

## 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 to Edwardsburg High School students since 1991-92. Courses offered during the 2003-04 school year included English, Pre-Calculus, Calculus, Sociology and Psychology. 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 at Southwestern Michigan College. Areas of study include machine trades, drafting, welding, electronics, automotive technology, accounting, business management, and computer information systems.

The **BERRIEN COUNTY MATH & SCIENCE CENTER** is located on the campus of Andrews University. Students who meet eligibility standards as measured by SAT scores may choose to participate and 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 students 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 educate students with

various handicapping conditions. These handicaps include severely mentally impaired, trainable mentally impaired, and autistically impaired. This program is also available for those students under the age of 6 who qualify. LCISD

also operates several specialized classrooms educating students with a disability labeled as educable mentally impaired or emotionally impaired. 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.



# District Annual Report 2003-2004

**Edwardsburg Public Schools**  
**69410 Section Street**  
**Edwardsburg, Michigan 49112**  
**Phone: 269-663-3055**  
**Website:**  
**[www.remc11.k12.mi.us/edward](http://www.remc11.k12.mi.us/edward)**



## MISSION STATEMENT

Edwardsburg Public Schools will maximize all students' potential to be successful in life.

## BOARD OF EDUCATION

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

## CENTRAL ADMINISTRATION

Superintendent	Sherman L. Ostrander
Director of Business and Operations	Patricia Bellaire
Director of Curriculum & Instructional Resources	Debra L. Cripe
Director of Technology	Patricia Smith
Director of Special Education	Candace Long
Athletic Director	Kevin Dean
Director of Building and Grounds	Denny Merritt
Director of Transportation	William Rauch

## SCHOOLS AND ADMINISTRATION

Edwardsburg High School (grades 9-12)	David Zech, Principal , Dan Nommay, Assistant Principal
Edwardsburg Middle School (grades 6-8)	Anthony Koontz, Principal, Brian Clements, Assistant Principal
Edwardsburg Intermediate School (grades 4-5)	Scott Moellenberndt, Principal
Eagle Lake School (grades 2-3)	James Hendress, Principal
Edwardsburg Primary School (grades Pre-K-1)	Debora Crouch, Principal

## 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

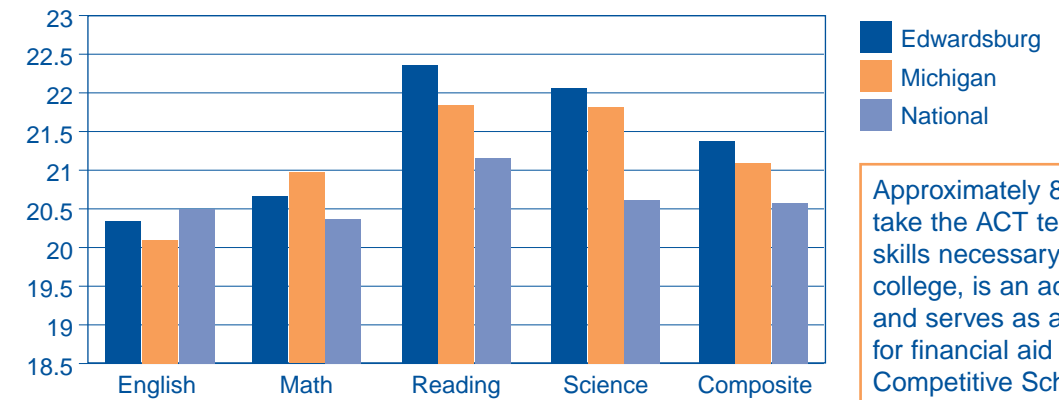
decline sharply and ten years later had dropped to 1,722 students. At that time Chicago Road School was closed.

In the 1980's enrollment slowly increased and Chicago Road School was again used for classrooms. In 1991 an addition was built at the EPS 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 five 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

## ACT SCORE COMPARISON



Approximately 83% 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	Edwardsburg	English	Math	Reading	Sci Reas	Comp
2003-2004	Edwardsburg	20.4	20.7	22.4	22.1	21.4
	State	20.1	21.0	21.9	21.8	21.1
	National	20.5	20.4	21.2	20.6	20.6



## RETENTION, GRADUATION, AND DROP OUT RATES (HIGH SCHOOL)

### Graduation Rates

2001-2002	2002-2003
89.0 %	95.45 %

### Retention Rates

(Percentage of students continuing in the class)

2001-2002	2002-2003
97.08%	98.98 %

### Drop Out Rates

2001-2002	2002-2003
2.92%	1.02%

## EDWARDSBURG PUBLIC SCHOOLS

Average Student Attendance Rate for Grade Levels Administering the MEAP 2003-2004

4th Grade	94.8%
5th Grade	94.5%
7th Grade	93.8%
8th Grade	93.0%
10th Grade	94.5%
11th Grade	95.3%
12th Grade	94.9%

## Equal Education Opportunity

It is the policy of this District to provide an equal opportunity for all students regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, and place of residence within the boundaries of the District, weight, height, marital status, arrest record or social or economic background to learn through the curriculum offered in this District.

