

2020-2021 SCHOOL YEAR REPORT

Introduction

Old Rochester Regional School District and Massachusetts School Superintendency Union #55 serve the towns of Marion, Mattapoisett, and Rochester. The educators and staff in the three communities and four districts continue to work collaboratively to develop and deliver high quality education for our students that prepare them for an ever changing society and workforce. Thank you to our three communities who provide financial stability that allow our educators the resources to offer the latest curricula and programs which help our children to compete and excel in all facets of their education. Our school buildings continue to be invested in and maintained to create a safe and welcoming environment for our students and staff.

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.

The 2020-2021 school year took immense planning to prepare for the ongoing navigation of the COVID-19 pandemic. After March 13, 2020 the remainder of the 2019-2020 school year was conducted remotely. Students at all grade levels accessed their education remotely through synchronous and asynchronous teaching and learning opportunities. During the summer of 2020 – our schools began to offer both in-person instruction for students who required extended year services, while continuing to offer remote learning flexibility. When preparing for the 2020-2021 school year the school-

system prepared for three learning model scenarios – which our schools could pivot between as needed. These learning models included full remote learning for all students, hybrid learning, and full in-person learning. Each learning model plan was designed in alignment with the most current Department of Elementary and Secondary Education guidance and requirements. Ultimately, our district began the 2020-2021 school year operating a hybrid learning model. Families and students were also offered the opportunity to learn remotely based on their preference and individual circumstances.

Our hybrid learning model offered students the opportunity to learn in-person two days a week and remotely three days a week. Class sizes when learning in-person were approximately half the size of a typical classroom. This design allowed for social distancing when in-person and for other COVID-19 mitigation strategies to be implemented. As the school year progressed the school-system continued to explore and examine the feasibility of increasing in-person learning. Starting with our youngest learners, our schools began to increase the amount of in-person learning in February of 2021 and gradually returned all students to full time in-person learning during the spring of the 2020-2021 school year.

The unprecedented impact of COVID-19 on our school community certainly presented challenges that could not be ignored. Our typical model of teaching and learning was forced to evolve on short notice. Nevertheless, our students, families, and staff members showed resolve of a strong school-system and school community. Through flexible problem solving and a willingness to go above and beyond –

our students continued to access their education opportunities with fidelity and meaningfulness. Throughout the school year our schools remained anchored to our schools’ mission which is to inspire all students to think, to learn, and to care.

Strategic Plan

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 skill development.

THEORY OF ACTION 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 Three

During the 2020-20201 school year educators worked to complete the goals identified in the third year of the five-year strategic plan. The Vision 2023 strategic plan overarching goals focus on meeting the needs of all students, community relationships, technology, and organizational structure. This year’s professional development centered around our commitment to Vision 2023. The focus areas were:

- 21st Century Learning
- Social Emotional Learning Professional Development
- Global Citizenship Professional Development
- Technology & Remote Learning (Technical and Pedagogy)
- Cultural Proficiency & Anti-Racism Training
- Grade Level and Department Curriculum Development

- **Transition Planning Meetings to Support Student Development**

Year three goals of Vision 2023 were the focus throughout this year of professional development. Our school-system partnered with professional development experts to support adult learning in our schools. First, we welcomed Dr. Christopher Clinton who is affiliated with UMASS Dartmouth to focus on best practices as related to remote learning. Next, Mr. Mirko Chardin, a school leader in the Cambridge School District, led our faculty through a professional development opportunity titled “Beyond Access with SEL.” Supporting our ongoing commitment to cultural proficiency and equity work – Dr. Kalise Wornum presented to our staff members on how best to support all learners in our classrooms and beyond. Focusing on “Deeper Learning” – Mr. Chris Bronke presented best practices to ensure meaningful and memorable learning for our students. Furthermore, Mr. Eugene Hamilton presented to both staff members and students on the topic of “Creating an Equitable School District for All Students.” Lastly, our school-system partnered with Dr. Kris Taylor from Teachers21 to discuss how best to establish non-negotiables to foster inclusivity and acceptance in our schools. These opportunities bolstered our professional development plan for the 2020-2021 school year as these experts were able to lead conversations related to best practice and help design action plans for progress.

School Leadership

During the 2020-2021 school year Mr. Michael S. Nelson officially

became the Superintendent of Schools as of July 1, 2020 – replacing outgoing Superintendent of School Dr. Douglas R. White who retired at the conclusion of the 2019-2020 school year. In addition, the administrator team within the Central Office welcomed new faces to our school-system.

First, Dr. Jannell Pearson-Campbell was hired as the schools’ Assistant Superintendent of Teaching & Learning. Dr. Pearson-Campbell came to us with a variety of experiences within the public school sector including both urban and rural educational experience both as a teacher and administrator. Furthermore, Dr. Pearson-Campbell’s credentials included experience supporting students with disabilities who require special education services.

The school-systems Business Office also welcomed a new leader, Mr. Howard G. Barber who accepted the position of Assistant Superintendent of Finance & Operations. Mr. Barber joined our school-system with more than a decade of experience as a school business manager and vast school operations knowledge.

