



## Warren Consolidated Schools

31300 Anita Warren, Michigan 48093-1697  
(888) 4WCS-KIDS [www.wcskids.net](http://www.wcskids.net)

### BOARD OF EDUCATION

Brian White, President  
Elaine G. Martin, Vice President  
Susan M. Jozwik, Secretary  
Megan E. Papasian-Broadwell, Treasurer  
I. Susan Kattula, Trustee  
Benjamin I. Lazarus, Trustee  
Susan G. Trombley, Trustee

Robert D. Livernois, Ph.D.  
Superintendent

### Community High School Annual Education Report (AER) Cover Letter

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Community 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 Paul Yestrepky, Director, for assistance.

The AER is available for you to review electronically by visiting the following web site [http://www.wcskids.net/curriculum/annual\\_report/aer](http://www.wcskids.net/curriculum/annual_report/aer) or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been identified as a "FOCUS" OR "PRIORITY" School this year.

Community High School is a Warren Consolidated Schools' Alternative High School. The primary objective of the school is to assist enrolled students meet their high school graduation requirements in a timely manner. The criteria for enrollment frame the school's challenges. Students recommended for Community High from Warren Consolidated Schools three comprehensive high schools tend to be credit deficient; have poor attendance patterns, chronic failure of classes; and/or chronic violation of the WCS's Student Code of Conduct. Currently, the parent is responsible for securing transportation to and from Community High School.

Hidden within the identification criteria are causes for students' eligibility – ranging from parental divorce; families losing their homes to foreclosure; employment loss by one or both parents; cycles of physical, psychological, and substance abuses; a parent or sibling with a terminal disease; student working full time to contribute to the family finances; and either identified and not treated or unidentified mental illnesses. Most students come from single-parent households living in poverty. These situations extending beyond the realm of the traditional school day present challenges for students and staff. Community High School staff maintains uniting resources to increasing its graduation rate and reduce its drop-out rate by the prescribed AMO.

To address Community High's focus on student graduation, the school improvement team enacted a number of interventions that include: Mandatory parent-student-school compact meetings upon registration; refinement of the Open House to include informing parents of Macomb County and WCS available resources; creation of a seventh hour intervention day in which students are paired with a teacher mentor at which time attendance, academic performance, and learning interventions occur on individual student's behalf; teacher professional development focusing on balanced literacy and implementation of the Common Core in English language arts and strategies for working with at-risk youth; involvement in ALNET – a network of alternative high schools in Macomb County with the focus being on building community as well as teacher professional development in English language arts and mathematics; academic support for English language learners served with tutors in mathematics and English courses; intense offerings of seminars on topics that include developing positive life skills, college preparation, test preparation, substance abuse, and the thinking behind making good choices; Winning Futures mentoring program – volunteer professional mentors work with three students in a structured program aimed at goal setting and career preparation over 40 weeks; increased enrollment of Community High School juniors and seniors at the Career Prep Center, Cousino Radio/TV and automotive, and the School of Performing Arts (WCSPA) with the intention of preparing students for life choices and careers after high school; and full staff commitment to connecting to all students.

The 2013-14 school year holds much promise with the reinstatement of a full-time social worker to assist with "wrap-around-services" and an added .4FTE English language acquisition support with the focus on test taking, note taking, social skills, technology skills, and careers. Additionally, the staff remains committed to developing a cohesive positive behavior support system, training in mathematics common core, extending parent outreach activities to support parents and students in crisis, and training of staff in the Classroom Instruction that Works model to strengthen instructional delivery.

State law requires that we report the following information:

1. 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. All students recommended for enrollment at Community High School must undergo a mandatory in-take session with the principal where a parent-student-school compact is signed addressing consistent attendance, academic performance expectations, and appropriate conduct.

2. This is the second year in a five year school improvement cycle following the district accreditation.
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> grade students from 11 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 teachers recommendation. The Center's program is a half day and students attend their home school for the remainder of the day.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> 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 and North Star Academy** are alternative education programs for middle and high school students. Both programs are located at the Butcher Educational Center.

