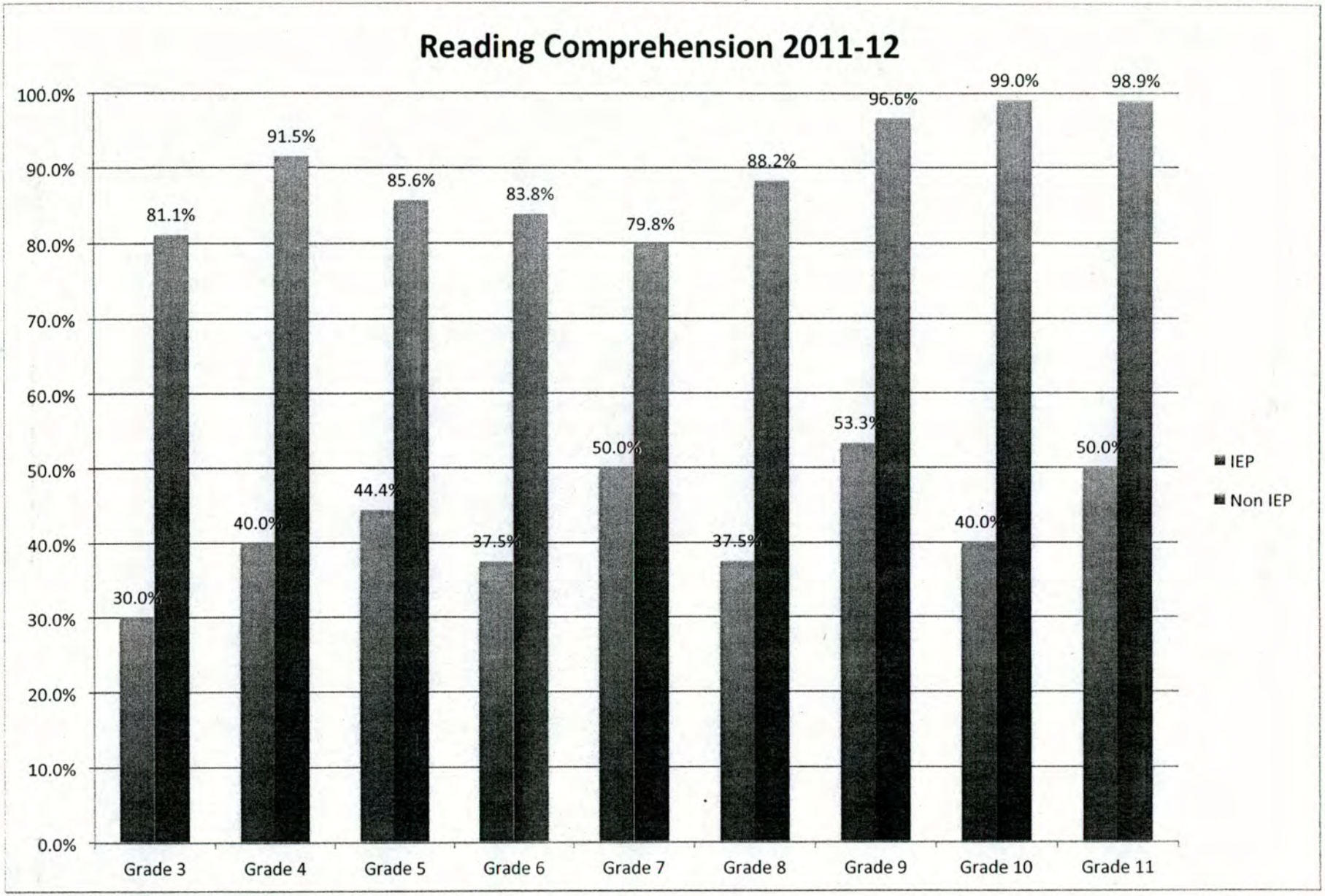
Rank	School	City	Index
11	Decorah High School	Decorah	1.12
16	West Liberty High School	West Liberty	0.93
17	Prairie High School	Cedar Rapids	0.91
18	Xavier High School	Cedar Rapids	0.91
19	Linn-Mar High School	Marion	0.91
25	Jefferson High School	Cedar Rapids	0.79
27	City High School	Iowa City	0.76
29	Alburnett Junior-Senior High School	Alburnett	0.70
31	Iowa Valley Jr-Sr High School	Marengo	0.63
36	Lone Tree Junior-Senior High School	Lone Tree	0.59
44	Williamsburg Jr-Sr High School	Williamsburg	0.52
45	Muscatine High School	Muscatine	0.51
46	Iowa Mennonite School	Kalona	0.50
48	Clear Creek Amana High School	Tiffin	0.49
50	Beckman High School	Dyersville	0.47

