

## Iowa Assessment HEART Data 2012-13

Subtest: \_\_\_\_\_

**Just the Facts:**

**Big Ideas:**

**Celebrations:**

# Adel DeSoto Minburn Master Planning Study

## ADM Community School District

DRAFT, MAY 2013

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# Introduction

## ADM Community School District Master Planning Committee

After a few years of declining or steady student enrollment, the Adel DeSoto Minburn (ADM) School District has been experiencing growth in numbers, with projections for increased enrollment for the foreseeable future. frk architects + engineers was enlisted in the summer of 2012 to begin working with the District to provide Master Planning services to explore options for consideration to address the expected growth and to explore other District facility improvements. The Master Planning process initially involved meetings with the District administrative staff with regular reporting to the School Board. In the winter of 2013 a District Master Planning Committee was formed. The recommendations of this report reflect the hard work and dedication of the Master Planning Committee.

### ADM Master Planning Committee Members:

Dave Baccus  
Ron Brenner  
Jenny Felt  
Nick Hasty  
Eric Hetiz,  
Karen Jacobsen  
Kevin Juhnke  
John Kelly  
Ben Madison  
Shirley McAdon  
Butch Ostrander  
Mike Pace  
Jim Peters  
Pat Steele

### ADM Community School District Representatives:

- Greg Dufoe, Superintendent of Schools
- Nancy Gee, Business Manager
- Doug Gee, Activities Director
- Carole Erickson, Adel Elementary Principal
- Jodi Banse, DeSoto Intermediate Principal
- Kim Timmerman, ADM Middle School Principal
- Lee Griebel, ADM High School Principal
- Kim Roby, School Board Vice President
- Kelli Book, School Board Member

frk architects + engineers:

- Tom Wollan, Project Architect
- Dave Briden, Principal In Charge

## **Additional Resources**

### RSP & Associates Enrollment Report 2012/2013

RSP & Associates, a demographic firm from Kansas City, provided an in-depth study of the enrollment projections for the next ten years for the District in 2012. References to numbers provided by RSP are from their Enrollment Report.

### ICAT Facility Review and Recommendations

In 2009 the ADM Community School District engaged the Iowa Construction Advocate Team (ICAT) to complete a thorough study of the existing District facilities. Due to the declining enrollment numbers reported in this study, one of the results of this study was the recommendation to decommission two attendance centers: Minburn Elementary and Adel Middle School. Additional information provided by this report included recommendations about the existing facilities' infrastructure and capital improvements needs. The current Master Planning Committee uses this ICAT report to inform their recommendations.

## **Overview of the ADM School District Facilities**

The District currently has 6 attendance centers:

### **1. Adel Elementary**

- Located in Adel
- Serves Kindergarten through 2<sup>nd</sup> Grade
- 20 General Education Classrooms

### **2. DeSoto Intermediate**

- Located in DeSoto
- Serves 3<sup>rd</sup> Grade through 5<sup>th</sup> Grade
- 15 General Education Classrooms

### **3. ADM Middle School**

- Located in Adel in a shared facility with the High School
- Serves 6<sup>th</sup> Grade through 8<sup>th</sup> Grade
- 15 General Education Classrooms

### **4. ADM High School**

- Located in Adel in a shared facility with the Middle School
- Serves 9<sup>th</sup> Grade through 12<sup>th</sup> Grade
- Contains 20 General Education Classrooms
- Campus contains athletic venues and auditorium



#### **5. Decommissioned Minburn Elementary**

- Located in Minburn
- Closed for three years
- Most recently served elementary students
- Contains 7 General Education Classrooms
- Gymnasium still used for athletic program

#### **6. Decommissioned Adel Middle School**

- Located in Adel
- Closed for three years
- Most recently used for 6<sup>th</sup> and 7<sup>th</sup> Grade Students
- Contains 16 General Education Classrooms
- Gymnasium still used for athletic program

### **District Ideal Classroom Size**

The District has a policy regarding the preferred number of students per classroom, which is as follows:

- Kindergarten: 18/19 students per class
- Grades 1-3: 18/19 students per class
- Grades 4-5: 20/22 students per class
- Grades 6-12: 24/26 students per class

This ideal classroom size is based on sound educational philosophy and informs student capacity for each attendance center. Research on classroom size supports the ADM School District's ideal classroom size. AdvancED, the Educational Resources Information Center, and the AIA Knowledge Community on Education are a few of the many organizations that support the District's goal. According to the AIA, ideal classroom sizes are 18 students for Kindergarten and 1<sup>st</sup> Grade, 20 students for 2<sup>nd</sup> and 3<sup>rd</sup> Grade, 22 students for 4<sup>th</sup> and 5<sup>th</sup> Grade, and 25 students for 6<sup>th</sup> through 12<sup>th</sup> Grade. Rather than fit more students into existing classrooms as the student population increases, additional space will need to be identified to accommodate student growth.

In terms of actual Building SF allocation for students, The 2007/2008 National Center for Education Statistics indicates a range of 150 SF/student for elementary schools and 160 SF/student for high schools. (School Planning and Management, May 2006). What these numbers represent is dividing the SF of the entire school's program space by the school's classroom capacity, which in the case of the ADM School District is represented by the ideal classroom size as discussed above. Other research spreads that number wider, with ranges from 111 SF/student for elementary schools to 225 SF/student for high schools (CEFPI - Council of Educational Facility Planners International, US Department of Education, School Planning and Management). Research indicates that as the number of students in a facility gets smaller, the SF/student number becomes larger. This reflects the fact that there is an economy of scale at play: the support services for students (cafeteria, media center, locker rooms, circulation) become more efficient when serving more students.

An analysis of the ADM School District's facilities indicates that the actual SF/student number for each building is below national averages, with the exception of Minburn Elementary. Minburn Elementary



has been a K-12 attendance center in the past, which is not needed for the elementary school program. Therefore, the SF/student number is higher than the average.

Another SF number which is a helpful tool in analyzing the school's facility performance is the SF/student per classroom. The SF/student number for classrooms in existing, older school buildings will generally be smaller than SF numbers for newer construction since the average size of a classroom has been steadily rising, in other words newer buildings will have larger classrooms than older buildings. Current standards are 900 SF to 950 SF per classroom. Given this number, using ADM School District's ideal class size, the following ideal space allocations per student would be applicable:

- Elementary: 950 SF/19 Students = 50 SF/Student
- Intermediate: 950 SF/22 Students = 43 SF/Student
- Middle School: 950 SF/26 Students = 37 SF/Student
- High School: 950 SF/26 Students = 37 SF/Student

Analysis of the ADM School District's facilities indicates that the SF/Student number per classroom is toward the low end, reflecting the age of some of the buildings. The average general education high school classroom size at ADM High School is 775 SF. The average classroom size in the 1925 building at DeSoto Intermediate is 785 SF.

We thus have two helpful numbers to analyze the amount of space allocated per student in school buildings: overall building SF/student and individual classroom SF/student. For the ADM School District these numbers are as follows (based on maximum ideal District capacity):

**1. Adel Elementary**

- Building Program SF per student: 112 SF/Student (below average)
- Average Individual Classroom SF for Kindergarteners: 67 SF/Student (above average)
- Average Individual Classroom SF for 1<sup>st</sup> and 2<sup>nd</sup> Graders: 44 SF/Student (below average)

**2. DeSoto Intermediate**

- Building Program SF per student: 109 SF/Student (below average)
- Average Individual Classroom SF: 37 SF/Student (below average)

**3. ADM Middle School**

- Building Program SF per student: 143 SF/Student (below average)
- Average Individual Classroom SF: 37 SF/Student (average)

**4. ADM High School**

- Building Program SF per student: 133 SF/Student (below average)
- Average Individual Classroom SF: 30 SF/Student (below average)

**5. Decommissioned Minburn Elementary**

- Building Program SF per student: 256 SF/Student (above average)
- Average Individual Classroom SF: 40 SF/Student (below average)

**6. Decommissioned Adel Middle School**

- Building Program SF per student: 80 SF/Student (below average)
- Average Individual Classroom SF: 30 SF/Student (below average)

## **Master Planning Study Report**

This study is divided into two parts: First, the study evaluates the current status of each attendance center in sections devoted to each building. Second, recommendations are offered for the most efficient and educationally effective use of the District's facilities.



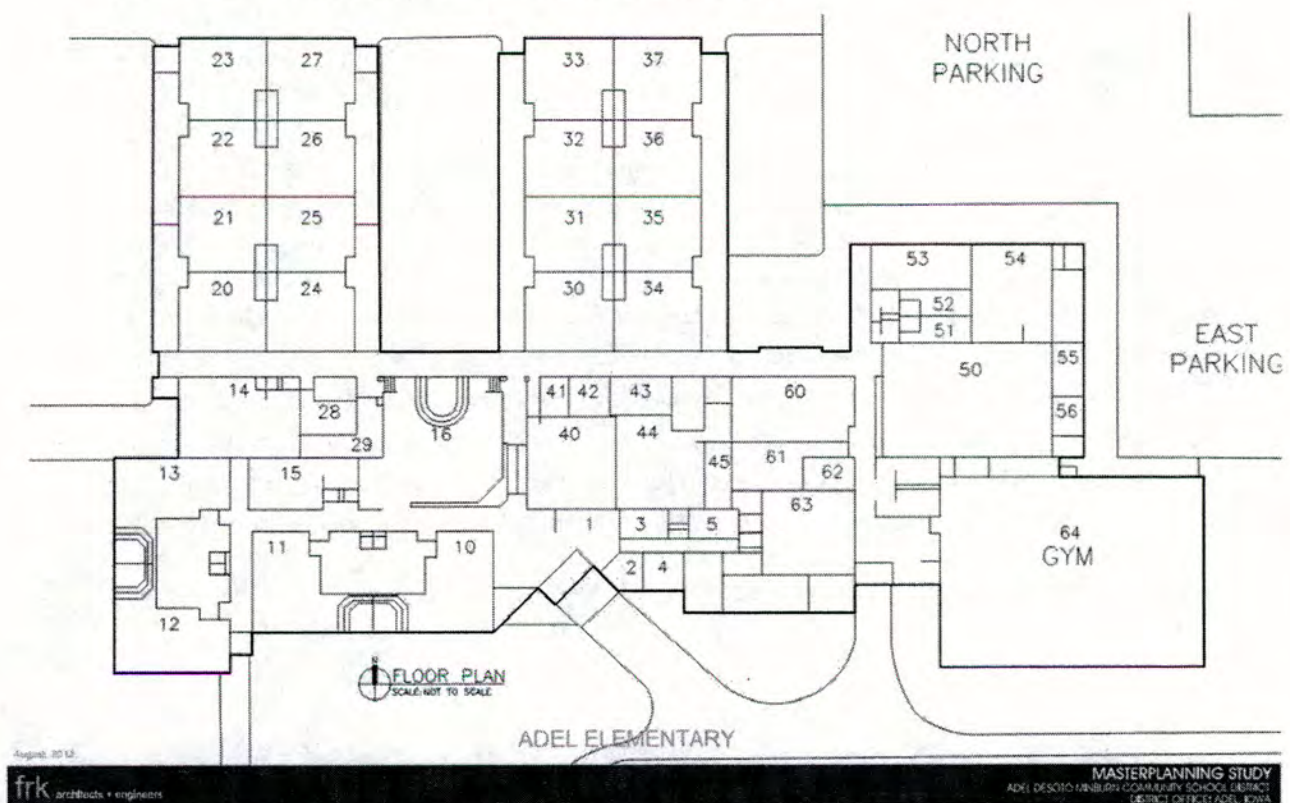
Part One:

Evaluation of District Facilities

# Adel Elementary

## Building Facts

- Location: Adel
- Construction
  - Original building, 1965. Original building houses classrooms, kitchen and cafeteria (former gymnasium).
  - Additions and renovations completed in 1969, 1990, and 2006. Additions house administration, gymnasium, media center, preschool, and classrooms.
- General Education Classrooms: 20
- 2012/2013 Enrollment: 377
- Building Total SF: 60,100 SF
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $60,100 \text{ SF} / 1.4 = 42,929 \text{ SF}$
- Actual Building SF/student:  $42,929 \text{ SF} / 380 \text{ Students} = 112 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desired Average Individual Classroom SF/Student: 50 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 52 SF/Student (67 SF for Kindergarten, 44 SF for 1<sup>st</sup> and 2<sup>nd</sup> Grades at maximum District ideal capacity)





## Observations

Current ADM District has a K – 2<sup>nd</sup> grade Elementary School Configuration. Current ADM Ideal classroom size for Elementary School students is: 18/19 students per classroom for K – 2<sup>nd</sup> grade.

