



**Nicholas A. Russo, Ed.S., Superintendent**

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February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Brewster Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mrs. Kelly Dessy for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/49rj98aor> or you may review a copy in the main office at your child's school.

For the 2025-26 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 had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Brewster Elementary has not been given a label and our school improvement initiatives will continue to address areas of need identified by multiple indicators of data. Based on current data analysis from local and state assessments, Brewster's challenge is to make improvements in the areas of reading and math, specifically with special education and English learner populations. Training and professional development will target additional intervention and instructional strategies. Staff at Brewster will continue to develop analysis skills in order to be able to use data to plan for targeted instruction through a multi-tiered system of support.

## **Process for Assigning Pupils to the School**

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Struggling high school students are identified and may be assigned to the Alternative Center for Education (ACE) through the District's intervention model.

## **Status of the 3-5 year school improvement plan**

We continue to monitor, analyze, and adjust as needed to work towards our goals of increasing proficiency for all students in the areas of literacy and math. District committees monitor the implementation of strategies identified in our school improvement plan.

Brewster Elementary continues to utilize and grow instructional skills within reading and writing with professional development support for further structured literacy needs. Within math content, our staff continues to strengthen the academic program and utilize small group targeted instruction within core instruction to successfully meet the needs of all learners. Collaboration and support with district math coaches has proved supportive of our new curriculum implementation. Application through hands on play, partner collaboration, curiosity, and critical thinking extend and build authentic skills for all levels of students. Finally, our work to develop positive behavior intervention, identify further resources and a shared understanding about social emotional learning is a school-wide collaboration that we are excited to continue in partnership with district support.

## **Core Curriculum**

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.







Additional information about the District's Core curriculum can be found at the following website:

<http://www.rochester.k12.mi.us/pages/5064/general-education>.


## READING 23-24

Grade K		42/63
Grade 1		58/58
Grade 2		66/66
Grade 3		65/65
Grade 4		74/74
Grade 5		75/75

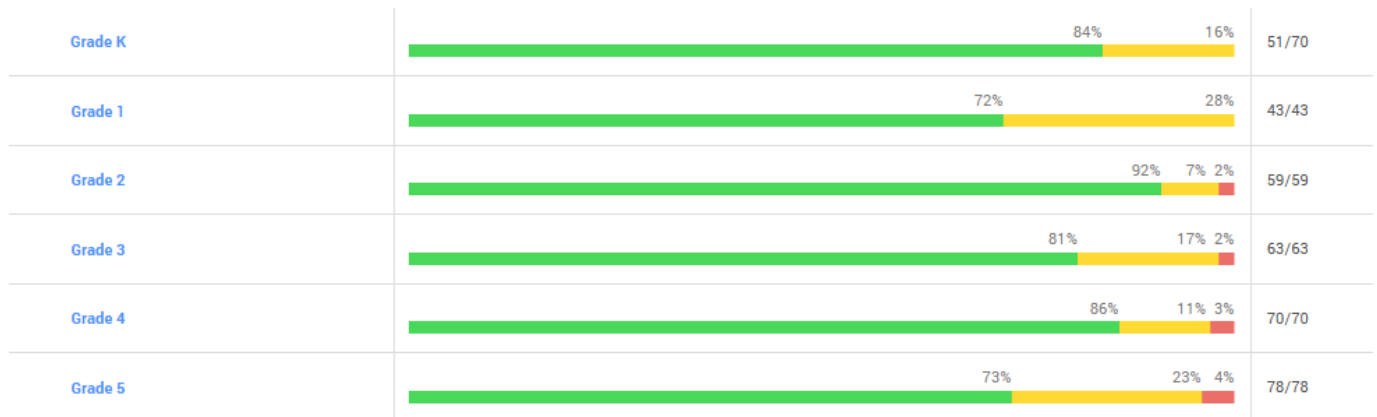
## READING 24-25

Grade K		51/70
Grade 1		43/43
Grade 2		59/59
Grade 3		63/63
Grade 4		70/70
Grade 5		78/78

## MATH 23-24

Grade K		42/63
Grade 1		58/58
Grade 2		66/66
Grade 3		65/65
Grade 4		74/74
Grade 5		75/75

## MATH 24-25



### Parent Teacher Conferences

Parent Attendance at Conferences		Percent of Parents
Fall Conferences	2023-2024	96
Spring Conferences	2023-2024	70
Fall Conferences	2024-2025	97
Spring Conferences	2024-2025	72

\*Spring conferences are “as needed or requested” format. Parents of students who were progressing satisfactorily were given the option of receiving a written update, rather than attending a conference with teacher. All parents, regardless of their child’s progress, were welcome to request and attend a conference.

The Brewster Elementary School Community focuses on providing the best education possible to all our students by placing a priority on instruction as well as community service and supports. We share our positive behavior intervention expectations of respect, responsibility, and kindness through authentic learning and partnerships with community and families. We have a highly skilled staff engaging students and their families through a guaranteed and viable curriculum to ensure success. Through a strong and vibrant PTA, we work collaboratively to provide the best possible education and to ensure student growth. Through exceptional opportunities like engaging strong community partnerships, disability awareness, PTA Reflections, Authors In April, and much more students and families enjoy a

highly engaged and well-rounded learning community. It is my honor to celebrate an outstanding year and thank our dedicated staff, students, and families.

Respectfully Submitted,

Kelly E. Dessy, Ed.S.

Brewster Elementary Principal