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February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Long Meadow Elementary. 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 Casey Wescott, Long Meadow Elementary principal for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2Z7LHym> , 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 had at least one underperforming student subgroup in 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified and was not given one of these labels.

State law requires that we also report additional information.

#### **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.

### **Long Meadow Mission Statement & Status of the 3-5 year School Improvement Plan**

The mission of Long Meadow Elementary School is to prepare our students to be caring, cooperative, contributing members of a global society by providing them with a challenging and nurturing environment in which to celebrate learning. The information in the AER report helps to provide data that impacts learning of all kids and our school culture. The AER, along with other localized data points come together to allow us to live into our mission as education, learning, and our kids change.

Though our statewide accountability indicates our students are demonstrating proficiency and growth well-above the state average, we are continuing to implement strategies to close our achievement gap. We are addressing these needs by adopting the Teachers College Reading and Writing Project units of study for both reading and writing. Additionally we are furthering our implementation of a Multi-Tiered System of Support (MTSS) to ensure that each student is receiving the necessary supports to be successful both academically and social-emotionally.

To reflect on our current instructional practices, our staff engages in a comprehensive review of our student achievement data three times a year. During this process grade-level teams meet in a structured workshop to review the progress of their achievement goals and to reflect on the effectiveness and fidelity of their instructional practices. When students are not successful, despite several different approaches, they were referred to our TEAM committee where a group of our support staff, Learning Consultant and Principal explore new approaches.

Long Meadow Elementary School Improvement Goal is aligned with the vision and mission of our district and strategic plan for Rochester Community Schools. Our SIP team consists of representatives of our staff and parents to generate goals for the upcoming year while reflecting on goals for the current year. Long Meadow continues to focus on literacy, math, and writing as areas to improve.

The Long Meadow School Improvement Plan includes the following goal:

Within 3-5 years the percentage of Long Meadow students that are at grade level will increase by 3% in the area of math.

Create a strategy to reach your goal and include details such as when the strategy will begin and end and who will monitor its implementation:

Grade level teams will continue to collaborate, use data, and support students in math. The principal and learning consultant will give time to grade levels, provide PD, and keep the conversation going regarding the goal. Math coaches will help by providing PD and ideas to support growth in math. iReady math licenses for parents to support growth at home with students as well.

[illegible]

***\*\*Data is incomplete due to the COVID pandemic***

[illegible]

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[illegible]

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[illegible]

## iReady Aggregate Achievement results 2020-2021

### *Reading* - On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	100	100	100	100	100	100	100	100
1 <sup>st</sup>	100	100	100	100	100	100	100	100	100
2 <sup>nd</sup>	95	100	100	92	80	100	100	80	98
3 <sup>rd</sup>	97	96	100	92	87	100	100	100	97
4 <sup>th</sup>	94	96	100	100	87	100	100	100	98
5 <sup>th</sup>	90	92	100	92	77	100	100	100	94

### *Reading* - Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0	0	0
1 <sup>st</sup>	0	0	0	0	0	0	0	0	0
2 <sup>nd</sup>	5	0	0	8	20	0	0	20	2
3 <sup>rd</sup>	3	4	0	8	13	0	0	0	3
4 <sup>th</sup>	6	4	0	0	13	0	0	0	2
5 <sup>th</sup>	10	8	0	8	23	0	0	0	6

### *Math* - On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	100	100	100	100	100	100	100	100	100
1 <sup>st</sup>	100	100	100	100	100	100	0	100	100
2 <sup>nd</sup>	95	96	75	83	80	80	67	80	100
3 <sup>rd</sup>	97	100	100	100	100	100	100	100	100
4 <sup>th</sup>	94	90	100	93	73	100	67	100	96
5 <sup>th</sup>	96	98	100	100	100	100	100	100	99

### *Reading* - Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
K	0	0	0	0	0	0	0	0	0
1 <sup>st</sup>	0	0	0	0	0	0	0	0	0
2 <sup>nd</sup>	5	4	25	17	20	20	33	20	0
3 <sup>rd</sup>	3	0	0	0	0	0	0	0	0
4 <sup>th</sup>	6	10	0	7	27	0	33	0	4
5 <sup>th</sup>	4	2	0	0	0	0	0	0	1

## Parent teacher conferences 2019-2020

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2019-2020	<b>609</b>	<b>97%</b>
2020-2021	<b>469</b>	<b>96%</b>

This report is celebration for our school community, kids, and staff. It's also a celebration of our journey so far, and directs our focus to continue to improve and focus on our kids. The Faculty and Staff at Long Meadow is proud of the information presented in this report and recognizes that our successes is because of the collaboration that exists within our community. We appreciate and look forward to continuing our partnership with our parents, staff, and community. We are looking forward to future years of helping all students learn and grow.

Sincerely,

*Casey Wescott*

Long Meadow Principal