



Warren Consolidated Schools

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

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WARREN MOTT HIGH SCHOOL

3131 Twelve Mile Road
Warren, MI 48092
586.574.3250

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January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Warren Mott 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 Dave Meengs for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3qUh1wo>, or you may review a copy in the main office at your child's school.

For the 2020-21 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 2018-2019. 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 2017-18. 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 2016-17. 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.

The Warren Mott High School administration, school improvement team, and faculty are instituting several initiatives designed to improve overall student achievement. First, through our school improvement plan we have implemented a close and critical reading focus in all core and elective courses throughout the school year. We have enacted a dual pronged EL intervention strategy with the assistance of a Language Acquisition Coach and Language Acquisition Specialist. The coach targets core instruction to reach learners of all levels and the Specialist targets students that are no longer in our sheltered EL classes in a pull-out model. This five-year initiative has already demonstrated growth in overall achievement. Second, we have added supplemental after-school tutorial support that targets the four core academic areas of English, mathematics, science, and social studies. This is available to all students. Third, we are adding an on-going online credit recovery program to allow students who experience academic failure opportunities to re-take and experience needed core college readiness coursework required for graduation.

We use our school improvement plan as our vehicle to implement our school improvement strategies which focuses on strengthening teacher knowledge of research-based intervention strategies in reading, writing, and mathematics, as well as knowledge of the Michigan State Standards and state assessments, and service to special sub-group populations. Additionally, WMHS administrative, instructional, and support staff focus on building authentic relationships with our existing and incoming families with academic excellence in mind. Our counseling staff started an initiative with the acronym of START. The purpose of START is to educate our staff and students on the five key habits that lead to success: sleep, turn off electronics, be active, read, and take control. Through surveys, pushing into classrooms, parent nights, the START initiative is making great connections within our community.

Finally, we are working to supplement our comprehensive high school experience with mentoring and positive support groups for all students. These mentoring programs facilitate proactive engagement in the learning process. We have a nationally acclaimed mentoring program, Winning Futures, and after school academic enrichment program through Wayne State University called C2 Pipeline. With these aforementioned initiatives, the faculty of Warren Mott strives to put student achievement as a primary focus in all things we do.

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

Presently, Warren Mott High School is in the fourth year of our five-year school improvement plan. Our goals include preparing our students for college and career readiness (with a focus on English Language Arts and Math) and building a positive learning community. This process is dynamic and self-reflective.

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.

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 2019-20 and 2020-21 school years are listed below. This assessment was not administered in the spring of 2020 due to COVID-19.

North West Evaluation Association (NWEA) Test Results												
Warren Mott High 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												
9th Grade	Fall 2020	241	29	12%	37	15%	58	24%	78	32%	39	16%
	Spring 2021	210	29	14%	39	19%	58	28%	59	28%	25	12%
	Fall 2019	407	N/A	13%	66	16%	114	28%	117	29%	57	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	318	63	20%	52	16%	67	21%	93	29%	43	14%
	Spring 2019	337	60	18%	55	16%	72	21%	87	26%	63	19%
10th Grade	Fall 2020	324	42	13%	45	14%	90	28%	72	22%	75	23%
	Spring 2021	305	40	13%	56	18%	79	26%	68	22%	62	20%
	Fall 2019	356	83	23%	58	16%	81	23%	96	27%	38	11%
	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	359	57	16%	48	13%	92	26%	104	29%	58	16%
	Spring 2019	369	49	13%	47	13%	89	24%	106	29%	78	21%

Mathematics												
9th Grade	Fall 2020	243	31	13%	50	21%	60	25%	70	29%	32	13%
	Spring 2021	271	46	17%	45	17%	67	25%	67	25%	46	17%
	Fall 2019	412	48	12%	88	21%	106	26%	95	23%	75	18%
	Spring 2020	N/A										
	Fall 2018	333	104	31%	83	25%	67	20%	50	15%	29	9%
	Spring 2019	342	97	28%	87	25%	66	19%	49	14%	43	13%
10th Grade	Fall 2020	332	36	11%	52	16%	103	31%	86	26%	55	17%
	Spring 2021	318	44	14%	61	19%	67	21%	72	23%	74	23%
	Fall 2019	360	91	25%	76	21%	90	25%	59	16%	44	12%
	Spring 2020	N/A										
	Fall 2018	374	68	18%	92	25%	95	25%	72	19%	47	13%
	Spring 2019	369	68	18%	71	19%	97	26%	81	22%	52	14%

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

	Students represented by parents at parent teacher conferences			
	2019-20		2020-21	
	Number	Percentage	Number	Percentage
FALL	494	33%	824	56%
SPRING	N/A	N/A	781	54%

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

ADDITIONAL HIGH SCHOOL REPORTING

Warren Mott High School had 30 students participate in dual enrollment for the 2020-2021 school year. Warren Mott also had 15 students participate in the Early College of Macomb program.

At Warren Mott High School, we offer Advanced Placement courses based on student interest and requests. This year we offered 8 different AP courses in various areas. Students also have an opportunity to apply to attend the IB program.

For the 2020-2021 school year we had 265 students participate in AP courses which represents approximately 18% of our student population and have 14 students attending the IB Program. Out of 80 AP Exams taken, 85% of those students received a score that could lead to college credit.

Warren Mott High School staff and administration are committed to a continuous improvement process that will improve student scores and increase the number of students testing proficient on student achievement standardized tests. Working together parents, teachers, and administrators can provide a quality educational experience ensuring a bright future for the students of the Warren Mott community. Many parents now access student progress through the PowerSchool Parent Portal. This online system informs parents, in real time, of a student’s current grade.

We promise to continue to work diligently with parents and faculty in an atmosphere that promotes a learning community characterized by student centered instruction and decisions, academic excellence, trust, respect, community involvement, excellent communications, and recognition of both student and staff achievement. We're committed to working in collaboration with all stakeholders to continue to develop and implement this shared vision. Warren Mott is a highly diverse community; we consider this our strength. We are committed to building solid, meaningful relationships with every child, his/her parents, and the broader community in our services to children, thus our motto: "A Community Here for Each Other." Our belief is that our diversity prepares our students to thrive in a global setting exposing them to people from all over the world. At Warren Mott we expect, insist upon, and support academic excellence; we believe in investing in the power of our students as their success is our legacy.

Help us to continue to make Warren Mott High School America's premier address in education.

Sincerely,

Dave Meengs
Principal of Warren Mott High School