

14500 Crescentwood
Eastpointe, MI 48021
(586) 445-4636
Mrs. Fran Hobbs, Principal



MISSION STATEMENT

Learn from the **Past**

Live responsibly in the **Present**

Prepare for the **Future**

Crescentwood Elementary School



Annual Report to the Community 2008/2009

EAST DETROIT PUBLIC SCHOOLS

Crescentwood Elementary is ...

Students

395	K-5 Students
40	School aged child care

Support Staff

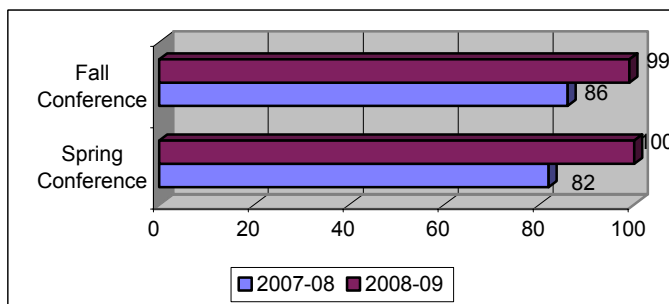
1.5	Clerical Workers
3	Custodians
1	Elementary Cook
16	Noon Aides
1.8	Paraprofessional
2	School aged child care

Professional Staff

1	Principal
16	Classroom Teachers
7	Special Subject Teachers
3	Special Education Teachers
.2	Literacy Coach
.3	Social Worker
.5	At Risk Social Worker
.8	Speech Therapist
.3	Psychologist

Family Involvement Increases Student Success

The School district invites all residents to learn more about their schools by volunteering to serve on district committees and attending regularly scheduled meetings. Crescentwood reaches out to families through a building newsletter and parent calendar, parent/teacher conferences, special parent programs, curriculum nights, teacher notes, telephone calls, email, marquee, parent club meetings, and family activities. Below are the participation results of the parent/teacher fall and spring conferences.



Curriculum Activities at Crescentwood

- Fall & Spring PARENT-TEACHER conferences
- Family Literacy Night
- Family Reading Night and Author Visit
- Open House
- Coffee and Curriculum with the Principal
- Kindergarten Round-Up
- RtI Family Nights
- Music Assemblies and Performances
- Dare Graduation
- Honors / Awards Celebrations
- Cyber Safety Initiative for Parents
- Parent Night with Dr. Smith

Accreditation Status

In the state of Michigan, school accreditation is expressed as letter grades: A, B, C, D-alert, unaccredited. Crescentwood's overall Education Yes! report card grade is a B, and our students made AYP. As part of the school improvement process, Crescentwood will continue to increase the number of students with satisfactory MEAP scores. In April of 2003, Crescentwood gained North Central Association accreditation and is currently implementing its NCA Action Plan. For 2008, Crescentwood staff spent time analyzing student progress on our school improvement goals and wrote the NCA Final Report on this past 5-year cycle. This past school year, Crescentwood staff surveyed parents, staff, students and former students. We pulled together data on strategies and interventions, as well as assessments that measure learning of our students. We wrote our school profile, which is available in our office for all stakeholders to see.

Staff Continues Curriculum Review and Improvement

Curriculum review is an ongoing process. The work began in the 2001-02 school year with the alignment of the Standards and Benchmarks of the Michigan Core Curriculum Framework. More recently, those Standards and Benchmarks have been narrowed to specific Grade Level Content Expectations (GLCEs). Staff continues working on aligning these GLCEs with classroom instruction. The alignment of the GLCEs, the analyzing of data, and the collaboration across curriculum areas will lead to improved achievement for all students. GLCEs are posted in our school, and available for all parents.

RtI (Response to Intervention)

The RtI program continued in the Kindergarten and was implemented at the first grade level in all 6 elementary schools. This program focuses on early reading intervention. The goal of RtI is to be proactive in education by providing prevention and intervention for students, not being reactive to those with reading difficulties. With the addition of full day Kindergarten two years ago, a classroom culture was created that supports RtI, allowing more time to implement reading interventions.

Highly Qualified Staff

Crescentwood Elementary School is in compliance with the requirements of Section 1119 of the *No Child Left Behind Act of 2001*. 100% of our teachers hold at least a bachelor's degree and are certified by the State of Michigan to teach elementary school. All existing paraprofessionals have at least a high school diploma and meet the standards for newly hired paraprofessionals.

