



**A Tradition of  
Educational Excellence**



## ***Edwardsburg Public Schools***



# ***DISTRICT ANNUAL REPORT***

***July 1, 2002  
June 30, 2003***

### ***MISSION STATEMENT***

Edwardsburg Public Schools, in partnership with family and the entire community, will prepare students for success in the 21st century by providing outstanding and diverse educational opportunities in a safe and caring environment where standards of excellence will not be compromised.

## PARENT TEACHER CONFERENCES

Each fall daytime and evening hours are scheduled for conferences between students, teachers and parents. Student led conferences have been initiated at the upper elementary and middle school levels. The percentage of parental participation, per building, is provided below.

Fall Conferences	2000	2001	2002
Primary Building (K-2)	97%	98%	99%
Eagle Lake (3-5)	96%	97%	98%
Intermediate	-	94%	94%
Middle School (6-8)	77%	78%	68%
High School (9-12)	32%	33%	43%

## STAFF DEVELOPMENT

Teachers and administrators in the Edwardsburg Public Schools regularly participate in professional development activities to improve teaching and learning in order to meet the diverse academic and developmental needs of our students. Each first, second and third year teacher works with a mentor teacher who provides support and assistance throughout the school year. These teachers participate in over 15 days of professional development which includes classroom management strategies and instructional delivery training.

In 2002-03 all staff received in-service training on the Michigan Curriculum Frameworks and the use of MI Climb as a resource for educators to plan with the Standards in mind. Considerable efforts focused upon Title I/Section 31A students. Teachers attended various conferences, workshops and seminars to learn strategies to enhance instruction and improve student performance on the Michigan Educational Assessment Program (MEAP) and High School Test (HST).

A major focus was on curricular software and the integration of technology in the classroom to enhance instruction. Kindergarten through third grade teachers were trained in MLPP (Michigan Literacy Pupil Profile), which presents assessments appropriate for the young child.

EPS continues to train teachers in the use of the Advantage Learning System which is used to reinforce reading and math skills. The Accelerated Reading Program involves students in testing for comprehension of books using computer-generated tests. District teachers attended workshops to prepare them for the use of NWEA's (Northwest Evaluation Association's) MAP (Measures of Academic Progress) system, which assesses students' general knowledge in language usage, reading and math. A staff development focus for the 2002-03 school year was on "Differentiated Instruction" in the classroom.

Science consultants taught teachers how to use newly adopted curriculum materials, including Science Kits. NASA visited with an Aerospace Education Services Program. Other topics presented at EPS included: Education Yes and No Child Left Behind, Team Building, Legal Issues, Reading Comprehension Strategies Across the Curriculum and Violence Prevention/Assets Building.

Individual buildings identify staff development priorities through School Improvement Plans. Staff members from individual schools also attend workshops related to specific content areas to further enhance student achievement.



## DROP OUT & RETENTION RATES (HIGH SCHOOL)

Drop Out	2001-2002	2002-2003
9th grade	6	3
10th grade	2	4
11th grade	4	2
12th grade	5	1
Total	17	10
Enrollment	611	632
Percentage	3.0%	2.0%
Retention		
9th grade	25	25
10th grade	14	23
11th grade	6	13
Total	45	61
Enrollment	611	632
Percentage	7.6%	10%

## **BELIEF STATEMENTS**

- The Edwardsburg Public Schools recognize that each person is a unique, important individual.
- Quality educational opportunities shall be provided for all students within the framework of an adopted budget.
- Finances will be reviewed annually with a commitment to fiscal responsibility
- Edwardsburg Public Schools will provide an educational environment which is safe, orderly and conducive to student learning.
- The K-12 curriculum shall provide students with a coordinated and sequenced program which promotes maximum lifelong personal achievement and produces responsible contributing members of society.
- Education is a partnership of family, school and the entire community.
- Honesty, respect and responsibility are essential components to lifelong learning.
- A safe and secure environment promotes learning.
- Students need the ability to adapt in an ever changing world.
- Excellence is a standard not to be compromised.
- Quality instruction is the heart of education.
- All students can learn.

