

### **TRI-COUNTY MATH MEET (E.M.S. TOOK 2nd PLACE OVERALL)**

6th Grade Team (2nd place in team competition)

Steven Coble, Matthew Hunter, Jennifer Mackling, Julia Myers, Madeline Snous, Evan Zimmerman

### **7th Grade Team (1st place in team competition)**

Cameron Breisch, Nikki Fleming, Nick Mortimer, Alan Wagner, Jalen Williams

8th Grade Team

Matt Derucki, Brea Eden, James Hack, Corey Johnson, James Swift

### **VETERANS OF FOREIGN WAR AWARDS - ANNUAL PATRIOT'S PEN WRITING CONTEST**

Local: 1st Place – Stefany Sireb (Advanced to District 7)

2nd Place – (tie) Cameron Breisch, Eric Stoneburner

### **WSBT SCHOOL OF THE WEEK FOR MARCH 21, 2005!**

## **SPECIALIZED SCHOOLS**

### **Brookside Learning Center**

Lewis Cass Intermediate School District operates a specialized school, Brookside Learning Center, to educate those birth to 25 year old students whose handicapping condition is labeled as severely mentally impaired, severely multiply impaired, trainable mentally impaired, autistically impaired, or for those 6 year old and under students whose handicapping condition qualifies them for a preprimary classroom. LCISD also operates several specialized classrooms for the purpose of educating some students whose disability is labeled as educable mentally impaired or emotionally impaired.

Students participate in this specialized school from the Edwardsburg Public School District. Students also attend specialized contracted programs in other counties or districts within Lewis Cass.

Special education eligible students are enrolled in the LCISD specialized 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 that enrollment in the LCISD specialized school is the most appropriate placement to maximize his/her potential.

The goals of the school are defined in the LCISD mission statement and are met when individual students reach toward their maximum potential by accomplishing the goals and objectives on the individualized educational plan and are challenged to become as independent as possible.

## **COMMUNITY INVOLVEMENT**

Athletic Booster Club - 96 members

Band Boosters - 117 members

Career Exploration Day - 18 participants

Parent Advisory Committee - 14 members

<b>Parent-Teacher Conferences</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
• <b>Students represented</b>	<b>413</b>	<b>355</b>	<b>369</b>	<b>402</b>
• <b>Percent of the student body</b>	<b>78%</b>	<b>68%</b>	<b>68%</b>	<b>72%</b>

### **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.



# **EDWARDSBURG MIDDLE SCHOOL 2004-2005 ANNUAL REPORT**

## **DISTRICT MISSION STATEMENT**

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

## **MISSION STATEMENT**

The mission of Edwardsburg Middle School is to provide a positive environment where students are challenged to acquire the skills and self-confidence necessary to succeed in life.

## **PHILOSOPHY**

For students to learn and achieve within a safe and positive environment, a working partnership is necessary between the students, faculty, parents, and community. A well-balanced educational program will insure that each student has the opportunity to grow academically, physically, socially, and emotionally.

## **CURRICULUM**

The core curriculum is part of the Michigan K-12 Program of Standards of Quality. This concept addresses the content - what children need to know, and the process - how children experience the content. The curriculum as designed by the State Board of Education and shaped by the mission and philosophy of the Edwardsburg Public Schools, is based on student outcomes, long range student goals, and student performance objectives.

Curriculum is planned and reviewed through the District-Wide Professional Council. This planning and review process is organized around specific content areas on a rotating seven year cycle.

## **GOALS**

### **EDUCATIONAL PLAN 2004-05**

1. Provide assistance/support to implement the new Physical Education and World Language curriculums
2. Work collaboratively with Mrs. Wright and Mr. Cobb – 2004-05 will be the first year of the looping program in mathematics (Mrs. Wright will continue to work with last year's 7th graders and teach 8th grade math. Mr. Cobb will teach 7th grade and move to 8th grade next year.)
3. Pilot 8th grade Band and Choir being offered during the same period (Students will be provided the opportunity to participate in either Band, Choir, or both – via a rotating weekly schedule.)
4. Provide middle school students accelerated programming opportunities to participate in high school coursework and continue to provide coursework opportunities at Edwardsburg Middle School for Intermediate students
5. Continue to place professional development emphasis upon differentiated instruction and learning styles (brain research)
6. Strive to improve student achievement on statewide (MEAP) and nationally standardized (NWEA) assessment
7. Satisfy NCLB and Education YES program criteria

## **ACCREDITATION STATUS**

During the 2003-04 school year, administration and staff began their new cycle of the NCA process. Data was collected and school improvement goals were established. On February 1, 2005, a Review Committee of the Michigan NCA State Committee approved the following three goals:

1. All students will improve their writing skills across the curriculum.
2. All students will improve their reading skills across the curriculum.
3. All students will improve their long term memory skills to retain information across the curriculum.

