
Memo



DLR Group

Architecture Engineering Planning Interiors

Date July 20, 2012

To Greg Dufoe, Superintendent
Adel-DeSoto-Minburn Community School District

From Jim Huse
Kristina Warnemunde

Subject Adel-DeSoto-Minburn Middle School Science/Technology Lab
Renovation 11-12112-10

Message The following proposal has been reviewed by DLR Group inc. Board approval is recommended.

Combined Construction – Turnkey Construction

Cost for the replacement of electrical that was cut during the saw cutting of concrete for the plumbing chase.

Pricing per Turnkey Construction correspondence COR #1 dated July 18, 2012. Reviewed by DLR Group on July 19, 2012.

TOTAL ADJUSTMENT TO THE CONTRACT:

Add: \$6,839.62

Date of Acceptance 8/13/12

Signature 

Sign and return to the DLR Group inc.



33376 Timber Hills Drive
Adel, Iowa 50003

July 18, 2012

Jim Huse
DLR Group
6200 Aurora Avenue, Suite 210W
Des Moines, IA 50322

The following is the cost for the replacement of electrical that was cut during the saw cutting of concrete for the plumbing chase.

Electrical materials		\$2,177.16
Electrical labor	50 hrs @ \$60hr	\$3,000.00
Turnkey Labor	22 hrs @ \$58hr	\$1,276.00
Overhead and Profit		\$ 386.46
Total		\$6,839.62

Steve Telford
Turnkey Construction, Inc.
info@turnkeyconstructioniowa.com

August 2012 Board Report from Activities Department

Spring in Review:

- Girls' Soccer
 1. 2nd place in RRC
 2. Qualified for the State tournament for 2nd year in a row-lost to 6 time state champions Xavier in a very close game
- Boys' Soccer
 1. 2nd in RRC
 2. Qualified for State Tournament for 3rd time in 4 years placed 4th
- Girls' Golf
 1. Team Qualified for State tournament 2nd year in a row placing 7th
- Boys' Golf
 1. 2nd place in RRC
- Boys' Track
 1. Placed 1st in RRC for 3rd year in a row
 2. Placed 2nd at District meet
 3. Qualified several events for State track meet
- Girls' Track
 1. Girls placed 3rd in RRC meet-Best finish for a long time
 2. Qualified several events for State Track meet
 3. Coach Mueller did a great job and will also be teaching in the district

Summer in Review:

- Softball
 1. Placed 8th in RRC
 2. Numbers are steadily increasing
 3. Coach Mehmen and Satre great hires and the are teachers in the district
- Baseball
 1. Placed 2nd in RRC
 2. Qualified for State tournament for 2nd year in a row
- Strength and Conditioning and Open gyms very well attended this summer

Changes:

New athletic Training contract: Accelerated will be our new Company-Great situation

- Full-time ATC- she will be here everyday whatever times we need her
- Will cover all home 9-12 events (used to only have varsity events covered)
- Will cover home 7/8 football, wrestling and track events
- Available for other trainings for coaches, athletes and parents
- Will be doing our District CPR training
- Will cost less than what we had last year

New person in the weight room:

- Peak Performance- Bob Reisz and Garland Shirley will be in weight room 4 days a week afterschool, plus help with setting up program for our coaches
- Basically we will have both a ATC and Strength coach here everyday (2 people instead of one) last year this caused a problem with just one person doing both.

Athletic Booster Club Update:

- Donations have went up-from \$20,000 my first year to \$50,000 last fall
- Doing Fund Raising a little different this year again- FB doing the cards and then also doing the membership drive on Sept. 13th
- Put a facilities planning committee in place-look at big items and work with district and board on these.

Fall Preview:

- All Sports started Camps July 30 –Aug. 3
- Band Camp August 6, 7, 8, 9
- All High School fall sports start official practice August 6th
- All 9-12 sports athlete/parent meeting August 5th
- All 7-8 sports athlete/parent meeting August 14th
- Looking forward to a Great fall sports season with high expectations

General:

- We are on the right track
 1. The number of 3-4 sport athletes have increased tremendously
 2. Financially in better shape: Concessions from -\$7,000 to \$110,000, Athletic savings up from \$20,000 to \$65,000 in three years, facility planning is now up to \$24,000
 3. We have a comprehensive Strength and Conditioning program in place
 4. Main Purchases in last year: new soccer practice goals, several other things
 5. New lights on the stadium field-Thanks YOU. This is make a huge difference
 6. Upcoming things we are looking at purchasing: New wrestling mat, new scoreboard at the stadium and we desperately need a new track
 7. Coaches are doing more leadership with their athletes
 8. We are starting a leadership at the High School
 9. Working on more professional development for coaches-Setting up a time for Brian Cain to come in and talk with our coaches and athletes for some professional development for coaching staff

Partnership for Comprehensive Literacy

Adel DeSoto Minburn

*"A book is the most effective
weapon against intolerance
and ignorance."*

- Lyndon Baines Johnson

PCL

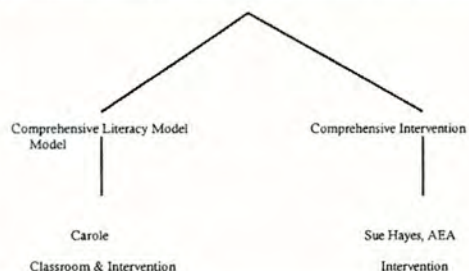
Partnerships in Comprehensive Literacy (PCL) is a model of school transformation that focuses on improved literacy learning for all children. Developed under the leadership of Dr. Linda Dorn, who directs the Center for Literacy at the University of Arkansas, PCL has become one of the most successful models of school reform in the nation.

UNI's Jacobson Center for Comprehensive Literacy has joined with the University of Arkansas-Little Rock, the University of Maine, National Louis University, the University of Kentucky, and Georgia State University in becoming a PCL university training center.

