Report of the School Department

To the Honorable Select Board:

Introduction

Old Rochester Regional School District and Massachusetts Superintendency Union #55 proudly serves the towns of Marion, Mattapoisett, and Rochester. Our dedicated educators and staff work collaboratively across the four-district structure to deliver a high-quality education that prepares students for success beyond high school. The strength of our school system comes from the remarkable students we teach, the commitment of our faculty and staff, and the partnership of supportive families. The continued investment and resources provided by our three towns ensure that our students thrive through robust educational programs and safe, nurturing learning environments.

The 2024-2025 school year marked the second year of the school-system's strategic plan, known more commonly as Vision2028. The leadership team participated in strategic planning sessions, data review and action planning to move progress forward on our strategic objectives and initiatives. 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. Our staff members carry out this mission daily, in the classroom, the hallways, the cafeteria and in community events. This report shares examples of our students' achievements, staffing and program changes, as well as signs of the structural improvements that have taken place in our buildings to upgrade learning spaces, technology infrastructure and safety. We are working hard to align curriculum across all of our districts, nurture strong relationships with town officials, police and fire departments and further develop a strong Bulldog Nation. You may also visit our website, https://www.oldrochester.org/, or follow ORRConnect on Facebook https://www.facebook.com/ORRconnect, to stay up-to-date on school and district happenings. Additional information is provided via our mobile app - search ORRconnect in the app store.

Respectfully,

Michael S. Nelson
Superintendent of Schools

Central Office Leadership Team 2024-2025 School Year

Mr. Michael S. Nelson, Superintendent of Schools
Dr. Sharlene Fedorowicz, Assistant Superintendent of Teaching and Learning
Dr. Jaime Curley, Assistant Superintendent of Student Services
Mr. Howard G. Barber, Assistant Superintendent of Finance and Operations
Mr. Eugene Jones, Director of Facilities
Ms. Jill Henesey, Director of Food Service
Ms. Doreen Lopes, Early Childhood Education Coordinator

School Committee

During the 2024-2025 school year, three of our school committee members concluded their service. We extend our sincere gratitude to Sharon Hartley (Rochester), Amanda Hastings (Mattapoisett) and Rose Bowman (ORR- Mattapoisett) for their willingness to offer their time and commitment to our schools and

students. Their contributions and long-standing tenor as school committee members is greatly appreciated. In spring 2025, we welcomed new elected members Kirstin Jimenez (Rochester), Mackenzie Emmons (Mattapoisett) and Betsy Stewart (ORR – Mattapoisett). The following school committee members will serve the next school year.

Old Rochester Regional District School Committee

Term Ends	
2027	Michelle Smith, Marion
2026	Frances-Feliz Kearns, Mattapoisett
2028	April Nye, Marion
2026	Margaret McSweeny, Marion
2027	Robin Rounseville, Rochester
2027	Matthew Monteiro, Rochester
2026	Joseph Pires, Rochester
2027	James Muse, Mattapoisett
2028	Betsy Stewart, Mattapoisett

Marion School Committee

2027	April Nye
2028	Nichole Daniel
2027	Michelle Smith
2026	Nichole Nye McGaffey
2026	Mary Beauregard

Mattapoisett School Committee

2026	Carly Lavin
2027	James Muse
2028	Mackenzie Emmons
2028	Cristin Cowles
2027	Jack LeBrun

Rochester School Committee

2028	Kirstin Jimenez
2027	Robin M. Rounseville
2026	Anne Fernandes
2026	Katherine Duggan
2027	Josh Trombly

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.

Overall 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.

Year 2 Outcomes 2024-2025 School Year for Objectives One and Two
2.5 (Year 2 of multi-year) Provide professional development to support and implement adoption of current Literacy Action Plan (LAP).

- Updated the Curriculum Review Cycle during Instructional Council to align to the Literacy Action Plan
- Held monthly District Literacy Leadership Team, School Literacy Leadership Team, and grade level data team meetings to align curriculum, instruction and assessments
- Shared Literacy Action Plan with the faculty and staff
- Provided professional development for IntoReading Tier I Writing and Tier II/III literacy program and data analysis
- Implemented Tier I writing IntoReading and Tier II practices in ELA
- Revised the Literacy Action Plan with the District Literacy Leadership Team monthly
- Analyzed student literacy benchmark assessments and progress monitoring data three times a year

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.

- Posted and shared district-wide common assessment calendar
- Provided professional development related to data collection and analysis for current common assessments
- Scheduled and communicated literacy data meetings to educators
- Continued needs assessments using Curriculum Review Cycle
- Analyzed MCAS results by grade and subject area and created actions steps

- Defined Common Assessments in preparation for year 3 work
- Acquired and customized OpenArchitect data collection and housing dashboard for launch in 2025-2026

1.5 (Year 2 of multi-year) 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.

- Established ATLAS as the district-wide curriculum management system
- Employed Department Coordinators to provide training to departments for curriculum writing in ATLAS
- Updated curriculum in Atlas
- Synchronized secondary Program of Studies along with course descriptions
- Reviewed current curriculum materials/resources to determine areas to update using Curriculum Review Cycle
- Streamlined curriculum content to be implemented in Atlas

2.1 (Year 2 of multi-year) Design and adopt a revised professional development planning process that supports effective and equitable teaching and learning with consistent and dedicated time

- Used Professional Development Plan Process created by Instructional Council in Year 1 to create draft of PD offerings for the following year
- Reviewed and edited the PD Plan Process document with the Instructional Council
- Implemented and shared PD Plan Process with faculty and staff
- Created PD schedule based on PD Plan Process in spring for new year

1.1 Define and create a Portrait of the Graduate that encompasses equitable practices in students' social and academic lives.
2.4 Provide and prioritize dedicated time and resources for the planning of a Portrait of the Graduate.

- Created a POG team with various stakeholders
- Scheduled regularly dedicated time for planning and development for POG team
- Reviewed ORR High School Portrait of the Graduate (POG) process
- Identified and reviewed POG exemplars from our high school and other districts
- Defined equitable practices related to social and academic lives related to the POG
- Provided resources needed by the POG team
- Created a draft of the POG Core Competencies and Attributes PreK-12
- Provided Community Forums to comment on POG

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.

- Trained Department Coordinators to use OpenArchitect
- Observed OpenSciEd lessons grades 5-8 for vertical alignment
- Implemented monthly Instructional Council meetings to drive teaching and learning initiatives district-wide
- Coordinated Instructional Council meetings to develop professional development opportunities PreK-12
- Piloted FlyFive curriculum by counselors and classroom teachers to lead school-based implementation
- Investigated, piloted and adopted High Quality Instructional Material core math programs grades K-6
- Implemented High Quality Instructional Material core math program grades 7-8

- Utilized Instructional Council leaders to provide training to staff to audit curriculum for equity
- Outlined professional development timeline for department coordinators for the year
- Utilized leadership role of department coordinators to lead and maintain department curriculum and review phase work

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.

Year 2 Outcomes 2024-2025 School Year for Objective Three
3.1 Review, design, and expand consistent district-wide systems of support available to all students through the general education setting.
- Worked with the Birch Center to conduct a Needs Assessment on Social Emotional supports system-wide
- Administered DESE Southeast Regional Student Advisory Council survey regarding student mental health seeking student and staff input
- Collaborated with elementary districts during grade level monthly literacy data meetings with HILL for Literacy to determine tiered intervention support for individualized learning needs
- Developed District Program Framework (Literacy) on Multi-Tiered System of Supports for academic tiers (1, 2 and 3)
- Updated District Curriculum Accommodation Plans (DCAP) for all schools
- Enhanced incident reporting within PowerSchool and began data review to develop interventions
- Piloted Responsive Classroom's Fly-Five SEL Curriculum with ambassadors throughout grades K-8
- Implemented ORR Cares at ORRHS

3.2 Revise, design, and expand consistent district-wide intervention systems of support available to students in small group or individual settings.

- Implemented Hill for Literacy Tier 2 & 3 supports
- Identified clinical team to review and implement Social/Emotional/Behavioral tiered supports
- Scheduled intervention blocks at each building to implement tiered academic supports based on data analysis

3.3 Identify and provide professional development in all schools that fosters the full implementation of the systems of support.

- Teachers participated in ongoing professional development for tier 2 & 3 interventions with Hill for Literacy
- Provided professional development for the ambassadors of Fly-Five pilot
- District guidance, social workers, school adjustment counselors and administrators attended training on 504 Plans
- Special education teachers and related service providers attended ongoing professional development for the new Individualized Education Plan (IEP)
- Surveyed teachers and reviewed results of Needs Assessment to determine action steps and subsequent professional development for next year

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.

Year 2 Outcomes 2024-2025 School Year for Objective Four
4.1 (Year 2 of multi-year) Implement and sustain evidence-based approaches to teaching and discipline

that promote the development of strong academic and social skills for all students.

- Identified staff who piloted Responsive Classroom's Fly Five SEL Curriculum & trained Fly Five ambassadors PreK-8
- Piloted Responsive Classroom's Fly Five SEL Curriculum PreK-8 with at least four lessons
- Provided updates on the Responsive Classroom's Fly Five SEL Curriculum to stakeholder groups through the Superintendent's newsletter and the Principal's weekly newsletter
- Hosted Responsive Classroom Fly Five SEL Curriculum Parent/Guardian Curriculum Night

4.3 (Year 2 of multi-year) Develop and implement a clear and flexible communication plan.

- A draft communication plan was developed to be reviewed and shared in Year 3

4.4 (Year 2 of multi-year) Utilize student voice, student engagement, and student leadership skills to guide and enhance a respectful and successful learning environment for all.

- Utilized various programs and initiatives, such as Project 351, Kindness Crew, Student Ambassadors, and the Student Advisory Council to provide platforms for students to share their ideas
- Provided collaborative opportunities for students to participate with peers, educators, and the community through the following programs: Project 351, Kindness Crew, Student Ambassadors, and the Student Advisory Council
- Partnered with local businesses to enhance career exploration opportunities through initiatives such as the "MOP" program, inviting business owners into Bulldog Block, and collaborating with MassHire
- Focused push-in sessions by the JHS Guidance curriculum included discussing careers and future goals with students

4.5 Provide professional development to support and implement best practices related to tracking and improving student behavior and discipline.

- Provided initial training to staff regarding consistency in the process of logging student behavior and discipline data
- Trained administration to ensure that required behavior and discipline data was properly uploaded to meet state requirements
- Acquired and customized OpenArchitect data collection and housing dashboard for launch in 2025-2026

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.

Year 2 Outcomes 2024-2025 School Year for Objective Five
5.1 (Year 2 of multi-year) Provide professional development to school community members regarding physical and cyber safety and security practices.

- Shared cybersecurity tips with staff in mandated training and phishing email responses
- Planned and developed monthly technology tips/newsletter to begin September 2025
- Select staff members received and completed CPI training
- Scheduled ALICE training with representation from each building and each Town's Police Department to be conducted in June 2025
- Presented to the school community (students 4-12, parents/guardians) on digital safety and awareness by Plymouth County District Attorney's Office
- Shared the US Attorney's Office Internet Safety Webinar opportunity to the school community

5.2 (Year 2 of multi-year) Establish annual review and audit procedures of all facility systems and related phase replacement plans.

- Reviewed current facilities and updated security camera systems, door access and floor surfacing of hallways and classrooms though Capital Improvement Funding
- Projected updates for the 2025-2026 school year to include paging systems and clocks
- Reviewed and updated building based maps of facility layouts
- Completed annual walk-through with the Superintendent, SFO, Facilities Director, Building Administration and results were reviewed by the District Needs Team (DNT)
- Updated comprehensive phase replacement plan

5.3. Adopt a classroom technology plan review cycle to maintain equipment and infrastructure for instructional technology.

- Updated and replaced a percentage of both teacher and student devices
- Scheduled disposal of legacy hardware
- Utilized E-Rate funding for network infrastructure upgrades

5.4 (Year 2 of multi-year) Establish short and long-term capital plans for all school buildings, grounds, and facility operations.

- Conducted building based team meetings throughout the school year with the Superintendent, SFO, Facilities Director, Building Administration to identify capital improvements proposed with towns' Capital Improvements Planning Committee
- Continued updates to the Capital Improvement Plans to develop financial projected costs with collection process from potential vendor specialists
- Shared Capital Improvement Plans with town officials for each Town Meeting
- Obtained approval in Marion, Mattapoisett and Rochester for multiple Capital Improvement Projects in each District at the respective Town Meeting

5.5 Identify and fiscally support the needed personnel, technology, and material resources to ensure a safe, secure, and effective learning environment.