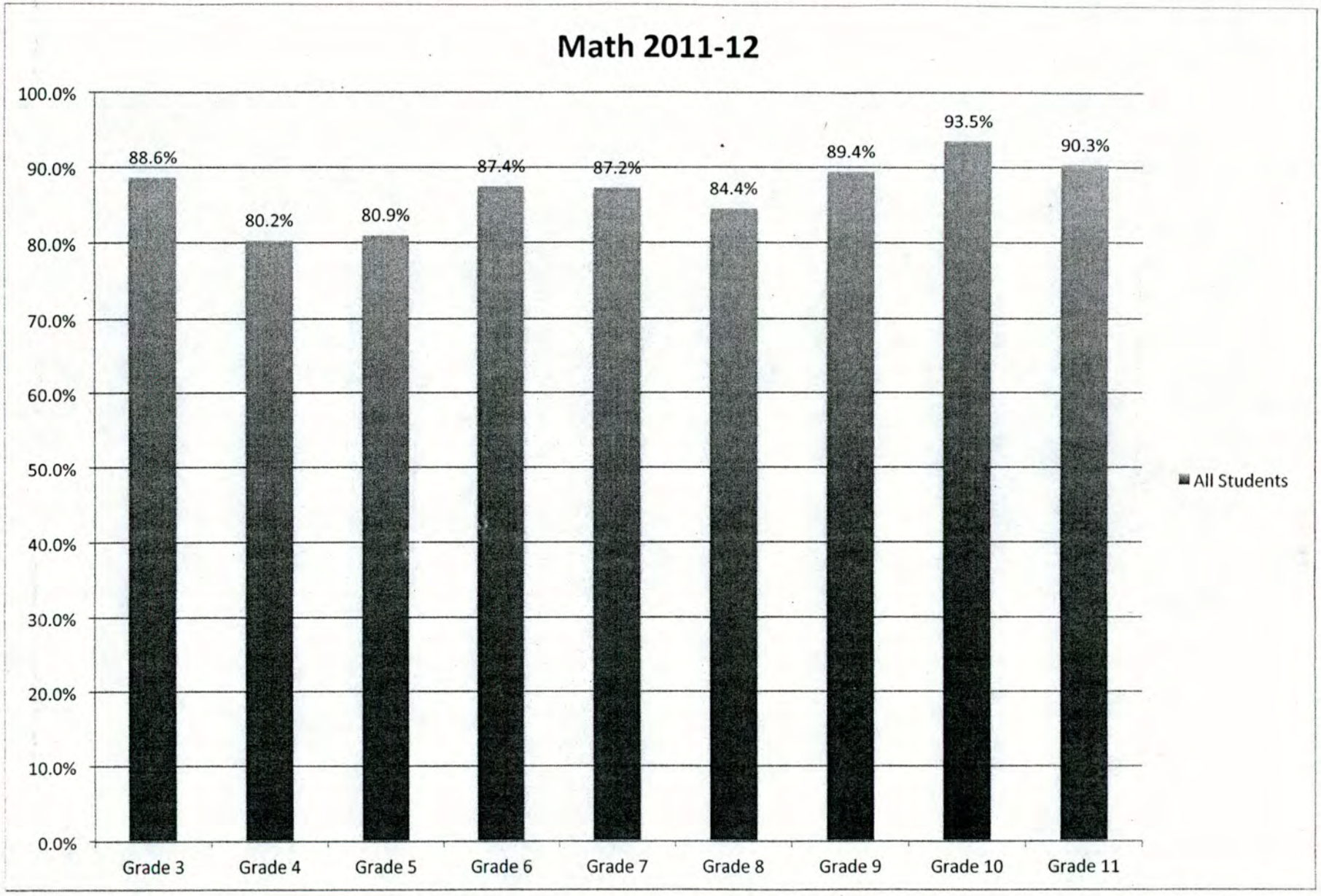
Source: University of Iowa Belin-Blank Center Gazette graphic

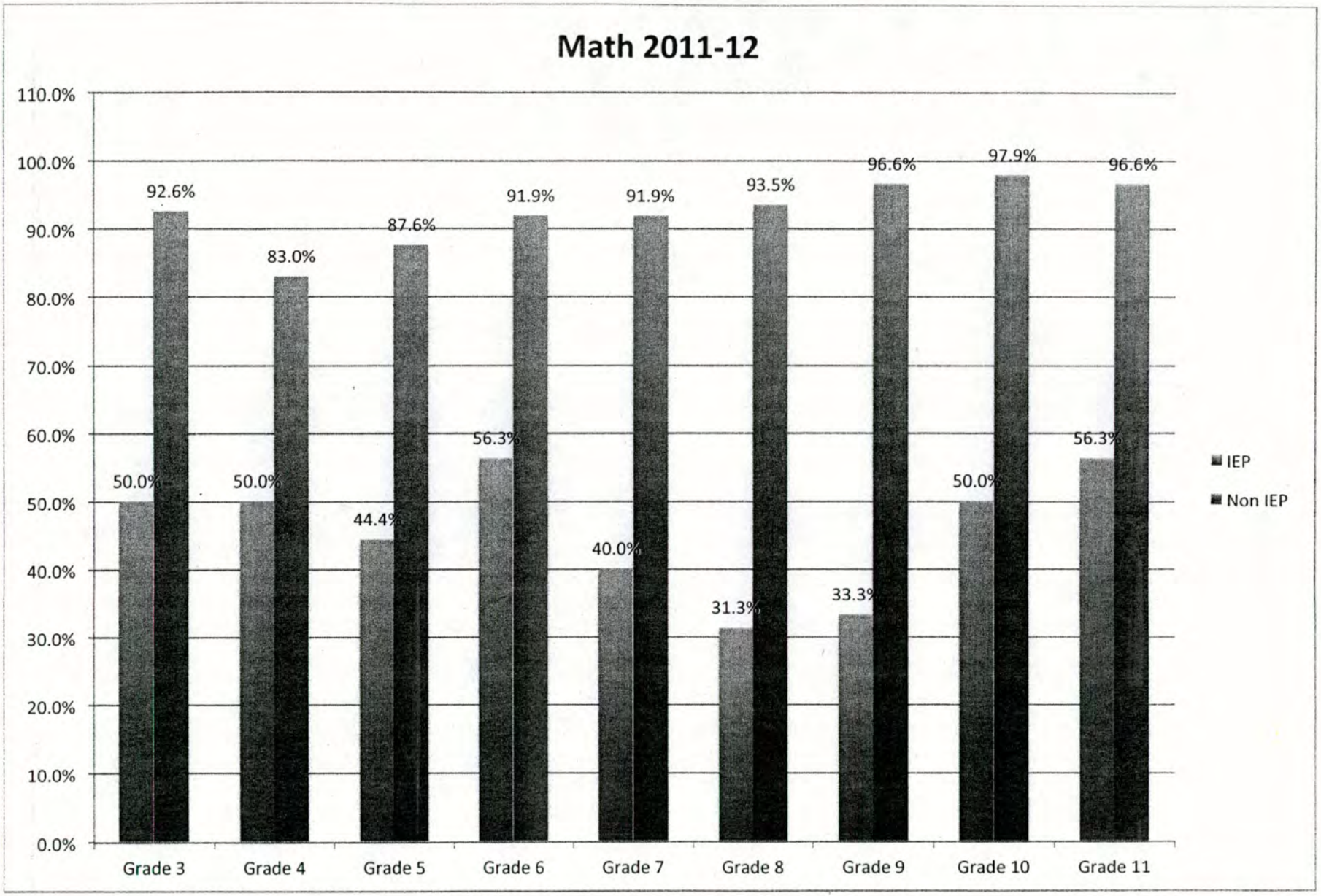
ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE
2011-12 SCHOOL YEAR