The PCL emphasizes several key points:

- Continuous development of teacher expertise through ongoing intensive professional development;
- Continuous collaboration between teachers, and between teachers and administrators;
- A systems approach that integrates assessment, teaching, and learning across all grades and units within a school;
- A powerful Response-To-Intervention (RTI) approach called the Comprehensive Intervention Model (CIM);
- Literacy coaching as a key leadership position to guide, facilitate, monitor, and improve the school change process.

PCL has two strands:



Comprehensive Literacy Model

Comprehensive Literacy Model (CLM)

- This strand addresses preferred practice in literacy instruction within the general education classroom.
- I will coach this strand.

Comprehensive Literacy Model

Comprehensive Literacy Model (CLM)

- Reader's Workshop
- Writer's Workshop

We are already doing much of this...

There is more under the umbrella of CLM,
but at this time, we'll learn about
Reader's & Writer's Workshop.

Comprehensive Intervention Model

- This strand addresses a comprehensive intervention system for students who are not successful with instruction in the general education setting.
- Sue Hayes, AEA Reading Recovery Teacher Leader will coach this: Melissa Greer, Abbie Lang & Karla Courtney
- Additional intervention teachers will receive this training in upcoming years.

What does all of this mean for us?

- I'll be out of the building once a month for three days of training.
- One of those three days, Kimberly Wolf will cover for me.
- I will teach a group of struggling readers each day☺
- Tiffany Herr & Samantha Cole will be our first model classrooms for Reader's and Writer's Workshop.
- Cindy Carlson will be trained in Reading Recovery.
- Melissa Greer, Abbie Lang & Karla Courtney will be trained in CIM.
- We'll implement an Assessment Wall.
- During this first year, we're just going to learn about the system...no changes in instruction!!!!

ADM & Literacy

- We are the only school district in Central Iowa who will implement the Partnership for Comprehensive Literacy.
- It is a perfect fit for ADM. We already have in place:
 - strong implementation of Reading Recovery
 - powerful instruction within a Writer's Workshop at PK-2
 - powerful instruction within a Reader and Writer's Workshops at the 3-5 level.
 - formative assessments that inform our instruction: running records, comprehension checks, dialogue journals, etc.
 - solid commitment to interventions that help student gain success in the general education classroom.
 - unwavering focus on students at-risk for literacy failure, through our previous BAT team process, as well as flexible use of special education teacher expertise.

"Live as if your were to die tomorrow. Learn as if you were to live forever."

- Gandhi (1869-1948)

The 10 Features of PCL:

1. Framework for Literacy

This feature addresses classroom instruction. It specifically addresses many of the Balanced Literacy components we are currently implementing. However, a few that we will study over the course of the coming years will be:

- Comprehension (PK-5)
- Literature Discussion Groups (PK-5)
- Written Responses to reading (PK-2)
- Reader's Workshop (PK-2)
- Fluency (PK-5)

The 10 Features of PCL:

2. Coaching and Mentoring

This feature addresses the CLM coaches' role. It specifically addresses coaching and mentoring the model classrooms and then expanding model classrooms over the upcoming years.

The 10 Features of PCL:

3. Model Classrooms

Both Adel Elementary and DeSoto Intermediate will include model classrooms which promotes problem solving and collaboration.

The 10 Features of PCL:

4. High Standards

We will learn about the International Reading Association's Standards for literacy instruction and how they connect to the Core and the Iowa Teaching Standards.

The 10 Features of PCL:

5. Comprehensive Assessment System

We will learn about, develop and use an Assessment Wall.

We will develop formative & summative assessments in the area of writing.

The 10 Features of PCL:

6. System-Wide Interventions

An intervention plan that allows for layers of literacy support aimed at preventing literacy failure, including classroom interventions provided by the classroom teacher.

Timely and effective interventions for those students who are not experiencing success with classroom based instruction & intervention.

The 10 Features of PCL:

7. Collaborative Learning Teams

A multidimensional approach to literacy learning for teachers in which they receive professional development, as well as support for struggling learners.

Our formal professional development, our PLC's and our informal PD is a great fit for this feature of PCL.

The 10 Features of PCL:

8. Well-Designed Literacy Plan

We will develop a literacy plan for ADM that includes all components of PCL. The leadership team: Cindy Carlson, Tiffany Herr, Samantha Cole, Karla Courtney & Jodi Banse will help shape this plan, with input from all of you.

The 10 Features of PCL:

9. Technology for Learning

Staff members are encouraged to use a full range of technological tools to expand and reflect on their learning.

We will encourage our students to use these tools for inquiry, reflection & communication.

This comes at the perfect time for ADM!

The 10 Features of PCL:

10. Advocacy & Spotlighting

We will encourage celebrating successes in classrooms and throughout the building.

We will continue to inform parents about effective teaching and learning practices of the school and provide them with work they can do at home with their children.

We will continue to investigate methods to communicate more effectively with all stakeholders.

*"Once you learn to read,
you will be forever free."*

-Frederick Douglass

Thank you!

