

## SPECIALIZED SCHOOLS AND PLACEMENT PROCESS

Shared Time programs meet the goals of Edwardsburg High School by providing additional options for **all** students.

**Building trades** is offered in conjunction with Niles. New this year is the **Pharmacy Tech and Health Academy**. Three (3) students participated in building trades and we had four (4) students in Pharmacy and Health Academy.

**Southwestern Michigan College** instructors have been coming to Edwardsburg High School since 1991-92. Courses offered during the 1997-98 school year included English, Calculus, Sociology and Philosophy. The purpose of these classes is to offer advanced placement opportunities to qualified students. In order to enroll in these courses, a student must satisfy the necessary prerequisites with a specified grade point average. 56 students participated in the Southwestern classes in 2003-04.

**Advanced Placement Biology** was added to the curriculum during 1995-96. In 2003-04 seventeen of seventeen students enrolled took the Advanced Placement Exam to earn college credit. Last year 15 of 15 students who took the test were eligible for credit.

**SMC Academies** provide college level technical education opportunities for the vocational students. So far, students have participated in the areas of machine trades, drafting, welding and aviation. Nineteen (19) students participated in the SMC Academies in 2003-04.

An **Extended Education** class is taught during evening hours by a qualified teacher. The purpose of this class is to offer an opportunity to earn credit toward graduation for students who are deficient in credits at the beginning of their junior year. Students who would not have been able to meet graduation requirements by receiving only day school credit are eligible for this program. Nineteen (19) students participated in extended education classes in 2003-04.

In our tenth (10th) year of participation in the Berrien County Consortium for the gifted in **math and science**, we sent 14 students. These students will complete math and science credits in this program during their high school years.

The **Elkhart Area Career Center** is an area vocational facility offering 23 half-day skill training programs with a component for special needs students. Students are selected for this program by demonstrating sincere vocational interest. Access to the EACC lets students participate in vocational and technical education beyond the means of the local school district. Twenty-eight (28) Edwardsburg students attended the EACC in 2003-04.

## HIGHLIGHTS

### Parent Teacher Conferences

Edwardsburg High School has an enrollment exceeding five hundred students and a professional teaching staff of thirty six. Each fall, eleven daytime and evening hours are scheduled for face to face conferences between students, teachers and parents.

Conference days are publicized through the school district newsletter, the building newsletter and local newspapers. Parents contact the guidance office to schedule fall conferences with teachers.

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Conferences held	831	727	749	889	796	868
Number of families attended	194	173	178	189	189	185

### Community Resources

There was a considerable community-school involvement throughout the 2003-04 school year. Numerous agencies/families contributed scholarships to graduating seniors. Local businesses participated in job shadowing programs - a key component to the School-To-Work transition program. Businesses and neighboring schools shared services, programs, and facilities with Edwardsburg High School students.

The Cooperative Education Program supervised 40 students employed by local businesses. These students earn credit hours along with invaluable work experience.

### HIGH SCHOOL FACILITY IMPROVEMENTS - 2003-04

New Football Soccer Field	New Science Lab	Expanded Library Computer Lab
New Track	New Home Economics Lab	Computer Lab upgrade
New Tennis Courts	New Fine Arts Wing	New Competitive Cheer Wrestling Room
Athletic lockers refinished	New Student Parking Lot	New Concession Stand
New furniture computer lab	New Staff Parking Lot	
Two new Social Studies Rooms	New Lighting - Athletic and Parking	

## DISTRICT OUTCOMES

- Communication Skills – Verbal, Written, Technological
- Social Skills – Interpersonal, Intrapersonal
- Critical Thinking Skills – Analytical, Creative
- Learning to Learn Skills – Know Your Strengths, Manage Your Weaknesses



# EDWARDSBURG HIGH SCHOOL 2003-2004 ANNUAL REPORT

## DISTRICT MISSION STATEMENT

To maximize all students' potential to be successful in life.

## PHILOSOPHY AND GOALS

The Edwardsburg Public Schools shall provide the best and most comprehensive education possible for each student within the limits of the resources of the district.

