



Nicholas A. Russo, Ed.S., Superintendent

52585 Dequindre Road, Rochester, Michigan 48307 | Phone: 248-726-3000 | www.rochester.k12.mi.us

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Dear Parents/Caregivers and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Long Meadow 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 Jonathan Ziaja for assistance.

The AER is available for you to review electronically by visiting the following website [here](#) or you may review a copy in the main office at your child's school.

For the 2025-2026 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 subgroup in 2024-2025. 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-2025, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

School label: no label has been given to our school

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 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 sub committees monitor the implementation of strategies identified in our school improvement plan.

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.

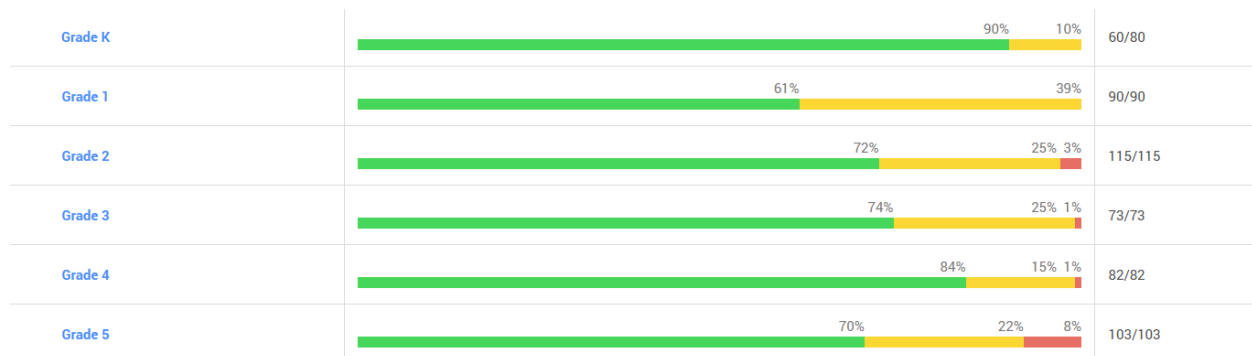
The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found [here](#).

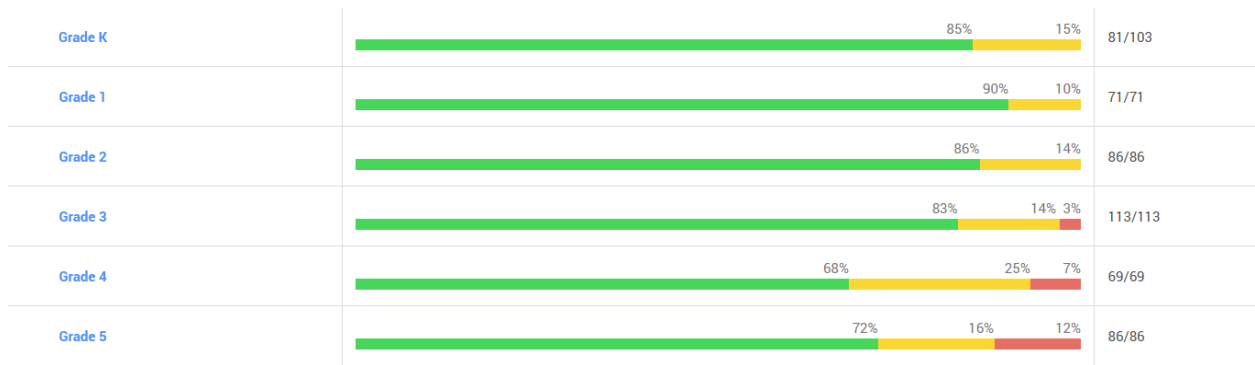
2023-2024 Reading



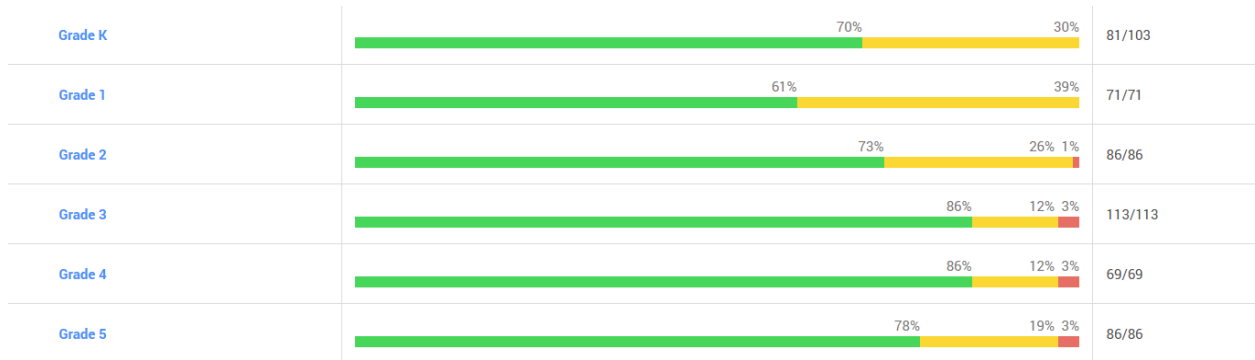
2023-2024 Math



2024-2025 Reading



2024-2025 Math



Parent teacher conferences

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2024-2025	543	97

It has been a fantastic year at Long Meadow, characterized by significant learning and growth within our strong school community. We are proud of our students' accomplishments and appreciate the support from our families and the hard work of our staff. Together, we create an inclusive environment where all learners can thrive, and we are excited to continue this journey of improvement and success.

Sincerely,

Jonathan Ziaja