



Warren Consolidated Schools

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

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MARGARET I. SUSICK ELEMENTARY SCHOOL

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Susick Elementary 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 Susick Elementary 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 Michele Babbish for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/2Mcp7BV>, 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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Susick Elementary continues to improve in the areas of English Language Arts and Mathematics. The school district has provided strong support and professional development for our kindergarten through 5th grade teachers that help with Tier 2 skill-based intervention specific to reading. We have identified the needs of our students based on their student achievement scores from district and state assessments to determine their need for additional academic support. We will continue to focus on skill based intervention in both Math and English Language Arts to meet the needs of our students.

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 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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We focused on three goals for the school year. Our goal for all students to improve in the areas of Math and Reading are pursued through daily skill based instruction in both areas. In reading, teachers follow the proven strategies of "The Next Step Forward" by Jan Richardson. Teams meet quarterly as part of our MTSS structure, to discuss the activities and progress of students and the next steps to ensure their growth. A similar system is used in identifying and addressing student needs in the area of Math through the AVMR intervention program. Additional support is provided for at risk students through our Title I and Language Acquisition program on a daily basis. Finally, our school committed to building a more positive community by continuing to use the schoolwide communication system called BLOOMZ. This app has shown to improve communication between teachers and families. We also, initiated a PBIS committee that creates schoolwide activities and lessons that promote a positive school culture.

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.

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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.

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

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.

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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 Susick Elementary 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												
1st Grade	Fall 2019	72		29%	15	21%	14	19%	10	14%	12	17%
	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	76	27	36%	20	26%	14	18%	7	9%	8	11%
	Spring 2019	76	33	43%	20	26%	14	18%	6	8%	3	4%
2nd Grade	Fall 2019	76	13	17%	13	17%	21	28%	17	22%	12	16%
	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	73	13	18%	13	18%	14	19%	20	27%	13	18%
	Spring 2019	69	17	25%	15	22%	13	19%	14	20%	10	14%
3rd Grade	Fall 2019	82	15	18%	13	16%	18	22%	15	18%	21	26%
	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	80	26	33%	13	16%	12	15%	14	21%	12	15%
	Spring 2019	80	23	29%	22	28%	12	15%	13	16%	10	13%
4th Grade	Fall 2019	87	13	15%	18	21%	24	28%	19	22%	13	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	63	13	21%	13	21%	15	24%	14	22%	8	13%
	Spring 2019	62	15	24%	16	26%	12	19%	12	19%	7	11%
5th Grade	Fall 2019	71	16	23%	12	17%	19	27%	15	21%	9	13%
	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	50	9	18%	12	24%	13	26%	8	16%	8	16%
	Spring 2019	49	16	33%	9	18%	8	16%	11	22%	8	10%
Mathematics												
1st Grade	Fall 2019	72	25	35%	10	14%	9	13%	23	32%	5	7%
	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	76	20	26%	14	18%	13	17%	18	24%	11	14%
	Spring 2019	76	33	43%	16	21%	12	16%	9	12%	6	8%
2nd Grade	Fall 2019	76		16%	12	16%	14	18%	16	21%	22	29%
	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	73	7	10%	19	26%	14	19%	15	21%	18	25%
	Spring 2019	69	6	9%	14	20%	11	16%	9	13%	29	42%
3rd Grade	Fall 2019	82	9	11%	17	21%	20	24%	18	22%	18	22%
	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	81	21	26%	18	22%	21	26%	10	12%	11	14%
	Spring 2019	80	31	39%	16	20%	14	18%	14	18%	5	6%
4th Grade	Fall 2019	87	16	18%	19	22%	18	21%	22	25%	12	14%
	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	62	15	24%	15	24%	12	19%	14	23%	6	10%
	Spring 2019	62	21	34%	17	27%	9	15%	13	21%	2	3%
5th Grade	Fall 2019	71	15	21%	20	28%	13	18%	19	27%	4	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	50	15	30%	10	20%	10	20%	9	18%	6	12%
	Spring 2019	49	16	33%	11	22%	13	27%	3	6%	6	12%

**Susick Elementary School
School Annual Education Report (AER)**

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	375	91%	429	90%
SPRING	155	88% *	N/A	N/A

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

Susick Elementary School is dedicated to providing a quality education by nurturing the academic and emotional needs of all students in a safe and respectful environment. We strive to create meaningful relationships that foster student success. I would like to thank the families and community members for their constant support for our goals. Because of you, Susick is a great place to work and an even better place to learn!

Sincerely,

Michele Babbish Ed.S
Principal of Susick Elementary School