

## PECIALIZED SCHOOLS

UILDING TRADES is offered in conjunction with Lewis Cass Intermediate School District. The rpose of this program is to provide hands-on perience and instruction in skills needed in the nstruction industry. The class builds one house in ss County each school year.

UTHWESTERN MICHIGAN COLLEGE instructors ve been offering courses in Edwardsburg High hool since 1991-92. Courses offered during the 00-01 school year included English, Calculus, iology and Philosophy. The purpose of these sses is to offer advanced placement opportunities qualified students.

MC ACADEMIES provide college level technical ucational opportunities for vocational students. as of study include machine trades, drafting, lding and aviation.

e BERRIEN COUNTY MATH & SCIENCE NTER is located on the campus of Andrews iversity. Students take college level mathematics d science coursework. Students in grades 9-12 are gible to participate in this program.

e ELKHART AREA CAREER CENTER is a ational facility offering 23 half-day training ograms with a component for special needs dents as well. Students are selected for this ogram by demonstrating a sincere vocational erest. Juniors and Seniors participate in this ogram.

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.

An ALTERNATIVE EDUCATION PROGRAM is housed in the Chicago Road Administrative Center. Students that struggle in the traditional high school environment are provided an opportunity to be placed in this program. 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.



## Edwardsburg Public Schools



# DISTRICT ANNUAL REPORT

July 1, 2000  
June 30, 2001

### 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.



## BOARD OF EDUCATION

President	Birdella Holdread
Vice President	Douglas Stickney
Secretary	Phyllis Manning Howe
Treasurer	Stanley Disher
Assistant Secretary	Gena Devenney
Assistant Secretary	John Feil
Assistant Secretary	Mike Gordon
Superintendent	Sherman Ostrander



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.

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).

## 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.

Edwardsburg School District was organized in 1823, with consolidation of rural schools with the age 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.

A new junior high school was constructed in 1971 along with additions to both the High School and

### SCHOOL

	1998	1999	2000
Students	2,067	2,087	2,146
Employees	225	228	230
Teachers	112	114	114
Budget	\$12,512,977	\$12,357,856	\$12,954,522
Per Pupil Expenditure	\$5,957	\$5,921	\$6,036

### DISTRICT

School District area is approximately 67 square miles.

### PROFILE

## 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	1998	1999	2000
Primary Building (K-2)	96%	97%	97%
Eagle Lake (3-5)	91%	97%	96%
Middle School (6-8)	52%	50%	77%
High School (9-12)	35%	29%	32%

## 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 2000-01 all staff received in-service training on the Michigan Curriculum Frameworks. 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).

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	1999-2000	2000-2001
9th grade	9	5
10th grade	7	5
11th grade	8	3
12th grade	7	5
Total	31	18
Enrollment	563	550
Percentage	4.9%	5.0%

Retention		
9th grade	22	38
10th grade	16	22
11th grade	9	7
Total	47	57
Enrollment	563	550
Percentage	8.3%	10.3%

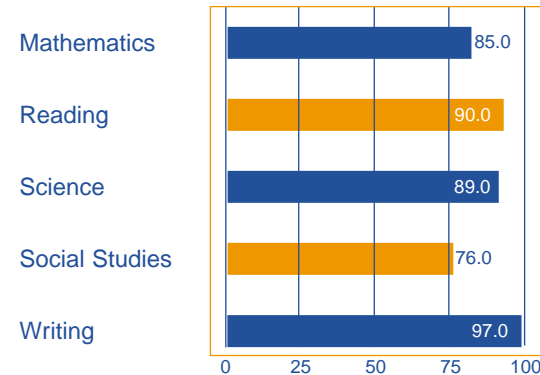


## HIGH SCHOOL TEST SCORES 2000-01

venth graders take the Michigan High School Test (HST). s assessment is designed to measure how well student achieving the core curriculum. Students take tests in thematic, reading, science, social studies and writing. phomores are provided an opportunity to take the tests d qualify for dual enrollment classes.

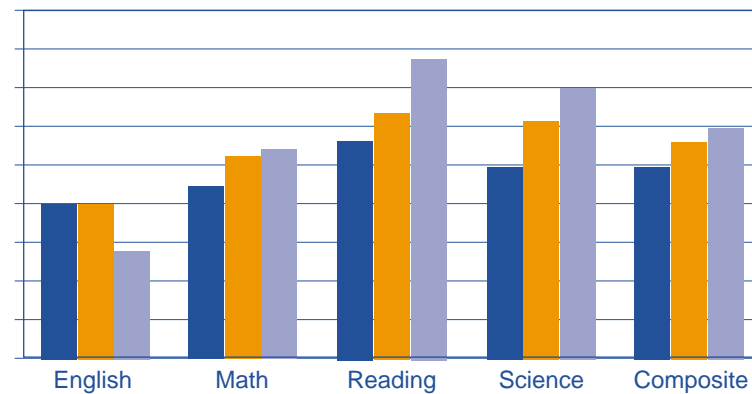
dents taking the Michigan High School Test (HST) eive scores within 4 levels:

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



Students scoring a level 1, 2, or 3 earn a content area endorsement. The endorsement percentages for 2000-01 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.

