

**Report of
MARION PUBLIC SCHOOLS & OLD ROCHESTER REGIONAL SCHOOL DISTRICT**

To the Honorable Select Board:

SCHOOL COMMITTEE

April Nye, Chairperson	Term Expires 2024
Nichole Daniel, Vice-Chairperson	Term Expires 2025
Michelle Smith	Term Expires 2024
Nichole Nye McGaffey	Term Expires 2026
Mary Beauregard	Term Expires 2026

ORR SCHOOL COMMITTEE (Marion Representatives)

April Nye	Term Expires 2025
Margaret McSweeny	Term Expires 2026
Michelle Smith	Term Expires 2024

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

CENTRAL OFFICE ADMINISTRATORS
SUPERINTENDENT OF SCHOOLS

Michael S. Nelson, M.Ed.

ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION

Sharlene Fedorowicz, Ph.D.

ASSISTANT SUPERINTENDENT OF FINANCE & OPERATIONS

Howard Barber, CPA, SFO, MCPPO

INTERIM DIRECTOR OF STUDENT SERVICES

Kristine Lincoln, M.Ed.

DISTRICT FACILITIES DIRECTOR

Eugene Jones, B.A.

SIPPICAN SCHOOL

PRINCIPAL, Marla Sirois and **INTERIM PRINCIPAL**, Doreen Lopes

ASSISTANT PRINCIPAL, Peter Crisafulli

SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds

SCHOOL NURSE, Meagan Morais

ORR JR. HIGH SCHOOL

PRINCIPAL, Silas Coellner

ASSISTANT PRINCIPAL, Kelly Chouinard

SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds

SCHOOL NURSE, Linda Deveau

ORR HIGH SCHOOL

PRINCIPAL, Michael C. Devoll

ASSISTANT PRINCIPAL, Vanessa Harvey

SCHOOL PHYSICIAN, Dr. Mendes & Dr. Reynolds

SCHOOL NURSE, Nicole Reedy

2023-2024 SCHOOL YEAR REPORT

Introduction

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

The 2023-2024 school year marked the first year of the school-system's strategic plan, known more commonly as Vision2028. With the support of the Joint School Committee, Dr. Ruth C Gilbert-Whitner, an independent facilitator utilizing the Planning for Success model, worked with our full planning team throughout the 2022-2023 school year to envision what our schools would look like in 2028 and design a five-year plan that includes strategic objectives and initiatives to guide our path towards our vision. During the course of this planning process, our full planning team participated in strategic planning sessions, data reviews, community input gathering (that included a community survey and public forums) activities, and action planning. By following a clear strategic plan to guide the direction of the school-system, the stakeholders within the school community are able to work collaboratively on common objectives and initiatives on behalf of the students and families of the Tri-Town.

The mission of our school-system remains steadfast to inspire all students to think, to learn, and to care. As you read this report, you will see examples of our students' achievements, staffing and program changes, as well as reports of the structural improvements that have taken place in our buildings to upgrade learning spaces, technology infrastructure and safety.

Strategic Plan Overview

Mission

The mission of our school system is to think, to learn and to care.

Vision

The Old Rochester Regional School District and Massachusetts Superintendency Union #55 is dedicated to creating a safe and nurturing learning environment that offers inclusive and engaging educational experiences. Through collaborative relationships with our school community members, we strive to foster a respectful culture that prioritizes academic excellence and social emotional readiness. Our primary objective is to provide every student with the necessary skills and developed mindset to embrace future opportunities and become responsible, lifelong learners and contributing global citizens.

Core Values

Our school community will inspire us to:

THINK:

Cultivate a culture of academic rigor and integrity which encourages critical thinking, creative thinking, collaboration, and effective communication.

LEARN:

Strive for academic excellence in educating the whole child through authentic, rigorous, and evidence-based learning opportunities that foster real world application and a continuous pursuit of learning.

CARE:

Ensure a caring and safe environment for all school community members by promoting a sense of belonging and respect for all.

Theory of Action

IF WE... implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND... expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND... enhance our multi-tiered, comprehensive systems of support in all schools...

AND... provide an inclusive and supportive climate and culture for all school community members...

AND... promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL... have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

Objective One – Teaching and Learning

Implement an equitable, cohesive curriculum that aligns with our Portrait of the Graduate in all schools.

Initiatives

1.1 Define, create, and implement a Portrait of the Graduate that encompasses equitable practices in students' academic and social lives.

1.2 Adopt and implement a curriculum review cycle and continue the implementation of the Literacy Action Plan.

1.3 Identify structure, purpose, roles, responsibilities and resources to establish a district-wide curriculum leadership team, curriculum leadership by grade span.

1.4 Establish common assessment practices at all grade levels that are vertically and horizontally aligned and enhance common data collection and analysis procedures to inform instruction.

1.5 Maintain, enhance, and utilize a curriculum management system containing a scope and sequence for vertical articulation of standards covered during grade level transitions, daily instruction, and assessments.

Outcomes

1.1 By June 30, 2028, the school-system has an articulated Portrait of a Graduate (Preschool - 12th Grade) that includes defined competency areas for student mastery.

1.2 By June 30, 2028, the curriculum review cycle guides the school-system's process to provide students with high-quality curricula at all levels and content areas and the literacy program is successfully implemented which is reflected in improved student outcomes.

1.3 By June 30, 2028, the school-system has a fully structured and operational curriculum leadership team supporting district-wide curricular needs.

1.4 By June 30, 2028, common assessment practices are vertically and horizontally scheduled and utilized, and data is collected and analyzed on a consistent basis to inform instruction.

1.5 By June 30, 2028, a curriculum management system is used by educators throughout the school-system to inform curriculum, instruction, and assessment.

Objective Two – Teaching and Learning

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Initiatives

2.1 Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time.

2.2 Align the purpose and responsibility of the curriculum leadership team to drive teaching and learning initiatives system-wide through professional development and train the trainer models.

- 2.3 Provide educators with ongoing professional development in curriculum writing and planning (UbD) to support the implementation of a curriculum management system (standards-based curriculum, instruction, and assessment).
- 2.4 Provide and prioritize dedicated time and resources for the planning and implementation of a district-wide Portrait of the Graduate.
- 2.5 Provide professional development to support and implement adoption of current Literacy Action Plan.

Outcomes

- 2.1 By June 30, 2028, the school-system offers relevant, high-quality professional development.
- 2.2 By June 30, 2028, the curriculum leadership team is fully facilitating, guiding, and supporting teaching and learning initiatives to promote best evidence-based practices (Preschool - 12th Grade).
- 2.3 By June 30, 2028 educators are engaged in purposeful professional development aligned with standards-based curriculum which is integrated into instruction and assessments.
- 2.4 By June 30, 2028, time is provided in master schedules and professional development days for educator collaboration focused on Portrait of a Graduate (i.e., Preschool -12th Grade vertical teams, grade level planning, subject area collaboration).
- 2.5 By June 30 2028, professional development is centered around implementation of the Literacy Action Plan.

Objective Three – Support Systems

Expand and extend the professional development planning and implementation process to support equitable adult learning with the resources, time, and professional practices to be student-centered and aligned with the Portrait of the Graduate.

Initiatives

- 3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.
- 3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.
- 3.3 Identify and provide professional development in all schools that fosters the full implementation of the systems of support.
- 3.4 Review and enhance a district-wide system for data collection and screenings to assess students' behavioral and social emotional needs.
- 3.5 Provide systems of support that ensure successful grade level transitions based on students' academic, behavioral, and social emotional learning needs.

Outcomes

- 3.1 By June 30, 2028, the general education settings have identified and established vertical and horizontal systems of support.
- 3.2 By June 30, 2028, the school-system has an operational intervention systems of support that supplement the general education setting for students in small group or individual settings.
- 3.3 By June 30, 2028, all educators are trained in implementing effective systems of support across all school buildings to address the academic and social emotional needs of all students.
- 3.4 By June 30, 2028, data collection and screening practices are scheduled, utilized, and analyzed on a consistent basis to assess behavioral and social emotional outcomes to meet the needs of students.
- 3.5 By June 30, 2028, grade level transitions are successful in addressing the academics, behavioral, and social emotional needs of each student.

Objective Four – Climate and Culture

Provide an inclusive, equitable, and positive climate and culture in all schools that promotes sense of belonging for all school community members.

Initiatives

- 4.1 Implement and sustain evidence-based approaches to teaching and discipline that promote the development of strong academic and social skills for all students.
- 4.2 Develop and promote a unified brand that embodies the spirit of the school-system and the school community at large.
- 4.3 Develop and implement a clear and flexible communication plan for individual schools and the school-system to ensure family engagement and information sharing.
- 4.4 Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.
- 4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

Outcomes

- 4.1 By June 30, 2028, evidence-based practices related to teaching and discipline are implemented to decrease behavioral issues and referrals.
- 4.2 By June 30, 2028, a unified brand embodying the spirit of the school community has been established across all districts.
- 4.3 By June 30, 2028, school-system stakeholders are well informed and connected by a cohesive school-system plan for comprehensive communication.
- 4.4 By June 30, 2028, a respectful and successful learning environment is demonstrated and articulated through student leadership, input, and feedback.
- 4.5 By June 30, 2028, educators consistently track student discipline and utilize strategies to improve student behavioral issues as a result of evidence-based professional development.

Objective Five – Safe Schools

Ensure safe, secure, and equitable learning environments in all schools.

Initiatives

- 5.1 Provide professional development to school community members regarding physical and cyber safety and security practices.
- 5.2 Establish annual review and audit procedures of all facility systems and related phase replacement plans.
- 5.3 Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.
- 5.4 Establish short and long term capital plans for all school buildings, grounds, and facility operations.
- 5.5 Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

Outcomes

- 5.1 By June 30, 2028, policies and procedures are in place to protect our school community's physical and digital safety and all staff have been trained on current and best practices.
- 5.2 By June 30, 2028, our operating and phased replacement plans have ensured that our facilities and infrastructure meet the academic and safety needs of our school community members.
- 5.3 By June 30, 2028, learning spaces are well maintained with modern technological tools to ensure equitable learning opportunities for all.
- 5.4 By June 30, 2028, our capital and phased replacement plans have continued to ensure that our facilities and infrastructure are safe and meet modern learning needs.
- 5.5 By June 30, 2028, all our schools will have the needed staffing, equipment, and resources to adhere to all educational and safety plans based on current best practice.

School Leadership

During the 2023-2024 school year, Mr. Michael S. Nelson continued to serve as the Superintendent of Schools, supported by Mr. Howard G. Barber, Assistant Superintendent of Finance and Operations, and Dr. Sharlene Fedorowicz as the Assistant Superintendent of Teaching and Learning. Ms. Kristine Lincoln served as the Interim Director of Student Services. In addition, Mr. Eugene Jones, Director of Facilities, Mrs. Jill Henesey, Director of Food Service, and Mrs. Doreen Lopes, Early Childhood Education Coordinator continued to serve our schools in their capacities.