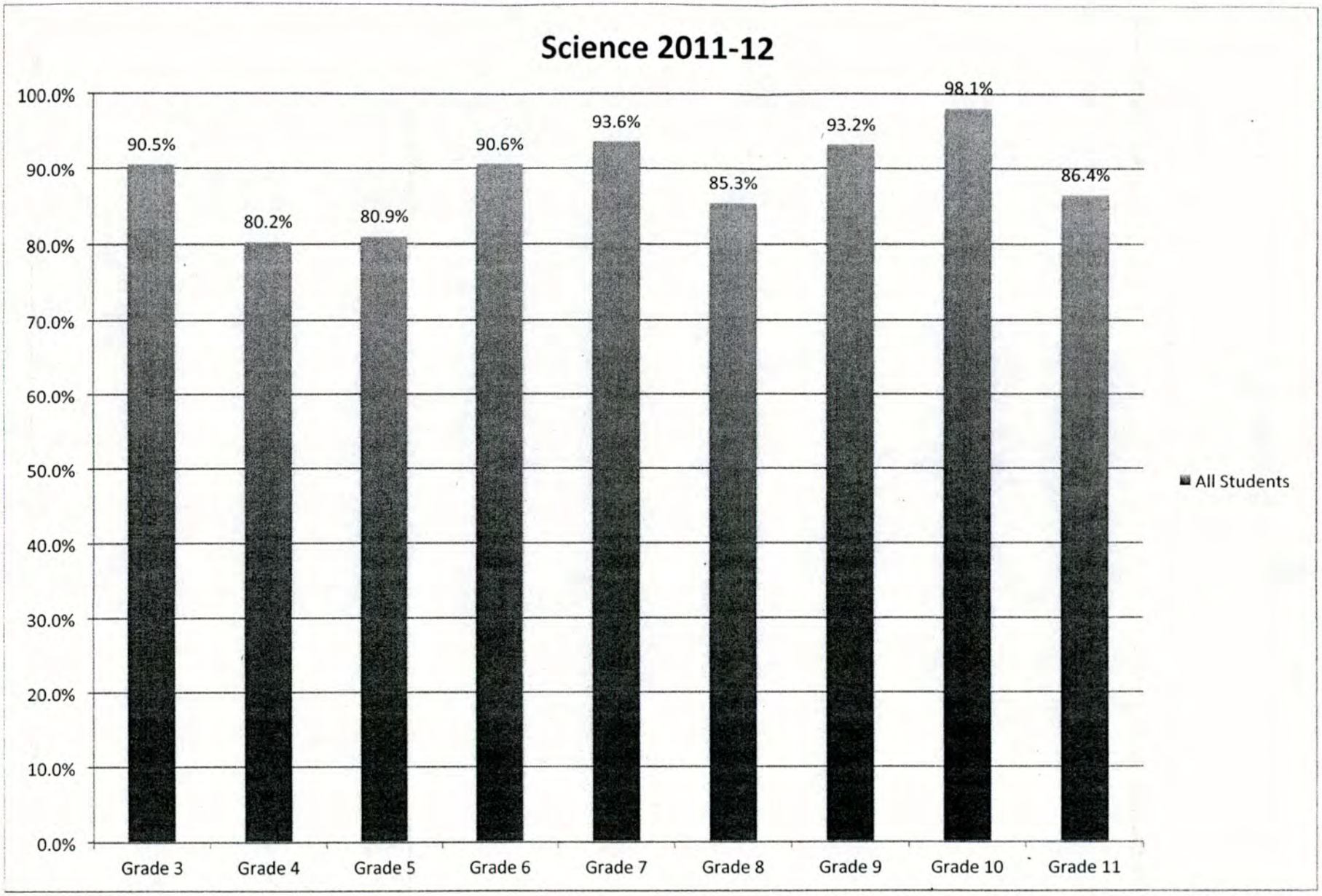
GOAL:	2010-11 DATA	2011-12 DATA	GOAL MET?
Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2011 (85.8%) to the percent proficient or above in 2012. District Goal is 87.5	85.8%	83.9%	No
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. District Goal is 89.5	87.6%	86.8%	No
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 2011 (91.5%) to the percent proficient or above in 2012. District Goal is 92.0	91.5%	90.7%	No

