



Manchester Essex Regional School District 2025 Annual Report

The mission of the Manchester Essex Regional School District (MERSD) is to provide a high-quality, comprehensive, student-centered educational experience that prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.

The Manchester Essex Regional School District remains committed to providing a high-quality, rigorous, and student-centered educational experience. Our mission to prepare students for postsecondary education, careers, and engaged citizenship continues to guide decision-making across all areas of the District’s work. This Annual Report reflects a year of steady progress and thoughtful response to evolving instructional, operational, and fiscal conditions, while remaining firmly grounded in the District’s Strategic Plan and long-term priorities.

Throughout the year, the District maintained a focus on strengthening the core instructional program, supporting student learning and well-being, and exercising careful stewardship of resources. The highlights below illustrate how this work advanced the District’s strategic priorities through coordinated planning, data-informed decision-making, and collaboration with students, staff, families, and community partners.

Student Learning & Academic Achievement

Strategic Priority: Establish and foster an authentic PreK–12 learning environment

- Student achievement results across the district continue to demonstrate strong outcomes alongside clearly identified areas for continued growth, reinforcing a sustained commitment to continuous improvement.
- Manchester Essex Regional High School was recognized as a Massachusetts School of Recognition, reflecting strong student growth and academic achievement.
- Middle school accountability measures continue to identify substantial progress toward targets, reinforcing steady performance across the secondary grades.

Instructional Coherence & Professional Practice

Strategic Priority: Establish and foster an authentic PreK–12 learning environment

- The District advanced multiple curriculum review and implementation initiatives aligned with state frameworks, the Vision of the Graduate, and the District Improvement Plan.
- NEASC Elementary Accreditation was completed for both elementary schools, with findings embedded into ongoing improvement planning.
- Professional learning remained a priority, with continued emphasis on instructional coaching, Universal Design for Learning, and literacy and mathematics practices.
- The District continued to explore the responsible integration of emerging technologies, including artificial intelligence, to support high-quality teaching and learning.

Student Support, Equity & Well-Being

Strategic Priorities: Integrate social emotional learning into all aspects of the school day; Celebrate and nurture an inclusive and diverse school culture

- The District continued to strengthen Multi-Tiered Systems of Support (MTSS) across K–8, using assessment data and internal needs assessments to guide instruction and targeted intervention.
- State grant funding supported the expansion of targeted literacy and mathematics supports at the elementary and middle school levels.
- MERSD sustained strong in-district special education programming, allowing students to remain in their community schools while supporting equitable access to services and maintaining fiscal responsibility.

Stewardship, Finance & Long-Term Planning

Strategic Priority: Maintain a sustainable multi-year operational budget and capital improvement plan

- The District navigated significant financial pressures driven by inflationary cost increases, contractual obligations, and rising fixed expenses, including a substantial increase in health insurance premiums.
- After several years of internal adjustments, resource reallocation, and careful use of reserves, the Town of Essex’s approval of an operating override provided

critical stabilization for the FY26 budget and preserved core programs, staffing, and student supports.

- Long-term capital planning continued through the Essex Elementary School Building Project, advancing through the MSBA Feasibility Study process with sustained community engagement.

Community Partnerships & Engagement

Strategic Priority: Engage in two-way communication with our community

- The District emphasized transparent communication and community engagement across instructional, operational, and facilities initiatives.
- Students participated in a wide range of authentic learning experiences, including interdisciplinary projects, field-based learning, service initiatives, and the STEAM Showcase.
- Strong participation in athletics, the arts, clubs, and student leadership opportunities reinforced the competencies outlined in the Vision of the Graduate and contributed to a positive and inclusive school culture.

Collectively, the work highlighted in this Annual Report reflects a year of steady progress, careful stewardship, and sustained commitment to continuous improvement. Grounded in the District’s Strategic Plan, this work underscores the shared responsibility among students, staff, families, and community partners to ensure high-quality educational opportunities for all learners.

As always, we are grateful for the support of our Essex and Manchester communities. Your partnership ensures that MERSD remains a place where students thrive—academically, socially, and emotionally. On behalf of the faculty and staff of MERSD, I extend my sincere appreciation to the residents of the communities of Manchester and Essex for your continued support of our students and of our schools.