Adel DeSoto Minburn

K-5 Benchmark Book Assessment Results

Grade	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Kindergarten	96%	91%	88%	93%	92%	93%	96%	93%
First Grade	88%	81%	87%	86%	88%	84%	83%	93%
Second Grade	88%	89%	89%	88%	83%	91%	89%	91%
Third Grade	77%	82%	91%	81%	85%	82%	91%	83%
Fourth Grade	83%	79%	78%	91%	90%	86%	74%	78%
Fifth Grade	84%	83%	81%	87%	88%	95%	88%	74%

Prekindergarten Reading Summary

Concepts About Print						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	28	0	0	2	2	25
Percent	100	0	0	7	7	86

Phonemic Awareness Assessment						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	15	2	11	2	0	26
Percent	54	7	39	7	0	93

Letter and Sound Identification						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	15	5	7	1	1	26
Percent	56	19	26	4	4	93

	Spring 11-12	
Grade Equivalent	Raw	Percent
NA - K	1	4
A - K	15	54
B - K	8	29
C - 1.0	3	11
D - 1.1	0	0
E - 1.2	0	0
F - 1.3	0	0
G - 1.5	1	4
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

Kindergarten Reading Summary

Concepts About Print						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	90	10	22	2	1	121
Percent	74	8	18	2	1	98

Letter and Sound Identification						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	45	34	43	0	0	124
Percent	37	28	35	0	0	100

Benchmark Book Assessment Goal (Level B or Above)						
	Fall 11-12			Spring 11-12		
	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	108	6	7	8	30	86
Percent	89	5	6	6	24	69

	Fall 11-12		Spring 11-12	
Grade Equivalent	Raw	Percent	Raw	Percent
NA - K	78	64	0	0
A - K	30	25	8	6
B - K	6	5	30	24
C - 1.0	4	3	40	32
D - 1.1	1	1	22	18
E - 1.2	0	0	6	5
F - 1.3	2	2	9	7
G - 1.5	0	0	5	4
H - 1.7	0	0	3	2
I - 1.9	0	0	1	1
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	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

First Grade Reading Summary

Dolch Words						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	2	4	100	0	0	109
Percent	2	4	94	0	0	100

Dictation Task						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	1	3	104	0	0	109
Percent	1	3	96	0	0	100

Gates-McGinitie						
	Fall 11-12			Spring 11-12		
	<1.1	1.1-1.4	1.4+	<1.5	1.5-1.8	1.9+
Raw	2	15	91	2	14	93
Percent	2	14	84	2	13	85

Benchmark Book Assessment Goal (Level I or Above)						
	Fall 11-12			Spring 11-12		
	Below Target (A-H)	At Target (I)	Above Target (J-U)	Below Target (A-H)	At Target (I)	Above Target (J-U)
Raw	87	7	13	7	22	80
Percent	81	7	12	6	20	73

	Fall 11-12		Spring 11-12	
Grade Equivalent	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	4	4	0	0
B - K	3	3	0	0
C - 1.0	16	15	0	0
D - 1.1	28	26	0	0
E - 1.2	9	8	0	0
F - 1.3	11	10	1	1
G - 1.5	12	11	2	2
H - 1.7	4	4	4	4
I - 1.9	7	7	22	20
J - 2.0	5	5	22	20
K - 2.3	6	6	17	16
L - 2.6	0	0	12	11
M - 2.9	1	1	13	12
N - 3.0	1	1	9	8
O - 3.5	0	0	3	3
P - 3.9	0	0	4	4
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

Second Grade Reading Summary

Dolch Words						
	Fall 11-12			Spring 11-12		
	0-69%	70-79%	80-100%	0-69%	70-79%	80-100%
Raw	3	1	101	1	0	106
Percent	3	1	96	1	0	99

Gates-McGinitie						
	Fall 11-12			Spring 11-12		
	<1.1	1.1-1.4	1.4+	<1.5	1.5-1.8	1.9+
Raw	0	0	100	0	4	103
Percent	0	0	100	0	4	96

Benchmark Book Assessment Goal (Level I or Above)						
	Fall 11-12			Spring 11-12		
	Below Target (A-L)	At Target (M)	Above Target (N-V)	Below Target (A-L)	At Target (M)	Above Target (N-V)
Raw	81	13	10	10	34	63
Percent	78	13	10	9	32	59

91% / 6

	Fall 11-12		Spring 11-12	
Grade Equivalent	Raw	Percent	Raw	Percent
NA - K	0	0	0	0
A - K	0	0	0	0
B - K	1	1	1	1
C - 1.0	0	0	0	0
D - 1.1	4	4	0	0
E - 1.2	3	3	0	0
F - 1.3	0	0	2	2
G - 1.5	0	0	1	1
H - 1.7	12	12	1	1
I - 1.9	14	13	1	1
J - 2.0	19	18	0	0
K - 2.3	18	17	2	2
L - 2.6	10	10	2	2
M - 2.9	13	13	34	32
N - 3.0	5	5	16	15
O - 3.5	4	4	22	21
P - 3.9	1	1	14	13
Q - 4.0	0	0	5	5
R - 4.5	0	0	4	4
S - 4.9	0	0	1	1
T - 5.0	0	0	1	1
U - 5.5	0	0	0	0
V - 5.9	0	0	0	0

Third Grade Reading Summary

Benchmark Book Assessment						
Goal (Level P or Above)						
	Fall 11-12			Spring 11-12		
	Below Target (A-O)	At Target (P)	Above Target (Q-V+)	Below Target (A-O)	At Target (P)	Above Target (Q-V+)
Raw	47	24	32	17	15	72
Percent	45	23	31	16	14	69

	Fall 11-12		Spring 11-12	
Grade Equivalent	Raw	Percent	Raw	Percent
NA - K	1	1	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	2	2	0	0
J - 2.0	3	3	0	0
K - 2.3	2	2	2	2
L - 2.6	5	5	3	3
M - 2.9	1	1	3	3
N - 3.0	13	13	3	3
O - 3.5	18	17	6	6
P - 3.9	24	23	15	14
Q - 4.0	13	13	18	17
R - 4.5	9	9	22	21
S - 4.9	6	6	15	14
T - 5.0	3	3	8	8
U - 5.5	1	1	7	7
V - 5.9	0	0	1	1
V+ - Above 5.9	0	0	1	1

Fourth Grade Reading Summary

Benchmark Book Assessment						
Goal (Level S or Above)						
	Fall 11-12			Spring 11-12		
	Below Target (A-R)	At Target (S)	Above Target (T-V+)	Below Target (A-R)	At Target (S)	Above Target (T-V+)
Raw	57	7	49	26	9	81
Percent	50	6	43	22	8	70

