



# EDWARDSBURG INTERMEDIATE SCHOOL

## 2006-2007 ANNUAL REPORT

### MISSION STATEMENT

The mission of Edwardsburg Intermediate School is to maximize all students' potential to be successful in life.

### PHILOSOPHY

The purpose of the Edwardsburg Intermediate community is to prepare students for their future. Recognizing all students as unique individuals, we will foster basic skills, critical thinking, and creativity. In a positive, challenging environment, we promote self-discipline and self-esteem. Our educational methods will be flexible, coordinated, and open to change. Our primary goal will be to nurture and develop individual potential so that each student will be best prepared to lead a rewarding life.

### GOALS

#### 2006 - 2007 N.C.A. TARGET AREA GOALS

Edwardsburg Intermediate School achieved Outcomes Accreditation Status from the North Central Association, and was accredited without warning during the 2006-07 school year. The following Target Area Goals were determined by gender and economically disadvantaged data from standardized test scores.

1. All students will demonstrate improved writing skills across the curriculum.
  - Analyze and compare data
  - Incorporate supporting details in their writing
2. All students will improve their reading for understanding skills across the curriculum.
  - Inferencing
  - Supporting Details
  - Comparing/Contrasting/Similarities
3. All students will improve their ability to interpret and compare data across the curriculum.
  - Charts
  - Tables
  - Graphs

#### 2006 - 2007 EDUCATIONAL GOALS

- To successfully transition into two-person teaching teams.
- To continue to emphasize and improve MEAP Writing results.
- To further expand the utilization of data driven decision-making in developing differentiated instructional strategies within each classroom.
- To continue to utilize the Target Area interventions established through the NCA / School Improvement and Performance Accreditation process.

### ACCREDITATION STATUS

During the 2006-2007 school year, Edwardsburg Intermediate School received an Education YES! school report card letter grade of "A" and met Adequate Yearly Progress (AYP). One hundred percent of the professional staff is highly qualified as defined by Federal guidelines in "No Child Left Behind."

Edwardsburg Intermediate School achieved Outcomes Accreditation through the North Central Association during the 2002-03 school year. During 2004-05, Target Area Goals were established and a Student Profile was submitted to the NCA Central Reviewing Committee in pursuit of Performance Accreditation.

# CURRICULUM

## STUDENT OUTCOMES

Through completion of their education the Edwardsburg Public Schools students will demonstrate that they are:

- **complex thinkers** who identify, assess, analyze, and use available information and resources to reason, make decisions and solve problems in a variety of contexts,
- **self-directed lifelong learners** who value knowledge, are motivated to learn, set priorities and achievable goals, create options for themselves, and assume responsibility for their actions,
- **respectful of self and others** and they exhibit self confidence, have the courage to take risks and contribute their time, energies, and talents to improving the welfare of self and others,
- **collaborative workers** who use effective communication, leadership and group skills to develop and manage positive interpersonal relationships within culturally and organizationally diverse settings or communities,
- **quality producers** who create and share intellectual, artistic, practical, and physical products, which reflect originality and high standards.

## CORE CURRICULUM

The Michigan Department of Education recommends each school district implement the Core Curriculum. The Core Curriculum is composed of academic content standards and benchmarks in the following areas: English/Language Arts, Mathematics, Science, and Social Studies.

## CORE CURRICULUM IMPLEMENTATION

The development of curriculum and educational programs in the Edwardsburg Public Schools is an ongoing process best served through the cooperative efforts of all available professional staff. Teachers, administrators, and the Board of Education continually work together to update existing curriculum to develop the best possible education for our students.

Curriculum revisions occur on a scheduled basis and are reviewed by the district-wide Professional Council. During the past two years, Mathematics and Social Studies have been in the review process. All academic programs utilize benchmarks established by the Michigan Department of Education Core Curriculum.

## CURRICULUM GUIDE

A curriculum guide along with grade level brochures are available to parent/guardian(s) of students as a means of informing them of the various subject areas their child will be learning during the year. The State of Michigan Core Curriculum and the curriculum guide are also available to review through the Intermediate office.