Pamela Beaudoin, Superintendent of Schools

Finance & Operations

The past year was marked by continued efforts to manage a multi-year structural deficit while maintaining a stable, high-quality educational program. For many years, MERSD has carefully managed its operational budget to support steady, predictable growth, averaging approximately 3.5% in both spending and town assessments since 2017, while sustaining level services aligned with the District's Strategic Plan. Throughout this period, the District has prioritized responsible financial stewardship, including the strategic use of excess and deficiency reserves to manage assessment growth, mitigate inflationary cost pressures, and work within the financial constraints of the member towns, while avoiding programmatic or staffing reductions whenever possible. Within this context, the regional apportionment formula has resulted in a greater share of annual assessment growth being allocated to the Town of Essex, heightening the local impact of districtwide cost pressures.

During 2025, persistent inflationary pressures, contractual obligations, rising student needs, particularly in special education, and a significant increase in fixed costs continued to strain this model. Most notably, the District experienced a 22.95% increase in health insurance premiums, reflecting broader market trends and underscoring the challenge of sustaining level services within the constraints of Proposition 2½. After several years of internal adjustments, resource reallocation, staffing alignment tied to long-term enrollment trends, benefits and insurance management, and the careful deployment of reserves to soften these impacts, the District reached an important point of transition.

In 2025, the Town of Essex voted in support of an operating override, providing essential stabilization for the FY26 budget and enabling the District to preserve core programs, staffing, and student supports central to student success. This action allowed the District to rebalance its financial plan following several years of compounding cost pressures and to continue disciplined multi-year forecasting and long-term financial planning. As development of the FY27 budget moves forward, the District remains focused on balancing ongoing cost pressures, particularly around employee benefits and special education, with the financial capacity of the member towns. While the FY26 override provided short-term stabilization, the FY27 budget will continue to require careful planning, conservative assumptions, and the strategic use of available financial tools to maintain program continuity and fiscal sustainability.

Please visit our Finance & Operations page for more information about the MERSD budget.



Capital Improvements

During 2025 the District continued with small capital improvements which included the third year of a three-year planned carpeting replacement plan at the Manchester Essex Regional Middle School, an upgrade to the Hyland Field Press Box which included windows and a new Wi-Fi connection, and wood refinishing at the entrance to the Manchester Memorial Elementary School. In addition, in 2025 we approved contracts for the following: a replacement of a Heat Recovery Wheel at the Manchester Essex Regional Middle High School, the upgrade of older security cameras at the Manchester Essex Regional Middle High School, an upgrade of Network Switches, and an upgrade to the exterior lights at Hyland Field. These projects all began in 2025 and will continue into 2026.

Essex Elementary School Building Project

The District continued to advance long-term capital planning for Essex Elementary School during 2025 as part of the Massachusetts School Building Authority (MSBA) Feasibility Study process. This work builds on a comprehensive facilities assessment conducted in 2022, which confirmed that the school, originally opened in 1957, has exceeded its functional life and faces significant structural and programmatic limitations. Following the District's acceptance into the MSBA Eligibility Phase in 2023 and formal entry into the Feasibility Study phase in December 2024, the project moved into a detailed evaluation of potential long-term solutions.

Throughout the year, the Essex School Building Committee conducted an in-depth review of renovation-only, renovation with additions, and new construction options across multiple grade-level configurations. Each alternative was evaluated using a consistent set of educational, operational, and fiscal criteria, with careful consideration given to instructional alignment, building condition, long-term maintenance, and overall cost to taxpayers. This analysis was informed by educational planning priorities, enrollment trends, and the District's long-term financial capacity.

In January, the District submitted its Preliminary Design Program to the MSBA, marking the first required milestone of the Feasibility Study and formally documenting the range of options under consideration and the criteria used to evaluate them. This submission positioned the District to continue narrowing the field of options and to bring forward a Preferred Schematic Design option for MSBA review in spring 2026. Community engagement remained a principal component of this work, with regular School Building Committee meetings,



public forums, and informational sessions providing ongoing opportunities for community input and transparency as the project progresses.

Please visit the Essex Elementary School Building Project page for more information.

Michelle Cresta, Director of Finance & Operations

Curriculum, Instruction, and Technology

Curriculum & Instruction

The Manchester Essex Regional School District holds a continued commitment to ensure our curricula is aligned with the Department of Elementary and Secondary Curriculum Frameworks, the MERSD Vision of the Graduate, and focuses on our strategic goal of authentic learning. The Manchester Essex Regional Schools utilize a process for curriculum review that engages professionals in a collaborative effort to evaluate, revise, and articulate curriculum and instruction. Decision making around curriculum design and resources will be informed by the district strategic plan, initiatives outlined in the district improvement plan, current educational research, and guidance from MA Department of Education. During the 2025 year we initiated curriculum review processes in Mathematics preK-12, ELA 6-12, and English as a Second Language and have continued the processes begun in 2024 in the areas of Science/Technology/Engineering and Health.

