



# Warren Consolidated Schools

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

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## MARGARET BLACK ELEMENTARY SCHOOL

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January 31, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Black 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 Mike Lee for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3cioj9k>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance 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 in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

Key initiatives for the upcoming school year include strengthening Tier I instruction through cohesively utilizing Professional Learning Communities, Thinking Maps across the curriculum, Math tasks and journals, vocabulary focus, and Classroom Instruction that Works. We will also implement additional support instruction for students who need Tier II and Tier III. Actions that can be taken to raise achievement include: professional development in the Michigan standards, Title I assistance, Title I and Language Acquisition instruction, differentiated instruction within the classroom, school-wide free breakfast and lunch program, health and medical services, extended learning opportunities, literacy take home bags, summer reading/math program, parent curriculum night, RAZ Kids, Reading A-Z, Brain POP, literacy library, Versa-tiles, guided reading, math manipulatives, small group instruction, Scholastic News, peer tutoring, NHS tutoring, Healthy Kids Club, Mindfulness, Playworks, incoming kindergarten camp, and Technology Integration.

State law requires that we also report on the following 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**

Our School Improvement Plan is focused on student achievement through common English Language Arts time, focused reading Tier II interventions, Mindfulness, Playworks, Add+Vantage Math Recovery (AVMR), Math manipulatives, Thinking Maps, Healthy Kids Club, Restorative Practices, flexible academic and social emotional support groups, and Classroom Instruction That Works. We will also incorporate staff book clubs and staff stress support.

### **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 (MS2TC)** 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 (MSVPA)** 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. MSVPA 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, Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed by contacting the school office.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Warren Consolidated Schools administers the Northwest Evaluation Association Measure of Academic Progress (MAP Growth) during the fall and spring of every school year. The Reading and Mathematics results for the 2020-21 and 2021-22 school years are listed below. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2020-21 school year.

North West Evaluation Association (NWEA) Test Results Black 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	%	
<b>Mathematics</b>													
<b>1st Grade</b>	Fall 2021	51	17	33%	14	27%	7	14%	9	18%	4	3%	
	Spring 2022	49	12	24%	20	41%	9	18%	4	8%	4	8%	
	Fall 2020	65	17	26%	9	14%	13	20%	18	28%	8	12%	
	Spring 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>2nd Grade</b>	Fall 2021	52	12	23%	10	19%	16	31%	8	15%	6	12%	
	Spring 2022	57	14	25%	18	32%	10	18%	12	21%	3	5%	
	Fall 2020	65	8	12%	11	17%	13	20%	14	22%	19	29%	
	Spring 2021	64	22	34%	8	13%	10	16%	16	25%	8	13%	
<b>3rd Grade</b>	Fall 2021	57	23	40%	10	18%	6	11%	12	21%	6	11%	
	Spring 2022	63	26	41%	11	17%	6	10%	17	27%	3	5%	
	Fall 2020	67	11	16%	21	31%	12	18%	15	22%	8	12%	
	Spring 2021	63	20	32%	19	30%	12	19%	8	13%	4	6%	
<b>4th Grade</b>	Fall 2021	58	21	36%	19	33%	10	17%	3	5%	5	9%	
	Spring 2022	60	13	22%	22	37%	18	30%	4	7%	3	5%	
	Fall 2020	77	17	22%	21	27%	14	18%	15	19%	10	13%	
	Spring 2021	80	23	29%	26	33%	16	20%	14	18%	1	1%	
<b>5th Grade</b>	Fall 2021	73	24	33%	28	38%	16	22%	4	5%	1	1%	
	Spring 2022	72	24	33%	23	32%	17	24%	6	8%	2	3%	
	Fall 2020	69	19	28%	8	12%	18	26%	18	26%	6	9%	
	Spring 2021	69	21	30%	21	30%	16	23%	5	7%	6	9%	

North West Evaluation Association (NWEA) Test Results												
Black 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	%
<b>Reading</b>												
<b>1st Grade</b>	Fall 2021	50	26	52%	6	12%	8	16%	8	16%	2	4%
	Spring 2022	49	19	39%	14	29%	8	16%	5	10%	3	6%
	Fall 2019	67	9	13%	10	15%	19	28%	13	19%	16	24%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2nd Grade</b>	Fall 2021	54	19	35%	9	17%	13	24%	9	17%	4	7%
	Spring 2022	57	24	42%	12	21%	10	18%	8	14%	3	5%
	Fall 2019	68		12%	9	13%	19	28%	20	29%	12	18%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3rd Grade</b>	Fall 2021	56	18	32%	13	23%	11	20%	5	9%	9	16%
	Spring 2022	63	17	27%	12	19%	14	22%	15	24%	5	8%
	Fall 2019	71	11	15%	11	15%	21	30%	13	18%	15	21%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4th Grade</b>	Fall 2021	60	12	20%	16	27%	17	28%	10	17%	5	8%
	Spring 2022	60	13	22%	11	18%	24	40%	7	12%	5	8%
	Fall 2019	67	9	13%	12	18%	20	30%	15	22%	11	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
<b>5th Grade</b>	Fall 2021	74	20	27%	22	30%	16	22%	12	16%	4	5%
	Spring 2022	72	18	25%	23	32%	12	17%	16	22%	3	4%
	Fall 2019	68	15	22%	11	16%	17	25%	17	25%	8	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

Developmental Reading Assessment								
Black Elementary School								
		Total Students	Intervention		Below Level		On Level	
			Count	%	Count	%	Count	%
<b>DRA</b>								
<b>1st Grade</b>	Fall 2020	61	24	39%	5	8%	32	53%
	Spring 2021	60	31	52%	1	2%	28	47%
<b>2nd Grade</b>	Fall 2020	63	37	59%	5	8%	21	33%
	Spring 2021	64	30	47%	3	5%	31	48%
<b>3rd Grade</b>	Fall 2020	63	43	68%	12	19%	8	13%
	Spring 2021	66	25	38%	15	23%	26	39%
<b>4th Grade</b>	Fall 2020	76	36	47%	18	24%	22	29%
	Spring 2021	80	31	39%	8	10%	41	51%
<b>5th Grade</b>	Fall 2020	69	28	41%	11	16%	30	44%
	Spring 2021	69	18	26%	13	19%	38	55%

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

	Students represented by parents at parent teacher conferences			
	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
FALL	383	84%	483	75%
SPRING	452	51%	450	87%

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

Black Elementary continuously collaborates with families and the community to enrich the lives of students. We encourage parent participation with our PTO, WATCH DOGS dads, and many other opportunities. Our PTO has adapted and continues to be a huge support to our school. Staff meet regularly for PLC’s and morning book studies. We strive to meet the needs of the whole child by addressing emotional and educational needs. Through our Multi-Tiered System of Supports process, Mindfulness, Healthy Kids Clubs, Green School projects, Art projects, and focused lunch groups, we provide a rich learning environment which encourages all children to make connections and succeed to their fullest potential.

Sincerely,

Mike Lee  
Interim Principal of Black Elementary School