- Established District Needs Team (DNT)
- Created a schedule of DNT meetings (quarterly)
- Continued to evaluate projected needs for the 2025-2026 school year by DNT
- Submitted the school committee approved 2025-2026 school budget in each Town
- Obtained approval in Marion, Mattapoisett and Rochester for the 2025-2026 proposed school budgets, $70,000 for new math curriculum in each elementary school and capital improvement projects

Teaching and Learning

Dr. Fedorowicz continued to lead the Office of Teaching and Learning in advancing initiatives aligned with the district's strategic plan. The 2024–2025 school year began with an opening day for staff, highlighted by a keynote presentation from Mr. Steve Maguire, *Every Kid Deserves a Champion*, which set a strong tone for the year ahead. Also as part of our opening day ceremonies with staff, we recognized the following employees for their long-time service to our schools:

Old Rochester Regional School District
10 Years

- Erin Bednarczyk, Website Coordinator
- Mary Rachel Lynch, Cafeteria Staff
- Michael S. Nelson, Superintendent of Schools

25 Years

- John Ashley, Technology Coordinator
- Susan Wheeler, Technology Coordinator

Old Rochester Regional High School
10 Years

- Jennifer Bailey, Speech Language Pathologist - HS & JHS
- Lisa Shields, Guidance Counselor
- Scott Tavares, Special Education Teacher
- Virginia Whalen, Science Teacher

15 Years

- Joanne Mogilnick, Art Teacher
- Robert Biehl, English Teacher

20 Years

- Chris Cabe, Physical Education Teacher
- Kate Ribeiro, English Teacher

25 Years

- Kathleen Brunelle, English Teacher
- Kelly Ochoa, World Language Teacher

30 Years

- Meredith Wickman, English Teacher

Old Rochester Regional Junior High School
10 Years

- Justin Caldarone, Social Studies Teacher

- Linda Deveau, Nurse

Center School
10 Years
- Jaime Balsis, Nurse
- Michele Barry, Grade 2 Teacher
- Amy Renna, Grade 2 Teacher

25 Years
- Laurie Souza, Cafeteria Staff

Old Hammondtown School
10 Years
- Julie Letourneau, Grade 6 Teacher

15 Years
- Kyle Letendre, Grade 6 Teacher

50 Years of Service
- Margaret DeMello, Paraprofessional

Rochester Memorial School
10 Years
- Ellen Murphy, Nurse
- Jamie Pacheco, School Adjustment Counselor

15 Years
- Kim Amato, Special Education Secretary
- Michelle Bradley, Grade 2 Teacher
- Julia Cabral, Grade 4 Teacher
- Tess Hedblom, Grade 2 Teacher
- Sandra Sollauer, Media Specialist Teacher

20 Years
- Cindy Baronas, Kindergarten Teacher
- Janice Bateman, Paraprofessional
- Shaunda Griffin, Grade 4 Teacher
- Ana Lenahan, Grade 1 Teacher
- Melissa Weigel, Kindergarten Teacher
- Charles West, Assistant Principal

25 Years
- Tracey Forns, Grade 6 Teacher
- Debra Moniz, Paraprofessional
- Kevin Woodward, Physical Education Teacher

Sippican School
10 Years
- Chelsey Lawrence, Enrichment Teacher
- Susan Swoish, Grade 4 Teacher

15 Years
- Jessica Barrett, Media Specialist

- Denise Bouvette, Special Education Teacher
- Heidi Kilpatrick, Paraprofessional
- Amy Wiggin, Special Education Teacher

20 Years

- Sarah Goerges, Project Grow Teacher

25 Years

- Lynne Frade, Paraprofessional

35 Years

- Patricia Richard, Music Teacher

Curriculum and Program Initiatives

As a school system, it has been a goal of the administration and the school committee members to align the elementary districts and provide a more cohesive curriculum to all of the students leading into ORR Junior High School. This work strengthens support for faculty and staff by providing consistent, high-quality training and opportunities for collaboration among educators teaching the same grade levels across buildings and districts. Grant funding in each district supported the purchase of DESE-approved, High Quality Instructional Materials (HQIM), reducing local financial burden and contributing to strong, aligned teaching and learning for all students. In recent years, IntoReading (Houghton Mifflin Harcourt-HMH) was selected as a unified literacy curriculum at the elementary schools grades K-6.

During the 2024-2025 school year, the elementary curriculum focus turned to math. A math committee, consisting of approximately twenty-five general and special education teachers with K-6 representation from each district and grade level met regularly to vet out ten potential HQIM to pilot in the spring. The initial eleven math programs were selected from Curate and/or Edreports. With the assistance of Looney Math Consultants using a rubric, the Math Committee narrowed it down to three HQIM, which were Reveal Math by HMH, Envisions by Savvas, and Illustrative Math by Imagine Learning. Next, each individual grade level collaborated with Looney Math Consultants to review the programs by grade level and select units to pilot based on where they were at in their scope and sequence to provide a seamless pilot for students. Teachers piloted the materials, completed the rubrics and shared feedback. Envisions math was selected by the majority of the elementary teachers and was adopted by each elementary district's school committee at the conclusion of the school year. Also in math, 7th and 8th grade students began utilizing Desmos math, which was adopted by the ORR School Committee in June 2024.

At the conclusion of the school year, the school committees also approved the adoption of OpenSciEd. As described, *OpenSciEd empowers educators to go beyond traditional science teaching methods by bringing together leading science researchers and educators to craft curriculum that is aligned to how students learn best.* Our schools were able to pilot OpenSciEd over the last few school years through grant funding provided by DESE. Students and faculty members shared positive feedback ahead of the official adoption by the school committees.

For Social Studies, Investigating History is an inquiry-based HQIM history program aligned to the 2018 History/Social Science Framework that was developed by DESE. Our faculty has started piloting this curriculum as well which is provided at no costs to schools in grades five, six and seven. Pilot materials are anticipated for grades three and four from DESE in summer 2026.

New Teacher Orientation and the Mentoring Program

To support our new staff, new teachers kick off the new school year with full day training featuring introductions and orientation followed by time in their classrooms. Our new teacher induction program uses a three-tiered approach to provide scaffolded layers of supports for our new educators. First, our new hires are matched with a trained Mentor who teaches a similar content area in the same building, if

possible. Our Mentors are highly trained, exemplary educators that must go through professional development within the past five years in order to understand the supervision and evaluation system as well as be well-versed in new directions in education. Second, our new teacher induction program consists of ongoing professional development tailored to the needs of new teachers. We offer training for beginner teachers as well as seasoned teachers who are newly hired to our district. The support starts with a full day orientation in the summer prior to the start of school followed by ongoing monthly mentor/mentee meetings where teachers collaborate on topics of interest or concern. Topics are pertinent to new teachers such as family/school relationships, classroom management, new state policies and protocols, curriculum, instruction and assessments. Teachers are also informed about district policies, student privacy and various new educational practices. Instructional technology is also a large part of the induction program so teachers learn these resources to supplement their teaching and engage students in their learning. This year's topics included the following:

- Promethean Board Training
- IXL Training
- Collaborative One on One Meeting with your Mentor
- Classroom Management with Dr. Robin Gilpatrick Parts I and II
- Having Better Conversations with Dr. Fedorowicz
- Students Services Overview with Dr. Curley
- Staying Inspired with Dr. Fedorowicz
- End of Year Celebration

Mentors and mentees meet informally throughout the year crafting conversations around student learning, pedagogy design, instructional modification and assessments as well as navigating classroom dynamics.

Professional Development

Professional development opportunities take place throughout the school year for all faculty and staff. The Joint School Committee reviews and approves the professional development plan for the upcoming school year, annually. Alignment with our Curriculum Review Cycle, faculty and staff input, along with strategic plan initiatives drive the schedule. The following schedule was utilized during the 2024-2025 school year:

- *August 27, 2024 - Full PD Day*
  Curriculum Review Cycle; Systems of Support - New IEP Process; Climate & Culture
- *September 25, 2024 - Half PD Day*
  Systems of Support
- *November 5, 2024 - Full PD Day*
  Curriculum Review Cycle; Systems of Support; Climate & Culture: In person IR Writers Workshop training, Collaboration Time, Science of Reading and Data meetings. Outside of literacy we worked on OpenSciEd, Investigating History
- *January 29, 2025 - Half PD Day*
  Systems of Support: At the elementary level, we continued the work with Literacy data to target instruction, Science and Investigating History. At the secondary level, curriculum alignment related to the Curriculum Review Cycle and data analysis was the focus.
- *March 5, 2025 - Half PD Day*
  Systems of Support
- *May 28, 2025 - Half PD Day*
  Placement and Transitions

Project 351

Building student leadership and strong student voice is a focus in our schools. The Project 351 initiative includes students in grades 4-12 at Old Hammondtown School, Rochester Memorial School, Sippican Elementary School, Old Rochester Regional Junior High School and Old Rochester Regional High School. Project 351 seeks to develop the next generation of community-first service leaders through customized service learning, hands-on community-building, and values-based leadership training. Ambassadors from each of the 351 cities and towns in Massachusetts are selected by educators to attend workshops on leadership and community service. The program teams with the Celtics Playbook Initiative, which seeks to leverage the power of sport and, more specifically, the appeal of the Celtics to engage students on critical issues. In total, 175 students from grades 4-12 have attended four districtwide workshops this school year, including one workshop where our students hosted students from Dartmouth Public Schools, and another where our students went to Dartmouth.

District Report Cards
Every year, each public school and school district in Massachusetts receives a report card. The school's report card is designed to show families how our school is doing in different areas. To see our district's report card or to search for other schools' report cards, visit https://reportcards.doe.mass.edu/

The Office of Teaching and Learning is constantly looking to improve and enhance student outcomes. Our administrative team works collaboratively across our districts, school buildings and grade levels to enhance student learning opportunities, calibrate through learning walks in each building and promote leadership and faculty growth. For more information, visit https://www.oldrochester.org/departments/teachingandlearning.

Student Services and Special Education
The Student Services department welcomed new leadership at the start of the 2024-2025 school year. Dr. Jaime Curley, Assistant Superintendent of Student Services, joined our team. She spent the last seven years in Mashpee Public Schools as the Director of Special Education. Prior to this, Dr. Curley's career experience included being a paraprofessional, special education teacher, school psychologist and Director of Pupil Services for the Dennis-Yarmouth school system. Dr. Curley's entry plan for her first year on the team centered on visiting our schools, getting to know our administrative team and special education teams, and learning about the students and families of Marion, Mattapoisett and Rochester through meet and greet opportunities, school events and IEP (Individualized Education Plan) meetings.

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 the least restrictive environment. Children ages 3-5 from Marion, Mattapoisett and Rochester may participate two or three days per week. 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 enrolled 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 2024-2025 school year, the percent of students with disabilities within our school districts were as follows:

District	*%SWD*
Marion	24.3
Mattapoisett	20.7
Rochester	16.7
Old Rochester Regional	17.4
District-Wide	19.78
State-Wide	20.6

The average percentage of students with disabilities (SWD) was 19.78%, which falls below the state average.

Historically, 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. During this school year, junior high school students also joined some of our teams as peer mentors. 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. 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 multiple events such as soccer, volleyball and rowing. This event was well-attended by families from the Tri-Town and surrounding school districts.

Professional development was provided to staff district-wide on two full days and four half-day afternoons. Occupational Therapists, Physical Therapists, Speech and Language Pathologists School Psychologists, Social Workers and early education staff reviewed goal writing and alignment with new IEP updates. Paraprofessionals focused on collaborating and working with students exhibiting non-compliant behaviors including looking at reactive strategies to problem behavior. School nurses aligned practices and policies district-wide and collaborated with medical professionals on adolescent health trends that impact school. They also reviewed individualized health plan templates. Teachers and special education staff participated in ongoing professional development for tier 2 & 3 interventions with Hill for Literacy.

Dr. Curley and representatives from each school district participated in Restorative Practices professional development training. Restorative Practices are used to change behavior. They focus on intervention (building relationships; repairing relationships if they have been damaged; identifying the root causes of adverse behaviors and identifying strategies and needs to change the behavior).

Dr. Curley, Charles West, Kelly Chouinard, and Greg Thomas, participated in a train the trainer on anti-bullying at Bridgewater State University Massachusetts Aggression Reduction Center (MARC). The purpose of this workshop was to come back to the district and share our knowledge with the staff within the school to pay attention to gateway behaviors to maintain a positive culture in the school and encouraging faculty and staff to address gateway behaviors, which decreases students from participating in these behaviors.