At the school building level – our administration teams remained relatively constant from the previous school year. The Marion School District welcomed back Mrs. Marla Brown (Sirois), Principal and Mr. Peter Crisafulli, Assistant Principal. Mrs. Brown was replaced by Mrs. Doreen Lopes as Interim Principal during the winter of 2023-2024, and she remained through the conclusion of the school year. As for the Mattapoisett School District, Mr. Kevin Tavares remained the Principal of Old Hammondtown School and Dr. Linda Ashley remained as the Principal of Center School. Mr. Michael C. Devoll, Principal, and Mrs. Vanessa Harvey, Assistant Principal, returned to lead the Old Rochester Regional High School during the 2023-2024 school year. At the Junior High School, Mr. Silas Coellner, Principal and Mrs. Kelly Chouinard, Assistant Principal, both returned. Mrs. Lauren Millette also remained as the Director of Guidance for grades 7-12. Lastly, the Rochester School District welcomed Mrs. Heidi Letendre as Principal and Mr. Charles West remained as Assistant Principal.

School Buildings

The safety and security of our students and staff remains at the forefront of our facilities endeavors this past year. We initiated upgrades in our door access, alarm and surveillance systems throughout our school-system. We have also implemented an intense program to monitor air and water quality in all our buildings. This allows us to maintain a healthy and clean educational environment for learning. We have achieved this through scheduled testing and monitoring.

All schools conducted the routine and required maintenance on all their firefighting and suppression systems, elevators and chair lifts, roofs, boilers and chillers. Preventative maintenance was conducted on all facilities machinery and equipment including HVAC systems.

At Rochester Memorial School, we conducted the 2nd phase of the recommissioning of the building management for the HVAC. We have completed mandated Commonwealth service line inventory consisting of all service lines in our service area to the Massachusetts Department of Environmental Protection (MassDEP) Drinking Water Program (DWP). This is required under the federal Lead and Copper Rule Revisions (LCRR). Lastly, we are in the final phase of negotiations on the solar canopy project.

At Old Rochester Senior/Junior High Schools, the press box is in the final phase of construction. We replaced the main irrigation well pump and controller, and the Town of Mattapoisett installed two additional school zone safety lights on RTE 6 entrances. We replaced the domestic hot water circulator pump, three basketball backboard winches in the high school gym and repaired the kitchen cooking steamer. Also in the high school gym, the floor was resurfaced. Our schools welcome many events throughout the year and we hosted the Tri-Town Seniors 31st Thanksgiving Dinner and the Town of Mattapoisett's Annual Town Meeting.

At Sippican Elementary School, we constructed a new age appropriate playground in the backfield area and resurfaced the front playground with Engineered Wood Fiber (EWF). The Marion Institute garden project of refurbishing gardens on the school grounds was completed and is now utilized by the third grade teachers and students. We hosted the Math Acceleration Academy during April school vacation for students, and the Town of Marion's Annual Meeting. The town's Department of Public Works removed

dead apple trees and holly bushes. Flooring in community room, conference room, student services room and the office of Sippican was replaced which was capital funded.

At Center School, the clock tower and steeple was repaired, primed and painted. Repairs also took place on the office suite roof top unit (RTU), faulty electric lighting transformer, the hinge on Council on Aging exit door, playground equipment and the internals of #2 boiler. In the kitchen, we replaced a faulty garbage disposal as well as replaced faulty exterior lighting timers and switches along with flooring in the staff entrance. We put the Town Nurse vaccine freezer on emergency backup power through the emergency generator, added security access to the 2nd floor hallway door, upgraded and installed a new (911) phone in elevator and installed a new variable frequency drive (VFD) on #1 main circulating pump.

At Old Hammondtown School, replacements took place including a new sewer pump and float, the gas regulator on the emergency generator, the Roof Top Unit (RTU) serving the library and the water heater, which was a capital project. We repaired, primed and painted roof soffits also as a capital project. A new clothes washer was installed for kitchen support. We also hosted a Veteran’s Day Ceremony and the town elections for Mattapoisett.

Student Services and Special Education

Students who receive special education services range in age from 3 to 21. Students that receive special education services may be eligible under the following categories: autism, developmental delay, intellectual impairment, sensory impairment (hearing, vision, deaf-blind), neurological impairment, emotional impairment, communication impairment, physical impairment, health impairment or specific learning disability. Services are determined through initial/triennial evaluations and annual review of individualized education plans. The complexity of certain disabilities may require services that occur after school or during the summer vacation period.

Project Grow, our integrated preschool programs, provides services for our preschoolers who are eligible for special education in their least restrictive environment. Some students at this age level may also come to their local schools to receive therapies on an appointment basis based on their individual needs.

In addition to regular inclusive programming at the elementary and secondary levels, students that are at the junior high, high school and 18-22 program level, receive services that focus on transitioning into adulthood. School-based teams assist in surveying students to obtain career and post-secondary education goals and, if appropriate, begin to work with adult agencies for students that are entitled to these support services. There is a community-based component to our Life Skills and Transition programs to facilitate skill development in the area of transition (job exploration, daily living, and community experiences).

During the 23-24 school year, the percent of students with disabilities within our school districts were as follows:

District	Marion	Mattapoisett	Rochester	ORR	District-Wide	State-Wide
%SWD	20.9%	17.8%	18.1%	17.1%	18.48%	20.2%

The average percentage of students with disabilities (SWD) was 18.48%, which falls below the state average.

Students in grades 9-12 have had the opportunity to participate in Unified Sports. In the fall, athletes and peer mentors played basketball with local area unified sports teams. In addition to both home and away games, highlights included a senior recognition presentation, a jamboree of all local teams hosted by

Dartmouth High School and a game against a team made up of our local police departments. In the spring, athletes returned for Track and Field. Student athletes demonstrated their skills through participation in the following events: javelin, shot put, long jump and running. Selected students were invited to the state tournament. Additionally, students throughout our districts were invited to participate in the Tabor Academy Unified Sports Day. Tri-Town students along with Tabor Academy students participated in events such as soccer, volleyball and bocci.

Professional development was provided to staff district-wide on two full days and four half-day afternoons. School Nurses focused on professional development topics that included the school nurses role in the development and review of policies and procedures. Early Childhood staff focused on equitable supports for children in early childhood programs and kindergarten readiness. Special education staff (special education teachers, paraprofessional staff and related service providers) participated in topics that ranged from the science of reading, the new MA IEP, artificial intelligence, and the Into Reading program. Guidance staff participated in training on writing 504 Plans and District Curriculum Accommodation Plans (DCAP).

The Office of Student Services partnered with Southeastern Massachusetts Educational Collaborative (SMEC) to provide community-wide events for students and families. The Community Talks series continued in the winter with a virtual presentation by Alex Hirshberg entitled “Practical Strategies for Managing Challenging Behaviors”. In the spring, Allan Blume presented, “The New IEP- A Session for Parents”.

Our Special Education Parent Advisory Council (SEPAC) hosted meetings and workshops for our Tri-Town parents. Workshop topics included “Basic Rights: Evaluation and Eligibility” and “Effective Communication”.

Within the Tri-Town educational community staff, students, families and community members continue to work collaboratively as a team to provide high quality educational opportunities for our students. Our student services staff are dedicated to providing supports that develop the whole child and create a sense of belonging through inclusive opportunities at all levels. Our student services staff are innovative, caring and committed to providing exceptional educational services.

Finances

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

The School Budgets

The table below displays the trends in the budgets of the Tri-Town district in recent fiscal years. The per pupil cost for education in the schools of the Old Rochester Regional School District and Massachusetts Superintendency Union #55 is compared to each other as well as to the Massachusetts state average:

	<u>FY'20</u>	<u>FY'21</u>	<u>FY'22</u>	<u>FY'23</u>
Marion	\$17,017	\$19,705	\$20,722	\$21,223
Mattapoissett	\$20,891	\$23,679	\$23,988	\$25,123
Rochester	\$14,805	\$16,832	\$17,019	\$18,684

Old Rochester	\$17,110	\$17,952	\$19,953	\$21,092
State Average	\$17,572	\$19,117	\$20,271	\$21,377

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

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

These figures include transportation, tuition and long-term debt expenses for Bristol County Agricultural High School students where applicable.

	<u>FY'21</u>	<u>FY'22</u>	<u>FY'23</u>	<u>FY'24</u>
Marion	\$6,301,167	\$6,456,815	\$6,561,086	\$6,666,193
Mattapoisett	\$7,357,475	\$7,511,872	\$7,646,778	\$7,842,346
Rochester	\$6,609,831	\$6,798,275	\$7,065,014	\$7,025,493

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

		<u>FY'22</u>
	<i>Operating</i>	<i>Capital</i>
Marion's share	\$4,901,695	\$201,747
Mattapoisett's share	\$5,952,951	\$278,197
Rochester's share	\$4,727,285	\$260,692

		<u>FY'23</u>
	<i>Operating</i>	<i>Capital</i>
Marion's share	\$5,069,289	\$319,174
Mattapoisett's share	\$5,933,462	\$420,233
Rochester's share	\$4,780,838	\$385,010

		<u>FY'24</u>
	<i>Operating</i>	<i>Capital</i>
Marion's share	\$5,274,891	\$219,892
Mattapoisett's share	\$6,021,438	\$298,066
Rochester's share	\$5,122,352	\$270,169

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

	<u>FY'21</u>	<u>FY'22</u>	<u>FY'23</u>	<u>FY'24</u>
Marion	\$860,344	\$872,434	\$1,041,767	\$1,154,750
Mattapoisett	\$839,485	\$851,365	\$980,381	\$1,005,221
Rochester	\$2,057,549	\$2,072,039	\$2,384,342	\$2,414,282
Old Rochester	\$3,043,394	\$3,074,894	\$3,384,440	\$3,468,325

Grants

	<u>FY'21</u>	<u>FY'22</u>	<u>FY'23</u>	<u>FY'24</u>
Federal and State Entitlements	\$1,410,874	\$3,087,836	\$1,020,794	\$1,148,974
Federal and State Competitive	\$47,689	\$389,652	\$1,315,009	\$754,544
Federal Targeted	\$0	\$0	\$55,185	\$120,413
Private Grants	\$9,675	\$33,572	\$28,113	\$19,067

Each fiscal year the Old Rochester Regional School District and Massachusetts Superintendency Union #55 receive awarded grant funding that are identified in various grant categories. These categories are recognized as Entitlement (or Allocation) and Competitive and Targeted grants, which are received from Federal, State or Private Sources.

