

# Annual Progress Report



The Earlham Community School District Annual Progress Report (APR) is the school district's "report card" to the community and the state. Each school is required to submit a yearly report to the Department of Education showing the progress it has made toward district and state achievement goals. The report must include Annual Improvement Goals, achievement scores in reading, math and science from grades 3 through 8 and II, and other indicators of student success, such as attendance, graduation rate, and American College Testing Program (ACT) data.

The district's achievement goals are in line with the state's target goals for meeting the requirements of No Child Left Behind (NCLB). We are required to report students as a whole (all) and the subgroups by gender, Individual Educational Plan (IEP), and socio-economic status (SES) if these subgroups are large enough so as not to identify individual students. With the combination of students in grades 3-6, some of the subgroups listed are now large enough and the achievement data will be noted in this report.

During the 2012-13 school year, the elementary school was

## Mission Statement

The Mission of the Earlham Community School District is to develop responsible, independent, productive citizens.

## Vision Statement

The Earlham Community School District believes that the ultimate purpose of education is to challenge all students to reach their highest levels of achievement possible in order to become life-long learners.

identified as a School In Need of Assistance (SINA) in the area of math. This required the school to complete an action plan to increase student achievement in the elementary in the area of math.

The Iowa Assessment is the instrument that is used to report student proficiency. Proficiency is defined as scoring at the 41st National percentile or higher. We also use Measures of Academic Progress (MAP) testing data to assess student academic growth and proficiency in grades 7-12 and Skills Iowa in grades 3-6.



**ECSD Board of Directors**

*Front Row: Board President Teresa Waldron, Vice-President Kathy Woolcott.  
Back Row: Andrew Arnburg, David Morford and Steve Willem.*

**We Believe:**

- Student learning is our primary purpose.
- Effective teaching is essential to student success.
- Successful education occurs in a safe, stimulating, challenging and positive environment.
- All individuals deserve to be treated with dignity and respect.
- A diversity of educational opportunities is essential to effective student learning.
- Learning is a shared responsibility by students, parents, staff and the community.
- Students need learning and basic life skills to become responsible, independent productive, citizens.

**District Learning Goals**

**Communication:** Students will be able to speak and write effectively, to read and listen for understanding and utilize technology for a resource.

**Productive Citizen/Social Responsibility:** Students will interact constructively and work cooperatively with others. Students will recognize the rights and responsibilities of American citizenship in a global society.

**Problem Solving:** Students will have the ability to research information using all available resources and to think critically using these resources.

**Cognitive Skills:** Students will demonstrate knowledge and mastery/competency of core subject areas.

**Diverse Society:** Students will demonstrate awareness of the contribution of other cultures and beliefs and the interaction between them.

**Technology:** Students will have the ability to understand and utilize technology as it develops.

**Long-Term Goals**

READING GOAL

All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

MATH GOAL

All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

SCIENCE GOAL

All K-12 students will achieve at high levels in science, prepared for success beyond high school.



## SUMMARY OF ANNUAL IMPROVEMENT GOALS AND RESULTS

### READING GOALS

1. Decrease the percentage of students in 4th-6th grade who fall in the below proficient range to 10% or less as measured on the Iowa Assessment

Result: 19.7% - Goal Not Met

2. Increase the percentage of students in 4th-6th grade who fall in the advanced proficient range to 18% or more as measured on the Iowa Assessment

Results: 23.1% - Goal Met



### MATH GOALS



1. Decrease the percentage of students in 4th-6th grade who fall in the below proficient range to 25% or less as measured on the Iowa Assessment

Results: 20.4% - Goal Met

2. Increase the percentage of students in 4th-6th grade who fall in the advanced proficient range to 14% or more as measured on the Iowa Assessment

Result: 19.7% - Goal Met

### SCIENCE GOALS

1. Decrease the percentage of students in 6th-8th grade who fall in the below proficient range as measured on the Iowa Assessment

Result: 19.0% to 20.4% - Goal Not Met

2. Increase the percentage of students in 6th-8th grade who fall in the advanced proficient range as measured on the Iowa Assessment

