

MARION PUBLIC SCHOOLS
Marion, Massachusetts

SCHOOL COMMITTEE

April Nye, Chairperson	Term Expires 2024
Nichole Daniel, Vice-Chairperson	Term Expires 2025
Michelle Smith	Term Expires 2024
Nichole Nye McGaffey	Term Expires 2023
Mary Beauregard	Term Expires 2023

ORR SCHOOL COMMITTEE (Marion Representatives)

April Nye	Term Expires 2025
Margaret McSweeny	Term Expires 2023
Michelle Smith	Term Expires 2024

Please check the school district website at www.oldrochester.org for meeting schedule.

CENTRAL OFFICE ADMINISTRATORS
SUPERINTENDENT OF SCHOOLS

Michael S. Nelson, M.Ed.

ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION
Sharlene Fedorowicz, Ph.D.

ASSISTANT SUPERINTENDENT OF FINANCE & OPERATIONS
Howard Barber, CPA, MCPPO

DIRECTOR OF STUDENT SERVICES
Craig J. Davidson, M.Ed.

DISTRICT FACILITIES DIRECTOR
Eugene Jones, B.A.

SIPPICAN SCHOOL
PRINCIPAL, Marla Sirois
ASSISTANT PRINCIPAL, Peter Crisafulli
SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds
SCHOOL NURSE, Meagan Morais

ORR JR. HIGH SCHOOL
PRINCIPAL, Silas Coellner
ASSISTANT PRINCIPAL, Kelly Chouinard
SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds
SCHOOL NURSE, Linda Deveau

ORR HIGH SCHOOL
PRINCIPAL, Michael C. Devoll
ASSISTANT PRINCIPAL, Vanessa Harvey
SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds
SCHOOL NURSE, Nicole Reedy

2021-2022 SCHOOL YEAR REPORT

Introduction

Old Rochester Regional School District and Massachusetts School Superintendency Union #55 serve the towns of Marion, Mattapoisett, and Rochester. Dedicated educators and staff serve the three communities of Marion, Mattapoisett, and Rochester and the four school district structure, working collaboratively to provide a high quality education for our students preparing them for post-secondary success. The support provided to the school-system from the three towns from a resource standpoint helps ensure the ongoing success of our students through strong educational programming and by providing safe learning environments.

The 2021-2022 school year marked the third consecutive year where the COVID-19 pandemic impacted the typical operations of the school-system. However, the 2021-2022 school year also marked an important return to full in-person learning for all students. In the previous school year, due to the impact of the COVID-19 pandemic, the schools had to operate different learning models that included full in-person learning, hybrid learning (combination of in-person and remote learning opportunities), and full remote learning. Doing so – was a difficult task for our educators, our staff members, our families, and our students. Therefore, a return to full in-person learning, even with COVID-19 planning still needed, to start the 2021-2022 school year provided a strong sense of optimism that we were returning towards normalcy.

To ensure the safest in-person learning environments for our students and staff members, the school-system implemented COVID-19 protocols and mitigation strategies to decrease the likeliness of in-school COVID-19 transmission. These protocols and mitigation strategies included wearing face coverings, in-school COVID-19 testing abilities, improved air quality measures, and the collective emphasis on staying home when feeling ill. Although school still felt different than pre-pandemic times, educators know that students learn best when they are with their teachers in-person. Throughout the school year, we continuously adjusted our COVID-19 protocols and mitigation strategies in alignment with the Department of Elementary and Secondary Education’s guidance and requirements, leading state health agencies, and our local health experts’ recommendations. By the close of the school year, most of the COVID-19 safeguards had been discontinued.

Additionally, in between the 2020-2021 and 2021-2022, school years our school-system focused on what teaching and learning supports would help address any potential learning loss experienced by students. To do this, we committed to utilizing the Department of Elementary and Secondary Education Acceleration Roadmap. This tool was designed to acknowledge the impact that the COVID-19 pandemic has had on our students’ learning and to provide best practices to support student learning moving forward. The roadmap’s framework is built on three priority areas, which are grounded in educational research and were developed through extensive statewide stakeholder feedback.

The priorities are:

- 1. Foster a sense of belonging and partnership among students and families,**
- 2. Continuously monitor students’ understanding, and**
- 3. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.**

Within each priority, the intent is to create equitable experiences and outcomes for all our students in a manner that is affirming to students’ unique abilities. We started by offering not only our traditional summer SAIL learning opportunities, but also accelerated learning opportunities for identified students that required additional supports.

Our team identified eligible students based on a matrix of data points. Throughout the 2021-2022 school year, we used the Acceleration Roadmap as a learning plan guide to navigate beyond the pandemic.

Additional accelerated learning opportunities were offered during school vacations, during an extended day program at all schools, and we planned for an expanded summer learning program during the summer of 2022. One of the most important pieces of this work is the fact that our own educators and staff members continued to answer the call to offer more. All of our own educators were willing to work in the summers, school vacations, and after the school day to provide additional services to our students and families.

Throughout the school year the leadership team, the educators, staff members, families, and our students remained steadfast in living our schools' mission, which is to inspire all students to think, to learn, and to care.

As you read this report you will see examples of our students' achievements, staffing and program changes, as well as signs of the structural improvements that have taken place in our buildings to upgrade learning spaces, technology infrastructure and safety.

Strategic Plan Overview

Vision 2023 was created in the spring of 2018 by a steering committee with the help of focus groups from all three towns. The steering committee narrowed the scope of the work to three priority areas; social and emotional learning, global awareness, and 21st century learning. The anchoring outcome or theory of action is:

IF WE ...

provide all students with life and career skills, learning and innovation skills, and technology skills, by integrating these skills into a rigorous and relevant curriculum,

AND

develop and consistently utilize evidence-based approaches and strategies that foster the social and emotional well-being of students to promote their success,

AND

create a school district environment that broadens our students' leadership skills, understanding and appreciation of multiculturalism, diversity, and global awareness by building relationships to establish a broader worldwide network, inspire all students to think, to learn, and

THEN WE WILL ... to care.

have provided our Tri-Town students with 21st-century academic skills, strengthened their social and emotional competencies and prepared them to be engaged global citizens.