Also joining the school-system and Central Office team to lead the Student Services Office is Mr. Craig J. Davidson. Mr. Davidson accepted the position of Director of Student Services. Before joining our schools – Mr. Davidson spent ten years as a special education teacher and then moved into a Director of Student Services position as a school leader. His background has prepared him to lead our special education and student services departments within our schools with a focus on inclusion and equity.

At the school building level – our administration teams remained relatively constant. The Mattapoissett School District, Old Rochester School District, and Rochester School District welcomed back both their principal and assistant principal for another school year. In the Marion School District – Mr. Sean Persico accepted the assistant principal position at Sippican School within the Marion School District. Furthermore, 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.

School Buildings

All Schools

The COVID-19 pandemic brought about many challenges within each school building. HVAC and air quality inspections, tests and evaluations were conducted by independent, outside contractors to ensure a safe educational environment in accordance with prescribed ASHRAE Standards. Air purifiers were also added to classrooms in all of our schools. All of our buildings are still being cleaned and disinfected every school day and also static sanitized each evening. This continues to provide a safe and germ-free environment for learning to take place. All school playgrounds have reopened per DESE and CDC recommendations and guidance.

CARES funds were used to purchase “mask break” tents, providing a safe, outdoor area for students and staff to access fresh air in all weather conditions.

We continue to solicit funding for Capital Improvements in all four districts. This past year three of the four districts received capital funding for improvements. We are grateful to the Towns for their commitment to education and the upkeep of our schools.

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

Rochester Memorial School

We completed crack, seal, sealcoating and striping of all the parking lots and roadways at Rochester Memorial School. This will extend the life of the facility asphalt and provide fresh markings for safe traffic control.

The Building Management System's (BMS) main controller (brain) which controls all the buildings HVAC systems needed to be replaced. The new controller allowed for more control and better monitoring of the HVAC system. This ensures we are providing the healthiest and most comfortable learning environment for students and staff.

Irrigation was installed in the main field as part of the Capital Improvement approved by the Town.

“Hands-Free” water bottle filling stations were added inside the school to provide a safe source of filtered fresh water for our students and staff at Rochester Memorial School.

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

Old Rochester Regional High School/Junior High School

First responders from Marion, Mattapoisett, and Rochester conducted “Med Flight” training on the football field at ORR. ORR is a designated “Landing Zone” in the case of an area emergency.

We successfully installed a new Early Childhood playground at the High School. The new playground provides an up-to-date, safe and age-appropriate play area for our young students.

With the assistance of the SRPEDD Building Capture Project grant we successfully completed 3D images of the ORR entire campus. The virtual 3D images are an extremely helpful tool for first responders allowing them to easily identify areas of the facility and to have direct access to those areas.

Sippican Elementary School

An emergency access road has been added to the rear of Sippican School to provide an alternate, safe access for first responders. This will allow access to the school from another direction and provide a secondary emergency egress route from the school.

Both the front playground and the early childhood playground were resurfaced. The playgrounds now meet new Americans with

Disabilities Act (ADA) code regarding wheelchair access for our students and the community in general.

The aging snow removal tractor was replaced ensuring our ability to assist the Town of Marion with safely clearing the Sippican School grounds during snow/ice removal operations.

We continue the VCT flooring replacement project; one classroom and the grade 1 hallway have been completed. This is part of our Capital Improvements (funded by the Town).

Center School

The non-commercial lawn tractor was phase-replaced with an efficient Zero-Turn tractor at Center School.

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

Old Hammondtown School

The aging septic assist system needed to have two motors replaced, along with floats and a controller. The new system will automatically assign a lead and lag pump to prevent any backup inside the building.

During a roof inspection several rips in the rubber membrane roof were found. The rips were repaired immediately to prevent any damage to the interior.

We phase-replaced our grounds support tractor.

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. 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 2021 and as compared with the Commonwealth of Massachusetts - the Marion, Mattapoissett, Rochester and Old Rochester Regional School Districts educated 91.7% of their students who receive special education services within a full inclusion service delivery model, as compared with a state average of approximately 62%. 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 16.0%, which is 2.9% less than the state average of 18.9%. A particular point of pride continues to be how few of our students are educated in schools outside of their communities. Specifically, only .65% 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	19.0%
Mattapoissett	15.6%
Rochester	17.7%

ORR	14.4%
System-Wide	16.0%
State-Wide	18.9%

Regarding the professional development of staff members within our schools, our traditional Responsive Classroom Elementary Course in 2021 was postponed due to restrictions. The course was rescheduled for 2022 and will include new staff from both school years. 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), confidentiality, student records, and crisis prevention and intervention (CPI), Diversity, Equity and Inclusion Non-Negotiables, and Master Teacher Online Courses for Paraprofessional staff.

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 14 members participate in the winter season. After being canceled during the 2020 spring season, our 2021 Unified Track made an emphatic comeback and hosted several track meets on campus.

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 - Building Equitable Support 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 received materials and resources to use with our youngest learners.