Additional curriculum work included curriculum implementation, vertical alignment, and curriculum mapping work in the areas of K-2 History/Social Science, World Language, (for example: Heggerty for Phonemic Awareness in K-2 and Investigating History in grades 5-7) as well as curriculum writing and development (including teacher summer curriculum development in Psychology, 5th grade curriculum integration, World History, Literacy/Writing in grades 3-7, and more.)

Professional Development

Professional learning ensures our staff stay current in our instructional practices while continually improving to meet the needs of all our learners. Throughout 2025, MERSD staff focused on professional development pathways that provided ongoing training in the areas of Universal Design for Learning (UDL), Technology and Artificial Intelligence (AI), Executive Functioning, Cultural Competency, Social Emotional Learning (SEL). During the 2025-26 school year our staff were all trained in Artificial Intelligence (AI) and in content-focused groups

to deepen content knowledge and pedagogical practices. Additional learning opportunities included enhancing literacy practices, supporting Multilingual Learners, Multi-Tiered Systems of Support development, and content specific professional development. Staff engaged in professional learning through internally provided training, external conferences, consultants, book studies, webinars, collaborative groups, and more.

In the fall of 2025, MERSD launched a partnership with neighboring districts (Rockport, Hamilton-Wenham, and Georgetown) to create collaborative job-alike groups for specialist educators. Groups include Visual Arts, Performing Arts, Health/Wellness/Physical Education, Library/Technology, Instructional Coaches, and Multilingual Learner Educators. Educators from the four districts got together at locations across the network districts to review their state frameworks, dig into instructional approaches, and share ideas and strategies. These collaborative groups will continue into 2026.

MERSD provides embedded professional learning through our elementary instructional coaches (one for Mathematics and one for Literacy). The coaches work across both elementary schools K-5, providing targeted, job-embedded personalized training to improve instructional practice and support strong student outcomes.

Multi-Tiered Systems of Support

The Manchester-Essex Regional School District utilizes Multi-Tiered Systems of Support (MTSS) as a structure to ensure high-quality instruction across academic and social emotional domains to provide an inclusive learning environment for all students.

During 2025, MERSD moved towards memorializing assessment and intervention practices in our K-5 MTSS program. Ongoing efforts across levels target data sources to inform educational decisions and support instruction and student intervention. The continued use of consistent i-Ready benchmark assessments across K-8 in both Reading and Mathematics provided staff with the ability to look at student achievement, progress, and growth over time while communicating student performance with families. The 2025 school year moved to expand MTSS program development into the Middle School in a coherent manner.

MERSD utilized grant awards (DESE's High Dosage Tutoring Grant) to fund targeted intervention support in grades 3-5 at Essex Elementary School and Middle School grade 8 Mathematics. In the fall of 2025, the district was awarded another High Dosage Tutoring Grant, supporting foundational literacy skills across our early elementary grades. Additionally, MERSD

utilized our Federal Title 1 Grant funds to expand educational tutoring access to both math and literacy across grades 1-5 at Essex Elementary.

Technology

The MERSD District Technology Team consists of the District Network Administrator/Technology Manager, District Data Analyst/Database Administrator, IT Support Specialist, Digital Learning Specialists, Technology Teacher, Director of Finance and Operations, and the Director of Curriculum and Instructional Technology. This team continues efforts to increase efficiency while ensuring data security and privacy practices are in place to support teaching and learning cross-district. The team launched ParentSquare, a safe and efficient communication platform to be utilized across district groups. The technology team has worked hard to ensure alignment to student data privacy, (in partnership with the Student Data Privacy Consortium), currency in AI (in partnership with Day of AI out of MIT), and to continue to provide training around and analysis of software and subscription tools to ensure access to appropriate tools and avoid duplication of resources. Our Technology staff provide support to target ongoing system maintenance and enhancements while also providing technological support and training to adults in the system.

Heather Leonard, Director of Curriculum & Instructional Technology

Student Services

The Manchester Essex Regional School District (MERSD) Student Services Department comprises Special Education, Section 504, Homeless Students, Health and Counseling Services, and Preschool. Responsibilities of the department include program development, staff training and supervision, budget management, delivery of direct services (counseling, special education, health), and maintenance of legal compliance with federal and state regulations in these areas.