The school shall share with the parents the responsibility for the development of appropriate moral, ethical, and social values in the students as well as the responsibility for developing aesthetic values and appreciation.

To meet the challenges of an ever changing world, the school shall share with the community the responsibility to plan, initiate, and provide programs and experiences so that individual pupils will develop the skills they need to accomplish their best and fulfill their potential.

1. To communicate, orally and in writing.
2. To develop maximum academic proficiency through proper application of basic skills.
3. To develop wise, productive and enjoyable use and appreciation of leisure time.
4. To develop appreciation of the arts.
5. To develop physical, mental and emotional health.
6. To produce a feeling of dignity and self-worth and an attitude of pride of accomplishment in a job well done.
7. To develop and apply clear, logical thinking and good judgement.
8. To acquire a zeal for continuous learning and self-improvement.
9. To develop a social responsibility for our environment and its preservation.
10. To develop attitudes of tolerance, respect and understanding of others' rights, opinion and property.

*The school will provide students the programs to reach these goals.*

### LONG RANGE BUILDING GOALS

Continue to work on North Central Target Goals

Expand support services for At-Risk students to improve attendance, achievement and encourage continuing education

Continue monitoring of curriculum to ensure that "total student body" needs are being met

Expand educational opportunities, ie, online coursework

Continue accelerated course offerings for academically talented students:

- College credit in English, Mathematics and Science
- Mathematics/Science Center Consortium
- SMC Academies

Increase an emphasis upon school to work transition programs to prepare students for post graduation opportunities

## CURRICULUM

Beginning with the class of 1999, students at Edwardsburg High School must complete 26 units of credit for graduation.

The students are required to complete four units of **English**, two units of **Science**, 3 units of **Math**, 3 units of **Social Studies**, one unit of **Physical Education**, and one unit of **Computers**.

In addition to the required units of credit, each specialized area of study has specific requirements. In **General Studies**, two major concentrations must be completed (excluding Social Studies and English.) In **Academic Preparatory Studies**, two major concentrations from Math, Foreign Language, or Science must be completed. (A major concentration consists of a minimum of 4 units of study successfully completed.) In **Industrial-Technical Studies**, six credits from Industrial Arts, Building Trades, SMC Academies, or Career Center must be completed. In **Business Education Studies**, six credits from business courses must be completed.

In addition to the courses taught at Edwardsburg High School, students have an opportunity to attend courses in Building Trades, or courses offered at the Elkhart Area Career Center. Students also have the opportunity to take college-level and college credit courses in English, Math and the Trades. An extended education program is also offered to seniors who will not have enough credits to graduate. This program offers courses taught at night for students who are in jeopardy of not graduating with their class. New in 1992-93 was the Math-Science Accelerated Program through the Berrien County Intermediate School District and taught at Andrews University. Alternative education is offered as a dropout prevention program.

In 1991, the Michigan State Board of Education developed the Michigan Model Core Curriculum, as well as Essential Goals and Assessment Frameworks in each subject area. Since that time, Edwardsburg High School has adopted these outcomes and revised the curriculum to meet State standards. Each subject area has developed outcomes, activities, goals, and objectives that follow State guidelines. Beginning in the 1995-96 academic year, the State Department of Education measured success of the Core Curriculum by administering proficiency tests. This determines whether or not these outcomes and objectives have been a part of a student's school experience.

## NORTH CENTRAL ACCREDITATION

Edwardsburg High School was awarded Outcomes Accreditation Status in March of 1994 by North Central Association of Colleges and Schools Accrediting Agency and has continued to receive NCA accreditation since that time. Edwardsburg High School will continue in OA by assessing student performance, developing an improvement plan, and documenting student success.

### Opportunities for Advanced Coursework

Students at Edwardsburg High School have the opportunity to take AP exams in Advanced Biology, Academic English, and History. EHS students enrolled at Berrien County Mathematics and Science Center participate in Honors Level Math and Science Courses on the campus of Andrews University. EHS students also take courses through Southwestern Michigan College, some of which are offered on the EHS campus.

