



# Warren Consolidated Schools

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

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## AGNES E. BEER MIDDLE SCHOOL

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

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 Amy Hendry for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2W2v2Jb>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 subgroup performing in the bottom 25% within each applicable accountability index component.

An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups as defined by TSI definition above.

A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

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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. MTSS 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 reteaching lessons, and daily assessments. Carter provides additional AVMR classes to support students who fall below the 15th percentile in Math. Non-proficient MSTEP Math students are presented with the opportunity to participate in a MISD Mindset Math Summer Camp program, which integrates Carol Dweck's "growth mindset" philosophy. Nonproficient MSTEP English Language Arts students participate in the Accelerated Adolescent Reading Initiative (ACRI) and Corrective Reading classes.

State law requires that we also report additional information.

### 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

Carter is starting year one of the 3-5 year school improvement plan.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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

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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 (MS-VPA)** 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-VPA 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 **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 now located at the Hatherly Educational Center.

**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.

#### 4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION

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

In the Fall of 2017, 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 2018. ELA and Math assessment results are below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	280	53	19	65	23	64	23	65	23	33	12
Spring	6	282	52	18	63	22	66	23	66	23	35	12
Fall	7	248	43	17	35	14	58	23	79	32	33	13
Spring	7	244	42	17	45	18	64	26	70	29	23	9
Fall	8	273	71	26	48	18	52	19	72	26	30	11
Spring	8	267	67	25	57	21	53	20	47	18	43	16
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	280	65	23	63	23	71	25	61	22	20	7
Spring	6	283	69	24	72	25	84	30	47	17	11	4
Fall	7	248	49	20	61	25	79	32	43	17	16	6
Spring	7	246	56	23	81	33	53	22	40	16	16	7
Fall	8	273	81	30	75	27	53	19	42	15	22	8
Spring	8	273	79	29	74	27	55	20	46	17	19	7
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

6. PARENTS AT PARENT-TEACHER CONFERENCES

	Students represented by parents at parent teacher conferences			
	2016-17		2017-18	
	Number	Percentage	Number	Percentage
FALL	245	30%	404	50%
SPRING	172	21%	242	30%

\*Spring conferences are held by request of parent or teacher.

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

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the children, but also prepares them to be lifelong learners in our fast-paced global society. As a staff, we are collecting and analyzing data to identify 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. Staff completed Classroom Instruction that Works professional development and are 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, & Social Studies (Science 2019-2020)) 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 is using a Multi-Tiered System of Support (MTSS) to identify and provide additional academic, behavioral, and social support for our struggling students. Carter is looking forward to becoming a building wide Title I school in 2019-2020. Carter Middle School and all community stakeholders are committed to academic excellence, clear expectations, and strong relationships.

Sincerely,

*Amy Hendry*  
Principal, Carter Middle School