**Kindergarten Program.** There are 7 kindergarten classrooms at Adel Elementary for the 2012/13 school year. Five of these classrooms are larger sized classrooms than a typical elementary school classroom size, which is appropriate for a classroom serving kindergarten students. The average size of these classrooms is 1,440 SF. One of these classrooms is smaller than the others at 1,018 SF. Two typical elementary sized classrooms are also used for the kindergarten program. These rooms are significantly small than the average size for the 5 already indicated. These two classrooms are 843 SF. They are elementary level sized classrooms serving as kindergarten classrooms. This situation creates a parity issue for the kindergarten program: two classes are significantly smaller than the other five classrooms.

**Square Foot Analysis.** Based on the District recommended classroom size for kindergarten students, 18/19 students per class, the average SF of classroom space per kindergarten student at Adel Elementary is 67 SF per student at 19 students per class and 71 SF per student at 18 students per class. (8,900 SF divided by 133 ideal capacity). If all the kindergarten classrooms where the average size of the larger classrooms at Adel Elementary, or 1,440 SF, the average SF per student would be higher: 76 SF per student (1,440 SF times 7 classrooms equals 10,080 SF; 10,080 SF divided by 133 students is 76 SF per student)

**First/Second Grade Program.** There are 13 elementary classrooms at Adel Elementary for the 2012/13 school year; 7 first grade classrooms and 6 second grade classrooms. The typical size of each classroom is 843 SF, although some classrooms are slightly smaller. The average classroom size of all 13 classrooms is 831 SF.

**Square Foot Analysis.** Based on the District recommended classroom size for elementary students, 18/19 students per class, the average SF of classroom space per elementary student at Adel Elementary is 44 SF per student.

**Class Size.** The chart below illustrates that for the current 2012/2013 school year Adel Elementary exceeds the District recommended maximum class size for the Kindergarten and 2<sup>nd</sup> Grade levels, which is 19 students per classroom. Note: if the low end ideal classroom size figure is used (18 students per class) all grade levels at Adel Elementary would exceed the ideal classroom size. Looking ahead, by the 2016/2017 school year the ideal classroom size is exceeded at all levels by an average of 20% for the high end of the District's ideal classroom size and 24% of the low end of the ideal classroom size.

**Existing Adel Elementary Space Allocation – see Chart One**



Attendance Center	Program	Space (in SF)	SF Totals	Cap. at District Ideal	SF/Student at Cap.	ACTUAL 12/13	RSP 13/14	RSP 14/15	RSP 15/16	RSP 16/17	RSP 17/18	RSP 18/19	RSP 19/20	RSP 20/21	RSP 21/22	RSP 22/23
Adel Elementary - 21 General Education Classrooms																
	Pre-K	970		27		27	27	27	27	27	27	27	27	27	27	27
	ECSE	1,576	2,546			13	13	13	13	13	13	13	13	13	13	13
	Total Pre-K/ECSC					40	40	40	40	40	40	40	40	40	40	40
(18/19 students/class)	Kindergarten	1,518		19	80											
Average room size:	Kindergarten	1,546		19	81											
1,271	Kindergarten	1,530		19	81											
	Kindergarten	1,540		19	81											
	Kindergarten	1,080		19	57											
	Kindergarten	843		19	44											
	Kindergarten	843	8,900	19	44											
	Low End of District Cap.			126	71	134	135	140	145	151	154	157	160	162	164	168
	High End of District Cap.			133	67	134	135	140	145	151	154	157	160	162	164	168
(18/19 students/class)	First Grade	843		19	44											
Average room size:	First Grade	843		19	44											
832	First Grade	843		19	44											
	First Grade	843		19	44											
	First Grade	843		19	44											
	First Grade	804		19	42											
	First Grade	804	5,823	19	42											
	Low End of District Cap.			126	46	127	134	137	143	149	154	152	155	158	160	161
	High End of District Cap.			133	44	127	134	137	143	149	154	152	155	158	160	161
(18/19 students/class)	Second Grade	843		19	44											
Average room size:	Second Grade	843		19	44											
830	Second Grade	843		19	44											
	Second Grade	843		19	44											
	Second Grade	804		19	42											
	Second Grade	804	4,980	19	42											
	Low End of District Cap.			108	46	116	131	138	142	149	154	156	155	153	161	163
	High End of District Cap.			114	44	116	131	138	142	149	154	156	155	153	161	163
Low End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		19,703	387	51	404	427	442	457	476	489	492	497	500	512	519
High End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		19,703	407	48	404	427	442	457	476	489	492	497	500	512	519
SPECIALS	Special Needs	843	843													
	Guidance	215	215													
	Title I/Reading Recovery	215	215													
	Speech	200	200													
	Art	1,005	1,005													
	Music	1,102	1,102													
	Media Center	2,021	2,021													
	Cafeteria	2,457	2,457													
	Gymnasium	6,160	6,160													

Chart One – Adel Elementary

Notes:

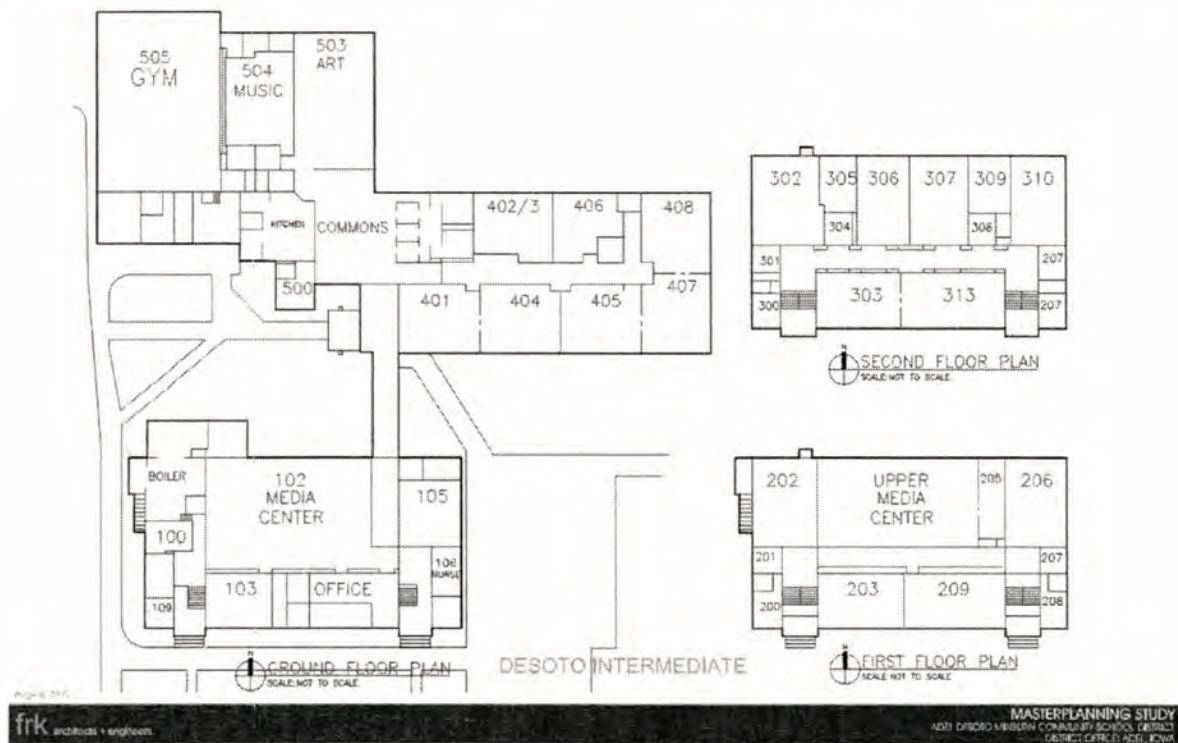
- Red infill indicates number of students per classroom exceeds District ideal.
- Low end of District ideal indicates classroom capacity based on 18 students per class.
- High end of District ideal indicates classroom capacity based on 19 students per class.



# DeSoto Intermediate

## Building Facts

- Location: DeSoto
- Construction:
  - Original building, 1924. Original Building houses media center, administration, and classrooms.
  - Addition and renovation in 1990. Addition houses the gymnasium, art/cafeteria, kitchen, commons, and classrooms.
- General Education Classrooms: 15
- Building Total SF: 48,320 SF
- Main Level: 30,120 SF
- Second Level: 9,190 SF
- Third Level: 9,010 SF
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $48,320 / 1.4 = 34,516$  SF
- Actual Building SF/student:  $34,516 \text{ SF} / 315 \text{ Students} = 109 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desired Average Individual Classroom SF/Student: 43 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 37 SF/Student (At maximum District ideal)



## Observations

Current ADM District has a 3<sup>rd</sup> – 5<sup>th</sup> grade Intermediate School Configuration. Current ADM ideal classroom size for Intermediate School students is: 18/19 students per classroom for 3<sup>rd</sup> grade students and 20/22 students per classroom for 4<sup>th</sup> and 5<sup>th</sup> grade students.

**Square Foot Analysis.** Based on the District recommended classroom size for intermediate students, 18/19 students per class for 3<sup>rd</sup> graders and 20/22 students per class for 4<sup>th</sup> and 5<sup>th</sup> graders, the average SF of classroom space per 3<sup>rd</sup> grade student at DeSoto Intermediate is 41 SF per student at 19 students per class and 44 SF per student at 18 students per class. For 4<sup>th</sup> and 5<sup>th</sup> grade students, the average SF of classroom space is 35 SF per student at 22 students per class and 39 SF per student at 20 students per class.