Strategic Plan - Year Four Review

During the 2021-2022 school year school stakeholders (i.e. students, teachers, staff members, families, school leaders, and school committee members) worked hard to complete the desired outcomes identified in the fourth year of the strategic plan. The Vision 2023 strategic plan includes strategic initiatives and desired strategic outcomes for each of the five years. Below are the fourth year outcomes for each of the three goal areas within Vision 2023:

21st Century Learning Year Four Review

Strategic Initiatives	Strategic Outcomes	4th Year
<p>Core Subjects - Enhance all curricula by embedding them with 21st-century skills and themes.</p>	<p>Core Subjects - Adopted 21st Century skills and theme based curricula is documented using Atlas Rubicon design and management system.</p>	<ul style="list-style-type: none"> • The project Based Learning template was reviewed with staff to ensure that PBL units were planned and documented consistently throughout the district. • Teacher teams planned and implemented at least two units that were standards based and provided opportunities for students to collaborate. • Examples of units included: Sled Race Challenge, Engineering Compost Bins, ABCs of the Revolution, Best Part About Me, Water Cycle Graphic Novel Published, Civics Action Projects and Mass Hire Project.
<p>Life and Career Skills - Expand the opportunity for all students to work collaboratively through project-based learning (PBL) experiences in every subject area and discipline.</p>	<p>Life and Career Skills - Collaborative project-based learning experiences have been established and are integrated into all grade level curricula.</p>	<ul style="list-style-type: none"> • Principals provided professional development at staff meetings to re-establish common language around Creativity, Collaboration, Communication, and Critical Thinking. • The Leadership Council - starting the second half of the school year - conducted learning walks using the Culturally Responsive Look-For's and Kaleidoscope tool through Responsive Classroom.
<p>Learning and Innovation - Engage students in learning that is purposely designed to incorporate 21st-century skills of collaboration, creativity, communication, and critical thinking/ problem-solving (4Cs).</p>	<p>Learning and Innovation - Student learning and professional practice goals for educators and administrators are utilized to improve 21st Century teaching and learning skills (4Cs).</p>	<ul style="list-style-type: none"> • Professional Development from ATLAS consultancy was provided district wide. • After the PD, time was provided for teachers to discuss and assess next steps needs for their grade level/departments. • Professional development time was given by grade level/department to teachers for curriculum writing. • The district, through the office of teaching and learning, is ready to move forward with establishing a curriculum review cycle.
<p>Technology - Support students and educators to use technology to strengthen their ability to research, apply, and communicate responsibly, meaningfully, and effectively.</p>	<p>Technology - Integrated digital instruction is embedded and embraced in all learning environments to improve student digital literacy outcomes.</p>	<ul style="list-style-type: none"> • 1:1 Devices - Google Classroom - Google Education Suite - IXL Jamboards - Interactive Display Boards - Interacting with Simulations - Building Apps on Glide - Creating Digital Songs - Creating Graphic Art on Canva - Coding Projects - 3-D Printing Media Production.

Social Emotional Learning Year Four Review

Strategic Initiatives	Strategic Outcomes	4th Year
Relationships - Build strong, positive relationships with each student and focus on the student as an individual to build a sense of belonging and engagement.	Relationships - Students are invested in their learning and feel they are valued members of their learning communities.	<ul style="list-style-type: none"> ● HS continues to implement SEL lessons through Bulldog Block. CASEL competency weaknesses identified in 9th grade. ● The district continues to train new staff in Responsive Classroom practices with the goal of 100% trained staff. ● JHS continues to use RC in their advisory program. Feedback through survey and student reporting has allowed JHS to adjust lessons based on needs of the students. ● District administrative staff participated in a refresher training for the Kaleidoscope Tool, which will enable future assessment of RC teacher practices. ● Panorama survey data continues to be utilized in all schools and is one way to measure student/staff connectedness. This type of Panorama survey data helps direct adjustment to practice toward meeting School Improvement Plan goals, as well as District Strategic Plan goals. ● Student engagement practices continue to be at the forefront of our goal to build a sense of belonging for our student population.
Behavior Management - Develop and expand effective and consistent discipline practices, expectations, and teacher language throughout our learning communities.	Behavior Management - Consistent and effective discipline practices characterized by teacher language and expectations to promote responsible decision making, self-management, and a sense of community are established.	<ul style="list-style-type: none"> ● All District schools have agreed to utilize the same incident reporting system, which will be in PowerSchool. ● The plan is to pilot the system consistently across grade levels beginning in September of 2022. ● In addition to the reporting system, the discipline response plan identifies tiers of intervention prior to administrator referral and punitive discipline measures. ● Restorative discipline and CASEL are both currently embedded in use district-wide but will continue to be utilized and updated in alignment with best practices. ● Elementary schools will align codes of conduct using DESE's current language as it relates to discipline. ● Secondary schools are currently aligned but will update language as necessary to more closely mirror DESE recommendations.
Partnerships - Enhance family and community engagement opportunities, communication, and practices.	Partnerships - Maximized partnerships among family, community, and staff to ensure short and long-term student success are formed.	<ul style="list-style-type: none"> ● All schools in the district engaged in multiple family engagement opportunities during this school year. ● These activities ranged from musical events to cultural opportunities. Families were allowed to have increased access to the events in the school. ● District Administration was able to take a closer look at the DESE Family Engagement Framework and are in the process of developing a more formal family engagement philosophy.
Safety and Security - Identify and enhance effective and comprehensive safety and security measures.	Safety and Security - A learning environment is created which protects and promotes the physical and psychological safety of our students and staff.	<ul style="list-style-type: none"> ● Health and Safety procedures were updated through the District MERP. ● Cameras and alarm system upgrades at HS, OHS and RMS. ● Phone systems have been updated at all district buildings. ● All in-house ALICE district trainers were recertified in ALICE procedures (spring 2022). ● ALICE procedures and drills were conducted at the HS & JHS (staff and students). Procedure and drills were conducted for the staff at all elementary schools.