## **ACCREDITATION**

Edwardsburg Public Schools is one of only a few districts in southwestern Michigan to be recognized with K-12 North Central Accreditation (NCA). In order for a school/district to become accredited by the NCA, it must demonstrate the following:

1. It meets NCA standards and criteria; the school and district verify that the necessary preconditions for equity and quality of schooling are in place.
2. It undertakes an improvement process which begins with the development of a mission statement and a student profile.
3. The school develops an improvement plan that addresses any identified weaknesses.
4. The school is evaluated by a peer review team of recognized evaluators named by the NCA.
5. Accreditation is granted by NCA when the school meets standards and engages in improvement activities.

Edwardsburg Public Schools combines the NCA and School Improvement process. We believe that both help us to “do what is best for students”. The district concluded a five year NCA/School Improvement Plan. All schools successfully

completed the NCA “Outcomes Endorsement” process and will begin a new cycle in the fall. The district-wide goals are as follows:

### **ALL STUDENTS WILL ....**

1. Demonstrate effective communication skills in the area of informational reading.
2. Demonstrate effective communication skills in the area of writing.
3. Improve problem solving and critical thinking skills in the area of mathematics.

## **CASE SURVEY**

The District-wide School Improvement Team helped to administer a survey to a random sampling of parents, community members, teachers and secondary students. The Comprehensive Assessment of School Environments (CASE) is a survey instrument developed by the National Association of Secondary School Principals (NASSP). There are two separate surveys -- SATISFACTION and CLIMATE. The surveys are designed to provide school districts with scaled scores related to various educational descriptors/themes. The district is provided a mean score for each descriptor/theme and compares this to the nationally normed mean score. Areas in which parents, community members, teachers and students rated above the national norm included the following:

- Student Responsibility and Discipline
- Parental/Community Relations
- Parental Involvement
- Teachers
- Teacher/Student Relationships
- Student Academic Orientation
- Student Behavioral Values
- Student/Peer Relationships
- Security and Maintenance
- Administration
- Guidance
- Instructional Management
- Student Activities



# TITLE I / SECTION 31A PROGRAMMING

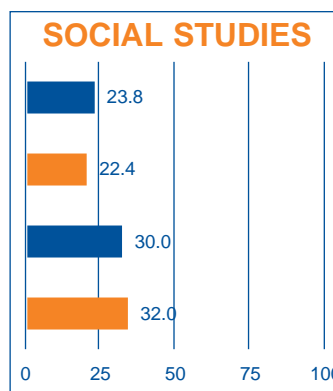
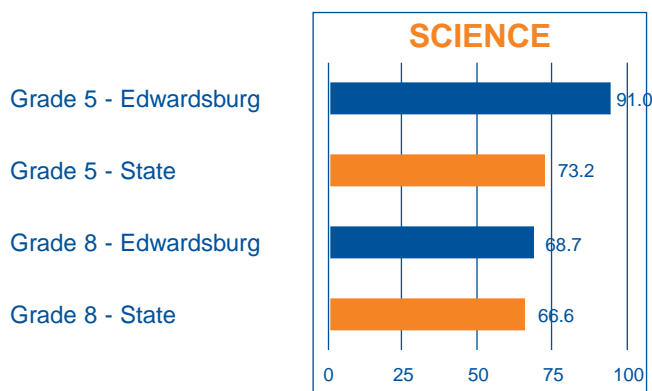
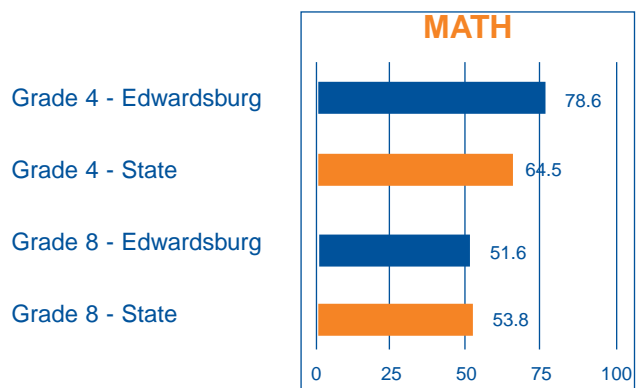
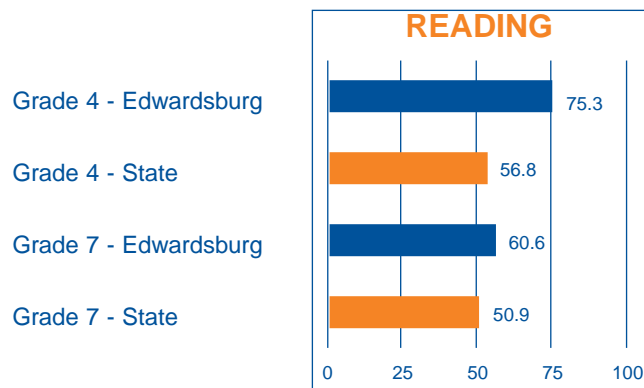
Children in grades K-5 who struggle to master grade level concepts and require additional support to make consistent progress may receive instructional support from student support staff funded by Title I and Section 31A funding. Students are identified based on patterns of performance, testing data and classroom teacher referrals. Students may qualify for assistance in any of the 4 core content areas -- language arts, mathematics, science and social studies. Lessons are coordinated with the child's classroom teacher to ensure consistency for the student. This funding makes it possible for us to meet the needs of ALL students, including those who need review or additional instruction and practice.