Special Education

The MERSD is committed to providing an inclusive and supportive environment for students with disabilities. The special education department provides direct services, assessment, and consultation for these students through Individualized Education Programs (IEPs). The District's compliance with state regulations is assessed on a three year Tiered Focused Monitoring cycle, which was most recently completed in Spring 2025. The Department of Elementary and

Secondary Education (DESE) found MERSD to be in full compliance and noted high levels of parent satisfaction with services, collaboration, and support.

The MERSD routinely conducts screenings and evaluations of children to identify potential disability-related needs. Special education services range from classroom support and related services (occupational, speech, physical therapy) to substantially separate and out-of-district programming. In 2025, 237 students received special education services and 60 children in the Manchester Essex communities were referred for an initial special education evaluation.

While the majority of special education students participate fully in inclusion classes, MERSD offers several specialized programs that enable high-need students to remain in their community schools. These include RISE (Reading Independence in Supported Environments) for children with developmental and intellectual disabilities; Academic and Communication Enhancement (ACE) for children with neurological and complex language-based learning disabilities; Intensive Reading and Written Language (IRWL) for students with dyslexia; and the Social and Academic Integrated Learning (SAIL) and Transitions programs for students with social-emotional disabilities and/or level one autism. Without these specialized, in-district programs, MERSD is obligated to send students to programs outside of the District for an average annual cost per student of \$156,101. In 2025, MERSD's in-district programs saved taxpayers more than \$3.2 million annually after factoring in circuit breaker reimbursement and added staffing costs.

Counseling and Section 504

In addition to special education, the District provides accommodation for eighty-four (84) students eligible for Section 504, a federal regulation that protects individuals with disabilities from discrimination in education and employment. The MERSD also provides full-time health and counseling services in each building, including individual and group counseling and social skills support, academic, college, and career counseling, nursing services, safety assessments, and mental health screening. In addition, the high school provides a BRIDGE program for students who require support in transitioning back to school following hospitalization for acute medical or psychiatric needs.

Allison Collins, Director of Student Service

Essex Elementary School

Essex Elementary School (EES) is a close-knit kindergarten through fifth-grade community of approximately 200 students, providing a learning environment grounded in inclusion, engagement, and strong academic support for every learner. The school maintains two classrooms at each grade level and is home to the Academic and Communication Enhancement (ACE) Program, which provides specialized services for qualifying students from both towns. Current class sizes average 15 students in kindergarten, 13 students in grade 1, and 18–19 students in grades 2–5.

Essex Elementary offers a comprehensive range of academic programming and enrichment opportunities designed to support student growth and achievement. As a Title I school, Essex expanded support services this year to include literacy and mathematics interventions at all grade levels. In addition, the school has partnered with the Department of Elementary and Secondary Education to provide online tutoring opportunities for identified students in mathematics (implemented during the 2024–2025 school year) and early literacy (currently underway this school year). Instructional coaches provide embedded professional development through weekly residencies, offering ongoing support and coaching to classroom teachers. This year's instructional coaching priorities include strengthening math fact fluency, helping students explain mathematical thinking both verbally and in writing, and improving idea development and structure in student writing.

In partnership with Manchester Memorial Elementary School, Essex Elementary continues to prioritize alignment of curriculum, instruction, and practices to ensure a cohesive elementary experience across the district. Following initial NEASC Accreditation during the 2024–2025 school year, both elementary schools have begun work on identified priority areas for improvement, including curriculum mapping, establishing shared beliefs about learning, and aligning practices to the district's Vision of a Graduate. As part of this collaboration, the schools have also prioritized shared culminating experiences for fifth-grade students to build community and support a smooth transition to middle school. In spring 2025, fifth-grade students from Essex



Elementary and Manchester Memorial participated in a new culminating experience titled *Land and Sea*, a two-day workshop led by the Essex Shipbuilding Museum in which students explored and experienced local maritime history.

Students at Essex Elementary benefit from a well-rounded weekly schedule that includes wellness (physical education and health), music, art, library, and technology. Older students may participate in instrumental music lessons during the school day and perform with the MERSD elementary band, while before-school offerings such as chorus and rock band provide additional creative opportunities. School-wide traditions and community-building activities, include Flashlight Tag, Spirit weeks, and a whole-school mystery game, continue to strengthen relationships and reinforce a positive school culture. The school also hosts a vibrant fourth and fifth grade Student Leadership Council, whose members take an active role in supporting the school community through recycling initiatives, organizing fundraisers for charitable causes, engaging in schoolwide problem-solving, and leading spirit weeks that promote school pride and inclusion. After-school clubs remain a dynamic part of student life, with offerings led by staff, families, and community partners.