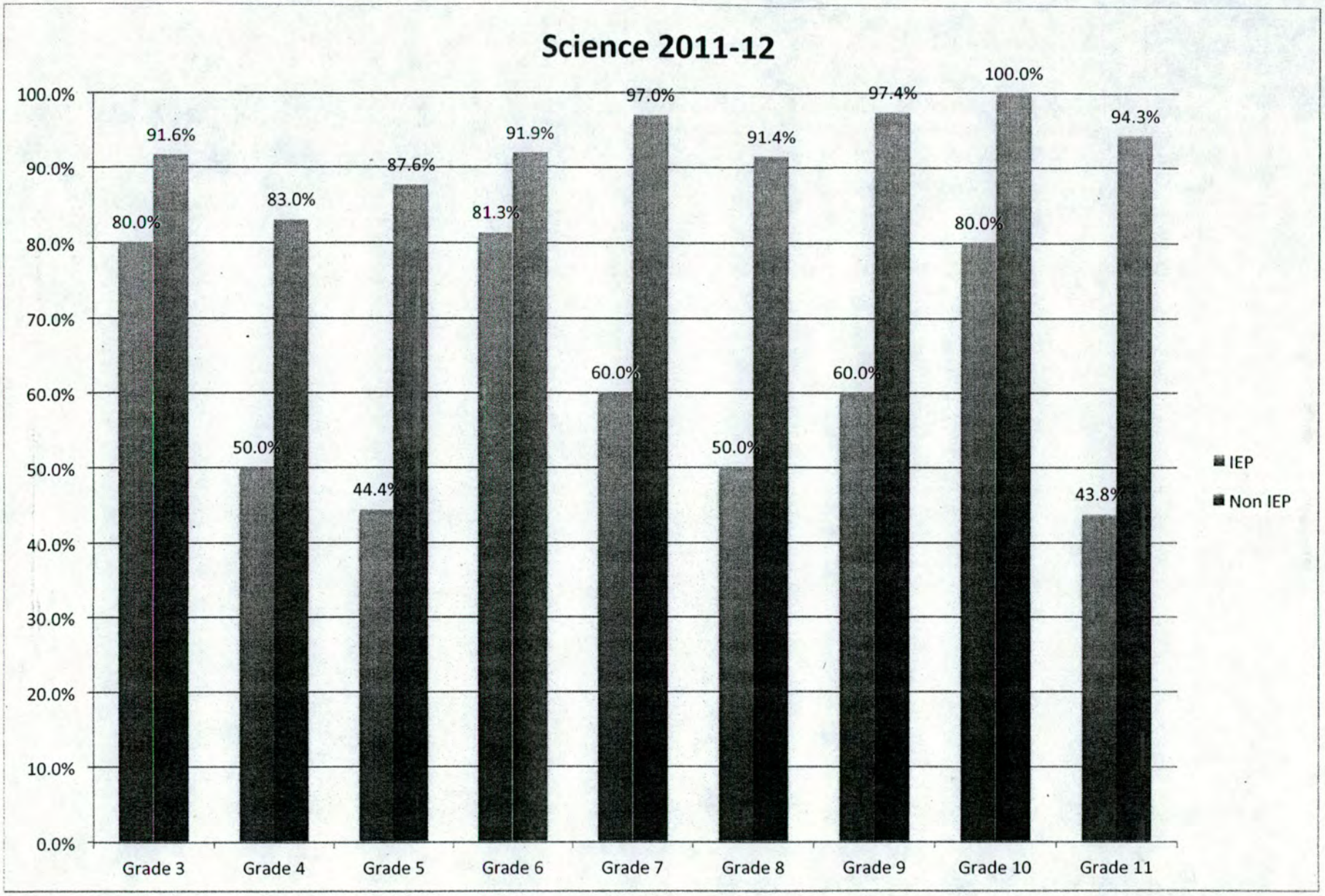

Reading Comprehension 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
76.2%
87.1%
79.1%
78.0%
77.1%
80.7%
91.7%
93.4%
90.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Reading Comprehension 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
81.1%
30.0%
91.5%
40.0%
85.6%
44.4%
83.8%
37.5%
79.8%
50.0%
88.2%
37.5%
96.6%
53.3%
99.0%
40.0%
98.9%
50.0%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP


Math 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
88.6%
80.2%
80.9%
87.4%
87.2%
84.4%
89.4%
93.5%
90.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Math 2011-12
110.0%
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
92.6%
83.0%
87.6%
91.9%
91.9%
93.5%
96.6%
97.9%
96.6%
50.0%
50.0%
44.4%
56.3%
40.0%
31.3%
33.3%
50.0%
56.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP


Science 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
90.5%
80.2%
80.9%
90.6%
93.6%
85.3%
93.2%
98.1%
86.4%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Students


Science 2011-12
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
80.0%
91.6%
50.0%
83.0%
44.4%
87.6%
81.3%
91.9%
60.0%
97.0%
50.0%
91.4%
60.0%
97.4%
80.0%
100.0%
43.8%
94.3%
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
IEP
Non IEP

Adel Desoto Minburn Board of Education
Regular Meeting – Monday, April 9, 2012
6:00 p.m. @ ADM MS/Board Room

Attendance:

Present:	Absent:
Tim Canney	
Bart Banwart	
Kelli Book	
Rod Collins	
Kim Roby	
Superintendent Greg Dufoe	
Secretary Nancy Gee	

Call to Order/Roll Call: President Tim Canney called the meeting to order. Roll call was taken. Present were Vice President Kim Roby, Kelli Book, President Tim Canney, Rod Collins and Bart Banwart.

Agenda: It was moved by Roby, seconded by Book, to adopt the agenda as presented. Motion carried unanimously.

Honoring Excellence: Middle School Guidance Counselor and Coach Aaron Mager and High School Business Teacher and Driver's Education Instructor Dan Severidt were the recipients for this month's Honoring Excellence. Principal Carole Schlapkohl, Activity Director Doug Gee, Administrative Assistant Kathleen Hein, and student, Austin Hudson spoke about Aaron Mager's dedication and excellence in his profession. Scott Schroeder spoke about Dan Severidt's dedication and excellence in his profession. Both honoring excellence recipients accepted a paperweight with the inscription "ADM Honoring Excellence" noting their honor and spoke a few words.