CPI training (Crisis Prevention Institute) in de-escalation was provided to multiple staff members throughout all of our schools. This training was provided by our own staff members Kyle Letendre, Charles West, Denise Bouvette and Julie Cotillo. ALICE training also took place for our administrative team, along with multiple members of each police department within the Tri-Town. Our partnerships with the police departments continue to strengthen, showing their commitment to the students and families of the Tri-Town.

The Bullying and Harassment Prevention and Intervention Plan was updated and distributed to the school community via school and district newsletters and the Student Services page of the website (https://www.oldrochester.org/departments/student-services). The administrative team reviewed the plan in the fall and made revisions. Next, the School Councils at each school reviewed the proposed revisions and then our local police departments and school resources officers. The District's legal team reviewed the plan as well, then a draft was shared on the District website, in school and district newsletters to provide opportunities for the greater school community to provide feedback. The Policy Subcommittee reviewed the revisions and an open forum was held for the public as well. The final revised plan was published in March 2025.

The Office of Student Services continued to partner with Southeastern Massachusetts Educational Collaborative (SMEC) to provide community-wide events for students and families. The Community Talks series during this school year included a virtual presentation on the new IEP document and a virtual presentation from Sarah Ward on Executive Functioning.

The new IEP document was released by the Department of Elementary and Secondary Education in 2023 so that training could take place ahead of full implementation during the 2024-2025 school year. Our staff was trained during professional development days and presentations were also offered to families. IEP plans were transitioned during their regularly scheduled annual reviews with each student.

Our Special Education Parent Advisory Council (SEPAC) continued to host meetings and workshops for our Tri-Town parents/guardians. Topics included "Basic Rights: Understanding the IEP" and "Effective Communication". SEPAC also met in spring 2025 to discuss the vision for the future including more parent/guardian involvement, open houses and newsletters.

The Student Services Department also underwent an Integrated Monitoring Review through the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM). Each school district undergoes this review every three years. The review includes data gathering and submission, on-site visits and interviews with faculty and staff, principals, Dr. Curley, Dr. Fedorowicz and Superintendent Nelson. An Education Specialist from the Office of Public School Monitoring collaborated with Dr. Curley to oversee this review. This review addresses special education teacher and related service personnel licensure and professional development; parent, student, and community engagement, including compliance with Child Find requirements; facilities and classroom observations; implementation and oversight of Individualized Education Programs (IEPs); time and learning, and equal access.

Our elementary schools, along with Old Rochester Regional Junior High School, piloted Responsive Classroom's Fly Five Curriculum. This social and emotional learning curriculum is a companion program for Responsive Classroom, which has been a long-time curriculum in our schools to support academic and behavioral outcomes. Ambassadors volunteered in each school building to pilot multiple lessons throughout the school year and parent information sessions were available in which Fly Five representatives provided an overview of the program, materials to review and a sample lesson.

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.

Finance and Operations
Finances

During Fiscal Year 2025, federal and state grants continued to provide meaningful financial support to all four school districts and play a critical role in stabilizing district finances by offsetting personnel costs, enhancing instructional capacity, and supporting targeted student programming across all four school districts. These funds supported a portion of salaries for instructional and support staff, as well as professional development focused on high-impact areas such as social-emotional learning, inclusive instructional practices, and academic recovery strategies.

Grants also directly supported early childhood education by subsidizing preschool programming, particularly for students requiring specialized services. Strategic use of entitlement and competitive grant funds enabled the district to provide expanded special education services within neighborhood schools, reducing the need for costly out-of-district placements. This localized service delivery model not only improves fiscal efficiency but also enhances continuity of instruction and promotes greater community inclusion.

Moreover, the alignment of grant resources with district priorities has strengthened the quality of teaching and learning, fostered improved school culture, and supported long-term financial sustainability. All grant funds were managed in compliance with applicable state and federal regulations, including documentation requirements under 2 CFR Part 200. By maintaining compliance with grant conditions and audit standards, the district ensures accountability while leveraging grant expenditures with district priorities to preserve core services and invest in student success.

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 our schools shown below is compared to each other as well as to the Massachusetts state average. This information is available online https://profiles.doe.mass.edu/statereport/ppx.aspx.

	FY'21	FY'22	FY'23
Marion	$19,705	$20,722	$21,223
Mattapoisett	$23,679	$23,988	$25,123

Rochester	$16,832	$17,019	$18,684
Old Rochester	$17,952	$19,953	$21,092
State Average	$19,117	$20,271	$21,377

The source of support for public education programs in our schools 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.

	FY'23	FY'24	FY'25
Marion	$6,561,086	$6,666,193	$7,080,780
Mattapoiset	$7,646,778	$7,842,346	$8,195,051
Rochester	$7,065,014	$7,025,493	$7,418,359

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

		FY'23
	Operating	***Capital***
Marion's share	$5,069,289	$319,174
Mattapoisett's share	$5,933,462	$420,233
Rochester's share	$4,780,838	$385,010

		FY'24
	Operating	***Capital***
Marion's share	$5,274,891	$219,892
Mattapoisett's share	$6,021,438	$298,066
Rochester's share	$5,122,352	$270,169

		FY'25
	Operating	***Capital***
Marion's share	$5,551,389	$214,657
Mattapoisett's share	$6,288,713	$286,138
Rochester's share	$5,265,633	$260,650

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

	FY'23	**FY'24**	**FY'25**
Marion	$1,041,767	$1,154,750	$1,195,102
Mattapoisett	$980,381	$1,005,221	$1,045,053
Rochester	$2,384,342	$2,414,282	$2,466,282
Old Rochester	$3,384,440	$3,468,325	$3,567,021

Grants

	FY'23	**FY'24**	**FY'25**
Federal and State Entitlements	$1,020,794	$1,148,974	$1,095,861
Federal and State Competitive	$1,315,009	$754,544	$114,000

Federal Targeted	$55,185	$120,413	$278,960
Private Grants	$28,113	$19,067	$26,976

Each fiscal year, the school districts receive external funding through several categories of grant awards. These grants typically fall into one of four main classifications—Entitlement (Allocation), Competitive, Targeted, or Private—and originate from federal, state, or private sources.

Entitlement grants are formula-based allocations awarded to school districts based on specific criteria such as student demographics, community economic data, or identified educational needs. These grants do not require a competitive application and are instead determined by eligibility factors set forth by the funding agency. They are often recurring in nature and support foundational services for special populations. Examples include the Individuals with Disabilities Education Act (IDEA), Title I Part A, and Early Education and Care allocations.

Competitive grants are awarded through a formal application and review process. Districts must submit detailed proposals that demonstrate need, capacity, and the anticipated impact of the funded initiative. These opportunities are designed to encourage innovation and expand successful programs. Funding decisions are based on merit and alignment with grant priorities. Examples include Acceleration Academies, High Quality Instructional Materials, and Coordinated Family and Community Engagement grants.

Targeted grants are issued to address specific policy priorities or to serve designated populations. These grants often support workforce development, rural programs, or specialized career pathways. Funding is generally tied to narrowly defined goals and may be awarded through a simplified application or allocation model. Examples include the Perkins Reserve Grant for Career and Technical Education (CTE) and the Rural Energy for America Program.

Private grants are awarded by nonprofit foundations, academic institutions, and private donors. These funds often support locally driven projects, pilot programs, or student enrichment initiatives. While typically smaller in scale than public funding sources, private grants provide valuable flexibility and community partnership opportunities. Notable contributors include the Tri-Town Education Foundation Fund, Boston College, and Cape Cod 5.

The following are some of the Federal and State Competitive Grants received in Fiscal Year 2025. Each of these competitive funding sources supports targeted district priorities in unique ways—from student academic engagement and workforce readiness to civic learning and instructional acceleration. Because these grants are typically awarded through competitive applications, *their availability, award amounts, and eligibility may vary from year to year*, and continued funding is not guaranteed.

Career Connected Learning Grant (FC 422)
The Career Connected Learning Grant (https://www.doe.mass.edu/grants/2025/422A/) provides resources to support the development, expansion, and improvement of Career Technical Education (CTE) and Innovation Career Pathway programs. The purpose of this targeted grant is to assist eligible districts in creating high-quality career-focused learning opportunities that prepare students for post secondary education and careers through work based learning, scope and sequence development, and implementation of career readiness frameworks. Funds may support curriculum development, instructional supplies or equipment necessary to improve program delivery, and training aligned with the

Massachusetts Career Connected Learning Frameworks.

Innovation Career Pathways Grant (FC 436)
The Innovation Career Pathways Grant (https://www.doe.mass.edu/grants/2025/0436/) is designed to assist local education agencies (LEAs) planning to pursue Innovation Career Pathway designation. This competitive grant helps districts prepare designation application materials and school wide plans that integrate MyCAP (student planning) systems and enhance partnerships with industry and post secondary institutions. Prioritization is given to districts in chronically underperforming status or those without existing designations.

Civics Teaching and Learning Grant (FC 589)
The Civics Teaching and Learning Grant (https://www.doe.mass.edu/grants/2025/0589/) supports efforts to strengthen civic education across grade levels in accordance with Massachusetts civic learning requirements. This competitive grant funds curriculum enhancements, professional development, student led civics projects, and experiential learning opportunities that deepen students' civic knowledge, skills, and dispositions. Proposals may address civics instruction broadly or focus on meaningful experiences such as civic project showcases and community collaborations.

Vacation Accelerated Academy Grants (FY 322)
The Vacation Accelerated Academy Grants (https://www.doe.mass.edu/grants/2025/0322/) are federally authorized targeted funds intended to support school vacation week programs that accelerate student learning. These acceleration academies provide students with concentrated instruction in core content areas during school breaks such as February or April vacation weeks. Programs are designed to extend learning time, reinforce academic standards, and engage students in structured instruction that builds upon regular classroom content. These grants are closely aligned with state priorities for academic intervention and extension.

For more information from the Office of Finance and Operations, visit https://www.oldrochester.org/departments/business-finance.

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 District. 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 schedule 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. Facilities Director, Mr. Jones, led this work along with completing the Massachusetts School Building Authority (MSBA) as part of statewide review cycle survey assessment for all of our buildings.

For building specific information, please see the school(s) section below.



Opening Day for Staff Fall 2024


Dr. Fedorowicz, Superintendent Nelson and Mr. Maguire on Opening Day Fall 2024



Student Panel at a Project 351 Workshop



Students Participating in a Project 351 Workshop

Sippican School

Introduction

Sippican School is thriving with a multitude of exciting initiatives and opportunities for our students. From academic advancements to community service projects supporting great causes, our dedicated staff is committed to providing a comprehensive and enriching education. With the support of our community and engaged students, Sippican School is well-positioned for a successful year. Sippican School is proud to share the many exciting initiatives and opportunities that are enriching our students' educational experience. From academic advancements to community service projects, our dedicated staff is committed to providing a comprehensive and engaging learning environment. We are grateful for the continued support of our community and the enthusiasm of our students. View our website https://ss.oldrochester.org/ for more information and follow our school on Facebook https://www.facebook.com/sippicanschoolmarionma/.

Our Mission Statement:

The mission of our school district is to inspire all students to think, learn, and care. Sippican School is committed to fostering a respectful, responsible, and kind learning environment. We've launched the "3 to Be" initiative to remind our community of these important values.

"Sippican 3 to Be"

Be Respectful

Be Responsible

Be Kind

Staffing

The 204-2025 school year at Sippican School brought a new administrative team. Principal Lynn Dessert joined us from the Dighton-Rehoboth School District and Assistant Principal Greg Thomas joined our team from Middleboro Public Schools. Ms. Dessert and Mr. Thomas brought many years of combined experience in local elementary schools to lead Sippican School.

We also welcomed the following new staff members during the 2024-2025 school year:

Sydney Arruda – Paraprofessional

Julia Bandera – Teacher, Grade 3

Karen Bertram – School Nurse

Sarah Bennett - School Psychologist

Rebecca Densberger - School Adjustment Counselor

William Erickson - Instructional Assistant

Erica Lopez – Paraprofessional

Robbin McMorrow – Paraprofessional

Shari Pacheco – Administrative Assistant

Melanie Smeaton - Special Education Grade 6

Joanne Smith – Art Teacher

Zenobia Nelles - SPED teacher

There were no retirements during the 2024-2025 school year at Sippican.

