



# 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)

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the 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, principal or Andre Buford, interim principal 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 2018-19 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 underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

## **Cousino High School School Annual Education Report (AER)**

For 2018-2019, 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 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 programs.

**Cousino High School**  
**School Annual Education Report (AER)**

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

**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 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 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 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.

**Cousino High School**  
**School Annual Education Report (AER)**

**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, 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, 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 2018, Warren Consolidated Schools administered Northwest Evaluation Association’s measure of Academic Progress (MAP Growth assessment). This test was given again the spring of 2019. ELA and Math assessment results are listed below

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	9	306	89	29	54	18	60	20	68	22	35	11
Spring	9	351	79	23	61	17	66	19	75	21	70	20
Fall	10	305	69	23	47	15	73	24	71	23	45	15
Spring	10	328	40	12	49	15	77	23	88	27	74	23
%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	317	101	32	95	30	64	20	30	9	27	9
Spring	9	356	103	29	84	24	68	19	48	13	53	15
Fall	10	308	40	13	74	24	68	22	76	25	50	16
Spring	10	329	52	16	64	19	58	18	81	25	74	22
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

**Cousino High School  
School Annual Education Report (AER)**

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

	Students represented by parents at parent teacher conferences			
	2017-18		2018-2019	
	Number	Percentage	Number	Percentage
FALL	531	37%	521	36%
SPRING	301	21%	292	21%

\*Spring conference are held by the request of parent or teacher

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

- a. Cousino had twelve students participate (out of 1332 students) in dual enrollment for the 2018-2019 school year.
- b. At Cousino High School, we offer Advanced Placement courses based on student interest and requests. This year, we offered seven different AP courses in various areas. Students also have the opportunity to apply to the IB program.
- c. For the 2018-2019 school year, Cousino had 370 students taking AP classes in the first semester. This represented 28% of our population. We had 314 taking AP classes in the second semester, and this represented 24% of our students.
- d. Out of the 160 exams taken, 46 students (or 29%) of those students received a score that could lead to college credits.

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,

*Andre Buford*  
Interim Principal of Cousino High School