

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 11, 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 2014-15 school year, the elementary school was

**2014-2015
Mission**

Developing independent, responsible and 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)-II in the area of math, due to improvement in Iowa Assessment scores.

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

2014-2015 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 or above proficient level in reading comprehension by 2017.

MATH GOAL

All K-12 students will achieve at or above proficient level in math comprehension by 2017.

SCIENCE GOAL

All K-12 students will achieve at or above proficient level in science comprehension by 2017.



SUMMARY OF ANNUAL IMPROVEMENT GOALS AND RESULTS

READING GOALS

Grades 3-6 will be 85% proficient on the Iowa Assessment
 Grades 7-8 will be 75% proficient on the Iowa Assessment
 Grades 9-11 will be 88% proficient on the Iowa Assessment

Result: Goal Not Met

- 76% of grades 3-6 students were proficient
- 78% of grades 6-8 students were proficient
- 90% of grades 9-11 students were proficient

MATH GOAL

85% proficient at each grade level on the Iowa Assessment

Result: Goal Not Met

- Grade 3 = 79% proficient
- Grade 4 = 76% proficient
- Grade 5 = 84% proficient
- Grade 6 = 87% proficient
- Grade 7 = 87% proficient
- Grade 8 = 86% proficient
- Grade 9 = 78% proficient
- Grade 10 = 84% proficient
- Grade 11 = 87% proficient



SCIENCE GOALS

Grades 7-9 will be 88% proficient on the Iowa Assessment

Result: Goal Not Met

- 81% of Grades 7-9 students were proficient.

EARLY LITERACY GOALS

80% of K-2 students will meet grade level benchmark on the Spring 2015 FAST Assessment in Reading

Result: Goal Met

- 87.5% of K-2 students met benchmark.



THREE-YEAR TREND READING DATA

The following chart shows the percent of students who scored proficient and above on the Reading Comprehension Iowa Assessment when in 4th grade for the past three years.

Percent of 4th Grade Students at or above proficient

2014-15	70.6%
2013-14	81%
2012-13	92%

The table below shows the three levels of proficiency for the 4th grade students on the Iowa Assessment Reading test for the past three years. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/IA_Interpreting_Results.pdf

Year/Grade	Below Proficient	Proficient	Advanced Proficient
14-15 - Gr. 04	29.4%	50%	20.6%
13-14 - Gr. 04	18.9%	47.2%	34%
12-13 - Gr. 04	8.9%	48.9%	42.2%

MULTIPLE ASSESSMENT DATA FOR READING MEASURES OF ACADEMIC PROGRESS (MAP) ASSESSMENT

MAP Assessments are administered as the district's second assessment. These adaptive assessments measure individual student growth. For more information about MAP, refer to https://nwea.org/content/uploads/2014/07/ParentToolkit_o.pdf

GRADE	DISTRICT GRADE LEVEL MEAN RIT (SPRING)	NWEA NORM RIT (SPRING)	NUMBER OF STUDENTS ABOVE NWEA NORM RIT (SPRING)
4	203.8	205.9	16/34
8	223.3	220.1	28/44
11	227.9	222.3	29/39

READING ACHIEVEMENT GRADES 3-11 FOR 2014-2015

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/IA_Interpreting_Results.pdf

Grade	Total Percent Proficient by Gender		Percent Proficient by Grade Level		
	Female	Male	Below Proficient	Proficient	Advanced Proficient
2	93.3%	62.5%	22.6%	48.4%	29%
3	80%	72.2%	23.3%	46.5%	30.2%
4	73.3%	68.4%	29.4%	50%	20.6%
5	75%	77.4%	23.5%	56.9%	19.6%
6	83.3%	77.8%	20%	48.9%	31.1%
7	86.4%	77.4%	18.9%	54.7%	26.4%
8	81.5%	62.5%	25.6%	60.5%	14%
9	92.3%	86.2%	10.9%	63.6%	25.5%
10	100%	100%	0%	80%	20%
11	86.2%	72.2%	19.1%	74.5%	6.4%



THREE-YEAR TREND MATH DATA

The following chart shows the percent of students who scored proficient and above on the Math Comprehension test when in 8th grade. For the past three years, the test used was the Iowa Assessment.