### Michigan High School Test (HST)

#### Percentage of students earning an endorsement (Level 1, 2 or 3)

	EHS	STATE	EHS	STATE	EHS	STATE	EHS	STATE	EHS	STATE
	1999	1999	2000	2000	2001	2001	2002	2002	2003	2003
Math	83.1	81.1	84.4	80.5	85.0	66.0	86.0	81.0	80.0	73.0
Reading	91.6	82.1	88.5	82.5	90.0	72.0	92.0	82.0	92.0	80.0
Science	87.7	81.3	82.8	80.6	89.0	57.0	88.0	79.0	86.0	77.0
Social Studies	56.1	64.7	56.8	63.8	76.0	—	73.0	59.0	71.0	58.0
Writing	95.3	85.3	90.9	85.9	97.0	93.0	97.0	89.0	92.0	86.0

Edwardsburg High School earned an A (93.6%) on the Education YES state report card. (Only 17% of the schools in the State received an "A".) Additionally, the building met "Adequate Yearly Progress". Ninety-five percent of the professional staff is "highly qualified" as defined by federal guidelines in "No Child Left Behind".

## SUMMARY OF TEACHER, STUDENT, AND PARENT SURVEYS

A random sampling of students in grades 9 through 12, parents, community and all 9-12 staff members were surveyed during the 2003-2004 school year. Each response was rated 1 to 5 with 5 representing the response of "very happy" and 1 representing a response of "very unhappy." Listed below is a comparison of Edwardsburg High School Data to the National Average.

Student Satisfaction Survey Results	EHS National		Teacher Satisfaction Survey Results		EHS National		Parent Satisfaction Survey Results		EHS National	
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
A. Teachers	25.3	23.7	A. Administration	33.0	28.3	A. Parent Involvement	20.1	17.9		
B. Fellow Students	16.7	16.5	B. Compensation	17.7	15.9	B. Curriculum	28.1	26.5		
C. Schoolwork	19.3	18.3	C. Advancement	13.3	11.6	C. Student Activities	30.9	29.4		
D. Student Activities	18.0	17.5	D. Student resp.	18.4	14.7	D. Teachers	28.9	26.1		
E. Student Discipline	20.2	19.2	E. Curriculum	28.0	25.9	E. Support Services	23.3	21.7		
F. Decision Making	15.0	14.5	F. Co-workers	31.1	28.2	F. School Building	17.3	15.7		
G. School Building	22.0	20.9	G. Parents/Comm	22.7	18.1	G. Student Discipline	31.5	29.6		
H. Communication	19.9	19.6	H. School Building	29.4	23.9	H. School Administration	27.6	27.1		
			I. Communication	28.7	23.7	I. School Information	22.3	20.9		

## PROFESSIONAL DEVELOPMENT

During the 2003-04 school year, 90% of Edwardsburg High School staff attended conferences and workshops. Subjects addressed included High School Proficiency Testing, Making Mathematics Accessible to All, Special Needs Curriculum, Writing Across the Curriculum, Computer Networking and Applications, Curriculum Frameworks, Michigan History, Industrial Technology, Multi-media Technology, Foreign Language Curriculum, Differentiated Instruction, Reading in the Content Areas, and Brain Research.

## BUILDING LEVEL DECISION MAKING

A Building Council comprised of key staff members meets with the Administration on a monthly basis to express thoughts and ideas regarding building operations. An open line of two-way communication exists whereby building strengths and concerns may be discussed. Information and decisions shared in these meetings are then networked back to individual department members.

The purpose of the Building Council is to provide staff an opportunity to be involved in examining current practices/policies and recommend changes when appropriate. Its strength derives from participatory management, i.e., clarification and organization of building purpose, goals and objectives are formulated on a consensus basis and not by decree. This format provides any staff person the opportunity to initiate change by submitting their proposal with substantive rationale to a group of their peers for consideration. Each proposal is given scrutiny.

