



# Warren Consolidated Schools

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

## WARREN MOTT HIGH SCHOOL

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## Warren Mott 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 Warren Mott 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 Dave Meengs for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VSO NUU>, 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 been identified as a TSI building.

## **Warren Mott High School School Annual Education Report (AER) Cover Letter**

The Warren Mott High School administration, school improvement team, and faculty are instituting several initiatives designed to improve overall student achievement. First, through our school improvement plan we have implemented a close and critical reading focus in all core and elective courses throughout the school year. We have enacted a dual pronged EL intervention strategy with the assistance of a Language Acquisition Specialist and Language Acquisition Teacher. The Specialist targets core instruction to reach learners of all levels and the Teacher targets students that are no longer in our sheltered EL classes in a pull-out model. This five-year initiative has already demonstrated growth in overall achievement. Second, we have added supplemental after-school tutorial support that targets the four core academic areas of English, mathematics, science, and social studies. This is available to all students. Third, we are adding an on-going online credit recovery program to allow students who experience academic failure opportunities to re-take and experience needed core college readiness coursework required for graduation.

We use our school improvement plan as our vehicle to implement our school improvement strategies which focus on strengthening teacher knowledge of research-based intervention strategies in reading, writing, and mathematics, as well as knowledge of the Michigan State Standards and state assessments, and service to special sub-group populations. Additionally, WMHS administrative, instructional, and support staff focus on building authentic relationships with our existing and incoming families with academic excellence in mind. Our counseling staff started an initiative with the acronym of S.T.A.R.T. The purpose of START is to educate our staff and students on the five key habits that lead to success: sleep, turn off electronics, be active, read, and take control. Through surveys, pushing into classrooms, parent nights, the START initiative is making great connections within our community.

Finally, we are working to supplement our comprehensive high school experience with mentoring and positive support groups for all students. These mentoring programs facilitate proactive engagement in the learning process. We have a nationally acclaimed mentoring program, Winning Futures, and after school academic enrichment program through Wayne State University called C2 Pipeline. With these aforementioned initiatives, the faculty of Warren Mott strives to put student achievement as a primary focus in all things we do.

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

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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

Presently, Warren Mott High School is in the first of our five-year school improvement plan. The process is dynamic and self-reflective.

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 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.

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**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.

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	359	61	17	43	12	75	21	115	32	65	18
Spring	9	383	75	20	50	13	96	35	89	23	73	19
Fall	10	375	75	20	55	15	79	21	103	27	63	17
Spring	10	386	68	18	50	13	80	21	112	29	76	20
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	9	337	90	27	92	27	69	20	56	17	30	9
Spring	9	381	106	28	95	25	74	19	64	17	42	11
Fall	10	356	97	27	92	26	88	25	43	12	36	10
Spring	10	389	90	23	83	21	107	28	64	16	45	12
%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	691	40%	526	33%
SPRING	363	21%	347	22%

\*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)

Warren Mott High School had 22 students participate in dual enrollment for the 2017-2018 school year. Warren Mott also had students participate in the Early College of Macomb program.

- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

At Warren Mott High School, we offer Advanced Placement courses based on student interest and requests. This year we offered 8 different AP courses in various areas. Students also have an opportunity to apply to attend the IB program.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

For the 2017-2018 school year we had 230 students participate in AP courses which represents approximately 15% of our student population, and have 17 students attending the IB Program.

- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Out of 111 AP Exams taken, 71% of those students received a score that could lead to college credit.

Warren Mott High School staff and administration are committed to a continuous improvement process that will improve student scores and increase the number of students testing proficient on student achievement standardized tests. Working

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together parents, teachers, and administrators can provide a quality educational experience ensuring a bright future for the students of the Warren Mott community. Many parents now access student progress through the PowerSchool Parent Portal. This online system informs parents, in real time, of a student's current grade.

We promise to continue to work diligently with parents and faculty in an atmosphere that promotes a learning community characterized by student centered instruction and decisions, academic excellence, trust, respect, community involvement, excellent communications, and recognition of both student and staff achievement. We're committed to working in collaboration with all stakeholders to continue to develop and implement this shared vision. Warren Mott is a highly diverse community; we consider this our strength. We are committed to building solid, meaningful relationships with every child, his/her parents, and the broader community in our services to children, thus our motto: "A Community Here for Each Other." Our belief is that our diversity prepares our students to thrive in a global setting exposing them to people from all over the world. At Warren Mott we expect, insist upon, and support academic excellence; we believe in investing in the power of our students as their success is our legacy.

Help us to continue to make Warren Mott High School America's premier address in education.

Sincerely,

*Dave Meengs*  
Principal, Warren Mott High School