## MEAP RESULTS BY LEVELS

	% Proficient		Level 1		Level 2		Level 3		Level 4	
	EPS	State	EPS	State	EPS	State	EPS	State	EPS	State
4th Reading	81%	79%	20%	18%	61%	61%	16%	16%	3%	4%
7th Reading	63%	61%	18%	15%	45%	46%	14%	17%	22%	22%
11th Reading	93%	76%	15%	6%	78%	70%	6%	16%	2%	8%
4th Writing	53%	48%	5%	2%	48%	46%	44%	46%	3%	6%
7th Writing	37%	47%	1%	3%	36%	44%	62%	49%	1%	4%
11th Writing	73%	48%	7%	5%	66%	43%	24%	42%	3%	10%
4th ELA	70%	64%	5%	3%	65%	61%	28%	32%	2%	5%
7th ELA	58%	57%	8%	6%	50%	51%	25%	27%	18%	16%
11th ELA	89%	65%	3%	3%	86%	62%	8%	27%	2%	9%
4th Mathematics	84%	73%	32%	28%	52%	45%	16%	23%	1%	4%
8th Mathematics	85%	63%	60%	38%	25%	25%	10%	21%	5%	16%
11th Mathematics	72%	51%	13%	8%	59%	43%	10%	16%	19%	33%
5th Science	95%	78%	45%	31%	50%	47%	6%	20%	0%	2%
8th Science	78%	66%	20%	14%	58%	52%	17%	24%	5%	10%
11th Science	67%	51%	4%	4%	63%	47%	16%	19%	17%	31%
5th Social Studies	41%	31%	7%	6%	34%	25%	31%	28%	28%	41%
8th Social Studies	25%	29%	4%	6%	21%	23%	41%	29%	34%	42%
11th Social Studies	53%	31%	3%	1%	50%	30%	31%	29%	16%	40%

## Edwardsburg Public Schools

2003-04 % Students Tested and Assessment Results by Subgroup Compared to State Averages

Mathematics (groups smaller than 30 not listed)	EPS 4	EPS 4 Math	State 4th	EPS 8	EPS 8 Math	State 8th	EPS 11	ESP 11	State 11th
	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient
All Students	100%	84%	73%	100%	85%	63%	98%	72%	51%
White	100%	83%	79%	100%	84%	71%	98%	70%	56%
Economically Disadvantaged	100%	78%	60%	100%	76%	43%	100%	56%	29%
Male		86%	74%		83%	63%		70%	52%
Female		81%	72%		87%	62%		74%	50%

English Language Arts (groups smaller than 30 not listed)	EPS 4	EPS 4 ELA	State 4th	EPS 7	EPS 7 ELA	State 7th	EPS 11	ESP 11 ELA	State 11th
	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient
All Students	100%	70%	64%	100%	58%	57%	98%	89%	65%
White	100%	70%	70%	100%	58%	64%	98%	89%	69%
Economically Disadvantaged	100%	58%	49%	100%	58%	39%	94%	67%	45%
Male		73%	58%		46%	51%		85%	57%
Female		67%	69%		71%	63%		95%	72%

Science (groups smaller than 30 not listed)	EPS 5	EPS 5	State 5th	EPS 8	EPS 8	State 8th	EPS 11	ESP 11	State 11th
	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient
All Students	100%	95%	78%	100%	78%	66%	100%	67%	51%
White	100%	95%	86%	100%	79%	75%	100%	68%	56%
Economically Disadvantaged	100%	92%	63%	100%	63%	45%	100%	47%	29%
Male		98%	79%		80%	66%		70%	54%
Female		91%	77%		76%	65%		65%	48%

Social Studies (groups smaller than 30 not listed)	EPS 5	EPS 5 Soc	State 5th	EPS 8	EPS 8 Soc	State 8th	EPS 11	ESP 11 Soc	State 11th
	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient	% Tested	2003-04 % Proficient	2003-04 % Proficient
All Students	100%	41%	31%	100%	25%	29%	100%	53%	31%
White	100%	42%	36%	100%	23%	34%	100%	54%	35%
Economically Disadvantaged	100%	21%	16%	100%	8%	13%	100%	50%	14%
Male		46%	32%		30%	31%		57%	33%
Female		36%	30%		20%	26%		49%	30%

## HISTORICAL PERSPECTIVE Cont.

Learning Center, an addition to the transportation/maintenance building. Now standing where the Chicago Road School was once situated is the archway, which was the main entrance to the school. The archway, located on U.S. 12 (the historic Chicago Road), creates a simple, attractive, welcoming landmark at the apex of the district's town campus.