Percent of 8th Grade Students at or above proficient

2014-15	79.2%
2013-14	81.13%
2012-13	72.4%

The table below shows the three levels of proficiency for the 8th grade students on the Iowa Assessment Math test for the past three years. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/IA_Interpreting_Results.pdf

Year/Grade	Below Proficient	Proficient	Advanced
14-15 - Gr. 08	21.8%	62.8%	23.3%
13-14 - Gr. 08	18.9%	60.4%	20.8%
12-13 - Gr. 08	28.6%	53.6%	17.9%

MULTIPLE ASSESSMENT DATA FOR MATH MEASURES OF ACADEMIC PROGRESS (MAP) ASSESSMENT

MAP Assessments are administered as the district's second assessment. These adaptive assessments measure individual student growth. For more information about MAP, refer to https://nwea.org/content/uploads/2014/07/ParentToolkit_0.pdf

GRADE	DISTRICT GRADE LEVEL MEAN RIT (SPRING)	NWEA NORM RIT (SPRING)	NUMBER OF STUDENTS ABOVE NWEA NORM RIT (SPRING)
4	215.1	213.5	20/34
8	237.5	230.9	31/44
11	240.3	235	31/46

MATH ACHIEVEMENT GRADES 3-11 FOR 2014-2015

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/.IA_Interpreting_Results.pdf

Grade	Total Percent Proficient by Gender		Percent Proficient by Grade Level		
	Females	Males	Below Proficient	Proficient	Advanced Proficient
2	86.7%	93.8%	9.7%	51.6%	38.7%
3	83.3%	76%	20.9%	37.2%	41.9%
4	86.7%	68.4%	23.5%	44.1%	32.4%
5	80%	87.1%	15.7%	37.3%	47.1%
6	94.4%	81.5%	13.3%	31.1%	55.6%
7	86.4%	87.1%	13.2%	56.6%	30.2%
8	88.9%	81.3%	14%	62.8%	23.3%
9	73.1%	82.8%	21.8%	65.5%	12.7%
10	88%	80%	16.4%	67.3%	16.4%
11	92.9%	77.8%	13%	67.4%	19.6%



THREE-YEAR TREND SCIENCE DATA

The following chart shows the percent of students who scored proficient and above on the Science Comprehension test when in 11th grade. For the past three years, Iowa Assessment was used to measure student proficiency.

Percent of 11th Grade Students at or above proficient.

2014-15	86.7%
2013-14	80.42%
2012-13	88.8%

The table below shows the three levels of proficiency for the 11th grade students on the Iowa Assessment Science test. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/.IA_Interpreting_Results.pdf

Year/Grade	Below Proficient	Proficient	Advanced Proficient
14-15 - Gr. 11	13.3%	75.6%	11.1%
13-14 - Gr. 11	19.6%	71.7%	8.7%
12-13 - Gr. 11	12.2%	71.4%	16.3%

MULTIPLE ASSESSMENT DATA FOR SCIENCE MEASURES OF ACADEMIC PROGRESS (MAP) ASSESSMENT

MAP Assessments are administered as the district's second assessment. These adaptive assessments measure individual student growth. For more information about MAP, refer to https://nwea.org/content/uploads/2014/07/ParentToolkit_o.pdf

GRADE	DISTRICT GRADE LEVEL MEAN RIT (SPRING)	NWEA NORM RIT (SPRING)	NUMBER OF STUDENTS ABOVE NWEA NORM RIT (SPRING)
4	202	201	22/34
8	217.7	213.5	33/44
11	221	N/A	NA/46