Entitlement grants are funds allocated to school districts from federal or state sources based on predetermined criteria such as demographics, economic indicators, income or specific characteristics. Recipients of entitlement grants automatically qualify for the funding without having to compete with others through an application process. These grants are often distributed to meet the needs of a particular group or population, and eligibility is typically determined by meeting specific criteria set by the grantor and are less competitive than that of competitive grants. Examples of these grants awarded are the Individuals with Disabilities Education Act for \$742,897, Title I Part A for \$170,179, or the Individuals with Disabilities Education Act - Early Education and Care grant for \$18,425 are included in the \$1,148,973 total shown in the table above.

Competitive grants are funds provided by governments, foundations, or other organizations through a competitive application process. In this model, multiple individuals or entities submit proposals or applications for a specific project or program, and the grant is awarded to the most deserving or promising proposal. The selection criteria often include factors such as the feasibility of the project, the qualifications of the applicant, and the potential impact of the proposed initiative. Competitive grants are intended to encourage innovation, efficiency, and effectiveness by fostering healthy competition among applicants. Examples of these grants awarded are the Math Acceleration Academies for \$250,000, High Quality Instructional Materials for \$187,076, and Coordinated Family and Community Engagement for \$75,468. These grants are included in the \$754,544 total shown in the table above.

Targeted grants are designed to address specific issues or target particular populations or regions. These grants are distributed to meet the unique needs of a defined group or to support initiatives that align with specific goals. The focus is on achieving specific outcomes or addressing particular challenges within the identified target area or population. Examples of these grants awarded are CTE Secondary and Postsecondary Programs — Perkins Reserve for \$5,000 and Rural Energy for America Program for \$53,201. These grants are included in the \$120,413 total shown in the table above.

Private grants refer to financial assistance or funding provided by non-governmental entities, typically private foundations, corporations, or individual donors. These play a significant role in supporting a wide range of initiatives and organizations, contributing to positive social, environmental, and cultural impact. Private grants are derived from the resources of private entities or individuals. Examples of agencies providing these grants awards are the Tri-Town Foundation, Boston College and the Cape Cod 5. These source type of grants received total \$19,067.

The following are some of the Federal and State Competitive Grants from one-time funding received in Fiscal Year 2024 that may not be available next fiscal year:

Safe and Supportive Schools Continuation Grant are to ensure that each school creates a safe, positive, healthy, culturally responsive, equitable, and inclusive whole-school learning environment, and makes effective use of a system for integrating services and aligning initiatives that promote students' behavioral health and wellness.

Development and Expansion of High Quality Summer Learning Grant is to fund supporting the development of a new summer program or the expansion of an existing summer program by adding more students and/or types of programming/time with evidence/research-based programming with a focus on

academic and social-emotional learning opportunities. The program should offer engaging and interactive programming, including enrichment and recreation activities, that will excite and motivate students to attend, build relationships and promote youth voice, while creating a culturally responsive and welcoming environment that leverages the knowledge, strengths, and assets of students, families, educators and the community.

Math Acceleration Academies Grant is to fund the continuation of implementation of the Acceleration Academy model with fidelity and funds must be used for in-person Acceleration Academy programming. The majority of funds involve engaging, collaborative and hands-on learning experiences where students apply their mathematical knowledge and skills to real-world problems and focus on mastery (conceptual understanding and fluency) of a limited number of grade level or above grade level standards (depth, not breadth).

High-Quality Instructional Materials Grant is to support districts to purchase new adoption of core instructional materials for mathematics, as well as initial professional development for educators to implement those materials. High-quality core curricular materials are for any grade, Kindergarten through grade 12.

Enrollment

The October 1st enrollment totals in the Old Rochester Regional School District and Massachusetts Superintendency Union #55 Districts are showing a fluctuation from year to year. Enrollment in Massachusetts public schools has fallen nearly 3 percent — or by roughly 24,000 students over the last five years. Our homeschool numbers are similar to numbers prior to COVID-19. In 2019, we reported 24 students districtwide. In 2020, we reported 92 students K-12 and in 2021 there were 31 students K-12 that were homeschooled. In 2022, 30 students in grades K-12 were homeschooled and in 2023, 35 students were homeschooled.

October 1 – Preschool through Grade 6

	<u>2022</u>	<u>2023</u>	<u>2024</u>
Sippican School	403	386	367
Center School	229	228	216
Old Hammondtown	189	168	146
Rochester Memorial	489	491	471

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

	<u>2022</u>	<u>2023</u>	<u>2024</u>
Grade 7	212	181	201
Grade 8	178	215	181
Grade 9	134	134	150
Grade 12	151	136	134
Graduating Class*	192	168	152

* Graduating class figures are as of June 2024; other figures are as of October 1, 2024.

GRADE	MR	MT	RCH	TOTAL
ELEMENTARY:				
PROJECT GROW	15	16	22	54
K	48	57	62	168
1	35	41	61	138
2	44	50	60	155
3	51	52	61	166
4	54	47	61	162
5	55	41	67	165
6	65	58	77	201
SUB-TOTALS	367	362	471	1209
JUNIOR HIGH:*	MR	MT	ROC	TOTAL
7	53	60	88	201
8	61	66	54	181
SUB-TOTALS	114	126	142	382
SENIOR HIGH:*	MR	MT	RCH	TOTAL
9	52	50	48	150
10	49	47	35	131
11	39	46	44	129
12	47	52	35	134
SP	1	2	1	4
SUB-TOTALS	188	197	163	548
SUB-TOTALS 7-12	302	323	305	930
Charter School Students 7-12 (FY23 Reporting)	3	1	6	10
FY 23 School Choice 7-12 (sending)	7	2	7	16
SUB-TOTALS 7-12	312	326	318	956
GRAND TOTAL	679	688	789	2156
UPPER CAPE COD:	MR	MT	RCH	TOTAL
9	10			10
10	5			5
11	11			11
12	5			5
TOTAL	31			31
OLD COLONY:	MR	MT	RCH	TOTAL
9		7	24	31
10		6	25	31
11		10	18	28
12		8	33	41
TOTAL		31	100	131
BRISTOL	MR	MT	RCH	TOTAL

COUNTY AGGIE:				
9		1	4	5
10		2	1	3
11		1	1	2
12		0	2	2
TOTAL		4	8	12

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

Included in the above elementary numbers are non-resident/non-tuition students as illustrated in the below graph per local contractual agreements.

GRADE	NON-RESIDENT NON TUITION		
	MR	MT	RCH
ELEMENTARY:			
PROJECT GROW	1		
K		1	
1	1		
2		1	
3		1	1
4			
5		2	
6			1
SUB-TOTALS	2	5	2

GRADE	SCHOOL CHOICE	
		MATTAPOISETT PUBLIC SCHOOLS
K		1
1		3
2		2
3		2
4		1
5		3
6		2
GRAND TOTAL		14
JUNIOR HIGH:		OLD ROCHESTER REGIONAL
7		8
8		17
SUB TOTAL		25

SENIOR HIGH:		
9		25
10		29
11		20
12		18
SP(18-22)		3
SUB TOTAL		95
GRAND TOTAL		120

Union Agreements

During the 2023-2024 school year, the following agreements were negotiated and settled as follows:

- On September 30, 2024, the Rochester School Committee ratified an agreement with the Rochester Memorial Teachers’ Association for a successor agreement to begin on September 1, 2024 through August 31, 2027.

2023-2024 Academic Performance

At Old Rochester Regional School District (ORRSD) and MA Superintendency Union #55, we are very proud of our school community's efforts and achievement on the Massachusetts Comprehensive Assessment System (MCAS). The 2024 school year was the third year for the full MCAS administration since 2019.

Statewide, 2024 MCAS results and trends show a decline overall in English Language Arts (ELA) with fairly stable scores in math compared to last year. However, science scores improved across the state in grades 5 and 10, but not 8. The majority of our scores consistently trended above the state average in achievement and growth. As we look at our overall trends in ELA, math and science district-wide grades 3-12, our scores outperformed the state across the districts. The dedication and hard work of our students and educators make a real difference in our district. These efforts are noticed, appreciated, and valued every day.

Although we are pleased with our scores, we pride ourselves on a continued effort to focus on the rigorous standards and ways to refine and enhance our teaching and learning to guide our instruction. We are extremely proud of our school community's achievement and success.

We continue to cultivate a sense of belonging and partnership with families and students creating rigorous instructional delivery and scaffolding to meet the learning needs of our students. At our local school committee meetings this past fall, the Assistant Superintendent of Teaching and Learning along with the Principals, conducted MCAS presentations on the scores and results.

The following data in this Annual Report discusses an overview of both MCAS and Accountability results. The MCAS results are for diagnostic and improvement purposes to support planning for the district and school buildings. The assessment is computer based and focuses on critical (independent) thinking abilities, application of knowledge, and ability to make connections between reading and writing. MCAS Achievement levels are broken down into four categories ranging in increments of 30 from 440-560. A score of 500 or above is considered “meeting expectation” and a score of 530 or above is “exceeding expectations” which are both passing scores. Scores under 500 are not considered a passing

score in MCAS. These include the categories of “Partially Meeting Expectations” or “Not Meeting Expectations”.

DESE has provided an accountability percentile for schools in the state of Massachusetts. An accountability percentile ranges between the numbers of 1 and 99. The percentile score is an indication of a school's overall performance relative to other schools with similar grades, and is calculated using multiple accountability indicators from contiguous years, such as MCAS data from 2023 & 2024. Although percentiles are calculated for schools, they are not calculated for districts. The table below shows an at-a-glance overall performance of each school according to these accountability measures. Overall, our schools performed well and are classified as “Not requiring assistance or intervention”.

2023/2024 Accountability Percentile	
Schools	Overall Progress Toward Improvement Targets (%)
Rochester Memorial School	52%
Sippican School	31%
Mattapoisett (Old Hammondtown School and Center School)	90%
Old Rochester Regional Junior High School	36%
Old Rochester Regional High School	44%

In our school districts, we continue to improve learning by utilizing data, including MCAS and other assessments, to analyze, inform, and guide instructional strategies. We are proud of the persistent endurance and growth of our students, as well as the dedication and hard work of our teachers, staff and administrators. Further, cultivating a sense of belonging in addition to collaborating with families and students creates strong connections that support and enhance the educational experience for our students. Each school’s individual MCAS performance is discussed further in this report.

Rochester Memorial School Performance

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

Students at Rochester Memorial School in grades 3 through 6 achieved an average standard score very close or above the 500 threshold consisting of 504 for grade 3, 493 for grade 4, 499 for grade 5 and 492 for grade 6 in ELA. The school performed 6% better than the state average in ELA.

Average math scaled scores for Rochester Memorial School students were 512 for grade 3, 492 for grade 4, 497 for grade 5 and 502 for grade 6. The school performed 5% better than the state average in math.

The grade 5 average score was 505 in science. Grade 5 is the only elementary grade that takes the science MCAS. The school performed 14% better than the state average in science.