Enrollment

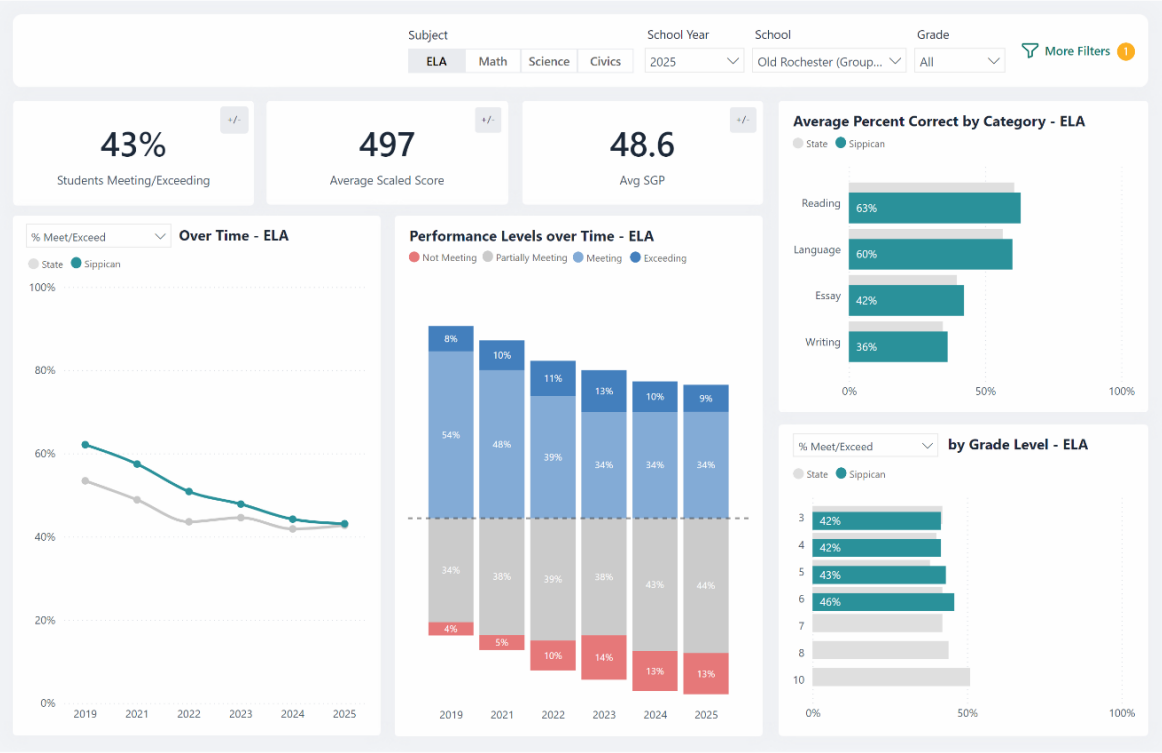
Sippican School enrollment in Project Grow (preschool) through grade six as of October 1, 2024 was 367 students. This was a decline from October 1, 2023 (386 students) and October 1, 2022 (403 students). Enrollment in Massachusetts schools has also declined in recent years. As of October 1, 2024, there were eleven students homeschooled in grades K – 6 in Marion and two students that are non-resident/non-tuition based on the collective bargaining agreement with our faculty.

Academic Performance

MCAS

Overall statewide 2025 MCAS results and trends show a slight increase in English Language Arts (ELA) achievement across grades 3-8 compared to 2024 (+3), but still -10 from pre-pandemic 2019 scores. High School showed a -6 from 2024 and -10 from 2019. Math scores showed no improvement (0) with a -8 from pre-pandemic 2019 scores grades 3-8 and Science results showed no improvement (0) in grades 5 and 8 and a decline in grade 10.

At Sippican School scores in ELA grades 3-6 exceeded the state by 2%, which was a slight decrease from 2024. Math scores in grades 3-6 exceeded the state by 5% and in Science the scores exceeded the state by 11% which are both a slight decrease from 2024. The state continues to compare Recovery from 2019 to 2025 MCAS.



Sippican ELA MCAS 2025

English Language Arts Highlights

Grade 3 demonstrated a strong start in literacy, performing above the state average on most standards, particularly in reading comprehension and interpreting character motives and text visuals. Vocabulary development and foundational language skills are emerging strengths, indicating a solid base for continued growth in Grades 4–6.

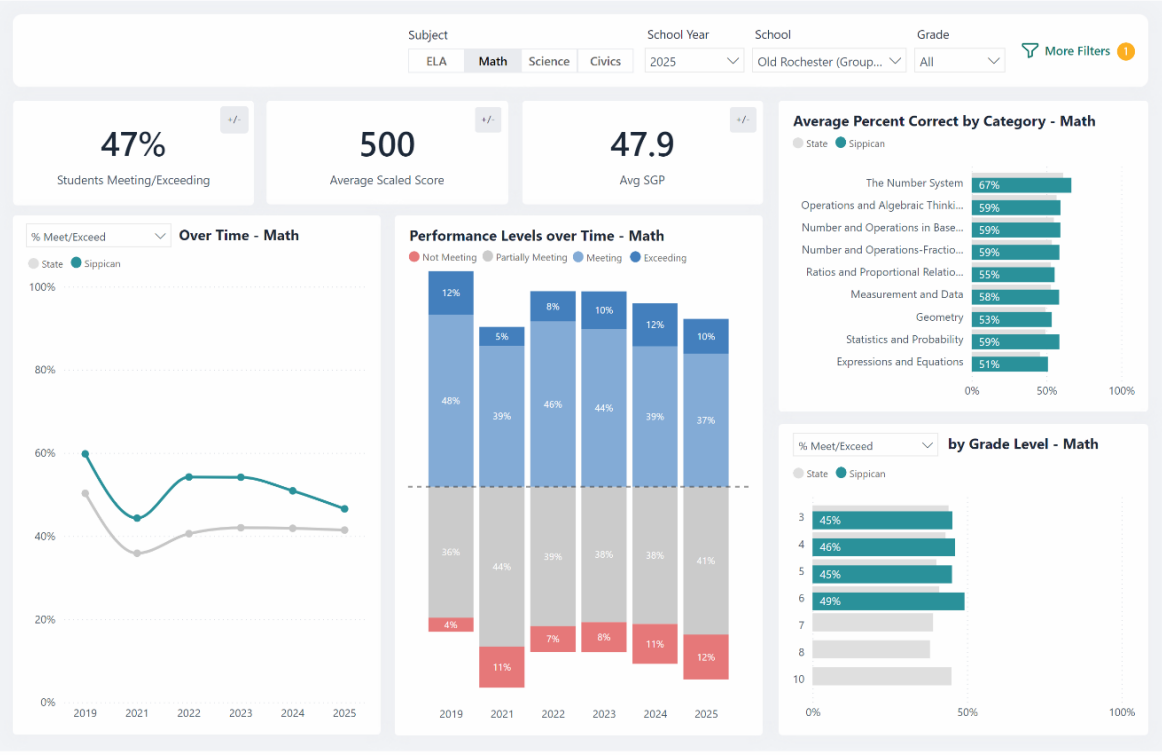
Grade 3 performance suggests students are developing strong early skills in literal comprehension, vocabulary application and text-based reasoning.

Grade 4 demonstrated solid performance in vocabulary skills, making inferences, and recognizing key

textual ideas, performing above the state in the majority of comprehension and language analysis standards. Foundational language skills and reasoning with evidence are emerging instructional strengths. Grade 4 showed strongest alignment to state expectations when tasks required literal comprehension, inference supported by clear text evidence and vocabulary meaning and language analysis.

Grade 5 demonstrated strong performance in vocabulary, language precision, inferencing, and evidence-based reasoning. Students exceeded the state average on most reading, writing, and language standards, indicating growing readiness for middle school expectations. Grade 5 showed strongest outcomes when items required analyzing text structure and author decisions, applying vocabulary and conventions meaningfully and constructing evidence-based written responses.

Grade 6 demonstrated strong literacy performance, exceeding the state average in most reading and language standards. Students showed advanced strengths in theme analysis, evidence-based reasoning, and vocabulary interpretation — signaling readiness for secondary literacy expectations. Grade 6 showed strongest performance when tasks required synthesizing ideas across texts, interpreting themes and central ideas and justifying responses using clear evidence.



Sippican Math MCAS 2025

Math Highlight

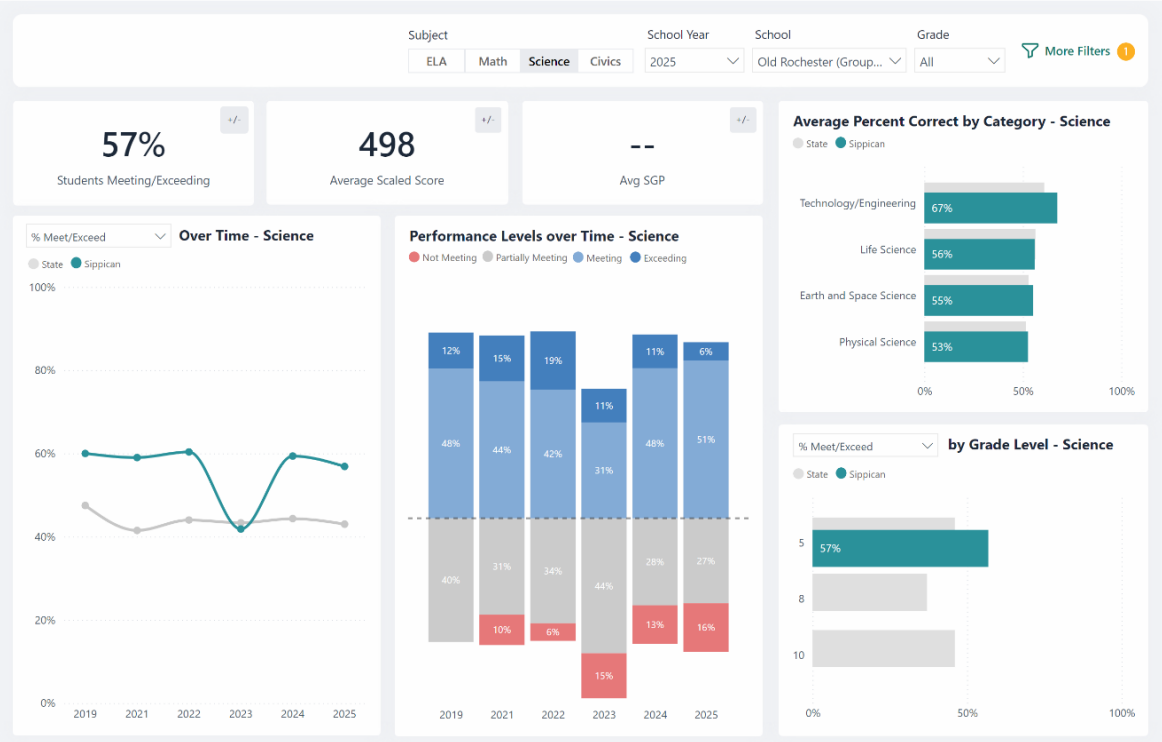
Grade 3 math performance demonstrates strong foundations in measurement, data interpretation, fractions, and number sense. Students performed above the state average in most domains, particularly area concepts and fraction understanding, indicating a solid readiness for continued progression in Grades 4–6. Grade 3 students performed strongest on questions requiring conceptual reasoning rather than

memorization, interpreting visuals, tables, and models and applying math to real-world or multi-step contexts.

Grade 4 math performance reflects strong skill development in measurement, fraction reasoning, and multi-step problem solving. Students performed above the state average in most domains, demonstrating readiness for continued rigor in Grades 5 and 6. Grade 4 students performed strongest when tasks required applying mathematical reasoning in real-world contexts, interpreting data, models, or measurement representations and using fractions and operations with conceptual understanding.

Grade 5 demonstrated strong performance in fractions, base-ten operations, and measurement concepts, with several areas significantly above state averages. Strength in multi-step reasoning and rational number fluency indicates solid preparation for middle school mathematics. Grade 5 students performed strongest when tasks required multi-step quantitative reasoning, applying math to real-world situations, reasoning with fractions and decimals and interpreting geometry and measurement relationships.

Grade 6 math performance reflects strong readiness for middle school, with strengths in expressions & equations, rational number reasoning, data analysis, and geometric concepts. Results indicate increasing proficiency in analytical problem-solving and application-based mathematics. Grade 6 performed strongest when tasks required multi-step reasoning, not rote recall, interpreting data, models, and real-world applications and applying rational number operations and algebraic thinking.



