



# Warren Consolidated Schools

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

## ADMINISTRATION BUILDING

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## Warren Consolidated Community High School 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 Warren Consolidated 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 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 main office at your child's school.

Community High School is a Warren Consolidated Schools alternative high school. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. The criteria for enrollment frames the school's challenges. Students recommended for Community High from the district's 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 abuse; 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. The Community High School staff maintains uniting resources to increase the graduation rate and reduce the drop-out rate according to the prescribed AMOs.

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's 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 a 40 week time period; increased enrollment of Community High School juniors and seniors at the Career Prep Center, Cousino Radio/TV and automotive, Warren Woods Tower Cosmetology Program and the Warren Consolidated 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 2014-15 school year holds much potential as we enter the second year with the a .4 social worker to assist with "wrap-around-services" and year three of the English language acquisition support with the focus on test taking, note taking, social skills, technology skills and careers. Community High also receives support from a teacher consultant who works with students eligible for special education services. 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 (CITW) model to strengthen instructional delivery.

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

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.

2. This is the fourth year in a five year school improvement cycle following district accreditation. We have made minor adjustments to the plan based on the needs of our students.
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 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 and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

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- School of Performing Arts (MS-WCSPA)** 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 located in Sterling Heights High School. MS-WCSPA 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 **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** 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, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at [www.wcskids.net](http://www.wcskids.net).

5. 2014-2015 ACT Scores

2014-15 ACT College Readiness Trend Warren Consolidated Community High School: All Subjects / All Students			
School Year	Subject	Mean ACT Score	Number Assessed
2013-14	Composite	14.3	56
2014-15	Composite	13.5	47
2013-14	English	12.5	56
2014-15	English	11.5	47
2013-14	Mathematics	15.4	56
2014-15	Mathematics	14.5	47
2013-14	Reading	14.2	56
2014-15	Reading	13.7	47
2013-14	Science	14.6	56
2014-15	Science	13.8	47

Although scores fell slightly this could be attributed to the small number of students tested or by the fact we enroll credit deficient students throughout the year many who have not passed or mastered the necessary skills necessary to perform well on state mandated tests.

Community High also participated in inaugural M-Step assessment during the spring of 2015. This was the first time students were assessed via computer. The results indicate Social Studies is a strength of the Community High students.

M-STEP 2014-15 / 11th / All Students		
Subject	Partially Proficient	Number Assessed
Math	<10%	48
English	12.50%	48
Science	<10%	48
Social Studies	25.00%	48

6. Parent Participation at Fall and Spring Conferences

YEAR	FALL	SPRING
2013-2014	22%	12%
2014-2015	31%	24%
CHANGE	+9%	+12%

Although the number of families attending conferences has dropped, Community High held several Honor Roll dinners and a Breakfast of Champions which was well attended by parents, guardians, and other family members.

7. Additional high school information:

- a. Students in dual enrollment (0)
- b. College equivalent classes offered (0)
- c. Students enrolled in college equivalent classes (0)
- d. Students who earned college credit during the 2014-15 school year (0)

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,

*Paul Yestrepky*

Principal, Warren Consolidated Community High School



03/11/2016

## Annual Education Report

### Warren Consolidated Community High School

#### M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	18.9%	2.1%	97.9%	0%	2.1%	0%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	20.8%	1.8%	0%	1.8%	12.5%	85.7%
Mathematics	11th Grade Content	African American	2014-15	8.6%	9.9%	0%	100%	0%	0%	0%
Mathematics	11th Grade Content	African American	2013-14	5.9%	6.9%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	Asian	2014-15	60.7%	31.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2013-14	60.7%	26.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	10%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2013-14	24.5%	25%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	19.3%	3.6%	96.4%	0%	3.6%	0%
Mathematics	11th Grade Content	White	2013-14	33.5%	22.9%	2.7%	0%	2.7%	16.2%	81.1%
Mathematics	11th Grade Content	Female	2014-15	29.1%	17.9%	8.3%	91.7%	0%	8.3%	0%
Mathematics	11th Grade Content	Female	2013-14	26.5%	19.3%	0%	0%	0%	13.6%	86.4%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Male	2014-15	27.8%	20%	0%	100%	0%	0%	0%
Mathematics	11th Grade Content	Male	2013-14	31.1%	22.2%	2.9%	0%	2.9%	11.8%	85.3%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	12.2%	2.7%	97.3%	0%	2.7%	0%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	11.1%	2.3%	0%	2.3%	11.6%	86%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	0.5%	0%	100%	0%	0%	0%
Mathematics	11th Grade Content	English Language Learners	2013-14	6.7%	2.5%	0%	0%	0%	9.1%	90.9%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	1.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	4.9%	<10	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	58.7%	52%	12.5%	0%	12.5%	41.1%	46.4%
Reading	11th Grade Content	African American	2013-14	31.3%	39.7%	6.7%	0%	6.7%	60%	33.3%
Reading	11th Grade Content	Asian	2013-14	71.8%	57.1%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	52%	<10	<10	<10	<10	<10