Consent Agenda: It was moved by Roby, seconded by Banwart, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted.

Resignations/terminations were accepted from Mike Chapman, transportation director, effective June 30, 2012, Diana Haynes, administrative assistant, effective March 29, 2012, Julie Holland, driver, effective March 30, 2012, Ashley Meacham, kindergarten teacher, effective at the end of 2011-12 school year, Bret Watson, assistant high school football coach, and Della Weems, mock trial coach, effective at the end of 2011-12 school year. Jacque Seidl's resignation is still pending as the marching band flag line coach. Pending successful background checks, new contracts were offered to Kaylie Jones, dance coach, Jennifer Rebel, high school guidance counselor for the 2012-13 school year, Eric Ridder, assistant high school football coach, Hallie Satre, middle school science teacher for 2012-13 school year and assistant high school softball coach

effective summer 2012, Alyssa Stouili, family and consumer science teacher for 2012-13, and Melissa McCann, school nurse for 2012-13. The following transfers were announced: Sarah Knute to 6th grade writing from 5th grade, Ashley Osterhaus to kindergarten from 5th grade. The following re-assignments for the 2012-13 school year were announced: Cindy Carlson to Title I Reading/Reading Recovery from kindergarten, Carrie Keitges to 1st grade from 1st grade/Title I Reading, Liz Schilling, to kindergarten from 2nd grade, and Leanna Stine-Smith to 1st grade from 1st grade/Reading Recovery.

The Board had the second and final reading of Policy 704.2R1, "Post-Issuance Compliance Regulation for Tax-Exempt Obligations". The Board had the second and final reading of Series 500 Board policies on students. The 2012-13 Before-and-After School Child Care Program handbook was approved. The job description for the secondary dean of students was approved. The cooperative agreement for pre-service clinical placement with Iowa State was approved. The following open enrollment was approved for 2011-12: Parker Banks, from Waukee to ADM, Justin Wong, from Waukee to ADM, and Autum Nelson from ADM to Van Meter. The following open enrollment was approved for 2012-13: Brock Wine, from West Central Valley to ADM, and Kaitlyn Redman from ADM to Waukee.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum. No one spoke.

2012-13 Budget Hearing: President Canney declared the hearing open for the 2012-13 budget. Being there were no written or spoken comments received, he closed the budget hearing at 6:40.

2012-13 Budget Determination: Business Manager Nancy Gee recommended approval of the 2012-13 budget as published. It was moved by Book, seconded by Roby to approve the budget as published. The overall tax levy rate is 18.41603, which is a reduction from the current year levy. Motion carried unanimously.

2012-13 High School Course Catalog: Principal Lee Griebel reviewed the changes in the 2012-13 high school course catalog offerings including those related to curriculum revisions in math and science. It was moved by Banwart, seconded by Book to approve the 2012-13 high school course catalog. Motion carried unanimously.

Approximately $8,470,000 General Obligation School Refunding Bonds, Series 2012A – Consideration of Sealed Bids Opened and Reviewed by the Superintendent of Schools, Secretary of the Board, and the Financial Advisor & Resolution Directing the Sale: Bids were previously received and opened by the Superintendent of Schools, Secretary of the Board, and the Financial Advisor at a meeting at 1:00 on this date: Director Roby introduced the following Resolution and moved its adoption. Director Banwart seconded the motion to adopt. The roll was called and the vote was Roby, aye, Book, aye, Canney, aye, Collins, aye, and Banwart, aye. President Canney declared the Resolution adopted as follows:

RESOLUTION DIRECTING THE SALE OF $8,450,000 GENERAL OBLIGATION SCHOOL REFUNDING BONDS, SERIES 2012A. The bid for the Bonds determined to be the best and most favorable was awarded to UMB Bank NA, Kansas City, Missouri, at a purchase price of $8,395,920.00, a net interest cost of $1,020,912.50, and a true interest cost of 1.688898%.

Approximately $470,000 General Obligation School Capital Loan Notes, Series 2012B – Consideration of Sealed Bids Opened and Reviewed by the Superintendent of Schools, Secretary of the Board, and the Financial Advisor & Resolution Directing the Sale: Bids were previously received and opened by the Superintendent of Schools, Secretary of the Board, and the Financial Advisor at a meeting at 1:30 on this date: Director Banwart introduced the following Resolution and moved its adoption. Director Collins seconded the motion to adopt. The roll was called and the vote was Collins, aye, Banwart, aye, Roby, aye, Book, aye, and Canney, aye. President Canney declared the Resolution adopted as follows:
*RESOLUTION DIRECTING THE SALE OF $470,000 GENERAL OBLIGATION SCHOOL CAPITAL LOAN NOTES, SERIES 2012B.*The bid for the Bonds determined to be the best and most favorable was awarded to UMB Bank NA, Kansas City, Missouri, at a purchase price of $467,603.00, a net interest cost of $14,032.00, and a true interest cost of .956914%.

Set Public Hearing on FY 12 Amendment to Budget: Business Manager Gee presented the proposed 2011-12 budget amendment. The current budget needs to be amended in the instruction area due to the anticipated purchases of technology equipment with loan proceeds. The budget also needs an amendment in the other category due to the start of technology infrastructure needs, classroom remodeling, and the lights project. The infrastructure will be paid with loan proceeds and the remodeling of classrooms and the light project will be paid with existing SILO funds. The budget amendment has no impact on taxes or fees; it authorizes expenditures for existing revenue. Business Manager Gee recommended approval of the publication of the Amendment to the Budget for 2012 and setting the public hearing for May 14, 2012, 6 p.m., in the Board Room. It was moved by Book, seconded by Roby, to publish the FY12 Amendment to Budget as presented and set a public hearing for May 14, 2012 at 6:00 p.m. in the Board Room for the public to comment. Motion carried unanimously.