Sippican Science MCAS 2025

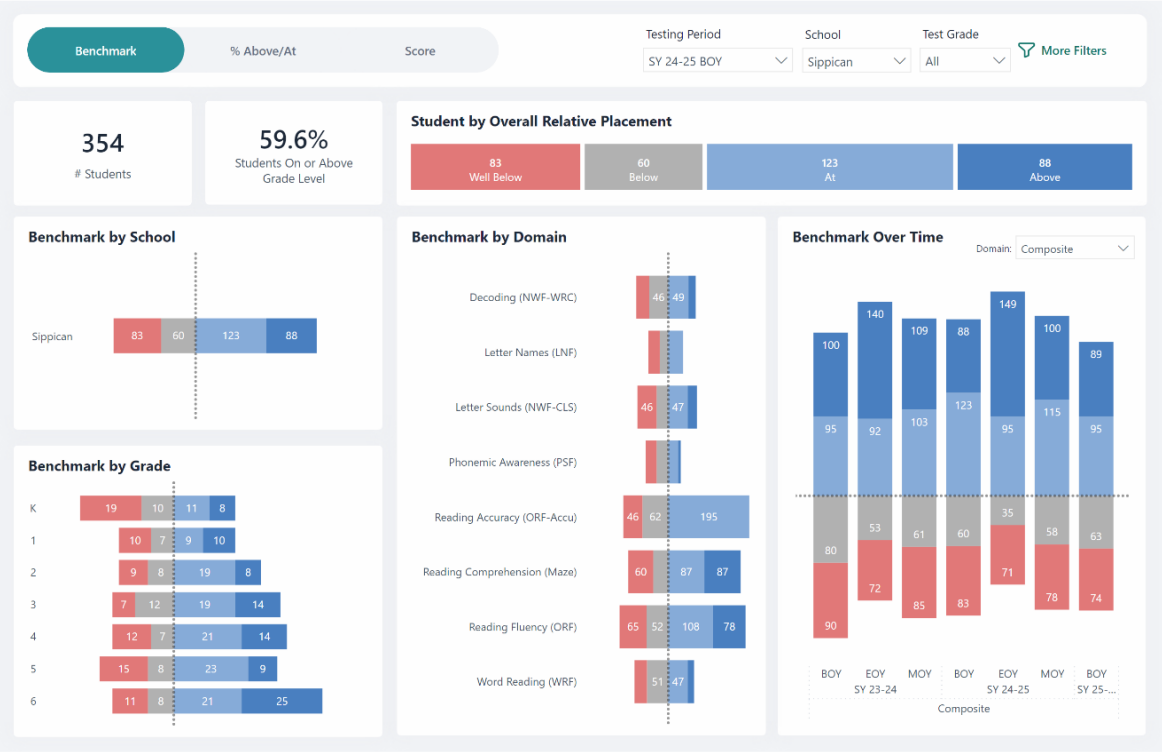
Science Highlights

Grade 5 demonstrated strong understanding of Earth & Space Science, engineering design, and life science concepts, with performance above the state average in the majority of assessed standards. These

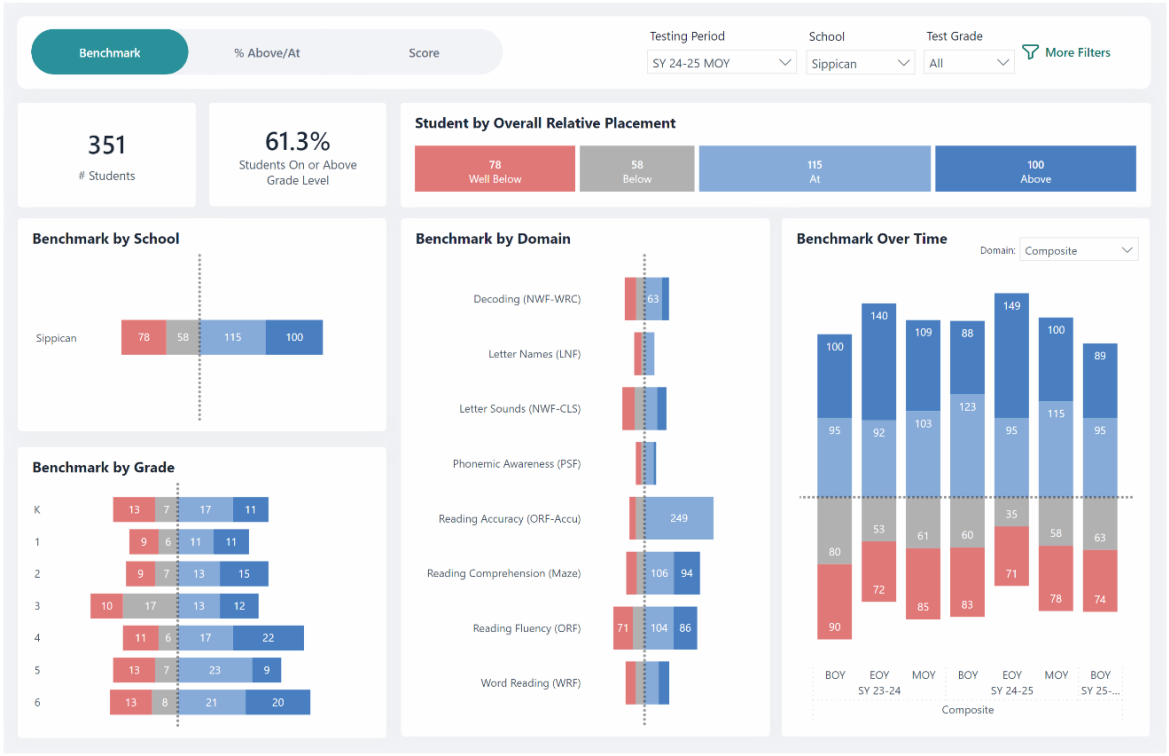
strengths reflect readiness for increased scientific reasoning, data interpretation, and inquiry-based learning in Grade 6 and beyond. Grade 5 performance was strongest when tasks required applying science ideas in context, interpreting models, diagrams, data tables, or cause-and-effect systems and evaluating or comparing design solutions.

DIBELS

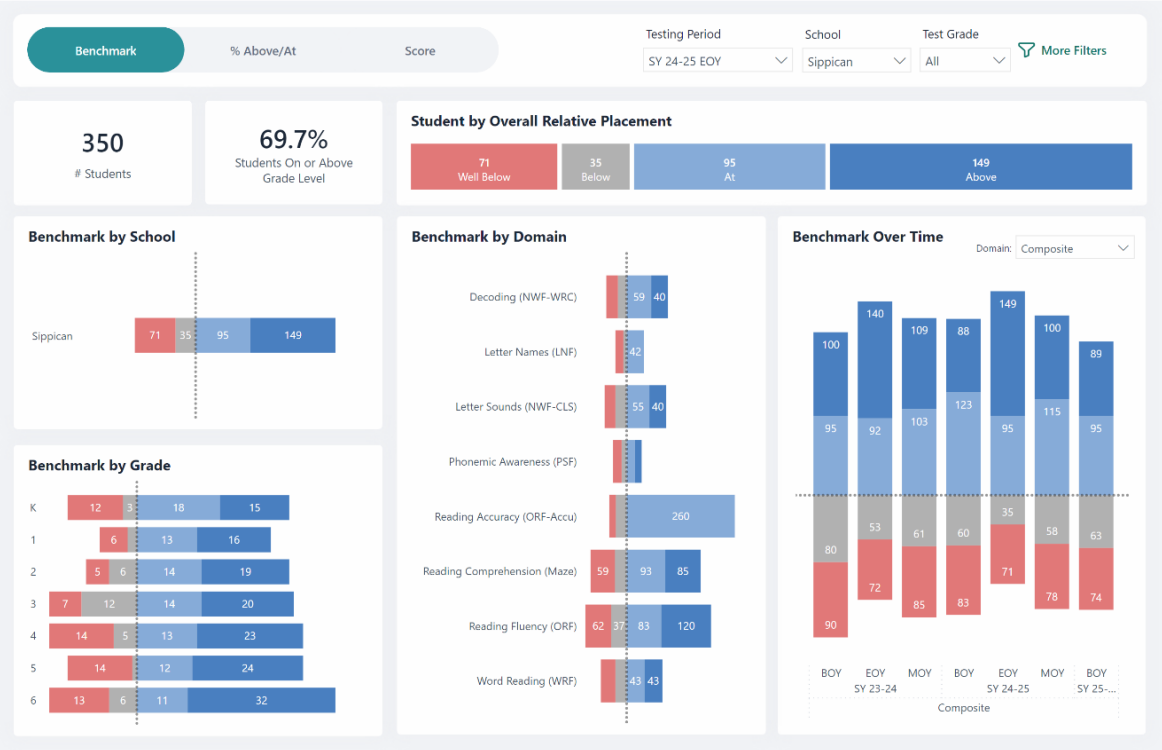
Our school's early literacy universal screening assessment is DIBELS 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which is approved by the Massachusetts Department of Elementary and Secondary Education. DIBELS is given to each child by a teacher or staff member and takes about 2-6 minutes to complete. Early literacy universal screening assessments are used to assess skills that may predict future reading difficulties. These skills include alphabetic knowledge, phonemic awareness, word reading, reading comprehension, and rapid automatized naming. Skills are assessed differently depending on the student's grade level. The following graphs display DIBELS results through the 2024-2025 school year for Sippican School students.



Sippican DIBELS Fall 2024



Sippican DIBELS Winter 2024-2025



Sippican DIBELS Spring 2025

Budget Information

During the 2024-2025 school year, the Budget Subcommittee and the Marion School Committee worked diligently with the administration and Town officials to develop a proposed budget for the 2025-2026 school year as part of the annual Town Meeting. A school committee public hearing was held in March 2025 to review the proposed budget information in which the Marion School Committee supported the following items to be put forward at Town Meeting:

- Approval of the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of $7,553,549 for the Marion School District.
- Approval of the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of $70,000 for the Marion School District. The total amount of $70,000 is for acquiring a Department of Elementary and Secondary Education approved high quality Math instructional materials.
- Approval of the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of $150,000 for the Marion School District. The total amount of $150,000 is to be authorized from Free-Cash or other Town Funding to supplement Special Educational Costs recognized outside of the General Operating Budget.

We are grateful to the community members of Marion for voting to approve these items in order to support teaching and learning at Sippican School next school year.

School Building

Maintaining school buildings to support a safe environment for our students and staff is of utmost importance. Facilities Director, Gene Jones, oversees operations of the building along with a custodial

and maintenance team. Throughout the school year, routine maintenance was conducted on all facility equipment and systems. Annual inspections and air quality tests were conducted including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers along with inspections by the Fire Marshall and Building Inspector.

Also during the school year, the boilers were cleaned, serviced and inspected. Flooring was replaced in the Community room, conference room, student services room and office. A condensate leak in the boiler piping was repaired. Typical snow and ice removal operations were conducted as needed. Repairs were made to a leak in a fire sprinkler pipe and the fire alarm panel ground fault. The main three electrical transformers (Mass Save Incentive) were replaced, the voltage regulator was replaced on the emergency generator and engineered wood fiber (EWF) was provided for the Sippican School garden. Digital radio communications integration upgrade was completed at Sippican for ease of communication with first responders.

Mr. Jones' team also supported hosting Marion's Town Meeting at Sippican. They worked with Town Officials and submitted FY2026 capital improvement requests to the Town after obtaining bids from vendors. Mr. Jones concluded the school year requesting updated quotes for window seals and preparing bid documents for chiller replacement, both of which are approved capital requests.