Global Citizenship Year Four Review

Strategic Initiatives	Strategic Outcomes	4th Year
Global Awareness - Support students as they learn from, and work collaboratively with, individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.	Global Awareness - A diverse and inclusive curriculum that offers a wide range of voices, perspectives, and experiences of local and global communities is developed.	<ul style="list-style-type: none"> Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning. Department Coordinators shared exemplar lessons with educators regularly. Examples included: Culturally diverse toys-Early Childhood; Inquiry and Investigation in Art History; Genetically modified crops in agriculture; Women's Rights in Turkey; Critical Lens Theory- ELA; Harlem Renaissance during the Great Gatsby; Race in Latin America; Cultural views of heroism-Latin.
Personal Responsibility - Encourage students to act responsibly with the interests of the larger community in mind while demonstrating personal integrity, honesty, and ethical behavior.	Personal Responsibility - A school culture exists where students are invested in their learning and respect differences.	<ul style="list-style-type: none"> District professional development: <i>Connecting 21st Century Learning, Project Based Learning and Social Emotional Learning</i>, as well as <i>Social & Emotional Learning & Global Citizenship</i>. Building based PD focus on Culturally Responsive Look Fors/Teaching. Social & Emotional Learning & Global Citizenship. World Language teachers used applications such as conjuguemos, gimkit, and duolingo to assist student connections in the global society. Partnering with the school-based organizations (Gender Sexuality Alliance and Cultural Club), staff have participated in several trainings to create a more inclusive learning environment for all. Handbook updates have been made to include more inclusive language for students, families, and caregivers.
Civic Literacy and Citizenship - Involve students in civic life through understanding the rights and obligations of citizenship at local, state, national, and global levels.	Civic Literacy and Citizenship - An updated social studies and civics curriculum for prek-12, aligned to the state frameworks and learning standards is adopted and implemented.	<ul style="list-style-type: none"> Identified/Re-engaged members of the district Social Studies/Civics curriculum team through the Office of Teaching and Learning. Members of the district SS/Civics team created a draft of this curriculum. It will be reviewed with the Office of Teaching and Learning in a timely manner as it effects fall report cards. 8th grade has completed a transition to a full year civics curriculum that is ongoing in its development. Community Service Club civics projects. For example: High School Knitting Club donates what they make to the New Bedford Women's Shelter. 9-12 Social Studies courses embed lessons on the Constitution, the Bill of Rights, and amendments as well as court cases that have influenced our society. Local History elective exposed students to local government and its operation. The Life Sciences and Environmental Sciences class have updated curriculum to incorporate lessons on how to be better citizens with respect to the earth, including renewable resources, climate change, and recycling.
Empathy - Teach students to demonstrate an understanding of others' perspectives and needs while listening with an open mind to understand others' situations.	Empathy - Ongoing learning opportunities for students and professional development for all staff are provided to foster empathy for others' perspectives and needs.	<ul style="list-style-type: none"> In the high school environmental and genetics courses, teachers have incorporated lessons that have students research both sides of ethical issues, such as gene editing and climate change. Building-based student offerings: Jamele Adams (grades 7-12). Bulldog Block staff created offerings for students: <i>Black History in Music, Unsung Heroes of the Civil Rights Movement, and Notable African Americans from Greater New Bedford</i>. Cultural Proficiency teams were established and met monthly. School Beats/Family Beats Drum and Rhythm events. Teachers21 Training. District Equity subcommittee.

School Leadership

During the 2021-2022 school year, the leadership team within the Superintendent's Office remained consistent from the previous year. Mr. Michael S. Nelson continued to serve as Superintendent of Schools, supported by Mr. Howard G. Barber, Assistant Superintendent of Finance and Operations, Dr. Jannell Pearson-Campbell, Assistant Superintendent of Teaching and Learning, and Mr. Craig J. Davidson, Director of Student Services. In the winter of 2022, Dr. Pearson-Campbell did formally announce that she would not return for the 2022-2023 school year. In addition, Mr. Eugene Jones, Director of Facilities, Mrs. Jill Henesey, Director of Food Service, and Mrs. Doreen Lopes, Early Childhood Education Coordinator continued to serve our schools in their capacities.

At the school building level – our administration teams remained relatively constant from the previous school year. The Marion School District welcomed back Mrs. Marla Sirois, Principal and Mr. Peter Crisafulli as a newly appointed Assistant Principal replacing Mr. Sean Persico who accepted a position in different school district. As for the Mattapoisett School District, both Mrs. Rose Bowman, Principal and Mr. Kevin Tavares, Associate Principal returned to service. Principal Bowman did formally announce her retirement at the conclusion of the 2021-2022 school year after many decades serving the community. As a result, Mr. Tavares was named the Principal of Old Hammondtown School and Dr. Linda Ashley was appointed the Principal of Center School for the start of the 2022-2023 school year. Mr. Michael C. Devoll, Principal and Mrs. Vanessa Harvey, Assistant Principal returned to lead the Old Rochester Regional High School during the 2021-2022 school year. At the Junior High School, they also returned Silas Coellner, Principal and Ms. Kelly Chouinard, Assistant Principal. Lastly, the Rochester School District continued to be led by Derek J. Medeiros, Principal and Mr. Charles West, Assistant Principal.

School Buildings

All Schools

This past year we have continued our focus on the safety and security of our students and staff. We have upgraded our surveillance capability as well as our ability to communicate real time information to all our staff using two-way radios. Each staff member has access to their own two-way radio that is directly linked with all staff as well as first responders.

We are still very mindful of air and water quality in all our schools and we maintain our intense monitoring program to ensure a safe and healthy learning environment.

We continue our open and transparent capital improvements requests and input to the three Towns with positive dialog between School and Town Committees.

All mandated yearly inspections and tests have been completed in all buildings.

Rochester Memorial School

We replaced a well booster pump that was malfunctioning.

We had to replace the Emergency Generator Automatic Transfer Switch Controller, which provides the automatic function to a loss of power with the Town grid.

We took ownership of a new facility grounds tractor, which was funded by Capital Improvements. The old tractor

was resourced to the Town's Facilities Department.

We completed a Security Alarm upgrade that will provide more accurate and precise notifications and will reduce the number of false and trouble alarms. This was also funded by Capital Improvements.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Old Rochester Senior/Junior High School

We replaced a failed 400-amp service to the main field and all out buildings. It was determined the failure was due to old and faulty wiring.

We replaced the obsolete front marquee enabling us to project real time notices and schedules to the public with an aesthetically pleasing display.

We replaced the failed #2 sewer pump which is used to boost grey and black water to the Towns sewer system.

We acquired and assembled School Resource Officer (SRO) portable offices in the High and Junior High School foyer. This will provide the SRO a more visible presence to students, staff and the community.

The FY23 Operation Budgets and the Regional Agreement ratification allowed for a Capital Stabilization Fund that the three Towns allocated the funds to resurface High School track. Following proper procurement practices and through the bid process, Cape and Islands Tennis and Track was awarded the bid and will start the resurface of the High School track in April 2023.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Sippican Elementary School

With the emergency access road in the back of the school completed, we had the fitness playground reinstalled to provide our 4th, 5th and 6th grade students with the equipment during recess.

We created a 2nd floor student Safe Space to provide a safe area for educators to use to calm students if necessary.

We installed a handicap door access to the main entrance of the school to meet the ADA requirement. This was funded by Capital Improvements.

Our Building Management System (BMS) required to be re-commissioned as a result of our HVAC Audit. This allowed us to control the air quality more effectively and efficiently this past year providing a safe and healthy environment for our students and staff. This was also funded by Capital Improvements.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Center School

We started a complete HVAC upgrade (Capital Improvements) during the Christmas break. This will completely upgrade and recommission our HVAC/BMS system to up-to-date controllers and server. We will continue the upgrade through the February 2023 school break.