The table below describes the 2024 performance by grade at Rochester Memorial School.

RMS Grade - Subject	Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	RMS	State	RMS	State	RMS	State	RMS	State					
GR. 3 - ELA	10	6	47	36	41	40	2	18	59	97	504	N/A	N/A
GR. 3 - MATH	22	10	53	35	20	35	5	20	59	97	512	N/A	N/A
GR. 4 - ELA	3	4	32	32	54	45	12	19	69	100	493	49	69
GR. 4 - MATH	3	8	28	38	57	38	13	16	69	100	492	28	69
GR. 5 - ELA	7	6	48	32	38	46	7	16	73	100	499	58	71
GR. 5 - MATH	0	6	37	34	59	46	4	14	73	100	497	46	71
GR. 5 - SCI & TECH/ENG	11	7	48	37	38	36	3	20	73	100	505	N/A	N/A
GR. 6 - ELA	8	11	29	29	40	35	23	25	87	99	492	46	86
GR. 6 - MATH	6	7	44	33	45	43	5	17	86	98	502	66	85

Sippican School Performance

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

Students at Sippican School in grades 3 through 6 achieved an average standard score close to or above the aforementioned 500 threshold consisting of 504 for grade 3, 493 for grade 4, 499 for grade 5 and 492 for grade 6 in ELA. The school performed 5% better than the state average in ELA.

Average Math scores for Sippican School students were 512 for grade 3, 492 for grade 4, 497 for grade 5 and 502 for grade 6. The school performed 8% better than the state average in math.

The grade 5 average score was 505 in science. Grade 5 is the only elementary grade that takes the science MCAS. The school performed 16% lower than the state average in science.

The table below describes the 2024 performance by grade at Sippican School.

Sippican Grade - Subject	Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	Sippican	State	Sippican	State	Sippican	State	Sippican	State					
GR. 3 - ELA	10	6	47	36	41	40	2	18	59	97	504	N/A	N/A
GR. 3 - MATH	22	10	53	35	20	35	5	20	59	97	512	N/A	N/A
GR. 4 - ELA	3	4	32	32	54	45	12	19	69	100	493	49	69
GR. 4 - MATH	3	8	28	38	57	38	13	16	69	100	492	28	69
GR. 5 - ELA	7	6	48	32	38	46	7	16	73	100	499	58	71
GR. 5 - MATH	0	6	37	34	59	46	4	14	73	100	497	46	71
GR. 5 - SCI & TECH/ENG	11	7	48	37	38	36	3	20	73	100	505	N/A	N/A
GR. 6 - ELA	8	11	29	29	40	35	23	25	87	99	492	46	86
GR. 6 - MATH	6	7	44	33	45	43	5	17	86	98	502	66	85

Mattapoisett Elementary Schools Performance

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

Students at the Mattapoisett schools in grades 3 through 6 achieved an average standard score very close to or above the 500 threshold consisting of 506 for grade 3, 496 for grade 4, 505 for grade 5 and 513 for grade 6 in ELA. The school performed 21% better than the state average in ELA.

Average math scaled scores for Mattapoisett schools in grades 3 through 6 were 501 for grade 3, 505 for grade 4, 505 for grade 5 and 515 for grade 6. The school performed 23% better than the state average in math.

The grade 5 average score was 507 in science. The school performed 20% better than the state average in science.

The table below describes the 2024 performance by grade at Mattapoisett schools.

Center & OHS Grade - Subject	Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	Matt.	State	Matt.	State	Matt.	State	Matt.	State					
GR. 3 - ELA	14	6	53	36	27	40	6	18	51	100	506	N/A	N/A
GR. 3 - MATH	10	10	39	35	47	35	4	20	51	100	501	N/A	N/A
GR. 4 - ELA	0	4	42	32	54	45	4	19	50	100	496	57	47
GR. 4 - MATH	6	8	58	38	32	38	4	16	50	100	505	63	46
GR. 5 - ELA	12	6	48	32	37	46	3	16	60	100	505	62	57
GR. 5 - MATH	8	6	57	34	32	46	3	14	60	100	505	61	58
GR. 5 - SCI & TECH/ENG	14	7	51	37	31	36	5	20	59	98	507	N/A	N/A
GR. 6 - ELA	25	11	44	29	28	35	3	25	61	100	513	66	61
GR. 6 - MATH	20	7	59	33	18	43	3	17	61	100	515	66	61

Old Rochester Regional Junior High School Performance

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

Students at the Old Rochester Regional Junior High School in grades 7 and 8 received average standard scores near or above the 500 threshold consisting of a score of 500 in grade 7 and 504 in grade 8 in ELA. The school performed 13% better than the state average in ELA.

Average math scaled scores for Old Rochester Regional Junior High School were 497 for grade 7 and 499 for grade 8. The school performed 6% better than the state average in math.

The grade 8 average score was 501 in science. Grade 8 is the only junior high school grade that takes the science MCAS. The school performed 19% better than the state average in science. The table below describes the 2024 performance by grade at ORRJHS.

JHS Grade and Subject	Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	JHS	State	JHS	State	JHS	State	District	State				
GR. 7 - ELA	7	6	39	30	41	42	12	22	189	500	44	185
GR. 7 - MATH	6	8	37	30	49	44	8	19	189	497	32	185
GR. 8 - ELA	19	11	38	32	32	34	12	24	234	504	48	230
GR. 8 - MATH	5	8	41	31	49	42	6	19	232	499	35	228
GR. 8 - SCI	6	6	52	34	35	41	7	20	231	501	N/A	N/A

Old Rochester Regional High School Performance

Old Rochester Regional High School serves students grades 9 through 12 from the towns of Marion, Mattapoisett and Rochester. Students at the Old Rochester Regional High School in grades 9 through 12 received average standard scores above the 500 threshold consisting of a score of 507 in grade 10 in ELA. The school performed 6% better than the state average in ELA.

Average math scaled scores for Old Rochester Regional High School were 506 grade 10. The school performed 11% better than the state average in math.

The grade 9 average score was 504 in science. Grade 9 takes the biology MCAS at the high school. The school performed 9% better than the state average in science. The table below describes the 2024 performance by grade at ORRHS.

ORRHS Grade and Subject	Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	ORRHS	State	ORRHS	State	ORRHS	State	ORRHS	State				
GR. 10 - ELA	10	14	52	43	33	31	5	12	141	507	45	127
GR. 10 - MATH	16	12	44	36	38	39	2	13	141	506	56	128
GR. 10 - SCI	10	12	50	37	37	40	3	11	137	504	N/A	N/A

Old Rochester Regional High School SAT Performance

A total of 148 SAT exams were taken by students during the 2023-2024 school year. The Mean Score for Evidence-Based Reading and Writing was 590 which outperformed averages at both the state (574) and national (536) levels. In Math, the mean score for the district was 567, which outperformed the averages at both the state 564 and national 522 levels.

Advanced Placement Coursework

One hundred eighty-two students took advantage of the variety of Advancement Placements courses offered at Old Rochester Regional in the 2023-2024 academic year. These 182 students took a total of 329 AP exams, meaning many students took multiple AP courses at the same time. Many students chose to get a leg up on college level coursework while still in high school. AP exams are developed by the College Board. With a scoring system of 1 through 5 on the AP exam, if a student earns a 3, 4, or 5, many higher education institutions offer college credit. Students enter college with credits already earned, placing them ahead in their degree aspirations. We are proud that many students take multiple AP courses and exams while at the Old Rochester Regional High School.

With AP Scholar awards, the AP Program recognizes high school students who have demonstrated outstanding college level achievement through their performance on AP exams. The AP scholar designation is granted to students who receive scores of 3 or higher on three or more AP Exams. Old Rochester Regional High School had an impressive 95 students who earned this distinction. We are very

proud of the robust participation of our students in Advanced Placement courses. Below is a table of the AP Awards received.

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

College and University Admissions

Old Rochester Regional School District students attained admissions at a variety of public and private institutions of higher education. The largest portion of Old Rochester Regional High School’s class of 2024 students, 21 students total, chose Bridgewater State University. Sixteen students chose the University of Massachusetts, Dartmouth as their choice of school. Thirteen students chose University of Massachusetts, Amherst and five students chose the University of New England. The top three choices were the most economically advantageous opportunities within close proximity to the Tri-Town.

The complete listing of colleges and universities the Class of 2024 attended is listed below:

- American University
- Bridgewater State University
- Bristol Community College
- Brown University
- Clemson University
- College of Charleston
- Curry College
- Dickinson College
- East Stroudsburg University

Emmanuel College
Endicott College
Fairfield University
Fairleigh Dickinson University
Fitchburg State University
Florida Atlantic University
Florida Institute of Technology
Hampshire College
High Point University
Hillsborough CC
Hofstra University
Johnson & Wales
Lasell University
MA College of Art & Design
MA Maritime Academy
Massasoit Community College
North Carolina State University
Northeastern University
NYU - Tisch School of Arts
Olin College of Engineering
Plymouth State University
Providence College
Queens College
Quinnipiac University
Regis College
Roger Williams University
Sacred Heart University
Salem State University
Salve Regina University
Savannah College of Art & Design
Smith College
Springfield College
Stonehill College
Texas Christian University
Tufts University
UCP-Porto (Portugal)
UMass Amherst
UMass Dartmouth
UMass Lowell
University of Hartford
University of Mississippi
University of New England
University of New Hampshire
University of South Carolina Columbia
University of Washington Seattle
University of Connecticut
University of New Hampshire
University of Rhode Island
University of Vermont
Virginia Tech.
Wesleyan University

Wheaton College
Worcester Polytechnic Institute

The graduating Class of 2024 also had a student who chose to serve in the United States Marine Corps. We are very proud and thank them for their service.

School Committee

During the 2023-2024 school year, two of our School Committee members concluded their service. We extend our sincere gratitude to Tiffini Reedy (Mattapoisett) and Jason Chisholm (Rochester) for their willingness to offer their time and commitment to our schools and students.

Old Rochester Regional District School Committee

Term Ends

2027	Michelle Smith, Marion
2026	Frances-Feliz Kearns, Mattapoisett
2025	April Nye, Marion
2026	Margaret McSweeney, Marion
2027	Robin Rounseville, Rochester
2027	Matthew Monteiro, Rochester
2026	Joseph Pires, Rochester
2027	James Muse, Mattapoisett
2025	Rosemary Bowman, Mattapoisett

Marion School Committee

2027	April Nye
2025	Nichole Daniel
2027	Michelle Smith
2026	Nichole Nye McGaffey
2026	Mary Beauregard

Mattapoisett School Committee

2026	Carly Lavin
2027	James Muse
2025	Amanda Hastings
2025	Cristin Cowles
2027	Jack LeBrun

Rochester School Committee

2025	Sharon Hartley
2027	Robin M. Rounseville
2026	Anne Fernandes
2026	Katherine Duggan
2027	Josh Trombly

Respectfully Submitted,

Michael S. Nelson, Superintendent of Schools

Old Rochester Regional High School
Michael Devoll – Principal
Vanessa Harvey– Assistant Principal
Lauren Millette—Director of Guidance

Our Towns

Our school serves three southeastern Massachusetts towns: Mattapoisett; Marion; and, Rochester. All three towns have maintained their charm through careful and thoughtful community planning. Marion and Mattapoisett are quaint, close-knit seaside communities. Rochester has a more rural landscape surrounded by scenic farms, cranberry bogs, pine forests and freshwater ponds. Residents are proud of their school systems and have been very supportive in passing legislation to ensure its continued success.