**Class Size.** The chart below illustrates that for the current 2012/2013 school year DeSoto Intermediate exceeds the District recommended maximum class size for the 3<sup>rd</sup> grade students, which is 19 students per classroom. The 4<sup>th</sup> grade students are right at capacity at the 22 student per class level. Looking ahead, by the 2016/2017 school year the ideal classroom size is exceeded at all levels.

**Existing School Space Allocation – See Chart Two**



Attendance Center	Program	Space (In SF)	SF Totals	Cap. at high District Ideal	SF/Stud at Cap.	ACTUAL 12/13	RSP 13/14	RSP 14/15	RSP 15/16	RSP 16/17	RSP 17/18	RSP 18/19	RSP 19/20	RSP 20/21	RSP 21/22	RSP 22/23
<b>Desoto Intermediate - 16 Classrooms</b>																
(18/19 students/class)	Third Grade 202	725		19	38											
Average room size:	Third Grade 206	725		19	38											
787	Third Grade 209	840		19	44											
	Third Grade 407	820		19	43											
	Third Grade 408	825	3,935	19	43											
	Low End of Ideal Cap.			90	44	102	119	135	143	148	154	157	159	158	155	163
	High End of Ideal Cap.			95	41	102	119	135	143	148	154	157	159	158	155	163
(20/22 students/class)	Fourth Grade 302	825		22	38											
Average room size:	Fourth Grade 310	710		22	32											
808	Fourth Grade 313	845		22	38											
	Fourth Grade 404	815		22	37											
	Fourth Grade 405	845	4,040	22	38											
	Low End of Ideal Cap.			100	40	110	102	119	136	146	150	155	160	158	160	157
	High End of Ideal Cap.			110	37	110	102	119	136	146	150	155	160	159	160	157
(20/22 students/class)	Fifth Grade 303	670		22	30											
Average room size:	Fifth Grade 306	700		22	32											
881	Fifth Grade 307	725		22	33											
	Fifth Grade 401	845		22	38											
	Fifth Grade 203	750		22	34											
	Fifth Grade 402	715	4,405	22	33											
	Low End of Ideal Cap.			120	37	117	113	105	124	141	150	154	153	164	160	162
	High End of Ideal Cap.			132	33	117	113	105	124	141	150	154	153	164	160	162
Low End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		12,380	310	40	329	334	359	403	435	454	466	472	480	475	482
High End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		12,380	337	37	329	334	359	403	435	454	466	472	480	475	482
<b>SPECIALS</b>	Special Needs 406	750														
	Special Needs 500	270														
	Special Needs 304	460														
	Special Needs 308	530	2,010													
	Guidance 207	120	120													
	Title I/Reading Recovery 307	120	120													
	Speech 201	120	120													
	Art/Cafeteria 503	1,660	1,660													
	Music 504	990	990													
	Media Center 102	2,720	2,720													
	Gymnasium 505	3,500	3,500													

Chart Two – DeSoto Intermediate

Notes:

- Red infill indicates number of students per classroom exceeds District ideal.
- Low end of District ideal indicates classroom capacity based on 18 or 20 students per class.
- High end of District ideal indicates classroom capacity based on 19 or 22 students per class.



# ADM Middle School

## Building Facts

- Location: Adel
- Configuration: Building is in a shared attendance center with the High School.
- Construction
  - The Middle School addition to the High School was completed in 2006. The Middle School addition houses Middle School classroom space, the Middle School cafeteria/commons, and additional shared space with the High School and the District.
- Middle School General Education Classrooms: 15
- Building Total SF: 55,810 SF (Middle School Use Only)
- Shared Space with High School: 68,541 SF (includes Music, PE, Athletics, Art, Media Center, Auditorium). Assume Middle School students use one third of the shared space allocation, or 22,620 SF.
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $78,430 / 1.4 = 56,020$  SF
- Actual Building SF/student:  $56,020 \text{ SF} / 390 \text{ Students} = 143 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desired Average Individual Classroom SF/Student: 37 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 37 SF/Student

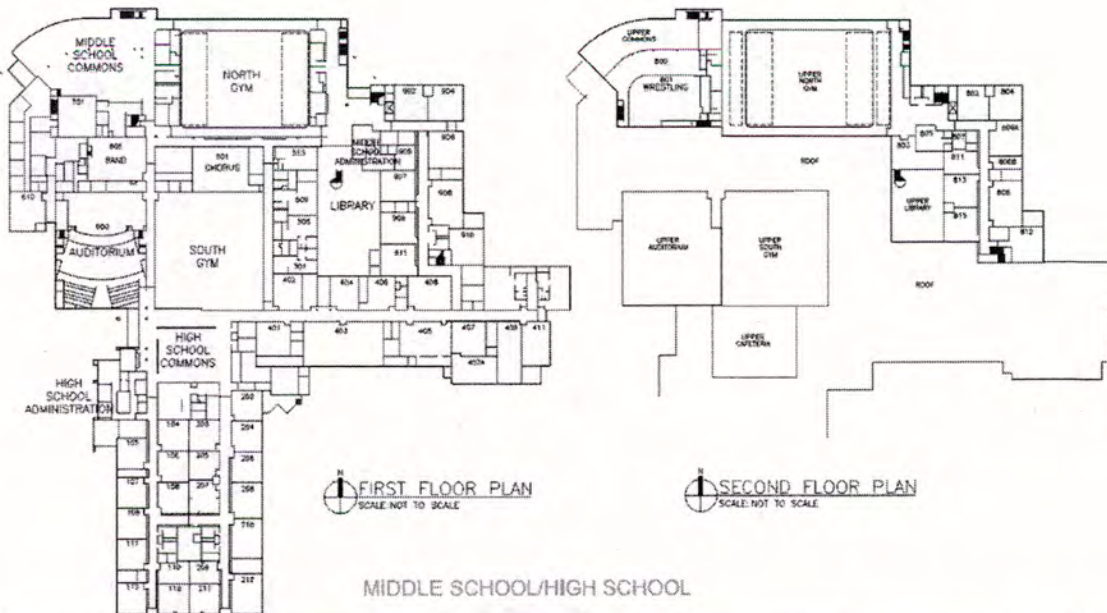


Figure 20-6

frk architects + engineers

MASTERPLANNING STUDY  
ADEL DISTRICT MINNEAPOLIS COMMUNITY SCHOOL DISTRICT  
DISTRICT OFFICE, ADEL, IOWA



## Observations

Current ADM District has a 6<sup>th</sup> through 8th grade Middle School Configuration. Current ADM ideal classroom size for Intermediate School students is: 24/26 students per classroom.

**Square Foot Analysis.** Based on the District recommended classroom size for Middle School students, the average SF of classroom space per student at ADM Middle School is 40 SF per student at 24 students per class and 37 SF per student at 26 students per class.

**Class Size.** The chart below illustrates that for the current 2012/2013 school year ADM Middle School has adequate space for students. Starting in the 2018/19 school year the student enrollment will exceed available classroom space at the high end of the District ideal classroom size.

### Existing Space Allocation – See Chart Three

Attendance Center	Program	Space (in SF)	SF Totals	Cap. at high District Ideal	SF/Student at Cap.	ACTUAL 12/13	RSP 13/14	RSP 14/15	RSP 15/16	RSP 16/17	RSP 17/18	RSP 18/19	RSP 19/20	RSP 20/21	RSP 21/22	RSP 22/23
<b>ADM Middle School - 15 Classrooms</b>																
(24/26 students/class)	8th Grade Writing 902	920		26	35											
Average room size:	8th Grade Reading 904	910		26	35											
968	8th Grade Soc Studies 907	910		26	35											
	8th Grade Science 908	1,210		26	47											
	8th Grade Math 909	890		26	34											
	Low End of Ideal Cap.			120		118	117	113	105	125	142	151	155	155	165	163
	High End of Ideal Cap.			130		118	117	113	105	125	142	151	155	155	165	163
Average room size:	7th Grade Writing 804	910		26	35											
988	7th Grade Reading 802	920		26	35											
	7th Grade Math 906	980		26	38											
	7th Grade Geography 806A	900		26	35											
	7th Grade Science 808	1,230		26	47											
	Low End of Ideal Cap.			120		130	123	123	119	111	131	144	153	162	157	172
	High End of Ideal Cap.			130		130	123	123	119	111	131	144	153	162	157	172
Average room size:	8th Grade Writing 811	630		26	24											
895	8th Grade Reading 812	960		26	37											
	8th Grade Social Studies 813	850		26	33											
	8th Grade Science 411	1,145		26	44											
	8th Grade Math 815	890		26	34											
	Low End of Ideal Cap.			120		114	132	126	126	122	114	133	146	155	164	160
	High End of Ideal Cap.			130		114	132	126	126	122	114	133	146	155	164	160
Low End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		14,255	360	40	362	372	362	350	358	387	428	454	472	486	495
High End of Ideal Cap.	TOTAL GEN. ED CLASSROOM		14,255	390	37	362	372	362	350	358	387	428	454	472	486	495
<b>SPECIALS</b>	Project Lead The Way 409	1,260														
	8th Grade Special Needs 905	390														
	7th/8th Special Needs 805	600														
	Middle School Level III 806B	300														
	Art 407	940														
	Computer Lab 910	960														
	Computer Lab 803	1,050														
	Cafeteria	4,870														

Chart Three— ADM Middle School

#### Notes:

- Red infill indicates number of students per classroom exceeds District ideal.
- Low end of District ideal indicates classroom capacity based on 24 students per class.
- High end of District ideal indicates classroom capacity based on 26 students per class.



# ADM High School

## Building Facts

- Location: Adel
- Configuration: Building is in a shared attendance center with the Middle School
- Construction
  - Original High School, 1986. The original building houses administration, classrooms, High School cafeteria, gymnasium and auditorium.
  - Addition and Renovation, 2006. The Addition and Renovation included program space for the Middle School, a competition gymnasium, media center, locker rooms, PE and athletic spaces, classrooms, and a District Administration Office complex.
- High School General Education Classrooms: 20
- Building Total SF: 51,837 SF (High School Use Only)
- Shared Space with High School: 68,541 SF (includes Music, PE, Athletics, Art, Media Center, Auditorium). Assume High School students use two thirds of the shared space allocation, or 45,237 SF.
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $97,074 / 1.4 = 69,340$  SF
- Actual Building SF/student:  $69,340 \text{ SF} / 520 \text{ Students} = 133 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desired Average Individual Classroom SF/Student: 37 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 30 SF/Student (At maximum District idea)

## Observations

Current ADM District has a 9<sup>th</sup> through 12th grade High School Configuration. Current ADM ideal classroom size for High School students is: 24/26 students per classroom.

**Square Foot Analysis.** Based on the District recommended classroom size for High School students, the average SF of classroom space per student at ADM High School is 32 SF per student at 24 students per class and 30 SF per student at 26 students per class. These numbers fall below the national average for ideal classroom size.

**Class Size.** The chart below illustrates that for the current 2012/2013 school year the High School has adequate space for students. Starting in the 2015/16 school year the student enrollment will exceed available classroom space at the high end of the District ideal classroom size.

