



Warren Consolidated Schools

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

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Butcher Educational Center Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the programs at the Butcher Educational Center. 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 Dr. Catherine Neuhoff 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, or you may review a copy in the main office at your child's school.

Butcher Educational Center (BEC) currently houses three magnet programs serving students from within and for the high school only, outside of the Warren Consolidated Schools district. Students attending BEC programs struggle with similar academic issues as their home school peers when itemizing local and state assessment data: relatively low ability to make inferences within text; marshaling appropriate evidence to validate claims and consideration of counterpoints in their writing; limits in academic vocabulary; and the ability to transfer problem solving skills learned in one curriculum to another. Social and emotionally, a growing number of students need support with matters linked to mental health. Stress, anxiety, and depression consistently affect student performance and success in any program.

To respond to academic issues, staff focuses their professional goals and classroom strategies on improving students' inference, critical writing, and academic vocabulary skills while helping them make real world connections through the Gold Star Project Based Method approach at the middle school levels and critical research practices in the high school courses. Staff development and community outreach efforts are being employed that allow BEC counseling and instructional staff to access wrap around services needed to support mental health issues.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**
Butcher Educational Centers' (BEC) three unique educational entities use a selection process that consider the following criteria for the high school Macomb Mathematics Science and Technology Program (MMSTC): currently enrolled in Algebra I or Accelerated Geometry in 8th grade; teacher recommendations and grades for mathematics and science; counselor recommendation; performance on an Algebra readiness assessment, MMSTC entrance exam, and the CoGAT. Students are ranked according to points earned cumulatively. The Middle School Mathematics Science and Technology Center applies similar criteria for entrance: students' academic and personal behavioral traits derived from the Parent Application; Student Application writing assessment; students' performance on the fall IOWA and CoGAT assessments; and teacher recommendations. Additional information is gathered on students' grades, attendance and behavior patterns. A stakeholder committee reviews the cumulative data making final recommendations. Finally, the Middle School Visual and Performing Arts program
2. Beginning in the 2016-2017 school year, Butcher Educational Center will be in the first year of the School Improvement Plan cycle.
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners, the first three housed at the Butcher Educational Center:

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9th – 12th grade students in 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; students attending MMSTC take mathematics, science, and interdisciplinary studies at the BEC and their remaining courses through their home high schools.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced and enhanced mathematics, science, and English language arts option for middle school students. The (MS)2TC program integrates curriculum, challenging students with project-based learning experiences. Students who are accepted into the program split their day between their home middle schools, 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- School of Performing Arts (MS-WCSA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSA) located at Sterling Heights High School. MS-WCSA 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 split their school day between their home middle schools, 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, movement, and theatre exploratory experiences.

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 located at the Flynn Educational Center along with the adult **ESL program**.

The Hatherly Educational Center supports the mission and vision of Warren Consolidated Schools in a variety of ways. The building is home to the WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported pre-school for 4 year-olds) Program, Transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

Year-round education offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

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/Michigan State Standards, Michigan Science Expectations, College Board curriculum for MMSTC courses, and the Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at www.wcskids.net.
5. Butcher Educational Center students are assessed using the IOWA for local measures and the SAT, ACT WorkKeys and M-STEP as required by the state of Michigan with their scores reported through their home middle and high schools. While students attending the center tend to outscore their home school peers by as much as 40 percentile points, students universally struggle in reading for meaning, academic vocabulary, and marshaling substantive evidence and taking counterpoints in their writing.

Fall 2014 Iowa Percent Proficient (M-Step Four Level Companion)

	Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
MMSTC	CORE	9	20	0	0.0%	0	0.0%	0	0.0%	20	100.0%	100.0%
	ELA	9	42	0	0.0%	0	0.0%	3	7.1%	39	92.9%	100.0%
	MATH	9	20	0	0.0%	0	0.0%	2	10.0%	18	90.0%	100.0%
	CORE	10	18	0	0.0%	0	0.0%	0	0.0%	18	100.0%	100.0%
	ELA	10	55	0	0.0%	1	1.8%	2	3.6%	52	94.5%	98.2%
	MATH	10	18	0	0.0%	0	0.0%	0	0.0%	18	100.0%	100.0%
	CORE	11	28	1	3.6%	1	3.6%	4	14.3%	22	78.6%	92.9%
	ELA	11	34	1	2.9%	3	8.8%	3	8.8%	27	79.4%	88.2%
	MATH	11	28	3	10.7%	1	3.6%	3	10.7%	21	75.0%	85.7%
	CORE	12	19	1	5.3%	1	5.3%	1	5.3%	16	84.2%	89.5%
	ELA	12	34	4	11.8%	3	8.8%	3	8.8%	24	70.6%	79.4%
MATH	12	20	1	5.0%	1	5.0%	1	5.0%	17	85.0%	90.0%	
MS2TC	CORE	6	73	0	0.0%	1	1.4%	33	45.2%	39	53.4%	98.6%
	ELA	6	73	0	0.0%	0	0.0%	22	30.1%	51	69.9%	100.0%
	MATH	6	73	0	0.0%	7	9.6%	38	52.1%	28	38.4%	90.4%
	CORE	7	128	0	0.0%	0	0.0%	51	39.8%	77	60.2%	100.0%
	ELA	7	128	0	0.0%	0	0.0%	35	27.3%	93	72.7%	100.0%
	MATH	7	128	0	0.0%	2	1.6%	60	46.9%	66	51.6%	98.4%

Level 1 1-23 NPR Level 2 24-45 NPR Level 3 46-79 NPR Level 4 80-99 NPR

6. Parent Participation at Fall and Spring Conferences

MMSTC	YEAR	FALL	SPRING
	2013-2014	71%	50%
	2014-2015	69%	40%
	CHANGE	-2%	-10%
(MS)2TC/MSVPA	YEAR	FALL	SPRING
	2013-2014	77%	55%
	2014-2015	71%	43%
	CHANGE	-6%	-12%

7. Additional high school information:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): 6 all earned credit.
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): 1 AP Calculus; however students attending MMSTC register to take the AP Physics, AP Chemistry, and AP Statistics exams as well in their senior years.
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES: 20% or 61.
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: (home high schools report this data)

The 2014-2015 school year was very exciting for students, their parents, and staff at Butcher Educational Center as collectively they worked diligently to supplement each program financially with family fund raisers, performances, and grant writing. Working together strengthened relationships between each set of stakeholders simultaneously giving our students exciting and rewarding educational experiences.

Sincerely,

Dr. Catherine Neuhoff

Director of Math/Science and Special Programs