Percentage of each professional qualification for Crescentwood Elementary school core teachers						
B.A.	B.A. + 20 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.	Other.
12.5%	12.5%	62.5%	6.3%	6.3%	0	0
Percentage of teachers with Emergency/Provisional Certification						0%
Percentage of core academic subject classes not taught by highly qualified teachers						0%

Professional Development / Staff Training

- What Gets Taught is What Gets Learned: Coherent, Focused and Rigorous Curriculum
- Foundations (LETRS) Training
- Facilitators of School Improvement
- ParaReading
- MACUL
- Title I Workshops and Institutes
- Departmental Meetings and Networks

Goals for Student Success

At the end of the 2003-04 school year, the Crescentwood staff completed its North Central Association (NCA) profile and identified the following three academic goals:

- 1) All students will improve their math reasoning skills.
- 2) All students will demonstrate improved reading comprehension in all subject areas.
- 3) All students will improve their writing skills across the curriculum.

In 2004-05, a detailed school improvement action plan for implementing these goals was developed by the staff and approved by NCA. Data on student achievement was collected over 3 years and analyzed in the NCA Final Report, produced in 2007-08. This Final Report is available in our office for parents to see. In 2008-09 we used surveys and data to assemble a new school profile, available in our office. We will continue to work on strategies and interventions that support our student achievement goals.

In addition to these three academic goals, Crescentwood School will continue to work on having boys and girls demonstrate responsible behavior through the C-STAR Positive Behavior Support program. Positive student behavior is recognized in a wide variety of ways and our school climate is extremely positive and upbeat. Our staff has established an effective system of strategies for achieving social and learning goals. PBS teaches and encourages social competence and reduces the number of students displaying behavior problems.

More details about the School Improvement Plan may be obtained by contacting the principal.

For current information about our school, please visit our website at
<http://www.macomb.k12.mi.us/eastdet/CresWood.htm>

Programs for Special Needs Children

The East Detroit Special Services department offers services to all eligible students from birth through graduation. Comprehensive diagnostic evaluations including psychological, psychiatric, social work, and speech/language occupational and physical therapy assessments are provided. Transition services are also provided.

In accordance with state and federal laws, East Detroit Public Schools provides special education programs that guarantee all students with disabilities the opportunity to an education appropriate to meet their needs. These services include, resource and basic classroom programs, social work, and speech/language therapy. These programs are developed on an individual basis through a team approach, including parents, staff, and support personnel.

During the 2008-09 school year 68 Crescentwood learning disabled, emotionally impaired, cognitively impaired, physically impaired, and hearing impaired students received services through the Special Services Department. Crescentwood special needs students are also served through Macomb County Specialized Schools. For more information, contact Sally Cairo, Director of the Department of Special Services at 445-4438.

Measuring Student Achievement

The Michigan Department of Education conducts yearly assessments in the elementary core curriculum areas at the 3rd, 4th and 5th grade levels. Below are the Fall 2008 scores for English Language Arts (a combination of the reading and writing scores), Math and Science compared to the 2007 scores.

Each Michigan school district must report scores for all students and for some subgroup populations with 30 or more students representing the group. Identified subgroups are: gender, race/ethnicity, economically disadvantaged, special education and limited English proficient. The state of Michigan has determined that mastery is the total percentage of students whose scores are advanced or proficient, based on the standards set by the State.

English Language Arts – 3rd Grade									
		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 72%)	6	9	52	55	31	32	11	4
District	(% Mastery = 76%)	15	9	64	67	17	23	4	1
State	(% Mastery = 83%)	22	17	59	66	16	16	3	1
		Total Tested: 53 (96.4%)							
School Subgroups		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Male	69%	9	8	44	62	32	31	15	0
Female	59%	4	11	61	48	29	33	7	7
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	67%	--	12	--	55	--	27	--	6
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	66%	3	9	51	56	31	31	15	3
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	44	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Math – 3rd Grade									
		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 84%)	39	38	48	45	13	16	0	0
District	(% Mastery = 90%)	44	51	46	39	9	10	0	0
State	(% Mastery = 91%)	49	56	41	35	10	9	0	0
		Total Tested: 55 (100%)							
School Subgroups		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Male	82%	47	39	41	43	12	18	0	0
Female	85%	29	37	57	48	14	15	0	0
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	91%	--	44	--	47	--	9	--	0
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	82%	31	36	51	45	18	18	0	0
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Measuring Student Achievement