The Office of Student Services worked alongside our Anti-Racism Subcommittee to survey students (grades six through our high school transition program) in the areas of equity and inclusion using the Panorama platform. 979 students district-wide participated in this survey that provided results in three focus areas - cultural awareness and action, diversity and inclusion, and sense of belonging. The District also provided community wide events for students and families focusing on equity and inclusion. Our first speaker, Ms. Christina Brown (TNTP), presented on identity and a sense of belonging. Our

second speaker, Author Sarah Fiarman, led a community discussion on unconscious racial bias in schools.

In 2021, the Office of Student Services also participated in the Department of Elementary and Secondary Education’s Tiered Focused Monitoring Audit. Our District conducted a self-assessment of our special education and civil rights offices, protocols and procedures. This review process emphasizes procedures for following state and federal regulations for students with disabilities. Particularly, the DESE reviewed our procedures and documentation and will conduct their on-site visit during the 2022 school year.

In 2021 - our staff, students, and families continued to face challenges never imaginable in the educational world. Our special educators, service providers, para-professionals and staff worked diligently with our families on providing services remotely and in-person. We continue to be blessed with the most dedicated staff 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/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 and Massachusetts School Superintendency Union #55 is compared to each other as well as to the Massachusetts state average:

	<u>FY'18</u>	<u>FY'19</u>	<u>FY'20</u>
Marion	\$16,298	\$16,112	\$17,017
Mattapoissett	\$19,746	\$20,549	\$20,891
Rochester	\$14,633	\$14,580	\$14,805
Old Rochester	\$15,405	\$16,508	\$17,110
State Average	\$16,506	\$17,150	\$17,575

The source of support for public education programs in the Old Rochester Regional School District/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'19</u>	<u>FY'20</u>	<u>FY'21</u>
Marion	\$6,056,909	\$6,165,701	\$6,301,167
Mattapoissett	\$6,994,224	\$7,185,583	\$7,357,475
Rochester	\$6,256,108	\$6,424,585	\$6,609,831

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

FY'19

	<i>Operational</i>	<i>Capital</i>
Marion's share	\$4,336,188	\$244,953
Mattapoisett's share	\$5,462,462	\$310,793
Rochester's share	\$4,493,007	\$281,671

FY'20

	<i>Operational</i>	<i>Capital</i>
Marion's share	\$4,540,902	\$221,749
Mattapoisett's share	\$5,706,582	\$305,713
Rochester's share	\$4,566,742	\$276,910

FY'21

	<i>Operational</i>	<i>Capital</i>
Marion's share	\$4,743,800	\$212,223
Mattapoisett's share	\$5,885,034	\$292,716
Rochester's share	\$4,627,733	\$264,464

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

	<u>FY'19</u>	<u>FY'20</u>	<u>FY'21</u>
Marion	\$ 846,844	\$ 860,344	\$ 860,344
Mattapoisett	\$ 826,405	\$ 839,485	\$ 839,485
Rochester	\$1,855,232	\$2,057,549	\$2,057,549
Old Rochester	\$3,010,154	\$3,043,394	\$3,043,394

Federal and State Entitlements:

<u>FY'19</u>	<u>FY'20</u>	<u>FY'21</u>
\$969,299	\$896,276	\$1,410,874

Competitive State Grants

<u>FY'19</u>	<u>FY'20</u>	<u>FY'21</u>
\$33,810	\$ 76,977	\$ 47,689

Private Grants

<u>FY'19</u>	<u>FY'20</u>	<u>FY'21</u>
	\$ 3,414	\$ 9,675

Included in the FY'21 Federal and State Entitlement Grants are specific one time grants which may not be available next fiscal year. The ESSER I grant(s) for \$118,523, State Coronavirus Prevention Fund(s) for \$98,500, Summer Vacation Learning Grants(s) for \$48,000 and Remote Learning Technology Grant(s) for \$172,596 are included in the \$1,410,884 total. Below is a description about each of these grants.

ESSER Grant I -The Elementary and Secondary School Emergency Relief I (ESSER I) Fund, authorized under section 18003 of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), provides districts with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. Districts must provide equitable services to students and teachers in non-public schools as required under the CARES Act.

State Coronavirus Prevention Fund - In January 2021, the legislature authorized one-time funding to school districts for additional assistance to support coronavirus prevention efforts and to

maintain and increase educational quality during the pandemic. The budget provides for each district to receive funding equal to the sum of \$25 multiplied by their FY2021 foundation enrollment plus \$75 multiplied by their low-income enrollment. Eligible uses for the funds include, but are not limited to, personal protective equipment, hygienic supplies, costs associated with socially distanced onsite learning, remote learning, or hybrid approaches as determined by the district.

Summer Vacation Learning Grant - The purpose of this new competitive federally funded grant is to support local school districts, charter, and career vocational technical education school’s efforts to develop, expand, or enhance high quality, in-person, virtual, or hybrid (combination of in-person and virtual) summer (summer 2020) and/or school vacation learning programs during the 2020-2021 school year. Grant funds may also be used to support the development and implementation of school year weekend learning programs to be implemented during the academic year.