Edwardsburg Middle School staff will continue to collect data to support and meet these goals. Staff is in the process of researching strategies/interventions that will improve student performance. Also, staff must identify assessments to measure student performance for each goal. An NCA visiting team will be approving these components in the spring of 2006.

## BUILDING LEVEL DECISION MAKING

Edwardsburg Middle School is under the management of the building principal and assistant principal. The building staff's 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 four areas: Building Council, School Improvement Team, Parent Advisory, and Curricular Departments.

### Building Council

The Building Council, a group of staff members representing the various content areas, meets with the building principal periodically to serve as a formal arena 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.

### School Improvement Team

The School Improvement Team is a proactive committee that strives to establish and maintain a cutting edge approach toward middle school education. The School Improvement Team is responsible for gathering information, data, and parental input from the Parent Advisory Committee necessary 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.

### Parent Advisory Committee

The Parent Advisory Committee, consisting of Edwardsburg Middle School parents, plays an important role in the school improvement process. Open sharing is welcomed and utilized to assure a clear focus on Edwardsburg Middle School goals. This committee generates a constant flow of new ideas and perspectives that can be incorporated into our curriculum.

### Curricular Departments

Finally, 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 for the following school year. In summary, EMS encourages building level decisions in the areas of curriculum, discipline, capital purchases, and departmental budgets to be made through dialogue between staff and the administration.

#### School Improvement Team

Jackie Carter  
David Cobb  
Elisa Laskowski  
Erin Souchick  
Robert Wright  
Tonya Wright

#### Building Council

Elisa Laskowski  
Erin Souchick  
  
Parent Advisory Committee  
Laura Bywaters  
Susan Donoho  
Bernie & Chris Kloswick  
Mark & Kendra McClure  
David & Kelly Mortimer

#### Parent Advisory Committee

Cindy Dick  
Scott & Penny Duck  
Nanette Krieger  
Dallis Miller  
Paty Patzer

## MIDDLE SCHOOL ACTIVITIES

### CLUBS

#### Art Club

30 participants

#### Tennis Club

35 participants

#### Yearbook Club

12 participants

### TOURNAMENTS

#### Hoops for Heart

110 participants

### INTRAMURALS

#### Boys Basketball (6th grade)

21 participants

#### Girls Basketball (6th grade)

15 participants

#### Volleyball (6th grade)

6 participants

#### Wrestling (6th grade)

6 participants

### ATHLETICS

#### Girls Basketball

7th - 15 team members  
8th - 14 team members

#### Football

7th - 40 team members  
8th - 28 team members

#### Boys Basketball

7th - 14 team members  
8th - 12 team members

#### Volleyball

7th - 18 team members  
8th - 19 team members

#### Cheerleaders

7th & 8th - 50 team members

#### Wrestling

7th & 8th - 35 team members

#### Boys Track

7th & 8th - 37 team members

#### Girls Track

7th & 8th - 40 team members

### ACTIVITIES

#### Geography Bee

190 participants

#### Martin's Advantages

600 participants

#### Peer Mediation

16 participants

#### Math Team

6th - 5 team members  
7th - 5 team members  
8th - 5 team members

#### Science Olympiad

20 participants

#### Pop tab collection

#### Ronald McDonald House

6th - 140 participants  
7th - 50 participants  
8th - 24 participants

#### Spelling Bee

15 participants

#### Student Council

40 participants

#### Student Tutoring

39 participants

## STUDENT ACHIEVEMENT/POINTS OF PRIDE

### CASS COUNTY CONSERVATION DISTRICT POSTER CONTEST

1st Place – Kristy Kasper  
2nd Place – Ali Smith  
3rd Place – Evan Zimmerman

### CASS COUNTY SPELLING BEE

8th Grade Team (1st place in team competition)  
Lindsay Davis, Alexandria Ludwig, Brett Mitchell, Jacey Nissen, Brittany Smith  
7th Grade Team (3rd place in team competition)  
Amelia Breslin, Brittany Nagy, Julianne Phillips, Alan Wagner, Dakota Yancy