Result: 12.7% to 8.9% - Goal Not Met



### EARLY LITERACY GOALS

1. Increase to 70% or more the number of K-1st students that reach the Nonsense Word Fluency Spring Benchmark as measured by DIBELS

Result: 63% of Kindergarten students were at or above the Spring Benchmark

48% of 1st Grade students were at or above the Spring Benchmark

55% of K-1st Students were at or above the Spring Benchmark - Goal Not Met

### THREE-YEAR TREND READING DATA

The following chart shows the percent of students who scored at the 41st percentile or above on the Reading Comprehension test when in 4th grade. For the 11-12 and 12-13 school years, the test used was the Iowa Assessment and the 2010-11 test were the Iowa Test of Basic Skills. Because the tests were different, there is not a direct correlation between the scores of the two tests.

Percent of 4th Grade Students at or above the 41st Percentile	
2012-13	92%
2011-12	75%
2010-11	87%

The table below shows the three levels of proficiency for the 4th grade students on the ITBS Reading Comprehension Test for 2010-11 and the Iowa Assessment Reading test for 2011-12 and 2012-13. Students who score in the 90th percentile or above are considered to be in the high achievement level. Those who scored between the 41st and 89th percentile are considered to be in the Intermediate Achievement Level. Students who scored in the intermediate or high levels are considered proficient. Students who scored below the 41st percentile are considered to be in the low category.

Year/Grade	Less Than Proficient - 40th Percentile or Below	Proficient - 41st Percentile to 89th Percentile	Advanced - 90th Percentile or Above
10-11 - Gr. 04	13%	65.2%	22%
11-12 - Gr. 04	25%	52.7%	22%
12-13 - Gr. 04	8.9%	48.9%	42.2%

### MULTIPLE ASSESSMENT DATA FOR READING

GRADE	MEAN DISTRICT RIT (FALL)	MEAN DISTRICT RIT (SPRING)	NWEA NORM RIT (SPRING)
7	219	223.8	219.7
8	222.6	224.2	222.4
9	222.9	225.8	222.9
10	222.9	225.9	223.8
11	220.8	225.3	223.7

## READING ACHIEVEMENT GRADES 3-11 FOR 2012-13

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

Grade	Percent Proficient (41 Percentile & Above)	Less than Proficient (Below 41st Percentile)	Proficient Level (41st-89th Percentile)	Advanced (90th Percentile & Above)
3	69.4%	30.6%	46.9%	22.4%
4	92%	8%	48.9%	42.2%
5	87.3%	12.7%	37.3%	20%
6	61.7%	38.3%	53.2%	8.5%
7	79.6%	20.4%	70.4%	9.3%
8	78.6%	21.4%	64.3%	14.3%
9	82%	18%	76%	6%
10	85.1%	14.9%	76.6%	8.5%
11	79.6%	20.4%	67.3%	12.2%





### THREE-YEAR TREND MATH DATA

The following chart shows the percent of students who scored at the 41st percentile or above on the Math Comprehension test when in 4th grade. For the 11-12 and 12-13 school years, the test used was the Iowa Assessment and the 2010-11 test were the Iowa Test of Basic Skills. Because the tests were different, there is not a direct correlation between the scores of the two tests.

Percent of 4th Grade Students at or above the 41st Percentile	
2012-13	72.4%
2011-12	78.8%
2010-11	84%

The table below shows the three levels of proficiency for the 4th grade students on the ITBS Math Comprehension Test for 2010-11 and the Iowa Assessment Math test for 2011-12 and 2012-13. Students who score in the 90th percentile or above are considered to be in the high achievement level. Those who scored between the 41st and 89th percentile are considered to be in the Intermediate Achievement Level. Students who scored in the intermediate or high levels are considered proficient. Students who scored below the 41st percentile are considered to be in the low category.