We completed painting of the entire trim, excluding the top of clock tower, in the 1898 section of school. Along with the painting, all the soffits and eaves were repaired. We also painted and repaired the metal fire escape. This was funded by a collaboration of the Town and the school district.

Routine maintenance was conducted on all facility machinery and equipment to ensure proper operation and reliability.

Old Hammondtown School

Completed upgrade on all HVAC controllers ensuring efficient and effective control of our Building Management System (BMS) allowing safe and healthy control of our air quality within the building.

Installed emergency shut offs for boilers in second location to meet existing codes.

Routine maintenance is conducted on all facility machinery and equipment to ensure proper operation and reliability.

Student Services and Special Education

Students who receive special education services in the Tri-Town range in age from 3 to 21. Our integrated preschool program, Project GROW, provides services for any preschoolers who are eligible for special education in their least restrictive environments. Some preschoolers, who are eligible for special education services, receive therapies on an appointment basis based on individual needs.

Students in our elementary schools range from those who may have very mild learning or language disabilities or a developmental delay, to students who have more significant disabilities (autism, multiple disabilities, etc.). School-based TEAMS consider the impact of the student's disability on their education in determining the types of services or programming the student needs. Some students with complex disabilities affecting all areas of their lives may require services after school or during summer vacation. As students become older, school-based TEAMS work with adult agencies to begin the transition process for students who are entitled to support services.

During 2022 and as compared with the Commonwealth of Massachusetts - the Marion, Mattapoisett, Rochester and Old Rochester Regional School Districts educated 89.3% of their students who receive special education services within a full inclusion service delivery model, as compared with a state average of 66.2%. The benefits of education within our neighborhood schools include: higher expectations for students with disabilities; improved instruction (because of the need for teachers to teach to individual children regardless of their achievement levels); and a richer school environment because of the diversity of our classrooms. The average percentage of students with disabilities (SWDs) is 17.8%, which is 1.6% less than the state average of 19.4%. A particular point of pride continues to be how few of our students are educated in schools outside of their communities. Specifically, only .77% of students with disabilities are educated in schools or programs not in the Tri-Town. This data is evidence of the strong commitment to an inclusive school and town(s) environment.

There is variability in the percent of students with disabilities among our school districts – as outlined in the table below:

District	%SWD
Marion	20.8%
Mattapoissett	18.6%
Rochester	19.7%
ORR	15.4%
System-Wide	17.8%
State-Wide	19.4%

Regarding the professional development of staff members within our schools, our traditional Responsive Classroom Elementary Course returned in 2022. Due to COVID-19 restrictions, the course was not provided during 2021 and all elementary staff who were hired in the last two years participated in the four-day training this year. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Furthermore, Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Moreover, the Office of Student Services offered additional trainings in the areas of Social Emotional Learning Strategies (SEL), Individual Education Program (IEP) development, adult agency support for students with disabilities (MRC and DMH), 504 Plans: School Nurse Considerations for Field Trips and The Essentials of School Nurse Documentation, Creating Therapeutic Classrooms for ALL Learners, confidentiality, student records, Crisis Prevention and Intervention (CPI), and Diversity, Equity and Inclusion training.

The high school athletics program continued with their Unified Sports/Special Olympics affiliation. Special Olympics is dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. The Bulldogs have embraced this philosophy and participated in their second season of basketball. The team continues to increase in numbers and had 18 members participate in the winter season and 14 during the spring. We had two athletes compete at the state championship this year with one bringing a gold medal back to Old Rochester Regional High School. Our athletes also participated in Tabor Day - a dedicated jamboree for students with intellectual disabilities to participate in athletic events with school districts from the South Coast.

Our youngest learners continued to receive high level preschool services in an integrated classroom model that reflects our schools' philosophy regarding inclusion and best practices. The Early Education Coordinator worked with both school personnel and community partners to offer in-person and virtual playgroups for our youngest learners. Our staff participated in a professional development - Year 2 of Building Equitable Supports for Children with Disabilities - and qualified for a grant opportunity to support instruction focusing on equitable supports and anti-bias practices. Each of our preschools continue to build their reading libraries to create an inclusive reading selection for our youngest learners.

The Office of Student Services partnered with Southeastern Massachusetts Educational Collaborative (SMEC) to provide community wide events for students and families focusing on Anxiety, Supporting Adolescents with their Mental Health, Responding to Racial Situations and Executive Functioning.

In 2022, the Office of Student Services also participated in the Department of Elementary and Secondary Education’s Tiered Focused Monitoring On-Site Audit - building off our districts self-assessment in 2021. This review process emphasizes procedures for following state and federal regulations for students with disabilities and Civil Rights. Particularly, the DESE auditors interviewed families and staff, reviewed our procedures, reviewed Special Education documentation and visited our schools to certify compliance with state and federal regulations.

In 2022, our staff, students, and families continued to work together to provide students with unbelievable educational opportunities within our schools. Our special educators, service providers, paraprofessionals and support staff continue to be the most dedicated professionals in the field of education.

Finances

Federal and state grants continue to offset staffing in all four school districts, as well as provide staff development for targeted student needs including social and emotional learning, language-based learning disabilities, and students with significant and complex needs. Grants also offset a percentage of preschool programming. Finally, the continued investment in providing special education services within the neighborhood schools enriches the quality of teaching available to all students, improves the school culture and ultimately results in students with disabilities and their families maintaining a higher level of independence.

The School Budgets

The table below displays the trends in the budgets of the Tri-Town district in the last three years.

The per pupil cost for education in the schools of the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 is compared to each other as well as to the Massachusetts state average:

	<u>FY’19</u>	<u>FY’20</u>	<u>FY’21</u>
Marion	\$16,112	\$17,017	\$19,705
Mattapoissett	\$20,549	\$20,891	\$23,679
Rochester	\$14,580	\$14,805	\$16,832
Old Rochester	\$16,508	\$17,110	\$18,231
State Average	\$17,150	\$17,575	\$19,113

The source of support for public education programs in the Old Rochester Regional School District and Massachusetts Superintendency Union #55 includes funding sources described in the tables below:

Local Tax Assessments: Local School Budgets (Grades K-6 Elementary School Program)

	<u>FY’20</u>	<u>FY’21</u>	<u>FY’22</u>
Marion	\$6,165,701	\$6,301,167	\$6,456,815
Mattapoissett	\$7,185,583	\$7,357,475	\$7,511,872
Rochester	\$6,424,585	\$6,609,831	\$6,798,275

Old Rochester Regional School District (Grades 7-12 Program)