	Fall 11-12		Spring 11-12	
Grade Equivalent	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	0	0	0	0
J - 2.0	1	1	0	0
K - 2.3	3	3	2	2
L - 2.6	1	1	1	1
M - 2.9	2	2	0	0
N - 3.0	3	3	0	0
O - 3.5	4	4	1	1
P - 3.9	13	12	4	3
Q - 4.0	9	8	6	5
R - 4.5	21	19	12	10
S - 4.9	7	6	9	8
T - 5.0	18	16	9	8
U - 5.5	14	12	13	11
V - 5.9	9	8	28	24
V+ - Above 5.9	8	7	31	27

Fifth Grade Reading Summary

Benchmark Book Assessment Goal (Level S or Above)

	Fall 11-12			Spring 11-12		
	Below Target (A-U)	At Target (V)	Above Target (V+)	Below Target (A-U)	At Target (V)	Above Target (V+)
Raw	62	24	29	31	32	55
Percent	54	21	25	26	27	47

	Fall 11-12		Spring 11-12	
Grade Equivalent	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	1	1
I - 1.9	0	0	0	0
J - 2.0	1	1	0	0
K - 2.3	0	0	0	0
L - 2.6	0	0	0	0
M - 2.9	1	1	0	0
N - 3.0	2	2	0	0
O - 3.5	2	2	0	0
P - 3.9	2	2	1	1
Q - 4.0	6	5	4	3
R - 4.5	7	6	2	2
S - 4.9	17	15	2	2
T - 5.0	9	8	4	3
U - 5.5	15	13	17	14
V - 5.9	24	21	32	27
V+ - Above 5.9	29	25	55	47

ADM Title I and Reading Recovery Report

Submitted by Carole Erickson, Reading Strategist
2011-2012

Title I

We served 108 students in our Title I program this past (11-12) 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	9	1	3	2	NA	0
First Grade	30	8	5	3	8	0
Second Grade	30	15	0	3	NA	2
Third Grade	10	3	1	2	NA	0
Fourth Grade	9	3	3	0	NA	0
Fifth Grade	20	7	0	4	NA	2
Total=	108	37	12	14	8	4

34% of our students successfully completed Title I. This means that these students no longer needed any type of intervention.

Reading Recovery

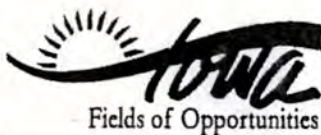
Number of First Grade Students Served	Successful	Placed Into Special Education or were already in Special Education	Currently at the Building Assistance Team Intervention	Incomplete Program	Unsuccessful Placed into Title I
21	14	4	5	3	3

21 total students were served in Reading Recovery, 14 were successful (67%).

18 students received a full program in Reading Recovery; 14 were successful: (78%)

Longitudinal: 76% 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).

Longitudinal: 65% 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 Iowa Assessments (This includes all students on an IEP for reading).



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

July 31, 2012

Greg Dufoe, Superintendent
Adel DeSoto Minburn Comm School District
801 Nile Kinnick Dr S
Adel, IA 50003

Dear Greg Dufoe:

Thank you for completing the web-based form delineating local student achievement as it pertains to Adequate Yearly Progress (AYP). The No Child Left Behind Act of 2001 (NCLB) requires the Iowa Department of Education (IDE) to collect data in grades 3-8 and 11 on an annual basis in order to determine if school districts and buildings have reached state AYP targets using both the status and growth models. Also included in AYP calculations are participation rates for all students and subgroups as well as, average daily attendance, and high school graduation rate.

Based upon the individual district and school data, **the attachment(s) shows your AYP Notification Status** for the 2012-2013 school year.

Title I schools identified as schools in need of assistance (SINA) must offer school choice options to student and parents of that school. Those Title I SINA schools identified as in need of improvement for two or more years must also offer low-income students the opportunity to receive supplementary educational services. Additionally, identified Title I SINA schools must submit a SINA action plan and parent notification letter through C-Plan (Consolidated Plan) to the Title I Office at the Iowa Department of Education by November 1, 2012.

Districts identified as districts in need of assistance must reserve 10% from the current year Title I allocation for professional development related to the area of identification and complete a Consolidated School Improvement Plan (CSIP) through C-Plan by September 15, 2012.

If a district believes that an identification of the district or a school as "not meeting adequate yearly progress" is in error for statistical or other substantive reasons, the district may provide supporting evidence to address the issue. The superintendent of a district wishing to appeal a proposed identification should submit a request in writing postmarked on or before August 13, 2012 to:

Dr. David Tilly, Deputy Director
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

All data supporting an appeal must be submitted by August 24, 2012, and will be reviewed by IDE staff for reconsideration. Decisions on appeals will be communicated in writing to the district superintendent.

If you have any additional questions or concerns, please contact Tom Deeter at tom.deeter@iowa.gov / 515-242-5616.

Sincerely,

Dr. David Tilly,
Deputy Director

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.iowa.gov/educate

Championing Excellence for all Iowa Students through Leadership and Service

2012-2013 AYP Notification

Adel DeSoto Minburn Comm School District

Adel DeSoto Minburn Comm School District

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	MET
Mathematics	MET	MET

Other Academic Indicator: MET

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions, the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status - Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate- The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general ITBS/ITED assessment, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the ITBS/ITED assessment with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators-

High school Graduation Rate- A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K- 8student attendance in a school or school district divided by the aggregate days of enrollment at grades K -8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2012-2013 AYP Notification

Adel DeSoto Minburn Comm School District

ADM Senior High School

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	MET
Mathematics	MET	MET

Other Academic Indicator: MET

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions, the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status - Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate- The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general ITBS/ITED assessment, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the ITBS/ITED assessment with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators-

High school Graduation Rate- A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K- 8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K -8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2012-2013 AYP Notification

Adel DeSoto Minburn Comm School District

ADM Middle School

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	Watch
Mathematics	MET	SINA-1

Other Academic Indicator: MET

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions, the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status - Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate- The state required all school districts/schools to use the following steps to determine participation rate:

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Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators-

High school Graduation Rate- A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K- 8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K -8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2012-2013 AYP Notification

Adel DeSoto Minburn Comm School District
DeSoto Intermediate School

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	SINA-1
Mathematics	MET	Watch

Other Academic Indicator: MET

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions, the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status - Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year's results are determined.