School Events, Activities and Community
View Sippican School news online: https://ss.oldrochester.org/departments-school-info/news

- Our open house was a success, with a large turnout of Sippican families. Teachers welcomed families, and students enjoyed reconnecting with friends and classmates. We appreciate the support from our VASE volunteers. Parent-teacher conferences were a great success, providing valuable insights into student progress. School Council Meetings were held regularly with parent/guardian, staff and faculty participation to review strategic objectives, our school improvement plan, student handbook and more.
- Police and Fire Department Collaboration - This year, we welcomed Norman, our new comfort dog, to Sippican School, joining School Resource Officer Tracy from the Marion Police Department. Norman quickly became a beloved member of our school community and is already making a positive impact on our students' well-being including students being recognized for the Norman "Pawsitivity" award. Their presence is always appreciated by students and staff alike, and they're a valuable part of our school community.
- The Marion Fire Department made several special visits to our school to teach us about fire safety. Our preschool, kindergarten, and first-grade students had the opportunity to have firefighters in their classroom, while grades 2 through 6 participated in a presentation and learned about fire safety and the importance of creating a safe meeting place in case of a fire. We're incredibly grateful to the Marion Fire Department for their time and dedication to educating our students.
- Sippican Garden - Our collaboration with the Marion Institute on the Sippican Garden progressed well. The team worked hard to maintain the garden and built raised beds. Over this school year, Marion Institute Grow Education team member, Mr. Costa, successfully conducted site visits and garden lessons with the third graders. As part of the Marion Grow Project, students learned about the Wampanoag people, including Squanto, and their deep connection to the land. They planted their own seeds and tended to a garden that reflects the traditions of the past while fostering a greener future. This hands-on experience sparked curiosity about local history but also instilled a sense of responsibility for the environment.
- Teaching and Learning - Our teachers continued to implement innovative teaching methods like Hill and IntoReading, and used data to tailor instruction to each student's unique needs. We have a comprehensive and effective multi-tiered support system and academic schedule that fully

aligns with the Massachusetts time on learning and inclusive plan. This ensures that all students receive the support and instruction they need to succeed. The RTI/Flex block time frame was adjusted and offered personalized learning experience, evidence-based best practices, and targeted skill development for all students. Our teachers collaborated in learning groups to identify students who may benefit from additional support enrichment. They then provided tailored instruction and resources to help these students reach their full potential. This personalized approach benefited students in all academic subject areas. From struggling learners who receive intensive support to advanced students seeking enrichment opportunities, our Flex Block ensured that every student has access to the resources and instruction they need to succeed. Our teachers also participated in Professional Learning Communities (PLCs) to discuss effective instructional practices and collaborate on planning. This ongoing professional development helped our teachers stay up-to-date on the latest teaching methods and strategies. We're also excited to have expanded our specialist programs to include enrichment opportunities for all K-6 students. This included access to cutting-edge resources like 3D printing and STEM activities, fostering creativity and critical thinking skills.

- All school meetings were held regularly to promote a sense of community at Sippican School. These gatherings provided opportunities to celebrate student leadership, reinforce school wide expectations, and recognize students for modeling our core values through Character Counts and Norman Awards. Meetings also highlighted the work of the Kindness Crew and showcased student achievements and talents, including Junior Reporters, band performances, and elevating student voice and school pride.
- This year marked Year One of our Feinstein Foundation partnership, focused on kindness and service projects that promote empathy and community involvement. In addition, Project 351 students from last year participated in service projects, helping to shape them into leaders and positive influencers within the school community.
- Sippican's band program remained a robust and vibrant part of our school community throughout the year. Band students performed multiple times at school events and assemblies and proudly represented Sippican at local town events. These performances provided meaningful opportunities for students to build confidence, collaborate as a team, and share their musical talents with both the school and broader community.
- V.A.S.E (Volunteers at Sippican Elementary) - VASE supports our students and staff in many ways throughout the school year. Events include teacher appreciation week, fundraisers, family movie nights, the Boosterthon and much more is made possible by VASE's organization and support from the local community. VASE also provides our students with learning opportunities beyond the classroom, including the Marion Occupation Program in which 5th and 6th graders attend and learn about the careers of the volunteers and community members that participate. We are grateful for the support of the local community and corporate sponsors.


SIPPICAN SCHOOL
MARION • MASSACHUSETTS
SIPPICAN LEARNING CENTER




CHOOSE
TO BE KIND



Old Rochester Regional Junior High School

Old Rochester Regional Junior High School (ORRJHS) thrives in its strong sense of community, emphasis on teamwork, and wide range of opportunities—from athletics to community service. With a rigorous curriculum and an inclusive environment, ORRJHS helps students build self-confidence and develop the skills they need to succeed in high school and beyond. View our website https://orrjhs.oldrochester.org/ for more information and follow our school on Facebook https://www.facebook.com/orrjhs.

Staffing

Mr. Silas Coellner continued as the Principal of ORRJHS and Ms. Kelly Chouinard remained the Assistant Principal. During the 2024-2025 school year, the following staff members joined the Junior High School team:

Danya Bischel – Paraprofessional
Michael Bowen – Paraprofessional
Rebecca Kearney – School Adjustment Counselor

Kristine Lincoln – Special Education Teacher
Ava Novakoski – Physical Education Teacher

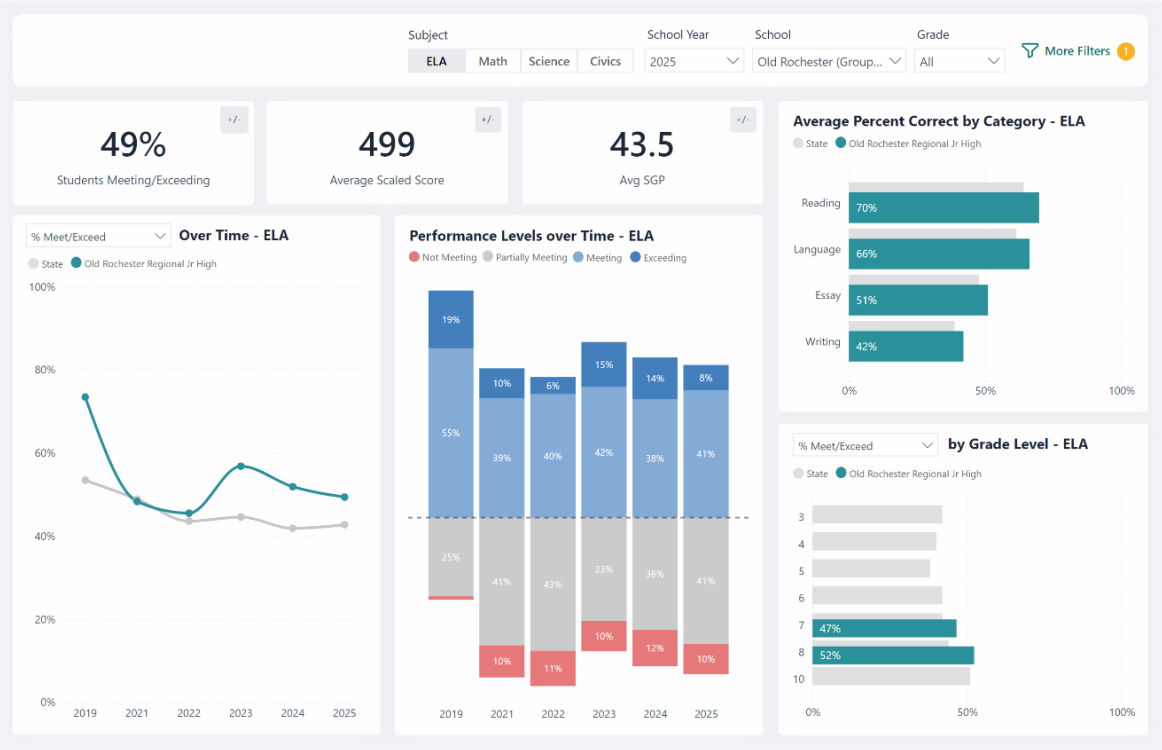
The following staff members retired:
Mary Caine – Special Education Teacher
Karen Horan – Physical Education Teacher
Deborah Martin – Paraprofessional
Suzanne Modlowski - Paraprofessional
Angela Vaughn – Music/Choral Teacher

Enrollment
ORRJHS enrollment in grades seven and eight as of October 1, 2024 was 382 students. This was a decline from October 1, 2023 (396 students) and October 1, 2022 (390 students). Enrollment in Massachusetts schools has also declined in recent years. School Choice students accounted for twenty-five of these students in October 2024. The Old Rochester Regional School Committee reviews and votes annually to participate in school choice. As of October 1, 2024, there were six students homeschooled in grades seven and eight.

Grade	**Enrollment**		
	Marion	Mattapoisett	Rochester
7	53	60	88
8	61	66	54

Academic Performance
MCAS
Overall statewide 2025 MCAS results and trends show a slight increase in English Language Arts (ELA) achievement across grades 3-8 compared to 2024 (+3), but still -10 from pre-pandemic 2019 scores. High School showed a -6 from 2024 and -10 from 2019. Math scores showed no improvement (0) with a -8 from pre-pandemic 2019 scores grades 3-8 and Science results showed no improvement (0) in grades 5 and 8 and a decline in grade 10.

At ORR, the scores in ELA grades 7-10 exceeded the state by 10%, math in grades 7-10 exceeded the state by 3% and Science scores exceeded the state by 4%. The state continues to compare Recovery from 2019 to 2025 MCAS. This was also the first year that MA Question 2 took place for the high school. This law eliminated the requirement that students pass the Massachusetts Comprehensive Assessment System (MCAS) in order to graduate high school but still require students to complete coursework that meets state standards.

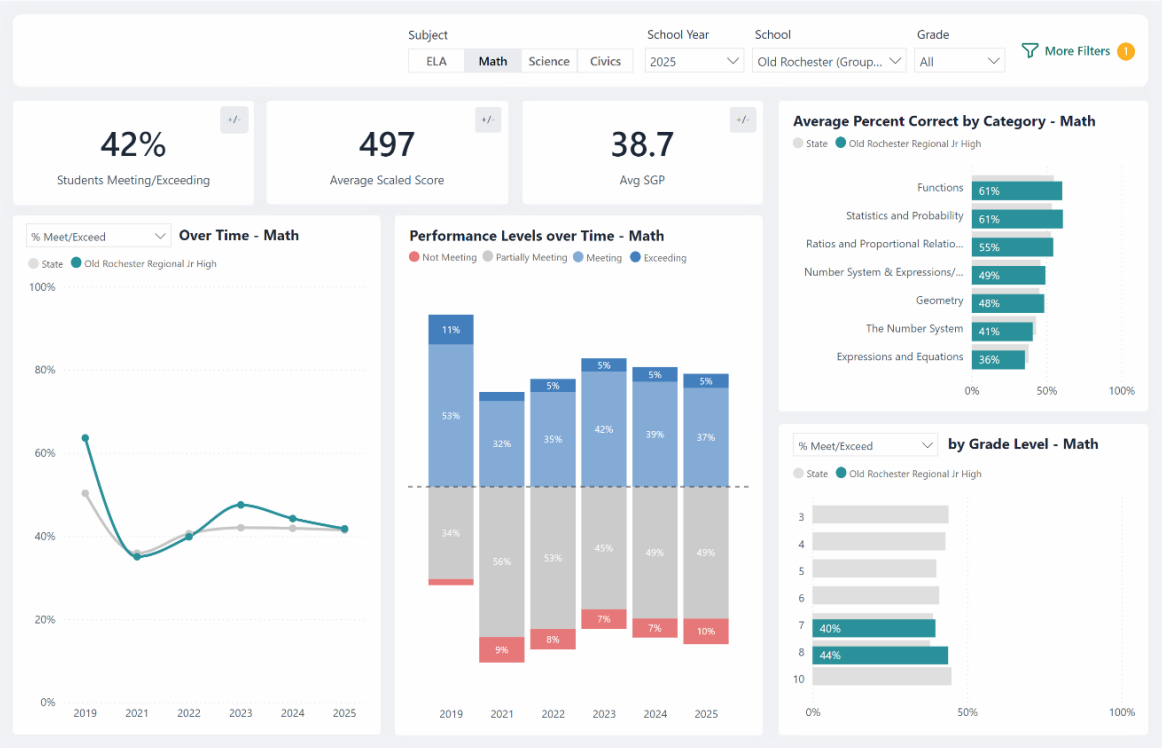


ORRJHS ELA MCAS 2025

English Language Arts Highlights

7th graders excelled in ELA in questions related to reading, language (including essay conventions score) and writing (essay idea development).