2012-13 First Grade Teacher Position: Superintendent recommended the addition of a first grade teacher position to keep class sizes down. It was moved by Banwart, seconded by Roby, to approve the new first grade teacher position for 2012-13. Motion carried unanimously.

Ethernet Contract: It was moved by Roby, seconded by Banwart to approve the contract with Iowa Communications Network (ICN) for Ethernet services. The contract calls for a monthly charge of $663.84. Motion carried unanimously.

Mowing Contract: It was moved by Collins, seconded by Book to approve the bid for the mowing contract with Jay Farrow for $24,000. Motion carried unanimously.

Fertilizing/Aeration – Athletic Fields Contract: It was moved by Banwart, seconded by Roby to approve the bid from Lawn Service by Rick Borst ($7,050) for fertilizing and aeration on the athletic fields. Motion carried unanimously.

Fire Equipment Inspection Contract: It was moved by Collins, seconded by Book to approve the quote from General Fire for $3,243 for fire inspection services. Motion carried unanimously.

Application for Partnership in Comprehensive Literacy Program: It was moved by Roby, seconded by Banwart to approve the application for the Partnership in Comprehensive Literacy Program through UNI. Motion carried unanimously.

Dissemination Agent Agreement with Piper Jaffray: It was moved by Book, seconded by Roby to approve the dissemination agent agreement with Piper Jaffray to continue providing disclosure information to the market. Piper has been providing this service for both our general obligation bonds and sales tax bonds. Motion carried unanimously.

Administrative Reports:

Classroom Renovation and Football/Soccer/Track Lighting Project Updates: Superintendent Dufoe shared information regarding the progress of the GTT classroom renovation and the lighting project.

Curriculum and Professional Development Updates: Superintendent Dufoe gave an update on curriculum and professional development. Principal Carole Erickson shared some sample writing unit plans developed by teachers at various levels.

Draft Professional Development Calendar for 2012-13: Superintendent Dufoe shared the draft professional development calendar for 2012-13. The professional development is focused on technology to support our new equipment funded through PPEL. There is also much time devoted to professional learning community work as new curriculum gets implemented.

Legislative Update: Superintendent Dufoe updated the Board on various legislative issues.

Adjournment:
It was moved by Roby, seconded by Book, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 7:34 p.m.

_____ _____

Minutes approved as Tim Canney, President

_____ _____

Dated Nancy Gee, Secretary

Adel Desoto Minburn Board of Education
Special Meeting – Monday, April 23, 2012
7:00 a.m. @ ADM MS/Board Room

Attendance:

Present:	Absent:
Tim Canney	
Bart Banwart	
Kelli Book	
Rod Collins	
Kim Roby	
Superintendent Greg Dufoe	
Secretary Nancy Gee	

Call to Order/Roll Call: President Tim Canney called the meeting to order. Roll call was taken. Present were Kelli Book, President Tim Canney, Rod Collins, Bart Banwart, and Vice President Kim Roby.

Agenda: It was moved by Book, seconded by Banwart to adopt the agenda as presented. Motion carried unanimously.

Technology Infrastructure Contract: Technology Director Adam Kurth described the bid process for the network contract. It was moved by Book, seconded by Collins to approve the network contract with QCI for HP Wired/MERU Wireless LAN System for $97,103.77. Motion carried unanimously.

Resolution Tentatively Approving the Plans, Specification, Form of Contract and Estimate of Cost for the Adel DeSoto Minburn Stadium Re-Lighting Project and Setting the Time, Date and Location for a Hearing Thereon and Further Authorizing the Advertisement for Competitive Bids on Said Adel DeSoto Minburn Stadium Re-Lighting Project: Roby introduced the following Resolution and moved that the same be adopted. Banwart seconded the motion to adopt. The roll was called and the vote was: Canney, aye, Collins, aye, Banwart, aye, Roby, aye, and Book, aye. President Canney declared the following Resolution duly adopted: *RESOLUTION TENTATIVELY APPROVING THE PLANS, SPECIFICATIONS, FORM OF CONTRACT AND ESTIMATE OF TOTAL COST FOR THE ADEL DESOTO MINBURN STADIUM RE-LIGHTING PROJECT, AND FIXING A DATE, TIME AND LOCATION FOR HEARING THERON AND FOR TAKING OF COMPETITIVE BIDS THERFOR.* The Notice of Hearing on the proposed plans, specifications, form of contract, and estimate of total cost will be held at 6:00 p.m. on May 14, 2012 in the Board Room. The Board will receive sealed bids before 2:00 p.m. local Iowa time, on Tuesday, June 5, 2012. Bids will be publicly opened and read aloud after 2:00 p.m. in the Adel DeSoto Minburn Middle School Media Center. Consideration of the bids

received and the award of contracts or other action may be made by the Board at its meeting at 6:00 p.m. on June 11, 2012.

$8,450,000 General Obligation School Refunding Bonds, Series 2012A: Resolution Appointing Paying Agent, Bond Registrar, and Transfer Agent, Approving the Paying Agent, Bond Registrar and Transfer Agent Agreement and Authorizing the Execution of Same: Book introduced the following Resolution entitled *"RESOLUTION APPOINTING WELLS FARGO BANK, NATIONAL ASSOCIATION OF MINNEAPOLIS, MINNESOTA TO SERVE AS PAYING AGENT, BOND REGISTRAR, AND TRANSFER AGENT, APPROVING THE PAYING AGENT, BOND REGISTRAR AND TRANSFER AGENT AGREEMENT AND AUTHORIZING THE EXECUTION OF SAME"* and moved its adoption. Banwart seconded the motion to adopt. The roll was called and the vote was: Collins, aye, Banwart, aye, Roby, aye, Book, aye, and Canney, aye. President Canney declared the Resolution adopted.