Year/Grade	Less Than Proficient - 40th Percentile or Below	Proficient - 41st Percentile to 89th Percentile	Advanced - 90th Percentile or Above
10-11 - Gr. 04	16%	70%	14%
11-12 - Gr. 04	21%	75%	4%
12-13 - Gr. 04	28.6%	53.6%	17.9%

### MULTIPLE ASSESSMENT DATA FOR MATH

GRADE	MEAN DISTRICT RIT (FALL)	MEAN DISTRICT RIT (SPRING)	NWEA NORM RIT (SPRING)
7	222.1	228	230.5
8	230.6	231	234.5
9	232	238.4	236
10	238.8	244.1	236.6
11	238.6	242	238.3

## MATH ACHIEVEMENT GRADES 3-11 FOR 2012-13

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

Grade	Percent Proficient (41st Percentile & Above)	Less than Proficient (Below 41st Percentile)	Proficient Level (41st-89th Percentile)	Advanced (90th Percentile & Above)
3	79.6%	20.4%	53.1%	26.5%
4	89.9%	11.1%	62.2%	26.7%
5	81.8%	18.2%	54.5%	27.3%
6	68.1%	31.9%	63.8%	4.3%
7	74.1%	25.9%	53.7%	20.4%
8	71.4%	28.6%	53.6%	17.9%
9	88%	12%	72%	16%
10	91.5%	8.5%	72.3%	19.1%
11	81.6%	18.4%	67.3%	14.3%



### THREE-YEAR TREND SCIENCE DATA

The following chart shows the percent of students who scored at the 41st percentile or above on the Science Comprehension test when in 4th grade. For the 11-12 and 12-13 school years, the test used was the Iowa Assessment and the 2010-11 test were the Iowa Test of Basic Skills. Because the tests were different, there is not a direct correlation between the scores of the two tests.

Percent of 4th Grade Students at or above the 41st Percentile	
2012-13	88.8%
2011-12	79.4%
2010-11	81.6%

The table below shows the three levels of proficiency for the 4th grade students on the ITBS Science Comprehension Test for 2010-11 and the Iowa Assessment Science test for 2011-12 and 2012-13. Students who score in the 90th percentile or above are considered to be in the high achievement level. Those who scored between the 41st and 89th percentile are considered to be in the Intermediate Achievement Level. Students who scored in the intermediate or high levels are considered proficient. Students who scored below the 41st percentile are considered to be in the low category.

Year/Grade	Less Than Proficient - 40th Percentile or Below	Proficient - 41st Percentile to 89th Percentile	Advanced - 90th Percentile or Above
10-11 - Gr. 04	16%	65%	18%
11-12 - Gr. 04	20%	77%	3%
12-13 - Gr. 04	12.2%	71.4%	16.3%

### MULTIPLE ASSESSMENT DATA FOR SCIENCE

GRADE	MEAN DISTRICT RIT (FALL)	MEAN DISTRICT RIT (SPRING)	NWEA NORM RIT (SPRING)
7	211.8	223.8	219.7
8	215.9	218.6	213.5
9	213.7	216.7	214.3
10	218.5	221.5	216.2
11	216.5	219.9	N/A



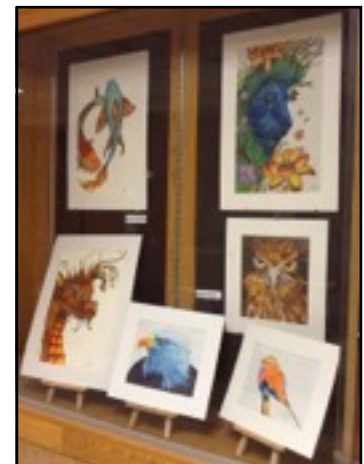
## SCIENCE ACHIEVEMENT GRADES 3-11 FOR 2012-13

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined as scoring in the 41st percentile or above on the Iowa Assessment. Advanced proficiency is defined as scoring in the 90th percentile and above.