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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Reading	11th Grade Content	White	2013-14	65%	53.6%	13.5%	0%	13.5%	35.1%	51.4%
Reading	11th Grade Content	Female	2013-14	62.4%	57.4%	18.2%	0%	18.2%	45.5%	36.4%
Reading	11th Grade Content	Male	2013-14	55%	46.9%	8.8%	0%	8.8%	38.2%	52.9%
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	41%	4.7%	0%	4.7%	46.5%	48.8%
Reading	11th Grade Content	English Language Learners	2013-14	19.4%	13.9%	0%	0%	0%	27.3%	72.7%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	27.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	35.7%	2.1%	85.4%	12.5%	2.1%	0%
ELA	11th Grade Content	African American	2014-15	25.8%	28.2%	0%	92.9%	7.1%	0%	0%
ELA	11th Grade Content	Asian	2014-15	64.8%	47.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	20%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	32%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	35.7%	3.6%	82.1%	14.3%	3.6%	0%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	Female	2014-15	55.4%	39.3%	8.3%	75%	16.7%	8.3%	0%
ELA	11th Grade Content	Male	2014-15	43.3%	32.3%	0%	88.9%	11.1%	0%	0%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	25.6%	2.7%	86.5%	10.8%	2.7%	0%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	3.1%	0%	93.8%	6.3%	0%	0%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	8.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	16%	2.1%	93.8%	4.2%	2.1%	0%
Science	11th Grade Content	All Students	2013-14	28.4%	16.7%	3.6%	0%	3.6%	5.4%	91.1%
Science	11th Grade Content	African American	2014-15	7.3%	6.8%	0%	100%	0%	0%	0%
Science	11th Grade Content	African American	2013-14	5.5%	4%	0%	0%	0%	0%	100%
Science	11th Grade Content	Asian	2014-15	47.8%	24.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2013-14	48.5%	13.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	10%	<10	<10	<10	<10	<10

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M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Two or More Races	2014-15	27.7%	12%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2013-14	27.2%	20.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	16.6%	3.6%	89.3%	7.1%	3.6%	0%
Science	11th Grade Content	White	2013-14	33.4%	19.5%	5.4%	0%	5.4%	5.4%	89.2%
Science	11th Grade Content	Female	2014-15	26.7%	13%	0%	91.7%	8.3%	0%	0%
Science	11th Grade Content	Female	2013-14	24.6%	13.2%	0%	0%	0%	9.1%	90.9%
Science	11th Grade Content	Male	2014-15	32.1%	18.9%	2.8%	94.4%	2.8%	2.8%	0%
Science	11th Grade Content	Male	2013-14	32.2%	20%	5.9%	0%	5.9%	2.9%	91.2%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	9.8%	0%	97.3%	2.7%	0%	0%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	8.7%	2.3%	0%	2.3%	0%	97.7%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	0%	0%	100%	0%	0%	0%
Science	11th Grade Content	English Language Learners	2013-14	3.3%	0.5%	0%	0%	0%	0%	100%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	5.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	4.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	32.5%	4.2%	70.8%	25%	2.1%	2.1%
Social Studies	11th Grade Content	African American	2014-15	18%	22.2%	0%	85.7%	14.3%	0%	0%
Social Studies	11th Grade Content	Asian	2014-15	61.7%	42%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	10%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	28%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	33.2%	3.6%	60.7%	35.7%	0%	3.6%
Social Studies	11th Grade Content	Female	2014-15	40.5%	28.6%	8.3%	58.3%	33.3%	0%	8.3%
Social Studies	11th Grade Content	Male	2014-15	47.2%	36.2%	2.8%	75%	22.2%	2.8%	0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	24.4%	2.7%	75.7%	21.6%	0%	2.7%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	3.6%	0%	68.8%	31.3%	0%	0%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	12.5%	<10	<10	<10	<10	<10

## Annual Education Report

## Warren Consolidated Community High School

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

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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Warren Consolidated Community High School

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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Warren Consolidated Community High School

MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

## Annual Education Report

### Warren Consolidated Community High School

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.4%	N/A	100%	N/A
All Students	ELA	98.1%	48.5%	99.6%	N/A	100%	N/A
All Students	Science	97.5%	22.2%	99.4%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	99.5%	N/A	100%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.6%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	99.6%	N/A	<30	N/A
African American	Science	95.4%	6.1%	99.8%	N/A	<30	N/A
African American	Social Studies	95.2%	11%	99.8%	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	99.6%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	100%	N/A	<30	N/A
Asian	Science	99%	38%	100%	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	100%	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	100%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	100%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	97.8%	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

## Annual Education Report

### Warren Consolidated Community High School

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	99.4%	N/A	< 30	N/A
Two or More Races	ELA	98.5%	46.9%	99.4%	N/A	< 30	N/A
Two or More Races	Science	98.5%	20.1%	100%	N/A	< 30	N/A
Two or More Races	Social Studies	98.1%	28.3%	98.6%	N/A	< 30	N/A
White	Mathematics	98.5%	42.5%	99.4%	N/A	< 30	N/A
White	ELA	98.5%	55%	99.5%	N/A	< 30	N/A
White	Science	98.1%	26.6%	99.2%	N/A	< 30	N/A
White	Social Studies	98%	37.3%	99.5%	N/A	< 30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.4%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.5%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	99.2%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	99.5%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	99.5%	N/A	< 30	N/A
English Language Learners	ELA	98.2%	24%	99.7%	N/A	< 30	N/A
English Language Learners	Science	98.2%	3.9%	99.6%	N/A	< 30	N/A

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	99.7%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	97.9%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	97.9%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	97.5%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.5%	N/A	<30	N/A

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## Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	86.8%	74.7%
American Indian	64.8%	N/A	N/A
African American	64.5%	88.6%	N/A
Asian	89.1%	90.4%	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	86.5%	74.6%
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	83.6%	67.4%
English Language Learners	68.2%	72.4%	N/A
Students With Disabilities	55.1%	78.8%	N/A
Homeless	54.0%	N/A	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.0%	N/A

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



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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
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No Data to Display



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#### 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
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No Data to Display



## Annual Education Report Warren Consolidated Community High School

### 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	1	11	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%

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## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

## Annual Education Report

### Warren Consolidated Community High School

#### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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## NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

# 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0