



Warren Consolidated Schools

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

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COMMUNITY HIGH SCHOOL
HATHERLY EDUCATIONAL CENTER

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Community High School School Annual Education Report (AER)

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for 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 Cathy West for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/2M8EAmt>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has been identified as a Comprehensive Support and Improvement (CSI) school.

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Community High's staff and students face a variety of challenges daily. Students enter Community to recover credits to graduate on time or to continue their education and graduate at a later date. Our focus is to create a sense of belonging for all our students. Creating a "community" will positively affect our student graduation rate.

To help address Community High's focus on graduation, the team has adopted and enacted several interventions.

- New students and their parents are required to meet with administration before they are accepted into the program. During these meetings students and parents are given an idea of what it means to be a Community High School Student including clear expectations for behavior and academics.
- The presentation at Open House has been refined even more to include information about credit recovery, the effect of attendance on performance, resources around the county and within the structure of Warren Consolidated Schools.
- Academic Probation has been created to help students learn to monitor their progress and make improvements.
- Intervention classes (WIN – What I Need) were created and implemented. These classes target specific mathematic and language arts skills based on student needs. NWEA data was used to identify those needs and teachers were provided with training in Number Talks and DRA testing to provide a knowledge base to increase student proficiency in both areas.
- Continued involvement in AINet – a network of alternative high schools in Macomb County. AINet encourages students to be involved in athletic and academic activities such as basketball, quiz bowl, bowling, volleyball, softball, soccer, prom and an end of the year reward trip.
- Increasing the usage and availability of ACRI (Adolescent Critical Reading Intervention) courses.
- Providing support for English Language Learners in the form of a daily para pro and a .6 Language Acquisition Teacher.
- Credit Recovery Seminars. Topics for seminars include, but are not limited to, developing positive life skills, college preparation, test preparation, substance abuse, career opportunities and many more.
- Winning Futures – a volunteer mentor program offered in school to students willing to participate. Volunteer professionals work with 2-3 students in a structured program once a week. Topics include goal setting, career prep, job applications, resumes and interview skills.
- Falcon Friends – a program where students become the mentor to elementary emotionally impaired students.
- Positive rewards and Honor Roll Celebrations throughout the school year

Community High School's staff remain committed to developing and implementing whatever is determined necessary to create a positive atmosphere conducive to learning.

State Law requires that we also report additional information

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PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students come to Community High School when they fall behind in credits at one of our three traditional high schools. Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school with the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing with the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Community High Is continuously working through their five-year improvement cycle following district accreditation. We have made minor adjustments to the plan based on the needs of our students. These adjustments were made based on info we received from attending two Facilitators of School Improvement meetings at the MISD to better service the needs of our students. Currently the state has not made any modifications or removed schools from the list.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Early Childhood Education is an important part of the mission and vision of Warren Consolidated Schools. A variety of early learning classrooms are housed in our elementary buildings. These programs include WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported preschool program for 4-year-olds), fee-based 3-year-old and 4-year-old preschool, transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

The Middle School Mathematics Science Technology Center (MS)2TC offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science, and English language arts classes.

The Middle School Visual and Performing Arts (MS-VPA) is an exciting, creative program that has been designed to build on the district's nationally acclaimed, award-winning high school performing arts program (WCSPA) which is in Sterling Heights High School. MS-VPA is intended for academically focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The Macomb Math and Science Center (MMSTC) is an honors program for 9th – 12th grade students in Macomb County districts who are interested in advanced/accelerated mathematics,

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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, Grade-Level content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved but the State Board of Education. A copy of the core curriculum may be accessed at www.wcskids.net, under Parent Resources on our school pages.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In the fall of 2018 and 2019, Warren Consolidated Schools administered the Northwest Evaluation Association Measure of Academic Progress (MAP Growth). This test was given again in the spring of 2019, however, it was not administered in the spring of 2020 due to COVID-19. Reading and Mathematics results are listed below.

| North West Evaluation Association (NWEA) Test Results Community High School | | | | | | | | | | | | |
|--|-------------|----------------|--------------------|-----|------------------------------|-----|--------------------------|-----|-------------------------------|-----|---------------------|-----|
| | | Total Students | Low Percentile <21 | | Low Average Percentile 21-40 | | Average Percentile 41-60 | | High Average Percentile 61-80 | | High Percentile >80 | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % |
| Reading | | | | | | | | | | | | |
| 11th Grade | Fall 2019 | 27 | | 85% | 2 | 7% | 0 | 0% | 1 | 4% | 1 | 4% |
| | Spring 2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Fall 2018 | 13 | 8 | 62% | 3 | 23% | 1 | 8% | 2 | 8% | 0 | 0% |
| | Spring 2019 | 22 | 59 | 7% | 19 | 7% | 19 | 0% | 0 | 1% | 3 | |
| 12th Grade | Fall 2019 | 119 | 81 | 68% | 23 | 19% | 11 | 9% | 3 | 3% | 1 | 1% |
| | Spring 2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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| Mathematics | | | | | | | | | | | | |
|-------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 11th Grade | Fall 2019 | 28 | 19 | 68% | 6 | 21% | 2 | 7% | 1 | 4% | 0 | 0% |
| | Spring 2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Fall 2018 | 17 | 12 | 71% | 5 | 29% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Spring 2019 | 26 | 23 | 64% | 13 | 36% | 0 | 0% | 0 | 0% | 0 | 0% |
| 12th Grade | Fall 2019 | 118 | 79 | 67% | 27 | 23% | 8 | 7% | 1 | 1% | 3 | 3% |
| | Spring 2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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

| | Students represented by parents at parent teacher conferences | | | |
|--------|---|------------|---------|------------|
| | 2018-19 | | 2019-20 | |
| | Number | Percentage | Number | Percentage |
| FALL | 50 | 27% | 38 | 24% |
| SPRING | 37 | 22% | N/A | N/A |

*Spring conference are held by the request of parent or teacher

ADDITIONAL HIGH SCHOOL REPORTING

The number and percent of postsecondary enrollments (dual enrollment) - Not Applicable

The number of college equivalent courses offered (AP/IB) - Not Applicable

The number and percentage of student enrolled in college equivalent courses (AP/IB) - Not Applicable

The number and percentage of students receiving a score leading to college credit - Not Applicable

Community High School continues to celebrate their commitment to enrolled students and their families. We are proud to offer high school students “a second chance” to earn a Warren Consolidated Schools’ high school diploma. A committed staff including 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 and the Michigan Works program to apply those skills. The Community High School staff celebrates all of our 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,

Cathy West
Principal of Community High School