**Existing Space Allocation – See Chart Four**



Attendance Center	Program	Space (In SF)	SF Totals	Cap. at high District Ideal	SF/Student at Cap.	ACTUAL 12/13	RSP 13/14	RSP 14/15	RSP 15/16	RSP 16/17	RSP 17/18	RSP 18/19	RSP 19/20	RSP 20/21	RSP 21/22	RSP 22/23
<b>Adel High School - 20 Classrooms</b>																
(24/26 students/class)	Language Arts 108	780		26	30											
Average room size:	Language Arts 111	750		26	29											
775	Language Arts 112	720		26	28											
	Language Arts 113	740		26	28											
	Language Arts 211	710		26	27											
	Foreign Language 104	760		26	29											
	Foreign Language 105	740		26	28											
	Foreign Language 107	740		26	28											
	Social Studies 106	750		26	29											
	Social Studies 203	750		26	29											
	Social Studies 109	750		26	29											
	Math 205	660		26	25											
	Math 207	780		26	30											
	Math 202	740		26	28											
	Math 206	750		26	29											
	Science 208	850		26	33											
	Science 210	980		26	38											
	Science 212	970		26	37											
	Computer 204	750		26	29											
	Business 402	820		26	32											
Low End Ideal Cap.	9th		17,570				116	135	129	130	126	116	132	149	157	167
High End Ideal Cap.	9th		17,570				116	134	129	130	126	116	132	149	157	167
Low End Ideal Cap.	10th		17,250				112	116	134	128	129	125	117	129	146	159
High End Ideal Cap.	10th		17,250				112	116	134	128	129	125	117	129	146	159
Low End Ideal Cap.	11th		16,840				134	116	120	139	133	126	123	118	126	148
High End Ideal Cap.	11th		16,840				134	116	120	139	133	126	123	118	126	148
Low End Ideal Cap.	12th		13,920				109	129	112	118	135	131	124	118	114	124
High End Ideal Cap.	12th		13,920				109	129	112	118	135	131	124	118	114	124
Low End Ideal Cap.	TOTAL GEN. ED CLASSROOM		15,490	480	32	458	471	496	495	515	523	498	496	514	543	598
High End Ideal Cap.	TOTAL GEN. ED CLASSROOM		15,490	520	30	458	471	496	541	515	523	498	496	514	543	598
<b>SPECIALS</b>	FCS 408	1,110														
	FCS 406	780														
	Technology 404	740														
	Chorus 601	2,100														
	Band 606	2,130														
	Project Lead The Way 401	930														
	Art 407A	970														
	Art 405	1,340														
	Industrial Technology 403	2,950														
	TOTAL SPECIALS		13,050													
	Special Needs Level III 911	870														
	Special Needs Level III 911	550														
	Special Needs Level III 911	580														
	Special Needs	630														
	TOTAL SPECIAL NEEDS		2,630													
	At Risk	410														
	Media Center	6,010														
	Cafeteria	4,950														
	North Gym	12,790														
	South Gym	10,150														

Chart Four– ADM High School

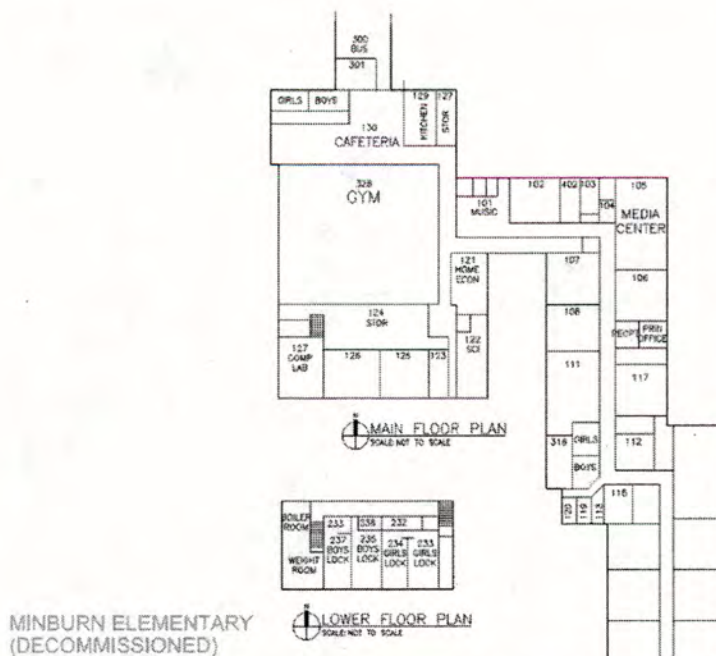
Notes:

- Red infill indicates number of students per classroom exceeds District ideal.
- Low end of District ideal indicates classroom capacity based on 24 students per class.
- High end of District ideal indicates classroom capacity based on 26 students per class.

# Decommissioned Minburn Elementary

## Building Facts:

- Location: Minburn
- Construction:
  - Original Building, 1956. Original building houses classrooms, administration, library.
  - Addition and Renovation, 1978. Addition and Renovation houses gymnasium, cafeteria, stage, and classrooms.
- General Education Classrooms: 7
- Building Total SF: 53,275 SF Total
- 47,585 SF Main Floor
- 5,690 SF Lower Level
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $53,275 / 1.4 = 38,054$  SF
- Actual Building SF/student:  $38,054 \text{ SF} / 133 \text{ Students} = 256 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desire Average Individual Classroom SF/Student: 37 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 40 SF/Student



Minburn, SD 5712

frk architects + engineers

MASTERPLANNING STUDY  
ADEL DESORO LIBRARY COMMUNITY SCHOOL DISTRICT  
DISTRICT OFFICE: ADEL, IOWA



# Decommissioned Adel Middle School

## Building Facts:

Location: Adel

- Construction
  - Original Building, 1914. Original Building houses administration, media center, classrooms.
  - Addition and Renovation, 1952. Addition and Renovation houses gymnasium, music, PE and athletic spaces, kitchen and cafeteria.
- Recent upgrades to interior finishes and electrical system.
- General Education Classrooms: 16
- Building Total SF: 47,500 SF
- 25,150 SF Main Level
- 12,000 SF Second Floor
- 10,350 SF Third Floor
- Grossing Factor: 1.4 (circulation, mechanical, storage, toilet rooms)
- Program Space:  $47,500 / 1.4 = 33,400$  SF
- Actual Building SF/Student:  $33,400 \text{ SF} / 416 \text{ Students} = 80 \text{ SF/Student}$  (At maximum District ideal capacity)
- Desired Average Individual Classroom SF/Student: 37 SF/Student (At maximum District ideal capacity)
- Actual Average Individual Classroom SF/Student: 30 SF/Student (At maximum District ideal capacity)



MAIN FLOOR PLAN  
SCALE: NOT TO SCALE

ADEL MIDDLE SCHOOL  
(DECOMMISSIONED)



SECOND FLOOR PLAN  
SCALE: NOT TO SCALE



THIRD FLOOR PLAN  
SCALE: NOT TO SCALE

Page 20

frk architects + engineers

MASTERPLANNING STUDY  
ADEL DESIGN MIDDLE SCHOOL DISTRICT  
DISTRICT OFFICE: ADEL, IOWA

Part Two:  
Recommendations



## Observations

Throughout the Master Planning process the following key factors were identified:

- The need to address immediate capacity needs at the Adel Elementary and DeSoto Intermediate attendance centers.
- Due to uncertainty about enrollment projections, strategies for how to address capacity needs must be flexible.
- The importance of a look-ahead 5 years out and a look-ahead 10 years out.
- Decisions must be made regarding the decommissioned buildings.
- The need to address safety and security at all attendance centers, including improved site conditions and building security measures.
- Consideration of other capital projects identified by the District, including re-roofing projects, stadium improvements, infrastructure needs, etc..

To clarify the mission of the Master Planning process, at the April 11, 2013, Committee Meeting committee members were asked to identify guiding principles for the Master Planning process. The committee arrived at the following principles that would guide facility planning:

- Keep grades in the same building, do not split them up between buildings.
- Minimize the number of transitions students make from one building to another.
- Provide dedicated administrative leadership at each building, not shared.
- Avoid spreading instructors for specials programming too thin.
- Minimize bus travel time.
- Balance expansion for growth with flexibility, do not over-build.
- Arrive at thoughtful recommendations for the decommissioned attendance centers.
- Keep in mind that building facilities can provide a draw for families to move to the ADM District.
- Current grade configurations are optimal.

These guiding principles reflect research done on how other Iowa school districts of the same size as ADM Community School District configure their attendance centers.

## Growth Projections for District

The chart at the right summarizes growth potential for each grade level. These numbers are based on the aforementioned RSP Enrollment report and reflect in-depth research on the population growth trends for the Adel, DeSoto and Minburn communities. The projections are that the District will add 300 students in 5 years, impacting the lower and intermediate grades initially the most. In 10 years, the projected growth indicates as many as 500 more students than current numbers. The Master Planning Committee understands

Grade	Current	2017/18	2022/23
Pre-K	27	27	27
Kind	134	154	168
1st	127	154	161
2nd	116	154	163
3rd	102	154	163
4th	110	150	157
5th	117	150	162
6th	118	142	163
7th	130	131	172
8th	114	114	160
9th	} 458	126	167
10th		129	159
11th		133	148
12th		135	124
Total	1553	1853	2094



the need to continually monitor these growth projections and track the actual population growth as it occurs. Many factors will contribute to the growth potential of the communities the District serves, including tax abatement programs making home construction attractive to new families, the westward expansion of the Des Moines metropolitan area, and the performance of the economy. The recommendations of the committee take these variables into considerations and suggest conservative interventions until more certain population growth numbers are available.

The Master Planning Committee used a number of resources to make their decisions. What follows is an explanation of these documents. They reflect the process the committee moved through to arrive at their final recommendations.

The "ADM Master Planning – Option A" document on page 24 was the main working document the Master Planning Committee used and was referred to again and again. The initial enrollment growth projections are addressed through additions to attendance centers so that by the 2017/18 school year, or 5 years out, student capacity needs are met. The next column, the 2022/23 school year, shows suggested interventions that address projected enrollment increases for 10 years out. The last column suggests what might occur after 10 years out. However, as mentioned above, the committee recommends continuously monitoring the actual population growth to determine what the most logical interventions will be. For all intents and purposes the 2017/18 column is the operative column and reflects the most pressing needs of the District.

It should be noted that the committee entertained 14 separate and distinct options before settling on Option A included in this document. The other options were rejected for various reasons including prohibitive cost, not addressing the guiding principles, not being flexible, etc.. The full set of Master Planning Options is included as an attachment to this Master Planning Report for reference.

Pricing information on page 25 also helped the committee arrive at its final conclusions. This report shows a chart with costing projections for implementing Option A, including site improvements. Costing opinions for many of the options is attached at the end of this document for reference. It should be noted that not all options were priced, as some were for study purposes only.

Finally, the Phasing Study on page 26 shows a proposal for how Option A might be implemented, along with additional interventions discussed at committee meetings. This chart represents very closely the final recommendations of the committee and includes not only the additions and site work to Adel Elementary and DeSoto Intermediate, but also suggested re-purposing of the decommissioned attendance centers, the possible relocation of the Bus Barn to the Nile Kinnick Campus, potential stadium improvements, and possible future projects. Note that one of the future projects is a possible new attendance center to accommodate potential growth in the District. The size, location, and program of this attendance center is not able to be determined at this point. The committee believes that this phasing chart captures the guiding principles they arrived at, the need for flexibility, and the wise use of District dollars.