Our School

The 2023-2024 school year featured a student body made up of 608 students, including 72 students attending Old Rochester Regional High School through the School Choice Program. Our student body resides in the communities of the Tri-Town: Marion, Mattapoisett, and Rochester. Through the School Choice Program, the school was able to welcome residents of the following communities to our school: Acushnet, Fairhaven, Lakeville, New Bedford, and Wareham.

The Class of 2024 saw 152 seniors graduate in June. These young scholars' hard work and determination will not stop there as they earned themselves 594 college acceptances to 149 universities and colleges across the country. In this graduating class, 70% of the students plan to attend a 4-year college, and 16% plan to attend a 2-year college. Two graduates will be entering the Armed Forces of the United States. Eleven graduates will enter the workforce/engage in apprenticeship. Forty-eight members of this graduating class were inducted into the National Honor Society, sixty-one graduates received the John and Abigail Adams Scholarship, and 55 received scholarships from various 132 state and local organizations.

Our Faculty

Of the 61 faculty members at ORRHS, 78% have their Master's degree and 3% have their Doctoral degree. The school has a 14.5 to 1 student-to-teacher ratio.

Accreditation

Principal of Old Rochester Regional High School in Mattapoisett, Massachusetts, Michael Devoll was pleased to report that the New England Association of Schools and Colleges, voted for continued accreditation for Old Rochester Regional High School at their April 2019 meeting. The New England Association of Schools and Colleges, founded in 1885, is the oldest accrediting agency in the country and is recognized by the U.S. Department of Education as a reliable agency to award accreditation to New England Schools. The Association is a voluntary accrediting agency of more than 2000 public and independent schools, colleges and universities, and vocational, technical, and career institutions. Of these, approximately 630 high schools, middle/high schools, and PreK-12 schools have been accredited through the Association's Commission on Public Schools.

Class of 2024

The Class of 2024 kicked off their senior year by having a fun outing at Ned's Point, complete with a catered lunch, aerial class photos, and lots of pictures, snacks, and memories. The class officers and senators worked closely with the Student Council to coordinate the annual Homecoming dance, class skit, and pep rally. As part of the tradition, the senior class decorated their hallway with Barbie-themed props and accessories and created an amazing Barbie skit with choreographed dances and music. Throughout the year, the class of 2024 ran multiple fundraisers, including a volleyball tournament, a cornhole tournament, a restaurant night at Captain and Walrus, and selling senior signs. In January, the senior class hosted the much-anticipated Senior Superlatives Night to benefit the senior class. Many memories were made as seniors "walked the red carpet" and accepted their awards in front of classmates, friends, and family members. The Class of 2024 started a new tradition by purchasing academic stoles for seniors to wear at graduation. They left these stoles to the class of

2025 as a class gift so that they could continue to carry on the tradition. The class also created the Emma Whittaker Memorial Scholarship in honor of their classmate. This was entirely student-driven, and working directly with the Whittaker family, they awarded thousands of dollars to graduating members of the Class of 2024. In May, seniors enjoyed the senior breakfast and senior picnic, hosted the first-ever senior field day, celebrated their accomplishments at the senior awards night, showcased their class's diverse talent at the senior assembly, and danced the night away at the senior prom at Lakeview Pavilion. In June, the class came together one last time as they graduated from Old Rochester, marking an end to their time here but the beginning of their next journeys.

Class of 2025

The Class of 2025 continuously pursued fundraising throughout the 2023–2024 academic year in preparation for upcoming senior activities. To begin the year, the class sold Bulldog umbrellas and insulated bags throughout the fall. Moving into the holiday season, the class organized a spike ball tournament during Bulldog Block. In February, the Krocodiloes were invited to perform in our auditorium, attracting a great turnout of students and parents. The spring was a busy time for student government. The class got to work planning their beach-themed semi, and collecting donations from local businesses and families for their annual May Calendar Raffle. Both fundraisers turned out a great success! With senior year on the horizon, the Class of 2025 works diligently to raise funds, hoping to make their senior year affordable and stress-free.

Class of 2026

2023-2024 was an eventful year for the Class of 2026. Class officers worked hard to build unity and spirit. Knowing that the upcoming junior and senior years can be all the more memorable after building a strong base, there was a lot of effort spent on fundraising. Working collaboratively with area restaurants to sponsor dine-in nights and with DECA to sponsor the student-faculty basketball game, 2023-2024 accomplished exactly what the class hoped it would. New leaders became involved and with a new slate of officers elected for 2024-2025, the class of 2026 is excited about junior year.

AFS Club

The AFS Club has had an outstanding year, offering students meaningful intercultural experiences that align with its mission to empower young people as globally engaged citizens. Open to all students, the club encourages those with a passion for travel, meeting new people, and learning about diverse cultures to participate. This year, the club's activities have provided students with opportunities to broaden their perspectives, develop critical skills, and foster a deeper understanding of global interconnectedness. In November, the AFS Club embarked on an exciting trip to New York City, where students explored the Metropolitan Museum of Art and Times Square. At the Met, students engaged with a wide array of art and history from around the world, enriching their understanding of global artistic contributions. The visit to Times Square offered students the chance to experience the vibrancy and cultural diversity of one of the world's most iconic urban settings. This trip was a powerful introduction to the value of cultural exploration. The club's most significant undertaking this year was a cultural exchange program with Waterford HS in Wisconsin, which took place from March 14th to March 17th. Upon arriving in Milwaukee, students were warmly greeted by their hosts and quickly immersed in the daily life of a Waterford High School student. On March 15th, students attended classes alongside their host peers, shared breakfast and brunch together, and concluded the day with a pizza party and school game, providing a full experience of high school life in another community.

On March 16, the group traveled to Chicago, where they visited landmarks such as Navy Pier and Soldier Field, explored local shops, and enjoyed a potluck dinner that celebrated the exchange of cultural traditions. The trip ended on March 17th with a tour of Milwaukee's Capitol building, museums, and historic Third Ward, along with a visit to American Family Field before departing. This exchange offered students a unique opportunity to learn about Midwestern culture, form lasting friendships, and reflect on their shared experiences.

In March, our students hosted Waterford High School's AFS Club members at Old Rochester. The program included tours of Boston's North End and Old North Church, a Duck Boat tour through the city, and visits to

Newport, Providence, and Broun University. This hosting experience allowed students to showcase the rich history and culture of New England while building connections with their peers from Wisconsin.

Through these activities, the AFS Club has achieved remarkable success in fostering cultural understanding and personal growth among its members. Students have developed valuable skills in leadership, communication, and collaboration while gaining firsthand experience of different lifestyles and perspectives. These experiences have not only enriched the participating students but have also contributed to a more inclusive and culturally aware school community.

Looking ahead, the AFS Club plans to expand participation, offer more intercultural events, and secure additional funding to ensure accessibility for all students. This year's accomplishments demonstrate the profound impact of the AFS Club in preparing students for a globally connected future, and we look forward to continuing its success in the years to come.

Art Department

The art department participated in a variety of events and initiatives both inside the classroom and out in the community during the 2023-24 school year.

- **Art Contests and Recognition:** Students participated in the EYA Scholastics and TTAR contests and art shows, Doodle for Google, and the Congressional Art Show. Tyler Chick was awarded the Priscilla Hathaway Scholarship in Art.
- **Annual Art Show:** The 13th annual AP Art and Honors Art III Show & Reception will take place on May 23, 2024, celebrating the culmination of students' creative work.
- **Ceramic Exhibitions:** Ceramics I and II students showcased their ceramic masks at the Benjamin Cushing Senior Center in Marion.
- **Mug Celebration:** Ceramics students crafted mugs and participated in the annual Mug Celebration.
- **Community Outreach: Memory Project:** Students in AP Art, Honors Art III, and Art II classes created portraits for the global Memory Project initiative connecting to underprivileged kids in Columbia

These activities reflect the department's commitment to artistic excellence, community engagement, and providing meaningful opportunities for students to share their work beyond the classroom.

Athletics

The 2023 athletic year served 71% of our students, including some 8th-grade students participating on waivers. The program offered 24 Varsity teams, and 16 JV and Freshman level teams, providing a place for 455 individual athletes to compete throughout the year. The Bulldogs were South Coast Conference champions 11 times- in Football, Volleyball, Boys Cross Country, Girls Cross Country, Golf, Boys Basketball, Boys Indoor Track, Girls Indoor Track, Girls Lacrosse, Boys Outdoor Track, and Girls Tennis. Every Bulldog team produced at least one South Coast Conference All Star, including MVP recognition in 4 sports.

In the 15 sports offering Statewide Tournament competition through the MIAA, the Bulldogs qualified in 12 of them. In the fall season, the golf team led the charge and finished 5th in the state for Division 2. Boys and girls soccer both hosted and won Preliminary round games, while football and volleyball each reached the Elite 8 in their respective tournaments. In the winter, girls basketball and ice hockey reached the sweet 16 and the Boys Basketball team went on a deep run, finishing as runners up in the Division 3 State Championship game. Spring was fruitful for lacrosse and tennis teams, with girls tennis making it all the way to the elite 8.

Individual accomplishments were numerous, but were punctuated by performances from Peter le Gassick who tied for 6th place in the Division 2 statewide Golf tournament, and Neva Mattos who held court and won the SCC Individual Tennis tournament. School Records were broken by Sam Raynor (Swim) and Wes Archelus (Track).

Excellence was everywhere for the Bulldogs in 2023, and in every sense of the word. The dedication to team, school, and community could be felt through the support our teams received from the Dog Pound, everywhere

we went. Perfection was on the table for one team as well - Unified Basketball finished their year in front of a packed house, defeating the Tri-Town police in runaway fashion to bring their season record to a perfect 9-0. 2023 was truly a great year to be a Bulldog!

Board Game Club

The Board Game Club has continued to thrive again this school year. Rachel Tse has continued to lead the group each Thursday in various board game activities, including Jenga, Uno, and others. Students are encouraged to bring any game of interest and play. The club has become a well-attended event by students, who want to not only play board games but hang with their friends who have similar interests.