$8,450,000 General Obligation School Refunding Bonds, Series 2012A: Approval of Form of Tax Exemption Certificate: Banwart moved that the form of Tax Exemption Certificate be placed on file and approved. Collins seconded the motion. The roll was called and the vote was: Banwart, aye, Roby, aye, Book, aye, Canney, aye, and Collins, aye. President Canney declared the motion adopted.

$8,450,000 General Obligation School Refunding Bonds, Series 2012A: Approval of Continuing Disclosure Certificate: Banwart moved that the form of Continuing Disclosure Certificate be placed on file and approved. Book seconded the motion. The roll was called and the vote was: Roby, aye, Book, aye, Canney, aye, Collins, aye, and Banwart, aye. President Canney declared the motion adopted.

$8,450,000 General Obligation School Refunding Bonds, Series 2012A: Resolution Authorizing the Issuance of Bonds: Roby introduced the following Resolution entitled *"RESOLUTION AUTHORIZING THE ISSUANCE OF GENERAL OBLIGATION SCHOOL REFUNDING BONDS, SERIES 2012A, IN THE AMOUNT OF $8,450,000, AND LEVYING A TAX FOR THE PAYMENT THEROF"* and moved its adoption. Book seconded the motion to adopt. The roll was called and the vote was: Book, aye, Canney, aye, Collins, aye, Banwart, aye and Roby, aye. President Canney declared the Resolution adopted.

$470,000 General Obligation School Capital Loan Notes, Series 2012B: Resolution Appointing Paying Agent, Note Registrar, and Transfer Agent, Approving the Paying Agent, Note Registrar and Transfer Agent Agreement and Authorizing the Execution of Same: Book introduced the following Resolution entitled *"RESOLUTION APPOINTING WELLS FARGO BANK, NATIONAL ASSOCIATION OF MINNEAPOLIS, MINNESOTA TO SERVE AS PAYING AGENT, NOTE REGISTRAR, AND TRANSFER AGENT, APPROVING THE PAYING AGENT, NOTE REGISTRAR AND TRANSFER AGENT AGREEMENT AND AUTHORIZING THE EXECUTION OF SAME"* and moved its adoption. Banwart seconded the motion to adopt. The roll was called and the vote was: Canney, aye, Collins, aye, Banwart, aye, Roby, aye, and Book, aye. President Canney declared the Resolution adopted.

$470,000 General Obligation School Capital Loan Notes, Series 2012B: Approval of Form of Tax Exemption Certificate: Banwart moved that the form of Tax Exemption Certificate be placed on file and approved. Collins seconded the motion. The roll was called and the vote was: Collins, aye, Banwart, aye, Roby, aye, Book, aye, and Canney, aye. President Canney declared the motion adopted.

$470,000 General Obligation School Capital Loan Notes, Series 2012B: Resolution Authorizing the Issuance of Bonds: Collins introduced the following Resolution entitled *"RESOLUTION AUTHORIZING THE ISSUANCE OF $470,000 GENERAL OBLIGATION SCHOOL CAPITAL LOAN NOTES, SERIES 2012B, LEVYING A TAX FOR THE PAYMENT THEROF AND AUTHORIZING THE EXECUTION OF A LOAN AGREEMENT,"* and moved its adoption. Roby seconded the motion to adopt. The roll was called and the vote was: Banwart, aye, Roby, aye Book, aye, Canney, aye, and Collins, aye. President Canney declared the Resolution adopted.

Adjournment:
It was moved by Book, seconded by Roby, to adjourn the meeting. The motion carried unanimously. The meeting adjourned at 7:15 a.m.