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Annual Measurable Objective (AMO) – Iowa's accountability system requires all school districts/schools to annually demonstrate improvement towards the state's annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state's trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators-

High school Graduation Rate- A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K- 8student attendance in a school or school district divided by the aggregate days of enrollment at grades K -8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2012-2013 AYP Notification

Adel DeSoto Minburn Comm School District

Adel Elementary School

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	MET
Mathematics	MET	MET

Other Academic Indicator: MET

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions, the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status - Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

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2. Report the total number of all students and subgroups at grade level administered the ITBS/ITED assessment with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators-

High school Graduation Rate- A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K- 8student attendance in a school or school district divided by the aggregate days of enrollment at grades K -8.

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Iowa Department of Education



School Year: 2011-2012	Form: 4 Display	Go	Exit
District: 0027 Name: Adel DeSoto Minburn Comm School District			
School: Adel DeSoto Minburn Comm School District-0000			
Go			

AYP Adequate Yearly Progress

2011-2012 AYP Display

	2011-2012 Participation Display		2011-2012 Assessment Display	
Subgroup	Number Tested / Enrolled = % Tested	Participation Status	# Prof + Additional Meeting Growth / FAY = % Prof + Growth	Assessment Status
Summarized Grades 3-5 District Math Totals				
All Students	333 / 334 = 99.7	Met AYP Goal	(259+4)/308=85.39	Met AYP - Biennium
Low SES	81 / 82 = 98.78	Met AYP Goal	(54+3)/69=82.61	Met AYP - Safe Harbor
Spec Ed. (IEP)	38 / 39 =NA	Enrolled on test date < 40	(17+4)/35=60	Missed AYP
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30

Hispanic	6 / 8 =NA	Enrolled on test date < 40	(2+0)/4=NA	Calculated Total tested < 30
White	318 / 319 = 99.69	Met AYP Goal	(251+4)/297=85.86	Met AYP - Biennium
Multi-Racial	7 / 7 =NA	Enrolled on test date < 40	(5+0)/6=NA	Calculated Total tested < 30
Summarized Grades 3-5 District Reading Totals				
All Students	333 / 334 = 99.7	Met AYP Goal	(250+1)/308=81.49	Met AYP - Triennium
Low SES	81 / 82 = 98.78	Met AYP Goal	(51+0)/69=73.91	Met AYP - Triennium
Spec Ed. (IEP)	38 / 39 =NA	Enrolled on test date < 40	(13+0)/35=37.14	Missed AYP
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	6 / 8 =NA	Enrolled on test date < 40	(1+0)/4=NA	Calculated Total tested < 30
White	318 / 319 = 99.69	Met AYP Goal	(243+1)/297=82.15	Met AYP - Biennium
Multi-Racial	7 / 7 =NA	Enrolled on test date < 40	(5+0)/6=NA	Calculated Total tested < 30
Summarized Grades 6-8 District Math Totals				
All Students	345 / 345 = 100	Met AYP Goal	(269+1)/310=87.1	Met AYP Goal
Low SES	93 / 93 = 100	Met AYP Goal	(52+1)/75=70.67	Missed AYP

Spec Ed. (IEP)	43 / 43 = 100	Met AYP Goal	(19+1)/42=47.62	Missed AYP
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Hispanic	8 / 8 =NA	Enrolled on test date < 40	(6+0)/7=NA	Calculated Total tested < 30
Native American	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
White	331 / 331 = 100	Met AYP Goal	(258+1)/298=86.91	Met AYP Goal
Multi- Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Summarized Grades 6-8 District Reading Totals

All Students	345 / 345 = 100	Met AYP Goal	(245+1)/310=79.35	Met AYP - Biennium
Low SES	93 / 93 = 100	Met AYP Goal	(49+1)/75=66.67	Missed AYP
Spec Ed. (IEP)	43 / 43 = 100	Met AYP Goal	(18+1)/42=45.24	Missed AYP
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Hispanic	8 / 8 =NA	Enrolled on test date < 40	(3+0)/7=NA	Calculated Total tested < 30
Native American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/1=NA	Calculated Total tested < 30

White	331 / 331 = 100	Met AYP Goal	(238+1)/298=80.2	Met AYP - Biennium
Multi- Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Summarized Grade 11 District Math Totals

All Students	104 / 104 = 100	Met AYP Goal	(88+0)/95=92.63	Met AYP Goal
Low SES	16 / 16 =NA	Enrolled on test date < 40	(12+0)/13=NA	Calculated Total tested < 30
Spec Ed. (IEP)	17 / 17 =NA	Enrolled on test date < 40	(9+0)/14=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
White	98 / 98 = 100	Met AYP Goal	(82+0)/89=92.13	Met AYP Goal
Multi- Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Summarized Grade 11 District Reading Totals

All Students	104 / 104 = 100	Met AYP Goal	(89+0)/95=93.68	Met AYP Goal
Low SES	16 / 16 =NA	Enrolled on test date < 40	(11+0)/13=NA	Calculated Total tested < 30
Spec Ed. (IEP)	17 / 17 =NA	Enrolled on test date < 40	(8+0)/14=NA	Calculated Total tested < 30