Each staff member and department is involved in the educational planning of the building. The principal meets with each department to secure budgetary recommendations for the following school year and, in essence, each staff member has direct input into the overall prioritizing of the department's budget as well as an opportunity to indicate class preference, number of students per class, preferred preparation period and course goals and objectives.

## ATHLETIC ACHIEVEMENT

SPORT	DISTRICT	REGIONAL	QTR. FINAL	ST. RUN-UP	STATE CHAMPS
Baseball	1988, 2003, 2004	2004			
Basketball (Boys)	1988				
Cheerleading Comp.		1994, 95			
Cross Country (Boys)		1987, 88, 89		1989	
Cross Country (Girls)		1990, 92			
Golf		1988, 89, 90			
Softball		1985,98			
Tennis		1990			
Track (Boys)		1985, 88, 90, 92		1990,92	
Track (Girls)		1989, 92, 00, 01			2000
Volleyball	1986, 92		1992		
Wrestling	1986, 87, 88, 89, 90, 91, 92	1986, 88	1989, 90	1989, 90	

**LAKELAND CONFERENCE ALL-SPORTS TROPHY (Boys) 1999-00, 2000-01, 2002-03, 2003-04**

**LAKELAND CONFERENCE ALL-SPORTS TROPHY (Girls) 1999-00, 2000-01, 2003-04**

### INDIVIDUAL ALL-STATE

(1985 To Present)

Baseball	Graham Knapp, Mike Ostrander, Jon Muff, Anthony Peak	Track (Girls)	Beth Lerner, Becky Breisch, Abby Paul, Becky Warner
Basketball (Boys)	Brett Hoover	Wrestling	Rick Ackerman, Brett Bailey, Mike Cripe, Cary Culver, Patrick Etherington, Scott McMillan, Josh Rinehart, Jay Teter, Steve Williams, Rex Kandle
Cross Country (Boys)	Patrick Etherington, Victor Mattson, Shawn Neff, Charles Penninger	State Miss Softball 2000	Vicki Nelson
Cross Country (Girls)	Jennifer Milliken	State Miss Track 2001	Becky Breisch
Golf	Eric Emenaker	Michigan Gatorade Player of Year 2000	Becky Breisch
Softball	Ashley Nugent		
Track (Boys)	Brad Apel, David DeVenney, John Disher, Greg Douglas, Patrick Etherington, Gregory Frost, Todd Gizzi, David Hoover, Robert Meyers, Shawn Neff, Brian Renaldi, and Chad Kring, Craig Shuttleworth, John Black, Josh Kujawa, Brock Holtsclaw		

## DROP OUT AND RETENTION FOR 1998-04

Drop Out	98-99	99-00	00-01	01-02	02-03	03-04	TOTAL
9th	9	9	5	6	3	6	38
10th	3	7	5	2	4	2	23
11th	7	8	3	4	2	2	26
12th	8	7	5	5	1	2	28
Total	27	31	18	17	10	12	115
Enrollment	598	563	550	611	632	610	3538
Percentage	4.8%	4.9%	5.0%	3.0%	2.0%	2.0%	3.0%

Retention	98-99	99-00	00-01	01-02	02-03	TOTAL
9th	11	22	28	25	25	15
10th	10	16	22	14	23	18
11th	8	9	7	6	13	15
Total	29	47	57	45	61	48
Percentage	6.3%	4.8%	4.1%		4.3%	2.1%
Total	67	268	56		61	48
Percentage	11%	9.5%	10%	7.6%	10%	13%

### EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education 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.