	<u>FY'20</u>		<u>FY'21</u>		<u>FY'22</u>	
	<i>Operating</i>	<i>Capital</i>	<i>Operating</i>	<i>Capital</i>	<i>Operating</i>	<i>Capital</i>
Marion's share	\$4,540,902	\$221,749	\$4,743,800	\$212,223	\$4,901,695	\$201,747
Mattapoissett's share	\$5,706,582	\$305,713	\$5,885,034	\$292,716	\$5,952,951	\$278,197
Rochester's share	\$4,566,742	\$276,910	\$4,627,733	\$264,464	\$4,727,285	\$260,692

State Aid (Towns (K-6) & ORR District (7-12))

	<u>FY'20</u>	<u>FY'21</u>	<u>FY'22</u>
Marion	\$860,344	\$860,344	\$872,434
Mattapoissett	\$839,485	\$839,485	\$851,365
Rochester	\$2,057,549	\$2,057,549	\$2,072,039
Old Rochester	\$3,043,394	\$3,043,394	\$3,074,894

Grants

	<u>FY'20</u>	<u>FY'21</u>	<u>FY'22</u>
Federal and State Entitlements	\$896,276	\$1,410,874	\$3,087,836
Competitive State Grants	\$76,977	\$47,689	\$389,652
Private Grants	\$3,414	\$9,675	\$33,572

Included in the FY'22 Federal and State Entitlement Grants are specific one time grants which may not be available next fiscal year. The ESSER II and III grant(s) for \$471,315 and \$996,754 respectively, State American Rescue Plan: Individuals with Disabilities Education Act for \$158,008, American Rescue Plan: Individuals with Disabilities Education Act – Early Childhood for \$6,621 and American Rescue Plan – Homeless Children and Youth II for \$3,367 are included in the \$3,087,836 total. Below is a description of each of these grants.

ESSER II: Education Emergency Relief Funds Grant

The Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act provide resources to school districts to address the impact the Novel Coronavirus Disease (COVID-19) has had, and continues to have, on elementary and secondary schools. This supplemental funding opportunity, the Elementary and Secondary Education Emergency Relief II (ESSER II) Fund, is intended to help school districts safely reopen schools, and measure and effectively address significant learning loss.

ESSER III: Emergency Relief Fund American Rescue Plan Act Grant

The purpose of the American Rescue Plan Act Grant is to provide resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER) purpose of the ESSER III fund is to help schools and districts safely reopen and sustain the safe operations of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

American Rescue Plan (ARP): Individuals with Disabilities Education Act (IDEA)

The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. This grant came from the American Rescue Plan Act that was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities.

American Rescue Plan (ARP): Individuals with Disabilities Education Act – Early Childhood

The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4 and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE). Local Education Agencies (LEAs) are required to ensure that children, aged 3 through 5, who need special education and related services, receive these services through free and appropriate public education (FAPE), in accordance with the Individuals with Disabilities Education Act – IDEA4 and Massachusetts Special Education laws (M.G.L. c. 71B) and regulations (603 CMR 28.00). The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities.

American Rescue Plan – Homeless Children and Youth II

The purpose of this grant is to provide funding for programs that ensure students who are homeless enroll in and attend school, and have racially equitable and culturally responsive opportunities to succeed in school through the following grant program. Funds are designed for four aspects of us: to address the immediate basic needs of students who are homeless; to ensure students who are homeless have access to the educational programming, services and opportunities they need due to gaps created by COVID-19 and homelessness; to support districts in locating and identifying students who are homeless; and to ensure district staff are trained and have the capacity to support students who are homeless.

Enrollment

The October 1st enrollment totals in the Old Rochester Regional School District and Massachusetts School Superintendency Union #55 Districts are showing a fluctuation from year to year. Enrollment in Massachusetts public schools has fallen nearly 4 percent — or by roughly 37,000 students — since fall 2019, a decline that is attributed to shifting demographics, housing costs, and fallout from the pandemic. It is important to note that our homeschool numbers are almost at the same level they were prior to COVID-19. In 2019, we reported 24 students districtwide. In 2020 we reported 92 students K-12 and in 2021 there were 31 students K-12 that were homeschooled.

October 1 – Preschool through Grade 6

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Sippican School	392	400	403
Center School	224	235	229
Old Hammondtown	170	187	189
Rochester Memorial	472	511	489
ORR Junior High School	399	388	390
ORR Senior High School	636	600	559

Although a high percentage of the elementary school students K-6 are enrolled in the Tri-Town Public Schools, there is some movement to independent and parochial schools from grade seven and a more significant movement to independent, parochial, and vocational schools, after the eighth grade. The following chart captures trends in student transfers. The largest transfer trend is seen from Grade 8 to Grade 9 where some of our students opt to go into Vocational High Schools, such as Upper Cape Cod Technical High School, Old Colony Regional High School and Bristol County Agricultural High School.

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Grade 6	177	208	187
Grade 7	192	183	212
Grade 8	207	205	178
Grade 9	136	135	134
Grade 12	166	170	151
Graduating Class*	185	188	192

* Graduating class figures are as of June 2022; other figures are as of October 1, 2022.

GRADE	NON-RESIDENT NON TUITION			MARION	MATTAPOISETT	ROCHESTER	TOTAL
	MR	MT	RCH				
ELEMENTARY:							
PROJECT GROW	1			25	25	20	70
K		1		47	52	57	156
1	1	1	2	48	56	57	161
2				53	49	63	165
3		1		53	47	67	167
4	1		1	62	60	72	194
5	1			56	66	88	210
6			1	59	63	65	187
SUB-TOTALS	4	3	4	403	418	489	1310
JUNIOR HIGH:*				MARION	MATTAPOISETT	ROCHESTER	TOTAL
7				68	61	83	212
8				56	57	65	178
SUB-TOTALS				124	118	148	390
SENIOR HIGH:*				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9				40	49	45	134
10				47	54	31	132
11				38	50	49	137
12				47	54	50	151
SP				2	2	1	5
SUB-TOTALS				174	209	176	559
SUB-TOTALS 7-12				298	327	324	949
Charter School Students 7-12 (FY22 Reporting)				3	0	4	7
FY 22 School Choice 7-12 (sending)				9	5	8	22
SUB-TOTALS 7-12				310	332	336	978
GRAND TOTAL				701	745	813	2259
UPPER CAPE COD:				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9				13			13
10				5			5
11				6			6
12				1			1
TOTAL				25	0	0	25
OLD COLONY:				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9					10	20	30
10					10	37	47
11					10	17	27
12					11	19	30
TOTAL					41	93	134
BRISTOL COUNTY AGGIE:				MARION	MATTAPOISETT	ROCHESTER	TOTAL
9					2	1	3
10						2	2
11						2	2
12						1	1
TOTAL				0	2	6	8

*not including school choice

SP= Special Program (18-22 years of age)

GRADE	SCHOOL CHOICE	
		MATTAPOISETT PUBLIC SCHOOLS
K		1
1		2
2		2
3		3
4		2
5		1
6		1
GRAND TOTAL		12
JUNIOR HIGH:		OLD ROCHESTER REGIONAL
7		18
8		16
SUB TOTAL		34
SENIOR HIGH:		
9		15
10		19
11		14
12		19
SP(18-22)		1
SUB TOTAL		68
GRAND TOTAL		114

The following students from Marion graduated in 2022.