African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/1=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
White	98 / 98 = 100	Met AYP Goal	(84+0)/89=94.38	Met AYP Goal
Multi-Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Other Academic Indicator				
K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status
95.9	Met	96	Met	Met

Adequate Yearly Progress (AYP)

0027-0000 Adel DeSoto Minburn Comm School District

Form
DisplayForm Modified Date
(No District Activity)

Certified Date

Adequate Yearly Progress (AYP)For questions regarding this form, please contact one of the following staff:
Email: Tom Deeter, Phone: (515)242-5616



Iowa Department of Education



School Year: 2011-2012 <input type="button" value="Go"/>	Form: 4 Display <input type="button" value="Go"/> <input type="button" value="Exit"/>
District: 0027 School: 0172 Name: ADM Senior High School Grade(s): 09 through 12	
School: ADM Senior High School 0172 <input type="button" value="Go"/>	

AYP Adequate Yearly Progress

2011-2012 AYP Display

	2011-2012 Participation Display		2011-2012 Assessment Display	
Subgroup	Number Tested / Enrolled = % Tested	Participation Status	# Prof + Additional Meeting Growth / FAY = % Prof + Growth	Assessment Status
Summarized School Math Totals				
All Students	102 / 102 = 100	Met AYP Goal	(85+0)/92=92.39	Met AYP Goal
Low SES	16 / 16 =NA	Enrolled on test date < 40	(12+0)/13=NA	Calculated Total tested < 30
Spec Ed. (IEP)	16 / 16 =NA	Enrolled on test date < 40	(7+0)/12=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

White	96 / 96 = 100	Met AYP Goal	(79+0)/86=91.86	Met AYP Goal
Multi-Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Summarized School Reading Totals				
All Students	102 / 102 = 100	Met AYP Goal	(86+0)/92=93.48	Met AYP Goal
Low SES	16 / 16 =NA	Enrolled on test date < 40	(11+0)/13=NA	Calculated Total tested < 30
Spec Ed. (IEP)	16 / 16 =NA	Enrolled on test date < 40	(6+0)/12=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/1=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
White	96 / 96 = 100	Met AYP Goal	(81+0)/86=94.19	Met AYP Goal
Multi-Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Other Academic Indicator				
K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status
NA	Not Met	96	Met	Met

Adequate Yearly Progress (AYP)

0027-0172 ADM Senior High School

Form
DisplayForm Modified Date
(No District Activity)

Certified Date

Adequate Yearly Progress (AYP)



Iowa Department of Education



School Year: 2011-2012	Form: 4 Display	<input type="button" value="Go"/>	<input type="button" value="Exit"/>
		District: 0027 School: 0412 Name: ADM Middle School Grade(s): 06 through 08	
		School: ADM Middle School 0412 <input type="button" value="Go"/>	

AYP Adequate Yearly Progress

2011-2012 AYP Display

	2011-2012 Participation Display		2011-2012 Assessment Display	
Subgroup	Number Tested / Enrolled = % Tested	Participation Status	# Prof + Additional Meeting Growth / FAY = % Prof + Growth	Assessment Status
Summarized School Math Totals				
All Students	345 / 345 = 100	Met AYP Goal	(269+1)/310=87.1	Met AYP Goal
Low SES	93 / 93 = 100	Met AYP Goal	(52+1)/75=70.67	Missed AYP
Spec Ed. (IEP)	43 / 43 = 100	Met AYP Goal	(19+1)/42=47.62	Missed AYP
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Hispanic	8 / 8 =NA	Enrolled on test date < 40	(6+0)/7=NA	Calculated Total tested < 30
Native American	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30

				30
White	331 / 331 = 100	Met AYP Goal	(258+1)/298=86.91	Met AYP Goal
Multi-Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Summarized School Reading Totals				
All Students	345 / 345 = 100	Met AYP Goal	(245+1)/310=79.35	Met AYP - Biennium
Low SES	93 / 93 = 100	Met AYP Goal	(49+1)/75=66.67	Missed AYP
Spec Ed. (IEP)	43 / 43 = 100	Met AYP Goal	(18+1)/42=45.24	Missed AYP
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30
Hispanic	8 / 8 =NA	Enrolled on test date < 40	(3+0)/7=NA	Calculated Total tested < 30
Native American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/1=NA	Calculated Total tested < 30
White	331 / 331 = 100	Met AYP Goal	(238+1)/298=80.2	Met AYP - Biennium
Multi-Racial	2 / 2 =NA	Enrolled on test date < 40	(2+0)/2=NA	Calculated Total tested < 30

Other Academic Indicator				
K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status
95.8	Met	NA	Not Met	Met

Adequate Yearly Progress (AYP)
0027-0412 ADM Middle School



Iowa Department of Education



School Year: 2011-2012	Form: 4 Display	Go	Exit
		District: 0027 School: 0418 Name: DeSoto Intermediate School Grade(s): 03 through 05	
		School: DeSoto Intermediate School 0418 Go	

AYP Adequate Yearly Progress

2011-2012 AYP Display

	2011-2012 Participation Display		2011-2012 Assessment Display	
Subgroup	Number Tested / Enrolled = % Tested	Participation Status	# Prof + Additional Meeting Growth / FAY = % Prof + Growth	Assessment Status
Summarized School Math Totals				
All Students	333 / 334 = 99.7	Met AYP Goal	(259+4)/308=85.39	Met AYP - Biennium
Low SES	81 / 82 = 98.78	Met AYP Goal	(54+3)/69=82.61	Met AYP - Safe Harbor
Spec Ed. (IEP)	38 / 39 =NA	Enrolled on test date < 40	(17+4)/35=60	Missed AYP
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30