Remote Learning Technology -The purpose of this competitive Remote Learning Technology Essentials Program is to provide supplemental funds to support Local Education Agencies (LEAs) in addressing remaining remote learning technology needs and to ensure that every student has adequate access to technology for use in remote learning environments during the 2020-21 school year. Funds under this program, in addition to those made available under other federal grant programs, may be used to support technology needs addressed following the March 13, 2020 COVID-19 emergency.

Enrollment

The October 1st enrollment totals in the Old Rochester Regional/Massachusetts School Superintendency Union #55 Districts are showing a fluctuation from year to year. It is important to note that the enrollment numbers reported in 2020 were reported during the COVID-19 pandemic and there were 92 additional K-12 students who were being homeschooled. As a reference in the previous year we had 24 K-12 students reported as homeschooled.

<u>October 1 – Preschool through Grade 6</u>			
	<u>2019</u>	<u>2020</u>	<u>2021</u>
Sippican School	433	392	400
Center School	244	224	235
Old Hammondtown	190	170	187
Rochester Memorial	504	472	511
ORR JHS	415	399	388
ORR SHS	662	636	600

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>2019</u>	<u>2020</u>	<u>2021</u>
Grade 6	203	177	208

Grade 7	213	192	183
Grade 8	202	207	205
Grade 9	156	136	135
Grade 12	162	166	170
Graduating Class *	177	185	188

* Graduating class figures are as of June 2021; other figures are as of October 1, 2021.

RADE	NON-RESIDENT NON TUITION			MR.	MT.	RCH.	TOTAL
	MR	MT	RCH				
ELEMENTARY:							
PROJECT GROW				17	25	25	67
K	2	2	2	48	55	54	157
1	1			49	49	63	161
2		1		53	46	62	161
3	2	1	1	63	61	69	193
4	1			52	63	89	204
5			1	54	64	65	183
6			1	64	60	84	208
SUB-TOTALS	6	4	5	400	423	511	1334
JUNIOR HIGH:*				MR.	MT.	RCH.	TOTAL
7				58	57	68	183
8				60	72	73	205
SUB-TOTALS				118	129	141	388
SENIOR HIGH:*				MR.	MT.	RCH.	TOTAL
9				48	56	31	135
10				39	50	49	138
11				50	54	50	154
12				50	61	59	170
SP				0	2	1	3
SUB-TOTALS				187	223	190	600
SUB-TOTALS 7-12				305	352	331	988
Charter School Students (FY22 Reporting)				3	1	4	8
FY 22 School Choice (sending)				5	3	4	12

SUB-TOTALS 7-12		313	356	339	1008
GRAND TOTAL		705	775	842	2322
UPPER CAPE COD:					TOTAL
9		9			9
10		7			7
11		1			1
12		3			3
TOTAL		20	0	0	20
OLD COLONY:		MR.	MT.	RCH.	TOTAL
9			8	39	47
10			12	16	28
11			12	20	32
12			12	18	30
TOTAL			44	93	137
BRISTOL COUNTY AGGIE:		MR.	MT.	RCH.	TOTAL
9			1	2	3
10				2	2
11			1	1	2
12		1	1	6	8
TOTAL		1	3	11	15

*not including school choice
 SP= Special Program (18-22 years of age)

JUNIOR HIGH:		OLD ROCHESTER REGIONAL	
7		10	
8		12	
SUB TOTAL		22	
SENIOR HIGH:			
9		16	
10		14	
11		21	
12		25	
SP(18-22)		1	
SUB TOTAL		77	
GRAND TOTAL		99	

The following students from Rochester graduated in 2021.

- Leon Hunter Aanensen
- Benjamin James Austin
- Marisa Lee Braga
- Skylar Grace Cardwell
- Emma Minisce Carroll
- Alyssa Marie Clancy
- Tessa Elizabeth DeMaggio
- Mariana Gisela Ditata
- Carly Michelle Drew
- Madisyn Riley Dumond
- Lindsay Blake Durgin

Edward Joseph Espejo
Cailyn Theresa Flannery
Austin Childs Fleming
Abigail Christine Forcier
Rachel Marjorie Foye
Colby Ryan Graham
Samuel Timothy Guillotte
Lauren Calloway Hartley
Mitchell Patrick Higgins
Lindsay Rae Holick
Faith Michelle Humphrey
Jacob Thomas Jensen
Chloe Mabel Killion
Colin Michael Kulak
Sierra Rose Lanzoni
Olivia Grace LaPierre
Isabella Marie LaPointe
Griffin Barrett Lawrence
Colin David Mackin
Eva Angeline Riscad McCann
Marco Anthony Musto
Christian George Noble Shriver
Brian Edward Palker
Logan Marie Place
Emma Kat Schwabe
Teagan Ann Shay

Evan Thomas Smith
Paige Elizabeth Sommers
Sophia Cristina Sousa
Cameron Joseph Spencer
Anthony Collin Steele
Bailey Van Tieu
Jessica Victoria Vance
Reily Elizabeth Veilleux
Sophie Elizabeth Vigeant
Tyler Cole Wadman
Samantha Marie Winters
Alison Leigh Wright
Lucy Xin-ru Zhang
Paige Leona Zutaut

The following students graduated in 2021 as part of the School Choice Program.