## CURRICULAR DEPARTMENTS

Dialogue between administration and staff exists on the departmental level. Periodic meetings between the building principal and department members occur to discuss instructional and curricular matters, and to secure budgetary recommendations.

### Language Arts

Sion Curtis  
Kasey McBeth  
Brian Schaible  
Nancy Tighe  
Janie Williams

### Mathematics

Jessica Carter  
Marcia Harroff  
Lisa Jacobson  
Martha Lange  
Mary Todt

### Science

Amy McFarland  
Cindy Vernon  
Deb Williams  
Jacquie Williams

### Social Studies

Rachele Dugger  
Brad Ostrander  
Easter Shearer  
Lisa Wills

## BUILDING LEVEL DECISION MAKING

The staff at Edwardsburg Intermediate School is involved in numerous components of decision making including curriculum, capital purchases, and budgets. The building level improvement plan, while reflecting the direction and goals of the district team, Superintendent and the Board of Education, is an expression of each building's needs. Staff suggestions and concerns are solicited by the administration during periodic staff meetings. An open door policy encourages staff to communicate directly with administration as needed. Formal dialogue between administration, staff, and community is established in three areas: Building Council, School Improvement Team, and Curricular Departments.

## BUILDING COUNCIL

A Building Council, nominated by staff to represent the various content areas, meets with the building principal periodically to serve as a formal arena in which to air thoughts, ideas, and concerns regarding the overall effectiveness of the building. The Building Council also serves as a proving ground for curricular change as it approves or rejects curriculum proposals before they are sent for final authorization by the District-Wide Professional Council.

## BUILDING COUNCIL MEMBERS

Brad Ostrander

Cindy Vernon

Deb Williams

Lisa Wills

## SCHOOL IMPROVEMENT TEAM

The NCA/School Improvement Team is a proactive committee also nominated by staff. It strives to establish and maintain a cutting edge approach toward elementary education. The NCA/School Improvement Team is responsible for gathering information, data, and parental input to construct and fulfill meaningful immediate and long term building goals. The team also seeks out ways to effectively communicate these goals to the community.

Members of the NCA/ School Improvement Team at Edwardsburg Intermediate School include:

Staff Representatives

Sion Curtis, Rachele Dugger, Marcia Harroff, Deb Williams

Administrative Representative

Scott Moellenberndt

In summary, building level decisions in the areas of curriculum, discipline, capital purchases, and departmental budgets are usually developed through dialogue between staff and the administration.

## PARENT INVOLVEMENT

### PARENT ADVISORY COMMITTEE

Deb Coble

Amy Jo Mahaney

Rachel Oppman

Elaine Shafer

Tony Coble

Bill Mahaney

Paul Pawelski

Mark Shafer

Cindi Disher

Kirk Mecklenburg

### P.T.O.

The P.T.O. has sponsored many events including the Open House Picnic, Bingo Bash, and fundraisers.

## PARENT/TEACHER CONFERENCE ATTENDANCE

'02	'03	'04	'05	'06
94%	96%	96%	96%	97%

## STUDENT ACHIEVEMENT

Individual student achievement and accomplishments are displayed throughout Edwardsburg Intermediate School. Student work is routinely showcased within each classroom, as well as the central instructional area and hallways leading to the respective pods. Students are recognized each morning during announcements for their reading and citizenship efforts, and periodically by the "Excellence Flag" being flown that day in honor of an individual's or group achievement. Students are also featured throughout our "Intermediate Informer" and district "Eddie-torial" newsletters, local newspapers, and electronically on our district website and video announcements. Each school year concludes with an Academic Awards Assembly for each grade level to allow teachers, activity sponsors, and administration an opportunity to recognize outstanding student achievement.

