



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, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 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 Stacey Ary 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 2024-25 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 had at least one underperforming student subgroup in 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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.



Warren Consolidated Schools is an equal opportunity employer.
Auxiliary aids and services are available upon request to individuals with disabilities.



National Exemply Schools

Key initiatives for the upcoming school year include strengthening Tier I instruction through cohesively utilizing Professional Learning Communities, 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, eSpark, literacy library, Heggerty, guided reading, math manipulatives, small group instruction, Extended Instructional Time (tutoring), NHS tutoring, Wellness Club, Mindfulness, incoming kindergarten camp, Unified Field Day, 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

All schools in the district are in the first year of installation, implementation, monitoring, and evaluation of a district-wide continuous improvement plan that focuses on student achievement across all content areas through a fidelitous implementation of the PLC framework. This year, all building-level Professional Learning Communities have committed to raising student achievement through the multi-year process of creating a guaranteed and viable curriculum unit by unit at all grade levels. In focusing on the whole child, the district's Social Emotional Learning continuous improvement plan is in the installation phase of choosing SEL curricula to be presented to the board.

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 2022-23 and 2023-24 school years are listed below. Reading performance was measured by the Diagnostic Reading Assessment

North West Evaluation Association (NWEA) Test Results Black Elementary School													
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi		
			%ile<21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80						
Kindergarten	Fall 2022	56	7	13%	9	16%	16	29%	15	27%	9	16%	
	Spring 2023	55	18	33%	10	18%	15	27%	8	15%	4	7%	
	Fall 2023	51	2	4%	10	20%	6	12%	15	29%	18	35%	
	Spring 2024	59	13	22%	10	17%	16	27%	18	31%	2	3%	
1st Grade	Fall 2022	65	18	28%	17	26%	7	11%	18	28%	5	8%	
	Spring 2023	64	17	27%	22	34%	14	22%	6	9%	5	8%	
	Fall 2023	59	22	37%	7	12%	14	24%	11	19%	5	8%	
	Spring 2024	62	22	35%	12	19%	10	16%	13	21%	5	8%	
2nd Grade	Fall 2022	59	15	25%	12	20%	17	29%	8	14%	7	12%	
	Spring 2023	58	21	36%	15	26%	9	16%	8	14%	5	9%	
	Fall 2023	65	17	26%	13	20%	17	26%	9	14%	9	14%	
	Spring 2024	69	23	33%	18	26%	11	16%	13	19%	4	6%	
3rd Grade	Fall 2022	47	18	38%	9	19%	11	23%	6	13%	3	6%	
	Spring 2023	49	17	35%	6	12%	7	14%	14	29%	5	10%	
	Fall 2023	63	32	51%	12	19%	10	16%	7	11%	2	3%	
	Spring 2024	68	20	29%	13	19%	12	18%	12	18%	11	16%	
4th Grade	Fall 2022	62	20	32%	13	21%	12	19%	14	23%	3	5%	
	Spring 2023	64	11	17%	17	27%	10	16%	16	25%	10	16%	
	Fall 2023	63	20	32%	7	11%	16	25%	13	21%	7	11%	
	Spring 2024	68	13	19%	12	18%	14	21%	15	22%	14	21%	
5th Grade	Fall 2022	63	21	33%	20	32%	11	17%	9	14%	2	3%	
	Spring 2023	64	23	36%	24	38%	10	16%	4	6%	3	5%	
	Fall 2023	65	12	18%	19	29%	12	18%	13	20%	9	14%	
	Spring 2024	65	19	29%	11	17%	10	15%	12	18%	13	20%	

**North West Evaluation Association (NWEA) Test Results
Black Elementary School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
1st Grade	Fall 2022	64	20	31%	18	28%	15	23%	6	9%	5	8%
	Spring 2023	65	22	34%	15	23%	15	23%	13	20%	0	0%
	Fall 2023	58	22	38%	12	21%	13	22%	5	9%	6	10%
	Spring 2024	62	22	35%	19	31%	11	18%	6	10%	4	6%
2nd Grade	Fall 2022	59	21	36%	12	20%	16	27%	4	7%	6	10%
	Spring 2023	58	20	34%	21	36%	7	12%	10	17%	0	0%
	Fall 2023	66	21	32%	22	33%	11	17%	9	14%	3	5%
	Spring 2024	69	29	42%	18	26%	16	23%	5	7%	1	1%
3rd Grade	Fall 2022	44	17	39%	10	23%	6	14%	5	11%	6	14%
	Spring 2023	49	16	33%	10	20%	9	18%	7	14%	7	14%
	Fall 2023	63	22	35%	11	17%	13	21%	13	21%	4	6%
	Spring 2024	68	26	38%	18	26%	11	16%	8	12%	5	7%
4th Grade	Fall 2022	64	19	30%	8	13%	20	31%	11	17%	6	9%
	Spring 2023	64	12	19%	11	17%	16	25%	19	30%	6	9%
	Fall 2023	64	17	27%	8	13%	16	25%	14	22%	9	14%
	Spring 2024	68	14	21%	23	34%	15	22%	11	16%	5	7%
5th Grade	Fall 2022	63	12	19%	14	22%	19	30%	16	25%	2	3%
	Spring 2023	63	13	21%	14	22%	24	38%	8	13%	4	6%
	Fall 2023	64	14	22%	15	23%	16	25%	14	22%	5	8%
	Spring 2024	65	23	35%	9	14%	22	34%	10	15%	1	2%

Developmental Reading Assessment (DRA)
Black Elementary School



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	66	11	17%	17	26%	38	58%
	Spring 2023	66	30	45%	11	17%	25	38%
	Fall 2023	58	18	31%	13	22%	27	47%
	Spring 2024	46	23	50%	3	7%	20	43%
2nd Grade	Fall 2022	59	41	69%	8	14%	10	17%
	Spring 2023	58	28	48%	11	19%	19	33%
	Fall 2023	63	32	51%	9	14%	22	35%
	Spring 2024	43	16	37%	9	21%	18	42%
3rd Grade	Fall 2022	71	23	32%	14	20%	34	48%
	Spring 2023	66	23	35%	6	9%	37	56%
	Fall 2023	90	26	29%	20	22%	44	49%
	Spring 2024	67	22	33%	9	13%	36	54%
4th Grade	Fall 2022	63	25	40%	11	17%	27	43%
	Spring 2023	62	15	24%	6	10%	41	66%
	Fall 2023	63	30	48%	7	11%	26	41%
	Spring 2024	43	16	37%	2	5%	25	58%
5th Grade	Fall 2022	63	11	17%	4	6%	48	76%
	Spring 2023	64	6	9%	8	13%	50	78%
	Fall 2023	64	19	30%	6	9%	39	61%
	Spring 2024	53	7	13%	6	11%	40	75%

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

Black	Students represented by parents at parent teacher conferences			
	2022-2023		2023-2024	
	Number	Percentage	Number	Percentage
FALL	394	87.56%	448	88%
SPRING	143	85.63%	198	40.1%

*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. Black focuses on the SEL component by incorporating the Positivity Project into all our classes. Black also runs a school wide PBIS program called SOAR. We celebrate each month by recognizing our students of the month and SOAR cup winner at our monthly school wide pep assemblies. 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 PLCs. We strive to meet the needs of the whole child by addressing emotional and educational needs. Through our Multi-Tiered System of Supports process, Peer2Peer, Wellness Club, 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,

Stacey Ary
Principal of Black Elementary School