In 2003 Edwardsburg Public Schools embarked on the process of developing a Strategic Plan to carry the district forward for the next five years. With the input of over 45 members consisting of representatives from the community, the school, students, and parents, the team collectively conducted an intensive external and internal review of the district. From this data and information, the team prioritized the goals for the district.

## Goals from the DISTRICT

### STRATEGIC PLAN:

- Increase funding through additional funding sources
- Enhance and upgrade facilities
- Insure quality instruction and accountability
- Recruit and retain highly qualified staff
- Develop current staff
- Strengthen community support and involvement
- Maintain school-wide safety

## ACCREDITATION

The Edwardsburg Public School District is evaluated by The Michigan Department of Education and the North Central Association of Schools and Colleges.

The Education YES! Report Card from the State reviews several components and collectively averages scores for achievement status, achievement change, as well as a self evaluation rating on the "Indicators of School Performance." Edwardsburg Public Schools takes pride in having four of five schools receiving an A in 2003-2004. All of the elementary schools earned an A this year, up from the B earned in 2002-2003. The Edwardsburg Middle School earned a B. In 2002-2003 only 17% of the high schools in Michigan received an A and Edwardsburg High School was recognized in this prestigious group. EHS has earned an A for the 2003-2004 school year, the only high school in Southwest Michigan to have accomplished this two consecutive years.

Another facet of the accreditation for schools is the determination as to whether or not the schools made Adequate Yearly Progress in reading and math. Edwardsburg Public Schools takes a great deal of

satisfaction in the fact that all schools met AYP in both content areas and in all subgroups larger than 30 students.

Each of the district's schools is fully accredited by the North Central Association. Edwardsburg Public Schools is one of only a few districts in Southwest Michigan that have a K-12 accreditation status through this organization. Edwardsburg Public Schools combines the NCA and School Improvement Process. The district recently concluded a five year NCA/School Improvement Plan whereby all of the schools successfully completed the "Outcomes Accreditation Process." The Commission on Accreditation and School Improvement designated all of Edwardsburg's schools as "Accredited Without Warning" for the 2003-2004 school year. The schools are currently entering a new cycle whereby the stakeholders are conducting a self-study of the school, preparing a school profile, collecting pertinent information and reviewing data about the performance of students as a whole and in subgroups of the population. After identifying the needs of the learners, the team will develop goals as a basis for a school improvement plan. The goals will be submitted in the fall of 2004.

The district-wide goals that have guided our improvement during the 2003-2004 school year are as follows:

## NCA School Improvement Goals

All students will demonstrate effective communication skills in the area of informational reading across the curriculum.

All students will demonstrate effective communications skills in the area of writing across the curriculum.

All students will improve problem solving and critical thinking skills in the area of mathematics.



# EDWARDSBURG PUBLIC SCHOOLS

## Accreditation Status

Edwardsburg Public Schools District Building	Education Yes Grade		Adequate Yearly Progress				North Central Association	
	2002-2003	2003-2004	Reading		Math		2002-2003	2003-2004
			2002-2003	2003-2004	2002-2003	2003-2004		
Edwardsburg Primary School	B	A	Met	Met	Met	Met	Accredited	Accredited
Edwardsburg Eagle Lake School	B	A	Met	Met	Met	Met	Accredited	Accredited
Edwardsburg Intermediate School	B	A	Met	Met	Met	Met	Accredited	Accredited
Edwardsburg Middle School	B	B	Met	Met	Met	Met	Accredited	Accredited
Edwardsburg High School	A	A	Met	Met	Met	Met	Accredited	Accredited



## BLUE RIBBON RECOGNITION

Edwardsburg Public Schools is one of three districts in the state of Michigan to achieve Blue Ribbon recognition at all three instructional levels (elementary, middle school and high school). Edwardsburg High School has received both the Michigan Department of Education and the United States Department of Education Blue Ribbon School recognition.