Student assessment tools are utilized throughout each school year to measure and reflect individual academic achievement. Formal assessments are conducted twice each year in Reading, Language Usage, and Mathematics. Student progress is communicated through progress reports, report cards, rubrics, portfolios, test results, and reading inventories. Student planners are also provided as a tool to enhance daily communication between school and home. Parent conferences, student-led conferences, written correspondence, parent advisory committee meetings, open house and other large group parent gatherings such as fine arts festivals, band concerts, and PTO meetings are utilized to convey information.

Since Edwardsburg Intermediate School is comprised solely of fourth and fifth grade students, the Michigan Educational Assessment Program (MEAP) testing is a priority of our students and staff. As a result of the significant improvement in student testing results that occurred during the 1999-2002 school years, Edwardsburg Intermediate School received the Golden Apple Award and \$10,000 from the Michigan Department of Education.

The results indicated below compare the percentage of students scoring in Level 1 - Exceeds Michigan standards and Level 2 - Meets Michigan standards on MEAP testing at Edwardsburg Intermediate School to the state average for each grade level since 2000. The Intermediate School met state objectives with 100% of the students being tested in Mathematics and English Language Arts. The student attendance rate is at 96.6%.

	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>
<u>Reading</u>						
4th Grade	75.3	88.4	81.0	92.0	87.0	94.0
State Average	56.8	75.0	80.0	82.0	83.0	85.0
5th Grade	--	--	--	--	86.0	92.0
State Average	--	--	--	--	80.0	84.0
6th Grade	--	--	--	--	91.0	92.0
State Average	--	--	--	--	80.0	83.0
<u>Writing</u>						
4th Grade	--	53.8	52.0	31.0	65.0	40.0
State Average	--	47.0	48.0	27.0	55.0	45.0
5th Grade	73.3	--	--	--	64.0	55.0
State Average	55.7	--	--	--	63.0	57.0
6th Grade	--	--	--	--	92.0	78.0
State Average	--	--	--	--	75.0	74.0
<u>English / Language Arts</u>						
4th Grade	--	70.1	70.0	71.0	83.0	85.0
State Average	--	59.0	64.0	54.0	76.0	78.0
5th Grade	--	--	--	--	79.0	84.0
State Average	--	--	--	--	75.0	78.0
6th Grade	--	--	--	--	89.0	88.0
State Average	--	--	--	--	73.0	78.0
State Target Goal	--	--	--	--	--	48.0
<u>Mathematics</u>						
4th Grade	78.6	77.2	84.0	72.0	87.0	90.0
State Average	64.5	65.0	73.0	72.0	82.0	85.0
5th Grade	--	--	--	--	84.0	82.0
State Average	--	--	--	--	73.0	76.0
6th Grade	--	--	--	--	82.0	83.0
State Average	--	--	--	--	65.0	69.0
State Target Goal	--	--	--	--	--	56.0
<u>Science</u>						
5th Grade	91.0	87.4	94.0	93.3	90.0	91.0
State Average	73.2	77.0	78.0	79.0	77.0	83.0
<u>Social Studies</u>						
5th Grade	23.8	39.1	41.0	27.0	--	--
State Average	22.4	28.0	31.0	26.0	--	--
6th Grade	--	--	--	--	90.0	86.0
State Average	--	--	--	--	78.0	74.0

The results indicated below compare the percentage of students in each disaggregated sub-group as defined by No Child Left Behind as having met or exceeded the Michigan standards measured by the Michigan Educational Assessment Program (MEAP).

<b>Fourth Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>ELA (R + W)</b>	<b>Mathematics</b>
Male	92	38	83	94
Female	95	43	86	86
Econ. Disadvantaged	89	27	69	80

<b>Fifth Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>ELA (R + W)</b>	<b>Mathematics</b>	<b>Science</b>
Male	91	51	81	85	89
Female	92	60	87	79	92
Econ. Disadvantaged	90	48	82	70	87

<b>Sixth Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>ELA (R + W)</b>	<b>Mathematics</b>	<b>Social Studies</b>
Male	91	73	87	85	84
Female	93	82	90	82	88
Econ. Disadvantaged	91	77	89	75	77

During the 2006-2007 school year Edwardsburg Intermediate School received an Education YES! school report card composite letter grade of A (90%) and met Adequate Yearly Progress (AYP). Every teacher is certified in their instructional area and has achieved Highly Qualified status.

