



Warren Consolidated Schools

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

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IRMA M. CROMIE ELEMENTARY SCHOOL

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January 31, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Cromie Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jack Stanton for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3a7H0d8>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

The Cromie Elementary School staff have focused on initiatives in the areas of English Language Arts and Mathematics to drive student achievement. Through support from the district, teachers have been trained and have implemented strategies in these fields (Guided Reading, Number Talks) that target all students in Tier 1 instruction. Interventions for struggling students have been organized into time blocks in order to ensure all students receive Tier 1 instruction. Quarterly meetings are held to review strategies for struggling students and ensure all students receive appropriate support.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to schools according to their address of residence within the District's boundaries. Parents may request another school within the District under the Open Enrollment process however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Cromie Elementary school improvement plan focuses primarily on improving instruction in English Language Arts (ELA) and Mathematics. In ELA, our teachers utilize Jan Richardson's "The Next Step Forward in Guided Reading" to implement research-based strategies to improve reading skills for our students. In mathematics, all students participate in Number Talks, a strategy which develops operational fluency for all students. Another primary element in the School Improvement Plan is our effort to support our school's Positive Behavior Intervention System, which we call the Cromie Blue program. By setting common expectations for students across the building and recognizing student efforts to meet these expectations, the Cromie Blue program builds a positive school culture for all of Cromie Elementary.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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

The Middle School Mathematics Science Technology Center (MS2TC) offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science, and English language arts classes.

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

The Macomb Math and Science Center (MMSTC) is an honors program for 9th – 12th grade students in Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teacher's recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

The Career Preparation Center (CPC) programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

Community High School is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is now located at the Hatherly Educational Center.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed by contacting the school office.

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

Warren Consolidated Schools administers the Northwest Evaluation Association Measure of Academic Progress (MAP Growth) during the fall and spring of every school year. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2020-21 school year. The Reading and Mathematics results for the 2020-20 and 2021-22 school years are listed below.

North West Evaluation Association (NWEA) Test Results												
Cromie Elementary 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	%
Mathematics												
1st Grade	Fall 2021	84	25	30%	15	16%	18	21%	15	18%	11	13%
	Spring 2022	111	34	31%	30	27%	17	15%	17	15%	13	12%
	Fall 2020	80	2	3%	5	6%	15	19%	22	28%	36	45%
	Spring 2021	79	17	22%	23	29%	13	16%	10	13%	16	20%
2nd Grade	Fall 2021	84	223	27%	20	24%	21	25%	11	13%	9	11%
	Spring 2022	86	19	22%	21	24%	20	23%	20	23%	6	7%
	Fall 2020	72	7	10%	14	19%	13	18%	21	29%	17	24%
	Spring 2021	71	19	27%	20	28%	12	17%	16	23%	4	6%
3rd Grade	Fall 2021	77	17	22%	19	25%	17	22%	17	22%	7	9%
	Spring 2022	80	17	21%	15	19%	23	29%	19	24%	6	8%
	Fall 2020	70	10	14%	16	23%	13	19%	15	21%	16	23%
	Spring 2021	69	15	22%	21	30%	18	26%	11	16%	4	6%
4th Grade	Fall 2021	70	20	29%	25	36%	10	14%	13	19%	2	3%
	Spring 2022	77	31	40%	27	35%	11	14%	5	6%	3	4%
	Fall 2020	87	15	17%	20	23%	18	21%	19	22%	15	17%
	Spring 2021	88	23	26%	20	23%	27	31%	14	16%	4	5%
5th Grade	Fall 2021	92	29	32%	33	36%	18	20%	11	12%	1	1%
	Spring 2022	93	29	31%	29	31%	19	20%	10	11%	6	6%
	Fall 2020	83	18	22%	17	20%	21	25%	19	23%	8	10%
	Spring 2021	83	27	33%	21	25%	16	19%	14	17%	5	6%

North West Evaluation Association (NWEA) Test Results												
Cromie Elementary 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												
1st Grade	Fall 2021	84	32	38%	20	24%	11	13%	13	16%	8	10%
	Spring 2022	111	45	41%	21	19%	16	14%	18	16%	11	10%
	Fall 2019	76	21	28%	12	16%	15	20%	15	20%	13	17%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd Grade	Fall 2021	83	30	36%	17	20%	18	22%	14	17%	4	5%
	Spring 2022	85	30	35%	18	21%	23	27%	13	15%	1	1%
	Fall 2019	76	6	8%	11	14%	23	30%	19	25%	17	22%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade	Fall 2021	76	9	12%	12	16%	16	20%	24	32%	16	21%
	Spring 2022	81	8	10%	19	23%	20	25%	19	23%	15	19%
	Fall 2019	93	16	17%	18	19%	24	26%	20	22%	15	16%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4th Grade	Fall 2021	71	22	31%	23	32%	10	14%	12	17%	4	6%
	Spring 2022	77	16	21%	23	30%	21	27%	12	16%	5	6%
	Fall 2019	88	15	17%	10	11%	23	26%	29	33%	11	13%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	Fall 2021	90	23	26%	23	26%	22	24%	20	22%	2	2%
	Spring 2022	93	25	27%	23	25%	26	28%	18	19%	1	1%
	Fall 2019	102	20	20%	23	23%	33	32%	16	16%	10	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Developmental Reading Assessment								
Cromie Elementary School								
		Total Students	Intervention		Below Level		On Level	
			Count	%	Count	%	Count	%
DRA								
1st Grade	Fall 2020	76	36	47%	12	16%	28	37%
	Spring 2021	61	42	69%	11	18%	8	13%
2nd Grade	Fall 2020	69	42	61%	14	20%	13	19%
	Spring 2021	73	37	51%	11	15%	25	34%
3rd Grade	Fall 2020	69	37	54%	13	19%	19	28%
	Spring 2021	71	34	48%	9	13%	28	39%
4th Grade	Fall 2020	86	54	63%	12	14%	20	23%
	Spring 2021	89	33	37%	10	11%	46	52%
5th Grade	Fall 2020	55	17	31%	6	11%	32	58%
	Spring 2021	87	31	36%	11	13%	45	52%

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

	Students represented by parents at parent teacher conferences			
	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
FALL	457	91%	495	88%
SPRING	249	87%	444	79%

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

Cromie Elementary School remains dedicated to serving each student through providing a positive environment within which all students can grow and thrive. Our staff seeks to give every student the support required for academic and emotional growth through building positive relationships with students and families. Our community regularly demonstrates a deep commitment in support of Cromie Elementary and our staff as we work together to raise achievement and success for each and every student. Together, our students, staff, and community make Cromie Elementary a truly special place for all.

Sincerely,

Jack Stanton
Principal of Cromie Elementary School