Grade	Percent Proficient (41 Percentile & Above)	Less than Proficient (Below 41st Percentile)	Proficient Level (41st-89th Percentile)	Advanced (90th Percentile & Above)
3	79.6%	20.4%	44.9%	34.7%
4	96.6%	4.4%	53.3%	42.2%
5	74.5%	25.5%	54.5%	20%
6	79.7%	21.3%	74.5%	4.3%
7	67.7%	33.3%	64.8%	1.9%
8	93.9%	7.1%	82.1%	10.7%
9	90%	10%	78%	12%
10	92.5%	8.5%	78.7%	12.8%
11	88.8%	12.2%	71.4%	16.3%

### Iowa Assessments - Standard Error of Measurement

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student’s test score. The SEM can be described as a band of error. A test score is an estimate of a student’s true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student’s true score may be slightly higher or slightly lower than what is reported. For the Iowa Assessments, the SEM’s are presented in ranges, indicating where the student’s true score would likely fall. Students at Earlham took the Iowa Assessments during the Mid-Year Testing period.



### NAEP INFORMATION REQUIRED BY NCLB

As required by the No Child Left Behind Act, the Annual Progress Report must include the chart below which shows the national Assessment of Educational Progress (NAEP) for 2012: Average Scale Score and percent of Students at Each Achievement Level for Iowa and the Nation.

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	221	31%	35%	27%	6%
National Public	230	34%	34%	25%	7%
Reading - Grade 8					
Iowa	265	23%	44%	31%	2%
National Public	264	25%	43%	29%	3%
Mathematics Grade 4					
Iowa	243	14%	43%	37%	6%
National Public	240	18%	42%	33%	6%
Mathematics - Grade 8					
Iowa	285	23%	43%	26%	8%
National Public	283	28%	39%	26%	8%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

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### INCLUSION RATES: PERCENT INCLUDED IN THE NAEP 2011 ASSESSMENT

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.36%	91.9%	94.7%	90.4%
	Nation	76.6%	84.2%	75.5%	80.0%
Limited English Proficient Students	Iowa	97.8%	94.4%	99.0%	96.7%
	Nation	89.0%	95.9%	86.4%	93.1%

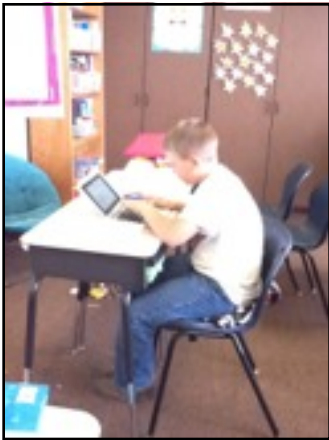
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment

WE'RE WORKING ON EARLY LITERACY



In addition to whole-group instruction, *all* students in the primary grades participate daily in a guided reading group. Guided reading groups are typically made up of 4-6 students reading at the same level of difficulty. Teachers select reading materials specifically for those students to grow in their knowledge of reading strategies and how words work. Students also have independent reading time each day. This time of reading familiar books builds confidence and fluency in our young readers.

20 weeks, depending on rate of growth. Additional guided reading lessons (also occurring every day) give students an additional “dose” of reading instruction tailored to their needs. Both of these interventions have been an effective way to help struggling students succeed before falling too far behind.



For those students who struggle with beginning reading, we offer Reading Recovery and additional guided reading lessons. Reading Recovery students receive individualized instruction for a highly trained teacher for 30 minutes each day. Students remain in the program for up to

Teachers collect and use data as they make instructional decisions about content and grouping. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a standardized assessment given three times during the school year. DIBELS measures student knowledge of phonemic awareness, phonics, and reading fluency. Results are shared with parents. The table below shows the number of students considered established in each area in the spring of 2013.