### 6th Grade Team (2nd place in team competition)

Jennifer Mackling, Jessica Rudynski, Madeline Smous, Zachariah Thompson, Shelby Vernon

### Individual Competition

5th Place – Brittany Smith

### FARM BUREAU INSURANCE “AMERICA & ME” ESSAY CONTEST HONORS

1st Place – Alexandria Porter  
2nd Place – Sierra Imanse  
3rd Place – Amanda Pietrzak

### PERFECT ATTENDANCE AT E.M.S. (2004-05 SCHOOL YEAR)

6th Grade	7th Grade	8th Grade
Nicole Archambault	Nicholas Bliss	Ryan Anderson
Paige Deak	Cameron Breisch	Matt Haines
Jack Herman	Amelia Breslin	Summer Marcin
Danielle Howard	Thomas Churchill	Ashley Marschke
Matthew Hunter	Tiffany Finley	Patrick Reck
Jasmine Meadows	Alexander Gardner	Christopher Steele
Jessica Philbrook	Chelsea Gullett	Ethan Wesley
Jessica Rudynski	Justine Lewis	Kayla Witmer
Andrew Sapmaz	Stefanie Roeder	
Matthew Smith	Jay Rudynski	
Zachariah Thompson	Shelbie Turner	
	Chelsea Wagner	
	Emily Wagoner	

2 years perfect attendance – Nicholas Bliss, Amelia Breslin, Thomas Churchill, Alexander Gardner, Ashley Marschke

3 years perfect attendance – Ryan Anderson

### READER'S DIGEST NATIONAL WORD POWER CHALLENGE HONORS

6th Grade – Steven Coble  
7th Grade – Julia Harman  
8th Grade – Alan Wagner

### SCIENCE OLYMPIAD (3rd IN REGIONALS, QUALIFIED FOR STATE COMPETITION)

#### 7th Grade

Christina Boesler  
Cameron Breisch  
Amelia Breslin  
Nikki Fleming  
Kara Hodges  
Eli Kloswick  
Allison Koonitz  
Ian McPherson  
Ellen Miller  
Nick Mortimer  
Mitchell Patzer  
Julianne Phillips  
Cody Pletcher  
Bridget Teter  
Alan Wagner  
Jalen Williams

#### 8th Grade

Sierra Imanse  
Wyatt McAllister  
Cassie Piernicki  
Amanda Pietrzak

## MEAP TEST SCORES

<b>Mathematics</b>	<b>99/00</b>	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>	<b>03/04</b>	<b>04/05</b>
7th Grade	56.0	NA				
State Results	62.8	NA				
8th Grade			*51.6	62.0	85.0	73.8
State Results			53.8	52.0	63.0	62.0
<b>Science</b>						
8th Grade	25.0	14.9	*68.7	74.0	78.0	85.7
State Results	24.2	19.7	66.6	65.0	66.0	65.0
<b>Social Studies</b>						
8th Grade	66.3	58.2	56.8	43.0	25.0	33.3
State Results	59.6	58.7	58.3	32.0	29.0	30.0
<b>Writing</b>						
8th Grade	69.7					
State Results	66.8					
7th Grade		69.5	54.0	60.0	37.0	74.2
State Results		68.2	66.2	57.0	47.0	53.0
<b>Reading</b>						
7th Grade	62.5	62.3	60.6	71.0	64.0	80.2
State Results	48.4	57.9	50.9	61.0	61.0	73.0
<b>ELA</b>						
7th Grade				66.0	58.0	76.9
State Results				58.0	57.0	66.0

\* Denotes revised test implementation

The results indicated below compare the percentage of students in each disaggregated sub-group as defined by “No Child Left Behind” having met or exceeded the Michigan standards measured by the Michigan Educational Assessment Program (MEAP) in 2004-2005.

7th Grade	Reading	Writing	ELA (R&W)
Male	72	62	69
Female	88	85	84
Economically Disadvantaged	73	60	69
8th Grade	Mathematics	Science	Social Studies
Male	75	88	33
Female	73	83	34
Economically Disadvantaged	63	77	30

## EDUCATION YES REPORT

This report card from the Michigan Department of Education provides an assessment of several measures of Edwardsburg Middle School's performance. The Composite Grade is the overall grade for the middle school, arrived at by combining the following factors:

- **Student Achievement** measures student attendance, test participation rate, and performance, as well as tracks scores for improvement.
- **Indicators of School Performance** combines several factors, such as school facilities, attendance, and graduation rate.
- **AYP Status** (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

**Edwardsburg Middle School received a “B” (89.0%) as a letter grade and met “Adequate Yearly Progress.”** Ninety-nine percent of the professional staff is “Highly Qualified” as defined by the Federal law entitled “No Child Left Behind.”