Community Service Learning

The CSL club offers yearly volunteer opportunities and always enjoys adding new ones so students can participate on their own. The club meets once a week after school. The CSL Club co-advisors Karen Browning and Andrea Moniz help to advise students as they take on student leadership roles on projects that are new and ongoing.

For the 7th year, the CSL Club collected new socks for their "SOCKTOBER" event in October and the socks were donated to The Women's Center in New Bedford. As October came to a close, Emerson Gonet organized our first successful drive collecting items for the Veterans Transition Home in New Bedford. She collaborated for the first time with the Junior High "Student Affairs Committee (SAC)" led by Science teacher Lauren O'Brien.

In December, the CSL Club turned its focus to our December group event in collaboration with Toys for Tots and the Tri-Town police departments, for our "Stuff a Cruiser" event. Our school resource officers as well as other officers from the Tri-Town joined us as we were able to collect many toys for local children. We were fortunate to have a visit by Santa Claus too! We appreciate the generosity of our Tri-Town residents. Students also acted as guides and greeters at the Marion Women's Club Holiday House Tour. They had a lot of fun at the event and represented ORRHS well.

Among these group volunteer activities, CSL has had several individual volunteer opportunities brought to the group by students and led by students, such as volunteering on weekends at Damien's Pantry and at Gifts to Give.

The CSL Club has also been informed of opportunities brought from the community; students have volunteered their time with the Mattapoissett Land Trust (story walks), The Friends of the Mattapoissett Bike Path (Tour de Creme bike ride and "Bikes for All" program) where Emily Wyman is a student representative on the board and with the Friends of the Mattapoissett Library (jewelry sale, shelving books, and used book sales). For our fourth year, the CSL Club has continued a wonderful connection with VASE from Sippican School in Marion volunteering in the After Class Enrichment (ACE) Homework Help.

We are very excited about three new events that our student leaders initiated on their own. The first was assisting at the East Over Farm for the Buzzards Bay Bike Ride in October. We also collaborated with the Sippican School Sixth Grade "Kindness Crew" for the first time with two other student initiated events: "One Warm Coat Project" (coats were donated to Gifts to Give), and a children's book drive for the "Women United Wash and Read Program" (books donated to local laundromats.)

The club has also spent time during Bulldog block, with a school-wide beautification inside and outside (trash pick up as well as caring for indoor plants in the lobby, pruning branches and mulching in the memorial gardens).

We capped off our successful year in May of 2024 by honoring students at awards nights. These students submitted their community service hours that earned them the "President's Volunteer Service Award", where students earn either a gold, silver, or bronze medallion medal depending on their age and the number of their

volunteer hours (from 50 to over 250), along with a signed letter and certificate from the President of the United States, thanking them for their service. This year, eight Gold Awards, two Silver awards and ten Bronze awards were handed out.

Debate Team

The Old Rochester Regional High School Debate Team had a successful year in 2023-24 within the Eastern Massachusetts Debate League (EMDL). ORR hosted a Tournament and the Debate Team travelled to Hingham, New Bedford High, Bishop Stand and the finals were held at Bridgewater-Raynham Regional High School.

During the 2023-24 season, the debaters argued the following resolution: Resolved: The United States federal government should substantially increase fiscal redistribution in the United States by adopting a federal jobs guarantee, expanding Social Security, and/or providing a basic income.

Strong debate performances were made by seniors Eva Hartley, Jacob Hadley, Jamison Gunschel and Theo Jacobsen. The Old Rochester Regional Varsity Affirmative Debate Team was the highest-ranked four-person team in the league in the Eastern Massachusetts Debate League. Jacob Hadley was one of the highest affirmative speakers in the league. Alden Cole-Viera was a top Varsity Negative Speaker. Novice Debaters Olivia Thompson, Catherine Sylvia-Everett, Zach Riggs Angela Thompson and Lucas Pierre had a highly ranked novice season.

ORR Novice Affirmative 1st place
ORR Novice Four Person Team 2nd Place
Angela Palmer 3rd Novice Negative Speaker
Alden Cole-Viera Varsity Negative 5th speaker
ORR Varsity A Negative 4th
Jamison Gunschel 3rd Varsity Affirmative Speaker
ORR A Varsity Affirmative 2nd Place
ORR Varsity Four Person Team 2nd Place
Jacob Hadley 2nd Varsity Affirmative Speaker
Eva Hartley 4th place Varsity Affirmative Speaker
Theo Jacobsen 10th Varsity Negative Speaker

In 2023-24 the Debate Team is arguing the following resolution: Resolved: The United States federal government should significantly strengthen its protection of domestic intellectual property rights in copyrights, patents, and/or trademarks.

DECA

ORR DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. DECA is open to all students who want to know more about business and the professional world, as well as those who simply enjoy traveling and meeting new people. The 23-24 school year was a great one for DECA, as our club welcomed many new members and achieved competitive success. In January 2024, we traveled to Hyannis for our first competitive conference of the year. Our students competed very strongly, with approximately 75% of our club advancing to the next level of competition—the State Career Development Conference (SCDC) in Boston. At SCDC, our members once again found great success, with several placing within the top 10 spots for their categories. This was significant, because our members were competing with students from schools across all of Massachusetts, and were sometimes going up against 30+ participants. Beyond competitions, we participated in two large fundraisers. The first was a calendar raffle that we teamed up with AFS to offer during the month of December. The second was a candy gram for Valentine's day. These fundraisers helped build a sense of community within DECA.

Drama Club

During the 2023-2024 school year, the ORR Drama Club put on two stage performances. In the fall, we

performed the classic *Romeo & Juliet* from November 16th - November 19th. With approximately 50 students involved in the production, it was a fantastic experience for the students. In the spring, we performed *Little Shop of Horrors* from March 21st - March 24th. With over 60 students in the production, we were able to put on a show that several school staff members and administrators hailed as one of the best ORR productions they had ever seen. Within the musical we had local musicians serving in the pit band during all four performances. All ORRHS Drama Club performances were well attended and had many returning tri-town community members. For both the fall and spring, the Drama Club was able to host a Senior Citizens show on the Wednesday of tech week. These shows were well attended by the local community and brought in donations for the local food bank. The Drama Club performs *Noises Off* in the fall of 2024, and both *God of Carnage* and *The Drowsy Chaperone* in spring of 2025.

ESports

ESports had been meeting once a week after school. Students compete in various electronic games such as Super Smash Bros, Mario Kart, Mario Party and Just Dance. They play these games using the Nintendo Switch gaming console. The students have been competing against each other. We have increased to 3 promethean boards for students to participate in. We average about 10 students a week and all four grades are represented. Typically, students play video games on their own at home. At ESports we encourage students to interact, support one another, and learn from each other as they compete in these games.

GSA

The ORRHS GSA had a very successful year advocating for education in our district to create a more inclusive community. Throughout the year, the GSA fostered conversations about community care by prioritizing mental health discussions and welcomed school community members to meetings to continue conversations about what is affecting our students.

Knit OR Crochet Club

The Knit OR Crochet Club welcomed many new members of varying skill levels after the Club Hub event in the fall of 2024. During Friday bulldog blocks, beginners were taught how to crochet and began working on their first project: headbands/ear warmers. Yarn and crochet hooks were provided. The projects were turned in on November 15th, on the school-wide service day. Students wrapped the projects to be donated to the New Bedford Women's Shelter; the students were happy to donate ten blankets, eighteen headbands, six hats, and two stuffed animals.

The next project was started - cat stuffed animals. These are going to be donated for younger children. Ms. Kennedy reached out to the club and informed us that there is a need for hats and gloves in children's sizes in early education, so we have been working on those. Students are looking forward to making more projects to continue with our goal: To keep everyone warm in the winter months.

Mock Trial

The Mock Trial club participated in in-person competitions in January and February while competing in turn as both the prosecution and defense in a simulated criminal case involving a suspected burglary. Senior Ella Caesar and sophomore Alex Fiano returned and gave strong performances as attorneys. Sophomore Austin Scully and freshman Nicole Montealegre Mitrofanova also performed strongly in attorney roles, and the team was joined by seniors Liam Yurof and Mars Castro-Colaj, and freshman Catherine Sylvia-Everett in the witness roles. All students performed incredibly well, showing great skill and adaptability throughout the season. This year once again marked one of the strongest overall performances by the team in recent memory, while just missing advancement to playoff competition with a 2-1 record.

Music

The Music department closed out their 23-24 school year with fantastic performances across the board. In March of 2024 we had an outstanding number of participants and audience members for the annual FORM Chorus and Instrumental Concerts. The Night of Jazz had great attendance this year as FORM helped in obtaining free tickets to a local group to come in and support the students. The Chorus this year was just 1 point shy from receiving platinum at the Great East Festival holding onto a gold trophy much like the Concert

Band. The spring concert was well attended and received, showcasing some of the graduating seniors for their last performance. This year was a large year in terms of graduates as the music department had 20 students graduate!

Newspaper: Paw Prints

Our Paw Prints student newspaper has welcomed several new members over the course of the previous year. Our editor is in the process of passing the torch to some of our younger contributors. For the first time in a while, we've managed to put a dedicated sports writer in place who has put in lots of time interviewing captains from a variety of sports teams. Additionally, we have been able to use some Sophomore project-based writing to supplement the work produced by the regular staff.

National Honor Society

A large and dedicated group represented NHS during the 2023-2024 school year. Our tutors worked with students online and in person to deliver instruction in all subjects and at all levels to boost student confidence and achievement. Through one-on-one tutoring and after-school programs, our tutors made a real difference in the Old Rochester community. In addition to our tutoring program, our members served throughout the tri-town community on various projects and initiatives throughout the year. In the fall, three teams of students interviewed residents from the Sippican Healthcare Center and completed memoirs that they delivered to the residents for the holiday season. Our Literacy Initiative was busy promoting reading with both fall and spring poetry events as well as a school-wide read. The Great Gatsby Readathon, held in March, was a day-long event with food, games, photos, and fun for the entire building. Our community outreach initiative kicked off our first Trivia Night, and our Positivity Initiative worked diligently on an alumni project to be completed during the 2024-2025 school year. Many of our members worked with local land trusts on inspections and upkeep. In March, eight of our members competed in and won the SCC Honor Bowl with a 420-point victory. In April, five of our members were honored at the SCC Academic All-Star Banquet as the top graduating students of the senior class. In May, many of our members volunteered in the New Bedford United Way Youth Day of Caring alongside newly inducted members. It was a productive year of service on campus and in our community.

Sci Fi and Strategy Club

This year marked additional growth for the Science Fiction Club and our core group of upperclassmen continue to improve as mentors and role models for new members. Our student leaders continue to make the club open and welcoming to all new members. There are both group and individual activities to meet the needs of each member; we also offer bi-monthly game nights for longer-form Sci-Fi gaming that we are unable to complete during weekly after school meetings.