## MEAP

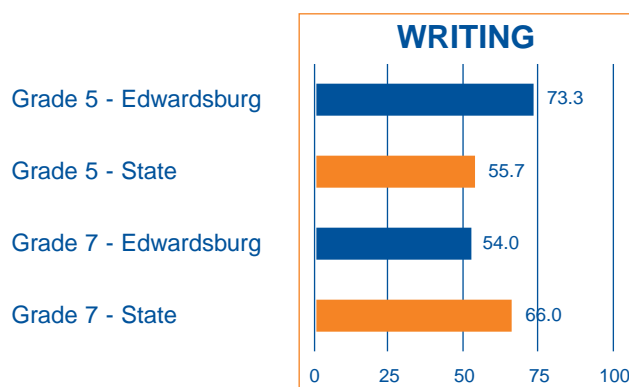
Each year students take the Michigan Educational Assessment Program (MEAP). The fourth graders take the reading and math tests. Fifth graders are assessed in the area of science, social studies and writing. Seventh graders are assessed in the

reading and writing content areas. Eighth graders are administered the math, science, and social studies assessments. The following scores are the percent of students earning a Level 1 or 2 or "Satisfactory" on the test.

## EDWARDSBURG PUBLIC SCHOOLS - MEAP SCORES 2001-2002



\*2002-2003 MEAP Scores, Adequate Yearly Progress, and Education Yes reports are not available from the State of Michigan at this time.



## SPECIALIZED SCHOOLS

**BUILDING TRADES** is offered for students. The purpose of this program is to provide hands-on experience and instruction in skills needed in the construction industry.

**SOUTHWESTERN MICHIGAN COLLEGE** instructors have been offering courses in Edwardsburg High School since 1991-92. Courses offered during the 2002-03 school year included English, Calculus, Sociology and Philosophy. The purpose of these classes is to offer advanced placement opportunities to qualified students.

**SMC ACADEMIES** provide college level technical educational opportunities for vocational students. Areas of study include machine trades, drafting, welding and aviation.

The **BERRIEN COUNTY MATH & SCIENCE CENTER** is located on the campus of Andrews University. Students take college level mathematics and science coursework. Students in grades 9-12 are eligible to participate in this program.

The **ELKHART AREA CAREER CENTER** is a vocational facility offering 23 half-day training programs with a component for special needs students as well. Students are selected for this program by demonstrating a sincere vocational interest. Juniors and Seniors participate in this program.

An **EXTENDED EDUCATION** class is taught during the evening hours. The purpose of this class is to offer an opportunity to earn credit toward graduation for student who are deficient in credits at the onset of the junior year. Students who would not have been able to meet graduation requirements through day schooling are eligible for this program.



The **BROOKSIDE LEARNING CENTER** is offered through the Lewis Cass Intermediate School District (LCISD). This is a specialized school to education students with various handicapping conditions. These handicaps include severely mentally impaired, severely multiply impaired, trainable mentally impaired, artistically impaired and those students



under the age of 6 who qualify. LCISD also operates several severely specialized classrooms educating students with a disability labeled as educable mentally impaired or emotionally impaired. Students participate in this specialized school from the Edwardsburg Public Schools. Students also attend specialized contracted programs in other counties or districts within Cass County.

Eligible special education students are enrolled in the LCISD school through the Individualized Educational Planning Committee (IEPC) process. Each student's needs are discussed, using the 13 step least restrictive environment process as a guide, to determine appropriate program placement.

**ALTERNATIVE EDUCATION PROGRAM** offers a program for students that struggle in the traditional high school environment. Students receive instruction in the core content areas and are also encouraged to participate in co-op and work in the business environment during a portion of the school day.

