



# 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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## Black 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 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 Khris Nedam 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 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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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, free and reduced 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, Robotics, and Technology Integration.

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**

Our School Improvement Plan is focused on student achievement through common English Language Arts time to allow walk to reading, focused reading Tier II interventions, Mindfulness, Playworks, Add+Vantage Math Recovery (AVMR), Thinking Maps, Healthy Kids Club, Restorative Practices, and Classroom Instruction That Works.

### **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

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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**

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.

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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 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
	Fall 2018	79	33	42%	18	23%	11	14%	7	9%	10	13%
	Spring 2019	80	30	38%	28	35%	9	11%	9	11%	4	5%
<b>2nd Grade</b>	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
	Fall 2018	70	6	9%	13	19%	16	23%	22	31%	13	19%
	Spring 2019	71	11	15%	19	27%	19	27%	12	17%	10	14%
<b>3rd Grade</b>	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
	Fall 2018	73	18	25%	15	21%	11	15%	19	26%	10	14%
	Spring 2019	75	19	25%	17	23%	23	31%	12	16%	4	5%
<b>4th Grade</b>	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
	Fall 2018	74	12	16%	18	24%	12	16%	22	30%	10	14%
	Spring 2019	74	17	23%	16	22%	13	18%	20	27%	8	11%
<b>5th Grade</b>	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
	Fall 2018	78	12	15%	11	14%	19	24%	22	28%	14	18%
	Spring 2019	80	13	16%	15	19%	14	18%	24	30%	14	18%
<b>Mathematics</b>												
<b>1st Grade</b>	Fall 2019	65	17	26%	9	14%	13	20%	18	28%	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
	Fall 2018	79	38	48%	20	25%	9	11%	5	6%	7	9%
	Spring 2019	82	35	43%	24	29%	13	16%	5	6%	5	6%
<b>2nd Grade</b>	Fall 2019	68	10	15%	13	19%	17	25%	16	24%	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
	Fall 2018	70	12	17%	16	23%	17	24%	14	20%	11	16%
	Spring 2019	71	15	21%	18	25%	13	18%	16	23%	9	13%
<b>3rd Grade</b>	Fall 2019	71	14	20%	23	32%	18	25%	12	17%	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	73	24	33%	13	18%	14	19%	17	23%	5	7%
	Spring 2019	75	28	37%	24	32%	9	12%	13	17%	1	1%
<b>4th Grade</b>	Fall 2019	67	12	18%	16	24%	22	33%	14	21%	3	4%
	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	74	15	20%	15	20%	18	24%	19	26%	7	9%
	Spring 2019	75	20	27%	22	29%	16	21%	16	21%	1	1%
<b>5th Grade</b>	Fall 2019	69	15	22%	10	14%	17	25%	25	36%	2	3%
	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	78	17	22%	13	17%	19	24%	16	21%	13	17%
	Spring 2019	80	21	26%	16	20%	20	25%	13	16%	10	13%

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**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	424	92%	515	92%
SPRING	208	87%	N/A	N/A

\*Spring conference 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. 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, Bee Hive Groups, and Robotics Teams we provide a rich learning environment which encourages all children to make connections and succeed to their fullest potential.

Sincerely,

Khris Nedam  
Principal of Black Elementary School