



Warren Consolidated Schools

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

1.888.4WCS.KIDS
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LOIS E. CARTER MIDDLE SCHOOL

12000 Masonic
Warren, MI 48093
586.825.2620

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January 31, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for 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 Mike Lee for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3iT8Opr>, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.



Warren Consolidated Schools is an equal opportunity employer.
Auxiliary aids and services are available upon request to individuals with disabilities.



National Exemply Schools

Carter Middle School conducts assessments each Fall and Spring using the NWEA to monitor student progress. All staff members are trained to analyze data from NWEA, MSTEP, and PSAT assessments, enabling them to identify students requiring additional academic support. The school implements a Multi-Tiered System of Supports (MTSS) to address diverse student needs and ensure targeted interventions help students achieve proficiency.

For math support, the Add+Vantage Math Recovery (AVMR) program emphasizes foundational math skills through re-teaching lessons and daily assessments. Additionally, a Lunchtime Math Intervention is available for 6th, 7th, and 8th-grade students to provide extra assistance.

In English Language Arts (ELA), the Accelerated Adolescent Reading Initiative (ACRI) supports students struggling with comprehension and key state standards. For those experiencing challenges with reading fluency, a Corrective Reading intervention course is offered.

The MTSS team meets quarterly to evaluate student performance and adjust intervention strategies as needed. Support staff work closely with students in small groups, creating a safe and supportive environment to address both academic and mental health concerns.

State law requires that we also report on the following additional information:

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

All schools in the district are in the first year of installation, implementation, monitoring, and evaluation of a district-wide continuous improvement plan that focuses on student achievement across all content areas through a faithful implementation of the PLC framework. This year, all building-level Professional Learning Communities have committed to raising student achievement through the multi-year process of creating a guaranteed and viable curriculum unit by unit at all grade levels. In focusing on the whole child, the district's Social Emotional Learning continuous improvement plan is in the installation phase of choosing SEL curricula to be presented to the board.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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 (Warren Consolidated Schools) 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.

The Middle School Mathematics Science Technology Center (MS2TC) 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 Visual and Performing Arts (MSVPA) 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 in Sterling Heights High School. MSVPA 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 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 Macomb Math and Science Center (MMSTC (Macomb Mathematics Science Technology Center)) is an honors program for 9th – 12th 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 teacher's 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 Career Preparation Center (CPC) programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th 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 now located at the Hatherly Educational Center.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed by contacting the school office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Warren Consolidated Schools administers the Northwest Evaluation Association Measure of Academic Progress (MAP Growth) during the fall and spring of every school year. The Reading and Mathematics results for the 2022-23 and 2023-24 school years are listed below.

North West Evaluation Association (NWEA) Test Results Carter Middle School													
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi		
			%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80						
6th Grade	Fall 2022	231	52	23%	53	23%	64	28%	49	21%	13	6%	
	Spring 2023	232	56	24%	54	23%	65	28%	40	17%	17	7%	
	Fall 2023	221	67	30%	61	28%	42	19%	30	14%	21	10%	
	Spring 2024	222	61	27%	70	32%	41	18%	29	13%	21	9%	
7th Grade	Fall 2022	219	67	31%	68	31%	45	21%	27	12%	12	5%	
	Spring 2023	222	80	36%	64	29%	40	18%	24	11%	14	6%	
	Fall 2023	228	50	22%	49	21%	57	25%	55	24%	17	7%	
	Spring 2024	231	58	25%	52	23%	48	21%	47	20%	26	11%	
8th Grade	Fall 2022	224	71	32%	61	27%	49	22%	31	14%	12	5%	
	Spring 2023	222	83	37%	53	24%	43	19%	29	13%	14	6%	
	Fall 2023	218	67	31%	60	28%	47	22%	28	13%	16	7%	
	Spring 2024	226	62	27%	59	26%	56	25%	32	14%	17	8%	

**North West Evaluation Association (NWEA) Test Results
Carter Middle School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80					
6th Grade	Fall 2022	230	42	18%	52	23%	63	27%	54	23%	19	8%
	Spring 2023	232	54	23%	52	22%	69	30%	38	16%	19	8%
	Fall 2023	221	31	14%	53	24%	52	24%	62	28%	23	10%
	Spring 2024	222	38	17%	47	21%	67	30%	54	24%	16	7%
7th Grade	Fall 2022	219	47	21%	52	24%	53	24%	50	23%	17	8%
	Spring 2023	221	47	21%	54	24%	56	25%	46	21%	18	8%
	Fall 2023	226	41	18%	69	31%	54	24%	45	20%	17	8%
	Spring 2024	230	36	16%	64	28%	77	33%	39	17%	14	6%
8th Grade	Fall 2022	224	55	25%	58	26%	49	22%	41	18%	21	9%
	Spring 2023	222	51	23%	57	26%	53	24%	37	17%	24	11%
	Fall 2023	217	40	18%	61	28%	54	25%	50	23%	12	6%
	Spring 2024	225	57	25%	75	33%	45	20%	39	17%	9	4%

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Carter	Students represented by parents at parent teacher conferences			
	2022-2023		2023-2024	
	Number	Percentage	Number	Percentage
FALL	239	35%	228	33%
SPRING	220	32%	134	19.6%

*Spring conferences are held by the request of parent or teacher

Carter Middle School is committed to fostering each student’s individuality and creativity while upholding the district’s tradition of excellence. The staff prioritizes innovation and technology, creating a supportive environment that develops well-rounded individuals who are physically, socially, and emotionally prepared for the future. Learning at Carter is personalized and adaptable, equipping students to thrive as lifelong learners in a rapidly evolving global society.

Guided by a data-driven approach, Carter uses PSAT, MSTEP, and NWEA assessments to inform its School Improvement Plan, identifying strengths and areas for growth. The Multi-Tiered System of Support (MTSS) ensures targeted strategies and interventions are available to help all students achieve proficiency.

In mathematics, the Add+Vantage Math Recovery (AVMR) program is utilized in the Math Builder intervention class to address skill gaps and monitor progress. Students also benefit from a lunchtime Math Intervention for additional support. For English Language

Arts (ELA), the Accelerated Adolescent Reading Initiative (ACRI) and Qualitative Reading Inventory (QRI) guide instruction in the ELA Builder intervention class, while the Corrective Reading program supports both General Education and Special Education students struggling with fluency and comprehension.

Technology is seamlessly integrated into every classroom, with teachers employing Marzano's Classroom Instruction that Works strategies. Data is used daily to guide instruction, implement accommodations and modifications, and provide accelerated learning opportunities for advanced students. Collaborative planning and professional development are emphasized through common prep hours, Professional Learning Communities (PLCs), and Instructional Leadership Communities (ILCs).

To prepare students for college and career readiness, new STEM and Coding courses have been added to the curriculum. Staff utilize live data systems for analysis and are trained in Restorative Practices, with plans underway to establish an in-house suspension room for conflict resolution.

Carter Middle School remains steadfast in its commitment to excellence, continuous improvement, and fostering student success.

Sincerely,

Mike Lee
Principal of Carter Middle School