STUDENTS MEETING BENCHMARK IN SPRING DIBELS ASSESSMENTS

DIBELS MEASURE	KINDERGARTEN	FIRST	SECOND
PHONEME SEGMENTATION FLUENCY	84%	N/A	N/A
NONSENSE WORD FLUENCY-CORRECT LETTER SOUNDS	63%	70.1%	N/A
NONSENSE WORD FLUENCY-WHOLE WORDS READ	N/A	59%	N/A
ORAL READING FLUENCY-WORDS CORRECT	N/A	65%	78%
ORAL READING FLUENCY-ACCURACY	N/A	65%	67%
RETELL FLUENCY	N/A	N/A	74%

**OTHER SUCCESS INDICATORS**

**Post-Secondary Success**

The state of Iowa has established a score of 20 or greater on the ACT as an indicator of probable post secondary success. The Class of 2013, (24 of 31) 77% of students took the ACT with an average composite of 20.1. This compares to the Class of 2012 in which 32 of 57 students (56%) took the test with an average ACT composite of 23.7.

**Post-Secondary Education/ Training Intentions**

Of the 31 students in the Class of 2013, 28 (90.3%) intend to pursue postsecondary education/training.

**Core Program Completers**

Of the 31 graduates of the Class of 2013, 100% complete a core high school program. The core includes four year of English/ language arts and three or more years each of math, science, and social studies. This compares to 100% in 2011-12 and 100% in 2010-11.

**Graduation Rate**

State reporting of the district's graduation rate is one year behind. The graduation rate of the Class of 2012 is 98.11%. This compares to the statewide graduation rate for 2011-2012 of

91.45%. The graduation rate for the class of 2011 was 96.23%.

**Dropout Rate:**

State reporting of the district's dropout rate is one year behind. For the 2011-12 school year, the district dropout rate for grades 7-12 was 1.03%. This compares to a statewide dropout rate for grades 7-12 of 3.20%.

**Attendance:**

For 2012-13, the district's K-8 attendance was 96.06%. The state goal is 95.8%. In 2011-12, K-8 average daily attendance was 96.82%.

**Highly Qualified Teachers:**

The Earlham Community Schools are proud to have highly qualified faculty and staff who are certified to teach in the grade levels or curricular areas to which they are assigned. The percent of classes not taught by highly qualified teachers is 0%.

**Technology Literacy**

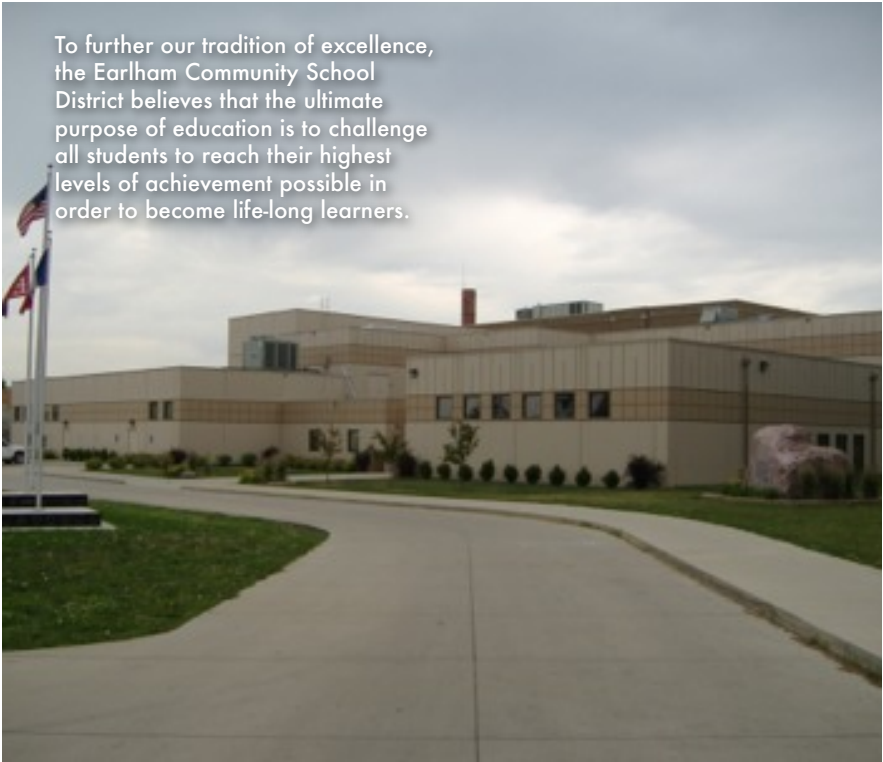
The Earlham Community School assesses all 8th grade student in technology literacy using a locally developed technology course. During the 2012-13 school year, 100% of the 8th grade students were deemed proficient based upon 8th grade technology course requirements.