# BOARD OF EDUCATION

President	Birdella Holdread	Trustee	Mike Gordon
Vice President	Douglas Stickney	Trustee	Phyllis Manning Howe
Secretary	Gena Devenney	Trustee	Edward Patzer
Treasurer	John Feil	Superintendent	Sherman Ostrander

# HISTORICAL PERSPECTIVE

In 1829, the first school was started in what is now the village of Edwardsburg. It was held in a log cabin located where the former Methodist Parsonage now stands. It was a private school and remained private until 1850, when the law was passed creating public schools.

The Edwardsburg School District was organized in 1923, with consolidation of rural schools with the Village School. After planning for three years, the Edwardsburg Consolidated School (Chicago Road School) opened its doors. The building was designed to house students in grades K-12 with an enrollment of 260 students. Tuition was \$45 for grade school and \$60 for high school students. The first graduating class was in May 1924 with eight students receiving a diploma. By 1951 enrollment had grown to 487 students and a new elementary school was built (Primary School). In 1956 it became necessary to expand and build an additional elementary school (Eagle Lake). In 1959 a bond issue was passed to build a new high school which opened in 1961. Enrollment continued to increase and by 1968 had reached 2,150 students.

The new junior high school was constructed in 1971 along with additions to both the High School and Eagle Lake Elementary. The peak enrollment was in 1972 with 2,180 students. Enrollment then began to decline sharply and ten years later had dropped to 1,722 students. At that time Chicago Road School was closed.

In the 80's enrollment slowly increased and Chicago Road School was again used for classrooms. In 1991 an addition was built at the Junior High School and the sixth grade was moved there to make it a middle school. Since that time another addition was added to Eagle Lake School, as well as one to the current Primary Building.

Community voters approved a 15.9 million dollar bond issue in 1998. Numerous district-wide enhancements were completed as outlined in a 5 year Strategic Plan developed in 1996. In addition, a state of the art new elementary school building was designed, constructed and opened in the fall of 2001. This building was named Edwardsburg Intermediate and housed students in grades 4 and 5. The new elementary configuration involved the Primary (grades pre K-1), Eagle Lake (grades 2 and 3) and Intermediate (grades 4 and 5). Improvements continued to be made in all buildings in 2001-2002. The construction of a district Administrative Center was completed in 2002.

The summer of 2003 brought changes to the village campus with the construction of the Alternative Learning Center addition to the transportation/maintenance building. The Chicago Road building that housed this program had outlived its useful life and was demolished in June of 2003. The archway that was the main entrance of the building was retained and restored creating a simple, attractive welcoming green area to the town campus.

## SCHOOL

	2000	2001	2002
Students	2,146	2,138	2205
Employees	230	250	250
Teachers	114	118	120
Budget	\$12,954,522	\$14,313,182	\$15,254,975
Per Pupil Expenditure	\$6,036	\$6,695	\$6,918

## DISTRICT

## PROFILE

School District area is approximately 67 square miles.

# HIGH SCHOOL TEST SCORES 2001-02

Eleventh graders take the Michigan High School Test (HST). This assessment is designed to measure how well students are achieving in the core curriculum. Students take tests in mathematics, reading, science, social studies and writing. Sophomores are provided an opportunity to take the tests and qualify for dual enrollment classes.

Students taking the Michigan High School Test (HST) receive scores within 4 levels:

- Level 1 Exceeding Michigan Standards
- Level 2 Met Michigan Standards
- Level 3 Basic
- Level 4 Not Endorsed

\*2002-2003 MEAP scores adequate yearly progress & Education Yes Reports are not available at his time from the State of Michigan.