## HONORS AND AWARDS

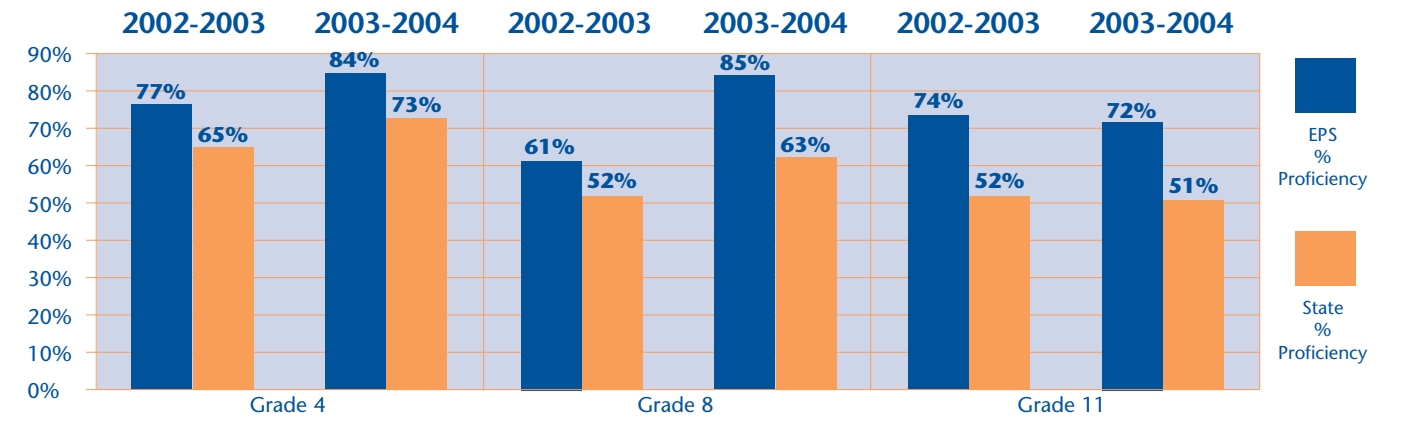
- The Intermediate School (with the combined efforts of the Primary and Eagle Lake schools) received the Golden Apple Award for favorable MEAP scores.
- The High School has earned multiple Governor's Cup Awards for having a high percentage of students receiving the Merit Award.

## BELIEF STATEMENTS

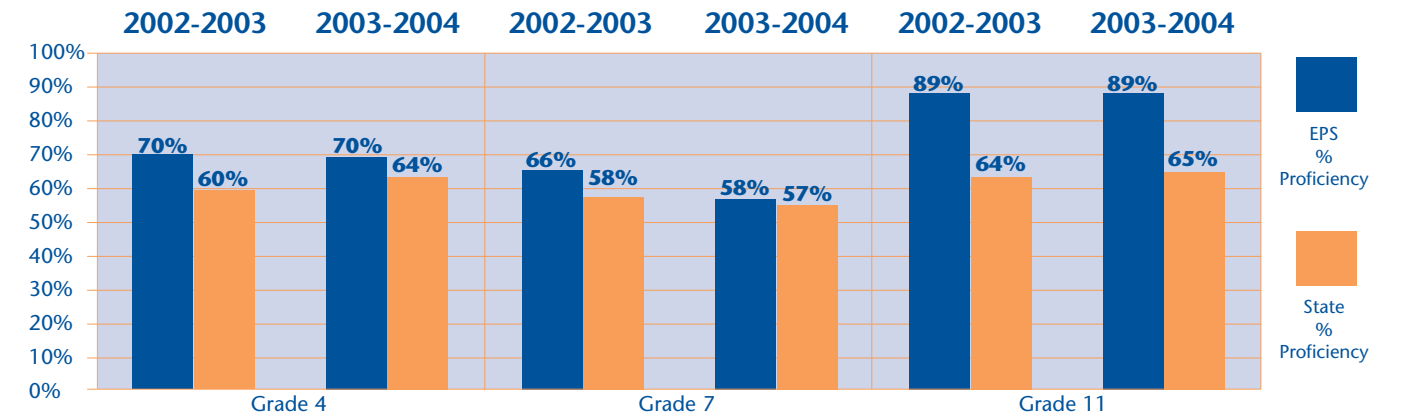
- The Edwardsburg Public Schools recognize that each person is a unique, important individual.
- Quality educational opportunities shall be provided for all students within the framework of an adopted budget.
- Finances will be reviewed annually with a commitment to fiscal responsibility.
- Edwardsburg 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.