English Language Arts – 4th Grade

All Students Fall 2008		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 52%)	5	3	51	49	36	45	8	3
District	(% Mastery = 66%)	10	7	55	60	30	31	5	3
State	(% Mastery = 77%)	16	11	60	66	21	22	3	2

Total Tested: 65 (98.4%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
School Subgroups		2007	2008	2007	2008	2007	2008	2007	2008
Male	52%	3	3	40	40	46	46	11	11
Female	53%	7	7	60	60	28	28	5	5
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	*	9	--	59	--	28	--	4	--
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	48%	0	2	52	46	36	48	12	4
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Math – 4th Grade

All Students Fall 2008		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
School	(% Mastery = 74%)	35	29	41	45	21	21	4	5
District	(% Mastery = 80%)	28	32	53	49	16	18	3	2
State	(% Mastery = 88%)	41	44	45	44	12	11	2	1

Total Tested: 66 (100%)		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
School Subgroups		2007	2008	2007	2008	2007	2008	2007	2008
Male	75%	23	29	46	45	26	21	6	5
Female	74%	44	44	37	37	16	16	2	2
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	*	48	--	37	--	13	--	2	--
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	66%	28	23	44	43	24	28	4	6
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	23	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

English Language Arts – 5th Grade

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 63%)	0	7	84	56	16	33	0	4
District	(% Mastery = 73%)	10	12	68	60	20	25	3	3
State	(% Mastery = 78%)	15	18	62	60	18	19	4	3

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Total Tested: 75 (100%)									
School Subgroups									
Male	50%	10	3	57	47	27	44	7	6
Female	72%	19	9	50	63	25	26	6	2
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	76%	16	10	62	67	19	21	3	2
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	55%	10	8	51	47	29	41	10	4
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

Math – 5th Grade

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 73%)	26	33	47	40	23	17	5	9
District	(% Mastery = 77%)	28	39	44	38	25	19	3	5
State	(% Mastery = 77%)	36	45	40	32	20	19	4	4

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Total Tested: 75 (100%)									
School Subgroups									
Male	72%	37	28	23	44	33	22	7	6
Female	74%	19	37	53	37	28	14	0	12
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	90%	32	48	51	43	16	2	0	7
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	69%	27	31	34	39	37	20	2	10
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

Science – 5th Grade

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
All Students Fall 2008									
School	(% Mastery = 75%)	19	26	60	47	21	19	0	8
District	(% Mastery = 80%)	22	31	56	48	20	18	3	2
State	(% Mastery = 83%)	37	43	46	40	14	13	3	4

		% Advanced		% Proficient		% Partially Proficient		% Not Proficient	
		2007	2008	2007	2008	2007	2008	2007	2008
Total Tested: 75 (100%)									
School Subgroups									
Male	69%	23	25	50	44	17	22	10	9
Female	79%	28	28	44	51	22	21	6	0
ETHNICITY									
American Indian / Alaskan Native	*	--	--	--	--	--	--	--	--
Asian / Pacific Islander	*	--	--	--	--	--	--	--	--
Black	*	--	--	--	--	--	--	--	--
Hispanic	*	--	--	--	--	--	--	--	--
White	88%	27	38	65	50	8	10	0	2
Multiracial	*	--	--	--	--	--	--	--	--
Economically Disadvantaged	63%	22	20	44	43	22	33	12	4
English Language Learners	*	--	--	--	--	--	--	--	--
Migrant	*	--	--	--	--	--	--	--	--
Special Education	*	--	--	--	--	--	--	--	--

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

Adequate Yearly Progress Report

The federal law *No Child Left Behind* requires each school to achieve Adequate Yearly Progress (AYP). Several factors contribute to AYP including; student attendance, test scores, and graduation rates. Our average daily attendance for the 2008-2009 school year was 92.95%.

The achievement target Michigan has established for elementary school students is 59% for English Language Arts and 65% for Mathematics. This target represents the percentage of students demonstrating mastery on the Michigan Education Assessment Program (MEAP).

In 2004-05, Crescentwood Elementary earned a composite grade of A and made AYP. From 2005-06 through 2008-09, Crescentwood earned a composite grade B and again met AYP standards in all sub groups.

School Subgroups	ELA	MATH
	2008-2009	2008-2009
ALL STUDENTS	YES	YES
ETHNICITY	--	--
American Indian / Alaskan Native	*	*
Asian / Pacific Islander	*	*
Black	YES	YES
Hispanic	*	*
White	YES	YES
Multiracial	*	*
Economically Disadvantaged	YES	YES
English Language Learners	*	*
Special Education	YES	YES

* The indicated subgroups are not reported individually, due to the small number of students tested (<30).