## PSAT-NMSQT FINALISTS AND COMMENDED STUDENTS

Year	RECIPIENT	FINALISTS	COMMENDED STUDENTS
1980		Galen Ressler	
1981			Gary Gerfen, Thomas Rea
1982			William Proctor
1983			Duane Ressler
1984			Penny Hough
1985		Thomas Crane	Chris DeRoo
1986			
1987			Michelle Funk
1988		Jeffrey Stickney, David Ackels	Jeffrey Milliken
1989		Robert Babler, Laurie Kirkdorfer, Eric Seigel	Brett Bailey
1990			Pat Etherington
1991			Shane Szalai, David Loder
1992		Bonita Beadenkopf	Jason Bidwell
1993		Jolie Sheffer	Heidi Quinn, Kurt Etherington
1994			
1995			
1996			Matthew Proctor
1998			Alison Mikulyuk
1999		Tracey Thompson	Kelsey Haas
2000	Gabriel Black		
2001			Drew Dodge
2002	Christopher Black		

## SPOTLIGHTING EXCELLENCE 2003-04 ACCOMPLISHMENTS

- 10 Career Technical Education Awards
- 12 SMC scholarships at Senior Honor
- 4 named to Lakeland Conference All-Academic Team
- 10 named to Lakeland Conference All-Academic Honorable Mention Team
- 20 served as elementary mentors
- 56 seniors earned college credit
- 83% seniors applied to post-secondary
- 14 local scholarships awarded to 13 seniors
- 98 seniors received recognition at Senior Honor
- 31 Job Shadow students
- 5 National Vocational Technical Honor Society
- Michigan Department of Education Grade = A

### OUTSTANDING ALL AROUND ACADEMIC ACHIEVEMENT

Award	Recipient	Year	Commended Student	Year
Detroit Free Press Academic All-State	Robert Babler	1989	Jacob Gunn	2002
	Shane Szalai	1991, Honorable Mention	Jason Dodge	2004, Honorable Mention
	Sharon Szalai	1993		
Robert C. Byrd Academic Scholarship	Robert Babler	1989	Christopher Black	2002
	Shane Szalai	1991	Jason Dodge	2004, Honorable Mention
	Shane Szalai	1993		

Edwardsburg High School has had thirteen National Merit Finalists since 1980.

## ACT SCORES

School Year	# Students	English	Math	Reading	Sci Reas	Comp
95-96	Local	20.6	19.3	22.7	22.3	21.4
	State	20.4	20.5	21.6	21.6	21.1
	National	20.3	20.2	21.3	21.1	20.9
96-97	Local	20.6	19.6	22.7	22.3	21.3
	State	20.4	20.8	21.6	21.6	21.3
	National	20.3	20.6	21.3	21.1	21.0
97-98	Local	19.4	18.8	20.6	20.1	19.8
	State	20.4	20.6	21.4	21.5	21.1
	National	20.4	20.7	21.4	21.2	21.1
98-99	Local	21.1	20.1	22.9	22.1	21.7
	State	20.6	21.1	21.5	21.5	21.3
	National	20.5	20.7	21.4	21.0	21.0
99-00	Local	19.8	19.8	20.9	22.7	20.6
	State	20.5	21.0	21.6	21.6	21.3
	National	20.5	20.7	21.4	21.0	21.0
00-01	Local	20.8	22.7	24.3	23.1	22.8
	State	21.7	22.4	22.7	22.6	22.5
	National	21.5	21.7	22.2	21.8	21.9
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	21.1	20.8	20.8
03-04	Local	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

## EDWARDSBURG HIGH SCHOOL HONOR ROLL - 2000 TO PRESENT

	JAN 01		JUNE 01		JAN 02		JUNE 02		JAN 03		JAN 04		JUNE 04	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9TH	44	25%	46	26%	34	19%	35	20%	55	26%	62	31%	59	30%
10TH	35	22%	36	23%	44	27%	45	27%	36	25%	64	32%	59	31%
11TH	41	33%	37	30%	43	31%	33	26%	47	35%	42	30%	45	28%
12TH	45	38%	51	42%	68	58%	49	41%	62	48%	64	24%	42	28%
TOTAL STUDENTS	165	28%	170	29%	189	32%	162	27%	200	32%	232	38%	205	33%

The above figures represent the number of Honor Roll students at the end of each semester, followed by the percentage of total enrollment. 83% of 2004 graduates have applied for post secondary educational opportunities. Over 80% of students graduating in the last seven years pursued post secondary opportunities.