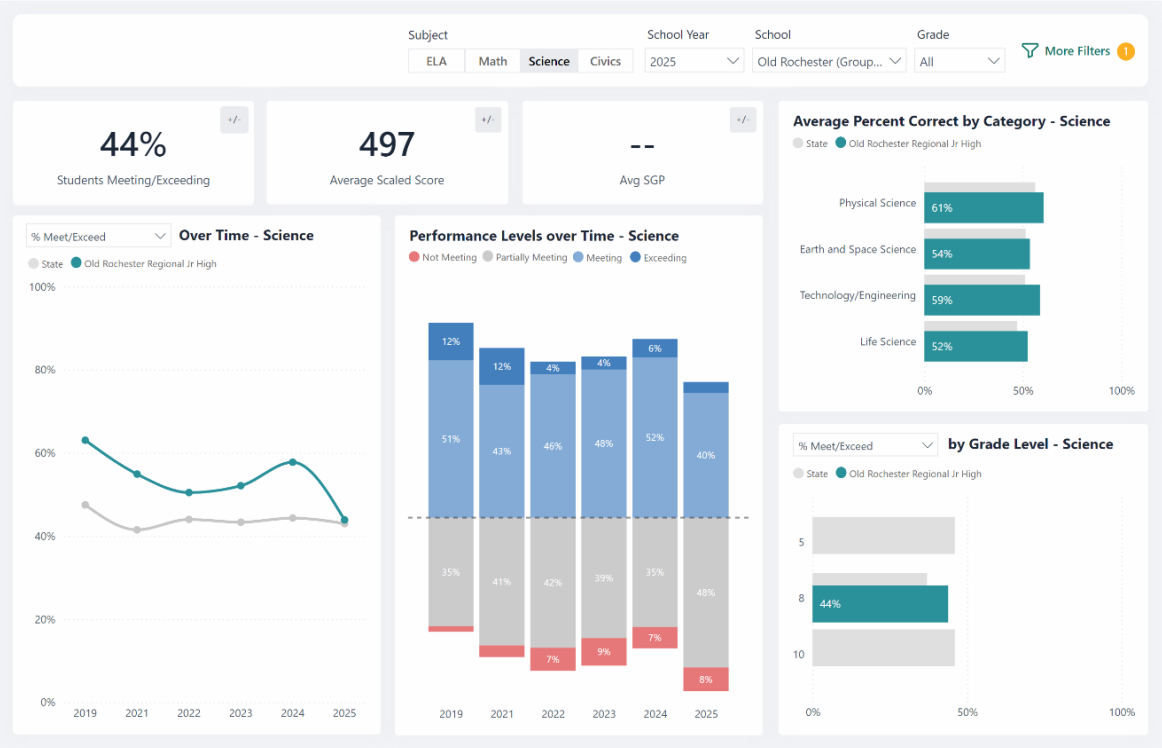
8th graders excelled in ELA in questions also related to reading, language (including essay conventions score) and writing (essay idea development) with students achieving 52% possible points in argumentative essay and 56% possible points in analytical essay.



ORRJHS Math MCAS 2025

Math Highlights
7th grade students excelled in math ratios and proportional relationships, statistics and probability and geometry.

8th Grade students demonstrated strengths in statistics and probability. This was the strongest category, with the school achieving 73% of possible points. These students also demonstrated strong skills in functions, geometry and number system and expressions/equations.

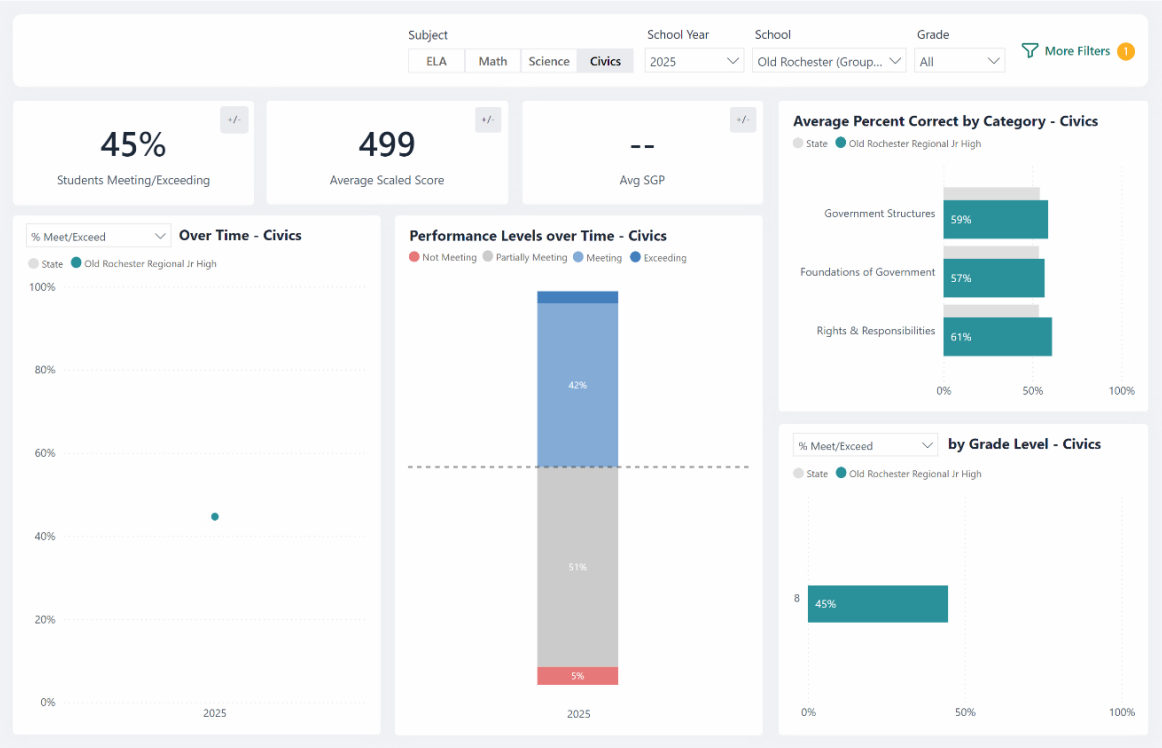


ORRJHS Science MCAS 2025

Science Highlights

8th grade (only) students demonstrated strong performance in the categories of;

- Technology/Engineering (especially Manufacturing Processes, Communication Systems and System Benefits and Drawbacks),
- Physical Sciences (especially Exothermic Reactions, Molecular Properties and Energy Concepts)
- Life Science (especially Cellular and Genetic, Artificial Selection, Body Systems and Evolutionary Relationships)
- Earth and Space Science (especially Rock Layer Ages and Fault Formation)



ORRJHS Civics MCAS 2025

Civics Highlights

8th grade (only) students demonstrated strong performance in the categories of;

- Rights & Responsibilities (especially Civic Literacy, Basic Citizenship, Civil Rights Expansion, Political Protest and Constitutional Amendments)
- Government Structures (especially Civic Action and Community Sharing, Inter-Branch Relations, State and Local Government and Political Campaigns)
- Foundations of Government (especially Colonial Period and Declaration, Declaration's Influence, Constitutional Debate and Preamble Knowledge)
- Curriculum Areas of Focus (especially Government Structures: Shared Powers and Foundations of Government)

8th Grade Ceremony Awards

AWARD	STUDENT
ALICE RYDER BOOK AWARD	Sophie Zhou
LIGHTHOUSE AWARDS	Katherine Foster
LIGHTHOUSE AWARDS	Elsa Pothier
JOSHUA GARCIA AWARD	Lili Kipling
ELLIE AWARD	Ava Dzerkacz
E.A.S.P. AWARD FEMALE	Laney Hayes
E.A.S.P. AWARD MALE	Max Ohrenberger
SPIRIT OF ART AWARD	Avery Durr

SCHOLASTIC ART AWARD	Sophie Zhou
JAMES FARMER MUSIC AWARD	Fiona Payne
ANGIE VAUGHN MUSIC AWARD	Ava Henriquez
HUMANITARIAN AWARD	Lily Analia Cunha
PROJECT 351 AWARDS	Sophia Zhou
	Genevieve Hebert
	Esther Smith
MAHONEY AWARD	Sophie Zhou
WASHBURN AWARD	Annalise Milhench
PRINCIPAL'S AWARD GREEN	Genevieve Hebert
PRINCIPAL'S AWARD ORANGE	Sophie Zhou
NAVIGATOR AWARDS	Max A. Ohrenberger
	Maxine N. Motta
	Cara E. Jupin
	Annalise L. Milhench
	Genevieve Hebert
	Elsa Pothier
	Phoenix Froh
	Jocelyn Yurof
CIVIC PROJECT AWARDS	John Rousseau
	Oliver Ward
	Sophie Zhou
PERFECT ATTENDANCE	Annalise Milhench
	Morgan Conner

School Events, Student Activities and School Community
View ORRJHS news online: https://orrjhs.oldrochester.org/school-information/news

- 7th grade families were invited to a meet and treat event at the start of the year to help students reconnect after summer.
- School Council meetings were held regularly with parent/guardian, staff and faculty participation to review strategic objectives, our school improvement plan, the student handbook and more.
- Afterschool activities, sports and clubs offered:
    - Student Affairs Committee
    - Interscholastic - Girls Volleyball
    - Cross Country
    - GSA Club
    - Interscholastic - Boys Basketball
    - Girls Basketball
    - Field Hockey
    - Girls Soccer
    - Ski Club
    - Drama Club
    - Football
    - Jazz Band
- Sports that ORRJHS students were able to participate in with the high school under a waiver:
    - Fall: Boys Grade 8 - HS Freshman Football
    - Fall: Boys Grade 8 - HS Freshman Soccer
    - Fall: Grade 8 - HS Dance
    - Winter: Grade 8 - Ice Hockey
    - Winter: Grade 8 - HS Dance

    - Winter: Grade 8 - Swim
    - Winter: Grade 8 - Girls Basketball
    - Spring: Grades 7 & 8 – Sailing
    - Spring: Grade 8 – Girls Softball
- The Booster Bash Fundraiser ran from September 6, 2024 through September 30, 2024. This is our one and only fundraiser for the year and students raised over $13,000 through family, friends, and community members' generous monetary donations. The funds raised are used for student supplies, field trips, banners for student success, guest speakers and much more.
- School wide anti-bullying presentations were given to all students by the School Resource Officers in collaboration with the Mattapoisett Police Department. Staff and students acknowledged National Anti-Bullying Day by wearing orange.
- During the 2024-2025 school year, Character Strong resources and tool kits were implemented into advisory groups. Character Strong is a social emotional curriculum that is an evidence-based, multi-tiered solution to support whole child success improving behavior, increasing safety and supporting mental health.
- School Nurse Linda Deveau coordinated a "Hurricane Relief" effort. Donations were collected by Project 351 students which were delivered to Joe Rubin in Pocasset, owner of United Rental. Joe drove the items to North Carolina.
- The Student Affairs Committee (SAC) hosted a Food Drive and they collected just over 400 food items which benefited the First Congregational Church Food Pantry in Rochester. The First Congregational Church provided food baskets for needy families of the Tri-Town with the assistance of our Guidance Counselors and Social Workers.
- The 31st Annual Junior High School's Senior Citizens Tri-Town Thanksgiving dinner took place on Sunday, November 24th. More than 230 senior citizens attended and were served a delicious meal by over 60 of our student volunteers. Planning for this event begins in early October. With the generosity of local businesses through monetary donations, as well as donations in the form of door prizes, gift cards, turkeys, pies, apple cider etc., from community members, parents and staff, this event could not take place. A special "thank you" to the cafeteria staff and their family/friends, the custodial, maintenance and grounds crew who volunteered their time. We also thank Kenny's Farm stand for donating pumpkins, corn stalks, gourds, hay for decorating the front of the cafeteria. It is an honor to recognize our seniors, support one another, and give thanks for the blessings in our lives.
- In December, Spirit week took place for all students and staff. Also, the 7th grade art show and Winter Concert took place.
- Grade 8 field trips took place to Upper Cape and Old Colony. They also had a presentation from representatives from Bristol Aggie and visited ORR High School.
- Our Latin and Spanish students participated in World Language Week in February. During this week, the Pledge of Allegiance was spoken in Latin, Spanish, Polish and French. Students were invited to join in watching Ratatouille, make homemade Russian dumplings, guacamole and corn tortillas. There were daily trivia questions and a "Goosechase" scavenger hunt was held.
- The Grade 8 Ha Shee Shee Cup, an indoor soccer tournament, took place in the winter.
- The Annual Spelling B took place, led by Grade 7 Social Studies Teacher Dan McEvoy.
- John Eilertsen, Sophia Meleo, Bridget Lee, Sophie Zhou and Mia DeRossi-Goldberg participated at the Southeastern Massachusetts Junior District Music Festival.
- The FORM Choral Concert and FORM instrumental concerts were held in March. Fantastic performances by all!
- During Women's History month, SAC (Student Affairs Committee) collected new and unopened baby items to support new moms through the United Way of New Bedford. Collections took

place through March 24th - examples of items collected: diapers, onesies, blankets, bibs, pacifiers and more!