## ADM Masterplanning

## Option A

Additions to Existing Attendance Centers

## 2012/13

Adel Elementary

- 6/7 Section Pre-K - 2nd
- 20 Classrooms
- 407 Student Capacity
- 404 Current Enrollment

DeSoto Intermediate

- 5/6 Section 3rd - 5th
- 16 Classrooms
- 337 Student Capacity
- 329 Current Enrollment

ADM M.S.

- 6th - 8th
- 15 Classrooms
- 390 Student Capacity
- 362 Current Enrollment

ADM H.S.

- 9th - 12th
- 20 Classrooms
- 520 Student Capacity
- 458 Current Enrollment

Decommissioned Minburn Elem

- K - 5th
- 10 Classrooms
- 224 Student Capacity\*

Decommissioned Adel M.S.

- 6th - 7th
- 14 Classrooms
- 359 Student Capacity\*

\* ICAT Information (subject to verification)

\*\* Improve science

\*\*\* Projected enrollment exceeds capacity

## 2017/18

Adel Elementary

- 8 Section Pre-K - 2nd
- 26 Classrooms
- 510 Student Capacity
- 489 Projected Enrollment

DeSoto Intermediate

- 8 Section 3rd - 5th
- 24 Classrooms
- 482 Student Capacity
- 454 Projected Enrollment

ADM M.S.

- 6th - 8th
- 15 Classrooms
- 390 Student Capacity
- 387 Projected Enrollment

ADM H.S.

- 9th - 12th
- 23 Classrooms\*\*
- 598 Student Capacity
- 523 Projected Enrollment

## 2022/23

Adel Elementary

- 8 Section Pre-K - 2nd
- 26 Classrooms
- 510 Student Capacity
- 519 Projected Enrollment\*\*\*

DeSoto Intermediate

- 8 Section 3rd - 5th
- 24 Classrooms
- 482 Student Capacity
- 482 Projected Enrollment

ADM M.S.

- 6th - 8th
- 19 Classrooms
- 494 Student Capacity
- 495 Projected Enrollment\*\*\*

ADM H.S.

- 9th - 12th
- 23 Classrooms
- 598 Student Capacity
- 598 Projected Enrollment

## FUTURE

Adel Elementary

- 9 Section Pre-K - 2nd
- 30 Classrooms
- 586 Student Capacity
- ??? Projected Enrollment

DeSoto Intermediate

- 9 Section 3rd - 5th
- 27 Classrooms
- 540 Student Capacity
- ??? Projected Enrollment

ADM M.S.

- 6th - 8th
- 22 Classrooms
- 572 Student Capacity
- ??? Projected Enrollment

ADM H.S.

- 9th - 12th
- 27 Classrooms
- 702 Student Capacity
- ??? Projected Enrollment

Current Total Enrollment	1,553 Students
2017 Projected Enrollment	1,853 Students
2022 Projected Enrollment	2,094 Students
2022 Capacity with Proposed Additions	2,084 Students

Master Document revised 5.6.13



## ADM Masterplanning

April 30, 2013

### Option A

Additions to Existing Attendance Centers

#### Adel Elementary

2017/18

2022/23

- Site Improvements
- 6 Classroom Addition (could open 2015)

\$1,700,000  
\$1,930,000

--  
--

#### DeSoto Intermediate

- Site Improvements
- 8 Classroom Addition, Administration Renovation, Specials Renovation (could open 2015)
- Elevator

\$1,636,000  
\$3,275,000  
\$120,000

--  
--  
--

#### ADM M.S.

- Site Improvements
- 4 Classroom Addition

??  
\$965,000

--  
--

#### ADM H.S.

- Site Improvements
- Science Classroom Addition

??  
\$1,284,000

--  
--

TOTALS

\$10,910,000

#### PROS

- Cost effective
- Uncomplicated, eases into capital projects.
- Maintains existing grade configuration
- Maintains existing building transitions
- Flexible

#### CONS

- Student density at Nile Kinnick campus
- Traffic congestion at Nile Kinnick campus
- Significant expenditure for site improvements on the tight Nile Kinnick Campus
- New location for District Office would be required at some point
- DeSoto remains a 3 story building

#### UNDETERMINED

- Plan for decommissioned buildings

GRAND TOTAL

\$10,910,000

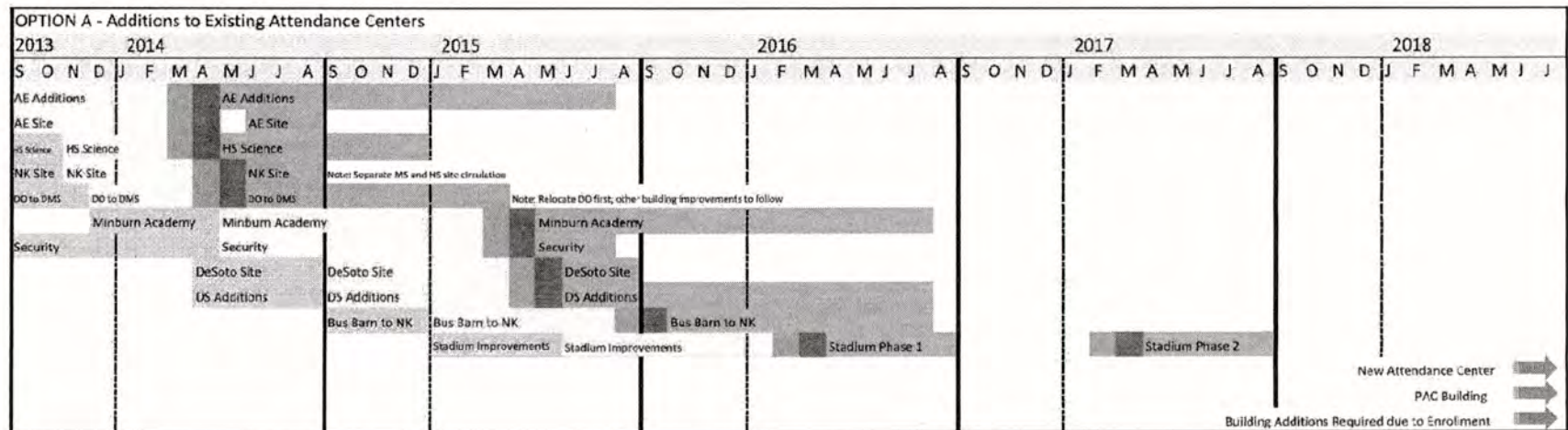




ADM Masterplanning  
May, 2013  
Phasing Study

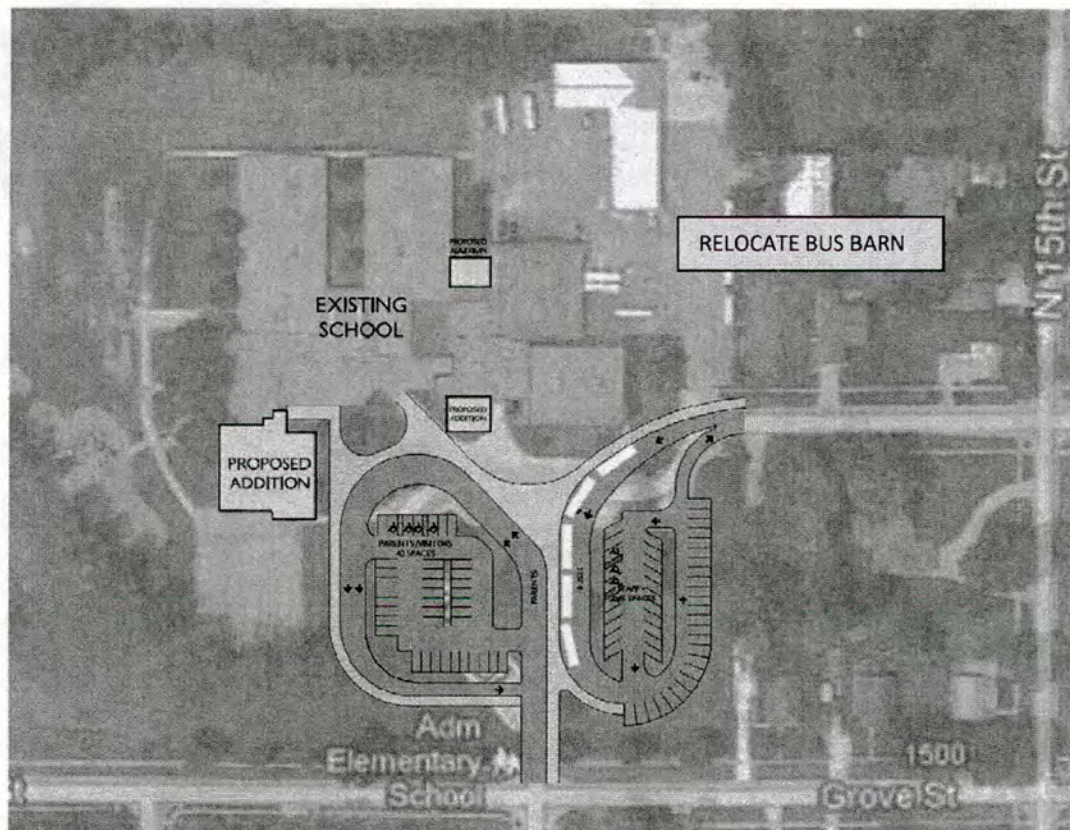
## KEY

Study Phase	AE: Adel Elementary
Design Phase	DS: DeSoto
Bid Phase	NK: Nile Kinnick Campus
Contracts/Mobilization	DO: District Office
Construction Phase	DMS: Decommissioned Middle School
Future	PAC: Performing Arts Center



## Adel Elementary Recommendations

- Six additional classrooms would be added onto the school, bringing the capacity of the building to 510 students, 4 of them being sized and designed for kindergarten use.
- All kindergarten classes would be located in size appropriate classrooms.
- The Pre-K program would be expanded.
- The site would be reconfigured to separate bus drop off and pick up from parent drop off and pick up. Additional parking capacity would be provided.
- The Bus Barn would be relocated to the Nile Kinnick Campus.
- The school would be an 8 section Pre-K to 2<sup>nd</sup> grade attendance center.
- Construction completion: Summer, 2015.