Family and community engagement are central to the success of Essex Elementary School. The Friends of Essex Elementary School parent organization sponsors numerous events throughout the year that bring students, families, and staff together. This year's events included the annual *Happy as a Clam* 5K, along with well-loved traditions such as the Hoe-Down, Messy Art Night, Fall and Spring Book Fairs, and the Winter Wonderland Pancake Breakfast. FOEES also helps fund enrichment opportunities for our students, including special events like an author visit from Josh Funk and a Birds of Prey program. These partnerships and events continue to enrich the school experience and strengthen the Essex Elementary community.

Kimberly Provost, Principal
Essex Elementary School

Manchester Memorial Elementary School

Manchester Memorial Elementary School (MMES) serves 307 students in Pre-Kindergarten through Grade 5 and continues to play a vital role in setting the foundation for the Manchester Essex Regional School District (MERSD). In addition to its general education classrooms, MMES hosts four district-wide specialized programs serving students from both Manchester and Essex. These include the MERSD Integrated Pre-K, Social and Academic Integrated Learning (SAIL) program, Intensive Reading and Written Language (IRWL) program, and the Reaching Independence in Supportive Environments (RISE) program. Collectively, these programs

provide targeted academic and social-emotional support and have demonstrated strong outcomes for students across the district.



Class sizes in Grades K–5 average approximately 19 students, allowing educators to build strong relationships with students and provide responsive, individualized instruction. Each grade is comprised of two or three self-contained classrooms. There is a great deal of collaboration among staff and older students who serve in mentor roles to younger students.

MMES remains committed to educating the whole child. A welcoming, inclusive community and a strong focus on Social-Emotional Learning/Character Education continue to be hallmarks of the school.

Students perform well academically, and the school takes pride in the broad range of academic, social, and enrichment opportunities that support the development of well-rounded learners and citizens.

In addition to academic instruction in the areas of English Language Arts (ELA), Mathematics, Science, Technology, and Engineering (STE), and History and Social Sciences (HSS), students also participate in exploratory specialist courses. All students participate in weekly instruction in wellness (physical education and health), music, art, library/research, and technology. Students in the upper grades have opportunities to participate in instrumental music lessons during the

school day which contributes to the MERSD Elementary Band. Additional offerings include before-school chorus, the Rock Band program, and multiple other performance opportunities throughout the year. The MMES PTO further enhances the student experience by sponsoring a variety of cultural, musical, and academic enrichment programs that support and extend classroom learning.

Collaboration and curriculum alignment across the district remain a priority. MMES continues to work closely with Essex Elementary School to ensure a consistent and aligned elementary experience for all students. Educators from both schools have collaborated on the development of common curriculum maps and have worked jointly through the New England Association of Schools and Colleges (NEASC) elementary accreditation process and have completed the application and site visit portions of this process.

Professional growth and continuous improvement were key areas of focus this year. Faculty and staff continued to engage in a structured process of peer observation and professional learning, both within MMES and beyond the district. This work has been highlighted by the leadership of our ELA and Mathematics Instructional Coaches who provide opportunities for our teachers to evaluate student performance data, observe best practices, reflect on instruction, and strengthen professional practice.

Manchester Memorial Elementary School continues to foster a culture of collaboration, inclusivity, and high expectations. Through strong partnerships with families, the PTO, and District colleagues, MMES remains dedicated to providing a safe, supportive, and academically rich environment that meets the needs of all learners.

John Willis, Principal

Manchester Memorial Elementary School

Manchester Essex Regional Middle School

Manchester Essex Middle School (MERMS) has 278 students enrolled in grades 6 through 8. In addition to general education and exploratory classes, the school has three programs available to students who require specialized services. These programs include our Social and Academic Integrated Learning (SAIL) Program, our Intensive Reading and Written Language (IRWL) Program, and our Academic and Communications Enhancement (ACE) Program. A variety of further student supports are provided such as a Humanities and STEM special education teachers

Adventure, growing vegetables in our school gardens, and participating in charitable funding and donation drives.