Brianna Arruda	Bowen Lorden	Mason Still
Riley Arruda	Jamie MacKenzie	Rory Sweeney
William Baltz	Drew Mastovsky	William Tirrell
Claudie Bellanger	Amaya McLeod	Maxwell Tucker
Hannah Borges	Caroline Milam	Michael Valerio
Brendan Burke	Ariana Miranda	Richard Vickery
Greyson Burkhart	Lucas Morrell	Maxwell Vivino
May Caron	Katherine Nilson	Joel Watters
Breigh Christopher	Hailey Nye	Emma Wyman
Christopher Cortes	Stephen Old	Nathan Yurof
Jake Cronin	Dylan Pallatroni	
Jacob DaRosa	Alex Pateakos	
Zachary Depree	Jack Pepin	
Caleb DeVoe	Sawichaya Phimolmas	
Conner Garcia	Joshua Robson	
Bailey Gosse	Isabella Romig	
Samuel Harris	Trinity Rosher	
Mia Hemphill	Stephen Sauerbrey	
Tyler Kelly	Damon Smead	
Quin Kirby	Mickenna Soucy	

The following students graduated in 2022 as part of the School Choice Program.

Justin Allain	Dartmouth	Nataly Rivera	New Bedford
Jaelyn Allen	New Bedford	Leo Schiappa	Wareham
Thomas Botelho	Fairhaven	Makayla Semiao	Wareham
Cole Burke	West Wareham	Gabrielle Theodore	Wareham
Haylee Carreiro	Westport	Michael Tobin III	Wareham
Adam Forrest	Wareham	Tyler Trudeau	Carver
Edward Gonet IV	Fairhaven		
Michael Holmes	Dartmouth		
Lauryn Lent	West Wareham		
Ethan McElroy	Westport		
Lucas McElroy	Westport		
Spencer Merolla	New Bedford		
Drew Miranda	Acushnet		
Joseph Mulvey	New Bedford		
Maggie Nailor	South Dartmouth		
Benjamin Pacheco	New Bedford		
Landon Pascual	Wareham		
Charles Richards	Buzzards Bay		
Hayden Rinta	West Wareham		

Union Agreements

During the 2021-2022 school year the following agreements were negotiated and settled as follows:

- On February 3, 2022, the Rochester School Committee ratified an agreement with the ROCHESTER MEMORIAL TEACHERS' ASSOCIATION for a successor agreement retroactively to September 1, 2021 through August 31, 2024.
- On April 7, 2022, the Rochester School Committee ratified an agreement with the ROCHESTER MEMORIAL SUPPORT PERSONNEL ASSOCIATION for a successor agreement retroactively to July 1, 2021 through June 30, 2024.
- On May 16, 2022, the Mattapoisett School Committee ratified an agreement with the MATTAPOISETT EDUCATORS ASSOCIATION for a successor agreement to begin on September 1, 2022 through August 31, 2025.
- On June 22, 2022, the Old Rochester Regional School Committee ratified agreements with the following Associations:
 - OLD ROCHESTER REGIONAL INSTRUCTIONAL ASSISTANTS ASSOCIATION for a successor agreement to begin on September 1, 2022 through August 31, 2025.
 - OLD ROCHESTER PROFESSIONAL EDUCATORS ASSOCIATION for a successor agreement to begin on September 1, 2022 through August 31, 2025.
 - OLD ROCHESTER SECRETARIES ASSOCIATION/MTA/NEA for a successor agreement to begin on July 1, 2022 through June 30, 2025.
 - UNITED ELECTRICAL, RADIO AND MACHINE WORKERS OF AMERICA (UE), LOCAL 248 for a successor agreement to begin on July 1, 2022 through June 30, 2025.

2021-2022 Academic Performance

At Old Rochester Regional School District and Massachusetts School Superintendency Union #55, we are extremely proud of our school community's efforts and achievement on the Massachusetts Comprehensive Assessment System (MCAS). The 2022 school year was the first full MCAS administration for grades 3-8 since 2019, with a modified test in 2021. Grade 10 students in 2022 had not taken an MCAS assessment since they were in grade 7 in 2019.

Trends from the state show mixed results compared with 2021 scores. According to the state, overall math and science scores increased slightly, whereas English Language Arts scores, including writing, declined. When we compare these results to pre-pandemic levels, we are still working to fully recover learning losses in all subject areas. However, in many subject areas the state has seen that about 50% of the “loss” from 2021 is beginning to be recovered. The Department of Elementary and Secondary Education (DESE) acknowledged that the last two and a half school years have not been normal and therefore predicted this learning loss due to the pandemic. For the 2022 school year, the majority of Old Rochester Regional School District and Massachusetts School Superintendency Union #55 MCAS scores were consistent with or above State averages.

The MCAS results are for diagnostic and improvement purposes to support planning for the district and school buildings. The assessment is computer based and focuses on critical (independent) thinking abilities, application of knowledge, and ability to make connections between reading and writing.

Achievement levels are broken down into four categories ranging in increments of 30 from 440-560. A score of 500 or above is considered “meeting expectation” and a score of 530 or above is “exceeding expectations” which are both passing scores. Scores under 500 are not considered a passing score in MCAS. These include the categories of “Partially Meeting Expectations” or “Not Meeting Expectations”.

In our districts, we continue to accelerate learning by using data (MCAS and other assessment data) to triangulate, inform, and guide our instruction moving forward. We want to acknowledge how impressed we are by our students’ perseverance and positive mindset and attitude, along with teachers. In addition, fostering a sense of belonging and partnership with families and students creates strong relationships that improve students' learning needs.

In terms of accountability status, most schools and districts did not receive an overall accountability determination in 2022. Although the Department of Elementary and Secondary Education did not assign an accountability status, they did provide districts with a percentile score. An accountability percentile for schools ranges between the numbers of 1 and 99. The percentile score is an indication of a school's overall performance relative to other schools with similar grades, and is calculated using data from multiple years. Although percentiles are calculated for schools, they are not calculated for districts. The table below shows an at-a-glance overall performance of each district according to these new accountability measures. Each school’s individual performance is discussed with school by school data.