## GOALS 2000: NATIONAL GOALS FOR IMPROVING EDUCATION



Edwardsburg Public Schools has addressed the Goals 2000 by ...

- continuing an early childhood program.
- continually reviewing/improving curriculum.
- providing opportunities for teachers to enhance their teaching skills.
- participating in the Berrien County Math/Science Center.
- allowing high students to take college level courses.
- making reading a priority K-12.
- providing a safe and orderly environment for all students.
- establishing school improvement committees which include parents and community members.

## 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 handful of 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 is currently in year 4 of a 5 year NCA/School Improvement Plan. 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

During the 2000-01 school year, 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

# 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 of 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 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.

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. The core curriculum provides activities for content areas at levels (elementary, middle and high school). From this, teams of K-12 teachers and administrators develop area-specific and detailed district curriculum by grade level and content area. Conducting a comparison analysis between student performance and our curriculum helps us to fine-tune and modify our

curriculum and related instruction. While the MEAP/HST is only one assessment of a student's abilities, it is a powerful assessment to evaluate whether what we are teaching is what students are expected to know.

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 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.



Curriculum Development Schedule

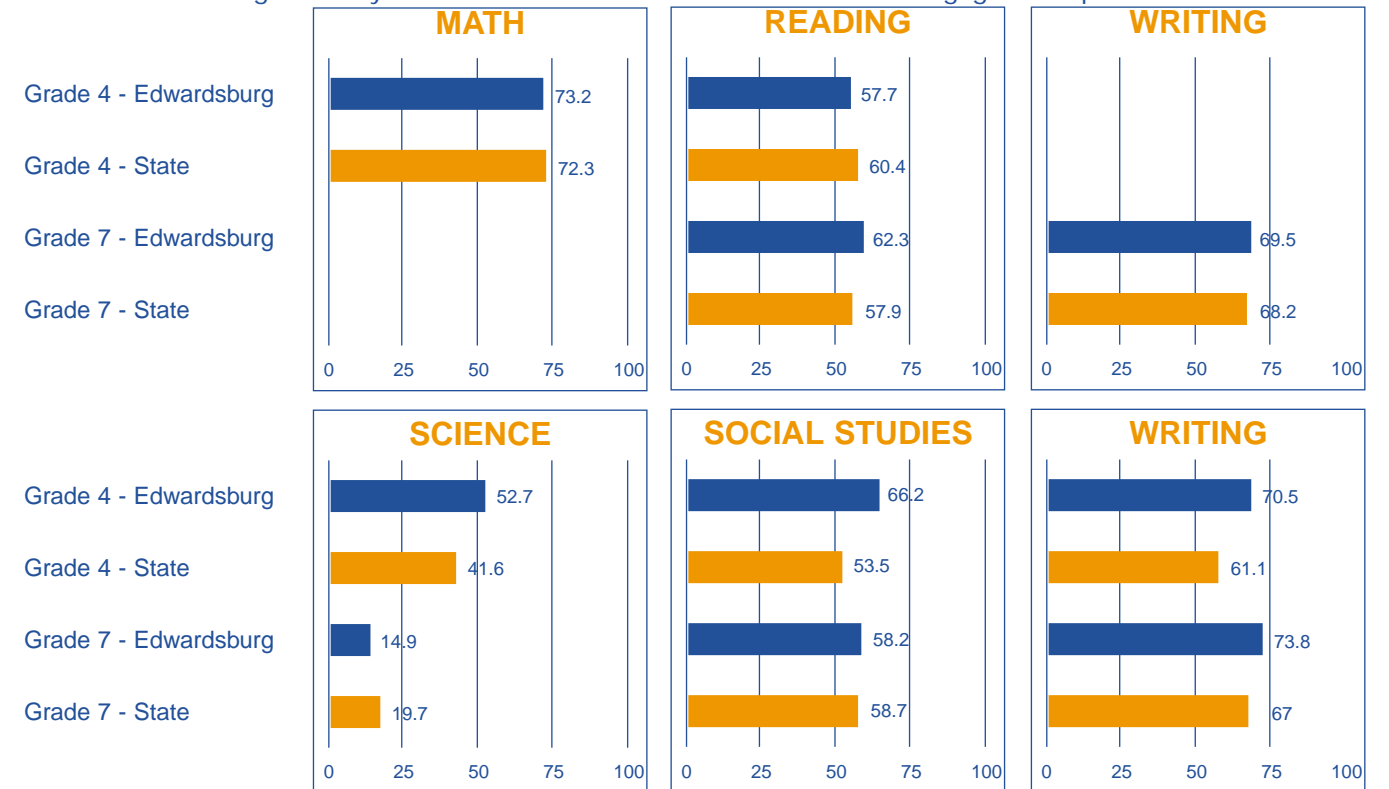
Content Area	Research/Review	Pilot/Evaluate	Adopt/Implement
Science	2000-01	2001-02	2002-03
Industrial Technology Management	2001-02	2002-03	2003-04
Foreign Language	2002-03	2003-04	2004-05
Physical Education			
Recent Implementations			
Social Studies	1998		
Mathematics	1999		
Language Arts	2000		

# TITLE I / SECTION 31A PROGRAMMING

Children 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

1. 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.



## MEAP Scores - Gender Comparison