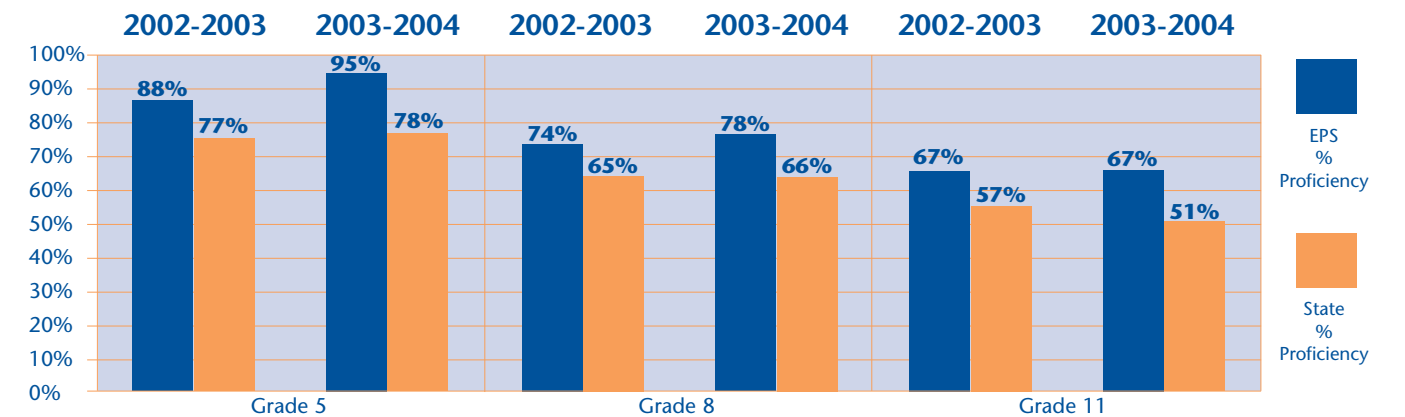
## EPS and State MEAP Mathematics Proficiencies



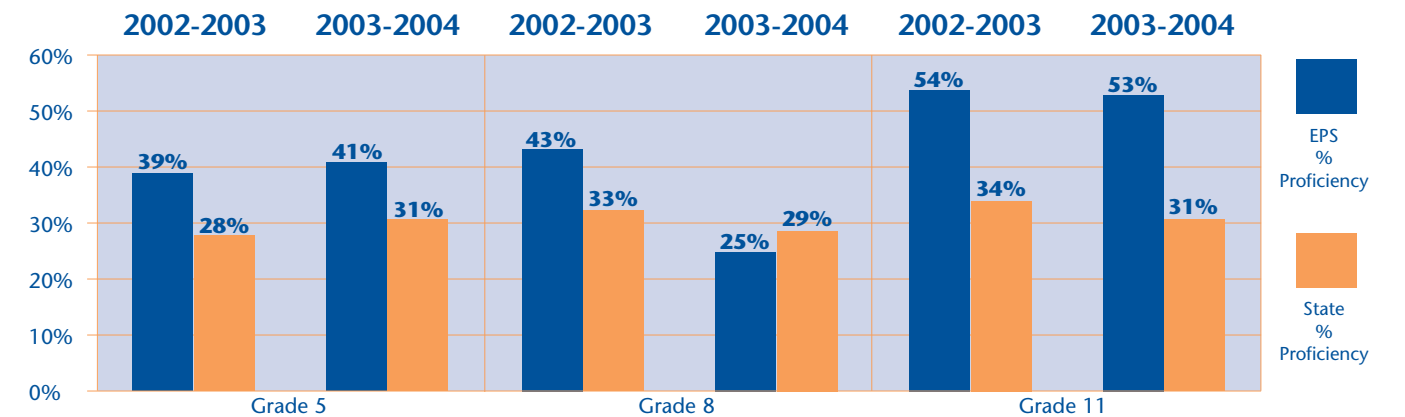
## EPS and State MEAP English Language Arts Proficiencies



## EPS and State MEAP Science Proficiencies



## EPS and State MEAP Social Studies Proficiencies



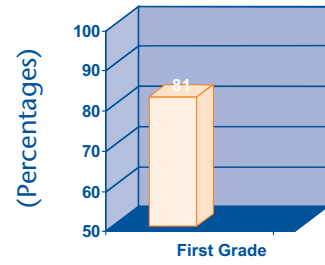
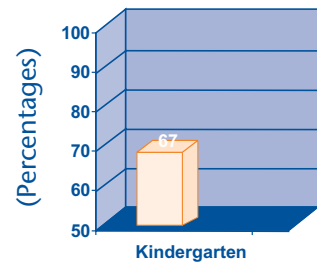
# EDWARDSBURG PUBLIC SCHOOLS

## Locally Administered Student Competency Tests and/or Nationally Normed Tests

### Edwardsburg Primary School

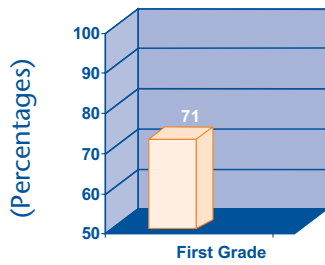
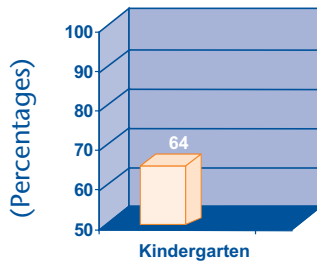
The Primary School continues to pilot DIBELS (Reading) and Balanced Assessment (Math) to measure student performance.

#### Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



67% scored at or above satisfactory in Kindergarten. 81% scored at or above satisfactory in First Grade.

#### Balanced Assessment Program for Math (Harvard University)



64% scored at or above satisfactory in Kindergarten. 71% scored at or above satisfactory in First Grade.

#### Measures of Academic Progress MAP

From the Northwest Evaluation Association (NWEA)

MAP is a computerized adaptive assessment program that provides educators with information that is useful for instructional planning and school improvement.

Results from Spring Testing

#### Eagle Lake Elementary

	Reading			Language Usage			Math		
	Spring 03	Spring 04	Nat'l Norm	Spring 03	Spring 04	Nat'l Norm	Spring 03	Spring 04	Nat'l Norm
2nd Grade	191	190	187	192	191	189	192	191	188
3rd Grade	201	201	197	203	202	199	204	202	200

#### Edwardsburg Intermediate School

	Reading			Language Usage			Math		
	Spring 03	Spring 04	Nat'l Norm	Spring 03	Spring 04	Nat'l Norm	Spring 03	Spring 04	Nat'l Norm
4th Grade	208	208	204	209	209	206	210	210	209
5th Grade	215	214	210	214	214	212	218	217	216

## SCHOOL DISTRICT PROFILE

- Edwardsburg is a small, rural village; the school district is approximately within 62 square miles.
- Edwardsburg Public Schools is located in Southwestern Michigan in a community with nine inland lakes, as well as country settings for recreational hobbies.
- Edwardsburg Public Schools enjoys the combined benefits of a small community while being located near Elkhart, Mishawaka and South Bend, Indiana which house a wide variety of shopping and business opportunities, as well as social and cultural activities.
- Additionally, residents enjoy the activities and resources provided by the cities that are in close proximity to EPS (Chicago, Grand Rapids and Kalamazoo), as well as the lake/harbor towns in Southwest Michigan.
- Edwardsburg Public Schools is comprised of five schools which are grade specific so that educators can focus on the particular developmental needs of the age group.
- Edwardsburg is known as a bedroom community due to the fact that many of our parents return each evening from jobs that take them to bigger cities often across the state line. Many businesses in Elkhart, Granger, Mishawaka and South Bend employ our constituents.
- Local realtors often highlight Edwardsburg Public Schools, which has contributed to the fact that multiple residential developments began construction this school year.
- The demographics of our student population include 96% Caucasian, and 1% in each of the following categories: Black, Asian, and Native American.
- 25.59% of our population qualifies for free and reduced lunch.
- The combination of multi-generational families that hold a strong sense of tradition, along with the many new families that bring in new ideas has resulted in a dynamic, enlightening community that continues to promote educational standards of excellence.

SCHOOL DISTRICT PROFILE	2001-02	2002-03	2003-04
Students	2,138	2205	2285
Employees	250	250	253
Teachers	118	120	120
Budget	\$14,313,182	\$15,254,975	\$15,865,755
Per Pupil Expenditure	\$6,695	\$6,918	\$6,943
School District area is approximately 62 square miles.			



# COMPREHENSIVE ASSESSMENT OF SCHOOL ENVIRONMENT (CASE) SURVEY

During the 2003-2004 school year the district conducted the Comprehensive Assessment of School Environment Survey which is an instrument developed by the National Association of Secondary School Principals designed to measure school satisfaction and climate. The surveys are designed to provide school districts with scaled scores related to various educational descriptors/themes. The district is provided mean scores for each descriptor/theme and compares this to the national mean score. Parents, community members, teachers and secondary students responded. Each response was rated 1 to 5 with 5 representing the response of "very happy" and 1 representing a response of "very unhappy." Survey results in all categories for each school building reported that the parents', teachers' and students' satisfaction was above the national mean. Below is the comparison of the data from each building to the national mean.

## Edwardsburg Primary School

### Parent Satisfaction Survey Results

	PS Mean	National Mean
A. Parent Involvement	22.0	17.9
B. Curriculum	30.7	26.5
C. Student Activities	33.1	29.4
D. Teachers	31.8	26.1
E. Support Services	26.5	21.7
F. Building and Supplies	18.2	15.7
G. Student Discipline	35.2	29.6
H. School Administration	29.8	27.1
I. School Information	25.4	20.9

### Teacher Satisfaction Survey Results

	PS Mean	National Mean
A. Administration	33.6	28.3
B. Compensation	20.1	15.9
C. Opportunities	11.9	11.6
D. Student Respect & Discipline	20.5	14.7
E. Curriculum & Jobs	29.6	25.9
F. Co-Workers	29.7	28.2
G. Parents & Community	24.2	18.1
H. Building & Supplies	29.6	23.9
I. Communications	27.7	23.7



