



Warren Consolidated Schools

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

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WILL CARLETON MIDDLE SCHOOL

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Carleton Middle 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 Carleton 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 Eric Kausch for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2W0uZxt>, 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.

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At Carleton Middle School, we are continuously working to close the achievement gap and ensure success for all students. We appreciate the continued support of parents, staff, and our community in this effort.

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 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.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2018-2019 school year, Carleton Middle School began its second implementation year of their five-year School Improvement Plan. Over the next year, our staff will participate in professional development opportunities to adopt best practices and implement McREL's Classroom Instruction that Works, Close Reading Strategies, Math Manipulatives, Number Talks, incorporating the Four Domains of Language Acquisition (Reading, Writing, Listening, and Speaking) throughout our instructional strategies, and maintain our Multi-Tiered System of Support for all students.

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

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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.

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.

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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

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.

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	6	185	42	23	35	19	46	25	31	17	31	17
Spring	6	187	43	23	37	20	42	22	44	24	21	11
Fall	7	192	36	19	36	19	49	26	45	23	26	14
Spring	7	198	46	23	35	18	55	28	43	22	19	10
Fall	8	209	47	22	33	16	53	25	50	24	26	12
Spring	8	220	35	16	43	20	53	24	49	22	40	18
%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	185	48	26	41	22	43	23	33	18	20	11
Spring	6	186	59	32	43	23	50	27	20	11	14	8
Fall	7	193	65	34	25	13	50	26	36	19	17	9
Spring	7	198	64	32	54	27	34	17	29	15	17	9
Fall	8	209	53	25	59	28	47	22	25	17	15	7
Spring	8	220	62	28	50	23	50	23	37	17	21	10
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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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	353	50%	340	53%
SPRING	191	27%	206	32%

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

During the 2018-2019 school year the Carleton Middle School staff reviewed collective commitments that align with our school’s vision and mission statements. These commitments are designed to foster a collaborative culture, and to build a school with a culture of high expectations for students and staff. It is our vision to create a caring and confident learning community committed to excellence. These commitments are shared with our community through our weekly newsletter, with our students throughout the school year, and are on display for all to see.

Despite the many changes in education, Carleton Middle School has embraced advancements in technology and new approaches to engaging students in the classroom environment. The **Professional Learning Community (PLC)** at Carleton is committed to being proactive and student-centered while making data-driven decisions. We must continue to seek research-based solutions for students who need additional support and put those plans into action. We are proud to offer opportunities for those students who excel through flexible scheduling, high school credit courses, and our district’s MS(2)TC half-day program.

As principal, it is my mission to assure students and parents that all staff will recognize the individual worth and value of each student. The staff at Carleton Middle School will work collaboratively to close the achievement gap and implement researched-based instructional strategies. We hope that you will join us in our collaborative efforts by staying connected to the school. Your participation and involvement in your child’s education is imperative to the success of our school community. Let’s embrace this partnership and support our students together. I look forward to working with you as we prepare each child to reach his or her full potential.

Sincerely,

Eric Kausch
Principal of Carleton Middle School