Novalye Marie Arruda	Acushnet
Kent David Aspden	Acushnet
Maya Grace Blouin	Acushnet
Brianna Lynn Machado	Acushnet
Alexia Donna Blais	East Freetown
Baylen Robert Andrews Brunelle	Fairhaven
Margaret Kelley Carroll	Fairhaven
Jacob Henry Cuocu	Fairhaven

Griffin David Henriques	Fairhaven
Kailee Anne Rodrigues	Fairhaven
Elijah Carl Silva	Fairhaven
Jaclyn Noelle Stadelman	Fairhaven
Andrew James Tripanier	Fairhaven
Shelby Ann Carmichael	Middleboro
Taylor Morgan Amaral	New Bedford
Alexis Megan Bourassa	New Bedford
Jordan Torres Duarte	New Bedford
Madisyn Rylee Leavitt	New Bedford
Lindsey Elizabeth O'Donnell	New Bedford
Curtis James Braggi	Wareham
Erin Elizabeth Davis	Wareham
Michael Francis Parker	Wareham
Emma Rose Waratuke	Wareham
Stephen Joseph Arne	West Wareham
Amanda Rose Wheeler	West Wareham

Union Agreements

During the 2020-2021 school year three agreements were negotiated and settled. The Marion Teachers Association and the Marion Support Staff Associations agreed upon multi-year contracts with the Marion School Committee. In addition, the Mattapoissett Teacher Association negotiated and settled a one-year contract with the

Mattapoisett School Committee. A one-year agreement was agreed upon by both parties in light of the COVID-19 scenario and impact on financial forecasting. In 2021 – negotiations with the Rochester Teacher Association and Rochester Support Staff Associations commenced.

2020/2021 Academic Performance

Old Rochester Regional School District Massachusetts School Superintendency Union No. 55 navigated through the challenges of the COVID-19 pandemic that greatly impacted school communities nationwide. The Pandemic led to various types of learning models during the 2020/2021 school year: hybrid-in, hybrid-out, remote learning and the eventual return of all students to in-person learning. In the spring of 2021, the MCAS Assessment was taken by students; it was a shortened and modified version of the exam. Students testing locations varied; some took the test remotely while others took it in-person. The Next Generation MCAS was administered to all students on a Chromebook.

Data from the exam is used to inform instructional approaches and interventional strategies to support learning for all of our students. We continue to focus on fostering a sense of belonging and partnership among students and families, continuously monitoring students’ understanding, and ensuring strong grade-appropriate instruction with just-in-time scaffolds when needed. We are very fortunate to have dedicated teachers, families and stakeholders that provide our students with what is needed to achieve their greatest potential.

The Next Generation MCAS exam is scored as follows: students who performed at or above the score of 500 earn the “Meets Expectations” or “Exceeds Expectations” designation. Scores between 470 and 499 earn the “Partially Meeting Expectations” designation. Scores between 440 and 469 are given to students who are not demonstrating that they know the standards in a given subject area. They receive a “Not Meeting Expectations” designation. Our goal is to help every student Meet or Exceed the Expectations.

Once again in 20/21 the Massachusetts Department of Elementary and Secondary Education (DESE) incorporated accountability indicators which provided information about school performance and student opportunities beyond test scores. There are also normative and criterion-referenced components such as attendance in the accountability percentiles and progress toward set targets. DESE is focused on raising the performance of each school's lowest performing students in addition to the performance of the school as a whole. They also have accountability categories that define the progress that schools are making and the type of support they may receive from the Department. Districts are classified based on district-level data, not based on the performance of a district’s lowest performing school.

On the following pages you will find each school's MCAS performance data summary.

Rochester Memorial School Performance

Rochester Memorial School is made up of pre-k through grade 6 students. Students at Rochester Memorial School in grades 3 through 6 achieved an average standard score above the aforementioned 500 threshold consisting of 503.0 for grade 3, 502.6 for grade 4, 500.2 for grade 5 and 501.1 for grade 6 in English Language Arts.

Average math scores for Rochester Memorial School students were 494.8 for grade 3, 495.5 for grade 4, 501.0 for grade 5 and 500.6 for grade 6.

On the grade 5 science assessment, students averaged a score of 507.8 versus the State average of 494.3

The following tables describe the performance by grade at Rochester Memorial School.

Rochester Memorial School MCAS Performance Grades 3 and 4					
Grade/Subject		Gr. 3 ELA	Gr. 3 Math	Gr. 4 ELA	Gr. 4 Math
Meeting or Exceeding Expectations	District	57	39	62	46
	State	51	33	49	33
Exceeding Expectations	District	8	6	3	3
	State	9	5	6	4
Meeting Expectations	District	49	32	58	43
	State	41	28	43	29
Partially Meeting Expectations	District	39	52	35	46
	State	39	40	38	43
Not Meeting Expectations	District	4	9	3	8
	State	10	26	13	24
No. of Students Included		77	77	65	65
Average Scaled Score		503.0	494.8	502.6	495.5
Average SGP		N/A	N/A	N/A	N/A
Included in Avg. SGP.		N/A	N/A	N/A	N/A

Rochester Memorial School MCAS Performance Grades 5 and 6 Grades 3 through 6 Combined								
Grade/Subject		Gr. 5 ELA	Gr. 5 Math	Gr. 5 Science	Gr. 6 ELA	Gr. 6 Math	Gr. 3- 6 ELA	Gr. 3- 6 Math
Meeting or Exceeding Expectations	District	53	46	61	55	47	56	44
	State	47	33	42	47	33	46	33
Exceeding Expectations	District	10	5	16	14	5	9	5
	State	8	4	7	12	5	8	5
Meeting Expectations	District	43	41	46	41	42	47	39
	State	39	29	36	35	29	38	29
Partially Meeting Expectations	District	40	51	36	30	47	36	49
	State	41	47	39	31	44	38	45
Not Meeting Expectations	District	7	4	2	15	6	8	7
	State	12	20	19	22	23	16	22
No. of Students Included		83	83	83	66	66	293	293
Average Scaled Score		500.2	501.0	507.8	501.1	500.6	501.4	497.8
Average SGP		39.4	53.0	N/A	42.1	46.8	40.3	49.6
Included in Avg. SGP.		77	77	N/A	64	64	143	143

Sippican School Performance

Sippican School serves students pre-k through grade 6. Students at Sippican School in grades 3 through 6 achieved an average standard score close to or above the aforementioned 500 threshold consisting of 502.1 for grade 3, 499.7 for grade 4, 501.7 for grade 5 and 505.6 for grade 6 in English Language Arts.

Average math scores for Sippican School students were 487.0 for grade 3, 495.0 for grade 4, 499.0 for grade 5 and 503.5 for grade 6.

On the grade 5 science assessment, students averaged a score of 502.8 versus the State average of 494.3

The following tables describe the performance by grade at Sippican School.

Sippican School MCAS Performance Grades 3 and 4					
Grade/Subject		Gr. 3 ELA	Gr. 3 Math	Gr. 4 ELA	Gr. 4 Math
Meeting or Exceeding Expectations	District	57	25	52	48
	State	51	33	49	33
Exceeding Expectations	District	13	4	4	4
	State	9	5	6	4
Meeting Expectations	District	45	21	48	44
	State	41	28	43	29
Partially Meeting Expectations	District	36	57	38	31
	State	39	40	38	43
Not Meeting Expectations	District	7	18	10	21
	State	10	26	13	24
No. of Students Included		56	56	52	52
Average Scaled Score		502.1	487.0	499.7	495.0
Average SGP		N/A	N/A	N/A	N/A
Included in Avg. SGP.		N/A	N/A	N/A	N/A

Sippican School MCAS Performance Grades 5 and 6 Grades 3 through 6 Combined								
Grade/Subject		Gr. 5 ELA	Gr. 5 Math	Gr. 5 Science	Gr. 6 ELA	Gr. 6 Math	Gr. 3- 6 ELA	Gr. 3- 6 Math
Meeting or Exceeding Expectations	District	56	48	57	62	53	57	44
	State	47	33	42	47	33	46	33
Exceeding Expectations	District	10	5	14	12	8	10	5
	State	8	4	7	12	5	8	5
Meeting Expectations	District	46	43	43	50	45	47	39
	State	39	29	36	35	29	38	29
Partially Meeting Expectations	District	41	46	30	35	40	38	44
	State	41	47	39	31	44	38	45
Not Meeting Expectations	District	3	6	13	3	7	6	13
	State	12	20	19	22	23	16	22
No. of Students Included		63	63	63	60	60	231	231
Average Scaled Score		501.7	499.0	502.8	505.6	503.5	502.4	496.4
Average SGP		29.9	36.0	N/A	38.3	41.0	34.0	38.5
Included in Avg. SGP.		60	59	N/A	57	57	117	116

Mattapoissett Schools Performance

Center School serves students pre-k through grade 3. Old Hammondtown School serves students grades 4 through 6. Mattapoissett students continue to perform at a high level in all subjects.

In English Language Arts:

- 72% of grade three students met or exceeded expectations versus 51 % for the State.
- 66% of grade four students met or exceeded expectations versus 49% for the State.
- 73% of grade five students met or exceeded expectations versus 47% for the State.
- 77% of grade six students met or exceeded expectations versus 47% for the State.

In Mathematics:

- 39% of grade three students met or exceeded expectations versus 33% for the State.
- 55% of grade four students met or exceeded expectations versus 33% for the State.
- 75% of grade five students met or exceeded expectations versus 33% for the State.
- 55% of grade six students met or exceeded expectations versus 33% for the State.

In Science:

- 77% of grade five students met or exceeded expectations versus 42% for the State.

The following tables describe the performance by grade at Center School and Old Hammondtown School.

Mattapoisett MCAS Performance Grades 3 and 4					
Grade/Subject		Gr. 3 ELA	Gr. 3 Math	Gr. 4 ELA	Gr. 4 Math
Meeting or Exceeding Expectations	District	72	39	66	55
	State	51	33	49	33
Exceeding Expectations	District	9	7	3	3
	State	9	5	6	4
Meeting Expectations	District	63	31	62	52
	State	41	28	43	29
Partially Meeting Expectations	District	28	57	26	36
	State	39	40	38	43
Not Meeting Expectations	District	0	4	9	9
	State	10	26	13	24
No. of Students Included		54	54	58	58
Average Scaled Score		509.4	495.2	502.5	500.1
Average SGP		N/A	N/A	N/A	N/A

Included in Avg. SGP.	N/A	N/A	N/A	N/A
-----------------------	-----	-----	-----	-----

Mattapoissett MCAS Performance Grades 5 and 6 Grades 3 thru 6 Combined								
Grade/Subject		Gr. 5 ELA	Gr. 5 Math	Gr. 5 Science	Gr. 6 ELA	Gr. 6 Math	Gr. 3- 6 ELA	Gr. 3- 6 Math
Meeting or Exceeding Expectations	District	73	75	77	77	55	72	56
	State	47	33	42	47	33	46	33
Exceeding Expectations	District	13	12	12	28	6	13	7
	State	8	4	7	12	5	8	5
Meeting Expectations	District	60	63	65	49	49	59	49
	State	39	29	36	35	29	38	29
Partially Meeting Expectations	District	27	25	23	15	42	24	40
	State	41	47	39	31	44	38	45
Not Meeting Expectations	District	0	0	0	8	4	4	4
	State	12	20	19	22	23	16	22
No. of Students Included		60	60	60	53	53	225	225

Average Scaled Score	510.3	508.8	511.9	516.6	500.5	509.6	501.3
Average SGP	43.1	57.6	N/A	65.0	38.9	53.4	48.9
Included in Avg. SGP.	57	57	N/A	51	50	108	107

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. 7th grade students scored 4% above the state average for meeting or exceeding expectations in English Language Arts and 8th grade students are 8% above the state average in the category for meeting or exceeding expectations in English Language Arts.

Grade 7 students' math scores were 3% lower than the State average for meeting and exceeding expectations and the grade 8 students' math scores were 6% higher than the State average for meeting and exceeding expectations.

In science, grade 8 students are 14% above the State average for meeting or exceeding expectations.

The following table describes the performance by grade at Old Rochester Regional Junior High School.

Old Rochester Regional Junior High School MCAS Performance Grades 7 and 8									
Grade/Subject		Gr. 7 ELA	Gr. 7 Math	Gr. 8 ELA	Gr. 8 Math	Gr. 8 Science	Gr. 7- 8 ELA	Gr. 7- 8 Math	Gr. 7-8 Science
Meeting or Exceeding Expectations	District	47	32	49	38	55	48	35	55
	State	43	35	41	32	41	46	33	42
Exceeding Expectations	District	9	4	10	2	12	10	3	12
	State	6	6	6	4	8	8	5	7

Meeting Expectations	District	38	28	39	35	43	39	32	43
	State	37	29	34	28	33	38	29	34
Partially Meeting Expectations	District	39	59	44	53	41	41	56	41
	State	37	47	41	46	43	38	45	41
Not Meeting Expectations	District	14	9	7	10	4	10	9	4
	State	20	18	18	21	16	16	22	17
No. of Students Included		205	205	209	209	184	414	414	184
Average Scaled Score		498.3	493.4	502.7	494.6	504.6	500.5	494.0	504.6
Average SGP		35.3	24.7	33.4	17.9	N/A	34.3	21.1	N/A
Included in Avg. SGP.		182	182	199	198	N/A	381	380	N/A

Old Rochester Regional High School Performance

Old Rochester Regional High School serves students in grades 9 through 12 from the towns of Marion, Mattapoisett and Rochester. Grade 10 students outperformed the state average in English Language Arts by 18% for meeting or exceeding expectations and outperformed the state average in math by 17% for meeting or exceeding expectations. The grade 10 science MCAS exam was not given in 2021 due to Covid-19.

The following table describes the grade 10 performance at Old Rochester Regional High School.

Old Rochester Regional High School Grade 10 MCAS Performance			
Grade/Subject		Grade 10 ELA	Grade 10 Math
Meeting or Exceeding Expectations	District	82	69
	State	64	52
Exceeding Expectations	District	24	14
	State	19	11
Meeting Expectations	District	58	55
	State	45	41
Partially Meeting Expectations	District	16	28
	State	27	36
	District	2	3

Not Meeting Expectations	State	9	12
No. of Students Included		164	164
Average Scaled Score		517.4	509.4
Average SGP		53.5	42.6
Included in Avg. SGP.		157	158

Old Rochester Regional SAT Performance

In 20/21, due to the Pandemic, many colleges and universities removed the SAT requirement as part of their admission process. With this in mind, fewer students chose to participate in the SAT's than in previous years. Fifty-eight students from the Class of 2021 participated in the SAT examination. The Mean Score for Evidence-Based Reading and Writing was 586. In Math, the mean score was 595.

Advanced Placement Coursework

Two hundred twenty-four students took advantage of a variety of Advancement Placements courses offered at the Old Rochester Regional High School in the 2020-2021 academic year. These 224 students took a total of 422 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 28 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.

No. of ORR Students	AP Award	AP Criteria
28 Students	AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
16 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.
27 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.
	AP Capstone	Granted to students who earn scores of 3

No. of ORR Students	AP Award	AP Criteria
5 Students	with Diploma	or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.
4 Students	AP Seminar and 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 2021 students, 13 students, chose University of Massachusetts, Amherst as their school of choice. Many chose the economically advantageous opportunities within close proximity to the Tri-Town: 14 students chose Bristol Community College, 8 students chose Bridgewater State University and 9 students chose University of Massachusetts, Dartmouth. Three students chose University of Massachusetts, Boston, 6 students chose Massachusetts Maritime Academy, 6 students chose the University of New Hampshire, and 5 chose Emmanuel College, respectively.

Other students chose to enroll in state institutions of higher learning in other states or in private colleges. Below is a listing of these institutions:

American University	Anna Maria College	Assumption University	Blue Hill Helicopter Flight School
Boston College	Brandeis University	Bridgewater State University	Bristol Community College
Bryant University	Cape Cod Community College	Carnegie Mellon University	Champlain College
Colby-Sawyer College	Connecticut College	Dartmouth College	Dean College
Duke University	Elon University	Fairfield University	Fairleigh Dickinson University-Fordham
Framingham State University	Franklin Pierce University	Haverford College	High Point University
Husson University	Johnson & Wales University	Lasell University	Loyola University New Orleans
Lynn University	MA College of Art & Design	Ma College of Pharmacy & HS	MASS Maritime Academy
Merrimack College	Moorpark College	Mount Holyoke College	Nichols College
Northeastern University	Plymouth State University	Queens University	Regis College
Ringling College of Art and Design	Rochester Institute of Technology	Roger Williams University	Sacred Heart University

Salem State University	Salve Regina University	Simmons University	Southern New Hampshire University
Spa Tech Institute	Stonehill College	Suffolk University	SUNY College of Environmental Science
Temple University	The University of Alabama	Tufts University	Tulane University
UMASS Amherst	UMASS Boston	UMASS Dartmouth	UMASS Lowell
Union College	Universal Technical Institute	University of Arizona	University of Colorado Boulder
University of Connecticut	University of Maine Orono	University of New Hampshire	University of New Haven
University of Rhode Island	University of South Carolina	University of Southern Maine	University of St. Andrews
University of Tampa	University of Vermont	Wentworth Institute of Technology	Westfield State University
Worcester Polytechnic Institute			

The graduating Class of 2021 also had students who chose to serve in the Army and in the Navy. We are proud of those individuals and thank each of them for their service.

Conclusion

In conclusion, our schools continued to make progress with the Vision 2023 Strategic Plan and meet outcomes articulated within the third year of the plan. The focus continued on 21st Century Learning by developing project-based learning understanding and implementation. Furthermore, our educators continued to focus on the importance of learning opportunities including creativity, collaboration, communication, and critical thinking components. We continued to recognize and value social emotional learning in our schools by endorsing the Responsive Classroom approach, teaching explicit social emotional skills, and ensuring safety in our classrooms and schools. Lastly, our school community embraced the ideology of global citizenship by creating opportunities for both students and educators to acknowledge not only the classroom environment, but beyond.

During the 2020-2021 school year the COVID-19 pandemic certainly shaped logistical planning and required safety mitigation factors that had to be implemented for both the safety of those in our schools and our communities in general. Yet – our schools continued to offer a high level of educational services to all students. Our staff members went far beyond their typical responsibilities to meet each family and student where they were at – to the best of their abilities. The ongoing support from the town stakeholders, our families, and STUDENTS allows our school-system to navigate any challenge and remain focused on our main priority – teaching and learning.

School Committee

During the 2020-2021 school year we had five (5) 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 2021:

- Cary Humphrey, ORR School Committee, Rochester
- Shannon Finning, Mattapoisett School Committee
- Carole Clifford, Mattapoisett School Committee
- Jonathan Dickerson, Marion School Committee
- Tina Rood, Rochester School Committee

We also welcomed four (4) new members, 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. Carole Clifford from Mattapoisett ended her term in 2021 and was then appointed to a one- year term when Dr. Shannon Finning resigned from her seat on July 13, 2021.

The following school committee members began terms in 2021:

- Matthew Monteiro, ORR School Committee, Rochester
- Tiffini Reedy, Mattapoisett School Committee
- Christine Marcolini, Marion School Committee
- Jason Chisholm, Rochester School Committee
- Carole Clifford, Mattapoisett School Committee

The following school committee members were re-elected in 2021:

- James Muse, Mattapoisett School Committee
- April Rios, Marion School Committee
- Robin Rounseville, Rochester School Committee
- Michelle Smith, Marion School Committee