



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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Carter Middle School School Annual Education Report (AER)

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Henry 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 2019-20 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.

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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 training to assist with analyzing NWEA and MSTEP/PSAT data to identify students needing additional academic support. In order to identify students needing additional assistance (intervention support) to reach proficiency, the staff follow a Multi-Tiered System of Supports (MTSS) to address the needs of all students. The Add+Vantage Math Recovery (AVMR) program is utilized with math students which promotes foundational math practices, as well as re-teaching lessons and daily assessments. The Accelerated Adolescent Reading Initiative (ACRI) is used to support students who are struggling with basic comprehension and components of state ELA standards. Additionally, students who struggle with reading fluency participate in our Corrective Reading intervention course. Our MTSS team meets quarterly to review and assess student performance and implement additional support strategies when necessary.

State law requires that we also report 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 with 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 with 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

Carter Middle School is in year two of a five-year School Improvement plan.

Our school improvement plan consists of three goals:

- Goal 1: Exceed State and Local Standards in Math
- Goal 2: Exceed State and Local Standards in English Language Arts (Reading and Writing)
- Goal 3: Implement a School-Wide PBIS Program to enhance our school culture

Carter will implement and achieve our goals by actively participating in Professional Learning Communities (PLC) and Instructional Learning Cycles (ILC) in all subject areas. Carter will use a Multi-Tiered System of Supports (MTSS) as well as student achievement data to identify and support students with appropriate interventions to assist students reaching proficiency. Carter will continue to focus on improving student attendance in all grades. Carter will use the guidelines and support of Title I services and funding to improve the relationship between the school and community to increase student-parent involvement.

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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 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 (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 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 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.

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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.

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

Students are assigned to schools according to their address of residence within the district’s boundaries. Parents may request another school with 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 with 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 AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In the fall of 2018 and 2019, Warren Consolidated Schools administered the Northwest Evaluation Association Measure of Academic Progress (MAP Growth). This test was given again in the spring of 2019, however, it was not administered in the spring of 2020 due to COVID-19. Reading and Mathematics results are listed below.

North West Evaluation Association (NWEA) Test Results Carter Middle School												
		Total Students	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
			Count	%	Count	%	Count	%	Count	%	Count	%
Reading												
6th Grade	Fall 2019	278	44	16%	41	15%	68	24%	82	29%	43	15%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	230	31	13%	55	24%	59	26%	58	25%	27	12%
	Spring 2019	233	35	15%	38	16%	70	30%	64	27%	26	11%
7th Grade	Fall 2019	231	40	17%	47	20%	56	24%	67	29%	21	9%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	258	42	16%	51	20%	70	27%	65	25%	30	12%
	Spring 2019	253	45	18%	48	19%	76	30%	61	24%	23	9%
8th Grade	Fall 2019	260	34	13%	48	18%	77	30%	69	27%	32	12%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	255	44	17%	46	18%	59	23%	73	29%	33	13%
	Spring 2019	254	45	18%	43	17%	63	25%	69	27%	34	13%

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Mathematics												
6th Grade	Fall 2019	292	51	17%	64	22%	74	25%	68	23%	35	12%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	230	53	23%	54	23%	64	28%	48	21%	11	5%
	Spring 2019	234	64	27%	66	28%	66	28%	27	12%	11	5%
7th Grade	Fall 2019	231	45	19%	52	23%	58	25%	61	26%	15	6%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	257	54	21%	64	25%	82	32%	34	13%	23	9%
	Spring 2019	253	64	25%	87	34%	47	19%	36	14%	19	8%
8th Grade	Fall 2019	260	35	13%	55	21%	100	38%	46	18%	24	9%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	255	58	23%	62	24%	67	26%	44	17%	24	9%
	Spring 2019	253	59	23%	76	30%	59	23%	38	15%	21	8%

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

	Students represented by parents at parent teacher conferences			
	2018-19		2019-20	
	Number	Percentage	Number	Percentage
FALL	417	56%	425	54%
SPRING	233	31%	N/A	N/A

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

The staff at Carter, while devoted to treating each child as an individual and nurturing their creativity, are also committed to the District’s long-standing tradition of excellence and continue 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 and caring environment that not only touches the hearts and minds of the children, but also prepares them to be lifelong learners in our fast-paced global society. Staff embrace data which services as a guide for identifying areas of strength and weakness. Our School Improvement Plan is constructed using PSAT/MSTEP and NWEA focus areas and will continue to be the driving force behind reaching all students. Carter implemented a MTSS allowing teachers and support staff members to identify students who need additional strategies and interventions to reach proficiency. Math is using AVMR in our Math Builder intervention class to identify weaknesses and progress monitor. ELA is using ACRI/QRI in our ELA Builder intervention class to identify weaknesses and progress monitor. Additionally, Carter offers a Corrective Reading class to our ELA Special Education students, as well as our General Education students, who are struggling with fluency and comprehension.

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All Carter teachers are teaching and learning with enhanced technology in every classroom. Carter staff participated in Classroom Instruction that Works professional development (Marzano) in 2015-2016 and are still implementing 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, Science, & Social Studies) professional development allowing for extended collaboration time. 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. New STEM and Coding classes were added to the course catalog to enhance the student's exposure to requirements for College & Career readiness. Carter Middle School 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 the children, but also prepares them to be lifelong learners in our fast-paced global society. Staff embrace data which services as a guide for identifying areas of strength and weakness. Our School Improvement Plan is constructed using PSAT/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. Staff are participating in Social Emotional Learning (SEL) and are using strategies and resources to support student's mental health needs in and outside of the classroom.

Sincerely,

Amy Henry
Principal of Carter Middle School