2021/2022 Accountability Percentile	
District	Overall Progress Toward Improvement Targets (%)**
Rochester Memorial School	65%
Sippican School	78%
Old Hammondtown School	90%
Old Rochester Regional Junior High School	65%
Old Rochester Regional High School	68%

Rochester Memorial School Performance

Rochester Memorial School is made up of pre-k through grade 6 students. Rochester Memorial School students continue to perform at a high level in all subjects.

Students at Rochester Memorial School in grades 3 through 6 achieved an average standard score very close to the 500 threshold consisting of 499 for grade 3, 494 for grade 4, 497 for grade 5 and 496 for grade 6 in English Language Arts.

Average math scaled scores for Rochester Memorial School students were 497 for grades 3, 496 for grade 4, 491 for grade 5 and 508 for grade 6.

The grade 5 average score in science was 508 which outperformed the state by 27%. Grade 5 is the only elementary grade that takes the science MCAS.

The table below describes the 2022 performance by grade at Rochester Memorial School.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	Sch ool	State	Sch ool	State	Sch ool	State	Sch ool	State	Sch ool	State				
GR. 3 - ELA	42	44	8	6	33	38	53	41	6	15	72	499	N/A	N/A
GR. 3 - MATH	44	41	1	6	42	35	47	39	10	20	73	497	N/A	N/A
GR. 4 - ELA	36	38	2	4	34	34	56	46	8	16	91	494	51	79
GR. 4 - MATH	42	42	5	6	37	37	48	40	10	17	92	496	46	79
GR. 5 - ELA	44	41	3	5	41	36	50	46	6	13	64	497	46	61
GR. 5 - MATH	28	36	2	4	27	32	63	48	9	16	64	491	30	61
GR. 5 - SCIENCE & TECH/ ENG	70	43	10	7	60	36	29	40	2	18	63	508	N/A	N/A
GR. 6 - ELA	43	41	5	8	38	33	42	36	15	22	84	496	49	81
GR. 6 - MATH	70	42	5	5	65	37	29	43	1	15	84	508	67	81

Sippican School Performance

Sippican School serves students in grades pre-k through grade 6. Sippican School students continue to outperform the state at a high level in ELA, Math and Science.

Almost all students at Sippican School in grades 3 through 6 achieved an average standard score above the aforementioned 500 threshold consisting of 504 for grade 3, 498 for grade 4, 502 for grade 5 and 502 for grade 6 in English Language Arts.

Average Math scores for Sippican School students were 502 for grades 3, 502 for grade 4, 504 for grade 5 and 502 for grade 6.

The average science score at Sippican was 508 for grade 5. Grade 5 is the only elementary grade that takes the science MCAS.

Grade 6 English Language Arts scored 14% higher compared to the state average in the met or exceeded expectations category and grade 5 students scored a 20% higher in Math compared to the state average in the met or exceeded expectations category. On the science exam, our students scored 16% above the state average.

The table below describes the 2022 performance by grade at Sippican School.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 03 - ELA	48	44	12	6	36	38	44	41	8	15	66	504	N/A	N/A
GRADE 03 - MATH	53	41	11	6	42	35	38	39	9	20	66	502	N/A	N/A
GRADE 04 - ELA	45	38	8	4	38	34	40	46	15	16	53	498	56	52
GRADE 04 - MATH	53	42	6	6	47	37	38	40	9	17	53	502	65	52
GRADE 05 - ELA	50	41	13	5	37	36	41	46	9	13	54	502	61	50
GRADE 05 - MATH	56	36	7	4	48	32	39	48	6	16	54	504	65	50
GRADE 05 - SCIENCE & TECH/ENG	59	43	19	7	41	36	33	40	7	18	54	508	N/A	N/A
GRADE 06 - ELA	55	41	12	8	43	33	33	36	12	22	69	502	56	63
GRADE 06 - MATH	52	42	9	5	43	37	39	43	9	15	69	502	53	63

Mattapoissett Schools Performance

Center School serves students in grades pre-k through grade 3. Old Hammondtown School serves students grades 4 through 6.

Students at the Mattapoissett schools in grades 3 through 6 achieved an average standard score very close to or above the 500 threshold consisting of 499 for grade 3, 501 for grade 4, 501 for grade 5 and 523 for grade 6 in English Language Arts.

Average math scaled scores for Mattapoissett schools in grades 3 through 6 were 494 for grades 3, 506 for grade 4, 504 for grade 5 and 518 for grade 6.

The grade 5 average score in science was 506 which outperformed the state by 22%.

Grade 6 English Language Arts scored 39% higher compared to the state average in the met or exceeded expectations category and in Math scored 38% higher than the state. Grade 5 students scored 22% higher in Math compared to the state average in the met or exceeded expectations category. Grade 4 had scores that outperformed the state in math by 23%.

The table below describes the 2022 performance by grade at Mattapoissett schools.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 03 - ELA	46	44	3	6	43	38	51	41	3	15	61	499	N/A	N/A
GRADE 03 - MATH	39	41	2	6	37	35	50	39	11	20	62	494	N/A	N/A
GRADE 04 - ELA	49	38	8	4	41	34	46	46	5	16	63	501	48	58
GRADE 04 - MATH	65	42	8	6	57	37	32	40	3	17	63	506	66	58
GRADE 05 - ELA	55	41	2	5	53	36	39	46	6	13	66	501	55	57
GRADE 05 - MATH	58	36	5	4	54	32	35	48	6	16	65	504	50	57
GRADE 05 - SCIENCE & TECH/ENG	65	43	12	7	52	36	28	40	8	18	65	506	N/A	N/A
GRADE 06 - ELA	80	41	46	8	34	33	19	36	2	22	59	523	80	56
GRADE 06 - MATH	80	42	24	5	56	37	19	43	2	15	59	518	75	56

Old Rochester Regional Junior High School Performance

Old Rochester Regional Junior High School serves students in grades 7 and 8 from Marion, Mattapoisett and Rochester.

Students at Old Rochester Junior High School in grade 7 scored 498 in English Language Arts and 497 in math. In grade 8, students achieved an average standard score 496 in English Language Arts and 495 in math.

The grade 8 average score in science was 500 which outperformed the state by 8%. Grade 8 is the only junior high school grade that takes the science MCAS.

Grade 7 students who met or exceeded expectations in English Language Arts and math outperformed the state by 9%.