## STUDENT OF THE MONTH RECIPIENTS

### Student of the Month Recognition

Students are recognized on a monthly basis for demonstrating significant daily effort and excellence in academics. Also, students are awarded for demonstrating a positive, cooperative, and congenial attitude to others daily. Pictures of these students are displayed on a bulletin board in front of the building, and local newspapers are contacted for publicity.

6th Grade	7th Grade	8th Grade
Marcus Albrecht	Matthew Becsei	Kayla Brady
Michalina Badur	Cameron Breisch	Candace Brown
Paige Deak	Amelia Breslin	Lauren Clark
Christopher Eaton	Taylor Coquillard	Courtney Davis
Joshua Funkhouser	Ashley Fenimore	Devin Donclovic
Katelyn Harvey	Rosemary Hamilton	Kathryn Dutoi
Matthew Hunter	Allison Koonitz	Sierra Imanse
Jennifer Mackling	Syna Lace	Baylee Kile
	Laney Smous	Renee Wilkins

## SPECIAL PROGRAMS

### After-School Tutoring

E.M.S. offers a tutoring program for 6th-8th grade students in all the four core subject areas. This program runs through the second and third marking periods of the school year.

### Breakfast Club

This program offers 8th grade students the opportunity to share their concerns regarding climate, programs, and other components of the the middle school. Different 8th grade students meet with the principal on Friday of each week.

### Camp Eberhart

Horizons and sixth grade students participate in a program at Camp Eberhart. These students travel to Camp Eberhart and partake in the “Ground Initiatives” course, where life skills are practiced in an alternative setting from school. Leadership, sportsmanship, teamwork, individual challenges, and respect are some of the skills used in the program.

### Educational Talent Search (ETS)

ETS is a college preparation program funded by the U.S. Department of Education TRIO Programs. The goal of this program is to provide students in grades 6-8 with support, motivation, and encouragement toward educational advancement and pursuit of postsecondary educational programs. This goal is reached by providing small group and individual assistance in various service areas.

### Gold Cards

The Triple “A” (Attendance, Academics, and Attitude) program promotes positive attitudes and citizenship skills by encouraging students to exhibit these skills everyday. Teachers and staff give out “Gold Cards” to students who show positive citizenship skills such as picking up and throwing away trash in the hallways without being asked. The “Gold Card” is worth fifty cents towards school lunch, sports activities, and dances.

### Horizons Program

Horizons program is designed for at-risk students who need individual help in academic areas. Students take part in a Horizons class for one hour a day and a Horizons teacher monitors their progress.

### NWEA Assessment

Each student in the middle school will take an NWEA (Northwest Evaluation Association) assessment, once in the fall and once in the spring. This assessment measures each student's progress or growth in three areas: reading, language usage, and mathematics.

### Peer Mediation

Each year, a cross representation of students is trained as mediators for the Peer Mediation program. As conflict managers, kids-help-kids to develop mutually agreed upon solutions using a problem solving process. The goal of this program is to enhance peer relationships and further develop life-long conflict resolution skills.

### Reading Renaissance

This comprehensive reading program is offered in the sixth grade curriculum. Students earn points by passing computerized tests over selected readings. The Reading Renaissance program provides all students the opportunity to further enhance their reading skills on an individual basis and at their own pace.

### Student Climate Committees

Students at each grade level were selected by staff to be part of these grade level committees designed to address and discuss student climate issues. Students meet with the assistant principal and behavioral specialist once a month to discuss these concerns.

### Student-Led Conferences

Since utilizing this type of conference at the middle school level, parent and student attendance has increased. Students utilize portfolios and oral presentations to demonstrate academic progress to their parents.

### Student of the Month Recognition

Students are recognized on a monthly basis for demonstrating significant daily effort and excellence in academics. Also, students are awarded for demonstrating a positive, cooperative, and congenial attitude to others daily. Pictures of these students are displayed on a bulletin board in front of the building, and local newspapers are contacted for publicity. A Student of the Month dinner is held in the spring recognizing these students on their accomplishments.