# goals

EARLHAM SCHOOLS  
2013-2014



To further our tradition of excellence, the Earlham Community School District believes that the ultimate purpose of education is to challenge all students to reach their highest levels of achievement possible in order to become life-long learners.

## High School Goals

### Academic Goals

1. 70% of students in grade 12 will show college and career readiness by the end of their senior year in both reading and math.
2. Students in grades 9-12 will show growth in at least one of the following assessments: MAP (Language Usage RIT Spring to Spring) or the Iowa Assessments (Written Expression).

### Climate Goals

1. An 89% participation rate in extra-curricular activities will maintain in the student body.
2. Increase student and teacher participation in MTV time.

## Middle School Goals

### Academic Goal

Meet or exceed three of the five targeted growth goals on the MAP tests (comparing fall with spring testing).

### Climate Goal

80% of all middle school students will be members of the Cardinal Club, which will monitor academic success as well as behavior.



## Elementary Goals

Kindergarten: 78% will meet NWF Goal (28 correct letter sounds) on DIBELS.

1st grade: 78% will meet NWF Goal (58 Correct letter sounds) on DIBELS.

2nd grade: DORF - 97% accuracy - 78% - (36 of 46) students will be proficient on DIBELS.


3rd grade: 75% of students (27 of 36) will be in the Exceeds Proficiency or Meets Proficiency of the Skills Iowa Math Test.

4th grade: 73% of students (37 of 49) will be in the Exceeds Proficiency or Meets Proficiency of the Skills Iowa Math Test.

5th grade: 76% of students (35 of 46) will be in the Exceeds Proficiency or Meets Proficiency of the Skills Iowa Math Test.

6th grade: 75% of students (41 of 54) will be in the Exceeds Proficiency or Meets Proficiency of the Skills Iowa Math Test.

### District Goals



- Early Literacy:
  - Increase the percentage of K-1 students meeting the Nonsense Word Fluency grade level goal on DIBELS assessment to 78% or more
- Reading:
  - Decrease the percentage non-proficient to 10% or less in grades 3-6 on Iowa Assessment
  - Increase the percentage advanced proficient to 27% in grades 3-6 on Iowa Assessment
- Math
  - Decrease the percentage below proficient to 20% or less for grade 7 on Iowa Assessment
  - Increase the percentage advanced proficient to 20% or more for grade 7 on Iowa Assessment
- Science
  - Decrease the percentage below proficient to 15% or less in grades 6-8 on Iowa Assessment
  - Increase the percentage advanced proficient to 15% or more in grades 6-8 on Iowa Assessment

2012-2013 ATHLETIC HIGHLIGHTS

- Girls Cross Country, Girls Basketball, Girls Track, and Boys Track Teams qualified for State competitions.
- Boys Basketball advanced to District Semifinals.
- Girls Golf member advanced to Regional Finals.
- Baseball advanced to District Semifinals.
- Softball advanced to Regional Finals.
- West Central Athletic Conference All-Sports Champions
- Recognized by the IHSAA for not having an ejection of a coach or athlete
- The following athletes were selected for All-State Teams:
  - Zack Rice - Football
  - Dani Bagley - Volleyball
  - Morgan Johnson - Basketball
  - Abby Murphy, Hannah Murphy, Addie Herman, Kaylie Brindley - Softball
- Coach Caskey named Softball Conference and Regional Coach of the Year; Coach Braet named Cross Country Conference and Regional Coach of the Year; Coach Sheffield named Girls Basketball District Coach of the Year.



MUSIC DEPARTMENT HIGHLIGHTS

The High School Marching Band received a I rating at State Marching Band Competition. The High School Jazz Band placed 5th at State Jazz Band competition.