SCIENCE ACHIEVEMENT GRADES 3-11 FOR 2014-2015

The following table refers to proficiency as determined by the Iowa Assessment. Proficiency is defined by the standard score for each grade level. For more on interpreting scores, refer to Iowa Testing Programs' *Interpreting Results from the Iowa Assessment* document at https://itp.education.uiowa.edu/ia/documents/IA_Interpreting_Results.pdf

Grade	Total Percent Proficient by Gender		Percent Proficient by Grade Level		
	Females	Males	Below Proficient	Proficient	Advanced Proficient
2	80%	68.8%	25.8%	54.8%	19.4%
3	88.9%	96%	7%	60.5%	32.6%
4	86.7%	78.9%	17.6%	52.9%	29.4%
5	75%	87.1%	17.6%	56.9%	25.5%
6	94.4%	92.6%	6.7%	55.6%	37.8%
7	81.8%	83.9%	17%	56.9%	25.5%
8	88.9%	81.3%	14%	76.7%	9.3%
9	73.1%	75.9%	25.5%	60%	14.5%
10	84%	86.2%	14.8%	72.2%	13%
11	92.6%	77.8%	13.3%	75.6%	11.1%

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 2013.

**National Assessment of Educational Progress (NAEP) 2013: 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	224	28%	34%	29%	9%
National Public	221	33%	33%	26%	8%
Reading - Grade 8					
Iowa	269	19%	44%	34%	3%
National Public	266	23%	42%	31%	4%
Mathematics - Grade 4					
Iowa	246	13%	39%	38%	9%
National Public	241	18%	41%	34%	8%
Mathematics - Grade 8					
Iowa	285	24%	40%	29%	7%
National Public	284	27%	39%	26%	8%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

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

Inclusion Rates: Percent Included in the NAEP 2013 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.4%	95.9%	91.1%	94.2%
	Nation	83.3%	89.8%	84.0%	89.1%
Limited English Proficient Students	Iowa	95.6%	96.4%	91.6%	98.5%
	Nation	91.8%	95.8%	89.6%	92.6%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 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.

their needs. Both of these interventions have been an effective way to help struggling students succeed before falling too far behind.

Teachers collect and use data as they make instructional decisions about content and grouping. FAST (Formative Assessment System for Teachers) is a new standardized assessment given three times during the school year. FAST measures a K-1 student's reading fluency, accuracy, concepts of print, letter sounds/names, phonological awareness, blending/segmenting, decoding sight words, and sentence reading. The Grade 2-6 student assessment measures fluency and accuracy. This assessment guides interventions required by state law. Results of the FAST assessment are shared with parents. The table below shows the number of students who met grade level benchmark goals for fluency and accuracy in the spring of 2014.



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 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

STUDENTS MEETING BENCHMARK IN SPRING FAST ASSESSMENT

	KINDERGARTEN	FIRST	SECOND
Percentage at Benchmark	100%	77.78%	87.1%
Assessment	FAST-Composite	FAST-Composite	FAST CBM-R

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. 41.6% (20 of 48) of the students in the Class of 2015 took the ACT with an average composite of 22.6. This compares to the Class of 2014 in which 50.8% of the students (29 of 57) took the test with an average ACT composite of 22.5.

Post-Secondary Education/ Training Intentions

Of the 48 students in the Class of 2015, 39 (83%) intend to pursue postsecondary education/training.

Core Program Completers Of the 48 graduates of the Class of 2015, 100% completed 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 2013-14 and 100% in 2012-13.

Graduation Rate

State reporting of the district's graduation rate is one year behind. The graduation rate of the Class of 2014 is 95.83%. This compares to the statewide target graduation rate for 2013-14 of 91%. The graduation rate for the class of 2013 was 96.88%.