Edwardsburg Intermediate School administers the Measures of Academic Progress (MAP) Test to students during the fall and again in the spring of each school year. This Instrument is uniquely designed by the Northwest Evaluation Association (NWEA) to provide accurate measurement of student achievement and growth over time. This assessment was provided to all students in fourth and fifth grades in the area of Language Usage, Mathematics, and Reading.

The results indicated below compare the Mean RIT score for students at Edwardsburg Intermediate School / NWEA Standard Mean RIT score for students at each grade level.

<b>Grade</b>	<b>Language Usage</b>	<b>Mathematics</b>	<b>Reading</b>
Fourth	210 / *207	215 / *210	209 / *205
Fifth	213 / *213	220 / *218	214 / *211

\* Denotes the NWEA Mean RIT score for students to be on grade level for each respective grade.

<b>DAILY ATTENDANCE</b>	<b>'04</b>	<b>'05</b>	<b>'06</b>
Fourth / Fifth Grade - Percentage of students attending school daily	94%	96%	96%

<b>HONOR ROLL</b>	<b>'04</b>	<b>'05</b>	<b>'06</b>
Fourth Grade - Percentage of students achieving Honor Roll	35%	39%	41%
Fifth Grade - Percentage of students achieving Honor Roll	38%	43%	46%

## SPECIALIZED SCHOOLS

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, severely multiply impaired, autistically impaired and those students under the age of 6 who qualify. LCISD also operates several specialized classrooms educating students with a disability labeled as educably 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. Edwardsburg Intermediate School offers a variety of programs, which allow students to investigate and develop special talents and interests. The core curriculum is enhanced through enrichment activities, which occur within and outside the classroom setting.

## EMRICHMENT ACTIVITIES

- After School Tutoring
- Assemblies
- Band Concert
- Board Game Club
- Chicago Trip
- Drama Club
- Field Day
- Field Trips
- Fine Arts Festivals
- Free Throw contest
- Fun Nights
- Girl Power
- Golf Club
- Holiday Craft Club
- Intramural Basketball
- Intramural Volleyball
- Intramural Wrestling
- Jump-A-Thon
- Junior Achievement
- Kids' Cuisine Club
- Math-A-Rama
- Music Concerts
- Pen Pals
- Ping Pong Tournament
- Reading Renaissance
- Roller Skating
- Science Club/Fair
- Science Olympiad
- Spelling Bee
- Student Council
- Talent Show
- Virtue Cards
- Walking Club
- Young Writers' Day

## POINTS OF PRIDE 2006-07

- The fourth grade Spelling Bee team, sponsored by Mrs. Cindy Vernon, won the Cass County Spelling Bee for the fourth consecutive school year.
- Physical Education Instructor, Mr. Steve Crawford, served as co-coordinator for "Jump Rope for Heart" which generated \$15,141 for the American Heart Association.
- The Intermediate Student Council, under the direction of Mrs. Mary Todt and Mrs. Cindy Vernon, generated \$1,553 to provide for five families during the holiday season through the Cass County "Adopt-A-Family" program.
- The AAA Program recognized 60 students for maintaining no absences, tardies or suspensions throughout the 1st Semester and 38 throughout the 2nd Semester. A total of 19 students maintained Perfect Attendance throughout the entire school year.

## NONDISCRIMINATION CLAUSE

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, marital status, or any other legally protected characteristics, in its programs and activities, including employment opportunities.

If any person believes that the Edwardsburg Public Schools District or any of the district's staff has inadequately applied the principles and/or regulations of Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Act and The Americans with Disabilities Act, she/he may bring forward a complaint to the district's Civil Rights Coordinator, Debra Cripe, Director of Curriculum and Instructional Resources, Edwardsburg Public Schools, 69410 Section Street, Edwardsburg, Michigan 49112 (269-663-1048).