Student Council

During the 2023-2024 school year, Student Council (STUCO) continued in its mission to promote positive school spirit and support students and activities within the school community. STUCO started the school year by organizing and running elections for the class of 2027. In September, STUCO hosted the annual Club Hub in the cafeteria for the whole school, awarding cash awards to four different clubs for their enthusiasm, demonstration of school spirit, and recruitment of new members. In October, STUCO E-Board, senators, and class officers attended a leadership training/ropes course at Tree Top Adventure. STUCO once again collaborated with the Community Service Learning Club and their Socktober sock drive while organizing and hosting a much-anticipated and well-attended "Evening in Paris" Homecoming Dance.

From the proceeds raised through the Homecoming ticket sales, STUCO was able to assist various clubs and organizations fund activities and initiatives throughout the school year. Clubs and classes that received funding from STUCO in the 2023-2024 school year included:

- Community Service Learning Club
- Bulldog Pride Club
- Drama Club
- Music Appreciation Club
- Tea Club

- AFS
- DECA
- Class of 2027
- Knitting & Crochet Club
- Science Olympiad
- ORR Transition Program

STUCO remained busy throughout the year, including raising over \$1300 for the annual fundraiser for neediest families and hosting the end-of-year ice cream social for the entire school in December. In February, STUCO members performed random acts of kindness throughout the school community during kindness week and collaborated with the Transition Program to provide hot chocolate for the entire student body. STUCO hosted the traditional Class Olympics before February break. At the end of the month, STUCO traveled to the State House in Boston to have a private audience and tour with Michael Rodrigues, State Senator for the First Bristol and Plymouth District of the Commonwealth of Massachusetts.

The year culminated with STUCO awarding the annual STUCO “Unsung Hero” Scholarships to two very deserving seniors from the Class of 2024, who each received a one-time scholarship of \$500. All in all, it was another productive year of student leadership development, community service and giving back to the school community.

Technology and Engineering

This year marked significant growth for the engineering program. The addition of two high-speed 3D printers and a laser cutter has equipped our students with state-of-the-art technology. This investment has enhanced our ability to provide hands-on, real-world experiences. Additionally, we introduced an Introduction to Electronics program, focusing on electronic tools, circuits, and microcontrollers. The robotics curriculum was realigned to incorporate these new technologies. To further expand our offerings, we added a fourth-level architectural design class focused on the industry-standard software, Revit. These advancements have elevated our program and provided students with a comprehensive engineering education.

Unified Activities

Unified programs at ORRHS bring students of all abilities together to foster inclusion, teamwork, and friendship. Throughout the 2023-2024 school year, these programs offered opportunities for participation in sports and activities such as Unified Sports, Unified PE, and Unified Bulldogs Club. The Unified Basketball team was undefeated in the 2023 season and raised over \$3,000 for the program at the annual Unified vs. Tri-Town Police basketball game. Athletes participated in the school’s first ever season of Unified Strength and Conditioning. During this six week program, athletes participated in various fitness activities, with the goal of improving their overall confidence and physical fitness. ORR was awarded a third place medal by the Special Olympics for their success during this program. Unified Track had a great season, and qualified athletes participated in the State Championship at Natick High School. Unified PE ran both semesters, and promotes collaboration, skill-building, and wellness in an inclusive classroom setting. Beyond athletics, Unified Bulldogs Club offered a space for social connection, leadership development, and community building. These programs create a welcoming, inclusive school culture where every student can thrive.

Once again, the Old Rochester Regional High School proved to be first-class and continued the school’s history of excellence. Students and staff congratulated the following staff members for their work at ORRHS as they moved on at the close of the school year: Elizabeth Andrews, Mike Barnicle, Janet Gauvin, Melanie Kellum, MJ Linane, and Shirley O’Connor.

Respectfully submitted,

Michael Devoll
Principal

Old Rochester Regional Junior High School

Enrollment:

- The school year began with a total enrollment of 433, with 35 students attending via school choice.
- By October, enrollment was 432, with 35 school choice students. This number remained consistent through February and March.
- By April, enrollment decreased slightly to 428, with the number of school choice students increasing to 36.

Staffing:

Retirements:

- Kate Souza - Paraprofessional
- Carol Regan - Guidance Secretary
- Mary Caine - Special Education Teacher
- Karen Horan - Physical Education Teacher
- Donna Kirk - Special Education Secretary

Resignations:

- Collin Melo - Paraprofessional
- Shane DeSousa - Paraprofessional
- Darren Gray - Paraprofessional
- Amy MacDonald - Paraprofessional
- Brittany DeMedeiros – Paraprofessional
- Liam MacCurtain – Paraprofessional

Change of Positions:

- Mike Bean transitioned from the ISP classroom to become the Grade 8 Green Team Special Education teacher.

New Hires:

- Carolyn Ross – ISP Special Education Teacher
- Laurie Cunningham – Paraprofessional
- Brittany DeMedeiros – Paraprofessional
- Liam MacCurtain – Paraprofessional
- Caroline Murphy – Paraprofessional
- Stephanie Ferreira – Paraprofessional
- Leslie Halnen – Special Education Secretary

Academics and Instruction:

- Piloted hybrid 8 mod and 4 mod schedule with directed studies and RTI.
- 8th Grade Civics teachers piloted the new 8th Grade Civics and Government MCAS assessment.
- 8th Grade Civics teachers continue to improve upon their year end student PBL civics projects.
- 7th grade social studies teachers participated in professional development in the “Investigating History” curriculum.
- OpenSciEd science units completed their second year in grades 7 and 8.
- Multiple Aimsweb+ and IXL benchmark assessments were conducted.
- Character Counts lessons implemented in Advisory.
- Continued Curriculum Review Cycle in all departments.
- Active member representation in the District Instructional Council.
- Pathways Team was established and began implementation of the MTSS approach to academic supports.

- Increased cyber-security.
- Provided ELA+ and Math+ to students in need of additional ELA and Math instruction.
- Math teachers participated in Amplify Math curriculum presentation for possible adoption.

Student Life - Clubs and Activities:

- After School Activities Offered:
 - Jazz Band/Band
 - Crochet & Knitting Club
 - GSA Club
 - Ski Club
 - Drama Club
 - School Store
 - Ping Pong
 - Student Council
 - Jr. Ambassador's Club
- Interscholastic Sport(s):
 - Boys/Girls Cross Country
- Sport Clinics:
 - Boys Basketball
 - Girls Basketball
 - Field Hockey
 - Football
 - Girls Soccer
 - Boys Soccer
 - Volleyball

Grade 8 students were eligible to participate in sports at the high school level in:

- JV Boys and Girls Soccer
- Dance Team
- Girls Basketball
- Swim Team
- Freshman Football

The Life Skills students participated in Unified Sports Day at Tabor Academy.

Professional Development:

- On August 29, 2023, junior high school educators participated in a full-day professional development. They began by unpacking the Curriculum Review Cycle, collaborating on curriculum recalibration, and completing a Google form with their teams. They also had department PLC time to discuss curriculum, instruction, and assessment. In the afternoon, they attended a session on artificial intelligence (AI) in public education, exploring AI's potential and challenges and experimenting with AI tools.
- On September 27, 2023, junior high educators participated in a half-day professional development. They focused on connecting standards, curriculum, and lessons, using the Curriculum Review Cycle (CRC) and ATLAS to identify curricular needs. They also created a lesson using AI, drawing on what they learned in the previous PD session on AI.

- On September 27, 2023, library media specialists worked to examine and update websites, and met in a PLC to discuss and decide on what a common website will look like across all districts and grades, and what the "must haves" are.
- On November 7, 2023, junior high educators, including those from the high school, focused on departmental curriculum review PLCs and the Project 351 Playbook Initiative.
- On November 7, 2023, junior high special education teachers and SLPs (speech language pathologists) participated in a liaison collaboration session, then joined the Project 351 Playbook Initiative, followed by a transition/vertical planning meeting and a session on the new IEP.
- On November 7, 2023, secondary library media specialists worked on PLC to align and update library websites, learning about SORA and Canva.
- On January 31, 2024, junior high educators had a half-day professional development, with several options for the first hour. These options included: an Introduction to Character Strong, focusing on lesson structure and topics; a session on Responsive Classroom Proactive Discipline, covering behavior logs and reinforcing language; and a session on supporting Positive Behavior with Technology, using E-Hall Pass and GoGuardian features. Following this, junior high staff participated in a Two Trusted Adults Exercise: Relationship Mapping to identify students who need a positive relationship with an adult in school, and to pair staff with those students. Additionally, 7th and 8th grade science teachers engaged in a session focused on unpacking the OpenSciEd curriculum. On March 6, 2024, junior high educators, specialists, and paraprofessionals participated in a half-day professional development focused on Multi-Tiered Systems of Support (MTSS), defining MTSS, identifying successful parts already in place, and areas of need. They also had a session on staying positive while managing challenging students. Junior high science educators continued to unpack the OpenSciEd curriculum.

Title 1 Information:

- The Junior high supported 73 students with Title 1 Math Supports.

Community Engagement and Service:

- Student Affairs Committee (SAC) Activities:
 - The SAC, advised by Lauren O'Brien, collaborated with the high school on a Veteran's Drive for the Veterans Transition Home in New Bedford. Items collected included: soap, shampoo, toothpaste, toothbrushes, deodorant, t-shirts, undershirts, boxers, sweats, pillows, and pillowcases.
 - The SAC partnered with the Tri-Town Schools Care Team and collected 696 non-perishable items for local families facing food insecurity.
 - The SAC held a book drive and collected over 720 gently used books. The books were donated to the Mattapoissett Town Library.
 - The SAC partnered with All About the Animals to collect items for kittens. Needed items included: cat food (wet/dry), kitty litter, paper towels, HE laundry detergent, Lysol spray, and postage stamps.
- The 30th Annual Tri-Town Senior Citizen Thanksgiving Dinner took place after a three-year hiatus. Over 270 in person and homebound senior citizens were served. Students, staff, cafeteria volunteers, parents, and local businesses contributed to the event's success.
- Project 351 Ambassadors:
 - James Devoll (Marion), Sadie Hartley-Matteson (Rochester), and Zoe Motta (Mattapoissett) represented our school. These three Ambassadors attended a launch and service day at the John F. Kennedy Presidential Library on January 13, 2024; met Governor Wu; and,

participated in a food drive community service in Boston to benefit the Good Shepherd's Food Pantry. In addition the Ambassadors facilitated a local clothing drive in partnership with Cradles to Crayon.

- Eighth-grade Green Team students volunteered at Gifts to Give in New Bedford during a field trip.
- A school-wide winter coat drive was held in collaboration with the high school.