Hispanic	6 / 8 =NA	Enrolled on test date < 40	(2+0)/4=NA	Calculated Total tested < 30
White	318 / 319 = 99.69	Met AYP Goal	(251+4)/297=85.86	Met AYP - Biennium
Multi-Racial	7 / 7 =NA	Enrolled on test date < 40	(5+0)/6=NA	Calculated Total tested < 30
Summarized School Reading Totals				
All Students	333 / 334 = 99.7	Met AYP Goal	(250+1)/308=81.49	Met AYP - Triennium
Low SES	81 / 82 = 98.78	Met AYP Goal	(51+0)/69=73.91	Met AYP - Triennium
Spec Ed. (IEP)	38 / 39 =NA	Enrolled on test date < 40	(13+0)/35=37.14	Missed AYP
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Asian	1 / 1 =NA	Enrolled on test date < 40	(1+0)/1=NA	Calculated Total tested < 30
Hispanic	6 / 8 =NA	Enrolled on test date < 40	(1+0)/4=NA	Calculated Total tested < 30
White	318 / 319 = 99.69	Met AYP Goal	(243+1)/297=82.15	Met AYP - Biennium
Multi-Racial	7 / 7 =NA	Enrolled on test date < 40	(5+0)/6=NA	Calculated Total tested < 30

Other Academic Indicator				
K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status

95.8	Met	NA	Not Met	Met
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Adequate Yearly Progress (AYP)

0027-0418 DeSoto Intermediate School

Form

Form Modified Date

Certified Date

Display

(No District Activity)

Adequate Yearly Progress (AYP)

For questions regarding this form, please contact one of the following staff:

Email: Tom Deeter, Phone: (515)242-5616



Iowa Department of Education



School Year: 2011-2012	Form: 4 Display	<input type="button" value="Go"/>	<input type="button" value="Exit"/>
District: 0027 School: 0409 Name: Adel Elementary School Grade(s): PK through 02			
School: Adel Elementary School - 0409 <input type="button" value="Go"/>			

AYP Adequate Yearly Progress

2011-2012 AYP Display

2011-2012 Participation Display			2011-2012 Assessment Display	
Subgroup	Number Tested / Enrolled = % Tested	Participation Status	# Prof + Additional Meeting Growth / FAY = % Prof + Growth	Assessment Status
Summarized School Math Totals				
All Students	104 / 104 = 100	Met AYP Goal	(86+0)/97=88.66	Met AYP Goal
Low SES	24 / 24 =NA	Enrolled on test date < 40	(16+0)/19=NA	Calculated Total tested < 30
Spec Ed. (IEP)	10 / 10 =NA	Enrolled on test date < 40	(5+0)/10=NA	Calculated Total tested < 30
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Hispanic	3 / 3 =NA	Enrolled on test date < 40	(1+0)/2=NA	Calculated Total tested < 30

White	97 / 97 = 100	Met AYP Goal	(83+0)/92=90.22	Met AYP Goal
Multi-Racial	3 / 3 =NA	Enrolled on test date < 40	(2+0)/3=NA	Calculated Total tested < 30
Summarized School Reading Totals				
All Students	104 / 104 = 100	Met AYP Goal	(74+0)/97=76.29	Met AYP Goal
Low SES	24 / 24 =NA	Enrolled on test date < 40	(12+0)/19=NA	Calculated Total tested < 30
Spec Ed. (IEP)	10 / 10 =NA	Enrolled on test date < 40	(3+0)/10=NA	Calculated Total tested < 30
ELL	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
African American	1 / 1 =NA	Enrolled on test date < 40	(0+0)/0=NA	Calculated Total tested < 30
Hispanic	3 / 3 =NA	Enrolled on test date < 40	(0+0)/2=NA	Calculated Total tested < 30
White	97 / 97 = 100	Met AYP Goal	(72+0)/92=78.26	Met AYP Goal
Multi-Racial	3 / 3 =NA	Enrolled on test date < 40	(2+0)/3=NA	Calculated Total tested < 30

Other Academic Indicator				
K-8 Attendance Rate	K-8 Status	Graduation Rate	Graduation Status	Other Academic Indicator Status
96.1	Met	NA	Not Met	Met

Adequate Yearly Progress (AYP)

0027-0409 Adel Elementary School

Form
DisplayForm Modified Date
(No District Activity)

Certified Date

Adequate Yearly Progress (AYP)

Appendix B

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES & INTERMEDIATE GOALS) (ANNUAL DATA)

Mathematics

YEAR	G3	G4	G5	G6	G7	G8	G11
2001-02	60.9	62.0	64.9	59.2	58.0	58.0	69.0
2003	60.9	62.0	64.9	59.2	58.0	58.0	69.0
2004	60.9	62.0	64.9	59.2	58.0	58.0	69.0
2005	67.4	68.3	70.8	66.0	65.0	65.0	74.2
2006	67.4	68.3	70.8	66.0	65.0	65.0	74.2
2007	67.4	68.3	70.8	66.0	65.0	65.0	74.2
2008	73.9	74.7	76.6	72.8	72.0	72.0	79.3
2009	73.9	74.7	76.6	72.8	72.0	72.0	79.3
2010	73.9	74.7	76.6	72.8	72.0	72.0	79.3
2011	80.5	81.0	82.5	79.6	79.0	79.0	84.5
2012	87.0	87.3	88.3	86.4	86.0	86.0	89.7
2013	93.5	93.7	94.2	93.2	93.0	93.0	94.8
2014	100.0	100.0	100.0	100.0	100.0	100.0	100.0

-2011 targets
used this
year
however next
year will
double
years
if no
waiver
next
year