4. 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/Common Core State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be assessed at [www.wcskids.net](http://www.wcskids.net).

5. IOWA

<b>Exam</b>	<b>Fall N=27</b>	<b>SSE Spring N=151</b>
Reading	32	20
Written Expression	21	19
Vocabulary	17	19
ELA Total	21	16
Math	29	29
Computation	19	17
Math Total	24	22
Core Composite	22	19
Social Studies	23	21
Science	16	18
Complete Composite	20	18

Community High School’s student perception data clearly reveal that students do not take standardized exams seriously as they have no merit in their quest to earn high school credit. These scores are far below grade level; they are indicative of students not taking the exam seriously with grade level equivalency hovering between the third and fourth grade levels. Many of the 27 students who took the IOWA test in the fall are no longer part of the Community High program. Community High has an unusually high turn-over of students.

6. Parent – Teacher Conference Information – Parent Participation at Fall and Spring Conferences.

<b>Year</b>	<b>Fall</b>	<b>Spring</b>
2011-2012	25%	17%
2012-2013	20%	27%
Change	-5%	+10%

7. HIGH SCHOOL INFORMATION:

- a. Community High School had zero students dual enroll;
- b. Community High school did not offer any college equivalent classes this year, although one student took AP Calculus at his home school while enrolled full-time at CHS;

- c. One student, less than 1% enrolled in one college equivalent course;
- d. One student earned college credit while attending Community High School.

Community High School continues to celebrate their amazing commitment to our enrolled students and their families. Community High School offers high school students "a second chance" to earn a Warren Consolidated Schools' high school diploma. A committed staff- including our clerical, custodial, security, instructional, counseling, and administrative work collaboratively to bring community services to students in need; connect students to various credit recovery opportunities; provide differentiated instruction; and connect student to the Winning Futures Mentoring program where they can learn essential career and collaboration skills. The Community high School staff celebrates our recent graduates – as nearly every student overcame incredible odds to earn their high school diploma – and look forward to guiding our current and future students to success.

Sincerely,

Catherine M. Neuhoff, PhD  
Director of Special Programs, 2012-13

Paul Yestrepky  
Director of Alternative Education, 2013-14



## Annual Education Report Butcher Community Center

### Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	----------------------	------------------------	----------------------------------	----------------------------

No Data to Display

## Annual Education Report Butcher Community Center

### Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	100%	29.1%	22.7%	< 10	< 10	< 10	< 10	87.7%
Mathematics	11th Grade	All Students	2012-13	96.6%	28.6%	21.4%	< 10	< 10	< 10	< 10	84.2%
Mathematics	11th Grade	African American	2011-12	100%	6.1%	6.2%	< 10	< 10	< 10	< 10	95.7%
Mathematics	11th Grade	African American	2012-13	100%	5.7%	6.9%	< 10	< 10	< 10	< 10	81.3%
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2011-12	< 10	15.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	28.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2011-12	< 10	25.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	100%	33.6%	24.8%	< 10	< 10	< 10	< 10	80.6%
Mathematics	11th Grade	White	2012-13	97.1%	33.3%	23.6%	< 10	< 10	< 10	< 10	85.3%
Mathematics	11th Grade	Female	2011-12	100%	26.9%	21.3%	< 10	< 10	< 10	< 10	100%
Mathematics	11th Grade	Female	2012-13	100%	27%	18.9%	< 10	< 10	< 10	< 10	82.6%
Mathematics	11th Grade	Male	2011-12	100%	31.2%	24.1%	< 10	< 10	< 10	< 10	80.6%

**Annual Education Report  
Butcher Community Center**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Male	2012-13	94.4%	30.3%	24%	< 10	< 10	< 10	< 10	85.3%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100%	13.4%	13.9%	< 10	< 10	< 10	< 10	90.7%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	95%	13%	14.6%	< 10	< 10	< 10	< 10	84.2%
Mathematics	11th Grade	English Language Learners	2011-12	< 10	9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	English Language Learners	2012-13	100%	7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2011-12	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	100%	55.9%	46.9%	< 10	< 10	< 10	29.8%	59.6%
Reading	11th Grade	All Students	2012-13	98.3%	53.5%	44.7%	< 10	< 10	< 10	44.8%	44.8%
Reading	11th Grade	African American	2011-12	100%	27.1%	27.9%	< 10	< 10	< 10	< 10	65.2%
Reading	11th Grade	African American	2012-13	100%	28.9%	29.4%	< 10	< 10	< 10	62.5%	< 10
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2011-12	< 10	41.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	< 10	39.9%	57.9%	< 10	< 10	< 10	< 10	< 10



**Annual Education Report  
Butcher Community Center**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2011-12	< 10	55.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	100%	62.4%	49.9%	< 10	< 10	< 10	< 10	58.1%
Reading	11th Grade	White	2012-13	100%	59.1%	46%	< 10	< 10	< 10	37.1%	48.6%
Reading	11th Grade	Female	2011-12	100%	60.4%	52.1%	< 10	< 10	< 10	< 10	66.7%
Reading	11th Grade	Female	2012-13	100%	56%	48%	< 10	< 10	< 10	52.2%	< 10
Reading	11th Grade	Male	2011-12	100%	51.4%	41.9%	< 10	< 10	< 10	30.6%	55.6%
Reading	11th Grade	Male	2012-13	97.2%	51%	41.3%	< 10	< 10	< 10	40%	51.4%
Reading	11th Grade	Economically Disadvantaged	2011-12	100%	39.9%	37.4%	< 10	< 10	< 10	30.2%	65.1%
Reading	11th Grade	Economically Disadvantaged	2012-13	97.5%	37.9%	35.3%	< 10	< 10	< 10	51.3%	41%
Reading	11th Grade	English Language Learners	2011-12	< 10	12.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	English Language Learners	2012-13	100%	13.2%	7.5%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2011-12	< 10	19.4%	17.9%	< 10	< 10	< 10	< 10	< 10

## Annual Education Report Butcher Community Center

### Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	All Students	2011-12	100%	25.8%	16.2%	< 10	< 10	< 10	< 10	96.5%
Science	11th Grade	All Students	2012-13	98.3%	25.7%	15%	< 10	< 10	< 10	< 10	96.6%
Science	11th Grade	African American	2011-12	100%	4.4%	< 10	< 10	< 10	< 10	< 10	100%
Science	11th Grade	African American	2012-13	100%	3.9%	< 10	< 10	< 10	< 10	< 10	100%
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2011-12	< 10	12.8%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	25.9%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2011-12	< 10	23.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	100%	30.4%	17.8%	< 10	< 10	< 10	< 10	93.5%
Science	11th Grade	White	2012-13	97.1%	30.4%	16.1%	< 10	< 10	< 10	< 10	94.1%
Science	11th Grade	Female	2011-12	100%	22.8%	15.7%	< 10	< 10	< 10	< 10	100%
Science	11th Grade	Female	2012-13	100%	22.5%	13.1%	< 10	< 10	< 10	< 10	91.3%
Science	11th Grade	Male	2011-12	100%	28.7%	16.7%	< 10	< 10	< 10	< 10	94.4%

**Annual Education Report  
Butcher Community Center**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Male	2012-13	97.2%	28.9%	17%	< 10	< 10	< 10	< 10	100%
Science	11th Grade	Economically Disadvantaged	2011-12	100%	12%	9.8%	< 10	< 10	< 10	< 10	100%
Science	11th Grade	Economically Disadvantaged	2012-13	97.5%	11.5%	8%	< 10	< 10	< 10	< 10	94.9%
Science	11th Grade	English Language Learners	2011-12	< 10	2.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	English Language Learners	2012-13	100%	2.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2011-12	< 10	5.5%	< 10	< 10	< 10	< 10	< 10	< 10



## Annual Education Report Butcher Community Center

### Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	------------	-------	---------------

No Data to Display

## Annual Education Report Butcher Community Center

### MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

No Data to Display

## Annual Education Report Butcher Community Center

### MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

No Data to Display



## Annual Education Report Butcher Community Center

### MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

No Data to Display

## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		< 30%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.7%	54.2%
Bottom 30%	District	Mathematics		< 30%
African American	District	Mathematics	99.9%	41.6%
American Indian	District	Mathematics	100%	31.8%
Asian	District	Mathematics	99.9%	67%
Hispanic of Any Race	District	Mathematics	99.1%	55.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	57.1%
Two or More Races	District	Mathematics	99.4%	46.3%
White	District	Mathematics	99.7%	54.9%
Economically Disadvantaged	District	Mathematics	99.7%	46.1%
English Language Learners	District	Mathematics	99.8%	31.9%
Students With Disabilities	District	Mathematics	99.1%	39%
All Students	School	Mathematics	98.3%	< 30%
Bottom 30%	School	Mathematics		< 30%
African American	School	Mathematics	100%	
American Indian	School	Mathematics	100%	
Hispanic of Any Race	School	Mathematics	100%	
Native Hawaiian or Other Pacific Islander	School	Mathematics	100%	



## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	100%	
White	School	Mathematics	97.3%	< 30%
Economically Disadvantaged	School	Mathematics	97.5%	< 30%
English Language Learners	School	Mathematics	100%	
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.8%	80.7%
Bottom 30%	District	Reading		38.2%
African American	District	Reading	99.9%	72.2%
American Indian	District	Reading	100%	72.7%
Asian	District	Reading	99.9%	85.5%
Hispanic of Any Race	District	Reading	99.1%	85.2%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	90.5%
Two or More Races	District	Reading	99.4%	83.1%
White	District	Reading	99.8%	81.3%
Economically Disadvantaged	District	Reading	99.8%	75.3%
English Language Learners	District	Reading	99.9%	57.4%
Students With Disabilities	District	Reading	99.2%	58.2%
All Students	School	Reading	100%	66.7%
Bottom 30%	School	Reading		< 30%

## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100%	
American Indian	School	Reading	100%	
Hispanic of Any Race	School	Reading	100%	
Native Hawaiian or Other Pacific Islander	School	Reading	100%	
Two or More Races	School	Reading	100%	
White	School	Reading	100%	66.7%
Economically Disadvantaged	School	Reading	100%	66.7%
English Language Learners	School	Reading	100%	
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		< 30%
African American	Statewide	Science	94.8%	< 30%
American Indian	Statewide	Science	97.5%	< 30%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	< 30%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	< 30%
English Language Learners	Statewide	Science	98%	< 30%
Students With Disabilities	Statewide	Science	96.5%	< 30%
All Students	District	Science	99.5%	31.7%
Bottom 30%	District	Science		< 30%
African American	District	Science	99.8%	< 30%
American Indian	District	Science	100%	< 30%
Asian	District	Science	100%	42.5%
Hispanic of Any Race	District	Science	97.9%	30.8%
Native Hawaiian or Other Pacific Islander	District	Science	100%	33.3%
Two or More Races	District	Science	98.6%	< 30%
White	District	Science	99.4%	33.1%
Economically Disadvantaged	District	Science	99.5%	< 30%

## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science	99.5%	< 30%
Students With Disabilities	District	Science	98.8%	< 30%
All Students	School	Science	98.3%	< 30%
Bottom 30%	School	Science		< 30%
African American	School	Science	100%	
American Indian	School	Science	100%	
Hispanic of Any Race	School	Science	100%	
Native Hawaiian or Other Pacific Islander	School	Science	100%	
Two or More Races	School	Science	100%	
White	School	Science	97.3%	< 30%
Economically Disadvantaged	School	Science	97.5%	< 30%
English Language Learners	School	Science	100%	
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		< 30%
African American	Statewide	Social Studies	92.4%	< 30%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	< 30%
Students With Disabilities	Statewide	Social Studies	91.9%	< 30%
All Students	District	Social Studies	99.6%	50.4%
Bottom 30%	District	Social Studies		< 30%
African American	District	Social Studies	99.8%	37.1%
American Indian	District	Social Studies	100%	75%
Asian	District	Social Studies	100%	61.5%
Hispanic of Any Race	District	Social Studies	100%	41.7%

## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies	100%	50%
Two or More Races	District	Social Studies	100%	41.5%
White	District	Social Studies	99.6%	51.4%
Economically Disadvantaged	District	Social Studies	99.6%	39.4%
English Language Learners	District	Social Studies	99.6%	< 30%
Students With Disabilities	District	Social Studies	99.7%	< 30%
All Students	School	Social Studies	98.3%	66.7%
Bottom 30%	School	Social Studies		< 30%
African American	School	Social Studies	100%	
American Indian	School	Social Studies	100%	
Hispanic of Any Race	School	Social Studies	100%	
Native Hawaiian or Other Pacific Islander	School	Social Studies	100%	
Two or More Races	School	Social Studies	100%	
White	School	Social Studies	97.3%	66.7%
Economically Disadvantaged	School	Social Studies	97.5%	66.7%
English Language Learners	School	Social Studies	100%	
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		< 30%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	< 30%
All Students	District	Writing	99.3%	68.5%
Bottom 30%	District	Writing		< 30%

## Annual Education Report Butcher Community Center

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	District	Writing	100%	58.6%
American Indian	District	Writing	100%	69.2%
Asian	District	Writing	99.4%	77.6%
Hispanic of Any Race	District	Writing	100%	68.6%
Native Hawaiian or Other Pacific Islander	District	Writing	100%	77.8%
Two or More Races	District	Writing	100%	63.8%
White	District	Writing	99.1%	69.1%
Economically Disadvantaged	District	Writing	99.1%	61.3%
English Language Learners	District	Writing	97.1%	31.7%
Students With Disabilities	District	Writing	98.9%	31.1%
All Students	School	Writing	100%	33.3%
Bottom 30%	School	Writing		< 30%
African American	School	Writing	100%	
American Indian	School	Writing	100%	
Hispanic of Any Race	School	Writing	100%	
Native Hawaiian or Other Pacific Islander	School	Writing	100%	
Two or More Races	School	Writing	100%	
White	School	Writing	100%	33.3%
Economically Disadvantaged	School	Writing	100%	33.3%
English Language Learners	School	Writing	100%	

## Annual Education Report Butcher Community Center

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	77.5%
African American	District	66.2%
Asian	District	79.6%
White	District	79.6%
Economically Disadvantaged	District	71.4%
English Language Learners	District	51%
Students With Disabilities	District	58.1%
All Students	School	31.3%
White	School	33.3%
Economically Disadvantaged	School	35.1%

\* All data based on students enrolled for a full academic year.

**Annual Education Report  
Butcher Community Center**

**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	95%
All Students	School	95%

*\* All data based on students enrolled for a full academic year.*



## Annual Education Report Butcher Community Center

### Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
---------------	----------------	---------------	----------------	---------------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display



**Annual Education Report  
Butcher Community Center**

**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Warren Consolidated Schools	Butcher Community Center		Green	2	Green	2	Red	0	Red	0	Green	2	Red	8

## Annual Education Report Butcher Community Center

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	2	21	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

### Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

## Annual Education Report Butcher Community Center

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.  
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report Butcher Community Center

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report Butcher Community Center

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	0	‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Annual Education Report Butcher Community Center

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report  
Butcher Community Center**

**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5