The table below describes the 2022 performance by grade at ORRJHS.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	Distri ct	State	Distri ct	State	Distri ct	State	Distr ict	State	Distri ct	State				
GRADE 07 - ELA	50	41	6	5	44	36	38	40	12	19	195	498	49	180
GRADE 07 - MATH	46	37	4	7	42	31	47	44	7	19	196	497	44	180
GRADE 08 - ELA	42	42	6	7	36	35	48	40	11	18	216	496	44	201
GRADE 08 - MATH	34	36	6	7	29	29	58	47	8	17	216	495	50	201
GRADE 08 - SCIENCE & TECH/ ENG	50	42	4	6	46	36	42	41	7	18	216	500	N/A	N/A

Old Rochester Regional High School Performance

Old Rochester Regional High School serves students grades 9 through 12 from the towns of Marion, Mattapoisett and Rochester.

Students at Old Rochester High School in grade 10 scored 511 in English Language Arts which was 15% above the state average. In math, grade 10 students scored 508 which was 18% above the state average.

The average science score at the ORRHS was 511. The ORRHS students scored 25% better than the state average in science.

The table below describes the 2022 performance by grade at ORRHS.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 10 - ELA	73	58	17	9	56	49	25	34	2	8	147	511	43	138
GRADE 10 - MATH	68	50	11	11	57	38	30	40	2	10	147	508	42	138
GRADE 10 - SCIENCE & TECH/ENG	72	47	12	9	60	38	27	40	1	14	139	511	N/A	N/A

Old Rochester Regional SAT Performance

Two hundred thirty-three students took the SAT Exam in 2021-2022. The Mean Score for Evidence-Based Reading and Writing was 578. In Math, the mean score was 573.

Advanced Placement Coursework

Two hundred twenty students took advantage of the variety of Advancement Placements courses offered at Old Rochester Regional High School in the 2021-2022 academic year. These 220 students took a total of 421 AP exams, meaning many took multiple AP courses at the same time. Many students chose to get a leg up on college level coursework while still in high school. AP exams are developed by the College Board. With a scoring system of 1 through 5 on the exam, if a student earns a 3, 4, or 5, many higher education institutions offer college credit. Students enter college with credits already earned, placing them ahead in their degree aspirations. We are proud that many students take multiple AP courses and exams while at the Old Rochester Regional High School.

With AP Scholar awards, the AP Program recognizes high school students who have demonstrated outstanding college level achievement through their performance on AP exams. The AP scholar designation is granted to students who receive scores of 3 or higher on 3 or more AP Exams. Old Rochester Regional High School had an impressive 95 students who earned this distinction. We are very proud of the robust participation of our students in Advanced Placement courses. Below is a table of the AP Awards received.

ORR Students	AP Award	AP Criteria
38 Students	AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams
15 Students	AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams
26 Students	AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
2 Students	AP Capstone Diploma	Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.
14 Students	AP Seminar & Research Certificate	Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

College and University Admissions

Old Rochester Regional School District students attained admissions at a variety of public and private institutions of higher education. The largest portion of Old Rochester Regional High School's class of 2022 students, 30 students total, each respectively, chose University of Massachusetts, Amherst and University of New Hampshire as their school of choice. Many chose the economically advantageous opportunities within close proximity to the Tri-Town: 14 chose Bristol Community College, 10 chose Bridgewater State University and 11 chose University of Massachusetts, Dartmouth. Six chose Roger Williams University, five chose Massachusetts Maritime Academy, five chose University of Vermont, five chose Emmanuel College, four chose University of Connecticut and four chose Rhode Island College, respectively.

The complete listing of colleges and universities the Class of 2021 attended is: Anna Maria College, Arizona State University Tempe Campus, Bard College, Bay State College-Taunton Campus, Bentley University, Boston College, Boston University Brandeis University, Bridgewater State University, Bristol Community College, Brown University, Bryant University, Cape Cod Community College, Champlain College, Coastal Carolina University, College of Charleston, College of the Holy Cross, Dean College, Elon University, Emerson College, Emmanuel College, Fitchburg State University, Florida Atlantic University, Framingham State University, Harvard University, Johnson & Wales University, Keene State College, Lasell University, Lewis and Clark College, Loyola Marymount University, Loyola University Chicago, MA College of Art and Design, MA Maritime Academy, North Carolina State University, Northeastern University, Providence College, Quinnipiac University, Rhode Island College, Rochester Institute of Technology, Roger Williams University, Sacred Heart University, Salem State University, Salve Regina University, San Diego State University, Southern Connecticut State University, Southern New Hampshire University, St. Lawrence University, Stonehill College, Suffolk University, UMASS Amherst, UMASS Boston, UMASS Dartmouth, UMASS Lowell, University College Dublin, University of Arizona, University of California Davis, University of Colorado Springs, University of Connecticut, University of Glasgow, University of New England, University of New Hampshire, University of New Haven, University of Rhode Island, University of South Florida, University of St. Andrews, University of Tennessee, University of Vermont, Westfield State University, Wheaton College, Worcester Polytechnic Institute, Worcester State University.

The graduating Class of 2022 also had students who chose to serve in the Armed Forces. We are proud of those individuals and thank each of them for their service.

Conclusion

In conclusion, our school community continued its important work to inspire all students to think, to learn, and to care. The mission of the school-system and its adopted strategic plan continue to anchor the work and direction of the schools within Marion, Mattapoisett, and Rochester. Despite unprecedented challenges in recent years related to the COVID-19 school years, the educators within this school-system continue to meet the needs of their students at the highest levels – with incredible support from the families and townspeople.

School Committee

During the 2021-2022 school year we had four (4) School Committee members conclude their service. We extend our sincere gratitude for their willingness to offer their time and commitment to our schools and our students.

The following school committee members completed terms in 2022:

- Heather Burke, ORR School Committee, Marion
- Suzanne Tseki, ORR School Committee, Mattapoisett
- Karin Barrows, Mattapoisett School Committee
- Christine Marcolini, Marion School Committee

We also welcomed five (5) new members and we thank them for joining our school community. The stakes involved in school committee decision-making are quite high and we look forward to working collaboratively with them throughout their term. Ms. April Nye was elected to serve on the Old Rochester Regional School Committee in May of 2022 as well as serving on the Marion School Committee.

The following school committee members began terms in 2022:

- Rosemary Bowman, ORR School Committee, Mattapoisett
- April Nye, ORR School Committee, Marion
- Amanda Hastings, Mattapoisett School Committee
- Cristin Cowles, Mattapoisett School Committee
- Nichole Nye McGaffey, Marion School Committee

The following school committee members were re-elected in 2022:

- Jason Chisholm, Rochester School Committee
- Nichole Daniel, Marion School Committee
- Sharon Hartley, Rochester School Committee
- Michelle Smith, Marion School Committee