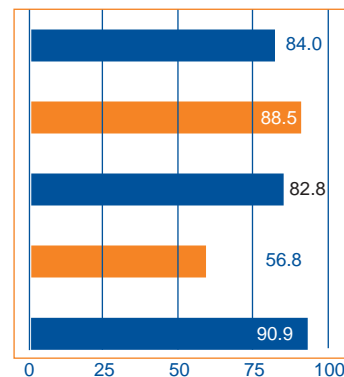
Mathematics

Reading

Science

Social Studies

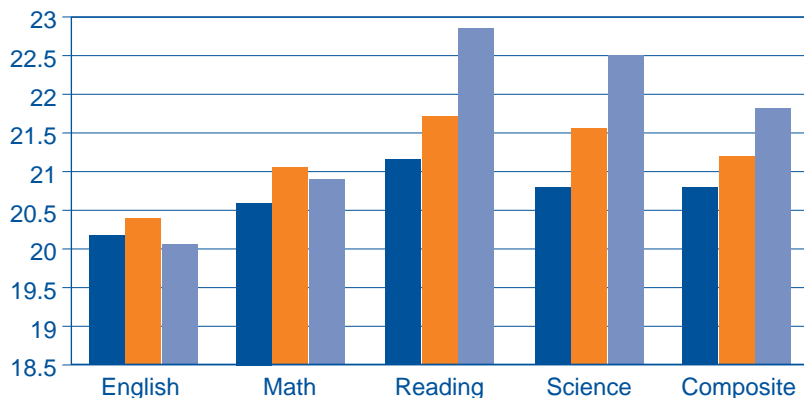
Writing



Students scoring a level 1, 2, or 3 earn a content area endorsement. The endorsement percentages for 2001-02 are shown in the bar graph.



## ACT SCORE COMPARISON



- National
- Michigan
- Edwardsburg

Approximately 85% of our students take the ACT test. It reflects those skills necessary for success in college, is an admission requirement, and serves as a baseline to qualify for financial aid under the Michigan Competitive Scholarship program.

School Year		English	Math	Reading	Sci Reas	Comp
02-03	Local	20.1	20.9	22.9	22.5	21.8
	State	20.4	21.2	21.7	21.6	21.3
	National	20.2	20.6	21.2	20.8	20.8

# CURRICULUM AND INSTRUCTION

The State of Michigan recommends a core curriculum that local districts are encouraged to incorporate into their local curriculum. A major goal in the development of Edwardsburg’s core curriculum is to ensure that each curriculum area includes, as a minimum, the benchmarks specified in the state’s core curriculum. An important part of the core curriculum development in Edwardsburg is reviewing the research about necessary student learning outcomes and the most effective practices in a discipline. The outcomes judged most necessary and in line with the most appropriate practices are incorporated into our core curriculum and provide the basis on which we select new books and materials for students.

To ensure quality instruction the federal government in the No Child Left Behind Act has defined new guidelines for “highly qualified teachers.” Schools and educators have until 2005-06 to make certain that they meet the new definition of the law. Currently, all of the elementary teachers and ninety eight percent of the secondary staff teach within their certification area and therefore meet the federal definition of “highly qualified.” Presently, highly qualified educators teach ninety eight percent of the classes, with the remaining two percent usually being taught by teachers in their minor areas of study. A parent has the right to request information regarding the status of a teacher’s progress toward meeting the new statutes, and may do so by contacting the Edwardsburg Schools Administrative Center.

The Michigan Education Assessment Program (MEAP) and the High School Test (HST) provide one tool to monitor our curriculum and instruction. The tests are based on the State of Michigan’s core curriculum called the Michigan Curriculum Frameworks and Benchmarks. This core curriculum provides objectives for content areas by levels (elementary, middle and high school). From this, teams of K-12 teachers and administrators develop a more specific and detailed district curriculum by each grade level and content area. Conducting a gap analysis between student performance and our curriculum helps us to fine-tune and modify our curriculum and related instruction.

Edwardsburg Schools implemented as a pilot the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) system to assess students in grades 2-8 through a series of tests taken on the computer that measure a student’s general knowledge in reading, language usage and math.

A district-wide curriculum committee is formed in each content area scheduled for review. This committee is populated by teachers and administrators from each building. There is representation from each of the elementary offerings (i.e. single grade, multiage, and looping). Content areas scheduled for review are provided release time to conduct research, attend conferences, visit model districts, or bring in content area consultants to discuss optimal instructional strategies and assure K-12 articulation.

## Curriculum Development Schedule

Content Area	Research/ Review	Pilot/ Evaluate	Adopt/ Implement
Science	2000-01	2001-02	2002-03
Industrial Technology Family Consumer Science	2001-02	2002-03	2003-04
Foreign Language Physical Education Health	2002-03	2003-04	2004-05

## Recent Implementations

Social Studies	1998
Mathematics	1999
Language Arts	2000
Science	2002
Industrial Technology	2003
Family Consumer Science	2003

Curriculum is planned and reviewed initially through the Building Councils and ultimately through the Professional Council. This planning and review process is organized around specific content areas on a rotational cycle.