Reading

YEAR	G3	G4	G5	G6	G7	G8	G11
2001-02	61.2	64.0	64.6	54.5	57.3	60.0	69.0
2003	61.2	64.0	64.6	54.5	57.3	60.0	69.0
2004	61.2	64.0	64.6	54.5	57.3	60.0	69.0
2005	67.7	70.0	70.5	62.1	64.4	66.7	74.2
2006	67.7	70.0	70.5	62.1	64.4	66.7	74.2
2007	67.7	70.0	70.5	62.1	64.4	66.7	74.2
2008	74.1	76.0	76.4	69.7	71.5	73.3	79.3
2009	74.1	76.0	76.4	69.7	71.5	73.3	79.3
2010	74.1	76.0	76.4	69.7	71.5	73.3	79.3
2011	80.6	82.0	82.3	77.3	78.7	80.0	84.5
2012	87.1	88.0	88.2	84.8	85.8	86.7	89.7
2013	93.5	94.0	94.1	92.4	92.9	93.3	94.8
2014	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Adel Desoto Minburn Board of Education
Regular Meeting – Monday, July 9, 2012
5:30 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, President Tim Canney, and Bart Banwart. Kelli Book arrived at 5:31 and Rod Collins arrived at 5:37.

Agenda: It was moved by Roby, seconded by Banwart, to adopt the agenda with an emergency addition of an out of state trip request for students to attend a 7 on 7 competition in Minnesota this coming weekend. Motion carried unanimously.

Consent Agenda: It was moved by Book, seconded by Roby, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, transfers and financial reports were reviewed and accepted. Resignations/terminations were accepted from Hazel Purtell, GATE teacher, Angela Renner, driver, and Carol Ritsch, driver. Following successful background checks, new contracts were offered to Roxanna Bennett, food server, Jane Clowser, GATE teacher, Lori Mann, guidance administrative assistant, Nic Rasmussen, coach, Karol Skeffington, food server. Coaching contracts approved included Stephanie Bidney, volleyball coach, Angel Craigmile, cheer coach, Rikki Kuhns, cheer coach, Marc McCartney, football coach, Bric Nelson, football coach, Roy Swinger, cross country coach, and Ashley Traver, cheer coach. The transfers of Lois Jenkins from high school food server to middle school food server and of Susan Oesterle from high school guidance administrative assistant to middle school principal's administrative assistant were announced. The Middle School Staff Handbook was approved. The substitute teacher pay rate of \$104/day will continue for the 2012-13 school year. The Title I application was accepted. For 2012-13, K-5-3-4 was accepted as the ADM organizational structure. Nancy Gee was appointed the District Secretary/Treasurer and the School Business Official; President Canney administered the Oath of Office. Darcy Simpson was appointed as the Level 1 Child Abuse Investigator, Greg Dufoe was appointed as Level 1 alternate and Jim McNeil was appointed as Level II Child Abuse Investigator. The Dallas County News was approved as the official publication for required legal

documents. The Resolution naming depositories for 2012-13 was reviewed and accepted. The depositories are Wells Fargo, Adel, Iowa, Wells Fargo, Des Moines, Iowa, and ISJIT, Des Moines, Iowa. The student teaching agreement with Grandview University was approved. The out of state trip for students to attend the 7 on 7 passing competition in Minnesota on July 14th was approved.

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

Facility Rental Agreement for 2012-13: It was moved by Banwart, seconded by Book to approve the facility rental fees for 2012-13. The fees will remain the same as the 2011-12 school year. Motion carried unanimously.

FRK Architects – Facilities Master Planning: Superintendent recommended approval of the FRK proposal of \$10,000 to do the facility master planning for ADM. It was moved by Roby, seconded by Book to approve FRK Architects proposal for facility master planning. Motion carried unanimously.

District Goals: Superintendent recommended approval of the 2012-13 district goals as presented. It was moved by Book, seconded by Roby to approve the District goals for 2012-13 as presented. Motion carried unanimously.

IASB Legislative Resolutions: The Board reviewed and discussed possible legislative resolutions. It was moved by Collins, seconded by Banwart to approve 1, 3, and 11 resolutions. Those resolutions are: to support preserving the integrity of the statewide penny sales tax for school infrastructure, to support continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core, and to support setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases. Motion carried unanimously.

Administrative Reports:

Summer Project Update: Superintendent gave the Board an updated on the two major summer projects – lighting and room renovation. Both projects have been started and are expected to be done on time.

Technology Update: Technology Director Adam Kurth gave the board an update on the technology upgrade process. Most purchases have been made and installations are almost complete.

Camp Invention: Superintendent updated the Board on the Camp Invention held the week of June 25 – June 29.

Adjournment:

It was moved by Roby, seconded by Banwart, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 6:20 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

**Adel Desoto Minburn Board of Education
Special Meeting – Thursday, July 19, 2012
7:30 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 Roby, seconded by Banwart, to adopt the agenda as presented. Motion carried unanimously.

Out of State Trip for Volleyball: It was moved by Roby, seconded by Banwart, to approve the trip to Omaha, Nebraska on July 20-21 for volleyball players. Motion carried unanimously.

Approval of Lease Purchase Agreement between Apple, Inc., as Lessor, and Adel DeSoto Minburn Community School District, as Lessee, Dated as of August 3, 2012, including the Master Lease Amendment, and Exhibits: Director Collins introduced the following resolution and moved that the Resolution be adopted. Director Roby seconded the motion to adopt. The roll was called with Book, Canney, Collins, Banwart, and Roby all voting aye. President Canney declared the resolution adopted as follows: *RESOLUTION AUTHORIZING APPROVAL OF LEASE PURCHASE AGREEMENT BETWEEN APPLE INC., AS LESSOR AND ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT, AS LESSEE, DATED AUGUST 3, 2012, INCLUDING THE MASTER LEASE, AMENDMENT AND EXHIBITS.* Funding for lease payments will be coming from the Physical Plant and Equipment Levy (PPEL) as part of the technology upgrades for the District.

Adjournment:

It was moved by Banwart, seconded by Book, to adjourn the meeting. The motion carried unanimously. President Canney adjourned the meeting at 7:43 a.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary