ROCHESTER SCHOOL COMMITTEE MEETING ROCHESTER PUBLIC SCHOOLS Rochester, Massachusetts 16 Pine Street - Rochester, MA 02770

MEETING MINUTES November 17, 2022

Regular meeting of the Rochester School Committee was held on Thursday – November 17, 2022 at 6:30pm. This meeting was held full in-person and there was also a zoom link available.

COMMITTEE MEMBERS PRESENT: Sharon Hartley (in-person), Chairperson, Robin Rounseville (in-person), Anne Fernandes (via zoom) and Katherine Duggan (in-person).

COMMITTEE MEMBERS NOT PRESENT: Jason Chisholm.

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Craig Davidson, Director of Student Services; Charles West, Assistant Principal; Diana Russo (via zoom), Administrative Assistant to the Supt. and teachers, members of the press and public.

Meeting was called to order at 6:30 pm., by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped.

Chairperson Hartley made the following statement:

Good Evening Everyone before we begin this meeting and move through the agenda, I'd like to acknowledge an important change that I have chosen to make tonight that is reflected in the posted agenda. As a result of the threatening, disruptive, and disorderly conduct of a few members of the public during the Open Comments portion of the Joint School Committee meeting held on Monday, November 7th, which forced the abrupt adjournment of that body before the business of the meeting even began, I have made the decision not to allow Public Comments at tonight's business meeting of the Rochester School Committee. A School Committee meeting is a meeting at which school committee members must transact portions of their business in public. There is no requirement for Public Comment. It is entirely at the discretion of the Chairperson. Each member of this elected body has been and will continue to be open to hearing or reading public comments from our constituents; however, when members of this committee need to be escorted to their vehicles for fear of their physical safety, due to hostile and disorderly conduct from members of the public the, I am forced to prioritize not only for our safety but so that we can conduct the business of this body. It is my sincere hope that respectful, civil discourse will soon return to the Tri-Town.

The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

I. Approval of Minutes:

A. Approval of Minutes –
Approval of Minutes – Regular Session: October 27, 2022
MOTION: by Ms. Rounseville to approve October 27, 2022 minutes as presented

SECOND: by Ms. Duggan

ROLL CALL: Duggan: yes, Rounseville: yes, Fernandes: yes, Hartley: yes

IV. General

A. MCAS Presentation

Superintendent Nelson made the following statement:

This evening Principal Medeiros with the support of Dr. Fedorowicz our Asst. Superintendent of Teaching and Learning will present the key results from the most recent MCAS data from 2022. The MCAS is not new to us but we do know that the last two and a half years of school have not been typical so the results are going to be different as we assess the impact of the pandemic on our learners. However, the good news and what the committee will hear tonight is that our students and their families should be proud of the MCAS results produced here at Rochester Memorial School. Although, MCAS is one of the many pieces to help inform the teaching and learning experiences of our students, we can use this information to assess areas of strength and also opportunities for our students. Tonight you're going to hear many of those strengths that are data shows and more importantly some action steps on how our team plans to move forward. From a big picture standpoint, we will use this data to inform future academic programming in needs and in conjunction with all available data points. For MCAS this is really our baseline data moving forward, before I turn the floor to my colleagues I want to thank the staff members for their ongoing hard work and dedication to student achievement and also to our families for being partners with us more than ever to make sure students are learning to the best of their abilities.

Dr. Fedorowiz and Principal Medeiros presented the 2022 MCAS Results (please refer to attachment A).

SCHOOL COMMITTEE FEEDBACK:

Chairperson Hartley thanked Dr. Fedorowicz and Mr. Medeiros for their presentation and their examination of the MCAS results. She expressed that her excitement and she knows that teachers share the same excitement is being able to look at the assessment materials that come back and see where there were misunderstandings and where you can actually make progress by looking at those and talking with your team and saying "ok what can we do? How can we adjust? She expressed that to her those are the important pieces about where do we go next from here.

Ms. Rounseville asked that Mr. Medeiros go into a little more detail about the "flex block" intervention used differently from the after school acceleration and also "are all students seeing Mr. Huckabee for STEAM?"

Mr. Medeiros explained that the typical intervention in flex block is based on what the teacher feels a student may need, (Mr. Medeiros gave examples for each grade level). The after school acceleration we are looking at the data and trying to find root causes (Mr. Medeiros gave examples in various grade levels). Mr. Medeiros also explained that that each grade level participates in STEAM with Mr. Huckabee.

Ms. Rounseville asked if a "flex block" was built into every day and every classroom. Mr. Medeiros answered "yes". Mr. Medeiros explained that about six years ago himself and Mr. West had a grade level representative from each grade to create that schedule and one of the things we found at that time was that it seemed to fall nicely either before or after specialists or right before or after lunch depending on the grade level schedule, he explained that for the most part that stayed true, over the years some teams have adjusted their times but the times are built into the day. He

explained that it goes from about 25 minutes for students in the lower grades to about 40 minutes for students in the upper grades.

V. New Business

1. Financial Report –

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

Budget Report by Department for October 31, 2022

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$1,095,580 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total \$6,594,844 appropriated to the District, consisting of both the Rochester School District and the onetime non-annual student resource package.

 \Box \$ 6,604,435 – General Fund Operating

□ \$ 33,358 - Non-annual student resource package

□ \$ 6,637,793 - General Funds Approved

□ \$ 5,542,213 – Obligations Paid Year to Date

□ \$ 1,095,580 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first

billing to be received for payment.

□ \$ 289,698 – Bristol County Agricultural High School

□ \$ 266,145 - Obligations Paid Year to Date

□ \$ 23,553 - Remaining Available Funds

Mr. Barber also reported the following the Food Service Report:

- Meal participation continues to grow strong.
- Nation –Wide supply chain disruptions continue to impact on our program.
- I am actively engaged and advocating for a continuation for Universal Free Meals through the USDA.
- MA is one of only five states across the country provided with the opportunity to continue provide our children with Free School Meal due to an extension and funding provided by the is a Commonwealth of MA.
- This is an amazing benefit to our community, families and most importantly our children.
- All food service staff participated in a full day of professional development training: knifeskills training workshop was provided by Chef Patty from the John C. Stalker Institute. Kitchen First Aid, Epi-Pen Training and Choke Safe Training was provided by Mrs. Beth Oleson.

Mr. Barber also reported the following Facilities Report:

- Will take delivery of our new tractor this month (capital acquisition).
- Top dressed, over seeded, and fertilized main field.
- Winterized irrigation system.
- Conducted routine maintenance on all facility systems.

CHAIRPERSON'S REPORT – Chairperson Hartley made the following statement:

I have two items tonight to discuss; the first is a document from the Rochester Town Manager, the Code of Conduct for Town Elected and Appointed Officials, I will pass one out to each of you and I will have Ms. Russo send you one via email Ms. Fernandes. I learned recently about this document and I bring it before you tonight to make you aware of these expectations for elected and appointed officials. Tonight I'd like to draw your attention to the "Purpose: The Town recognizes that all individuals elected and/or appointed by the Town must maintain and enforce respectful discourse with their fellow elected and/or appointed members, with those who work for the Town, those who volunteer their time and services on behalf of the Town and members of the public by striving at every meeting, forum or other official interaction to treat every person fairly and with respect regardless of any differences of opinion. This policy provides a centralized standard of conduct for all elected and appointed officials in the Town." of this document and to two other items under the Code of Conduct which state the following; "All Town elected and appointed officials are expected to act honestly, conscientiously, reasonably and in good faith at all times having regard to their responsibilities, the interests of the Town and the welfare of its residents." And "Participate and interact in official meetings with dignity and decorum fitting those who hold a position of public **trust.**" I hope you find this helpful as we move forward and work with other town officials.

I'd also like to make you aware of a common expectation for School Committee Members that supports the work our Superintendent. That is a practice that, particularly between meetings, if members have questions or concerns, they "go through the chair" with the questions, concerns or needs. Here's the important reason in the ORR District, we are a very complex district with twentyone school committee members. Imagine if, even once week, the Superintendent received one questions or request from each school committee member, how those twenty-one "to do" items would impact the routine schedule of the Superintendent.

As your Chairperson, I meet at least once a month with the Superintendent and, if questions occur, I am happy to provide answers or find answers to questions and pass along any concerns.

CENTRAL OFFICE ADMINISTRATOR'S REPORT Superintendent Nelson made the following statement:

On Monday morning Dr. Fedorowicz and I decided to impromptu get into the car and spend about two hours here at Rochester Memorial School, Mr. Medeiros looked a little surprised when we walked in the building, but he welcomed us with open arms. We visited nearly every classroom and every grade level and I just want to thank the staff members and the administration for being so welcoming and jumping right in and always saying "come see what we are doing" it was awesome and it was a ton of fun. Just a few highlights, I was able to work with a few 6th grade students in terms of identifying examples third person perspective that they were reading, which I hadn't done in a long time. Mr. Woodward, the physical education teacher was using every aspect of the Responsive Classroom approach, when we visited his gymnasium. The art room here is simply top notch whether you are a born artist or someone who just loves to use your hand, it's one of the most welcoming art rooms I've ever seen. Teachers were busy making new bulletin boards and working with kids, the physical therapists were playing some incredible games in the hallways with students who have mobility issues and Ms. Forns was leading this incredible OpenSciEd unit on how light works and watching how students have to find the answers themselves was truly awesome. That's just a handful of the things that I saw, I could keep raddling them off but I think you get the picture and hoping it puts the MCAS presentation that is so number driven back to what it really is which is teachers and staff and all different roles working with our students from the time they get off the bus to the time they get home and even beyond. Rochester Memorial School is really a special place and I wanted you to hear that from me tonight.

Mr. Davidson, Office of the Director of Student Services reported on the following:

The ORR School District received an additional \$25,000 to support in-home early literacy initiatives with early learners and we will be working with the Wareham Parent Childhood Program on that project.

The Unified Basketball Team played 21 members of our Tri-Town Police Departments on November 7th in a fundraiser game, it was a huge success, hundreds of members of the community attended, our Unified Team was victorious and rumor has it that the Police Department has already started practicing for next year's match. It will be an annual event and all three departments participated.

Dr. Fedorowicz, Office of Teaching & Learning reported on the following: Project 351

Dr. Fedorowicz announced that ORR was one of five districts chosen to participate in Project 351, she reported that this would give our students, two high school students with a lead educator and moving down to grades 5, 6 7 and 8 work with the Celtics and Project 351 Celtics Playbook to do some equity work, to do some work on collaboration, student leadership, global citizenship. She reported that we have the two high school students and our director of guidance who will be the lead educator attending a training camp this Saturday and then next steps will come probably around February to choose student representation from grades 5 through 8, about 30 student total will participate. She expressed that it's a really great opportunity.

Learning Walks:

We conducted our 2nd learning walk at Sippican School on October 28th, she expressed that it's an opportunity for administrators to look and calibrate expectations through teaching and learning, calibrate our "look fors" through state guidance and it gives us a chance to work collaboratively and talk about teaching and learning and look at all the great things that are happening in all our buildings and also see what else we can offer as supports for teachers. A learning walk will take place at Rochester Memorial School in January.

New Teacher Induction:

She reported that they had their 4th meeting with the new teachers and mentors in November and have another one in a couple of weeks. We had a guest speaker Dr. Robin Gilpatrick, she's a tenured teacher and the author of "Classroom Management Strategies". She will be coming back again in December for a two-part series.

Grant: She reported that they submitted a grant related to instructional technology, focused on advancing our training with the promethean boards.

Instructional Council:

Our Instructional Council has already met and we will meet again in a few weeks. We have started developing a Curriculum Review Cycle. We have representation from each district so everyone has a voice and we can plan for curricular materials and review to ensure we continue to be up to date and maintain rigor, sense of belonging, as well as provide opportunities for collaborative conversation around moving forward with T &L and effective professional development.

November 10th PD

On the November 10th professional development day we had professional development for all elementary on literacy science of reading and how the brain learns to read, all the elementary schools were together doing professional development through The Hill. We also had the opportunity to fill out a needs assessment which will be available next week. The rest of the day consisted of promethean board training and IXL diagnostics.

HILL for Literacy

We are excited to announce that we are in the midst of working with the HILL for Literacy. The HILL is a DESE approved partner that is providing a needs assessment in literacy. This means they are partnering with us to look at our curriculum and assessments used in each district at the elementary level to examine ways we can horizontally and vertically align literacy with the three elementary schools so the students have a consistent experience as they merge into the Jr High School. We have made a lot of progress to date! The Literacy Leadership Team, consisting of administrators and teacher representation at lower and upper elementary from all districts, met with the HILL at the end of September to get an overview of the process and to kick off the needs assessment. With support from the HILL, an overview was provided to the entire staff of the process at their October faculty meeting. This month, the HILL observation and interview team is visiting classrooms and interviewing teachers at Rochester Memorial School. After all of the data has been collected, triangulated, and analyzed by the HILL for Literacy, we will receive the results which we expect in January. At the point, the Literacy Leadership Team will work with the HILL on a Literacy Action Plan based on the results of the Needs Assessment. We are looking forward to results.

Lead for Literacy Grant:

Further, to continue to support our work with literacy, I am excited to announce we were awarded **Lead for Literacy grant** for each of the elementary schools through DESE. The final product or outcome is to develop measurable and attainable literacy goals and action steps including assessments, instruction and intervention, specifically focused on our MA tiered systems of support, MTSS, so that we reach all students and work toward reducing learning gaps. This process meshes nicely and is in alignment with the literacy work we are doing in conjunction with the HILL. This allows us to dive a bit deeper into the MTSS which compliments the work we are doing with the needs assessment. We have already met with the DESE last month, and our next literacy session is this Friday.

PRINCIPAL'S REPORT:

Mr. Medeiros reported on the following:

- Parent/Guardian MCAS score reports for the Spring 2022 test were mailed out to all families of students in grades 4-6 on Friday October 21st.
- We welcomed the staff from the Hill for Literacy who visited RMS on Thursday 11/3. The Hill team starting staff focus groups that will assist them in conducting a literacy self-assessment, create a new researched based literacy plan and facilitate ongoing professional development tied to the new DESE Literacy guidance.
- The Hill for Literacy also conducted classroom walkthroughs on Monday November 7th. The purpose of the walkthroughs is to provide our leadership team with data that represents the current literacy model in action across all classrooms.
- On Thursday November 10th all RMS staff participated in a professional development workshop facilitated by the Hill for Literacy titled "Science of Reading Overview." The session provided an overview of the current research on what science says about how the brain learns to read.
- The Rochester Memorial School Council met on Tuesday November 15th at 3:15pm.

- The annual RMS Holiday concert will take place on Thursday December 22^{nd.}

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee- Ms. Hartley reported that the committee met today at 5:00 p.m. and had a terrific meeting, she expressed that they are moving right along and getting ready to talk with the town about next year's budget.

2. ORR District School Committee - Mr. Chisholm will report next month.

3. SMEC- Ms. Fernandes reported that they next meet on November 29th.

4. READS- Mr. Nelson reported that READS met on November 17th (this am) and we reviewed the current budget as well as started looking at next year's budget, also accepted new recommendations regarding new staff hires.

5. Tri-town Foundation- no report

6. Early Childhood Council- Ms. Duggan reported that they met on November 16th here at Rochester Memorial School. We first discussed the new \$25,000 Parent Child+ Grant that Mr. Davidson reported on earlier. We discussed Early Intervention (EI) and the high level of referrals currently being seen in the district, which are consistent with what is being seen across the state. The hope is that it is temporary due to COVID but only time will tell. The Department of Early Education and Care (DEEC) is working on initiatives to address this. Also of note is that the district can provide EI services at local care providers as needed. An update from the Tri Town Chapter 74 program at the High School, which is a program for students to explore career training in the field of Early Education and Care. Early Childhood teacher Janet Gauvin and Early Education Coordinator Doreen Lopes are working to place juniors in the early childhood education 1 class at externships in the community in the spring. They are working on logistics, placements, and site visits for this exciting new step in the program. Doreen also shared a list of classroom books by category—she and the teachers have been identifying new categories that are not well represented and acquiring books to fill those gaps. For example, the next category for books is adoption. These are vetted through scholastics, barefoot books and other highly regarded organizations. The next Tri-Town early intervention screening will take place on January 25 at Center school; the Early Childhood Council will meet again on February 1, 2023. 7. Policy Sub-Committee- Ms. Duggan reported that they met on October 25th which she reported at the meeting on October 27th, this committee meets next on December 21st.

8. Equity Sub-Committee: The committee is meeting on January 17th.

Ms. Duggan reported that as the **MASC Delegate/Legislative Liaison**, I attended the 2022 MASC/MASS Joint Conference in Hyannis from November 3-4, 2022. I attended a variety of sessions including one on SEL, networked with other local School Committee members, and heard some great plenary speakers: John D'Auria & Bob Evans spoke on "Surviving and Thriving in Challenging Times" and provided great strategies to reframe my perspective as a school committee member. It was a fantastic professional development opportunity and I thank everyone in the district who helped make my attendance possible.

IX. Future Business

A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is Thursday – January 5, 2023 @ 6:30pm in person at Rochester Memorial School.

The next meeting of the Joint School Committee is Thursday – January 19, 2022 @ 6:30pm in person at the Media Room at the Jr. High School.

XII. EXECUTIVE SESSION

MOTION:	by Ms. Duggan at 7:49 p.m. to enter executive session for the purpose of
	exception #3 and exception #7
SECOND:	by Ms. Rounseville
5:0 ROLL CALL:	Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes
MOTION:	by Ms. Rounseville to go come out of Executive Session at 7:55 pm only to
	adjourn
SECOND:	by Ms. Duggan
5:00 ROLL CALL:	Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes
MOTION	

MOTION to adjourn at 7:56 p.m. by Ms. Rounseville SECOND: by Ms. Duggan

Submitted, Diana Russo, School Committee Secretary

ATTACHMENT A



Rochester Memorial School 16 Pine St. Rochester, MA 02709

MCAS Achievement Levels for Next-Generation:

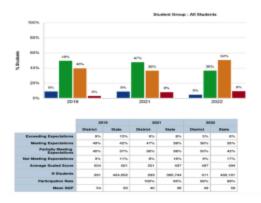
Exceeding Expectations	A student who performed at this level exceeded grade-level expectations by
530-560	demonstrating mastery of the subject matter.
Meeting Expectations	A student who performed at this level met grade-level expectations and is academically
500-529	on track to succeed in the current grade in this subject.
Partially Meeting Expectations 470-499	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations 440-469	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Student Growth Percentiles (SGP) and How Are They Calculated

Student Growth Percentiles (SGPs) provide a measure of how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately for ELA and mathematics in grades 4-8 and 10 and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to the achievement of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth for that school or student group.

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

Rochester Memorial Achievement from 2019-2022 for English Language Arts



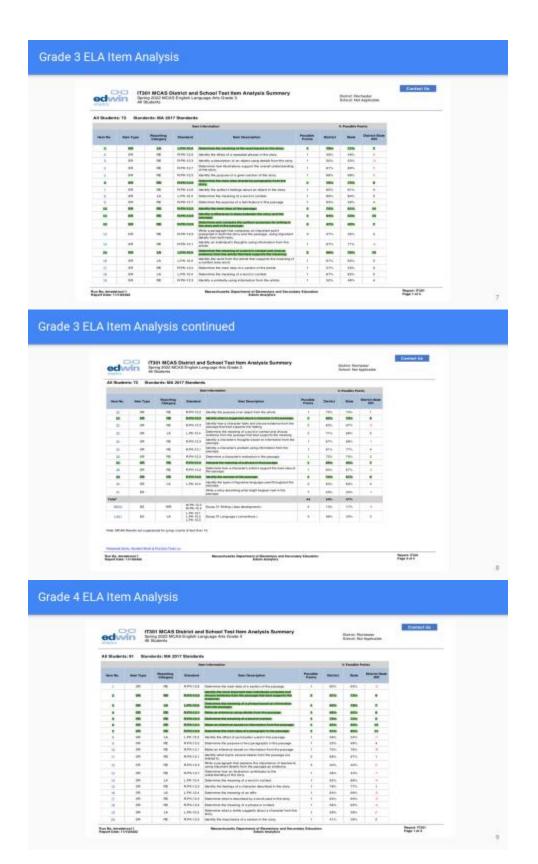
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	District Achieve	ement versus the	State Achievem	ent for English La	anguage Arts	
	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	9%	10%	9%	8%	5%	6%
Meeting Expectations	49%	42%	47%	38%	36%	35%
Partially Meeting Expectations	40%	37%	36%	38%	50%	42%
Not Meeting Expectations	3%	11%	8%	16%	9%	17%
Average Scaled Score	504.5	501.2	501.4	496.5	497	494
N Students	291	424,052	293	395,744	311	400,101
Participation Rates			100%	95%	99%	99%
Mean SGP	54.2	49.9	40.3	35.8	49.0	50.0

English Language Arts Growth

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Grade 5 ELA Item Analysis



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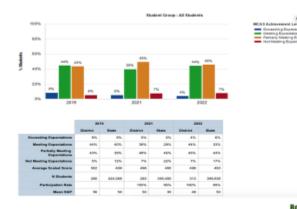
Grade 6 ELA Item Analysis

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Rochester Memorial Achievement from 2019-2022 for Math

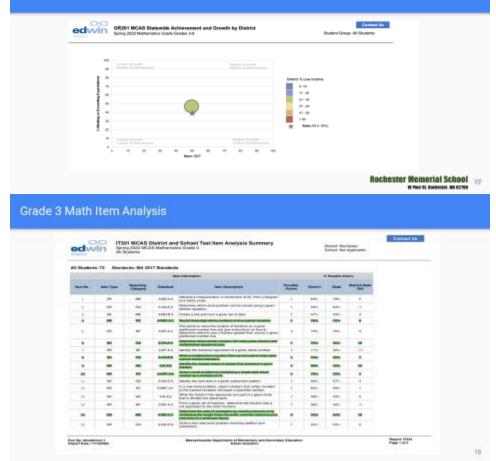


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	District A	chievement vers	sus the State Acl	hievement for M	athematics	
	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	8%	9%	5%	5%	4%	6%
Meeting Expectations	44%	40%	39%	29%	44%	33%
Partially Meeting Expectations	43%	39%	49%	45%	45%	43%
Not Meeting Expectations	5%	12%	7%	22%	7%	17%
Average Scaled Score	501.8	499.2	497.8	489.7	498.0	493.0
N Students	290	424,089	293	395,490	313	399,938
Participation Rates			100%	95%	100%	99%
Mean SGP	56.1	49.9	49.6	30.4	49.0	50.0

Mathematics Growth



Grade 3 Math Item Analysis Continued

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Grade 3 Math Item Analysis Continued



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Grade 4 Math Item Analysis Continued

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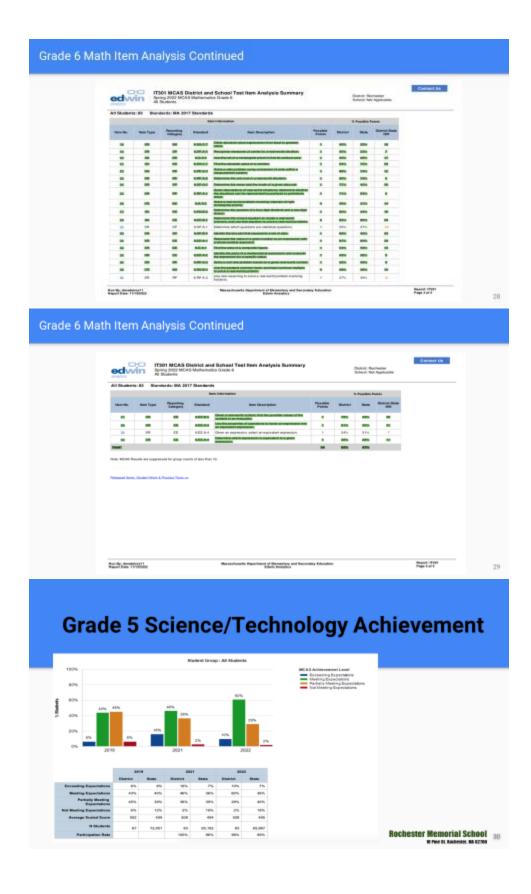
Grade 4 Math Item Analysis Continued

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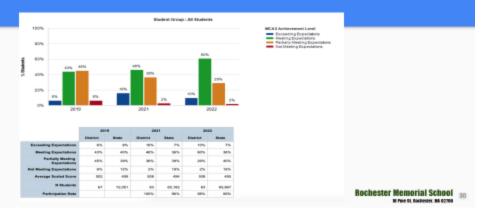
Grade 5 Math Item Analysis

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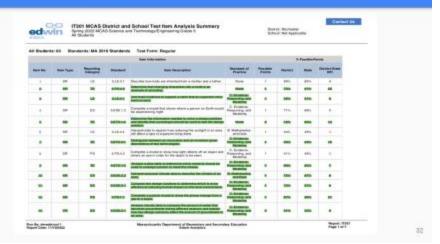
Grade 5 Science/Technology Achievement



District Achievement versus the State Achievement for Science Technology

	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations/ Advanced (2018)	6	8	16	7	10	7
Meeting Expectations/ Proficient (2018)	43	40	46	36	60	36
Partially Meeting Expectations! Needs Improvement (2018)	45	39	36	39	29	40
Not Meeting Expectations/ Warning (2018)	6	12	2	19	2	18
Average Scaled Score/CPI (2018)	501.6	498.9	507.8	494.3	508.0	495.0
N Students	67	72,051	83	65,182	63	65,967
Participation Rates			100%	96%	98%	99%

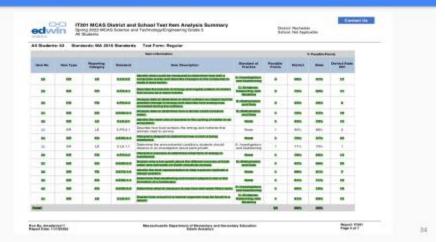
Grade 5 Science Item Analysis



Grade 5 Science Item Analysis Continued

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Grade 5 Science Item Analysis Continued



Areas of Strength - ELA

- In grade 3 our students outperformed the state by 14 and 12 points respectively on standard R.PK-12.2 Identify the main idea of the passage and R.PK-12.9 - Identify a difference in ideas between the story and the passage.
- Our grade 4 students outperformed the state by 13 and 12 points respectively on standard R.PK-12.1 Make an
 inference based on information from the passage and R.PK-12.4 Determine the meaning of a phrase used in
 the story.
- Grade 5 students outperformed the state by 13 and 11 points respectively on standard L.PK-12.3 Determine the
 purpose of parenthetical information and R.PK-12.8 Identify information that supports a specific point in an
 article.
- Grade 6 students outperformed the state by 19 and 16 points respectively on standards L.PK-12.2 Determine the function of punctuation used in a sentence and R.PK-12.5 - Analyze how a specific paragraph in a passage contributes to the development of the plot.
- Overall all grade levels average score fell within the 57th percentile of the state with our grade 3 and 6 scoring
 specifically in the 58th and 60th percentiles.

35

Areas of Strength - Math

- Our grade 3 students outperformed the state by 18 and 16 points in standards 3.OA.A.4 Determine which whole numbers
 will make given division and multiplication equations true and 3.MD.C.7 Determine the area of rectangles by counting
 squares or by multiplying the length times the width, and then determine the total area of a rectilinease figure.
- In grade 4 students outperformed the state by 16 and 13 points on standards 4.NF.A.1 Determine the denominator that will make a fraction equivalent to a given fraction and 4.MD.C.6 - Determine the measure of an angle shown with a drawing of a protractor.
- Our grade 5 students outperformed the state by 14 points on both standards 5.0A.A.1 Place parentheses in an
 expression to make the expression equivalent to a given value and 5.NBT.A.3 Write a decimal number given in word form
 in number form.
- Our grade 6 students outperformed the state by 35 and 31 points on standards 6.SP.A.2- Determine the mean and the
 mode of a given data set and 6.EE.A.3- Use the properties of operations to factor an expression into an equivalent
 expression.
- Overall all grade levels average score fell within the 65th percentile of the state with our grade 3, 4 and 6 scoring
 specifically in the 57th and 87th percentiles.

36

Areas of Strength - Science

- Grade 5 students outperformed the state on several science standards including scores over the state average by 26 points on standard 4.PS.4.3 - Determine that changing characters into a code is an example of encoding. 23 points on standard 5.ESS.2.2 -Explain why a bar graph about the different sources of freshwater and saltwater on Earth should be revised and 22 points on standard 4.ESS.2.1 - Interpret a diagram to determine how a rock is being weathered.
- All students scored an average scaled score of 508 which is greater than the meeting expectations mark of 500.
- Overall our grade 5 average score fell within the 85th percentile of the state for the Science and technology/Engineering test.

37

38

Action Steps

- During common planning time professional learning community meetings all grade level teams will continue to analyze
 item analysis data to identify areas of concern in all ELA, math and science standards.
- We will continue to identify and plan ways to differentiate instruction during general instruction and use of our flex block in all grade levels in order to ensure students needs are being met through intervention or enrichment.
- All grade level teams will continue to progress monitor their students throughout the school year while using Aimsweb data to measure progress.
- The Rochester Memorial literacy team and the district literacy team will collaborate with the Hill for Literacy and
 participate in the DESE Lead for Literacy working group in analyzing the DESE Literacy guidance, the Science of Reading,
 and develop a district wide literacy plan.
- We will conduct after school acceleration camps in both ELA and math for those students performing in the bottom 20-25% of these content areas in order to close any learning gaps that may have arose during the pandemic.
- Content area specialists will continue to work with grade level teams on best instructional practices as well as working
 directly with students in all grade levels.

ROCHESTER SCHOOL COMMITTEE MEETING ROCHESTER PUBLIC SCHOOLS

REGULAR MEETING Rochester Memorial School 16 Pine Street, Rochester, MA 02770

ZOOM LINK:

November 17, 2022 https://oldrochester-org.zoom.us/j/96477727314?pwd=TC9jQ3dGQ284bkFVdFZrbkF3bldDQT09

Meeting ID: 964 7772 7314

Passcode: 896744

This meeting will be conducted in a hybrid format. School Committee, Administrators and public will have the option of meeting in person in the Band Room located at the Rochester Memorial School at 16 Pine Street, Rochester, MA 02770 or via zoom.

TIME: 6:30 PM

MEETING TO ORDER PLEDGE OF ALLEGIANCE RECOGNITION OF ACHIEVEMENT

- I. Approval of Minutes
 - A. Approval of Minutes- Regular Session: October 27, 2022
 - B. Approval of Minutes Executive Session: October 27, 2022
- II. Consent Agenda
- III. Agenda Items Pending
- IV. General
 - A. MCAS Presentation
- V. New Business
 - A. Policy Review
 - B. Curriculum
 - C. Business
 - 1. Financial Report
 - 2. Food Service Director Report
 - 3. Facilities Director Report
 - 2. Budget Transfers
 - D. Personnel
- VI. Special Topic Report
- VII. Unfinished Business
- CHAIRPERSON'S REPORT

CENTRAL OFFICE ADMINISTRATORS REPORT

PRINCIPAL'S REPORT

VIII. School Committee

- A. School Committee Goals
- B. Committee Reports
 - 1. Budget Subcommittee
 - 2. ORR District School Committee
 - 3. SMEC
 - 4. READS
 - 5. Tri-Town Foundation
 - 6. Early Childhood Council
 - 7. Policy Sub-Committee
 - 8. Equity Sub-Committee
 - School Committee Re-organization
- C. School IX. Future Business
 - A. Timeline
 - B. Future Agenda Items
- X. Open Comments
- XI. Information Items
- XII. Executive Session
- ADJOURNMENT

ROCHESTER PUBLIC SCHOOLS Rochester, MA

TO: Rochester School Committee

FROM: Michael S. Nelson, Superintendent of Schools

DATE: November 14, 2022

RE: Agenda Items

The following items are on the agenda for November 17, 2022.

I. Approval of Minutes

I.A. Approval of Minutes – Regular Session

Recommendation

That the School Committee review and approve the minutes of October 27, 2022. Please refer to "RSC 10272022 October Minutes".

I.B. Approval of Minutes – Executive Session

Recommendation

That the School Committee review and approve the minutes of October 27, 2022. These will be brought to the meeting.

IV. General

A. MCAS Presentation

Recommendation:

That the School Committee hear a presentation from administration regarding 2022 MCAS.

V. New Business

1. Financial Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "RSC 1117022 FY23 Financial Memo", "RSC 11172022 FY23 General Operations Financial Report" and "RSC 11172022 FY23 Bristol Aggie Financial Report".

2. Food Services Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "RSC 11172022 Food Service Report".

3. Facilities Report

Recommendation

That the School Committee hear a report from Mr. Barber. Please refer to "RSC 11172022 Facilities Report.

IX. Future Business

A. Timeline

The next meeting(s) of Committee will be held as follows:

Rochester School Committee	Joint School Committee
January 5, 2023	January 19, 2023
Rochester Memorial School	ORR Jr. High School
16 Pine Street	133 Marion Road
Rochester, Ma 02770	Mattapoisett, MA 02739

B. FUTURE AGENDA ITEMS

- Initial Budget Review (January)
- Approval of Chairperson's Annual Report (February)
- Health Unit Application (February)
- Interim report on School Committee progress toward goals (February)
- Budget Approval (public hearings) (February)
- School Committee Reorganization (May/June depending on election date)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

XII. Executive Session

Recommendation

That the School Committee enter into executive session for purposes of exception #7, to comply with the provisions of any general or special law or federal grant-in-aid requirements.

If you have questions about any of the recommendations above please feel free to call me.

ROCHESTER SCHOOL COMMITTEE MEETING ROCHESTER PUBLIC SCHOOLS Rochester, Massachusetts 16 Pine Street - Rochester, MA 02770

MEETING MINUTES October 27, 2022

Regular meeting of the Rochester School Committee was held on Thursday – October 27, 2022 at 6:30pm. This meeting was held full in-person and there was also a zoom link available.

COMMITTEE MEMBERS PRESENT: Sharon Hartley, Chairperson, Robin Rounseville, Jason Chisholm, Anne Fernandes and Katherine Duggan.

COMMITTEE MEMBERS NOT PRESENT:

OTHERS PRESENT: Michael S. Nelson, Superintendent of Schools; Howard Barber, Assistant Superintendent of Finance & Operations; Sharlene Fedorowicz, Assistant Superintendent of Teaching & Learning, Craig Davidson, Director of Student Services; Charles West, Assistant Principal; Diana Russo (via zoom), Administrative Assistant to the Supt. and teachers, members of the press and public.

Meeting was called to order at 6:30 pm., by Chairperson Hartley. Ms. Hartley stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being video-taped.

The school committee, administration and everyone present stood and recited the Pledge of Allegiance.

I. Approval of Minutes:

A. Approval of Minutes –
Approval of Minutes – Regular Session: September 1, 2022
MOTION: by Ms. Fernandes to approve September 1, 2022 minutes as presented
SECOND: by Mr. Chisholm
5:0 All in favor (motion passed)

IV. General

A. Review of Open Meeting Law Complaint

Superintendent Nelson made the following statement:

This week we received an open meeting law complaint related to one of this committee's members. As this public body is required to follow the response procedures as outlined by the Attorney General's Division of Open Government. These procedures and obligations include: The Chairperson disseminating the complaint to the members of the public body (which has been done), The public body must meet to review the complaint within 14 business days (which we are doing right now). The public body after review, must respond in writing to the complainant within 14 business days and provide a copy of the complaint and response to the Attorney General. Tonight, I am recommending that committee delegate their responsibility to respond to legal counsel. Attorney Blair Bailey could not be here tonight, but is aware and has reviewed the complaint. I am asking that the committee vote to delegate their responsibility to respond to the presented open meeting law complaint to legal counsel.

Chairperson Hartley expressed that Mr. Bailey has been informed and is willing to serve as the school committee's delegate.

Motion to appoint Mr. Blair Bailey as the school committee's delegate to respond to the Open Meeting Law Complaint MOTION: by Mr. Chisholm SECOND: by Ms. Rounseville 4:1 Motion Passed (Fernandes abstained)

B. OpenSciEd Presentation

Superintendent Nelson made the following statement:

Last year we shared the news that our school districts were awarded a competitive grant that would bring new science resources to our students. Earlier this year during the strategic plan review we also discussed how OpenSciEd would play into our work this year. Tonight, Dr. Fedorowicz our Assistant Superintendent of Teaching & amp; Learning with the support of Principal Medeiros will provide an informational presentation on OpenSciEd. This is not a voting item and no action is needed by the committee tonight on this topic.

Dr. Fedorowiz and Mr. Medeiros presented the following:

Overview OpenSciEd

- Awarded Grant for Grades 6 8 Science
 - Includes supplemental resources, materials, and PD
- High quality, rigorous science instructional materials
- Open Educational Resources
- Aligned to MA State Curriculum Frameworks and Next Generation Science Standards (NGSS)
- Innovative instructional delivery model in the sciences

Objective OpenSciEd

- OpenSciEd:
 - DESE partnered with 9 other states and Boston University for development and implementation process
 - developed with educators
 - Researched based regarding how students learn science
 - Comprehensive, robust, research-based
- Objective: To improve science education through the development and implementation of high-quality, freely available science instructional materials that are research-based.

Implementation and Professional Development

- Two units are implemented each year
- Three-year process
 - Two supplemental units/year
- Professional development for each unit
- Teachers attended:
 - 4-day launch unit scope and sequence
 - Three supplemental unit-based PD sessions
- After 3-year pilot, full integration

Science Resources 2022-2023

- This year, the grades 6-8 are implementing the following supplemental units:
 - Grade 6: "Light & Matter" and "Sound Waves"
 - Grade 7: "Contact Forces" and "Thermal Energy"
 - Grade 8: "Chemical Reactions & Matter" and "Chemical Reactions & Energy"

MA OpenSciEd Unit Sequence & Alignment with 2016 MA STE Framework

The table below provides guidance to Massachusetts teachers using OpenSciEd as their classroom science curriculum. The following identifies the MA standards addressed or partially addressed in the released OpenSciEd units. Italics indicated partially addressed standards

	MA 6.1) Light & Matter	6.MS-P54-2				
	MA 6.2) Sound Waves (OSE 8.2)*	6.MS-PS4-1, 6.MS-PS4-2				
e	MA 6.3) Forces at a Distance (OSE 8.3)*	6.MS-PS4-3, 7.MS-PS2-5, 7.MS-PS3-2				
6ª grade	MA 6.4) Earth in Space (OSE 8.4)*	6.MS-ESS1-1a, 6.MS-ESS1-5(MA), 6.MS-PS2-4, 6.MS-PS4-2, 8.MS- ESS1-1b, 8.MS-ESS1-2				
	MA 6.5) Plate Tectonics & Rock Cycling (OSE 6.4)	6.MS-ESS1-4, 6.MS-ESS2-3, 6.MS-LS4-1, 7.MS-ESS2-2, 8.MS-ESS2-1				
	MA 6.6) Cells & Systems	6.MS-LS1-1, 6.MS-LS1-2, 6.MS-LS1-3				
	MA 7.1) Contact Forces (OSE 8.1)*	6.MS-ETS2-1(MA), 6.MS-ETS2-2(MA), 7. MS-PS3-1, 7.MS-PS3-5, 7.MS- ETS1-2, 7.MS-ETS1-4, 7.MS-ETS1-7(MA), 8.MS-PS2-1, 8.MS-PS2-2, 8.MS-ETS2-4(MA)				
릚	MA 7.2) Thermal Energy (OSE 6.2)*	6.MS-P54-2, 6.MS-ETS1-6(MA), 7.MS-PS3-3, 7.MS-PS3-4, 7.MS-PS3-5, 7.MS-PS3-6(MA), 7.MS-ETS1-4, 7.MS-ETS1-7(MA), 8.MS-PS1-4				
7 ⁿ grade	MA 7.3) Matter Cycling & Photosynthesis (OSE 7.4)	6.MS-LS1-2, 7.MS-LS2-3, 8.MS-P51-2				
	MA 7.4) Ecosystem Dynamics	6.MS-ETS1-1, 7.MS-LS2-1, 7.MS-LS2-2, 7.MS-LS2-4, 7.MS-LS2-5, 7.M LS2-6(MA), 7.MS-ESS3-4, 7.MS-ETS1-2, 7.MS-ETS1-4				
	MA 7.5) Natural Resources & Human	7.MS-ESS3-3, 7.MS-ESS3-4, 8.MS-ESS3-1, 8.MS-ESS3-5, 7.MS-ETS1-2				
	MA 7.6) Natural Hazards (OSE 6.5)*	6.MS-ETS1-1, 7.MS-ESS3-2, 7.MS-ETS1-2				
	MA 8.1) Chemical Reactions & Matter (OSE 7.1)*	6.MS-PS1-8(MA), 8.MS-PS1-1, 8.MS-PS1-2, 8.MS-PS1-5				
	MA 8.2) Chemical Reactions & Energy (OSE 7.2)*	6.MS-P51-6, 7.MS-ET51-2, 7.MS-ET51-4, 7.MS-ET51-7(MA)				
8 ¹ grade	MA 8.3) Metabolic Reactions (OSE 7.3)*	6.MS-LS1-3, 8.MS-LS1-5, 8.MS-LS1-7, 8. MS-PS1-1, 8.MS-PS1-2				
6	MA 8.4) Genetics	8.MS-LS1-5, 8.MS-LS3-1, 8.MS-LS3-2, 8.MS-LS3-3(MA), 8.MS-LS3- 4(MA), 8.MS-LS4-5				
	MA 8.5) Natural Selection & Ancestry	6.M5-L54-1, 6.MS-LS4-2, 7.MS-LS1-4, 8.MS-LS4-4				
	MA 8.6) Weather (OSE 6.3)*	6.MS-PS1-7(MA), 6.MS-PS4-2, 7.MS-ESS2-4, 7.MS-PS3-4, 7.MS-PS3- 6(MA), 8.MS-ESS2-5, 8.MS-ESS2-6, 8.MS-PS1-4, 8.MS-PS2-2				

* Indicates unit that appears in a different grade level in the OSE national sequence

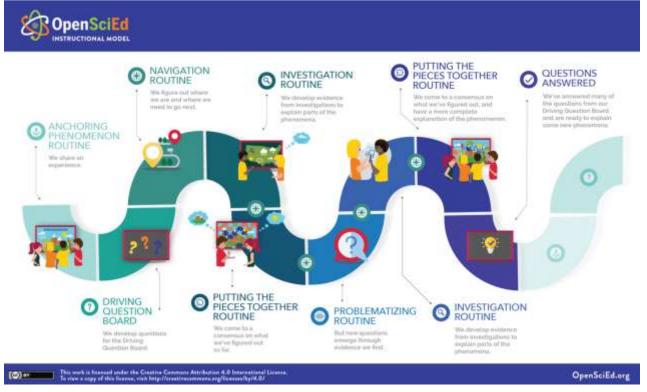
Standards not addressed include: 6.MS-ETS1-5; 6.MS-ETS2-3(MA); 7.MS-ETS3-1-5(MA); 7.MS-PS2-3; 8.MS-ETS2-5(MA)

Updated December 2021 - shifts in the sequence of opening units based on educator implementation feedback

Student Experience

- In the OpenSciEd supplemental units, students engage in investigations to make sense of relevant, real world observable events (phenomena).
- Ex: supplemental units address questions such as:

- How can a sound make something move?
- How can containers keep stuff from warming up or cooling down?



Home-School Connection

- Bringing home science may look different:
 - Your child may ask why different natural occurrences happen
 - Say, "My science teacher won't tell me the answer to my questions."
 - No traditional vocabulary lists or study guides

Supporting Your Student in the Sciences

- Show interest in their thinking process
- Support research to find answers
- Resist directly giving the answer to your student...discovery is part of the process

SCHOOL COMMITTEE FEEDBACK:

Chairperson Hartley expressed that it's great to see a bridging program from 6th grade to the Jr. High School, she expressed it's so important and it's a big step for our students.

Ms. Fernandes asked about tools used for this particular program. Dr. Fedorowicz explained that it depends on the unit, Mr. Medeiros elaborated and explained that he has worked with Asst. Supt. Barber to make sure that we were able to allocate funds to get materials for these programs. Ms. Fernandes also inquired about assessments, she asked "is this a project based learning type approach?". Mrs. Forns explained that there are different opportunities for assessments, there are entrance tickets, there are exit tickets, every day the students are writing an in actual science journal, she explained that she is able to ask questions and keep track of their learning, she reported that by the questions they ask she is able to see if they know what's going on. She reported that she can do informal and formal assessments on a daily basis.

Ms. Rounseville expressed that her question was around how we measure success and Mrs. Forns answered her question. She expressed that it's really great to see Mrs. Forns passion for teaching science.

Ms. Duggan wanted to thank Mrs. Forns, she expressed that it's a huge time investment and learning commitment, so thank you on our behalf and on behalf of the students at Rochester Memorial School.

C. 2023-2024 Draft School Calendar

Chairperson Hartley expressed that this is an early look at the 2023-2024 School Calendar. She explained that the Joint School Committees last year requested to have an earlier look at the calendar this year so that we had more time to raise questions and have more time to review it. She reported that we will have other chances to review it, therefore it is up to the school committee if you would like to review it on your own or would you like the Superintendent to review it with us month by month.

SCHOOL COMMITTEE FEEDBACK:

Ms. Fernandes expressed that she noticed that the first day of school for students is August 24th which is a Thursday, she asked if we have done that before, Mr. Nelson did report that it had been done about four or five years ago. Mr. Nelson expressed that some of the early feedback is that the school year start date is too early. Mr. Nelson expressed that regardless of when we start we need 180 school days and then we build in an additional five days for any snow/wind/power outage, etc. days that we might have. Mr. Nelson reported that in addition to the school committees we also share it with the associations, we ask principals to share it with their school councils and we gather all the feedback from the different stakeholders and report back to the Joint School Committee before they approve the calendar. He explained that the Joint School Committee will have their initial review of the calendar on November 7th and will then approve the calendar in January.

Ms. Fernandes thanked the administration for getting the calendar ready early.

D. Meal Price Increase

Superintendent Nelson made the following statement:

As shared at our first school committee meeting of the 22-23 school year – this evening we are proposing a meal price increase based on the financial landscape of the food service industry. Although – breakfast and lunches remain free for students this school year (this does not include second meals or meals consumed by staff members) – we know that our current rates do not cover the operating costs of the Food Service Department. We never enjoy proposing rate increases for our students and families – and have not proposed increases since the 2017-2018 school year – but know it is fiscally responsible to do so at this time. Therefore, we are presenting new breakfast and lunch rates to go into effect on January 3, 2023. At this time, I will ask Mr. Barber our Asst. Superintendent of Finance and Operations to summarize the proposal.

Mr. Barber explained that the Old Rochester Regional School District/Mass School Superintendency Union # 55 have been faced with supply chain issues, significantly higher costs for products and service costs necessary to produce the meals. The Commonwealth of Mass has extended the free meals program for our student's daily breakfast and lunch through the 2022-2023 school year for all first servings. He reported that the current USDA weighted average price per student meal is \$3.31, this is also the price used by the Commonwealth of Massachusetts. This is the minimum required price to be charged for all meals served from the Kindergarten through 12th grade. It is expected that the USDA weighted average will go up another \$.15 for the upcoming school year. Currently our rates are \$3.00 at the elementary schools and \$3.25 at the secondary schools for lunch and \$2.25 for breakfast. The last time we increased our prices was during the 2017-2018 school, with an increase of \$.25. The administration is proposing that meal pricing rates for breakfast and lunch rates increase as follows:

Effective January 3, 2023 (This date will allow administration enough time to communicate the new rates to the tri-town families)

Elementary Schools Meal Price:

Breakfast pricing from \$2.25 to a new rate of \$2.75 Lunch pricing from \$3.00 to a new rate of \$3.50

Motion to approve a meal price increase of .50 for breakfast and lunch by January 3, 2023. MOTION: by Ms. Fernandes SECOND: by Ms. Rounseville 5:0 Motion Passed

E. Approval of Surplus Technology List Superintendent Nelson made the following statement:

I am recommending that the school committee review and approve the list of technology surplus that has been identified for disposal.

Laptop	Quantity	Year
MacBook	99	2009
Desktop		
eMac	21	2001
iMac	104	2009
Chromebook		
Model 740	137	2015
Miscellaneous		
Speakers	3	N/A
Television	6	N/A
Video Deck	2	N/A
Ceiling Projector	3	2010
Alpha Smart	30	1998

Technology Surplus List

Alpha Smart Cart	1	1998
Apple Carts	3	2001
WIFI Access Points	45	2010
Cameras	7	2012

*All devices listed above are either broken beyond repair or will not update to current operating systems due to outdated software.

Motion to dispose of the technology surplus equipment as presented MOTION: by Mr. Chisholm SECOND: by Ms. Rounseville 5:0 Motion Passed

V. New Business

1. Financial Report –

Financial Report:

Please find the following financial report in relation to the general funds of Rochester Elementary School District:

Budget Report by Department for September 30, 2022

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$1,238,359 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total \$6,594,844 appropriated to the District, consisting of both the Rochester School District and the one-time non-annual student resource package.

- □ \$ 6,561,486 General Fund Operating
- □ \$ 33,358 Non-annual student resource package

□ \$ 6,594,844 - General Funds Approved

□ \$ 5,356,485 – Obligations Paid Year to Date

□ \$ 1,238,359 - Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first

billing to be received for payment.

- □ \$ 289,698 Bristol County Agricultural High School
- \square \$ 0 Obligations Paid Year to Date
- □ \$ 289,698 Remaining Available Funds

Mr. Barber also reported the following the Food Service Report:

Meal participation continues to grow strong.

- Nation –Wide supply chain disruptions continue to impact on our program.
- I am actively engaged and advocating for a continuation for Universal Free Meals through the USDA.
- MA is one of only five states across the country provided with the opportunity to continue provide our children with Free School Meal due to an extension and funding provided by the is a Commonwealth of MA.
- This is an amazing benefit to our community, families and most importantly our children.

• Equal Access to Free healthy school meals has proven to be a huge success as our participation increases speak volumes to this:

Mr. Barber also reference a comparison of Pre-Pandemic (free/paid/reduced) vs. Current (free for all)

SY 18-19

	Meal Count	%	Meal Count	%
Breakfast	2711	5%	7922	16%
Lunch	20072	36%	26873	54%

SY 22-23

Increased Breakfast	5211	11%
Increased Lunch	6801	18%

Mr. Barber also reported the following Facilities Report:

- Completed minor repairs in roof membrane.
- Annual air quality testing of facility completed, no action levels.
- Replaced generator transfer switch.
- Completed alarm upgrade.
- HVAC system to winter mode.
- Conducted routine maintenance on all facility systems.

Ms. Fernandes asked for an update on the solar panels. Mr. Nelson reported that the work is still in progress, it's currently with the Planning Committee of the Town and Solar Company and they are working on local requirements.

CHAIRPERSON'S REPORT – Chairperson Hartley made the following statement:

During the past month I've spent some time quite a bit of time thinking and talking about our school district and our guiding principles. Sort of asking myself, what are our core values? and what documents guide our decisions? The review of our key documents confirm that we have key core values, we have clear, strong, guiding documents and policies overseen by our policy subcommittee and a comprehensive strategic plan. Our district mission is one that's been with us for quite a while and it's a wonderful mission I think, which is "to inspire all students to think, to learn and to achieve" and here at Rochester Memorial we have important school rules you see them if you walk around the school, as Mr. Medeiros often recites, "take care of yourself, take care of others and take care of our school environment". Also at Rochester Memorial School we use Responsive Classroom and the letter of each value spells out CARES which is an important word here at Rochester Memorial. Cooperation, Assertiveness, Responsibility, Empathy and Self-Control. All of these principles guide and support our staff and our students in the important work of teaching and

learning. I'm really grateful as I look through the many documents that guide our schools, we have the such strong documents.

CENTRAL OFFICE ADMINISTRATOR'S REPORT

Mr. Davidson, Office of the Director of Student Services reported on the following: Director Davidson reported on Community Talk Series, that took place on October 17th, at 6:30p.m.- Dr. Robert Brooks will present *"Nurturing Resilience in Our Children and Teens During Challenging Times"*. Dr. Brooks will describe realistic strategies that can be used to nurture hope and resilience in children and their families. Biographical Information: Dr. Brooks is a clinical psychologist on the faculty of Harvard Medical School and former Director of the Department of Psychology at McLean Hospital, a private psychiatric hospital in the Boston area. Dr. Brooks has lectured nationally and internationally and written extensively about such topics as: resilience across the lifespan, parenting and family issues, resilience in children and adolescents with special needs, motivation, and creating positive school and work environments.

Dr. Fedorowicz, Office of Teaching & Learning reported on the following:

Dr. Fedorowicz reported that in the world of teaching and learning that her office continues to align vertically and horizontally literacy in the elementary schools so that students have that consistency similar to the OpenSciEd emerging into the Jr. High School. She reported that there are two ways that we are allowing this to happen, one way is through our work with Hill for Literacy, which as you recall is another partner through DESE that we are working with, she reported that the Literacy Leadership Team consisting of administrators and teacher representation at both lower and upper elementary met with Hill in September to review an overview of the process and to start working on a needs assessment that's required. She reported that staff informational followed by staff interviews and classroom visits will start taking place next month at RMS, which is part of the needs assessment and this is where they will start collecting data, conduct an analysis and then provide recommendations and create an actual plan which is currently scheduled for late January. Dr. Fedorowicz reported that Mr. Medeiros was at the forefront of getting the Hill into the districts. The other way for consistency for literacy is through a grant, she announced that they were awarded the Lead for Literacy Grant that they applied for about a month and a half ago and that will help the district work on literacy initiatives, she reported that each of the elementary schools received the grant and the final product or the outcome is very much in line with what we are doing with Hill to Literacy, but it dives a little deeper into our measurable literacy goals and action steps related to our Massachusetts Tiered Supports, and that's another piece that will help us support literacy and look at any learning gaps. She thanked the administrators and teachers who are involved in this process.

Dr. Fedorowicz also gave an update on the New Teacher Induction, she reported they met last week and the district provided introductory IXL training to the new teachers, she explained that IXL is our digital tool that helps provide additional skills supports for our students who need those extra supports, she explained that on November 10th at our full day of professional development the teachers will be offered IXL advanced training and they will be ready to use it in the classrooms.

Dr. Fedorowicz reported that they have submitted a grant focused on Instructional Technology. She reported that it's written to focus on training for our new promethean boards, and hopefully we will have some news by the next school committee meeting.

Dr. Fedorowicz reported that Instructional Council met on Monday and started to work on a curriculum review cycle, she reported that she had representation from all the buildings, and a

variety of grades, she expressed everyone had a voice at the table and we can start looking at curriculum, "where we are?" "what we need?" so that we are up to date and in line with DESE to maintain that rigor and sense of belonging. She expressed it was a great start and she felt it was a great collaborative conversation.

PRINCIPAL'S REPORT:

Mr. Medeiros reported on the following:

- On Wednesday September 21st the district conducted our first half day for staff professional development. All staff participated in Promethean Board training where they focused on how to navigate their panels, set up user profiles, and learn how to use the Promethean App Suite including the Whiteboard, Screen Capture, Screen Share, and the Timer and Spinner.
- Parent Conferences took place on Thursday, October 20th and Friday, October 21st.
- Mr. West and I led the annual staff A.L.I.C.E. training at our staff meeting which took place on Wednesday October 5, 2022. We will be collaborating with our District ALICE team and the Rochester Police Department to conduct a school ALICE drill. All families will be notified two weeks prior to the drill.
- We had an all-school meeting on Tuesday October 11th to announce the grade level winners of the RMS PTO Read-A-Thon. Congratulations to all the winners and we had a wonderful participation rate.
- Author Alec Carlin visited RMS on Tuesday October 4th to discuss his book "How to Bake a Universe."
- The Rochester Board of Health conducted a Flu Clinic at Rochester Memorial School on Tuesday, October 4 from 3:30-5:30 for all residents ages: 4-64.
- The Scholastic Book Fair took place October 17th through October 21st in the RMS Library. I would like to thank the RMS PTO for organizing and facilitating this year's Fair as they do each year.

VIII. School Committee

B. Committee Reports

1. Budget Subcommittee- Ms. Hartley reported that the committee had their first meeting today and started their first conversation about the FY24 Budget.

2. ORR District School Committee – Mr. Chisholm reported the ORR School Committee met on October 19th. Mr. Chisholm reported that the community members spoke during open comment, he would ask that community members continue to be respectful during those interactions. He reported that there was a report regarding the discipline process, he expressed that it was very useful for the school committee members to hear. The committee meets again in December.

3. SMEC- Ms. Fernandes reported that they met on September 29th, approved minutes, officers were nominated and elected, staff reduction and appointments were reviewed and placed on file, FY23 Spending and Revenue Projections were reviewed and approved as submitted, Surplus Property was discussed and voted to dispose of in accordance with SMEC Property Policy. The board approved the proposed FY 23 calendar and the board also reviewed the DESE Audit. The next meeting will be on November 29th.

4. READS- Mr. Nelson reported that READS met on September 15th and reviewed and discussed the following: Introduction of New Members, Approval of Minutes, Special Education

Administrators Report, Recognition of Executive Board for 22-23, Sub-committee Membership, Approval of 457 Plan, Approval of FY22 Staffing, Approval of Job Descriptions, Organizational Chart, Updates of Facilities, Capital Skills Grant, READS Quarterly Report and SCRO Update.

5. Tri-town Foundation- no report

6. Early Childhood Council- Ms. Duggan reported that they have not met.

7. Policy Sub-Committee- Ms. Duggan reported the following: This committee has met twice in the past few weeks. They met on September 14 and discussed that the Policy Sub-Committee procedures will be changing and minutes will now be taken and voted on, and policy subcommittee meetings will be posted on the website 48 hours before the meeting. In terms of individual policies, we reviewed 8 policies that were updated by MASC to reflect new requirements and guidance that the term race should explicitly include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles. These were:

1. JK/JIC - Student Discipline

2. JICA – Student Dress

3. AC-Non Discrimination Including Harassment and Retaliation

4. AC-R- Procedures for Responding to Complaints of Discrimination, Harassment and Retaliation

5. GBA – Equal Employment Opportunity

6. GCF – Professional Staff Hiring

7. JB-Equal Educational Opportunities

8. JFBB – School Choice

These policies were brought to the Joint School Committee on September 29 and while JK/JIC and JB were referred back to the Policy Subcommittee, all the others were approved.

At the October 25 meeting, we revisited JIC - Student Discipline and JB - Equal Educational Opportunities, and these will be sent back to the Joint School Committee for approval at their next meeting. We then turned to 6 policies related to Instructional Materials:

1. IJ Instructional Materials

2. IJ-R Reconsideration of Instructional Resources

- 3. District Adopted Procedures
- 4. IJJ/IJK/IJKA/IJL/IJM Selection Policy for Instructional Materials and Programs
- 5. IJLA Library Resources

6. KE - PUBLIC COMPLAINTS

These policies were last reviewed and revised in 2012 and then again reviewed and revised when MASC reviewed the entire policy manual in 2013. It was decided that Assistant Superintendent Fedorowicz will lead a review of the District Adopted Procedures governing the implementation of these policies and we will meet again in November to discuss the results. Finally, we also reviewed policies JH Student Absences and Excuses Policy & JE Attendance Policy. Superintendent Nelson will consult with school building leaders on potential updates to these policies.

8. Equity Sub-Committee: Mr. Chisholm reported that the committee met on October 13th, he reported that Central Office did a great job at explaining the purpose of this committee, they explained what the role of the Equity Sub-Committee has been in the past, he indicated that Supt. Nelson used the word "task force" and he explained that was not the intent, the need is a "sounding board" an "advisory" to give feedback to central office around policy and procedures that are being put in place. He reported that they also reviewed the mission statement of the Equity Sub-Committee and they talked about at length about the tools that are in place right now. They also talked about making resources available to parents so that they feel heard and understood and also helping children to know what is expected of them when they are in our community.

Ms. Duggan reported to the Committee that she will be attending the three day MASC Conference in Hyannis on November 3rd, 4th and 5th and will report back to the school committee next month.

IX. Future Business A. Timeline

Chairperson Hartley reported:

The next meeting of the Rochester School Committee is Thursday – November 17, 2022 @ 6:30pm in person at Rochester Memorial School.

The next meeting of the Joint School Committee is Thursday – November 7, 2022 @ 6:30pm in person at the Media Room at the Jr. High School.

X. Open Comments: Ms. Hartley read the open comment policy.

The following open comments were heard:

Rhonda Baptiste, Rochester Resident made the following statement: Ms. Baptiste explained that she was going to share a letter signed by 631 community members (54 who reside outside of the Tri-Town, but have ties to our community).

As members of the Old Rochester Regional School District community, we are speaking out against the efforts to suppress, demonize and ban books from our district's school libraries. These attempts target books by and about LGBTO+, Black people, Indigenous people and people of color. These groups are underrepresented in books in our schools, despite recent school district efforts to provide greater access to books which reflect the diverse makeup of our community. These achievements should be celebrated, not impeded. A parent has a right to decide which books their own children may read, but no single parent or community member has that right over another's child. Access to books and information is integral to a healthy democracy, economic growth and a more compassionate society. Engaging in reading builds empathy. When kids read books centered on someone different from them, they learn to see others as fully human. Recognizing the humanity of others creates a community of compassion and prevents hatred, cruelty, bullying and bigotry. When our young scholars, who are minorities in their communities, read books elevating characters like them, they feel validated and seen. They receive the message: You matter. Attempts to ban books highlighting underrepresented kids sends them the message: You shouldn't exist; your story doesn't matter and we don't want our kids to empathize with you. This is a dangerous message which can result in grave consequences, like depression, self-harm and suicidal ideation. No child should feel like they are unworthy and undeserving of love and respect. We hope for a positive future, free from fear and prejudice; where all of us work together and support each other to create and foster a diverse community built on common ground. Sharing our unique stories and identities is the best way to build that common ground. We stand with our dedicated educators, teachers, librarians and all those who seek to better the lives of our kids. Education should be about expanding minds and broadening perspectives, not narrowing thoughts.

Sarah Bernier, Rochester Resident made the following statement:

I moved to this area six years ago for the schools from Westport when I was pregnant with my second child, I now have three two of which are here at Rochester Memorial School and the third will be here next Fall and I'm very pleased with the school, the children are thriving, I'm very pleased with Mr. Medeiros, but as I become more involved, listening, coming to meetings, talking to parents throughout the Tri-Town I feel like my eyes and my ears are getting in tone, I don't really have any concerns with my children at the elementary level I feel like they are safe and protected, but I do start to have concerns as my children move on to the Jr. High and High School and this book issue is kind of highlighting that, I don't think any of us disagree fundamentally with what Rhonda said, but she also not being transparent, a lot of those books that are asking to be "banned" are sexually explicit and in my opinion they are pornographic and I'm opposed to sexually explicit written and illustrated content in the school libraries, it doesn't matter if it's between any two types of human beings, or what sexual preference they have, none of those books should be in the school libraries, they can be in a public library, kids can find stuff on the internet, but let me parent my child at home with safe non pornographic books. I haven't read all of them, but some of them should not be in schools and other similar books with heterosexuals should also not be in schools. Schools in my opinion should teach the basics, I don't need schools to teach about gender, to teach about race, to teach about politics, to teach about any of those things, let me as the parent do that. Those are my concerns and I don't have much faith that an open comment section of the school committee anything is going to happen, really the only thing that will bring awareness is the parent groups on social media, and the reason I raise my voice tonight is because maybe there are other parents out there that think they are not represented so I just wanted to share my thoughts in case other people feel the same way.

Peggy Dube, Mattapoisett Resident made the following statement:

I just quickly want to say if my biggest concern as a parent right now over the past few years is the "pornographic books" in the school library I think we are missing the big picture. Racism and equality, there are economic challenges that are kids are facing every day, these are not big issues, if a kid reads a book, sorry, not many children read books, but they do look at their phones, all of the things that are in issue right now are really accessible to them, so I think our bigger concern as parents should be that we are not all represented. I have three white so far straight children, I am not concerned for their safety, I am concerned about people in their community who are underrepresented and underserved, so my focus is to see that those groups of people who have historically been oppressed are brought to light and supported and I don't care about the books that they may or may not read.

Ben Bailey, Rochester Resident made the following statement:

Look let's cut through this bologna here, this is not about books about poor oppressed people, this is about books that have sexually explicit images in them. This issue is going on all across the country where sexually explicit books are being introduced into school libraries and into the classrooms and it is taking the responsibility for sex education away from parents and this an attempt to drive wedges between parents and children, and it's trying to put in the hands of people outside of the home, now acts that are depicted in these graphic novels are illegal in children of this age, which would be considered child pornography, if my neighbor was handing that out to a child he would be put in jail, but librarians are somehow exempt, teachers are somehow exempt. Parents are furious, this is not the job of the schools to present sexually explicit materials to children and to try and to gloss this over as to somehow underrepresenting poor oppressed people, this is not black people, this is not Hispanic people, this is not economically disadvantaged people that we are talking about, no one is talking about removing those books from the school that talk about those struggles, we are talking about getting rid of sexually explicit books being shown to minors and children, that's a parents responsibility, that's what we object to and we are not going to let the issue go.

Matthew Bache, Rochester Resident made the following statement:

I have two kids here at that school, Mr. Medeiros, Mr. West, you guys do a great job, my wife always talks about you guys, I saw the pictures on Facebook so I thought I bought on them on Amazon, I don't like the books, so I came here because of it, you guys have common sense, its pedophilia, if you're handing those out to kids there something weird about that, I wouldn't hand it out to a kid, and I know you guys are thinking to yourself, I probably wouldn't do it either, that's all it wanted to say, other than that everything is cool. Thank you.

Chairperson Hartley thanked everyone for attending the meeting and their comments.

XII. EXECUTIVE SESSION

MOTION:

by Mr. Chisholm at 7:51 p.m. to enter executive session for the purpose of exception #4 and exception #7

SECOND:by Ms. Fernandes5:0 ROLL CALL:Chisholm: yes, Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes

MOTION:by Ms. Fernandes to go come out of Executive Session at 8:08 pm only to
adjournSECOND:by Ms. Rounseville5:00 ROLL CALL:Chisholm: yes, Duggan: yes, Rounseville: yes, Hartley: yes, Fernandes: yes

MOTION to adjourn at 8:09 p.m. by Ms. Rounseville SECOND: by Ms. Duggan

Submitted, Diana Russo, School Committee Secretary

Rochester Memorial MCAS Data Presentation Rochester School Committee November 17, 2022

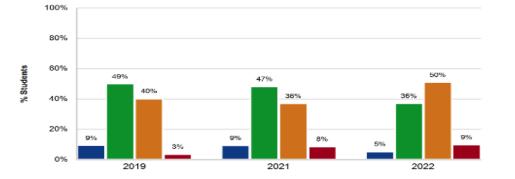
Rochester Memorial School 16 Pine St. Rochester, MA 02703

Exceeding Expectations	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations 500-529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations 470-499	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations 440-469	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Student Growth Percentiles (SGPs) provide a measure of how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately for ELA and mathematics in grades 4-8 and 10 and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to the achievement of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth for that school or student group.

SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP. Averages are rounded to the nearest whole number for presentation beginning in 2022.

Rochester Memorial Achievement from 2019-2022 for English Language Arts



Student Group : All Students

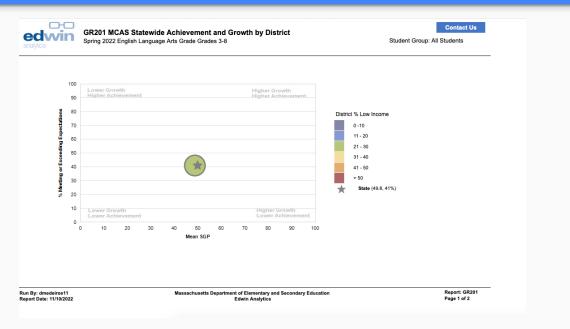


	20	19	20	21	2022		
	District	State	District	State	District	State	
Exceeding Expectations	9%	10%	9%	8%	5%	6%	
Meeting Expectations	49%	42%	47%	38%	36%	35%	
Partially Meeting Expectations	40%	37%	36%	38%	50%	42%	
Not Meeting Expectations	3%	11%	8%	16%	9%	17%	
Average Scaled Score	504	501	501	497	497	494	
N Students	291	424,052	293	395,744	311	400,101	
Participation Rate			100%	95%	99%	99%	
Mean SGP	54	50	40	36	49	50	

District Achievement versus the State Achievement for English Language Arts

	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	9%	10%	9%	8%	5%	6%
Meeting Expectations	49%	42%	47%	38%	36%	35%
Partially Meeting Expectations	40%	37%	36%	38%	50%	42%
Not Meeting Expectations	3%	11%	8%	16%	9%	17%
Average Scaled Score	504.5	501.2	501.4	496.5	497	494
N Students	291	424,052	293	395,744	311	400,101
Participation Rates			100%	95%	99%	99%
Mean SGP	54.2	49.9	40.3	35.8	49.0	50.0

English Language Arts Growth





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Grade 3 ELA Item Analysis



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS English Language Arts Grade 3 All Students District: Rochester School: Not Applicable

All Students: 72 Standards: MA 2017 Standards

			Ite	m Information		,	6 Possible Po	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
	SR	LA	L.PK-12.4	Determine the meaning of the word based on the story.	1	78%	71%	Z
2	SR	RE	R.PK-12.5	Identify the effect of a repeated phrase in the story.	1	49%	49%	0
3	SR	RE	R.PK-12.3	Identify a description of an object using details from the story.	1	50%	53%	-3
4	SR	RE	R.PK-12.7	Determine how illustrations support the overall understanding of the story.	1	81%	80%	1
5.	SR	RE	R.PK-12.5	Identify the purpose of a given section of the story.	1	68%	68%	0
8	SR	BE	R.PK-12.5	Determine the main idea shared by paragraphs from the story.		79%	73%	6
Z	SR	RE	R.PK-12.6	Identify the author's feelings about an object in the story.	1	65%	61%	4
8	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	89%	84%	5
9	SR	RE	R.PK-12.7	Determine the purpose of a text feature in the passage.	1	63%	59%	4
10	SR	BE	R.PK-12.2	Identify the main idea of the passage.	1	75%	61%	14
11	SR	RE	R.PK-12.9	Identify a difference in ideas between the story and the passage.		64%	52%	12
12	SR	BE	R.PK-12.9	Determine and compare the authors' purposes for writing in the story and in the passage.	2	47%	40%	Z
13	CR	RE	R.PK-12.9	Write a paragraph that compares an important point presented in both the story and the passage, using important details from both texts.	3	37%	35%	2
14	SR	RE	R.PK-12.1	Identify an individual's thoughts using information from the article.	1	67%	71%	-4
15	SR	LA	L.PK-12.4	Determine the meaning of a word in context and choose evidence from the article that best supports the meaning.	2	88%	78%	10
16	SR	LA	L.PK-12.4	Identify the word from the article that supports the meaning of a content area word.		67%	62%	5
<u>17</u>	SR	RE	R.PK-12.2	2.2 Determine the main idea of a section of the article. 1 57% 5		55%	2	
18	SR	LA	L.PK-12.4	Determine the meaning of a word in context.		67%	62%	5
19	SR	RE	R.PK-12.3	Identify a similarity using information from the article.	1	50%	46%	4

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Grade 3 ELA Item Analysis continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS English Language Arts Grade 3 All Students District: Rochester School: Not Applicable

All Students: 72 Standards: MA 2017 Standards

			Ite	em Information		9	6 Possible P	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-Stat Diff.
20	SR	RE	R.PK-12.2	Identify the purpose of an object from the article.	1	75%	74%	1
21	SR	BE	R.PK-12.3	Identify what is suggested about a character in the passage.		85%	79%	6
22	SR	RE	R.PK-12.3	Identify how a character feels and choose evidence from the passage that best supports the feeling. 2		65%	67%	-2
23	SR	LA	L.PK-12.4	Determine the meaning of a word in context and choose evidence from the passage that best supports the meaning.	2	71%	66%	5
24	SR	RE	R.PK-12.3	Identify a character's thoughts based on information from the passage.	1	67%	68%	-1
25	SR	RE	R.PK-12.1	Identify a character's problem using information from the passage.	1	81%	77%	4
26	SR	RE	R.PK-12.3	Determine a character's motivation in the passage.	1	72%	70%	2
27	SR	BE	R.PK-12.4	Interpret the meaning of a phrase in the passage.		89%	82%	2
28	SR	RE	R.PK-12.2	Determine how a character's actions support the main idea of the passage.	1	65%	67%	-2
29	SR	BE	R.PK-12.6	Identify the narrator of the passage.		75%	67%	8
30	SR	LA	L.PK-12.4	Identify the types of figurative language used throughout the passage.	2	64%	60%	4
31.	ES			Write a story describing what might happen next in the passage.	7	23%	24%	-1
Total*					44	59%	57%	
WR31.	ES	WR	W.PK-12.3 W.PK-12.4	Essay 31 Writing (idea development)	4	13%	17%	-4
LA31	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 31 Language (conventions)	3	36%	33%	3

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>>

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Grade 4 ELA Item Analysis



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS English Language Arts Grade 4 All Students

District: Rochester School: Not Applicable

All Students: 91 Standards: MA 2017 Standards

				9	Possible P	oints		
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	RE	R.PK-12.8	Determine the main idea of a section of the passage.	1	60%	65%	-5
2	SR	RE	R.PK-12.2	Identify the most important task individuals complete and choose evidence from the passage that best supports the response.	2	81%	73%	8
3	SR	LA	L.PK-12.5	Determine the meaning of a phrase based on information 1 85%		85%	78%	R
	SR	BE	R.PK-12.1	Make an inference using details from the passage.		66%	60%	6
8	SR	BE	R.PK-12.4	Determine the meaning of a word in context.		78%	73%	5
8	SR	BE	R.PK-12.1	Make an inference based on information from the passage.		82%	69%	13
z	SR	RE	R.PK-12.2	Determine the main idea of a paragraph in the passage.		91%	80%	11
8	SR	LA	L.PK-12.3	Identify the effect of punctuation used in the passage.	1	48%	55%	-7
9	SR	RE	R.PK-12.5	Determine the purpose of two paragraphs in the passage.	1	52%	48%	4
10	SR	RE	R.PK-12.1	Make an inference based on information from the passage.	1	70%	78%	-8
11	SR	RE	R.PK-12.1	Identify what topics several details from the passage are related to.	2	68%	67%	1
12	CR	RE	R.PK-12.3	Write a paragraph that explains the importance of teamwork, using important details from the passage as evidence.	3	40%	40%	0
13	SR	RE	R.PK-12.7	Determine how an illustration contributes to the understanding of the story.	1	36%	43%	-7
14	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	62%	66%	4
15	SR	RE	R.PK-12.3	Identify the feelings of a character described in the story.	1	78%	77%	1
16	SR	LA	L.PK-12.4	Determine the meaning of an affix.	1	64%	69%	-5
17	SR	RE	R.PK-12.4	Determine what is described by a word used in the story.	1	64%	69%	-5
18	SR	RE	R.PK-12.4	Determine the meaning of a phrase in context.	1	56%	60%	-4
19.	SR	LA	L.PK-12.5	Determine what a simile suggests about a character from the story.	1	58%	58%	0
20	SR	RE	R.PK-12.5	Identify the importance of a section in the story.	1	41%	39%	2

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Grade 4 ELA Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS English Language Arts Grade 4 All Students District: Rochester School: Not Applicable

All Students: 91 Standards: MA 2017 Standards

			Ite	m Information		% Possible Points			
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.	
21	SR	BE	R.PK-12.5	Determine the importance of a given section to the overall story.		59%	52%	R	
22	SR	LA	L.PK-12.5	Identify what a phrase suggests about characters in the story.	1	74%	73%	1	
23	SR	RE	R.PK-12.3	Determine what a paragraph suggests about a character and choose evidence from the story that supports the suggestion.	2	59%	57%	2	
24	SR	BE	R.PK-12.2	Identify a detail that supports the theme of the story.	1	67%	61%	6	
25	SR	RE	R.PK-12.3	Identify how a character in the story feels and choose evidence that best supports the feeling.	2	62%	61%	1	
26	SR	BE	R.PK-12.4	Determine the meaning of a phrase used in the story.	1	54%	42%	12	
27.	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	51%	49%	2	
28	SR	RE	R.PK-12.2	Identify a theme of the story.	1	71%	71%	0	
29	SR	RE	R.PK-12.6	Identify the narrator of the story.	1	96%	91%	5	
30.	SR	LA	L.PK-12.2	Identify the purposes of punctuation used in sentences from the story.	2	54%	50%	4	
31	ES	-	-	Write a narrative that describes what will most likely happen next in the story.	7	34%	34%	0	
Total*					44	58%	57%		
WR31	ES	WR	W.PK-12.3 W.PK-12.4	Essay 31 Writing (idea development)	4	31%	29%	2	
LA31	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 31 Language (conventions)	3	38%	41%	-3	

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>>

Grade 5 ELA Item Analysis



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS English Language Arts Grade 5 All Students District: Rochester School: Not Applicable

All Students: 64 Standards: MA 2017 Standards

			Ite	m Information		% Possible Points		
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
	SR	RE	R.PK-12.5	Identify what a given section of a passage shows about a character.		84%	78%	6
2	SR	LA	L.PK-12.4	Determine which meaning of a multiple-meaning word is used in a passage.		70%	66%	4
3	SR	LA	L.PK-12.3	Identify the effect of italicized words in a given section of a passage.	1	78%	76%	2
4	SR	RE	R.PK-12.5	Explain how a specific scene contributes to the development of a passage.	1	80%	83%	-3
5.	SR	RE	R.PK-12.1	Make an inference about a character based on details from a passage.	1	67%	67%	0
6	SR	RE	R.PK-12.4	Determine the effect of figurative language in a passage.	1	83%	81%	2
Z	SR	RE	R.PK-12.5	Determine the purpose of given paragraphs in a passage.	1	78%	73%	5
8	SR	RE	R.PK-12.2	Identify a sentence that summarizes a section of a passage.	1	73%	73%	0
9	SR	RE	R.PK-12.6	Determine the effect that the point of view has on a passage.	1	81%	79%	2
10	SR	RE	R.PK-12.2	Determine a theme of a passage and choose evidence from the passage that best supports the theme.	2	53%	55%	-2
11	SR	RE	R.PK-12.5	Determine which details from a passage describe elements of the plot of the passage.	2	73%	80%	-7
12	ES	-	-	Write a narrative describing what happens next in a passage.	7	29%	31%	-2
13	SR	RE	R.PK-12.1	Identify information explicitly stated in the text.	1	92%	91%	1
14	SR	RE	R.PK-12.3	Identify a challenge that an individual describes in a passage.	1	94%	90%	4
15	SR	LA	L.PK-12.4	Determine which meaning of a multiple-meaning word is used in a passage and choose evidence from the passage to support the meaning.	2	80%	70%	10
16	SR	LA	L.PK-12.3	Determine the purpose of parenthetical information.	1	91%	78%	13
17	SR	RE	R.PK-12.8	Identify an idea developed by a given section of a passage.	1	69%	62%	Z
18	SR	RE	R.PK-12.6	Identify how the narrator's point of view supports understanding of a passage.	1	78%	79%	-1

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Grade 5 Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS English Language Arts Grade 5 All Students District: Rochester School: Not Applicable

All Students: 64 Standards: MA 2017 Standards

			Ite	em Information		9	Possible P	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
19	SR	RE	R.PK-12.2	Determine which statement an individual from a passage would agree with		78%	72%	6
20	SR	LA	LPK-12.5	Identify a word relationship in context.		97%	91%	6
21	SR	RE	R.PK-12.5	Determine the purpose of paragraphs in a passage.		63%	60%	3
22	SR	LA	L.PK-12.5	Determine the meaning of figurative language in a passage	1	86%	82%	4
23	SR	RE	R.PK-12.4	Determine the meaning of a word in context.		78%	70%	8
24	SR	RE	R.PK-12.8	Identify information that supports a specific point in an article.		72%	61%	11
25	SR	LA	L.PK-12.4	Determine the meaning of a word in context.		91%	82%	9
26	SR	RE	R.PK-12.3	Identify an event that occurred in an article.	1	53%	49%	4
27.	SR	RE	R.PK-12.8	Identify the feeling developed in a section of an article and choose evidence from the article that best supports the answer.	2	76%	75%	1
28	SR	RE	R.PK-12.2	Identify a summary of an article.	1	41%	41%	0
29	SR	RE	R.PK-12.9	Compare information from a passage and an article about similar topics.	1	94%	89%	5
30	SR	RE	R.PK-12.6	Identify whether ideas are presented in a passage, an article, or both.	2	60%	51%	9
31	ES	-		Write an essay that explains the feelings of individuals in a passage and an article. Use information from the passage and the article as evidence.	7	35%	33%	2
otal*					48	63%	60%	
WR.12	ES	WR	W.PK-12.3 W.PK-12.4	Essay 12 Writing (idea development)	4	20%	23%	-3
LA12	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 12 Language (conventions) 3 42%		41%	1	
WR31	ES	WR	W.PK-12.2 W.PK-12.4	Essay 31 Writing (idea development) 4 30%		28%	2	
LA31	ES	LA	LPK-12.1 LPK-12.2 LPK-12.3	Essay 31 Language (conventions)	3	42%	39%	3

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Grade 6 ELA Item Analysis



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS English Language Arts Grade 6

District: Rochester School: Not Applicable

All Students: 83 Standards: MA 2017 Standards

All Students

			Ite	m Information		9	% Possible P	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	RE	R.PK-12.5	Analyze how a paragraph contributes to the development of ideas in an article.	1	71%	68%	3
2	SR	RE	R.PK-12.4	Identify context to support the meaning of a phrase.	1	69%	61%	8
8	SR	LA	L.PK-12.2	Determine the function of punctuation used in a sentence.	1	83%	64%	19
4	SR	RE	R.PK-12.4	Determine the author's tone in an article.	1	84%	81%	3
5	SR	LA	L.PK-12.4	Determine the meaning of a word in context and choose evidence from a passage that supports the meaning.	2	73%	69%	4
6	SR	RE	R.PK-12.4	Determine how a phrase impacts meaning in a passage.	1	72%	63%	9
z	SR	RE	R.PK-12.3	Analyze how an idea about a character is developed in a passage.	1	86%	82%	4
8	SR	RE	R.PK-12.3	Analyze a character's feelings in a passage.	1	93%	87%	6
9	SR	RE	R.PK-12.8	Determine how a statement made in a fictional passage could be supported by evidence from an informational article.	1	71%	71%	0
10	SR	RE	R.PK-12.9	Identify how a concept developed in an article is similar to a concept developed in a passage.	1	52%	53%	-1
11	SR	RE	R.PK-12.6	Determine a point of view shared by the authors of an article and a passage on the same topic and choose supporting evidence.	2	57%	53%	4
12	ES	-		Write an essay that explains how an idea is developed in an article and a passage; use information from both texts to support the explanation.	8	34%	36%	-2
13	SR	RE	R.PK-12.8	Determine how the author supports a specific claim in an article.	1	42%	40%	2
<u>14</u>	SR	RE	R.PK-12.5	Determine the effect of a particular sentence structure in a portion of an article.	1	45%	42%	3
15	SR	RE	R.PK-12.2	Identify a detail that supports a central idea in an article.	1	81%	73%	8
16	SR	LA	L.PK-12.5	Analyze figurative language in an article.	1	84%	83%	1
17	SR	RE	R.PK-12.7	Analyze a photograph to further understand a key idea presented in an article.		66%	56%	10
18	SR	RE	R.PK-12.1	Determine a question that is unanswered in an article.	1	61%	60%	1

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Grade 6 ELA Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

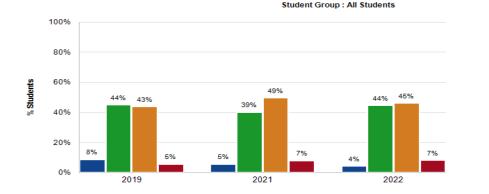
Spring 2022 MCAS English Language Arts Grade 6 All Students District: Rochester School: Not Applicable

All Students: 83 Standards: MA 2017 Standards

			Ite	m Information		% Possible Points			
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.	
19	SR	RE	R.PK-12.3	Determine unique and shared characteristics of animals described in an article.	2	57%	53%	4	
20	SR	BE	R.PK-12.5	Analyze how a specific paragraph in a passage contributes to the development of the plot.		75%	59%	16	
21	SR	RE	R.PK-12.5	Analyze how a specific paragraph helps develop a passage.	1	72%	73%	-1	
22	SR	LA	L.PK-12.2	Determine the function of punctuation used in a sentence.	1	82%	80%	2	
23	SR	LA	L.PK-12.5	Analyze the effect of figurative language in a passage and choose a detail in the passage that creates a similar effect.	2	56%	57%	-1	
24	SR	RE	R.PK-12.4	Determine the tone of a passage based on a portion of the text.	1	89%	80%	9	
25	SR	RE	R.PK-12.6	Analyze how an author reveals a character's point of view.	1	77%	68%	9	
26	SR	RE	R.PK-12.4	Analyze the impact of word choice in a passage.	1	77%	71%	6	
27.	SR	RE	R.PK-12.1	Make an inference about a character in a passage.	1	71%	71%	0	
28	SR	RE	R.PK-12.3	Analyze how a character feels at different points of a passage.	2	68%	68%	0	
29	SR	RE	R.PK-12.6	Analyze how an author uses point of view to develop a character.	1	59%	57%	2	
<u>30</u>	SR	RE	R.PK-12.2	Determine a theme of a passage.	1	73%	71%	2	
<u>31</u>	ES	-	-	Write an essay explaining the methods used by an author to make a passage interesting; use details from the passage to support your explanation.	8	36%	37%	-1	
Total*					50	58%	56%		
WR12	ES	WR	W.PK-12.2 W.PK-12.4	Essay 12 Writing (idea development)	5	27%	30%	-3	
LA12	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 12 Language (conventions)	3	45%	47%	-2	
WB31	ES	WR	W.PK-12.2 W.PK-12.4	Essay 31 Writing (idea development)	5	31%	32%	-1	

Massachusetts Department of Elementary and Secondary Education Edwin Analytics

Rochester Memorial Achievement from 2019-2022 for Math





	20	19	20	21	2022		
	District	State	District	State	District	State	
Exceeding Expectations	8%	9%	5%	5%	4%	6%	
Meeting Expectations	44%	40%	39%	29%	44%	33%	
Partially Meeting Expectations	43%	39%	49%	45%	45%	43%	
Not Meeting Expectations	5%	12%	7%	22%	7%	17%	
Average Scaled Score	502	499	498	490	498	493	
N Students	290	424,089	293	395,490	313	399,938	
Participation Rate			100%	95%	100%	99%	
Mean SGP	56	50	50	30	49	50	

District Achievement versus the State Achievement for Mathematics

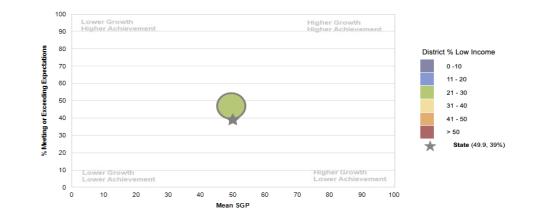
	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations	8%	9%	5%	5%	4%	6%
Meeting Expectations	44%	40%	39%	29%	44%	33%
Partially Meeting Expectations	43%	39%	49%	45%	45%	43%
Not Meeting Expectations	5%	12%	7%	22%	7%	17%
Average Scaled Score	501.8	499.2	497.8	489.7	498.0	493.0
N Students	290	424,089	293	395,490	313	399,938
Participation Rates			100%	95%	100%	99%
Mean SGP	56.1	49.9	49.6	30.4	49.0	50.0

Mathematics Growth



GR201 MCAS Statewide Achievement and Growth by District Spring 2022 Mathematics Grade Grades 3-8 Contact Us

Student Group: All Students



Rochester Memorial School 17 16 Pine St. Rochester, MA 02700

Grade 3 Math Item Analysis



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Mathematics Grade 3 All Students District: Rochester School: Not Applicable

All Students: 73 Standards: MA 2017 Standards

			Ite	m Information		ę	6 Possible Po	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	MD	3.MD.A.2	Interpret a measurement, in increments of 25, from a diagram of a metric scale.	1	84%	79%	5
2	SR	OA	3.OA.A.2	Determine which word problem can be solved using a given division equation.	1	59%	64%	-5
3	SA	MD	3.MD.B.4	Create a line plot from a given set of data.	1	47%	43%	4
4	SR	NT	3.NBT.A.1	Round three-digit whole numbers to the nearest hundred.	1	78%	70%	8
5	CR	NF	3.NF.A.2	Plot points to show the location of fractions on a given partitioned number line and give instructions on how to determine where to plot a fraction greater than one on a given partitioned number line.	3	73%	70%	3
6	SA	OA	3.OA.A.4	Determine which whole numbers will make given division and multiplication equations true.		73%	55%	18
Z	SR	NF	3.NF.A.3	Identify the fractional equivalent of a given whole number.	1	11%	30%	-19
8	SA	OA	3.OA.B.6	Write a multiplication equation that can be used to help solve a given division equation.	1	53%	46%	
9	SR	GE	3.G.A.2	Identify the shaded areas of shapes that represent a given fraction.		86%	76%	10
10	SR	NT	3.NBT.A.3	Solve a word problem by multiplying a single-digit whole number by a multiple of 10.		79%	72%	
11	SA	OA	3.OA.D.9	Identify the next term in a given subtraction pattern.	1	60%	57%	3
12	SR	NT	3.NBT.A.1	In a real-world problem, select numbers that, when rounded to the nearest hundred, will equal a specified number.	1	60%	59%	1
13	SA	GE	3.G.A.2	Write the fraction that represents one part of a given circle that is divided into equal parts.	1	48%	43%	5
14	SR	NF	3.NF.A.3	From a given set of fractions, determine the fraction that is not equivalent to the other fractions.	1	36%	45%	-9
15	CB	MD	3.MD.C.7	Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure.	8	70%	54%	16
16	SR	OA	3.OA.D.8	Solve a two-step word problem involving addition and subtraction.	1	55%	53%	2

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Grade 3 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Mathematics Grade 3 All Students District: Rochester School: Not Applicable

All Students: 73 Standards: MA 2017 Standards

			Ite	m Information		9	% Possible Po	pints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1Z.	SR	OA	3.OA.A.1	Determine how a two-digit product can be expressed as equal groups of equal numbers of objects.	1	63%	60%	3
18	SA	OA	3.OA.A.3	Write a multiplication or division equation that can be used to solve a given word problem.	1	59%	54%	5
19	SA	NE	3.NF.A.1	Create a fraction model to represent a given fraction in the form a/b.		93%	86%	
20	SA	MD	3.MD.C.6	Determine the area of an irregular shape by counting the square tiles that cover it.	1	70%	69%	1
21	SA	NE	3.NF.A.1	Determine the fraction that is represented by a given fraction model.		92%	78%	14
22	SR	MD	3.MD.D.8	Given shapes and their dimensions, determine which shape has a specified perimeter and has the largest area.	8	48%	40%	8
28]	SA	OA	3.OA.C.7	Create a division expression that will have a given quotient.	1	59%	47%	12
24	SR	MD	3.MD.C.5	Determine the correct statement relating square units to the area of a given figure.	1	36%	40%	-4
25	SR	MD	3.MD.A.1	Measure a time interval given a start and end time shown on two different digital clocks.	1	75%	71%	4
26	SR	GE	3.G.A.1	Identify the mathematical names of shapes that share two given attributes.	1	41%	37%	4
27.	SR	NF	3.NF.A.3	Identify a fraction that is equivalent to a given fraction when both fractions are represented by models.	1	40%	41%	-1
28	CR	OA	3.OA.D.9	Identify a given subtraction pattern, extend another pattern using the same rule, and use properties of odd and even numbers to describe similar features in the two patterns.	3	27%	30%	-3
29	SA	GE	3.G.A.1	Determine which shapes are a specific type of quadrilateral.	1	25%	31%	-6
30	SR	MD	3.MD.C.7	Determine two expressions that can be used to find the area of a rectangle using the distributive property.	1	56%	54%	2
31	SR	NT	3.NBT.A.3	Solve a word problem by multiplying a single-digit whole number by a multiple of 10.	1	53%	48%	5
32	SR	NE	3.NF.A.1	Determine which fraction model represents a given fraction.		84%	77%	Z
33	SR	MD	3.MD.C.7	Complete an equation that can be used when decomposing a rectilinear figure to find the total area.	1	19%	28%	-9

Grade 3 Math Item Analysis Continued

Contact Us



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 3 All Students

District: Rochester School: Not Applicable

All Students: 73 Standards: MA 2017 Standards

			Ite	m Information		9	% Possible Po	ints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
34.	SR	OA	3.OA.B.6	Determine the multiplication equation that can be used to solve a division word problem.	1	42%	48%	-6
35	SA	OA	3.OA.B.5	Determine the missing factor that can be used with the distributive property to find equivalent products.	1	41%	43%	-2
36	SR	NF	3.NF.A.2	Plot a point on a partitioned number line to show the location of a unit fraction.	1	73%	74%	-1
37	CR	NE	3.NBT.A.2	Solve word problems involving addition and subtraction with three-digit whole numbers.	8	48%	42%	6
38	SA	OA	3.OA.A.3	Use an array to write a multiplication equation that matches a division equation.		73%	68%	5
39	SR	MD	3.MD.B.3	Solve a one-step "how many more" problem using a given bar graph.		82%	74%	8
40	SR	GE	3.G.A.1	Identify the true statements about attributes of three types of quadrilaterals.	1	21%	28%	-7
Total*					48	57%	54%	

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

Grade 4 Math Item Analysis



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 4 All Students

District: Rochester School: Not Applicable

All Students: 92 Standards: MA 2017 Standards

			Ite	em Information		9	Possible P	District-Stat Diff. -2 -6 1 1 -5 -11 3 2 2 2 -5
ltem No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-Stat Diff.
1	SR	NF	4.NF.B.3	Determine which addition equation involving fractions represents a given real-world context.	1	75%	77%	-2
2	SR	NT	4.NBT.B.4	Determine which set of student work given for a subtraction problem of a four-digit number minus a three-digit number is correct.	1	57%	63%	-6
3	SR	GE	4.G.A.1	Identify whether specified line segments and angles can be found in a given figure.	1	50%	49%	1
4	SR	NT	4.NBT.A.1	Determine which number has a digit with a value that is 10 times the value of a digit in a given number.	1	53%	58%	-5
5	SA	NF	4.NF.C.7	Write a comparison of two decimals to hundredths using the symbols >, <, or =.	1	49%	60%	-11
6	SA	GE	4.G.A.3	Identify the number of lines of symmetry in a given figure.	1	49%	46%	3
Z	SR	NT	4.NBT.B.6	Write related multiplication equations for given division equations that include a variable.		59%	52%	z
8	CR	MD	4.MD.A.3	Determine the area of a rectangle given the length and width, determine the width of a rectangle given the area and length, explain how it is possible for two rectangles with different areas to have the same perimeter, and solve a real-world problem involving rectangles with the same perimeter but with different areas.		51%	44%	z
9	SA	NF	4.NF.B.4	Solve a word problem by multiplying a fraction by a whole number.	1	60%	58%	2
10	SR	OA	4.OA.A.3	Solve a multi-step real-world problem using multiplication and division, and by interpreting a remainder.	1	40%	45%	-5
11	SA	MD	4.MD.A.1	Convert from a larger unit of measure to a smaller unit of measure using minutes and seconds and order measurements given in yards, feet, and inches.	2	30%	30%	0
12	SA	NT	4.NBT.B.5	Determine the product of a three-digit number and a one-digit number.	1	78%	75%	3
13	SA	MD	4.MD.C.6	Determine the measure of an angle shown with a drawing of a protractor.	8	78%	65%	13
14	SA	NE	4.NF.A.1	Determine the denominator that will make a fraction equivalent to a given fraction.		75%	59%	16

Grade 4 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Mathematics Grade 4 All Students District: Rochester School: Not Applicable

All Students: 92 Standards: MA 2017 Standards

			Ite	m Information		9	% Possible Po	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
15	CR	OA	4.OA.C.5	Determine the next step in a shape pattern, identify how many shapes will be in future steps, and demonstrate understanding of the relationships between different features of the pattern.	4	64%	63%	1
16	SR	NT	4.NBT.A.3	Round a multi-digit whole number to the nearest thousand, ten thousand, and hundred thousand.	1	50%	48%	2
17.	SR	NF	4.NF.C.5	Identify two fractions with denominators of 10 and 100 that are equivalent.	1	51%	55%	-4
18	SR	GE	4.G.A.2	Identify shapes that have at least one pair of parallel sides and at least one pair of perpendicular sides.	1	28%	30%	-2
19	SR	NF	4.NF.C.6	Identify the fraction that is equivalent to a given decimal.	1	70%	67%	3
20	SA	NF	4.NF.B.4	Use a visual fraction model to represent the product of a whole number and a unit fraction.	1	58%	57%	1
21	SR	GE	4.G.A.1	Identify all obtuse angles in a given two-dimensional figure.		49%	42%	2
22	CR	NT	4.NBT.A.2	Convert between numbers written in word form, expanded form, and number form; compare numbers in the different forms using $<$, $>$, or $=$; and critique the reasoning of a given estimate based on place value.		80%	69%	
23	SR	NF	4.NF.B.3	Determine the sum of two mixed numbers with like denominators.	1	58%	62%	-4
24	SR	OA	4.OA.A.1	Interpret a multiplication equation to complete written statements of multiplicative comparison.	1	43%	47%	-4
25	SA	NF	4.NF.C.6	Plot a point on a zoom number line that represents where a decimal that is equivalent to a given fraction is located.	1	71%	67%	4
26	SR	NF	4.NF.C.5	Add fractions with denominators of 10 and 100.	1	38%	58%	-20
27	SR	NF	4.NF.A.2	Determine if given comparisons between two fractions with unlike denominators are true.	1	45%	40%	5
28	SR	MD	4.MD.C.5	Identify which figure has a given angle measure.	1	92%	85%	2
29	SR	OA	4.OA.A.3	Solve a real-world problem using division and interpreting a remainder.	1	50%	47%	3
<u>30</u>	SA	OA	4.OA.A.1	Write an equation with a variable for the unknown that can be used to solve a given word problem involving multiplicative comparison.	1	67%	65%	2

Grade 4 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Mathematics Grade 4 All Students District: Rochester School: Not Applicable

All Students: 92 Standards: MA 2017 Standards

			Ite	m Information		9	% Possible Po	ints
item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
31.	SA	NT	4.NBT.B.4	Determine the sum of a five-digit number and a four-digit number.	1	74%	72%	2
32	CR	NF	4.NF.C.7	Identify the greatest decimal in a given group; compare decimals to hundredths using <, >, or =; write a decimal that is between two given decimals; and determine which decimal is closest to a given decimal.	4	42%	45%	-3
33.	SR	GE	4.G.A.3	Identify one, two, or three or more lines of symmetry for four different figures.	1	29%	28%	1
34.	SA	MD	4.MD.C.7	Determine the measure of an unknown angle when given the measurements of two angles and the sum of all three angles.	1	37%	40%	-3
35.	SR	NF	4.NF.A.2	Identify a fraction that will make a comparison statement with another fraction true.	1	43%	41%	2
36	SR	OA	4.OA.B.4	Identify composite numbers.	1	21%	25%	-4
<u>37</u>	SA	OA	4.OA.A.2	Solve a word problem involving multiplicative comparison and create an equation to represent a given multiplicative- comparison word problem.	2	56%	57%	-1
38	SA	MD	4.MD.B.4	Create a line plot to display a set of data given as fractions with different denominators.	1	28%	30%	-2
<u>39</u>	SA	MD	4.MD.A.2	Solve a word problem that involves expressing a larger metric unit of measure as a smaller metric unit of measure.	1	15%	22%	-7
40.	SR	GE	4.G.A.1	Identify the mathematical term that describes a given angle.	1	92%	89%	3
Total*					54	55%	53%	

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

Grade 5 Math Item Analysis



IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Mathematics Grade 5 All Students District: Rochester School: Not Applicable

All Students: 64 Standards: MA 2017 Standards

			Ite	m Information		5	% Possible Po	oints
item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	MD	5.MD.C.5	Determine the expression that can be used to find the volume of a right rectangular prism that is packed with unit cubes.	1	67%	76%	-9
2	SA	NT	5.NBT.A.4	Round a decimal to the nearest whole number.	1	63%	56%	2
3	SR	NF	5.NF.B.5	Determine the relationship between the value of an expression and its factors by comparing the size of the factor to 1.	1	48%	58%	-10
	SA	OA	5.OA.A.1	Place parentheses in an expression to make the expression equivalent to a given value.		66%	52%	14
5	SR	MD	5.MD.C.5	Determine the number of cubes that are used to create a figure when the length of one edge of the cube and the volume of the figure are given.	1	13%	14%	-1
6	SA	NT	5.NBT.A.3	Write a decimal number given in word form in number form.	1	81%	67%	14
Z	SR	NF	5.NF.B.4	Write the product of a whole number and a fraction as an equivalent expression with multiplication and division of whole numbers.	1	38%	51%	-13
8.	SR	NT	5.NBT.B.6	Find the quotient of a 4-digit dividend and a 1-digit divisor.	1	63%	67%	-4
9	CR	NT	5.NBT.B.7	Solve multi-step real-world problems using the four operations with given whole numbers and decimals to hundredths.	4	37%	41%	-4
10	SR	OA	5.OA.A.1	Determine the value of a given expression that has two operations and parentheses.	1	86%	81%	5
11	SR	NT	5.NBT.A.1	Compare the values of a digit in two different four-digit whole numbers.	1	36%	41%	-5
12	SR	MD	5.MD.B.2	Subtract mixed numbers to solve a problem involving information presented in a line plot.	1	47%	53%	-6
13	CR	GE	5.G.A.2	Graph a given ordered pair on a coordinate plane, give the ordered pair of a point on a coordinate plane, and interpret coordinate values of points in the context of the situation.	4	62%	58%	4
14	SR	NE	5.NF.B.7	Determine the quotient of a unit fraction divided by a whole number in a real-world context.		67%	60%	
15	SR	OA	5.OA.A.2	Identify equivalent numerical and word expressions.	2	34%	33%	1
16	SA	MD	5.MD.A.1	Compare lengths with measurements given in yards, feet, and inches and order from least to greatest.	1	28%	28%	0

Massachusetts Department of Elementary and Secondary Education Edwin Analytics

Grade 5 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 5 All Students

District: Rochester School: Not Applicable

All Students: 64 Standards: MA 2017 Standards

			Ite	em Information		9	6 Possible P	oints
tem No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
12	SA	NE	5.NF.A.1	Find the difference of two mixed numbers with unlike denominators.		58%	51%	z
<u>18</u>	SR	NF	5.NF.B.7	Determine the quotients of whole numbers divided by fractions in real-world contexts.	1	42%	42%	0
19	SR	MD	5.MD.C.5	Determine the total volume of two non-overlapping right rectangular prisms.	1	34%	39%	-5
20	SR	NF	5.NF.A.2	Solve a word problem by finding the sum of two mixed numbers with unlike denominators.	1	56%	58%	-2
21	SR	NT	5.NBT.A.2	Find the multiple of 10 that makes an equation true when multiplying a decimal by an unknown factor.	1	88%	89%	-1
22	SA	MD	5.MD.B.2	Create a line plot with data given in the form of fractions with different denominators.	1	48%	48%	0
23	SR	NT	5.NBT.A.2	Identify which whole number is equivalent to a given power of ten.	1	58%	69%	-11
24	CR	OA	5.0A.B.3	Extend two different addition patterns and explain the relationship between corresponding terms in the patterns.		60%	53%	R
25	SR	NT	5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths.	1	30%	48%	-18
26	CR	NF	5.NF.B.6	Solve real-world problems by finding the products of a whole number and a fraction, two fractions, a mixed number and a fraction, and two mixed numbers.	4	39%	38%	1
27.	SR	MD	5.MD.B.2	Use information from a given line plot to solve problems that involve adding and dividing fractions.	1	34%	31%	3
28	SA	NT	5.NBT.B.5	Determine the product of a two-digit whole number and a four-digit whole number.	1	41%	46%	-5
29	SR	NT	5.NBT.B.6	Write a division equation with a 4-digit dividend, a 1-digit divisor, and a variable quotient and then use the equation to solve a word problem.	1	41%	54%	-13
30	SR	NF	5.NF.B.3	Identify a fraction as division of the numerator by the denominator and solve a word problem with division of two whole numbers with a mixed number answer.	2	36%	53%	-17
31	SR	GE	5.G.B.3	Given a set of two-dimensional figures, identify which figures are rectangles.		69%	61%	8
32	SR	NF	5.NF.B.7	Determine the word problem that can be solved by dividing a unit fraction by a whole number.	1	45%	50%	-5

Grade 5 Math Item Analysis Continued





IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 5

Spring 2022 MCAS Mathematics Grade All Students District: Rochester School: Not Applicable

All Students: 64 Standards: MA 2017 Standards

			Iter	m Information		9	6 Possible Po	ints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
33	SR	MD	5.MD.C.4	Solve a word problem involving finding the volume of a right rectangular prism by counting unit cubes.	1	48%	66%	-18
<u>34</u>	SA	GE	5.G.A.1	Write the ordered pair that describes the location of a point plotted on a coordinate plane.	1	77%	75%	2
35	SR	NT	5.NBT.A.4	Round a given decimal number in thousandths to the nearest tenth.	1	64%	68%	-4
36	SR	GE	5.G.B.4	Determine if sets of quadrilaterals can also be classified as another quadrilateral.	1	20%	34%	-14
37.	SR	MD	5.MD.C.4	Determine the volume of a right rectangular prism, with dimensions in metric units, by counting the cubes that make up the prism.	1	39%	58%	-19
38	SR	NT	5.NBT.A.3	Compare values from a table that include mixed numbers and decimals.	1	30%	37%	-7
<u>39</u>	SR	NF	5.NF.B.4	Identify a real-world problem that represents a given multiplication equation with a unit fraction and a whole number.	1	25%	31%	-6
40.	SA	NT	5.NBT.B.5	Multiply a three-digit whole number by a two-digit whole number.	1	34%	44%	-10
Total*					54	48%	51%	

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

Grade 6 Math Item Analysis

Contact Us



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 6 All Students

District: Rochester School: Not Applicable

All Students: 83 Standards: MA 2017 Standards

			Ite	m Information			% Possible Po	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
	SA	RP	6.RP.A.3	Use the unit rate from a table to solve a real-world problem involving ratios.		93%	73%	20
2	SA	GE	6.G.A.3	Graph a quadrilateral given the coordinates of the vertices.	1	95%	69%	26
3	SR	RP	6.RP.A.1	Determine which part/part or part/whole ratios represent a given real-world situation.	1	59%	67%	-8
	CR	SP	6.SP.B.5	Given a dot plot representing a real-world context, answer questions related to measures of center and distribution of the data.		69%	51%	18
8	SR	NS	6.NS.C.6	Identify two ordered pairs represented on a coordinate plane.	1	86%	64%	22
8	SR	EE	6.EE.B.8	Identify the inequality that represents a constraint within a real-world context.		82%	59%	23
Z	SR	GE	6.G.A.1	Find the area of a figure by decomposing it into triangles and rectangles.	8	71%	49%	22
8	SA	EE	6.EE.A.1	Evaluate a numerical expression with exponents, using order of operations.	8	52%	34%	18
9	SR	RP	6.RP.A.2	Determine unit rates in a real-world situation.		80%	60%	20
10	SR	EE	6.EE.B.6	Determine which mathematical expression can be used to represent a given situation with a real-world context.		77%	58%	19
11	SR	NS	6.NS.C.6	Determine which numbers are on opposite sides of zero on a number line.		83%	67%	16
12	SR	EE	6.EE.C.9	Given the value of one variable, determine the value of another variable by analyzing the relationship of data shown on a coordinate plane.		72%	59%	13
13	SR	BP	6.RP.A.1	Determine which statement describes a given ratio relationship in a real-world context.		73%	62%	11
14	CR	EE	6.EE.A.2	Write expressions using substitution and use the expressions to solve real-world problems.	4	70%	53%	17
15	SR	NS	6.NS.B.3	Determine whether the given division equations involving multi-digit decimals are correct or not correct.	1	33%	24%	9
16	SA	NS	6.NS.A.1	Solve a word problem with real-world context using division of mixed numbers by mixed numbers.	8	47%	29%	18
1Z.	SR	RP	6.RP.A.3	Use ratio reasoning to convert between customary and metric measurement units in a real-world context.	2	43%	39%	4

Grade 6 Math Item Analysis Continued



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 6 All Students

District: Rochester School: Not Applicable

All Students: 83 Standards: MA 2017 Standards

			Ite	m Information		9	Possible P	oints
item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-Stat Diff.
18	SR	NS	6.NS.C.7	Order absolute value expressions from least to greatest value.		45%	29%	16
19	SR	SP	6.SP.A.3	Recognize measures of center for a real-world situation.		30%	23%	2
20	SA	GE	6.G.A.4	Use the net of a rectangular prism to find its surface area.		43%	26%	17
21	SA	NS	6.NS.C.7	Find the absolute value of a number.		94%	72%	22
22	SR	BP	6.RP.A.3	Solve a ratio problem using conversion of units within a measurement system.		86%	74%	12
23	SR	BP	6.RP.A.2	Determine the unit cost in a real-world situation.		80%	74%	6
24	SR	SP	6.SP.A.2	Determine the mean and the mode of a given data set.		77%	42%	35
25	SR	BP	6.RP.A.1	Given descriptions of real-world situations, determine whether the situations can be represented by part/part or part/whole ratios.		71%	63%	8
26	CR	GE	6.G.A.2	Solve a real-world problem involving volumes of right rectangular prisms.	4	45%	31%	14
27	SA	NS	6.NS.B.2	Determine the quotient of a four-digit dividend and a two-digit divisor.		60%	44%	16
28	SA	EE	6.EE.B.7	Determine the correct equation to model a real-world scenario, and use that equation to solve a real-world problem.	2	85%	60%	25
29	SR	SP	6.SP.A.1	Determine which questions are statistical questions.	1	25%	37%	-12
30	SR	SP	6.SP.B.4	Identify the box plot that represents a set of data.		69%	45%	24
31	SR	EE	6.EE.A.1	Represent the value of a given number as an expression with a whole number exponent.		87%	64%	23
32	SR	GE	6.G.A.1	Find the area of a composite figure.		54%	39%	15
33	SR	EE	6.EE.A.2	Identify the parts of a mathematical expression and evaluate the expression for a specific value.		45%	36%	9
34	SR	BP	6.RP.A.3	Solve a unit rate problem based on a given real-world context.		52%	43%	9
35	CR	NS	6.NS.B.4	Use the greatest common factor and least common multiple to solve a real-world problem.	4	48%	36%	12
36	SR	RP	6.RP.A.3	Use rate reasoning to solve a real-world problem involving fractions.	1	37%	39%	-2

Grade 6 Math Item Analysis Continued

Contact Us



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Mathematics Grade 6 All Students

District: Rochester School: Not Applicable

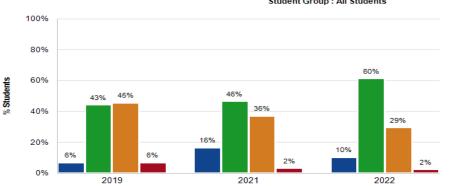
All Students: 83 Standards: MA 2017 Standards

			% Possible Points					
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
37	SR	EE	6.EE.B.5	Given a real-world context, find the possible values of the variable in an inequality.		7.8%	49%	29
38	SR	EE	6.EE.A.3	Use the properties of operations to factor an expression into an equivalent expression.	1	61%	30%	31
39	SR	EE	6.EE.A.4	Given an expression, select an equivalent expression.	1	24%	31%	-7
40	SR	EE	6.EE.A.4	Determine which expression is equivalent to a given expression.	1	39%	28%	- 11
Total*					54	62%	47%	

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>>

Grade 5 Science/Technology Achievement



	20	19	2021		2022		
	District	State	District	State	District	State	
Exceeding Expectations	6%	8%	16%	7%	10%	7%	
Meeting Expectations	43%	40%	46%	36%	60%	36%	
Partially Meeting Expectations	45%	39%	36%	39%	29%	40%	
Not Meeting Expectations	6%	12%	2%	19%	2%	18%	
Average Scaled Score	502	499	508	494	508	495	
N Students	67	72,051	83	65,182	63	65,967	
Participation Rate			100%	96%	98%	99%	

Student Group : All Students

MCAS Achievement Level Exceeding Expectations

- Meeting Expectations Partially Meeting Expectations
- Not Meeting Expectations

Rochester Memorial School 30 16 Pine St. Rochester. MA 02700

District Achievement versus the State Achievement for Science Technology

	2019 District	2019 State	2021 District	2021 State	2022 District	2022 State
Exceeding Expectations/ Advanced (2018)	6	8	16	7	10	7
Meeting Expectations/ Proficient (2018)	43	40	46	36	60	36
Partially Meeting Expectations/ Needs Improvement (2018)	45	39	36	39	29	40
Not Meeting Expectations/ Warning (2018)	6	12	2	19	2	18
Average Scaled Score/CPI (2018)	501.6	498.9	507.8	494.3	508.0	495.0
N Students	67	72,051	83	65,182	63	65,967
Participation Rates			100%	96%	98%	99%

Grade 5 Science Item Analysis



IT301 MCAS District and School Test Item Analysis Summary Spring 2022 MCAS Science and Technology/Engineering Grade 5 All Students

District: Rochester School: Not Applicable

All Students: 63 Standards: MA 2016 Standards Test Form: Regular

Item Information							9	% Possible Points		
Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.	
1	SR	LS	3.LS.3.1	Describe how traits are inherited from a mother and a father.	None	1	89%	85%	4	
2	SR	TE	4.PS.4.3	Determine that changing characters into a code is an example of encoding.	None		73%	47%	26	
a	SR	LS	3.LS.4.1	Use fossil evidence to support a claim that an organism once lived on land,	C. Evidence, Reasoning, and Modeling		59%	51%	8	
4	SR	ES	5.ESS.1.2	Complete a model that shows where a person on Earth would be experiencing night.	C. Evidence, Reasoning, and Modeling	1	71%	66%	5	
8	SR	TE	3.ETS.1.4	Determine the information needed to solve a design problem and identify that a prototype should be used to test the design solution.	None	2	73%	60%	13	
6	SR	LS	3.LS.4.4	Interpret data to explain how reducing the sunlight in an area will affect a type of organism living there.	B. Mathematics and Data	1	44%	49%	-5	
Z	SR	TE	5.ETS.3.1	Distinguish between an innovation and an invention given descriptions of two technologies.	C. Evidence, Reasoning, and Modeling		59%	43%	16	
8	SR	PS	4.PS.4.2	Complete a model to show how light reflects off an object and enters an eye in order for the object to be seen.	C. Evidence, Reasoning, and Modeling	1	41%	46%	-5	
9	SR	TE	4.ETS.1.3	Analyze a data table to determine which material should be used in a design solution to meet the criteria.	C. Evidence, Reasoning, and Modeling		89%	82%	Z	
10	SR	ES	3.ESS.2.2	Interpret seasonal climate data to describe the climate of an area.	B. Mathematics and Data		75%	67%	8	
	SR	ES	5.ESS.3.1	Compare two design solutions to determine which is more effective at reducing human impact on the local environment.	C. Evidence, Reasoning, and Modeling		73%	67%	6	
12	SR	PS	5.PS.1.1	Complete a particle model to show the phase change from a gas to a liquid.	C. Evidence, Reasoning, and Modeling		67%	46%	21	
13	CR	ES	5.ESS.2.1	Analyze climate data to compare the amount of water that becomes groundwater during different seasons and explain how two design solutions affect the amount of groundwater in an area.	C. Evidence, Reasoning, and Modeling	з	41%	32%	9	



Grade 5 Science Item Analysis Continued



All Students: 63

IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Science and Technology/Engineering Grade 5 All Students

Standards: MA 2016 Standards Test Form: Regular

District: Rochester School: Not Applicable

		% Possible Points							
tem No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.
14	SR	PS	3.PS.2.1	Complete a model to show the forces acting on an object that is not moving.	C. Evidence, Reasoning, and Modeling	1	78%	81%	-3
15	CR	PS	3.PS.2.3	Determine the orientation of magnets in an investigation, the result of replacing one magnet with a block of iron, and an energy conversion that takes place.	C. Evidence, Reasoning, and Modeling	а	44%	35%	9
16	CR	LS	4.LS.1.1	Identify a trait that helps provide camouflage to an organism and describe how another trait helps the organism survive in its environment.	C. Evidence, Reasoning, and Modeling	2	74%	61%	13
17	SR	ES	4.ESS.3.1	Identify that the energy and fuels humans use comes from natural resources and distinguish between renewable and nonrenewable energy sources.	None	2	60%	52%	8
<u>18</u>	SR	PS	5.PS.1.2	Complete a model to show the mass of a substance after a phase change.	B. Mathematics and Data	1	63%	58%	5
19	SR	LS	3.LS.1.1	Draw a conclusion from information about the life cycles of four animals.	B. Mathematics and Data		84%	68%	16
20	SR	TE	3.ESS.3.1	Determine which design solution will work best for a given situation.	None		71%	61%	10
21.	SR	LS	3.LS.4.2	Determine which plant has a survival advantage based on its characteristics.	C. Evidence, Reasoning, and Modeling	1	67%	77%	-10
22	SR	PS	4.PS.3.1	Identify the position at which a person has the greatest kinetic energy based on the person's speed.	B. Mathematics and Data	1	89%	87%	2
23	SR	ES	3.ESS.2.2	Interpret climate data to classify different climate regions.	B. Mathematics and Data		73%	60%	13
24	SR	TE	3.ESS.3.1	Identify which design solutions will reduce the impact of weather on a structure.	C. Evidence, Reasoning, and Modeling		83%	72%	ш
25	SR	TE	4.ETS.1.3	Describe how to improve a test of a design feature to identify failure points.	A. Investigations and Questioning		44%	37%	z
26	SR	PS	3.PS.2.4	Analyze a diagram to determine the correct orientation of a magnet for a design solution.	C. Evidence, Reasoning, and Modeling		68%	56%	12
27	CB	TE	3.ETS.1.2	Evaluate different designs using a list of criteria and constraints to determine whether each design meets the design requirements.	C. Evidence, Reasoning, and Modeling	з	51%	44%	R

Run By: dmedeiros11 Report Date: 11/10/2022 Massachusetts Department of Elementary and Secondary Education Edwin Analytics Report: IT301 Page 3 of 7

Grade 5 Science Item Analysis Continued



All Students: 63

IT301 MCAS District and School Test Item Analysis Summary

Spring 2022 MCAS Science and Technology/Engineering Grade 5 All Students

Standards: MA 2016 Standards Test Form: Regular

District: Rochester School: Not Applicable

				Item Information			9	6 Possible Po	oints
Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.
28	CR	LS	5.LS.2.2	Identify what could be measured to determine how well a composter works and describe changes to the composter to make it work better.	A. Investigations and Questioning	8	58%	41%	12
29	SR	PS	4.PS.4.1	Describe the transfer of energy and regular pattern of motion that occurs as a wave travels.	C. Evidence, Reasoning, and Modeling	2	73%	62%	
30	CR	PS	4.PS.3.3	Analyze data to determine in which collision an object had the greatest change in energy and describe how energy was converted during the collision.	B. Mathematics and Data	2	35%	29%	6
31	SR	ES	5.ESS.3.1	Analyze data to determine how a farmer could conserve water.	B. Mathematics and Data		75%	57%	18
32	SR	LS	5.LS.2.1	Identify the main role of bacteria in the cycling of matter in an ecosystem.	None		94%	79%	15
33	SR	LS	5.PS.3.1	Describe how food contains the energy and nutrients that animals need to survive.	None	1	90%	88%	2
34	SR	ES	4.ESS.2.1	Interpret a diagram to determine how a rock is being weathered.	None		79%	57%	22
35	SR	LS	5.LS.1.1	Determine the environmental conditions students should observe in an investigation about plant growth.	A. Investigations and Questioning	1	71%	70%	1
36	SR	PS	4.PS.3.2	Interpret a scenario to determine what form of energy is transferred.	None		78%	65%	13
371	SR	ES	5.ESS.2.2	Explain why a bar graph about the different sources of fresh water and salt water on Earth should be revised.	B. Mathematics and Data		87%	64%	23
38	SR	TE	3.ETS.1.4	Identify the best representation to help a person replicate a design solution.	None		68%	61%	
<u>39</u>	SR	ES	4.ESS.1.1	Determine that weathering and erosion played a role in the formation of a landscape.	None		81%	71%	10
40	SR	ES	5.ESS.3.2	Determine what to measure to see how well water filters work.	A. Investigations and Questioning		90%	72%	18
<u>41</u>	SR	LS	3.LS.4.1	Explain how a fossil of a marine organism may be found in a desert.	C. Evidence, Reasoning, and Modeling		81%	69%	12
otal*						54	66%	56%	

Areas of Strength - ELA

- In grade 3 our students outperformed the state by 14 and 12 points respectively on standard R.PK-12.2 Identify the main idea of the passage and R.PK-12.9 Identify a difference in ideas between the story and the passage.
- Our grade 4 students outperformed the state by 13 and 12 points respectively on standard R.PK-12.1 Make an inference based on information from the passage and R.PK-12.4 Determine the meaning of a phrase used in the story.
- Grade 5 students outperformed the state by 13 and 11 points respectively on standard L.PK-12.3 Determine the purpose of parenthetical information and R.PK-12.8 Identify information that supports a specific point in an article.
- Grade 6 students outperformed the state by 19 and 16 points respectively on standards L.PK-12.2 Determine the function of punctuation used in a sentence and R.PK-12.5 Analyze how a specific paragraph in a passage contributes to the development of the plot.
- Overall all grade levels average score fell within the 57th percentile of the state with our grade 3 and 6 scoring specifically in the 58th and 60th percentiles.

Areas of Strength - Math

- Our grade 3 students outperformed the state by 18 and 16 points in standards 3.0A.A.4 Determine which whole numbers will make given division and multiplication equations true and 3.MD.C.7 Determine the area of rectangles by counting squares or by multiplying the length times the width, and then determine the total area of a rectilinear figure.
- In grade 4 students outperformed the state by 16 and 13 points on standards 4.NF.A.1 Determine the denominator that will make a fraction equivalent to a given fraction and 4.MD.C.6 Determine the measure of an angle shown with a drawing of a protractor.
- Our grade 5 students outperformed the state by 14 points on both standards 5.0A.A.1 Place parentheses in an expression to make the expression equivalent to a given value and 5.NBT.A.3 Write a decimal number given in word form in number form.
- Our grade 6 students outperformed the state by 35 and 31 points on standards 6.SP.A.2 Determine the mean and the mode of a given data set and 6.EE.A.3 Use the properties of operations to factor an expression into an equivalent expression.
- Overall all grade levels average score fell within the 65th percentile of the state with our grade 3, 4 and 6 scoring specifically in the 57th and 87th percentiles.

Areas of Strength - Science

- Grade 5 students outperformed the state on several science standards including scores over the state average by 26 points on standard 4.PS.4.3 - Determine that changing characters into a code is an example of encoding. 23 points on standard 5.ESS.2.2 -Explain why a bar graph about the different sources of freshwater and saltwater on Earth should be revised and 22 points on standard 4.ESS.2.1 - Interpret a diagram to determine how a rock is being weathered.
- All students scored an average scaled score of 508 which is greater than the meeting expectations mark of 500.
- Overall our grade 5 average score fell within the 85th percentile of the state for the Science and technology/Engineering test.

Action Steps

- During common planning time professional learning community meetings all grade level teams will continue to analyze item analysis data to identify areas of concern in all ELA, math and science standards.
- We will continue to identify and plan ways to differentiate instruction during general instruction and use of our flex block in all grade levels in order to ensure students needs are being met through intervention or enrichment.
- All grade level teams will continue to progress monitor their students throughout the school year while using Aimsweb data to measure progress.
- The Rochester Memorial literacy team and the district literacy team will collaborate with the Hill for Literacy and participate in the DESE Lead for Literacy working group in analyzing the DESE Literacy guidance, the Science of Reading, and develop a district wide literacy plan.
- We will conduct after school acceleration camps in both ELA and math for those students performing in the bottom 20-25% of these content areas in order to close any learning gaps that may have arose during the pandemic.
- Content area specialists will continue to work with grade level teams on best instructional practices as well as working directly with students in all grade levels.

Questions

Old Rochester Regional School District



Massachusetts School Superintendency Union 55

Memo

То:	School Committee Members of Rochester
From:	Howard G. Barber, Assistant Superintendent of Finance & Operations
Cc:	Michael S. Nelson, Superintendent of Schools
Date:	November 14, 2022
Re:	Financial Report – Fiscal Year 2023

Financial Report:

Please find the following financial report in relation to the general funds of Rochester School District: • Budget Report by Department for October 31, 2022

For the purpose of our Financial Forecasting:

The Rochester School District currently has \$1,095,580 available of the general funds appropriated in the 2023 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the total \$6,637,793 appropriated to the District, consisting of both the Rochester School District and the one-time non-annual student resource package.

- ⋟ \$ 6,604,435 General Fund Operating
- \$ 33,358 Non-annual student resource package
- > <u>\$ 6,637,793</u> General Funds Approved
- \$ 5,542,213 Obligations Paid Year to Date
- \$ <u>\$ 1,095,580</u> Remaining Available Funds

Bristol County Agricultural High School enrolled student operational budget of \$289,698 costs is pending its first billing to be received for payment.

- > \$ 289,698 Bristol County Agricultural High School
- > <u>\$ 266,145</u> Obligations Paid Year to Date
- > <u>\$ 23,553</u> Remaining Available Funds

Fiscal Year: 2022-2023	VED BUDGET - GENERAL FUNDS			From Date:	7/1/2022	To Date:	6/30/2023	
	3 Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print					Range
	Exclude Inactive Accounts with zer						Dotall by Date I	tango
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
01.305.001.1107.06.37	CONFERENCE EXPENSE	\$300.00	\$0.00	\$0.00	\$300.00	\$535.00	(\$235.00)	-78.33%
01.305.001.1110.04.35	LEGAL COUNSEL	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.001.1110.04.36	MASC	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1110.05.36	MISCELLANEOUS	\$1,700.00	\$200.00	\$200.00	\$1,500.00	\$0.00	\$1,500.00	88.24%
01.305.001.1111.04.36	DOE AUDIT	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.001.1125.06.36	ADVERTISING	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
	Dept: SCHOOL COMMITTEE - 001	\$7,700.00	\$200.00	\$200.00	\$7,500.00	\$535.00	\$6,965.00	90.45%
01.305.004.1110.04.35	CENSUS	\$875.00	\$0.00	\$0.00	\$875.00	\$875.00	\$0.00	0.00%
01.305.004.1201.02.02	EXECUTIVE SECRETARY	\$2,600.00	\$0.00	\$0.00	\$2,600.00	\$6,473.41	(\$3,873.41)	-148.98%
01.305.004.1204.04.02	SOFTWARE CONSULTANT	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
01.305.004.1207.06.37	TRAVEL & CONFERENCES	\$2,660.00	\$0.00	\$0.00	\$2,660.00	\$0.00	\$2,660.00	100.00%
01.305.004.1210.01.02	SUPERINTENDENT	\$32,131.72	\$0.00	\$0.00	\$32,131.72	\$34,999.36	(\$2,867.64)	-8.92%
01.305.004.1210.02.02	EXEC ASST TO SUPT	\$12,655.24	\$0.00	\$0.00	\$12,655.24	\$0.00	\$12,655.24	100.00%
01.305.004.1210.04.33	ASSOCIATIONS & DUES	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	\$1,400.00	100.00%
01.305.004.1210.05.21	POSTAGE	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
01.305.004.1210.06.36	MISCELLANEOUS	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
01.305.004.1220.01.02	ASST SUPT OF CURRICULUM	\$22,735.00	\$0.00	\$0.00	\$22,735.00	\$21,178.16	\$1,556.84	6.85%
01.305.004.1220.02.02	CLERICAL	\$8,166.31	\$0.00	\$0.00	\$8,166.31	\$8,151.13	\$15.18	0.19%
01.305.004.1230.05.21	SUPPLIES	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
01.305.004.1410.01.02	ASST SUPT FINANCE & OPERATIONS	\$26,989.41	\$0.00	\$0.00	\$26,989.41	\$26,799.19	\$190.22	0.70%
01.305.004.1410.03.02	FINANCE OFFICE	\$30,247.85	\$0.00	\$0.00	\$30,247.85	\$30,265.07	(\$17.22)	-0.06%
01.305.004.1420.03.02	HUMAN RESOURCES	\$11,508.69	\$0.00	\$0.00	\$11,508.69	\$12,562.50	(\$1,053.81)	-9.16%
01.305.004.1450.04.27	COMPUTER SERVICES	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.2356.06.37	PROFESSIONAL DEVELOPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.004.4130.04.15	TELEPHONE	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.004.5300.04.21	COPIER RENTAL	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	Dept: SUPERINTENDENTS OFFICE - 004	\$162,019.22	\$0.00	\$0.00	\$162,019.22	\$141,303.82	\$20,715.40	12.79%
01.305.007.2210.03.02	SUBSTITUTE COORDINATOR	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
01.305.007.2210.04.33	ASSOCIATION DUES	\$500.00	\$239.00	\$239.00	\$261.00	\$0.00	\$261.00	52.20%
01.305.007.2210.05.22	SUPPLIES ADMINISTRATION	\$500.00	\$627.64	\$627.64	(\$127.64)	\$347.36	(\$475.00)	-95.00%
01.305.007.2210.05.23	SUPPLIES COPYING	\$3,500.00	\$1,283.42	\$1,283.42	\$2,216.58	\$1,720.86	\$495.72	14.16%
01.305.007.2210.05.24	SUPPLIES GENERAL SCHOOL	\$14,000.00	\$14,082.08	\$14,082.08	(\$82.08)	\$957.57	(\$1,039.65)	-7.43%
01.305.007.2210.05.25	POSTAGE	\$1,950.00	\$1,836.33	\$1,836.33	\$113.67	\$19.14	\$94.53	4.85%
01.305.007.2210.06.37	TRAVEL & CONFERENCES	\$250.00	\$343.15	\$343.15	(\$93.15)	\$0.00	(\$93.15)	-37.26%
01.305.007.2211.01.02	PRINCIPALS	\$130,355.06	\$49,278.20	\$49,278.20	\$81,076.86	\$78,845.21	\$2,231.65	1.71%
01.305.007.2211.02.09	PRINCIPAL'S SECRETARY	\$44,138.93	\$11,885.65	\$11,885.65	\$32,253.28	\$32,261.10	(\$7.82)	-0.02%
01.305.007.2212.02.08	AIDES SUPERVISORY	\$16,632.60	\$3,144.54	\$3,144.54	\$13,488.06	\$7,048.86	\$6,439.20	38.71%
01.305.007.2231.01.02	ASSISTANT PRINCIPAL	\$112,926.43	\$42,611.90	\$42,611.90	\$70,314.53	\$68,179.20	\$2,135.33	1.89%
01.305.007.2356.06.37	PROFESSIONAL DEVELOPMENT	\$27,000.00	\$20,503.00	\$20,503.00	\$6,497.00	\$4,350.00	\$2,147.00	7.95%
01.305.007.4230.04.28	MAINTENANCE OF EQUIPMENT	\$1,500.00	\$379.00	\$379.00	\$1,121.00	\$0.00	\$1,121.00	74.73%
01.305.007.5204.06.38	POSITION BONDS	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
01.305.007.5300.04.28	COPIER RENTAL Dept: ADMINISTRATION REG DAY - 007	\$7,920.00 \$363,273.02	\$2,569.60 \$148,783.51	\$2,569.60 \$148,783.51	\$5,350.40 \$214,489.51	\$5,230.40 \$198,959.70	\$120.00 \$15,529.81	1.52% 4.27%
01.305.010.2305.01.03	TEACHERS	\$1,950,997.00	\$451,259.22	\$451,259.22	\$1,499,737.78	\$1,456,737.60	\$43,000.18	2.20%
01.305.010.2325.03.34	SUBSTITUTES	\$50,000.00	\$7,574.19	\$7,574.19	\$42,425.81	\$0.00	\$42,425.81	84.85%
01.305.010.2350.05.23	SUPPLIES	\$2,500.00	\$331.61	\$331.61	\$2,168.39	\$405.00	\$1,763.39	70.54%
01.305.010.2350.06.37	TRAVEL, TRANS, CONFERENCES	\$5,000.00	\$3,158.00	\$3,158.00	\$1,842.00	\$2,474.00	(\$632.00)	-12.64%
01.305.010.2356.01.03	PROFESSIONAL DEVELOPMENT	\$12,000.00	\$175.00	\$175.00	\$11,825.00	\$0.00	\$11,825.00	98.54%
	2:26:26 PM Report: rptGLGenRpt		· ·	21.4.32		•	Page:	1

FY22-23 APPROVED BU	JDGET - GENERAL FUNDS			From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-2023	Subtotal by Collapse Mask	Include pre enc	umbrance 🗌 Print	accounts with ze	ro balance 🔽 F	ilter Encumbrance	Detail by Date	Range
	Exclude Inactive Accounts with zero	o balance	_				-	-
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	nce % Bu
01.305.010.2356.04.03	TUITION REIMBURSEMENT Dept: CLASSROOM TEACHERS - 010	\$10,500.00 \$2,030,997.00	\$0.00 \$462,498.02	\$0.00 \$462,498.02	\$10,500.00 \$1,568,498.98	\$0.00 \$1,459,616.60	\$10,500.00 \$108,882.38	100.00% 5.36%
01.305.013.2300.05.23	SUPPLIES	\$500.00	\$211.26	\$211.26	\$288.74	\$0.00	\$288.74	57.75%
01.305.013.2305.01.03	TEACHERS	\$255,489.00	\$61,422.54	\$61,422.54	\$194,066.46	\$194,241.46	(\$175.00)	-0.07%
01.305.013.2330.03.08	PARAPROFESSIONALS	\$55,478.16	\$23,070.15	\$23,070.15	\$32,408.01	\$80,116.82	(\$47,708.81)	-86.00%
01.000.010.2000.00.00	Dept: KINDERGARTEN - 013	\$311,467.16	\$84,703.95	\$84,703.95	\$226,763.21	\$274,358.28	(\$47,595.07)	-15.28%
01.305.016.2305.01.03	TEACHERS	\$94,519.00	\$23,138.00	\$23,138.00	\$71,381.00	\$73,110.00	(\$1,729.00)	-1.83%
01.305.016.2430.05.23	SUPPLIES & MATERIALS	\$1,500.00	\$1,473.21	\$1,473.21	\$26.79	\$0.00	\$26.79	1.79%
	Dept: ART PROGRAM - 016	\$96,019.00	\$24,611.21	\$24,611.21	\$71,407.79	\$73,110.00	(\$1,702.21)	-1.77%
01.305.022.2303.02.08	AIDES CLASSROOM	\$0.00	\$825.00	\$825.00	(\$825.00)	\$0.00	(\$825.00)	0.00%
01.305.022.2305.01.03	TEACHERS	\$91,284.00	\$33,086.04	\$33,086.04	\$58,197.96	\$93,013.04	(\$34,815.08)	-38.14%
01.305.022.2356.06.37	TRAVEL & CONFERENCES	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$106.63	\$893.37	89.34%
01.305.022.2430.05.23	SUPPLIES	\$2,000.00	\$273.83	\$273.83	\$1,726.17	\$0.00	\$1,726.17	86.31%
	Dept: READING - 022	\$94,284.00	\$34,184.87	\$34,184.87	\$60,099.13	\$93,119.67	(\$33,020.54)	-35.02%
01.305.024.2356.06.37	TRAVEL & CONFERENCES	\$500.00	\$19.63	\$19.63	\$480.37	\$35.37	\$445.00	89.00%
01.305.024.2430.05.23	SUPPLIES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Dept: ELL PROGRAM - 024	\$750.00	\$19.63	\$19.63	\$730.37	\$35.37	\$695.00	92.67%
01.305.025.2430.05.23	SUPPLIES	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Dept: ENGLISH - 025	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
01.305.037.2430.05.23	SUPPLIES	\$500.00	\$750.17	\$750.17	(\$250.17)	\$0.00	(\$250.17)	-50.03%
	Dept: MATHEMATICS - 037	\$500.00	\$750.17	\$750.17	(\$250.17)	\$0.00	(\$250.17)	-50.03%
01.305.040.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
01.305.040.2340.01.03	LIBRARIAN	\$103,540.00	\$24,370.82	\$24,370.82	\$79,169.18	\$78,919.18	\$250.00	0.24%
01.305.040.2430.05.23	SUPPLIES	\$500.00	\$150.67	\$150.67	\$349.33	\$0.00	\$349.33	69.87%
01.305.040.2501.05.23	BOOKS & MAGAZINES	\$0.00	\$192.70	\$192.70	(\$192.70)	\$0.00	(\$192.70)	0.00%
01.305.040.2503.05.23	RESOURCE MATERIALS	\$0.00	\$2,085.00	\$2,085.00	(\$2,085.00)	\$0.00	(\$2,085.00)	0.00%
01.305.040.4230.04.29	MAINTENANCE OF EQUIPMENT	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
	Dept: MEDIA SERVICES - 040	\$104,240.00	\$26,799.19	\$26,799.19	\$77,440.81	\$79,169.18	(\$1,728.37)	-1.66%
01.305.043.2305.01.03	TEACHERS	\$144,116.20	\$33,183.16	\$33,183.16	\$110,933.04	\$103,727.04	\$7,206.00	5.00%
01.305.043.2430.05.23	SUPPLIES	\$400.00	\$508.43	\$508.43	(\$108.43)	\$0.00	(\$108.43)	-27.11%
01.305.043.4230.04.29	MAINTENANCE OF EQUIPMENT	\$120.00	\$0.00	\$0.00	\$120.00	\$0.00	\$120.00	100.00%
	Dept: MUSIC - 043	\$144,636.20	\$33,691.59	\$33,691.59	\$110,944.61	\$103,727.04	\$7,217.57	4.99%
01.305.049.2305.01.03	TEACHERS	\$124,688.80	\$29,693.62	\$29,693.62	\$94,995.18	\$94,995.18	\$0.00	0.00%
01.305.049.2430.05.23	SUPPLIES	\$1,500.00	\$1,460.44	\$1,460.44	\$39.56	\$113.68	(\$74.12)	-4.94%
	Dept: PHYSICAL EDUCATION - 049	\$126,188.80	\$31,154.06	\$31,154.06	\$95,034.74	\$95,108.86	(\$74.12)	-0.06%
01.305.052.2305.01.03	TEACHERS	\$103,995.00	\$24,825.82	\$24,825.82	\$79,169.18	\$79,169.18	\$0.00	0.00%
01.305.052.2430.05.23	SUPPLIES	\$5,000.00	\$3,136.18	\$3,136.18	\$1,863.82	\$3,007.46	(\$1,143.64)	-22.87%
	Dept: SCIENCE - 052	\$108,995.00	\$27,962.00	\$27,962.00	\$81,033.00	\$82,176.64	(\$1,143.64)	-1.05%
01.305.055.2430.05.23	SUPPLIES	\$1,500.00	\$5,771.20	\$5,771.20	(\$4,271.20)	\$80.00	(\$4,351.20)	-290.08%
			\$5,771.20	\$5,771.20	(\$4,271.20)	\$80.00		-290.08%

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Fiscel Year: 2022-2023 Dibutal by Collapse Mask Include pre encumbrance Print accounts with zero balance Filter Encumbrance Detail by Date Account Number Description GL Budge Range To Date YTD Balance Encumbrance Pudget Bala 01305 001 2261 02.23 SUPPLIES Sta0000 \$446.80 \$456.80 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.854.20 \$30.00 \$55.00 \$55.854.20 \$30.00 \$55.00 \$55.00 \$55.854.20 \$30.00 \$55.00<	FY22-23 APPR	OVED BUDGET - GENERAL FUNDS		UDIIC SCHOOIS		7/1/2022	To Date:	6/30/2023	
Account Number Description GL Budget Range To Date YTD Balance Encumbrance Budget Bala 01305.061.23 SUPPLES St55000 S5000 S5000 <td< td=""><td>Fiscal Year: 2022-20</td><td>23 Subtotal by Collapse Mask</td><td>Include pre enc</td><td>umbrance 🗖 Print</td><td></td><td></td><td></td><td></td><td>Range</td></td<>	Fiscal Year: 2022-20	23 Subtotal by Collapse Mask	Include pre enc	umbrance 🗖 Print					Range
01306.078320201.03 SUPPUES 655000 Seta 60 Seta 60 Seta 60 Sta 601		<u> </u>						2010	. tange
01:305:061:2366:01:03 PD Sippends - Currinulum 97:500:00 \$0:00 \$7:500:00 \$10:30 \$7:500:00 \$10:30 \$7:500:00 \$10:33:45:20 \$10:33:45:20 \$10:35:20 \$1	Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bud
Dept CURRICULUM DEVELOPMENT - 061 \$14.000.00 \$945.80 \$13.354.20 \$0.00 \$13.354.20 01.305.076.3200.01.11 PHYBECKIAN \$0.00 \$0.00 \$50.00				· ·		. ,		\$5,854.20	90.06%
01 035 076 2300 \$0.00 </td <td>01.305.061.2356.01.03</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>\$7,500.00</td> <td>100.00%</td>	01.305.061.2356.01.03							\$7,500.00	100.00%
01365.078 2300.01.11 PHYSICIAN \$0.00 \$0.		Dept: CURRICULUM DEVELOPMENT - 061	\$14,000.00	\$645.80	\$645.80	\$13,354.20	\$0.00	\$13,354.20	95.39%
01305.076 3200.04.11 PHYSICIAN SVC5- CONTRACTED \$600.00 \$50.00	01.305.076.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
01:305:076 3200.06.52 SUPPLIES \$2,200.00 \$1:463.26 \$1:443.26 \$0:00 \$1:443.26 01:305:076 3200.00.637 TTAVHE & CONFERENCES \$25:00 \$5:0000 \$5:0000 \$5:0000 <td< td=""><td>01.305.076.3200.01.11</td><td>PHYSICIAN</td><td>\$0.00</td><td>\$0.00</td><td>\$0.00</td><td>\$0.00</td><td>\$602.00</td><td>(\$602.00)</td><td>0.00%</td></td<>	01.305.076.3200.01.11	PHYSICIAN	\$0.00	\$0.00	\$0.00	\$0.00	\$602.00	(\$602.00)	0.00%
01:305.078:3200.06.37 TRAVEL & COMFERENCES \$250.00 \$0.00 \$250.00 \$200.00 \$200.00 \$200.00 \$200.00 \$250.00 <t< td=""><td>01.305.076.3200.04.11</td><td></td><td></td><td></td><td></td><td></td><td></td><td>\$600.00</td><td>100.00%</td></t<>	01.305.076.3200.04.11							\$600.00	100.00%
01:305.076 3202.01.11 NURSE \$81.234.00 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$18,688.62 \$100000 \$00000 \$000000 \$000000 \$0000000 \$000000000000000000000000000000000000	01.305.076.3200.05.23						· · ·	\$1,443.26	57.73%
01.305.076.3202.03.34 SUBSTITUTE - NURSE \$1.000.00 \$0.00 \$1.000.0								\$250.00	100.00%
Dept: HEALTH SERVICES - 076 \$85,584.00 \$19,745.36 \$19,745.36 \$65,838.64 \$63,147.38 \$22,691.20 01.305.079.3300.06.40 FEGULAR EDUCATION - PUPIL K-6 \$326,000.00 \$50.00 \$200.00 \$2								\$250.00	0.31%
01305.079.3300.06.40 REGULAR EDUCATION - PUPIL K-6 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$326,000.00 \$0.00 \$523,168 \$517,631,68 \$517,631,68 \$517,631,68 \$516,768.32 \$0.00 \$533,440,000 \$517,631,68 \$517,631,68 \$516,768.32 \$0.00 \$633,366 \$0.00 \$630,36 \$630,30 \$636,30,35 \$0.00	01.305.076.3202.03.34		\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
01.305.079.3301.06.14 FUEL ADUSTMENT \$8.400.00 \$17,631.68 \$17,631.68 \$17,631.68 \$316,768.32 \$0.00 \$523.16,768.32 01.305.085.3521.05.23 PRINTING HANDBOOKS \$1,100.00 \$11,149.40 \$14.44.01 \$(\$49.40) \$0.00 \$(\$33.36) \$0.00 \$(\$33.26) \$0.00 \$(\$30.21) \$0.00 \$(\$30.00) \$(\$30.21) \$0.00 \$50.00 \$0.00 \$0.00 \$0.00 \$0.00		Dept: HEALTH SERVICES - 076	\$85,584.00	\$19,745.36	\$19,745.36	\$65,838.64	\$63,147.38	\$2,691.26	3.14%
Dept: TRANSPORTATION REG DAY - 079 \$334,400.00 \$17,631.68 \$17,631.68 \$316,768.32 \$0.00 \$316,768.32 01.305.085.3521.05.23 PRINTING HANDBOCKS \$1,100.00 \$1,149.40 \$1,49.40 \$(49.40) \$0.00 \$(533.86) 01.305.085.3522.06.36 STUDENT ACTIVITIES \$0.00 \$333.86 \$333.86 \$(533.86) \$0.00 \$(533.86) 01.305.085.4110.01.02 DISTRICT FACILITIES MANAGER \$15,725.07 \$0.00 \$16,775.07 \$16,751.10 \$(51,026.03) 01.305.088.4110.03.10 CUSTODIAL SUPERVISOR \$55,000.00 \$33,866,74 \$10,33,52.85 \$0.00 01.305.088.4120.04.17 HEAT \$67,000.00 \$50,00 \$50,00 \$50,00 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00 \$50,000.00	01.305.079.3300.06.40	REGULAR EDUCATION - PUPIL K-6	\$326,000.00	\$0.00	\$0.00	\$326,000.00	\$0.00	\$326,000.00	100.00%
Oli 305.085.3521.05.23 PRINTING HANDBOOKS \$1,100.00 \$1,149.40 \$1,149.40 \$4,40 \$0.00 \$333.86 \$333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$6333.86 \$0.00 \$633.86.10 \$0.00 \$633.86.10 \$0.00 \$635.00.00 \$15,725.07 \$16,751.10 \$10,263.03 \$0.00 \$15,725.07 \$16,751.10 \$10,263.03 \$0.00 \$15,725.07 \$16,701.01 \$10,263.03 \$0.00 \$10,353.08.410.01 \$10,353.08.410.03.10 \$10,353.08.410.04.15 \$1149.40 \$10,473.67 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,643.03 \$400.00 \$50.00 \$31,62.13 \$30.05 \$31,705.05 \$68,923.05 \$50.00	01.305.079.3301.06.14	FUEL ADJUSTMENT	\$8,400.00	\$17,631.68	\$17,631.68	(\$9,231.68)	\$0.00	(\$9,231.68)	-109.90%
01.305.085.3522.06.36 STUDENT ACTIVITIES 50.00 \$333.86 \$316.776 \$316.776 \$316.776 \$316.776 \$316.776.76 \$316.776.85 \$31,706.95 \$37,076.95 \$37,076.95 \$360.00 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77 \$32.861.77		Dept: TRANSPORTATION REG DAY - 079	\$334,400.00	\$17,631.68	\$17,631.68	\$316,768.32	\$0.00	\$316,768.32	94.73%
Dept: MISCELLANEOUS - 085 \$1,100.00 \$1,483.26 \$1,483.26 \$1,483.26 \$0.00 \$10,000 <th< td=""><td>01.305.085.3521.05.23</td><td>PRINTING HANDBOOKS</td><td>\$1,100.00</td><td>\$1,149.40</td><td>\$1,149.40</td><td>(\$49.40)</td><td>\$0.00</td><td>(\$49.40)</td><td>-4.49%</td></th<>	01.305.085.3521.05.23	PRINTING HANDBOOKS	\$1,100.00	\$1,149.40	\$1,149.40	(\$49.40)	\$0.00	(\$49.40)	-4.49%
01.305.088.4110.01.02 DISTRICT FACILITIES MANAGER \$15,725.07 \$0.00 \$15,725.07 \$16,751.10 \$16,725.03 \$0.00 \$15,725.07 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,520.33 \$0.00 \$36,500.00 \$0.00 \$36,500.00 \$0.00 \$36,700.00 \$0.00 \$36,700.00 \$0.00 \$36,700.00 \$0.00 \$37,776,95 \$58,820.05 \$68,823.05 \$68,823.05 \$50,00.00 \$1,305.084,4130.04,15 ELECTRICITY \$116,000 \$37,776,95 \$53,776,95 \$58,720.00 \$37,776,95 \$58,820.05 \$50,00.00 \$32,725,53 \$3,152,13	01.305.085.3522.06.36	STUDENT ACTIVITIES	\$0.00	\$333.86	\$333.86	(\$333.86)	\$0.00	(\$333.86)	0.00%
01.305.088.4110.03.10 CUSTODIAL SUPERVISOR \$55,000.00 \$18,479.67 \$18,479.67 \$36,520.33 \$0.00 \$36,520.33 01.305.088.4110.04.10 CUSTODIAL CONTRACT SVCS \$137,000.00 \$33,046.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$33,646.74 \$50,000.00 \$67,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$61,000.00 \$67,000.00 \$60,000.00 \$67,000.00 \$60,000.00 \$61,000.00 \$61,000.84 \$61,000.84 \$61,000.84 \$61,000.84 \$61,000.84 \$61,000.00 \$61,61,077 \$20,222.33 \$58,600.00 \$13,200.24 \$61,611.77 \$20,222.33 \$58,600.00 \$13,200.00 \$21,22.84 \$24,272.55 \$1,627.45 \$19,99.16 \$25,000.00 \$13,265.04 \$13,200.00 \$20,222.33 \$139,315.63 \$139,315.63 \$139,315.63 \$132,90.00 \$22,22,04.42.84 <t< td=""><td></td><td>Dept: MISCELLANEOUS - 085</td><td>\$1,100.00</td><td>\$1,483.26</td><td>\$1,483.26</td><td>(\$383.26)</td><td>\$0.00</td><td>(\$383.26)</td><td>-34.84%</td></t<>		Dept: MISCELLANEOUS - 085	\$1,100.00	\$1,483.26	\$1,483.26	(\$383.26)	\$0.00	(\$383.26)	-34.84%
01.305.088.4110.04.10 CUSTODIAL CONTRACT SVCS \$137,000.00 \$33,646.74 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,353.26 \$103,00,15 \$105,008,4120,04,17 HEAT \$67,000,00 \$2,122.34 \$2,822.34 \$2,68,77.66,85 \$37,753.5 \$31,52,13 \$103,008,4130,04,15 ELECTRICITY \$106,000,00 \$37,076,35 \$37,076,35 \$86,823.05 \$66,923.05 \$100,000 \$1,900,84 \$1,900,86 \$1,900,84 \$1,900,84 \$1,900,84 \$1,900,84 <	01.305.088.4110.01.02	DISTRICT FACILITIES MANAGER	\$15,725.07	\$0.00	\$0.00	\$15,725.07	\$16,751.10	(\$1,026.03)	-6.52%
01.305.088.4120.04.17 HEAT \$67,000.00 \$0.00 \$67,000.00 \$0.00 \$67,000.00 01.305.088.4130.04.15 TELEPHONE \$9,000.00 \$2,122.34 \$2,122.34 \$8,877.66 \$3,725.53 \$3,152.13 01.305.088.4130.04.16 ELECTRICITY \$106,000.00 \$37,076.95 \$37,076.95 \$68,923.05 \$68,923.05 \$68,923.05 \$06,923.05 \$01,305.086,4220.05,26 CHEMICALS \$5,800.00 \$4,272.55 \$1,627.45 \$1,983.49 \$\$356.00 \$31,260.00 \$25,500 \$25,500 \$25,500 \$25,500 \$13,290.00 \$25,500 \$25,500 \$13,290.00 \$25,500 \$25,500 \$13,290.00 \$25,500 \$13,290.00 \$25,500 \$13,290.00 \$25,500 <td>01.305.088.4110.03.10</td> <td>CUSTODIAL SUPERVISOR</td> <td>\$55,000.00</td> <td>\$18,479.67</td> <td>\$18,479.67</td> <td>\$36,520.33</td> <td>\$0.00</td> <td>\$36,520.33</td> <td>66.40%</td>	01.305.088.4110.03.10	CUSTODIAL SUPERVISOR	\$55,000.00	\$18,479.67	\$18,479.67	\$36,520.33	\$0.00	\$36,520.33	66.40%
01.305.088.4130.04.15 TELEPHONE \$9,000.00 \$2,122.34 \$2,122.34 \$6,877.66 \$3,725.53 \$3,152.13 01.305.088.4130.04.16 ELECTRICITY \$106,000.00 \$37,076.95 \$86,923.05 \$68,923.05 \$68,923.05 \$68,923.05 \$68,923.05 \$0.00 01.305.088.4130.04.19 MAINTENANCE OF WATER SYSTEM \$\$6,500.00 \$2,656.65 \$1,843.35 \$9,400.00 \$7,556.65 01.305.088.4220.04.32 MAINTENANCE OF BLDC ONGOING \$16,190.00 \$32,861.77 \$32,861.77 \$16,671.77) \$20,222.33 \$638,894.10 01.305.088.4220.05.27 PAPER \$5,900.00 \$4,272.55 \$1,627.45 \$1,983.49 \$37,676.46 01.305.088.4230.04.32 MAINTENANCE OF EQUIPMENT \$14,150.00 \$860.00 \$13.290.00 \$25,40 \$13,290.00 \$25,40 \$37,676.40 01.305.093.2130.03.04 NETWORK TECHNICIANS \$69,283.62 \$0.00 \$0.00 \$69,283.62 \$60.00 \$13,290.00 \$414.00 01.305.093.2430.05.23 SOFTWARE \$0.00 \$614.00 \$414.00 \$414.00 \$44.499.07	01.305.088.4110.04.10	CUSTODIAL CONTRACT SVCS	\$137,000.00	\$33,646.74	\$33,646.74	\$103,353.26	\$103,353.26	\$0.00	0.00%
01.305.088.4130.04.16 ELECTRICITY \$106,000.00 \$37,076.95 \$68,923.05 \$68,923.05 \$68,923.05 \$0.00 01.305.088.4130.04.19 MAINTENANCE OF WATER SYSTEM \$8,500.00 \$1,900.84 \$1,900.84 \$6,599.16 \$4,099.16 \$2,500.00 \$2,656.65 \$2,656.65 \$1,843.35 \$9,400.00 \$7,556.65 01.305.088.422.0.4.32 MAINTENANCE OF BLDG ONGOING \$16,190.00 \$2,265.65 \$2,2681.77 \$20,222.33 \$63,694.10 01.305.088.422.0.05.26 CHEMICALS \$5,800.00 \$5,438.12 \$5,438.12 \$261.88 \$561.88 \$200.00 \$2,550.0 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,290.00 \$25.00 \$13,30.5,494.94 \$229,044.80 \$76,404.64 01.305.093.2130.03.04NETWORK TECHNI	01.305.088.4120.04.17	HEAT	\$67,000.00	\$0.00	\$0.00	\$67,000.00	\$0.00	\$67,000.00	100.00%
01.305.088.4130.04.19 MAINTENANCE OF WATER SYSTEM \$8,500.00 \$1,900.84 \$1,900.84 \$6,599.16 \$4,099.16 \$2,000.00 01.305.088.4210.04.32 MAINTENANCE OF GROUNDS \$4,500.00 \$2,656.65 \$2,656.65 \$1,843.35 \$9,400.00 (\$7,556.65 01.305.088.4220.04.32 MAINTENANCE OF BLDG ONGOING \$16,190.00 \$32,861.77 \$32,861.77 \$22,22.33 (\$6,671.77) \$202.22.33 (\$6,684.10 01.305.088.4220.05.26 CHEMICALS \$5,800.00 \$5,438.12 \$5,438.12 \$361.88 \$561.88 (\$200.00 01.305.088.4220.05.27 PAPER \$5,900.00 \$4,272.55 \$1,627.45 \$1,983.49 \$13,265.00 01.305.088.4230.04.32 MAINTENANCE OF EQUIPMENT \$14,150.00 \$860.00 \$800.00 \$13,290.00 \$25.00 \$13,265.00 01.305.093.2130.03.04 NETWORK TECHNICIANS \$69,283.62 \$0.00 \$414.00 \$414.00 \$414.00 \$414.00 \$414.00 \$360.00 \$3,690.00 \$4,499.07 \$0.00 \$4,499.07 \$0.00 \$4,499.07 \$0.00 \$4,499.07	01.305.088.4130.04.15		\$9,000.00	\$2,122.34	. ,	\$6,877.66	\$3,725.53	\$3,152.13	35.02%
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01.305.088.4220.05.26 CHEMICALS \$5,800.00 \$5,438.12 \$361.88 \$561.88 (\$200.00) 01.305.088.4220.05.27 PAPER \$5,900.00 \$4,272.55 \$4,272.55 \$1,627.45 \$1,983.49 (\$356.04) 01.305.088.4230.04.32 MAINTENANCE OF EQUIPMENT \$14,150.00 \$860.00 \$13,290.00 \$25.00 \$13,265.00 Dept: OPERATION & MAINTENANCE - 088 \$444,765.07 \$139,315.63 \$305,449.44 \$229,044.80 \$76,404.64 01.305.093.2130.03.04 NETWORK TECHNICIANS \$69,283.62 \$0.00 \$40.00 \$305.00 \$69,283.62 \$60.00 \$4,440.00 \$414.00 \$414.00 \$3650.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,040.00 \$350.00 \$3,690.00 \$4,049.07 \$0								() () () () () () () () () () () () () (-167.93%
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Dept: OPERATION & MAINTENANCE - 088 \$444,765.07 \$139,315.63 \$139,315.63 \$305,449.44 \$229,044.80 \$76,404.64 01.305.093.2130.03.04 NETWORK TECHNICIANS \$69,283.62 \$0.00 \$0.00 \$69,283.62 \$60,503.71 \$8,779.91 01.305.093.2300.05.23 SUPPLIES SOFTWARE \$0.00 \$414.00 \$414.00 \$414.00 \$350.00 \$350.00 \$350.00 \$360,93.23 \$0.00 \$449.07 \$0.00 \$350.00 \$350.00 \$360.00 \$350.00 \$360.00 \$350.00 \$360.00 \$350.00 \$360.00 \$350.00 \$360.00 \$350.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$360.00 \$350.00 \$32,213.20 \$7,216.76 \$30,00.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.00 \$500.0									-6.03% 93.75%
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01.305.093.2300.05.23 SUPPLIES SOFTWARE \$0.00 \$414.00 \$414.00 \$414.00 \$0.00 \$414.00 01.305.093.2430.05.23 SOFTWARE \$5,000.00 \$960.00 \$960.00 \$4,040.00 \$350.00 \$3,690.00 01.305.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$500.93 \$500.93 \$4,499.07 \$0.00 \$4,499.07 01.305.093.4130.04.15 TELEPHONE \$14,500.00 \$5,070.02 \$5,070.02 \$9,429.98 \$2,213.20 \$7,216.78 01.305.093.4230.04.29 MAINTENENCE OF EQUIPMENT/WEB \$0.00 \$500.00 \$500.00 \$500.00 \$63,066.91 \$23,271.76 01.305.100.1104.04.36 LEGAL SERVICES \$8,500.00 \$43.00 \$43.00 \$8,457.00 \$8,457.00 \$0.00 01.305.100.2110.01.02 DIRECTOR OF STUDENT SERVICES \$21,975.20 \$0.00 \$0.00 \$21,975.20 \$21,857.19 \$118.01 01.305.100.2110.02.09 ADMIN ASST STUDENT SVCS \$10,933.59 \$0.00 \$0.00 \$10,933.59 \$10,915.17 \$18.42 01.305.100.2110.06.37 <	01 305 093 2130 03 04	NETWORK TECHNICIANS	\$69 283 62	\$0.00	\$0.00	\$69 283 62	\$60 503 71	\$8 779 91	12.67%
01.305.093.2430.05.23 SOFTWARE \$5,000.00 \$960.00 \$4,040.00 \$350.00 \$3,690.00 01.305.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$500.93 \$500.93 \$4,499.07 \$0.00 \$4,499.07 01.305.093.4130.04.15 TELEPHONE \$14,500.00 \$5,070.02 \$5,070.02 \$9,429.98 \$2,213.20 \$7,216.76 01.305.093.4230.04.29 MAINTENENCE OF EQUIPMENT/WEB \$0.00 \$500.00 \$500.00 \$500.00 \$500.00 \$60,000 \$0.00 \$500.00 \$500.00 \$0.00 \$500.00 \$500.00 \$0.00 \$500.00 \$500.00 \$0.00 \$500.00 \$500.00 \$0.00 \$500.00									0.00%
01.305.093.2451.05.23 EDUCATIONAL EQUIPT \$5,000.00 \$500.93 \$500.93 \$4,499.07 \$0.00 \$4,499.07 01.305.093.4130.04.15 TELEPHONE \$14,500.00 \$5,070.02 \$5,070.02 \$9,429.98 \$2,213.20 \$7,216.78 01.305.093.4230.04.29 MAINTENENCE OF EQUIPMENT/WEB \$0.00 \$500.00 \$500.00 \$500.00 \$60,000 \$0.00 \$23,271.76 01.305.100.1104.04.36 LEGAL SERVICES \$8,500.00 \$43.00 \$43.00 \$8,457.00 \$8,457.00 \$0.00									73.80%
01.305.093.4130.04.15 TELEPHONE \$14,500.00 \$5,070.02 \$9,429.98 \$2,213.20 \$7,216.76 01.305.093.4230.04.29 MAINTENENCE OF EQUIPMENT/WEB \$0.00 \$500.00 \$500.00 \$500.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$500.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$23,271.76 \$0.00 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>89.98%</td>									89.98%
01.305.093.4230.04.29 MAINTENENCE OF EQUIPMENT/WEB Dept: COMPUTER PROGRAM - 093 \$0.00 \$93,783.62 \$500.00 \$7,444.95 \$500.00 \$7,444.95 \$500.00 \$86,338.67 \$0.00 \$63,066.91 \$23,271.76 01.305.100.1104.04.36 LEGAL SERVICES \$8,500.00 \$43.00 \$43.00 \$8,457.00 \$8,457.00 \$0.00									49.77%
Dept: COMPUTER PROGRAM - 093 \$93,783.62 \$7,444.95 \$7,444.95 \$86,338.67 \$63,066.91 \$23,271.76 01.305.100.1104.04.36 LEGAL SERVICES \$8,500.00 \$43.00 \$43.00 \$8,457.00 \$8,457.00 \$0.00 \$10,305.100.2110.01.02 DIRECTOR OF STUDENT SERVICES \$21,975.20 \$0.00 \$0.00 \$21,975.20 \$21,857.19 \$118.01 01.305.100.2110.02.09 ADMIN ASST STUDENT SVCS \$10,933.59 \$0.00 \$0.00 \$10,933.59 \$10,915.17 \$18.42 01.305.100.2110.06.37 TRAVEL & CONFERENCES \$6,500.00 \$2,550.00 \$2,550.00 \$3,950.00 \$0.00 \$0.00 \$0.00 \$3,950.00 \$3						(******		(0.00%
01.305.100.2110.01.02 DIRECTOR OF STUDENT SERVICES \$21,975.20 \$0.00 \$21,975.20 \$21,857.19 \$118.01 01.305.100.2110.02.09 ADMIN ASST STUDENT SVCS \$10,933.59 \$0.00 \$0.00 \$10,933.59 \$10,915.17 \$18.42 01.305.100.2110.06.37 TRAVEL & CONFERENCES \$6,500.00 \$2,550.00 \$3,950.00 \$3,950.00 \$3,950.00								\$23,271.76	24.81%
01.305.100.2110.01.02 DIRECTOR OF STUDENT SERVICES \$21,975.20 \$0.00 \$21,975.20 \$21,857.19 \$118.01 01.305.100.2110.02.09 ADMIN ASST STUDENT SVCS \$10,933.59 \$0.00 \$0.00 \$10,933.59 \$10,915.17 \$18.42 01.305.100.2110.06.37 TRAVEL & CONFERENCES \$6,500.00 \$2,550.00 \$3,950.00 \$3,950.00 \$3,950.00	01.305.100.1104.04.36	LEGAL SERVICES	\$8.500.00	\$43.00	\$43.00	\$8.457.00	\$8,457.00	\$0.00	0.00%
01.305.100.2110.02.09 ADMIN ASST STUDENT SVCS \$10,933.59 \$0.00 \$10,933.59 \$10,915.17 \$18.42 01.305.100.2110.06.37 TRAVEL & CONFERENCES \$6,500.00 \$2,550.00 \$3,950.00								\$118.01	0.54%
01.305.100.2110.06.37 TRAVEL & CONFERENCES \$6,500.00 \$2,550.00 \$2,550.00 \$3,950.00 \$0.00 \$3,950.00			. ,				. ,	\$18.42	0.17%
			. ,			. ,		\$3,950.00	60.77%
	01.305.100.2415.04.33	ASSOCIATION DUES	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
								\$150.00	100.00%
								\$2,600.00	100.00%
								\$6,986.43	13.75%
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FY22-23 APPROVED	BUDGET - GENERAL FUNDS			From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-2023	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ro balance 🔽 Fi	Iter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	balance	—		—			•
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
04 205 402 2440 06 27	TRAVEL & CONFERENCES	00.000	¢0.00	¢0.00	¢200.00	¢200.00	¢0.00	0.00
01.305.102.2110.06.37 01.305.102.2305.01.03	TEACHERS	\$200.00 \$46,022.00	\$0.00 \$11,347.38	\$0.00 \$11,347.38	\$200.00 \$34,674.62	\$200.00 \$34,674.66	\$0.00 (\$0.04)	0.00
01.305.102.2330.03.08	PARAPROFESSIONALS	\$61,001.36	\$14,161.69	\$14,161.69	\$46,839.67	\$47,834.54	(\$994.87)	-1.63
01.305.102.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00
01.305.102.2430.05.24	SUPPLIES & MATERIALS	\$1,000.00	\$89.00	\$89.00	\$911.00	\$105.40	\$805.60	80.56
	Dept: PROJECT GROW - 102	\$108,523.36	\$25,598.07	\$25,598.07	\$82,925.29	\$82,814.60	\$110.69	0.10
01.305.103.2305.01.03	TEACHERS	\$621,537.00	\$144,601.26	\$144,601.26	\$476,935.74	\$473,403.74	\$3,532.00	0.57
01.305.103.2330.03.08	PARAPROFESSIONALS	\$146,501.60	\$16,714.58	\$16,714.58	\$129,787.02	\$46,670.97	\$83,116.05	56.73
01.305.103.2356.01.03	PROFESSIONAL DEVELOPMENT	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00
01.305.103.2430.05.24	SUPPLIES	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00
01.305.103.2450.05.24	EDUCATIONAL EQUIPMENT	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00
01.305.103.3300.02.08	BUS MONITORS	\$15,000.00	\$7,911.65	\$7,911.65	\$7,088.35	\$0.00	\$7,088.35	47.26
	Dept: LEARNING SUPPORT CENTER - 103	\$789,338.60	\$169,227.49	\$169,227.49	\$620,111.11	\$520,074.71	\$100,036.40	12.679
01.305.118.2305.01.03	TEACHERS	\$208,045.00	\$49,706.64	\$49.706.64	\$158,338.36	\$158,338.36	\$0.00	0.00
01.305.118.2356.01.03	PROFESSIONAL DEVELOPMENT	\$750.00	\$200.00	\$200.00	\$550.00	\$59.00	\$491.00	65.47
01.305.118.2430.05.24	SUPPLIES	\$2,000.00	\$1,852.41	\$1,852.41	\$147.59	\$0.00	\$147.59	7.389
01.305.118.2450.05.24	EDUCATIONAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00
01.305.118.2800.04.35	SPEECH THERAPY	\$50,500.00	\$0.00	\$0.00	\$50,500.00	\$304.41	\$50,195.59	99.40
	Dept: SPEECH - 118	\$262,295.00	\$51,759.05	\$51,759.05	\$210,535.95	\$158,701.77	\$51,834.18	19.769
01.305.121.2100.02.09	CLERICAL	\$0.00	\$9,882.53	\$9,882.53	(\$9,882.53)	\$26,824.09	(\$36,706.62)	0.00
01.305.121.2211.02.09	SPED SECRETARY	\$37,252.63	\$0.00	\$0.00	\$37,252.63	\$555.00	\$36,697.63	98.519
01.305.121.2305.01.03	TEACHER VISUALLY IMPAIRED	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00
01.305.121.2350.04.35	SPECIALIZED INSTRUCTION	\$25,000.00	\$1,475.00	\$1,475.00	\$23,525.00	\$11,775.00	\$11,750.00	47.00
01.305.121.2415.05.24	SUPPLIES	\$2,000.00	\$1,529.62	\$1,529.62	\$470.38	\$165.00	\$305.38	15.27
01.305.121.2440.04.35	EXTENDED YEAR SERVICES	\$70,000.00	\$2,491.81	\$2,491.81	\$67,508.19	\$4,847.19	\$62,661.00	89.529
01.305.121.2801.04.35	THERAPY Dept: SUPPORT SERVICES - 121	\$115,000.00 \$255,252.63	\$12,063.26 \$27,442.22	\$12,063.26 \$27,442.22	\$102,936.74 \$227,810.41	\$64,783.74 \$108,950.02	\$38,153.00 \$118,860.39	33.18 ⁰ 46.57
01.305.127.2305.01.03	PROFESSIONAL SALARIES	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)	0.00
01.305.127.2356.01.03	PROFESSIONAL DEVELOPMENT	\$900.00	\$0.00	\$0.00	\$900.00	\$100.00	\$800.00	88.89
01.305.127.2450.05.24	EDUCATIONAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00
01.305.127.2800.01.03	SOCIAL WORKER(S)	\$186,463.00	\$44,247.54	\$44,247.54	\$142,215.46	\$145,741.46	(\$3,526.00)	-1.89
01.305.127.2800.05.24	SUPPLIES	\$2,500.00	\$435.25	\$435.25	\$2,064.75	\$0.00	\$2,064.75	82.59
01.305.127.2800.06.13	PSYCHOLOGICAL EVALUATIONS	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$7,728.00	\$772.00	9.08
01.305.127.2800.06.37	TRAVEL & CONFERENCES	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00
01.305.127.2801.01.03	PSYCHOLOGIST	\$74,819.00	\$7,596.36	\$7,596.36	\$67,222.64	\$0.00	\$67,222.64	89.85
	Dept: PSYCHOLOGICAL SERVICES - 127	\$275,082.00	\$52,279.15	\$52,279.15	\$222,802.85	\$154,069.46	\$68,733.39	24.99
01.305.130.3302.06.12	TRANS/INTEGRATED(502.1-502.3)	\$29,700.00	\$9,030.00	\$9,030.00	\$20,670.00	\$17,901.25	\$2,768.75	9.32
01.305.130.3303.06.12	MCKINNEY VENTO	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00
01.305.130.3304.06.12	TRANS/COLLABORATIVES (502.4)	\$58,320.00	\$3,150.00	\$3,150.00	\$55,170.00	\$0.00	\$55,170.00	94.60
01.305.130.3305.06.12	TRANS/DAY PROGRAMS (502.5)	\$17,980.00	\$0.00	\$0.00	\$17,980.00	\$0.00	\$17,980.00	100.009
	Dept: SPED TRANSPORTATION - 130	\$116,000.00	\$12,180.00	\$12,180.00	\$103,820.00	\$17,901.25	\$85,918.75	74.079
01.305.133.9305.06.13	TUITION DAY SCHOOLS (502.5)	\$21,791.00	\$0.00	\$0.00	\$21,791.00	\$0.00	\$21,791.00	100.00
01.305.133.9404.06.13	TUITION COLLABORATIVES (502.4)	\$232,000.00	\$20,382.82	\$20,382.82	\$211,617.18	\$73,054.96	\$138,562.22	59.739
	Dept: PROGRAMS W/OTHERS SPED - 133	\$253,791.00	\$20,382.82	\$20,382.82	\$233,408.18	\$73,054.96	\$160,353.22	63.189
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		Rochester Pu	ublic Schools	5				
FY22-23 APPROVED	BUDGET - GENERAL FUND	DS		From Date:	7/1/2022	To Date:	6/30/2023	
Fiscal Year: 2022-2023	Subtotal by Collapse Mask Exclude Inactive Accounts wit	Include pre enc h zero balance	umbrance 🗌 Print	accounts with ze	ro balance 🗹 Fi	Iter Encumbrance	Detail by Date Ra	ange
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	∍ % Bud
	Grand Total:	\$6,637,793.47	\$1,428,857.88	\$1,428,857.88	\$5,208,935.59	\$4,113,355.38	\$1,095,580.21	16.51%

End of Report

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FY22-23 APPROVED	D BUDGET - BCAHS		From Date:	7/1/2022	To Date:	6/30/2023		
Fiscal Year: 2022-2023	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print a	accounts with ze	ero balance 🗹 Fi	Iter Encumbrance	Detail by Date F	Range
	Exclude Inactive Accounts with zero	balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Baland	ce % Bud
01.307.079.3303.06.14	BRISTOL AGGIE TRANSPORTATION	\$45,000.00	\$0.00	\$0.00	\$45,000.00	\$28,440.00	\$16,560.00	36.80%
	Dept: TRANSPORTATION REG DAY - 079	\$45,000.00	\$0.00	\$0.00	\$45,000.00	\$28,440.00	\$16,560.00	36.80%
01.307.097.9102.06.36	BRISTOL AGGIE TUITION	\$244,698.30	\$0.00	\$0.00	\$244,698.30	\$237,705.27	\$6,993.03	2.86%
	Dept: PROGRAMS W/OTHERS REG DAY - 097	\$244,698.30	\$0.00	\$0.00	\$244,698.30	\$237,705.27	\$6,993.03	2.86%
	Grand Total:	\$289,698.30	\$0.00	\$0.00	\$289,698.30	\$266,145.27	\$23,553.03	8.13%

End of Report

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Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Food Service Director's Report: November 2022 Rochester Memorial School

Directors Update:

- Meal participation continues to grow strong.
- Nation Wide supply chain disruptions continue to impact on our program.
- I am actively engaged and advocating for a continuation for Universal Free Meals through the USDA.
- MA is one of only five states across the country provided with the opportunity to continue provide our children with Free School Meal due to an extension and funding provided by the is an Commonwealth of MA.
- This is an Amazing benefits to our community, families and most importantly our children.
- All foodservice staff participated in a full day of professional development training; Knife-skills training workshop was provided by the Chef Patty from the John C. Stalker Institute. Kitchen first aid, Epi-pen training and Choke Safe training was provided by Mrs. Beth Oleson.

Jill Henesey Director of Food and Nutrition Services Office: 508-758-2772 x1543 Mobile: 774-320-0801 Email: jillhenesey@oldrochester.org https://www.facebook.com/ORRnutrition4kids



Old Rochester Regional School District Massachusetts Superintendency Union #55

"Serving the towns of Marion, Mattapoisett, & Rochester"

Student Meal Participation: **Students Receiving Free and Reduced Meals:** Free $102 \rightarrow 21\%$ Reduced: $9 \rightarrow 2\%$

SY 22					SY 23					
	Breakfast Counts	%	Lunch Counts	%	Breakfast Counts	%	Lunch Counts	%		
August	16	3%	142	28%	161	17%	425	45%		
September	1197	13%	4295	45%	2552	28%	5328	58%		
October	1597	19%	4431	52%	2547	28%	5678	62%		
November	1674	21%	4441	55%						
December	1502	19%	4447	57%						
January	1592	20%	4506	57%						
February	1413	20%	4155	59%						
March	2408	22%	6423	58%						
April	1597	22%	4352	61%						
May	2483	25%	6174	62%						
June	2002	25%	4647	59%						

Jill Henesey Director of Food and Nutrition Services Office: 508-758-2772 x1543 Mobile: 774-320-0801 Email: jillhenesey@oldrochester.org https://www.facebook.com/ORRnutrition4kids



Facilities Director's Report: November 2022

Rochester Memorial Elementary School

- Will take delivery on our new tractor this month (Capital acquisition)
- Top dressed, over seeded, and fertilized main field.
- Winterized irrigation system
- Conducted routine maintenance on all facility systems.

Sincerely,

Gene Jones Director of Facilities Office: 508-758-2772 x1954 Cell: 508-509-6763 E-Mail: eugenejones@oldrochester.org

Rochester Memorial School Committee Meeting Thursday November 17, 2022

Principal's Report

- Parent/Guardian MCAS score reports for the Spring 2022 test were mailed out to all families of students in grades 4-6 on Friday October 21st.
- We welcomed the staff from the Hill for Literacy who visited RMS on Thursday 11/3. The Hill team starting staff focus groups that will assist them in conducting a literacy self-assessment, create a new researched based literacy plan and facilitate ongoing professional development tied to the new DESE Literacy guidance.
- The Hill for Literacy also conducted classroom walkthroughs on Monday November 7th. The purpose of the walkthroughs is to provide our leadership team with data that represents the current literacy model in action across all classrooms.
- On Thursday November 10th all RMS staff participated in a professional development workshop facilitated by the Hill for Literacy titled "Science of Reading Overview." The session provided an overview of the current research on what science says about how the brain learns to read.
- The Rochester Memorial School Council met on Tuesday November 15th at 3:15pm.
- The annual RMS Holiday concert will take place on Thursday December 22^{nd.}