



# Warren Consolidated Schools

*Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships*

## ADMINISTRATION BUILDING

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## Carter Middle School Annual Education Report (AER) Cover Letter

May 18, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Carter Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Amy Hendry for assistance.

The AER is available for you to review electronically at <https://goo.gl/oRmvMD>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Carter Middle School students are assessed in the fall and spring of each school year using the NWEA. All staff completed basic training to assist with analyzing NWEA and MSTEP data to identify students needing additional academic support. Additional MTSS assistance is provided for students to reach proficiency, such as, Tier 2 and Tier 3 classroom interventions and strategies. Student intervention meetings are held quarterly to monitor student performance, behavior, and attendance. The Advantage Math Recovery (AVMR) program is exercised with Title I students which allow foundational math practice, participate in re-teaching lessons, and daily assessments. Carter provides additional AVMR classes to support students who fall below the 15<sup>th</sup> percentile in Math. Non-proficient MSTEP Math

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students are presented with the opportunity to participate in a MISD Mindset Math Summer Camp program, which integrates Carol Dweck's "growth mindset" philosophy. Non-proficient MSTEP English Language Arts students participate in the Accelerated Adolescent Reading Initiative (ACRI) and Corrective Reading classes.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Carleton Middle School is going into year 3 of a 5-year school improvement plan.

3. **Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.**

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> grade students in Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science, and English language arts classes.

The **Middle School- School of Performing Arts (MS-WCSPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their

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language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

**Community High School** is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

**Early Childhood Education** is an important part of the mission and vision of Warren Consolidated Schools. A variety of early learning classrooms are housed in our elementary buildings. These programs include WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported preschool program for 4 year-olds), fee-based 3-year-old and 4-year-old preschool, transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

**Year-round education** offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at [www.wcskids.net](http://www.wcskids.net), under Parent Resources on our school page.

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5. Fall 2015 Iowa Percent Proficient (M-Step Four Level Companion)

Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
CORE	6	264	120	45.5%	65	24.6%	58	22.0%	21	8.0%	29.9%
ELA	6	272	112	41.2%	68	25.0%	53	19.5%	39	14.3%	33.8%
MATH	6	272	134	49.3%	69	25.4%	54	19.9%	15	5.5%	25.4%
CORE	7	244	79	32.4%	83	34.0%	67	27.5%	15	6.1%	33.6%
ELA	7	249	91	36.5%	61	24.5%	66	26.5%	31	12.4%	39.0%
MATH	7	247	92	37.2%	75	30.4%	65	26.3%	15	6.1%	32.4%
CORE	8	246	99	40.2%	65	26.4%	61	24.8%	21	8.5%	33.3%
ELA	8	253	103	40.7%	67	26.5%	58	22.9%	25	9.9%	32.8%
MATH	8	252	97	38.5%	60	23.8%	74	29.4%	21	8.3%	37.7%

Level 1 1-23 NPR      Level 2 24-45 NPR      Level 3 46-79 NPR      Level 4 80-99 NPR

\*NPR = National Percentile Rank

In the Fall of 2016, Warren Consolidated Schools administered Northwest Evaluation Association's Measures of Academic Progress (MAP Growth assessment) in place of the Iowa test. This test was given again in the Spring of 2017. ELA and Math assessment results are below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	257	57	22	51	20	47	18	67	26	35	14
Spring	6	256	42	16	45	18	71	28	57	22	41	16
Fall	7	281	71	25	53	19	66	23	54	19	37	13
Spring	7	278	56	20	72	26	58	21	55	20	37	13
Fall	8	279	71	25	52	19	61	22	68	24	27	10
Spring	8	274	48	18	67	24	49	18	88	32	22	8
Lo %ile <21			LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			

%ile = Percentile

MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	255	73	29	64	25	57	22	41	16	20	8
Spring	6	257	75	29	83	32	54	21	32	12	13	5
Fall	7	275	92	33	76	28	59	21	37	13	11	4
Spring	7	279	110	39	59	21	62	22	33	12	15	5
Fall	8	278	76	27	61	22	78	28	44	16	19	7
Spring	8	274	63	23	71	26	72	26	51	19	17	6
Lo %ile <21			LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			

%ile = Percentile

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6. Parent Participation at Fall and Spring Conferences

	Students represented by parents at parent teacher conferences			
	2015-16		2016-17	
	Number	Percentage	Number	Percentage
FALL	520	62%	245	30%
SPRING	277	33%	172	21%

The staff at Carter, while devoted to treating each child as an individual and nurturing their creativity, is also committed to the District's long-standing tradition of excellence and continues to persevere in areas of innovation and technology. Carter is committed to the development of well-rounded individuals who are physically, socially, and emotionally sound. Learning at Carter is personalized and versatile, while we work hard to provide a warm, caring environment that not only touches the hearts and minds of the children, but also prepares them to be lifelong learners in our fast-paced global society. As a staff, we are embracing data which services as a guide for identifying areas of strength and weakness. Our school improvement plan is constructed using MSTEP and NWEA focus areas and will continue to be the driving force behind reaching all students. Data is housed live for staff to analyze and guide instruction.

All Carter teachers are teaching and learning with enhanced technology in every classroom. Carter staff participated in Classroom Instruction that Works professional development (Marzano) in 2015-2016 and are still using the CITW instructional strategies. Data is used daily at Carter to guide instruction, design and implement accommodations/modifications when necessary, and offer accelerated academics to those students who need additional challenges. With the assistance of our common prep hours by academic core, teachers are given daily opportunities to work in collaboration to reach high academic achievement across all levels. Staff members participate in PLC and ILC (ELA & Math) professional development. Staff members are researching Visible Learning strategies using the Visible Learning for Mathematics (Hattie, Fisher & Frey) and Impact: Teaching Literacy in the Visible Learning Classroom (Hattie, Fisher, Frey, & Thayre) books and are excited to incorporate this mindset in the 2018-2019 school year. Instruction at Carter is guided by Ambitious Teaching and Learning strategies. Staff members are embracing Eric Jensen's philosophy related to poverty and student performance. Carter Middle School and all community stakeholders are committed to academic excellence, clear expectations, and strong relationships.

Sincerely,

*Amy Hendry*

Principal, Carter Middle School