Dropout Rate:

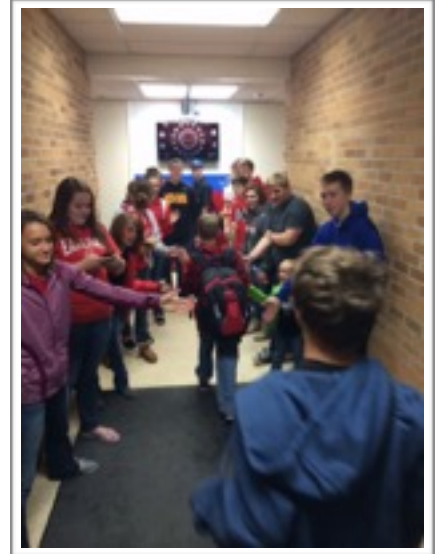
State reporting of the district's dropout rate is one year behind. For the 2013-14 school year, the district dropout rate for grades 7-12 was 0.33%. This compares to a statewide dropout rate for grades 7-12 of 1.84%.

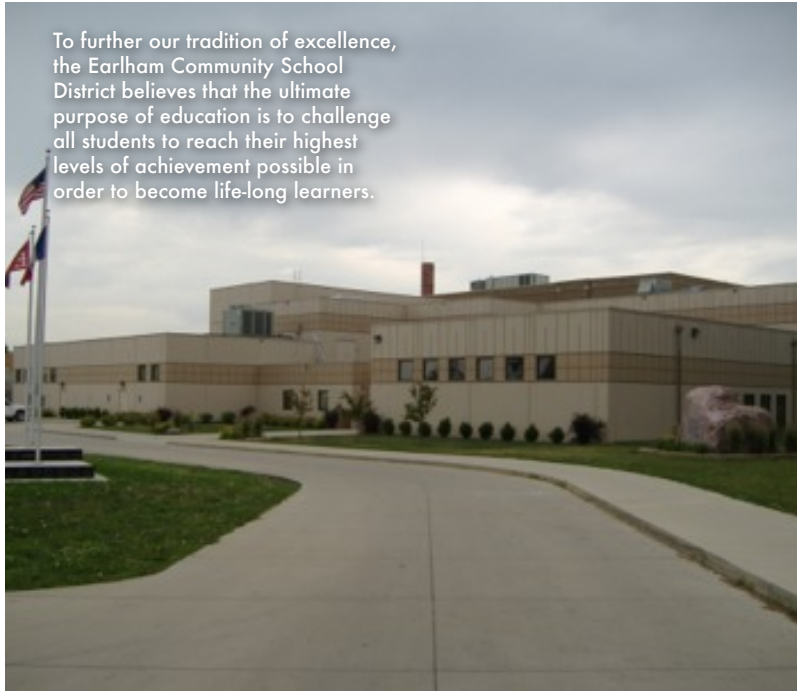
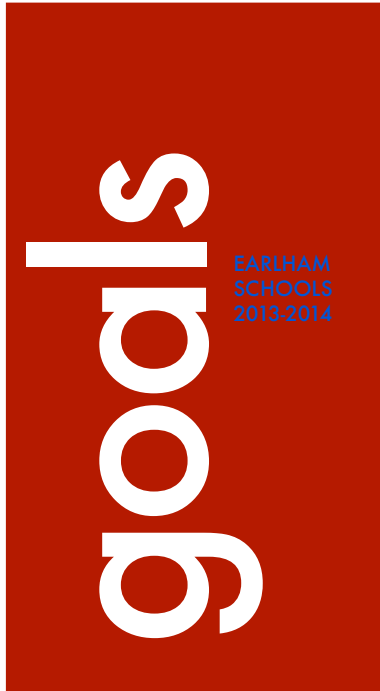
Attendance:

For 2014-15, the district's K-8 attendance was 96.2%. The state goal is 95%. In 2013-14, K-8 average daily attendance was 96.07%.

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%.





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



ECSD

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

EXTRA-CURRICULAR HIGHLIGHTS

ATHLETICS

- Varsity Football - State Playoffs, Quarterfinals
- Varsity Boys Basketball - State Tournament Qualifiers, 3rd Place Finish
- Varsity Boys Golf - State Qualifiers
- Varsity Girls Track - 11 Events Qualified for State Track Meet
- Varsity Boys Track - 11 Events Qualified for State Track Meet, Shuttle Hurdle Relay - State Champions
- Varsity Baseball - Co-Conference Champions, WCAC

ART SHOW

The Conference Art show was held at West Central High School in Stuart on May 4th. A dozen students traveled to Stuart to attend various art-inspired workshops and view the exhibition.