## Eagle Lake Elementary

### Parent Satisfaction Survey Results

	ELE Mean	National Mean
A. Parent Involvement	21.9	17.9
B. Curriculum	30.1	26.5
C. Student Activities	32.5	29.4
D. Teachers	31.5	26.1
E. Support Services	25.6	21.7
F. Building and Supplies	17.6	15.7
G. Student Discipline	34.4	29.6
H. School Administration	29.8	27.1
I. School Information	24.9	20.9

### Teacher Satisfaction Survey Results

	ELE Mean	National Mean
A. Administration	29.1	28.3
B. Compensation	19.2	15.9
C. Opportunities	12.9	11.6
D. Student Respect & Discipline	17.1	14.7
E. Curriculum and Jobs	27.8	25.9
F. Co-workers	29.8	28.2
G. Parents/Community	21.9	18.1
H. Building and Supplies	28.8	23.9
I. Communications	25.2	23.7



## Edwardsburg Intermediate School

### Parent Satisfaction Survey Results

	EIS Mean	National Mean
A. Parent Involvement	21.7	17.9
B. Curriculum	30.4	26.5
C. Student Activities	33.3	29.4
D. Teachers	31.3	26.1
E. Support Services	25.6	21.7
F. Building and Supplies	18.4	15.7
G. Student Discipline	34.5	29.6
H. Administration	29.7	27.1
I. School Information	24.6	20.9

### Teacher Satisfaction Survey Results

	EIS Mean	National Mean
A. Administration	35.4	28.3
B. Compensation	20.9	15.9
C. Opportunities	14.6	11.6
D. Student Respect & Discipline	20.6	14.7
E. Curriculum and Jobs	31.1	25.9
F. Co-Workers	32.6	28.2
G. Parents and Community	25.6	18.1
H. Building and Supplies	34.1	23.9
I. Communications	31.4	23.7



# STAFF DEVELOPMENT

In 2003-2004 the Edwardsburg Public School educators were involved in presentations that focused on "Differentiated Instruction" and "Brain Research". Specifically, titles included, "Strategies for Differentiating Instruction in the Classroom", "Twelve Brain Principles: It's All about Learning", "How to Integrate the Curricula-Differentiating Instruction", "Different Strategies for Different Learners", "Brain Research and Winning with Youth".

Additionally, teachers were involved in training to better use the technology in the district. NWEA training was provided for high school English and Math teachers. AESOP training was necessary for all

teachers as we transitioned to an automated substitute teacher system. Middle School teachers met to review web page training.

Individual schools also identify the staff development priorities for their buildings through the School Improvement Plans. During the K-12 Curriculum meetings teachers met with their peers across grade levels to discuss curriculum with a focus on the K-12 continuum of learning. Staff members also attended off site workshops related to specific content areas to further enhance their instructional methods to enhance student learning.



# TITLE I / SECTION 31A PROGRAMMING

Children in grades K-5 who need additional support to master grade level concepts and make consistent progress received instructional support from 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 four core content areas – English 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 students, including those who need review or additional instruction and practice.

# CURRICULUM AND INSTRUCTION

The State of Michigan recommends a curriculum that is 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. 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.

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. Educators involved in the review process conduct research of best practice, attend conferences, visit model districts and discuss curriculum with 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.

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. Conducting a gap analysis between student performance and our curriculum helps us to fine-tune and modify our curriculum and related instruction.

Edwardsburg Public Schools has implemented another instrument to measure progress toward academic goals. The NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) system is used to assess students in grades 2-10 through a series of tests taken on the computer that measure a student's general knowledge in reading, language usage and math.

To ensure quality instruction using the district and state curriculum, 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 major 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. Educators have been informed of the new law and are pursuing options as defined by NCLB to become highly qualified. 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 Public Schools.



## Curriculum Development Schedule

Content Area	Research/ Review	Pilot/ Evaluate	Adopt/ Implement
Industrial Technology Family Consumer Science	2001-02	2002-03	2003-04
World Language Physical Education Health	2002-03	2003-04	2004-05
Fine Arts	2003-04	2004-05	2005-06

## Curriculum Implementation Years

Social Studies	1998	Industrial Technology	2003
Mathematics	1999	Family Consumer Science	2003
Language Arts	2000	World Language	2004
Science	2002	Physical Education	2004

### Edwardsburg Middle School

#### Parent Satisfaction Survey Results

	EMS Mean	National Mean
A. Parent Involvement	20.6	17.9
B. Curriculum	28.4	26.5
C. Student Activities	30.9	29.4
D. Teachers	29.6	26.1
E. Support Services	24.3	21.7
F. Building and Supplies	17.8	15.7
G. Student Discipline	32.7	29.6
H. School Administration	28.8	27.1
I. School Information	22.5	20.9