 **SITE PLAN**  
SCALE: Not to Scale

MARCH 2013

**frk** architects + engineers

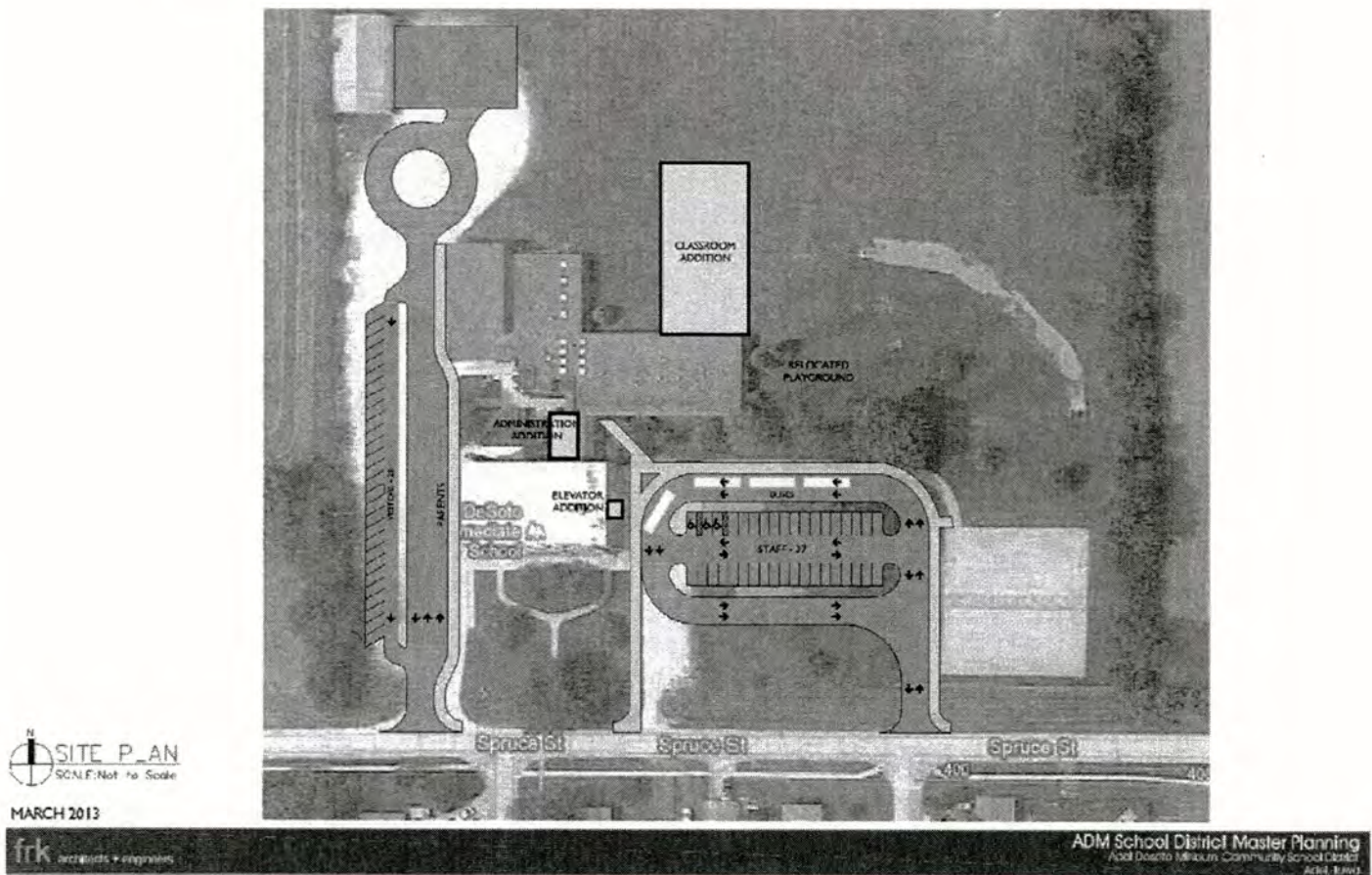
ADM School District Master Planning  
Adel Desoto Minburn Community School District  
Adel, Iowa

### Preliminary Schematic Option – Adel Elementary



## DeSoto Intermediate Recommendations

- Eight additional classrooms would be added onto the school, bringing the capacity of the school to 482 students.
- The administration suite would be relocated to the main entrance of the building.
- The music, art, and cafeteria spaces would be renovated to create a more functional cafeteria for the increased student population.
- An elevator would be added to provide accessibility to the 3 levels of the original building.
- The site would be reconfigured to separate bus drop off and pick up from parent drop off and pick up. Additional parking capacity would be provided.
- The school would be an 8 section 3<sup>rd</sup> – 5<sup>th</sup> grade attendance center.
- Construction completion: Summer, 2016. Use temporary portable classrooms if needed before construction is complete.



Preliminary Schematic Option – DeSoto Intermediate



## ADM Middle School and High School Recommendations

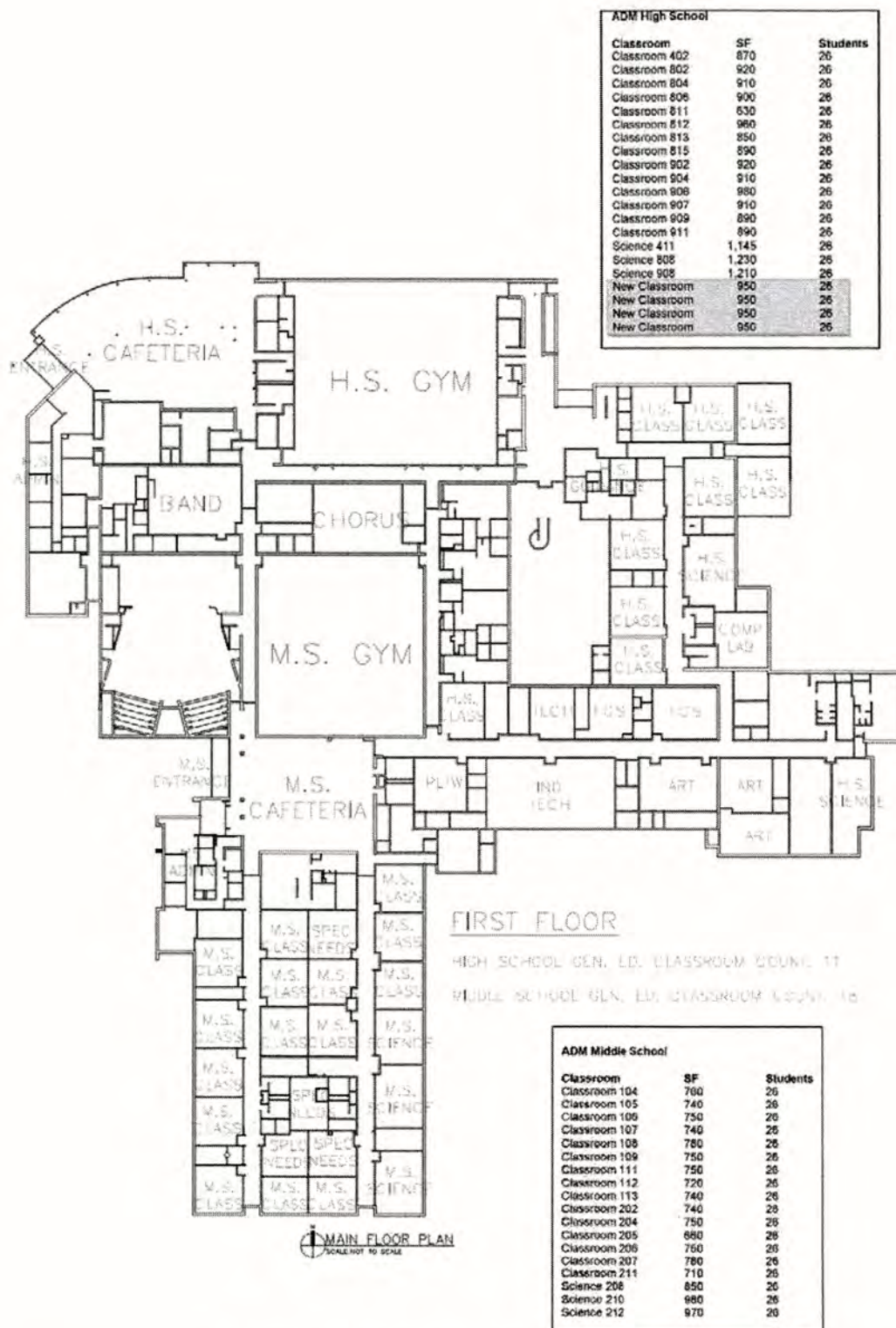
- Reconfigure Nile Kinnick Campus building to move Middle School program into High School program space and High School program into Middle School program.
- Renovate existing High School wing in preparation for Middle School program to occupy space.
- Move District Office to Decommissioned Adel Middle School Building.
- High School administration to occupy former District Office suite, Guidance program to occupy former Middle School administration suite, and Middle School administration to occupy former High School administration suite.
- New classroom addition to accommodate additional space needs at the High School program.
- Reconfigure site to safely separate Middle School site circulation from High School site circulation.
- See pages 30 and 31 for a proposal for accomplishing this reconfiguration.

### Observations

The Committee makes the following observations in favor of reconfiguring the Middle School and High School programs within the Nile Kinnick campus building:

- The Nile Kinnick Campus was originally intended to become a 9-12 building at some point in the future. The most recent 2006 addition reflects this proposal with the large commons space, the wider circulation area, the larger classrooms and more appropriately sized science classrooms.
- The High School program can make use of the more appropriately sized science classrooms in the 2006 wing in lieu of construction of new science classroom space, which is more costly to construct.
- The size of the classrooms in the 2006 wing are more appropriate for high school students.
- By reconfiguring the programs it would be possible to create a more defined separation of the grade levels than is currently possible to do.
- The original south wing of the building is due for upgrades in HVAC, lighting and finishes. By addressing these needs this wing can become enhanced and updated to more than adequately accommodate the Middle School program.
- Relocating the District Office to the Decommissioned Adel Middle School Building is an economical way to provide the needed space for High School Administration and Guidance at the Nile Kinnick campus while at the same time providing a creative adaptive re-use of the Decommissioned Adel Middle School Building.





# ADM MIDDLE SCHOOL/HIGH SCHOOL

March 2014  
frk architects + engineers

MASTERPLANNING STUDY  
ADM DEWORO MIDDLE/COMMUNITY SCHOOLS DISTRICT  
DISTRICT OFFICE ADM, KANA





## **Decommissioned Minburn Elementary Recommendations**

- The ADM Community School District is to enter into discussions with potential partners (DMACC, other school districts) to consider converting the Minburn attendance center into a regional Agricultural Education Academy.
- The existing building will be evaluated for re-purposing. Portions would likely need to be razed and the remaining building thoroughly renovated.
- The athletic facilities could remain functional and continue to be used by the District and by community partners.

## **Decommissioned Adel Middle School Recommendations**

- The building would be renovated to accommodate the following program space for District use:
  - District Offices
  - School Board conference room
  - District central receiving and storage
  - Athletic programming
  - Additional District office or educational space

## **Additional District Capital Projects**

### Adel Elementary

- HVAC upgrades
- Playground
- Secure entrances/classroom door locks
- Site circulation and parking
- Window replacement

### DeSoto

- Administration remodel or relocation
- Original building toilet room remodel
- Conference room space
- Secure entrances (classroom doors in original building, classroom door locks in newer building)
- Site circulation and parking
- Window replacement in original building (including bay window)
- Art Room/Music Room/Cafeteria reconfiguration (cafeteria to no longer share space with art room)
- Roof replacement

## ADM Middle School/High School

- Auditorium improvements (or new auditorium addition or new stand alone Performing Art Center)
- HVAC upgrades
- Roof replacement
- Secure entrances/classroom door locks/exterior doors
- Science classrooms renovation (if H.S. remains in south wing)
- Update lighting in H.S. wing
- Site circulation and parking
- Stadium improvements (track, bleacher expansion, concessions, restrooms, turf)



Part Three:

Additional Information

## **Glossary/Abbreviations**

**AIA** - American Institute of Architects

**CEFPI** - Council of Educational Facility Planners International

**Grossing Factor** - A percentage used to indicate the ratio between program space (classrooms, library, administration, etc..) and non-program space (corridors, mechanical rooms, storage rooms, toilet rooms, thickness of walls, etc..) A typical grossing factor for educational facilities is 1.4. In other words, about 60% of the space in a building is program space and about 40% of a building is non-program space. Sometimes this ratio is called the Efficiency Factor.

