



Warren Consolidated Schools

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

PAUL K. COUSINO HIGH SCHOOL

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Cousino High 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 Cousino High 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 Bradley Perkins for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VNEEHv>, 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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For 2017-2018, Cousino High School continues to take the SAT as all High Schools in Michigan. Results showed that we continued in the top third of the county within English Language Arts exceeding the state average. We believe our close and critical reading strategies for all students as well as our content specific writing has supported this growth. Our math scores jumped up and showed gains. Though we fell below state average in math, we did make a 19 point gain. MME proficiency scores have demonstrated similar results during this time. We will continue to work on math and science strategies by offering intervention courses and supports, as we have over the past few years since students tend to perform lower in these subjects.

Cousino High School continually restructures programs and services to best serve our community. As a school community, we will strive to build sustainable programs that focus on transparent instructional practices and expectations. The results of our efforts will increase student achievement and community understanding for all constituents. We expect parents to become involved with our school improvement plan through facilitating extended learning at home, supporting building initiatives, and taking an active role in promoting college preparation initiatives at Cousino High School.

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

Cousino High School met the following school improvement goals:

- a. College and career readiness will be promoted by increasing achievement in English Language Arts.
- b. College and career readiness will be promoted by increasing achievement in Mathematics.
- c. Cousino High School will create a culture that expects students to continue their education in post-secondary program

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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 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 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 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 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.

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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, under Parent Resources on our school page.

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 measure of Academic Progress (MAP Growth assessment). This test was given again the Spring of 2018. ELA and Math assessment results are listed below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	9	355	72	20	62	17	87	25	96	27	38	11
Spring	9	345	63	18	56	16	82	24	77	22	67	19
Fall	10	358	65	18	68	19	95	27	81	23	49	14
Spring	10	350	63	18	58	17	75	21	85	24	69	20
%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	9	356	73	21	78	22	85	24	73	21	47	13
Spring	9	345	76	22	67	19	77	22	74	21	51	15
Fall	10	359	65	18	86	24	86	24	60	17	62	17
Spring	10	351	70	20	74	21	76	22	63	18	68	19
%ile = Percentile			Lo %il <210		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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6. PARENTS AT PARENT-TEACHER CONFERENCES

	Students represented by parents at parent teacher conferences			
	2016-17		2017-18	
	Number	Percentage	Number	Percentage
FALL	531	36%	531	37%
SPRING	249	17%	301	21%

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

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 46 for both S1 & S2/ 3.04% of 1515
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 AP/IB - 7 AP/0 IB
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 S1 Total AP: 435/28.71%
 S2 Total AP: 428/28.2%
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
 83 students took 128 exams
 58 or 45% passed for college credit

It is with great pleasure that I report the continuous improvements of the Cousino High School students and staff. As we work towards the future we will strive to increase academic urgency and preparedness with a focus on college and career readiness.

Sincerely,

Bradley Perkins
 Principal of Warren Mott High School