High School vocal and band students competed in State Solo and Ensemble Contest. The results for students that competed in the vocal contests are:

- 3 Division I Ratings
- 5 Division II Ratings
- 1 Division III Rating

The results for the students that competed in the band contests are:

- 8 Division "1" Ratings
- 6 Division "2" Ratings

Sarah Smith and Zach Howarth received a perfect score and Best of Center for their Marimba Duet.



DRAMA HIGHLIGHTS

The Earlham Drama Department presented *Anne of Green Gables* in the Fall and *The Big Bad Wolf* in the fall.



2012-2013 ACADEMIC HIGHLIGHTS



**Implementation of PBIS**

After a year of training and preparation, the Earlham Community School District grades PK-8 began the Positive Behaviors Interventions and Supports (PBIS) program with students, staff and the community.

The PBIS program began with a half day of stations to introduce and instruct students & staff about the behavior expectations for each of the school's common areas so that it could be implemented with integrity. Cardinal Compliment Cards (CCC's) are given out to reinforce expected behavior in a positive manner, as well as monthly celebrations. Likewise, major and minor issues are tracked for continuing inappropriate behavior in order to provide re-teaching as needed and to verify that the program is effective.

Continued reinforcement, lessons and incentives are offered to students and staff as the district continues their second year with the PBIS program. 2014-15 year will bring classroom PBIS as the next phase.

**Academic Notes**

Mr. Sletten was awarded the Golden Apple Award. P.I.E.

donated 42 iPads to the school. High school students earned a total of 296 college credits during the '12-'13 school year. Lauren Thompson competed in and won her age division at the National Braille Challenge.

**Speech Contests**

Four groups advanced to Large Group Speech Contest. Three groups earned Superior (I) ratings and one group earned an Outstanding (II) rating.

Four students competed in the District Speech Contest and moved on to State competition. Sarah Smith advanced to All-State.

**Art Show**

At the Conference Art Show, Earlham students received 22 awards: 14 Honorable Mentions, 1 5th place, 2 4th place, 2 3rd place, 2 2nd place, and 1 1st place.

**Future Farmers of America**

The FFA competed at the State FFA Convention and received the following awards:  
 -State Champion, Agriculture Sales, Erica Baier  
 -State Runner Up, Extemporaneous Speaking, Noah Taylor  
 -State Runner Up, Proficiency Award, Erica Baier  
 -State Rising Star Finalist, Erica Baier  
 -3rd Overall, Chapter Activity Exhibit, Branden Waldron and Sophie Hansen  
 -Silver 4th Place, Parliamentary Procedure, Branden Waldron, Justin Hopp, Lucas Morrison, Danielle James, Rachel Hoy, Hannah Taylor

-Iowa FFA Degree: Branden Waldron, Tyler Bretsch, Jared Rouw, Danielle James, Mackenzie Felt  
 -Recognized as a 1000+ Chapter by the Iowa FFA Foundation  
 -Silver Rating, Ag Issues: Kendra and Dani Nemmers, Jared Rouw, Mckenna von Rentzell, Sarah Dyer, Sydney Waldron  
 -Silver Rating, Job Interview: Mackenzie Felt  
 -Gold Rating, Farm Business Management: Grant Cupp, Sophie Hansen, Noah Taylor  
 -Silver Rating, Greenhand Quiz: Morgan Allen and Alexa Nielsen  
 -Bronze Rating, Team Ag Sales: Kelli Crabbs, Zeb Kester, Cole Milsap, Spencer Faust.

**2012-2013  
Administration**

MICHAEL WRIGHT  
Superintendent

DAVE WEMPEN  
7-12 Principal

JASON HAMMEN  
PK-6 Principal

KRISTIN SHEFFIELD  
Curriculum Director

CORY HOUGHTON  
Technology Director

JODI STROUD  
Business Manager

CHRIS CASKEY  
Athletic Director

SHAWN BOYLE  
Building & Grounds

MIKE BOOK  
Transportation Director

KAREN HAUSCHILDT  
Food Services Director