



# Warren Consolidated Schools

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

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## IRMA M. CROMIE ELEMENTARY SCHOOL

29797 Gilbert Drive  
Warren, MI 48093  
586.574.3160

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## Cromie Elementary 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 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 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 not been given one of these labels.

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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) resided 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 are efforts to support our school's Positive Behavior Intervention System, which we call the ROAR program. By setting common expectations for students across the building and recognizing student efforts to meet these expectations, the ROAR 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 (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

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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, 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 by the State Board of Education. A copy of the core curriculum may be accessed at [www.wcskids.net](http://www.wcskids.net), under Parent Resources on our school page.

### **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.

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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	%
<b>Reading</b>												
<b>1st Grade</b>	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
	Fall 2018	76	29	38%	23	30%	6	8%	8	11%	10	13%
	Spring 2019	72	22	31%	24	33%	10	14%	8	11%	8	11%
<b>2nd Grade</b>	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
	Fall 2018	90	11	12%	16	18%	20	22%	18	20%	25	28%
	Spring 2019	91	22	24%	22	24%	20	22%	12	13%	15	16%
<b>3rd Grade</b>	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
	Fall 2018	92	23	25%	19	21%	20	22%	17	18%	13	14%
	Spring 2019	91	15	16%	15	16%	32	35%	23	25%	6	7%
<b>4th Grade</b>	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
	Fall 2018	101	26	26%	30	30%	30	30%	8	8%	7	7%
	Spring 2019	103	22	21%	35	34%	21	20%	18	17%	7	7%
<b>5th Grade</b>	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
	Fall 2018	112	22	20%	33	29%	24	21%	17	15%	16	14%
	Spring 2019	112	21	19%	37	33%	25	22%	20	18%	9	8%
<b>Mathematics</b>												
<b>1st Grade</b>	Fall 2019	75	21	28%	11	15%	20	27%	15	20%	8	11%
	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	76	30	39%	20	26%	6	8%	11	14%	9	12%
	Spring 2019	72	15	21%	22	31%	15	21%	11	15%	9	13%
<b>2nd Grade</b>	Fall 2019	76	5	7%	8	11%	17	22%	22	29%	24	32%
	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	91	11	12%	15	16%	29	32%	17	19%	19	21%
	Spring 2019	91	20	22%	19	21%	17	19%	18	20%	17	19%
<b>3rd Grade</b>	Fall 2019	91	11	12%	28	31%	23	25%	16	18%	13	14%
	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	92	26	28%	15	16%	29	32%	18	20%	4	4%
	Spring 2019	91	28	31%	26	29%	16	18%	19	21%	2	2%
<b>4th Grade</b>	Fall 2019	88	17	19%	17	19%	26	30%	18	20%	10	11%
	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	102	38	37%	29	28%	18	18%	14	14%	3	3%
	Spring 2019	103	47	46%	25	24%	19	18%	7	7%	5	5%
<b>5th Grade</b>	Fall 2019	102	27	26%	28	27%	23	23%	16	16%	8	8%
	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	112	37	33%	22	20%	30	27%	18	16%	5	4%
	Spring 2019	112	34	30%	27	24%	26	23%	20	18%	5	4%

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School Annual Education Report (AER)**

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

	Students represented by parents at parent teacher conferences			
	2018-19		2019-2020	
	Number	Percentage	Number	Percentage
FALL	512	87%	563	89%
SPRING	302	80%	N/A	N/A

\*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