Earlham had good representation with many awards in many categories. Two days later, the entire school art program was featured in the 12th annual All-School Art Show.

Mr. Moon and Mr. von Rentzell showcased grades Pre-K through 12th in the practice gym turned art gallery and the public was invited to attend.

HS JAZZ BAND

- 2A SCIBA Honor Band (3rd)
- Simpson College Jazz Festival (3rd)
- Jim Coffin Jazz Festival (1st)
- Hoover Jazz Festival (2nd)
- Iowa Jazz Championships Class 2A (3rd)

HS CONCERT BAND

- IHSMA State Marching Band Contest: Division I Rating
- All State Band: Miriam Johll--Flute
- Participated in WCAC Honor Band, SCIBA Honor Band, Simpson College Honor Band, and Dorian Honor Band (Luther College)
- IHSMA Solo/Ensemble Contest
 - 16 Division I ratings
 - 5 Division II ratings
 - 2 Best of Centers: Zach Howarth (marimba) and Miriam Johll (flute)
- IHSMA Large Group Contest: 6th Consecutive Division I rating

HS CHOIR

- Participated in Central College SingFest, Iowa State Honor Choir
- Christmas Caroling for local nursing homes
- IHSMA Solo/Small Ensemble Contest Results:
 - 5 Division I ratings
 - 4 Division II ratings
 - 1 Division III
- IHSMA Large Group Contest: Division II rating

MS CHOIR

- Participated in Central College SingFest, Iowa State Honor Choir
- Christmas Caroling for local nursing homes
- IHSMA Solo/Small Ensemble Contest Results:
 - 5 Division I ratings
 - 4 Division II ratings
 - 1 Division III rating
- IHSMA Large Group Contest: Division II (Excellent) rating



EXTRA-CURRICULAR HIGHLIGHTS

SPEECH

Earlham was represented by 19 students in 6 events for the district large group speech contest in Osceola.

- Ashlynn Cutting and Renee Doss received a division 2 rating in the Freshman division for their Improvisational Acting.
- Lauren Thomson, Natassja Reed, Kaylie Johnson and Kat Neese received a division 1 rating in Ensemble Acting.
- Rachel Follmer, Tiffany Smith, Lauren Thomson, Grant Becker, Zach Howarth and Stephen Woolcott received a division 1 rating for Musical Theater.
- Chris Knight, Zach Howarth, Cole Ridgely and Noah Wright received a division 1 rating in Improvisational Acting.
- Peyton Boyle, Jack Geneser, Eli Kasap and Mason Madren received a division 1 rating in Improvisational Acting.
- Grant Becker, John Tibben and Stephen Woolcott received a division 1 rating for their work in Improvisational Acting.

The five groups receiving division 1 ratings moved on to competition at the state level at Valley High School in Des Moines. Two groups received Division II ratings at the state level:

- Musical theater group "Songs for a New World" -Grant Becker, Rachel Follmer, Zach

Howarth, Tiffany Smith, Lauren Thomson and Stephen Woolcott.

- Improvisational Acting Group - Grant Becker, John Tibben and Stephen Woolcott.

Three groups received Division I ratings at the state level.

- "Mrs. Perry's Test" Lauren Thomson, Natassja Reed, Kaylie Johnson and Kat Neese.
- Improvisational Acting Group - Peyton Boyle, Jack Geneser, Eli Kasap and Mason Madren.
- Improvisational Acting Group - Zach Howarth, Chris Knight, Cole Ridgely and Noah Wright received a Division 1 rating and were also chosen to represent Earlham at the All-State contest in Ames.

Individual speech season consisted of eight students who competed in nine events at the district level at Dowling High School in Des Moines.