School Events and Initiatives:

- Fundraiser:
 - The Booster Bash Fundraiser kick-off assembly took place on September 9. This is our annual fundraiser to support activities. Funds are used for guest speakers, field trips, student supplies, student's activities, etc. Total funds raised: \$12,948. A special "thank you" to all our parents, relatives and friends of our JHS students/community who made this fundraiser such a success and to Karen Horan, Physical Education Teacher, for her leadership and extra hours put in to ensure the campaign went off without a hitch. All events were organized; the nightly challenges were followed-up on; and, the daily prizes were distributed. Ms. Horan reached out to local businesses seeking t-shirt sponsors, and every student and staff member had a team color ORR t-shirt to wear. We could not have done this without everyone's assistance.
- Assemblies and Presentations:
 - Grade 7 Survival and SCOPE assemblies were held on February 15 and 16. Ninety (90) students participated in Survival with the remainder of Grade 7 students participating in SCOPE activities.
 - Katie Greer gave a Community Presentation on internet safety and cyberbullying at the Old Rochester Regional High School Auditorium from 6:00 pm to 7:00 pm on March 25.
 - Guest Speaker Chris Herren spoke before the student body regarding substance abuse
 - Old Colony Regional Vocational Tech High School met with Grade 7 students for the first time and gave a presentation on what Old Colony has to offer.
 - The annual Grade 8 Jury Presentation took place.
 - In October a school-wide Live Stream Reading and Book Talk Assembly by Newbery Award Winning Author: Kwame Alexander - author of *The Crossover* took place.
- Testing:
 - AIMSWEB assessments were conducted in February.
 - NAEP testing for selected grade 8 students took place in February.
 - MCAS was administered - ELA Grades 7 & 8; Math Grades 7 & 8; Civics Grade 8; and Science Grade 8.
 - SBIRT (Screening, Brief Intervention, and Referral to Treatment) screenings were conducted for Grade 7 students on March 27. Parents had the option to opt their child out of this screening.
- Other Events and Initiatives:
 - Parent Q&A sessions were held for incoming 7th grade parents.
 - The school held an Open House for parents and guardians to follow their child's schedule and listen to a brief presentation from their teachers on September 7. Student schedules were emailed to parents prior to the Open House.
 - Piloted the use of a Yondr Pouch - secure cell phone pouch.
 - Students participated in the Annual Music Festival at New Bedford High School on March 8 and 9. Under the direction of Mrs. Angie Vaughn (Chorus Teacher) - the following students participated in Mixed Chorus: Isabella Perez-Dormitzer and Erin Root; under the direction of

Mr. Richard Laprise (Band Teacher) - the following students participated - Brianna Cabral, Clarinet; Mara Donnelly, Flute; Joshua Marcolini, Tenor Saxophone; Rebecca Schaefer, Trumpet.

- The annual Spelling Bee (run by Mr. Daniel McEvoy-Grade 7 Social Studies Teacher) took place on January 26. Results: 3rd Place: Madelyn Sivil; Runner-Up/2nd Place - Charlie Bonney; First Place (spelling every word correct along the way) Sydney Benard.
 - The school partnered with the Mattapoissett Police and School Resource Officers, Jr. Cardoso and Laneira Lima to train staff and students in the A.L.I.C.E. program. (enhanced lockdown for school intruder emergencies).
 - The Drama Production- “Romeo & Winifred”, directed by: Kate Fisherman took place. Leads were: Romeo - Ben Graham; Winifred - Keira Cant; Co-stars - Erin Root as Friar Tuck and Ava LaPointe as Mercutio - in total 30 actors and behind the scenes an additional 8, including the state manager, Allison Alford. A special “thank you” to Mrs. Beth Faria (JHS Spanish Teacher) and Cat Nunes (Sr. at ORR High School) for donating their time at the rehearsals to make this performance such a success!
 - Students attended the FORM Choral Concert on March 5; 31 students performed under the direction of Mrs. Vaughn.
 - Parents supported Teacher Appreciation Day.
 - Holiday Concert/Spring Concert and the FORM Instrumental Concert were held; 34 Grade 7 students and 49 Grade 8 students performed under the direction of Mr. Laprise.
 - The school held Showcase Night, which included a school-wide art show, academic projects, and live music.
 - The school maintained its summer reading program for grades 7 and 8. Students chose at least one book from a selection of fiction and non-fiction titles.
 - The school continued the ORRJHS Student Junior Ambassador Program. The Junior Ambassadors attended the "YOU LEAD" student leadership conference.
 - The school held its 8th Grade Dinner Dance - a special “Thank You” to Mrs. Sue Modlowski, Paraprofessional who made this event special.
 - The school held its 2nd Annual 8th Grade Awards & Promotion Ceremony.
 - The school held its 2nd Annual 8th Grade Breakfast.
 - The school conducted the “Hour of Code”.
- Grade 8 Transition:
 - In October, Grade 8 students participated in visits to Old Colony RVTHS; Upper Cape Cod VTHS and ORR High School.
 - Grade 8 students attended a meeting at the high school about high school course selection on January 26.
 - Eighth-grade students made their high school course selections via Google Form on March 8, 2024.
 - Field Trips:
 - The Life Skills classroom joined the High School Life Skills students on a field trip to Wonderbowl on February 9.
 - The Life Skills classroom joined the High School Life Skills students on a field trip to the Picture Show @ Southcoast in November.
 - Grade 8 Orange Team went on their annual field trip to the Patriot Place in November.

- The Life Skills classroom joined the High School Life Skills students on a field trip to the Zeiterion Theatre to see the "360 All-Stars School Time" performance in March - this was a community based instruction and promotes the use of academic and functional skills in a students' natural environment.
- Grade 8 Green Team went on their annual field trips to Gifts to Give, Center School and Battleship Cove.
- School Council:
 - Monthly School Council Meetings took place. The role of the School Council, as defined by law, is to assist the Principal in identifying the educational needs of the students, review the annual budget of the school and develop a School Improvement Plan. The 2023-2024 members: Dan Cooney (Parent/Marion); Susan Hunter Revell (Parent/Rochester); Chrystal Walsh (Parent/Mattapoissett); and, ORRJHS teacher representation - Sam Enos, Therese Valente and Sarah Makein; Principal-Silas Coellner-Chairperson and Recording Secretary - Kelly Chouinard, Asst. Principal.

Other Notable Achievements:

- Samantha Enos, Reading Specialist, received her Doctorate of Education in Teaching, Learning, Curriculum, and Leadership from Northeastern University. Her dissertation was titled, "Adolescent Struggling Readers: Positive Student Teacher Relationships".
- The ORRJHS received the Best Communities for Music Education designation from the National Association of Music Merchants Foundation.
- Nichole Charbonneau, Grade 8 English teacher, was selected to serve on the state-level Bias & Sensitivity Assessment Development Committee for the Massachusetts Comprehensive Assessment System (MCAS).

Grants Received:

- Brian Almeida, grades 7 and 8 technology teacher, received a Cape Cod Five Cents Savings Bank Grant for technology equipment.
- Eugenia Tilley, Spanish teacher, received a Cape Cod Five Cents Savings Bank grant to purchase Spanish books.

Respectfully Submitted,

Silas Coellner, Principal

Sippican Elementary School

The Sippican School enrollment for the 2023-2024 school year 387 students. The school year

Staffing

The 2023-2024 school year brought a few new faces to Sippican Elementary School including:

Nadeen Mardo – Paraprofessional

Makayla Bumpus – Paraprofessional

Cassandra Craig – Paraprofessional

Officer Jonathan Tracy – Student Resources Officer, Marion Police Department

The following staff changed positions.

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>
Debra Smith	Classroom Teacher (4 th)	Special Education Teacher
Leanne Dineen	Classroom Teacher (2 nd)	Classroom Teacher (4 th)

Emily Bourgeois

Classroom Teacher (K)

Classroom Teacher (2nd)

The following staff members retired/resigned.

Penny Sullivan – Special Education Teacher

Bailey Sweet – PreK Paraprofessional

Taylor Swoish - Paraprofessional

Curriculum and Staff Development

To enhance student learning, Sippican Elementary School continued to prioritize literacy and science education. We partnered with the HILL for Literacy to implement the IntoReading curriculum, a high-quality program aligned with DESE standards. This initiative aims to improve students' reading and writing skills through evidence-based instruction and engaging activities.

In science, we expanded our use of the OpenSciEd curriculum, providing teachers with professional development to deliver engaging and inquiry-based lessons. This program, funded through grants, empowers students to explore scientific concepts and develop critical thinking skills by conducting hands-on investigations and analyzing data.

Additionally, our third-grade students participated in the Marion Institute Grow, Farm to School project, learning about sustainable agriculture and the importance of healthy eating. This hands-on experience fosters environmental stewardship and connects students to their community by growing their own food, learning about soil health, and exploring local food systems.

Our commitment to ongoing professional development ensures that teachers are equipped with the latest instructional strategies and content knowledge. By providing targeted training in literacy and science, we aim to optimize student-learning outcomes.

Highlights Across the School

Sippican Elementary School continued to foster a positive and engaging learning environment for all students. We built upon our tradition of strong community partnerships, innovative curriculum, and student-centered initiatives.

Key highlights from the 2023-2024 school year include:

- **Community Engagement:** We welcomed families to our annual open house and continued our collaboration with the Marion Police Department to enhance school safety.
- **Student Leadership:** Our students participated in the Project 351 Playbook Initiative, developing leadership skills and promoting positivity.
- **Arts and Music:** Music and band students showcased their talents at various community events, while the Kindness Crew and Junior Reports contributed to school culture and community outreach.
- **Academic Excellence:** Students excelled in academics, with strong performance on the MCAS and participation in enriching activities like the Science Fair and Art Show.
- **Strategic Planning:** We engaged in the first year of Vision 2028.

By focusing on these areas, we aim to create a thriving learning community where students can reach their full potential.

Community Connections

Sippican Elementary School continued to thrive due to the unwavering support of our community. The Volunteers at Sippican Elementary (V.A.S.E.) played a pivotal role in enhancing the student experience through various initiatives, including:

- **Character Education:** VASE supported the "Character Counts" program, recognizing students who exemplify our school's core values of respect, responsibility, and kindness.
- **Enrichment Opportunities:** VASE organized a variety of events and activities, such as the Halloween Party, Holiday Shop, and field trips, to enrich students' learning experiences.

- **Community Partnerships:** We continued to collaborate with local organizations like the Marion Police Department, Fire Department, ORCTV, the Marion Scholarship Committee, Tabor Academy, the Marion Art Center, the Marion Historical Society, and the library to provide additional opportunities for our students.

These partnerships and the dedication of our volunteers and community members have significantly contributed to the overall success of Sippican Elementary School.

Conclusion

We are immensely proud of our students' achievements, both academic and social-emotional. They have grown in their ability to think critically, problem-solve, and collaborate with their peers. Our dedicated staff worked tirelessly to provide high-quality instruction and support, ensuring that every student had the opportunity to succeed.

Respectfully submitted,
Lynn Dessert, Principal