Elizabeth Taylor, Interim-Principal
Manchester Essex Regional Middle School

Manchester Essex Regional High School

Manchester Essex Regional High School (MERHS) is committed to developing graduates who are thoughtful, engaged, and prepared to thrive in an ever-changing world. Guided by our Vision of the Graduate, our approach to education prioritizes academic excellence, personal growth, and meaningful engagement. We empower all students to become critical thinkers, effective communicators, and responsible members of their local and global communities through student-centered, inclusive, and innovative learning experiences.



The postsecondary pathways of the Class of 2025 reflect both the rigor of our academic program and the individualized support students receive as they plan for life beyond high school. Of the 112 graduates, 88.3% pursued full-time postsecondary education, attending 66 institutions across 22 states, the District of Columbia, Ireland, and Scotland. The remaining 11.7% of graduates pursued military service or entered the workforce, underscoring our students' readiness to pursue a variety of purposeful postsecondary paths.

The Class of 2025 concluded their high school journey with a Senior Week that emphasized community, reflection, and celebration. Experiences such as prom at Willowdale Estate, a family picnic at Tuck's Point, a Red Sox game, and an overnight white-water rafting trip fostered connection, resilience, and shared memory-making. These celebrations culminated in a reflective Baccalaureate ceremony and Graduation the following afternoon.

The Manchester Essex Athletic Department delivered an exceptional 2024–2025 year marked by competitive excellence, leadership, and community impact. The program earned the Hyland Award recognizing community service, academics, Cape Ann League (CAL) standings, unique participation rate (72.19%) and sportsmanship, and captured the 2024 MIAA District 5 Sportsmanship Award, the first in school history. Athletic achievements included CAL Championships in Cheer, Field Hockey, Boys Soccer, Boys Basketball, Boys Lacrosse, and Boys Tennis. At the state level, Boys Tennis won its second consecutive State Championship, while Girls Tennis finished State Runner-Up. The department’s excellence was further reflected in 6 Boston Globe/Herald All-Scholastic selections, 6 CAL Coach of the Year honors, 1 All-American and 2 Boston Globe Coach of the Year awards, underscoring a year of outstanding performance across all levels.

Aligned with our Vision of the Graduate, students regularly engage in authentic, real-world learning experiences that promote inquiry, collaboration, and problem-solving. Throughout the year, students participated in enriching academic opportunities designed to deepen understanding and spark curiosity. Our annual STEAM Showcase brings community members together to celebrate creativity, innovation, and interdisciplinary learning. Students also participated in immersive field experiences and educational travel. Science students helped in creating a native garden in our garden space, and students in the 9/11 and the War on Terror class embarked on a day trip to New York to visit the 9/11 Memorial.

International Week is an opportunity for students to appreciate diversity, explore cultural differences, and connect their own experiences with those of other cultures. As a long-standing tradition in the Manchester Essex Regional School District this event brings together parents, community members, students, and staff to share their global experiences. This year we were fortunate to welcome a variety of presenters who shared their stories and perspectives from Japan, Turkey, France, Grenada, Germany, Costa Rica, Israel, the Philippines and the Camino de Santiago in Portugal and Spain.

The Visual and Performing Arts play a vital role in fostering creativity, self-expression, and confidence, key components of our Vision of the Graduate. Students in the visual arts demonstrated exceptional skill and originality in a variety of mediums. The Performing Arts department provided students with dynamic opportunities to collaborate, lead, and perform for authentic audiences. Highlights include the fall production of *Chicago*, participation in community traditions such as Manchester’s Harvest Fest and the Friendship Tree Lighting, and performances at the elementary schools. Through these experiences, students strengthened communication skills, creativity, and a sense of community engagement.

Clubs and extracurricular activities continue to be an essential extension of classroom learning, supporting leadership development, civic responsibility, and student voice. Students organized and participated in a wide range of community service initiatives, including donation drives benefiting Beverly Bootstraps and Planet Aid, as well as food, clothing, and toy collections.

Academic and competitive teams further exemplified the competencies outlined in our Vision of the Graduate. Students on the science, math, and debate teams demonstrated perseverance, collaboration, and analytical thinking through strong performances in regional and state competitions. The newly established Mock Trial team made an impressive inaugural showing, while the Robotics team displayed innovation and teamwork at the New England Regional Competition. Our DECA chapter continued to thrive, with many students advancing to the national championship in Disney World. Additionally, SCAR students expanded their leadership skills and global perspectives through participation in the Connections Conference.

Julie Sgroi, Principal
Manchester Essex Regional High School