**HVAC** - Heating Ventilation and Air Conditioning systems

**NCES** - National Center for Education Statistics

**SF** - Square Feet

**TAG** - Talented and Gifted

## **Attachments**

- Meeting Minutes
- Master Planning Options
- Master Planning Costing Options



## ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

### DISTRICT GOALS ESTABLISHED AUGUST 2012

#### Short-Range Goals

1. 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 2012 to the percent proficient or above in 2013. Goal is 86.0%.
2. 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 2012 to the percent proficient or above in 2013. Goal is 88.0%.
3. 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 2012 to the percent proficient or above in 2013. Goal is 92.0%.
4. Maintain participation in the DMACC Career Center in Perry.
5. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.
6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core.
7. Increase the graduation rate to 97%.
8. Implement writing units of study in 2012-13.
9. Increase frequency of technology used in instruction based on a pre and post survey.
10. Increase STEM opportunities by implementing Biomedical PLTW in 2013-14.
11. Conduct facility review to create long-range facility plan.
12. Plan for Department of Education Accreditation Site Review with no major non-compliance issues.

#### Long-Range Goals

1. Recruit and retain the best employees possible.
2. Provide quality staff development that is research and data driven, results oriented, and collaborative.
3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.
4. Ensure every student has a safe learning environment. Use 2014 Iowa Youth Survey results in school staff/student support domain to measure.
5. Ensure the financial stability of the district.
6. Increase opportunities for students in school and in the communities.

### STUDENT LEARNER OUTCOMES

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be EFFECTIVE COMMUNICATORS who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be COMPLEX THINKERS who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts and processes effectively and thoroughly.
3. Define a problem, generate options and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be COLLABORATIVE WORKERS who:

1. Share their own opinions.
2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be SELF-DIRECTED LEARNERS who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

1. Accept responsibility for their actions.
2. Display knowledge of the workings of democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and equality of individuals.

*"Experiencing Success Today, Achieving Dreams Tomorrow"*



ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE  
2012-13 SCHOOL YEAR

GOAL:	2011-12 DATA	2012-13 DATA	GOAL MET?
<p>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (83.9%) to the percent proficient or above in 2013.</p> <p>District Goal is 86.0%</p>	83.9%	84.5%	Yes
<p>Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (86.8%) to the percent proficient or above in 2013.</p> <p>District Goal is 88.0%</p>	86.8%	83.7%	No
<p>Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (90.7%) to the percent proficient or above in 2013.</p> <p>District Goal is 92.0%</p>	90.7%	89.0%	No



ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE  
2013-14 SCHOOL YEAR

GOAL:	2012-13 DATA	2013-14 DATA	GOAL MET?
<p>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (84.5%) to the percent proficient or above in 2014.</p> <p>District Goal is 86.0%</p>	84.5%		
<p>Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (83.7%) to the percent proficient or above in 2014.</p> <p>District Goal is 87.0%</p>	83.7%		
<p>Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (89.0%) to the percent proficient or above in 2014.</p> <p>District Goal is 91.0%</p>	89.0%		

# ADEL DESOTO COMMUNITY SCHOOL DISTRICT REQUEST FOR PROPOSAL FOR BANKING SERVICES

## I. OBJECTIVE

The Adel DeSoto Community School District (the "School District") is currently seeking proposals from qualified financial institutions interested in providing the highest quality depository and treasury management services at the lowest cost to the School District. The School District is a tax-exempt entity, and therefore, taxes are not to be included in a proposer's fee calculations.

## II. PROPOSAL PROCEDURES

### A. SCHEDULE OF PROPOSAL (RFP)

Issue RFP	April 19, 2013
Proposals Due	May 6, 2013
Review and Submission to Board	May 9 to May 13 2013
Board Approval/Award of Contract	May 13, 2013

### B. PREPARATION OF PROPOSAL

All proposals should respond clearly to the questions and information requested in the RFP and should include fees to be charged for any services. Any questions regarding the RFP should be directed to Nancy Gee, Business Manager, at [ngee@adm.k12.ia.us](mailto:ngee@adm.k12.ia.us).

### C. SUBMISSION OF PROPOSALS

The proposals should be sent to:

Nancy Gee  
Business Manager  
Adel DeSoto Minburn Community Schools  
801 Nile Kinnick Drive South  
Adel, Iowa 50003

All proposals must be delivered to the above office on or before May 6, 2013 at 4:00 P.M. (Proposals after the above date and time will not be considered). The Adel DeSoto Minburn Community School District is under no obligation to return



proposals. The envelope containing the proposal should clearly be marked on the outside with "Request For Proposal-Banking Services".

D. ADDITIONAL INFORMATION

The School District reserves the right to request additional information, if necessary, for the evaluation of the proposals. The proposal cannot contain promotional or display materials. The School District is not responsible for any costs incurred in the preparation of this proposal.

E. DISPOSITION OF PROPOSALS

All proposals shall become the property of the School District and shall not be returned to the proposer. All proposals also become public record as soon as received by the District.

F. SIGNATURES

The proposal and any clarifications to it shall be signed by an officer of the proposing bank empowered to bind the bank in a contract.

III. AWARD OF CONTRACT

A. RIGHT OF REJECTION BY THE ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

Notwithstanding any other provisions of this RFP, the School District reserves the right to award this contract to the financial institution that best meets the requirements of the RFP, and not necessarily, to the lowest bidder. Further, the School District reserves the right to reject any or all proposals prior to execution of the contract, with no penalty to the School District.

B. CONTRACT TERM

The selected bank will be designated as the School District's primary depository institution and the contract shall be in effect for a term of three (3) years commencing July 1, 2013. The contract shall continue in force from year to year after the expiration of the initial term, subject to annual price renegotiation, provided that notice to terminate has not been exercised by either party.

C. TERMINATION OF CONTRACT

The contract may be terminated by either party by giving the other party written notice of such intent not less than one hundred twenty (120) days prior to the effective date of termination. If, at any time, funds are not appropriated to continue to fulfill the terms of the resulting contract, the School District shall have the right to terminate the contract without penalty by giving thirty (30) days' written notice to the successful bank. In the event of termination, claims for compensation will be governed by the method of remuneration option agreed upon and, if applicable, shall be limited to verifiable services rendered.

#### IV. PROPOSER'S QUALIFICATIONS

##### MINIMUM ELIGIBILITY REQUIREMENTS

A bank must meet the following minimum qualifications to submit a response to the RFP for the Adel DeSoto Minburn Community School District. A submission of a response to the RFP confirms that the Financial Institution meets these minimum requirements.

1. To be eligible to submit a proposal, a bank must meet the following qualifications:
  - a. Be federally or State of Iowa chartered bank.
  - b. Be federally insured.
  - c. Have at least one full-service branch located within the boundaries of the Adel DeSoto Minburn Community School District, and this branch must include night depository services.
2. Have a Community Reinvestment act (CRA) rating of "Satisfactory" or higher. Include ratings for Bank Financial Strength, Bank Deposits and Issuer Rating.
3. Provide evidence of compliance with the provisions of Chapter 12C of the Code of Iowa or any successor statute.
4. The financial institution must have assets in excess of \$500,000,000.00.
5. The financial institution must have local customer service for all treasury management services; including but not limited to, depository and disbursement services, ACH, wire transfer, on-line banking, positive pay, and remote deposit services.
6. The financial institution must have direct access to the check clearing and collection services of the Federal Reserve.



7. The financial institution must have direct electronic access to the Federal Reserve's wire and ACH network, and must be prepared to execute transactions promptly upon authorization of the School District.
8. The financial institution must have the ability to do wire transfers, ACH services, and internal transfers on-line through an internet based system.
9. The financial institution must have a remote deposit product.
10. The financial institution must comply with all regulatory, audit and investment policies of the School District. Please see exhibit A for School District policy.
11. The financial institution must include only market available equipment and field tested software for all depository and treasury management services. In addition, the financial institution must be able to show the School District that the product and services are proven in the marketplace.
12. The School District reserves the right to open additional accounts at a later date. The unit fees for services associated with additional accounts shall not exceed the unit fees for the same services for the primary account.
13. The financial institution shall provide signature guarantee services for the School District.

### **BUSINESS ORGANIZATION**

14. An overview of the banking services available at branch or headquarters that would serve as the primary facility for the School District's account including ability to cash payroll checks, service daily deposit needs, lobby and drive through hours of availability, night drop depository services, and safety deposit box availability.
15. The physical locations and hours of availability of the branch or headquarters that would serve as the primary facility of the School District's account.
16. Other branches in the District that would handle parts of the School District's account.
17. Branches in the District that would be available for cashing payroll and accounts payable checks.
18. The names of the owner(s) of the bank, as well as the principal executive and management personnel that would handle the School District's account.



19. List names, titles, telephone, fax numbers, and e-mail addresses for key bank contact personnel. Also provide a brief resume for each contact.
20. Annual audited financial statements for the past two years.

### **REFERENCES**

21. References of at least two (2) public sector clients; and two (2) private sector clients. If your bank has an insufficient number of public sector clients, substitute private sector client references. In either case, the most useful references will be those for customers with transaction volumes similar to the School District. Please provide name, address, telephone number, and a contact person for each reference.

## **V. SCOPE OF SERVICES**

### **A. GENERAL INFORMATION**

While the exact range and extent of services to be provided will be subject to contract negotiation, the School District anticipates that the selected bank shall provide, at a minimum, professional services and dedicated personnel necessary to perform the following services. The proposal shall describe in detail how the proposer intends to accomplish each of the services below.

### **B. ACCOUNTS**

The School District currently has one main checking account. This account is used as the School District's main account to receive and disburse all funds for School District operations and to originate the majority of investment transactions. The current average ledger balance is approximately \$6,970,000. Associated with the main account is a sweep account with an average ledger balance of \$200,000. On a monthly basis, approximately 370 vendor and payroll checks are processed. The District currently utilizes direct deposit of payroll payments for about 290 employees on the twentieth (25<sup>h</sup>) of the month totaling over \$500,000 monthly.

### **Depository Services**

22. Cashing of Payroll Checks-The School District requires the depository bank and all its branches to cash payroll checks, on a walk-in basis as necessary. Will the Bank be able to facilitate that service for the School District? Will there be a fee for those employees to cash payroll checks if they are non-account holders at the Bank?
23. Direct Deposit of Payroll Payments-The District currently offers employees direct deposit of salary payment. Please describe your direct deposit services and procedures for utilization as well as fees.