- Eli Kasap – Individual Improv.
- Jack Geneser – Individual Improv.
- Lauren Thomson – Solo Musical Theater
- Rachel Follmer – Solo Musical Theater
- Chris Knight – Radio News
- Grant Becker – Poetry
- Tiffany Smith – Poetry
- Alina Spiridonova – Solo Musical Theater
- Lauren Thomson – After Dinner

Six individual entries moved on to the state contest at Nevada High School.

- Jack Geneser in Individual Improv.
- Chris Knight in Radio News
- Grant Becker in Poetry
- Alina Spiridonova in Solo Musical Theater
- Tiffany Smith in Poetry
- Lauren Thomson in After Dinner, who was also selected to represent Earlham at the All-State Festival in Cedar Falls.

DRAMA

The annual fall play took a little turn from the ordinary this year with the theme: "Acting isLife" and a series of short one act plays. The high school drama department presented "A Duet for Bear and Dog", "The First Thanksgiving According to Dwayne", "The Interview", "Mrs. Perry's Test" and "Babysitter Brokerage".

The music and drama department once again teamed up in the spring for a major production featuring the talents of over 65 Earlham students as they did a phenomenal portrayal of the classical musical, "The Wizard of OZ".

FUTURE FARMERS OF AMERICA

The Ag Sales consisting of Cassie Bond, Lexie Kleigl, Erica Baier, and Justin Hopp placed 7th overall Gold at the National FFA Convention. Cassie Bond placed 9th individually.

The Horse Evaluation team consisting of Dani Nemmers, Kendra Nemmers, and McKenna von Rentzell placed 30th overall Silver at the National FFA Convention.

The officer team consisting of Erica Baier, Lexie Kliegl, McKenna von Rentzell, Cassie Bond,

Chris McColloch, and Jake Kinsey attended the Legislative Symposium at the State Capitol Building to speak with legislators about agricultural issues.

Madi Young participated in the Creed Speaking Career Development Event. She received a gold rating at Sub-Districts and Districts, advancing to state. Madi finished top 10 at the Iowa State FFA Convention.

Cassie Bond participated in Individual Ag Sales. She received a gold rating at Sub-Districts and Districts, advancing to state and finishing in the top 5 at the Iowa State FFA Convention.

McKenzie von Rentzell participated in the Extemporaneous Speaking CDE. She received a silver rating at Sub-Districts and moved on to Districts. At Districts, McKenzie received a gold rating and was selected as an alternate for the Iowa State FFA Convention.

The Experience the Action team consisting of Sadie Waldron, Sarah Boston, Devin Hensley, Eli Kasap, and Thomas Payne received a gold rating at Districts to advance to state. They received a silver rating at the Iowa State FFA Convention.

Taylor Nichols participated in the Chapter Website CDE at Districts and received a silver rating.

At South Central District Convention, Lexie Kliegl was elected as Secretary of the 2015-2016 District Officer team.

McKenna von Rentzell received her Iowa Degree at the Iowa State FFA Convention.

The Farm Business Management team consisting of Ben Williamson, Jason Hopp, Taelor Williamson, and Kennedy Morris received a gold rating at the Iowa State FFA Convention.

Ben Sieleman and Kelan Geoff participated in the Greenhand Quiz CDE at the Iowa State FFA Convention where they each received a bronze rating.

Coti Kluesner, Kate Collins, and Allie Wisgerhof participated in the Chapter Exhibit CDE at the Iowa State FFA Convention.

Jake Kinsey, Nate Willem, and Chris McColloch packaged meals in the Meals from the Heartland at the Iowa State FFA Convention.

Jake Kinsey and Kennedy Morris were selected as delegates to represent the Earlham FFA Chapter at the Iowa State FFA Convention.

At the Iowa State FFA Convention, Erica Baier was

elected as South Central Vice President of the 2015-2016 State Officer team.

Cassie Bond attended the Washington Leadership Conference in Washington D.C.



2014-2015 Administration

MICHAEL WRIGHT
Superintendent

JENNIFER KNIGHT
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