School Report Card 2008-2009 / Grades Tested 3 - 5

This report card provides an assessment of several measures of the school's performance.

CRESCENTWOOD ELEMENTARY SCHOOL (Title I)			
	Status Score 2008-2009	Adjusted Score 2008-2009	Ed Yes! Grade 2008-2009
Student Achievement			
English Language Arts	77.4	69.9	C
Mathematics	86.3	81.3	B
Achievement Subtotal	81.8	95.6	C
Indicators of School Performance		100	A
Preliminary Grade		84	B
AYP Status (Adequate Yearly Progress)		MET AYP	
COMPOSITE GRADE		B	

Please visit the Michigan Department of Education Website for more detailed information about this school's performance.

<https://oeaa.state.mi.us/ayp/>

Points of Pride

198	Jump Rope for Heart Participants	32	Art Awards
\$1756	Raised for American Heart Association	160	Star Bucks Float and Sundae Winners
17	Students received Service Squad Awards	56	Trashbusters Club
16	Students received Safety Patrol Awards	437	Accelerated Reader Awards
26	Lunch Helper Awards	1	Kaleidoscope Award
231	Honor Roll Awards (grades 4 and 5)	86	Beautification Awards
219	Perfect Attendance Awards	18	Turn Around Awards
353	March is Reading Month Awards	4	Local Author Visits
105	Marine Corps Fitness Awards		Michigan Week Activities
81	DARE graduates		School Musical Performances
9	Principal Awards		Disabilities Workshop
160	C-Star Citizenship Awards		Kinds Kids Week
10	Boxes of food and goods donated to Women's Shelter		

Thank you for being involved

Volunteers

Field Trip Chaperones
Room Parents
School Improvement Team
Santa Shop / Book Fair Helpers
Field Day Helpers
Tutoring
Parking Lot Helpers
Office Volunteers
Jump Rope for Heart Helpers
Market Day Coordinators
Accelerated Reader Helpers
Crescentwood PTA
Computer Aides for Students and Teachers (CAST)
Title I Parent Team

Community Use of Building

Community Education Classes
Parks & Recreation Programs
Girl Scouts and Boy Scouts
America Reads Tutors
ED Elementary Basketball Program
Karate for Kids

Business and School

Partnerships

Eastpointe Fire Department
American Red Cross
Shopper's Market
Eastsider Newspaper
Warren Weekly Newspaper
Eastpointe Goodfellows
Meijer Honor Roll Program
General Mills
Wall-Mart/Target
Eastpointe Parks and Recreation
Olive Garden Restaurant
WJR Radio
Eastpointe Kiwanis
Lifetouch Photography
Comcast Cablevision
Nine-Mile Big Boy Restaurant
American Heart Association
Salvatore Scaloppini
St. Clair Shores Big Boy
Box Tops for Education
CARE
Hungry Howie's
7-11 on 9 Mile Rd.
Pump It Up
Detroit Pistons Organization
Detroit Tigers Organization

Parent Club Contributions

Fund Raising
Grade #5 Recognition
Safety Patrol
American Red Cross Blanket Drive
Beautification
Teacher Appreciation Luncheon
Computer Lab Materials
Field Trip Support
Playground Equipment and Toys
Assemblies - Upland Hills, Science Alive
PBS- Floats, Sundaes, Star Store
Accelerated Reader Prizes

Positive Behavior Support

(PBS)

C-Star Store
Super Sundaes
Floats of the Month
Student Award Assemblies
C-Star and lunch / C-Star Bucks
Field Day Contests and Field Day Carnival

A Parents Right to Know

Crescentwood Elementary receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program, the district has a requirement to inform you, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you **in a timely manner, upon written request to the Instructional Services Office**, of the following:

- Whether your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals, and, if so, their qualifications.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

Board of Education **2008-2009**

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Mr. Bruce Kefgen, Superintendent of Schools
15115 Deerfield
Eastpointe, MI 48021
445-4410

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445-4406

Office of Fiscal Services

Tom DeLuca, Director
445-4414

Office of Special Education

Sally Cairo, Director
445-4438

Office of Instruction

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445-4425

Children's Services

Kelly Garrison, Supervisor
445-4453

Technology

Lisa Cardamone, Director
445-4402

Food Service

Doreen Grout, Director
445-4562