24. What is the cut-off time to ensure same day ledger credit?
25. Do you require checks and currency be on separate deposit tickets?
26. Do you accept loose and/or rolled coin for deposit at the branch and at the night drop?
27. How do you determine and calculate availability of deposited items? Indicate or attach the Bank's availability schedule.
28. Can return items be automatically re-deposited? What is the notification process on those items?
29. What documentation is provided with deposit correction adjustments, and within what timeframe?
30. The financial institution shall have the ability to research questions related to activity in this account and to provide timely information to the School District's staff. How long does it take the financial institution to provide copies or documentation for a research request?

#### **Automated Clearing House (ACH) Services**

31. The School District expects to receive notification, preferably via e-mail, of ACH debits or credits to their accounts. What is the capability and timing of such notifications?
32. Does the bank use transaction or file dollar limits? If so, is the customer informed of its limit? What procedures are followed when the customer submits a file that exceeds the limit?
33. What are the bank's cut-off times for customer initiation of ACH transactions? File? Fund Transfer?
34. Describe the security procedures used to verify accurate and secure receipt of transmissions.
35. How does the bank handle file and item reversals and deletions?
36. What are the hardware/software requirements?
37. Is the Bank's ACH application accessible through the Bank's Internet based on-line banking system?

38. What training does the bank provide for software installation and use? Is the training in person or via the telephone?
39. Can the School District build a data base of repetitive transactions? If so, which party maintains the database? How much lead time is required to set up a new repetitive transfer?
40. Does the Bank offer ACH debit filter/block services? How do you handle receipt of entries from unauthorized entities?
41. Can you stop payment of individual ACH transactions? Describe the procedure.
42. Do you provide CCD+/CTX addenda information on received ACH transactions?

### **Reporting Services**

43. What are the hours of access of the information reporting system?
44. Does the bank provide current day information? How frequently is this information updated throughout the day? Provide a list of transaction types available on your current day reports
45. Describe the level of detail provided in previous and current day reports and provide examples of balance and transaction reports.
46. Discuss the features of your inquiry capabilities. Does the bank's system offer the ability to inquire about specific transaction types?
47. How many days of history can be accessed through the system? Provide sample reports. Does the system provide for history inquiry by date ranges?
48. Does the bank have the ability to provide the customer with a download of historical data?
49. What other bank services are available through the system? For example, does the system support funds transfer initiation? ACH services? Remote Deposit Services? Reconciliation Services, etc?
50. Does the bank provide all of the services associated with this product, or does a third party provide any of the services? If third parties are used, describe which services are provided by the vendors(s) and the name(s) of the vendor(s).
51. Can access to account information be segregated by user? By account? By type of activity?



52. The School District requires the ability to initiate stop payments on-line, as well as immediate acknowledgement that the stop payment was accepted by the Bank.
53. What security procedures does the bank use to protect access to customer data (hardware/software, physical)?
54. What are the bank's disaster recovery procedures? How quickly can back-up facilities be activated?

**Wire Transfer Services-**

The School District requires that the bank handle requests for wire transfers in an expeditious manner, regardless of whether the request is by telephone or via terminal access. The School District prefers to utilize an electronic system to initiate wire transfers.

Incoming wire transfers will be accepted by the financial institution and credited to the School District's account on the date the wire transfer is received.

55. Describe the Bank's method for processing, approval and release of wire transfers through the on-line banking system and via the telephone. Can secondary authorizations be established?
56. Can the Bank establish a repetitive wire transfer on-line?
57. What are the processing times for outgoing domestic wire transfers through the on-line banking system and via telephone?
58. How late are incoming domestic wire transfers posted to the School Districts account?
59. How soon after execution of the wire would an internal confirmation number be available?
60. How soon after execution would the Fed Reference number be available?
61. Does the Bank's wire transfer system have the capability of warehousing instructions for future value dated wire transactions? If so, how far in advance can the wires be initiated?
62. Does the Bank charge for storage of the repetitive wire transfer templates?
63. Can user password/PIN number restrict that employee to certain function, such as: repetitive only, data entry only, approves only, dollar limits?
64. What contingency plans does the Bank have for backup in the event of equipment (hardware) or system (software) failure?



65. Does the Bank have off-site backup for disaster recovery?

**Other**

66. Stop Payments-The School District desires the ability to initiate on-line stop payments through a personal computer, as well as immediate acknowledgement that the stop payment was accepted by the bank's system.
67. Returned Check Processing-The School District requires that all items returned for insufficient funds be presented for payment a second time. The School District averages 1-2 returned checks a month.
68. Website Access-The School District requires the banking institution to be accessible through a website. Please provide a detail of your website presence including features available.
69. Account Analysis-The cut-off date for statement purposes for School District bank accounts will be the last banking business day of each month. What is the normal delivery date for business cycle statements?
70. Imaging-The School District is interested in having images made of paid checks to be placed on a CD-ROM. Any additional information that the financial institution wishes to share regarding imaging capabilities may be included in a narrative response within this section.
71. Overnight/Short Term-The School District desires a sweep account to optimize the investment return on account balances. Please describe your services related to sweep accounts and all fees related to this service. Provide return history for overnight repurchase agreements and sweep accounts for the period from July 1, 2012- March 31, 2013. Describe options for other overnight investments.
72. Positive Pay-The District may choose to utilize advance reconciliation to reduce the possibility of check fraud. Describe your bank's positive pay processing including information transfer requirements and charges.
73. Conversion-Describe a conversion plan to transfer banking services of the Adel DeSoto Minburn School District to your financial institution. What lead time do you expect will be necessary before the conversion begins? Indicate your plans for educating and training Adel DeSoto Minburn School District employees in the use of your systems.



ADEL DESOTO MINBURN CSD  
INFORMATION

Average Checking Account Balance from January – December 2012	\$6,971,377
Average Monthly Electronic Debits	6
Average Monthly Electronic Deposits	10
Average Monthly Bank Deposits	60
Average Monthly Wire-Outgoing	1
Average Returns	5

### Interest Rates Paid on Checking Account 2012-13

	Rate %	Amount
July	0.25	1,489.06
August	0.2	1,075.18
September	0.2	941.22
October	0.2	1,130.51
November	0.2	1,200.55
December	0.15	969.35
January	0.15	975.58
February	0.15	866.91
March	0.15	960.89
April	0.15	1,076.15
May	0.15	1,108.53

**Total Earned to Date                      11,793.93**

### Scenario Using \$5,000,000 Balance

\$5,000,000	0.25	0.4	\$1,041.67	\$1,666.67
	0.2	0.4	\$833.33	\$1,666.67
	0.2	0.4	\$833.33	\$1,666.67
	0.2	0.4	\$833.33	\$1,666.67
	0.2	0.4	\$833.33	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
	0.15	0.4	\$625.00	\$1,666.67
			\$8,125.00	\$18,333.33

**Possible Interest Revenue Increase**

**\$10,208.33**



### Interest Rates Paid on Checking Account 2012-13

	Rate %	Amount
July	0.25	1,489.06
August	0.2	1,075.18
September	0.2	941.22
October	0.2	1,130.51
November	0.2	1,200.55
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March	0.15	960.89
April	0.15	1,076.15
May	0.15	1,108.53

**Total Earned to Date                      11,793.93**

### Scenario Using \$5,000,000 Balance

\$8,000,000	0.25	0.4	\$1,666.67	\$2,666.67
	0.2	0.4	\$1,333.33	\$2,666.67
	0.2	0.4	\$1,333.33	\$2,666.67
	0.2	0.4	\$1,333.33	\$2,666.67
	0.2	0.4	\$1,333.33	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67
	0.15	0.4	\$1,000.00	\$2,666.67

\$13,000.00    \$29,333.33

**Possible Interest Revenue Increase**

**\$16,333.33**

*ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.*

***"Experiencing Success Today, Achieving Dreams Tomorrow"***

**NOTICE OF PUBLIC MEETING**

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District meet in a work session at 3:00 p.m. on the 10th day of June 2013, in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

**WORK SESSION AGENDA  
DISTRICT BOARD ROOM**

**June 10, 2013  
3:00 P.M.**

**OPENING:**

3:00 P.M.      Call to order  
                    Roll call  
                    Emergency additions and adoption of agenda

**WORK SESSION TOPICS:**

3:05              Data Review/Goal Setting  
                    Piper Jaffray – Bonding Capacity Discussion  
                    FRK – Facility Master Planning

6:00              Adjournment

**ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT**  
801 Nile Kinnick Drive S.  
Adel, Iowa 50003  
(515) 993-4283

**Nancy Gee**  
Secretary  
Board of Directors



## ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

### DISTRICT GOALS ESTABLISHED AUGUST 2012

#### Short-Range Goals

1. 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 2012 to the percent proficient or above in 2013. Goal is 86.0%. *11-12*
2. 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 2012 to the percent proficient or above in 2013. Goal is 88.0%.
3. 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 2012 to the percent proficient or above in 2013. Goal is 92.0% *12-13*
4. Maintain participation in the DMACC Career Center in Perry. *37, 33, 11-12*
5. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.
6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core.
7. Increase the graduation rate to 97%. *97.46 to 100% 11-12*
8. Implement writing units of study in 2012-13. *Already implemented*
9. Increase frequency of technology used in instruction based on a pre and post survey. *maybe think assessment of it*
10. Increase STEM opportunities by implementing Biomedical PLTW in 2013-14. *How do we grow this?*
11. Conduct facility review to create long-range facility plan.
12. Plan for Department of Education Accreditation Site Review with no major non-compliance issues. *delete 12 - done*

#### Long-Range Goals

1. Recruit and retain the best employees possible.
2. Provide quality staff development that is research and data driven, results oriented, and collaborative.
3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.
4. Ensure every student has a safe learning environment. Use 2014 Iowa Youth Survey results in school staff/student support domain to measure.
5. Ensure the financial stability of the district.
6. Increase opportunities for students in school and in the communities.

### STUDENT LEARNER OUTCOMES

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be EFFECTIVE COMMUNICATORS who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be COMPLEX THINKERS who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts and processes effectively and thoroughly.
3. Define a problem, generate options and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be COLLABORATIVE WORKERS who:

1. Share their own opinions.
2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be SELF-DIRECTED LEARNERS who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

1. Accept responsibility for their actions.
2. Display knowledge of the workings of democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and equality of individuals.



ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE  
2012-13 SCHOOL YEAR

GOAL:	2011-12 DATA	2012-13 DATA	GOAL MET?
<p>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (83.9%) to the percent proficient or above in 2013.</p> <p>District Goal is 86.0%</p>	83.9%	84.5%	Yes
<p>Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (86.8%) to the percent proficient or above in 2013.</p> <p>District Goal is 88.0%</p>	86.8%	83.7%	No
<p>Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (90.7%) to the percent proficient or above in 2013.</p> <p>District Goal is 92.0%</p>	90.7%	89.0%	No



ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE  
2013-14 SCHOOL YEAR

GOAL:	2012-13 DATA	2013-14 DATA	GOAL MET?
<p>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (84.5%) to the percent proficient or above in 2014.</p> <p>District Goal is 86.0%</p>	84.5%		
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