#### Teacher Satisfaction Survey Results

	EMS Mean	National Mean
A. Administration	34.5	28.3
B. Compensation	17.7	15.9
C. Opportunities	12.6	11.6
D. Student Respect & Discipline	16.5	14.7
E. Curriculum and Jobs	27.1	25.9
F. Co-Workers	28.9	28.2
G. Parents and Community	20.8	18.1
H. Building and Supplies	30.0	23.9
I. Communications	28.3	23.7

#### Student Satisfaction Results

	EMS Mean	National Mean
A. Teachers	27.1	23.7
B. Fellow Students	17.5	16.5
C. School Work	20.1	18.3
D. Student Activities	18.6	17.5
E. Student Discipline	20.7	19.2
F. Decision Making	17.1	14.5
G. Building, Supplies	24.3	20.9
H. Communication	21.4	19.6

### Edwardsburg High School

#### Parent Satisfaction Survey Results

	EHS Mean	National Mean
A. Parent Involvement	20.1	17.9
B. Curriculum	28.1	26.5
C. Student Activities	30.9	29.4
D. Teachers	28.9	26.1
E. Support Services	23.3	21.7
F. Building and Supplies	17.3	15.7
G. Student Discipline	31.5	29.6
H. School Administration	27.6	27.1
I. School Information	22.3	20.9

#### Teacher Satisfaction Survey Results

	EHS Mean	National Mean
A. Administration	33.0	28.3
B. Compensation	17.7	15.9
C. Opportunities	13.3	11.6
D. Student Respect & Discipline	18.4	14.7
E. Curriculum and Jobs	28.0	25.9
F. Co-workers	31.1	28.2
G. Parents/Community	22.7	18.1
H. Building and Supplies	29.4	23.9
I. Communications	28.7	23.7

#### Student Satisfaction Survey Results

	EHS Mean	National Mean
A. Teachers	25.3	23.7
B. Fellow Students	16.7	16.5
C. Schoolwork	19.3	18.3
D. Student Activities	18.0	17.5
E. Student Discipline	20.2	19.2
F. Decision Making	15.0	14.5
G. Building, Supplies	22.0	20.9
H. Communication	19.9	19.6





## PARENT/COMMUNITY INVOLVEMENT

- Career Exploration Day brings many community members into the school to talk to students about their professions.
- The Parent Teacher Organization has made significant contributions to the school in the form of special programs and events and funding for reading activities.
- Athletic and Band Boosters support students and educators with funds and extra helping hands.
- Many parents, grandparents, siblings and friends volunteer to help out in the classroom or to serve on committees to benefit the children in the district. At the Primary School nearly 70 volunteers were honored at a Volunteer Tea, and 50 were recognized at Eagle Lake School.
- Over 60 Edwardsburg Middle School and High School students served as reading partners, mentors, and classroom helpers.
- The Edwardsburg World Language students presented six week language experiences for the Primary students as well as plays for the students, whereby they spoke in the language the students had been exposed to during the buddy sessions.
- The Open Houses are a community event with the PTO sponsoring the annual Open House Picnic. Attendance runs as high as 98% at the elementary schools.
- The district hosted several students from Western Michigan University, Indiana University at South Bend, and Bethel College who were preparing to be teachers.
- Parent-Teacher conferences are well attended.

## 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	2001	2002	2003
Primary Building (Pre-K-1)	98%	99%	98%
Eagle Lake (2-3)	97%	98%	98%
Intermediate (4-5)	94%	94%	96%
Middle School (6-8)	78%	68%	68%
High School (9-12)	33%	43%	30%

## STAKEHOLDERS IN DECISION MAKING

- Parent Advisories at each building are made up of parents representing the various programs. The group meets with the administrator to discuss topics of interest and concern and their input helps guide the decision making process.
- Superintendent's Council is an opportunity for educators to meet with the superintendent to discuss educational issues.
- The Superintendent's Advisory for students provides an avenue for students to meet with the superintendent and talk about topics of the students' choice.
- School Improvement Teams are active in each building, as well as at the district level.
- The Professional Development Team meets to discuss training for teachers.
- During K-12 Curriculum meetings all teachers provide input regarding educational decisions in the subject areas in which they teach.
- Professional Curriculum Committees review curriculum and propose programs and instructional materials.
- The District-Wide Professional Council is an integral part of the curriculum review process and ultimately must approve a curriculum/program adoption.
- The Building Council is a forum for teachers to communicate openly at the building level and provides the first steps in initiating curricular changes.
- The District Strategic Planning Committee involves over 100 teachers, parents, community members, students, and administrators in determining the direction of the district.
- Grade level teams also provide input and direction for instruction.