_____ _____

Minutes approved as Tim Canney, President

_____ _____

Dated Nancy Gee, Secretary

Professional Development Preschool-12 Written Language Final Report

Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ADM Written Language	**PK-5 Leadership Team** Determine who will serve on the PK-5 writing team: K-Jennifer Rife RR-Amy Pottebaum (now 3rd grade) 1st-Amy Reis 2nd-Nikki Krummwiede SP ED-Kristin Rourk GATE-Amanda Parker SP ED-Cheryl Saunders 3rd-Laura Brimm 4th-Erin Boston (Julie McAdon filled in when Erin resigned.) 5th-Sarah Hufford Determine what texts will be used as our study for two years. Summer 2009: Carole Erickson attended a 4 –day institute with Katie Wood Ray.	**PK-5 Leadership Team ONLY:** Release time for PK-5 teachers to participate in a book study focused on writing instruction. This study will be infused with the ICC concepts & skills. **6-12 Writing:** Determine who will serve on the 6-12 writing team: 6th- Jen Kunde, Stacey Lafollette, Ann Heitz 7th- Elaine Paglia (new), Pam Peters, JasonKilker 8th-Steve Stanley, Kate Willems (new), Haley Thiele 9th- Beth Knipper 10th- Longman 11th- Seidl 12th- Weems Spec Ed: Whisner Spec Ed: Gilliland	**Both PK-5 Leadership Team and 6-12 all Language Arts Teachers** had release time for teachers to participate in a book studies focused on writing instruction. This study will be infused with the ICC concepts & skills. **Preschool, Prekindergarten and Kindergarten** met to read and discuss Already Ready by Katie Wood Ray	**Begin Written Language PD for all preschool-5th grade teachers.** **6-12 Language Arts Teachers** met to plan their instructional units & assessments. **PK-5 Leadership Team** met to plan their instructional units & assessments.	**PK-12 Full Implementation**
	PK-5 Teachers were invited to join. **Texts were chosen for PK-5 Leadership Team:** Writing Workshop by Ralph Fletcher & Joann Portalupi About the Authors by Katie Wood Ray with Lisa Cleveland Study Driven by Katie Wood Ray A Writer's Notebook by Ralph Fletcher excerpts from The Art of Teaching Writing by Lucy Calkins	**PK-5 Leadership Team:** Combined whole day professional developments days=11 **6-12 all Language Arts Teachers were invited.** **Texts were chosen for 6-12 Language Arts Teachers:** Study Driven by Katie Wood Ray Write Beside Them by Penny Kittle Clearing the Way: working with teenage writers by Tom Romano	**PK-5 Leadership Team & 6-12 all Language Arts Teachers:** Combined whole day professional developments days=13 **Preschool, Prekindergarten and Kindergarten** met 8 times to read and discuss Already Ready by Katie Wood Ray **Summer:** **PK-5 Leadership Team:** attended a 2-day class in June **6-12 LA Teachers:** attended a 2-day class in June	**PK-5 ALL teaching staff:** Eight early dismissals and 2 whole-day times with approximately 60-65 teachers at Grace Lutheran Church. **6-12 Language Arts Teachers** met 8 to plan their instructional units & assessments. **PK-5 Leadership Team** met 8 to plan their instructional units & assessments. **2-Days in June 2012:** Speakers: Katie Wood Ray and Penny Kittle	**PK-12 Full Implementation** **Considerations for the future:** 1. ongoing training for new staff to sustain theory & philosophy of ADM's writing framework 2. monitor instructional materials and ensure teacher support in this area

BOARD MEETING UPDATE

MAY 14, 2012

APPROVED:

- April 9, 2012 Regular Meeting Minutes
- April 23, 2012 Special Meeting Minutes
- Bills/Claims
- Transfer ($367,740 from Fund 33 to Fund 40)
- Financial Reports
  - April Monthly Reports
- Hires
  - Richard Beechum, Transportation Director effective 7/1/12 (Replaces Mike Chapman)
  - Morgan Fountas, Nurse FTE Increase from .25 FTE to .5 FTE
  - Tiffany Graham, AE Administrative Assistant, Step 7, effective 4/26/12 (Replaces Diane Haynes)
  - Colleen Hood, AE 2nd Grade Teacher, BA+40, Step 11
  - Sarah Howell, DS Music/Instrumental Teacher, BA, Step 3
  - Natalie Jennison, HS Language Arts Teacher, BA, Step 2
  - Amy Laytham, 4th Grade Teacher, MA, Step 8
  - Sara McGinnis, AE Teacher Associate, Step 1
  - Elaine Paglia, Marching Band Flag Line Coach
  - Bethany Paul, AE 1st Grade Teacher, MA, Step 11
  - Jason Renner, HS/DS Night Custodian, Step 2, effective date TBD
  - McKenzie White, AE Teacher Associate, Step 1
  - Jon Markus, MS Track Coach, Step 1
  - Jerry Shields, HS Night Custodian, Step 4, effective 6/4/12
  - Joss Teed, MS Cross Country Coach, Step 1 (Adding Position Back)
- Resignations/Terminations
  - Jon Barrett, HS Vocal Music Teacher & Musical Director
  - Jacque Seidl, Marching Band Flag Line Coach
- Re-assignments for 2012-13
  - Samantha Cole from DS 4th Gr to DS 5th Gr
  - Curt Rasmussen from HS/DS Night Custodian to DS Day Custodian
- Classified Staff Handbook
- First Reading of Board Policy Series 600 – Education Program
- 2012-13 School Fees
  - Increase of $5 to Textbook Fees
  - Increase of $5 to Preschool Fees
- Cooperative Agreement for Student Teachers – UNI
- IAEP Cooperative Purchasing Agreement for 2012-13
- Agreement with Juvenile Court Services & DHS for School Liaison Officer
- Approve Graduates
- Open Enrollment In for 2011-12
  - Rhayne Crandall, 2nd Grade from Waukee to ADM (continuation)

- Kealee Koob, 4th Grade from Waukee to ADM (continuation)
- Open Enrollment In for 2012-13
  - Austin Breitenkamp, 10th Grade from Waukee to ADM (continuation)
  - Lillian Santoro, K, from Earlham to ADM (met timeline)
- 2011-12 Budget Amendment
  - Hearing
  - Approved (As Published)
- Public Hearing on Stadium Re-lighting Project
- Classroom Technology Project
  - Approve Quote from Midwest Computer Products for $172,690.27
  - Funded through PPEL
- Server Upgrade Project
  - Approve Quote from QCI for Server Upgrade Project for $40,371.65.
  - Funded through PPEL
- Math Curriculum Revision
- Science Curriculum Revision

REPORTS/DISCUSSION

Iowa Tests Report and Annual Progress Report Goals Update
AP Report – AP Index
Professional Development Update

EXEMPT/CLOSED SESSION

Strategy Session for Classified and Administrative Personnel

RECONVENE

- Approve Administrator Package
  - Overall Total Package Rate 3.67% (Due to Savings from Administrative Changes – Individual Increase is about 3.97% with Higher % Increase for Superintendent to Align with RRC Comparable)
- Approve Classified Staff Package
  - Overall Total Package Rate of 3.97% (Adjustment to Drivers & Clerical on Salary Schedule & Higher % Increase for Technology Director)

Important Dates

May 23	Last Day of School
June 11	Regular Board Meeting 6:00 PM
June 19	Board Work Session 8:00 – 12:00