- The JHS Drama Production: “Murder on the 518” was a great success. The story was about red-eye travelers on the westbound 518. They were in for a surprise when first one passenger, and then another, mysteriously dropped dead right before their eyes — and just as the train was halted by a rock slide in an isolated canyon. Because the pair appears to have been poisoned, anyone and everyone in the train dining car is a suspect! This was directed by Kate Fishman and set construction was led by Shawn Sivil. A portion of the proceeds was donated to the Nolan Gibbons Memorial Scholarship
- In May, students and staff supported Mental Health Awareness Month by wearing green. Promoting awareness reduces stigma and supports early intervention, leading to healthier/more supporting communities.
- More than 130 student projects exploring important issues facing society were displayed during the Civics Action Project Showcase in May. Eighth grade students who completed civics action projects over the course of four weeks were able to present their findings on a wide range of topics, such as school discipline, environmental issues, mental health problems, dress codes in school, plastic pollution, underage substance use and bullying. The eighth graders were tasked with picking societal topics that would help improve their community if only the issue was better understood.
- Survival and S.C.O.P.E. took place in June.
- In June, 6th grade students from Marion, Mattapoisett and Rochester all had the opportunity to tour ORRJHS ahead of starting 7th grade in the fall. A parent night was also held for their families.
- Grade 8 concluded their time at ORRJHS with a dinner dance, promotion ceremony and breakfast at the conclusion of the school year.





Old Rochester Regional High School (ORRHS)

Introduction

The residents of Marion, Mattapoisett and Rochester are proud of their school systems and support a strong school community. Once again, the Old Rochester Regional High School (ORRHS) proved to be first-class and continued the school's history of excellence. View our

website https://orrhs.oldrochester.org/ for more information and follow our school on Facebook https://www.facebook.com/ORRHS.

In September 2024, we received notification from the New England Association of Schools and Colleges Commission on Public Schools that they would continue the school's accreditation. The letter stated the Commission was pleased to learn of the following information:

- the completion of the curriculum in a common format across all subject areas with essential questions, concepts, content, and skills, 21st century skills, instructional strategies, and assessment practices.
- the establishment of a district-wide curriculum leadership team.
  the use of Atlas Rubicon for consistent structuring of curriculum and day-to-day instruction.
- the multiple means to communicate unit-specific and 21st century learning goals and expectations to students, families, and staff.
- the ongoing work to ensure alignment between grading and reporting practices and the core values and beliefs about learning.

Staffing
Mr. Michael Devoll continued to serve as Principal of ORRHS. During the 2024-2025 school year, Ms. Vanessa Harvey resigned as Assistant Principal. Ms. Lauren Millette, previously our Director of Guidance, became the Assistant Principal.

The following staff members joined the team at ORRHS as well:
Anita Faath – Paraprofessional
Brayden Fanti - Drama Club Advisor/Director
Susan Harrison – Computer Science Teacher
Elizabeth Kennedy – PreK Teacher
Brian Kenneson – Paraprofessional
David McCarthy – World Language Teacher
Pedro Silva – Music Teacher
Kya Thomas – Paraprofessional
Rosemary Williams – Social Worker
Nathaniel Wollenhaupt – Paraprofessional

The following staff members retired during the 2024-2025 school year:
Melanie Kellum – Math Teacher
Shirley O'Connor – Paraprofessional

Of the 62 faculty members at ORRHS, 88% have their Master's degree and 3% have their Doctoral degree. The school has a 14.5 to 1 student-to-teacher ratio.

Enrollment
ORRHS enrollment in grades nine through twelve was 548 students as of October 1, 2024. This was an increase from October 1, 2023 (530 students), but a decrease from October 1, 2022 (559 students). Enrollment in Massachusetts schools has also declined in recent years. School Choice

students accounted for ninety-five of these students in October 2024. The Old Rochester Regional School Committee reviews and votes annually to participate in school choice. As of October 1, 2024, there were nine students homeschooled in grades nine through twelve. The Class of 2025 graduated 142 students on May 31, 2025.

Grade	**Enrollment**		
	Marion	Mattapoisett	Rochester
9	52	50	48
10	49	47	35
11	39	46	44
12	47	52	35
Age 18-22	1	2	1

Thirty-one students from Marion attended Upper Cape Cod Regional Technical School. Thirty-one students from Mattapoisett and one hundred students from Rochester attended Old Colony Regional Vocational Technical High School. Four Mattapoisett residents and eight Rochester residents attended Bristol County Agricultural High School.

College and University Admissions
Old Rochester Regional School District students attained admissions at a variety of public and private institutions of higher education. The Class of 2025 also had three students who chose to serve in the Armed Services. We are very proud of this decision and thank them for their service.

The complete listing of colleges and universities the Class of 2025 attended is listed below:

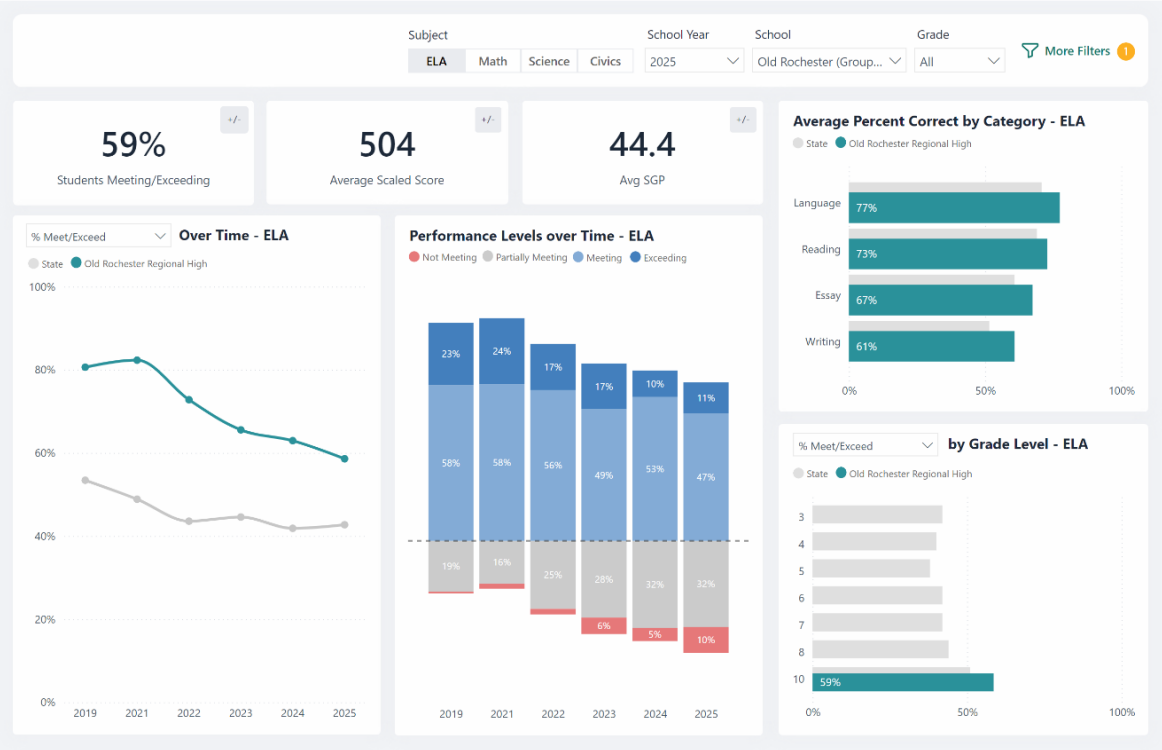
College/University Attending
Auburn University
Bard College
BCC
Belmont
Boston College
Boston University
Bridgewater State University
California State Univ Northridge
CCRI
Central Connecticut State Univ
Champlain
Coastal Carolina University
College of Charleston
Connecticut College
Elms College
Emerson College
Flagler College

Florida Gulf Coast University
Iona University
Kenyon College
MA College of Art & Design
MA Maritime Academy
Marquette University
Mount Holyoke College
Plymouth State University
Providence College
Quinnipiac University
Regis College
Rensselaer Polytechnic Inst
Rivier University
Rochester Institute of Technology
Roger Williams University
Salve Regina University
Smith College
Springfield College
Temple University
UMass Amherst
UMass Boston
UMass Dartmouth
University of Tennessee
University of Denver
University of Hawaii Hilo
University of Kentucky
University of Maine Orono
University of Maryland College Park
University of Michigan Ann Arbor
University of New England
University of New Hampshire
University of North Carolina Wilmington
University of Pittsburg
University of Rhode Island
University of South Carolina Columbia

University of Tampa
University of Vermont
University of Virginia
Virginia Tech
Wentworth Institute of Technology
West Virginia University
Wheaton College
Worcester Polytechnic Institute

Academic Performance
MCAS
Overall statewide 2025 MCAS results and trends show a slight increase in English Language Arts (ELA) achievement across grades 3-8 compared to 2024 (+3), but still -10 from pre-pandemic 2019 scores. High School showed a -6 from 2024 and -10 from 2019. Math scores showed no improvement (0) with a -8 from pre-pandemic 2019 scores grades 3-8 and Science results showed no improvement (0) in grades 5 and 8 and a decline in grade 10.

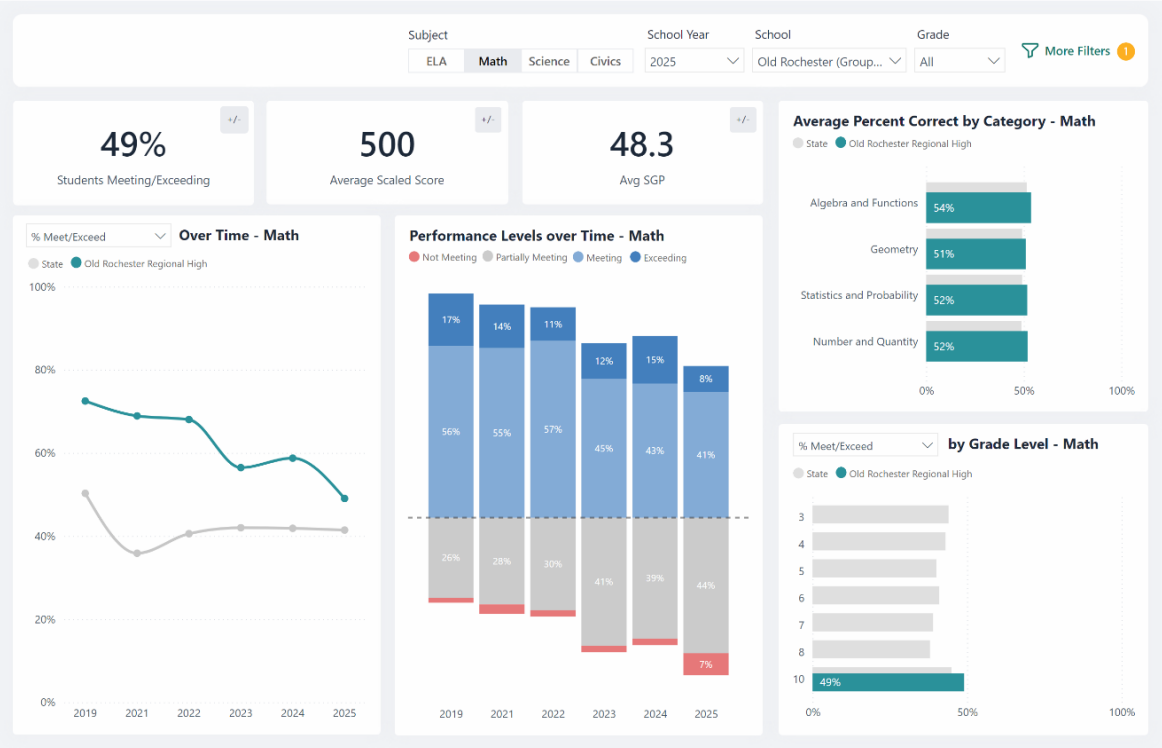
At ORR, the scores in ELA grades 7-10 exceeded the state by 10%, math in grades 7-10 exceeded the state by 3% and Science scores exceeded the state by 4%. The state continues to compare Recovery from 2019 to 2025 MCAS. This was also the first year that MA Question 2 took place for the high school. This law eliminated the requirement that students pass the Massachusetts Comprehensive Assessment System (MCAS) in order to graduate high school but still require students to complete coursework that meets state standards.



ORRHS ELA MCAS 2025

English Language Arts Highlights

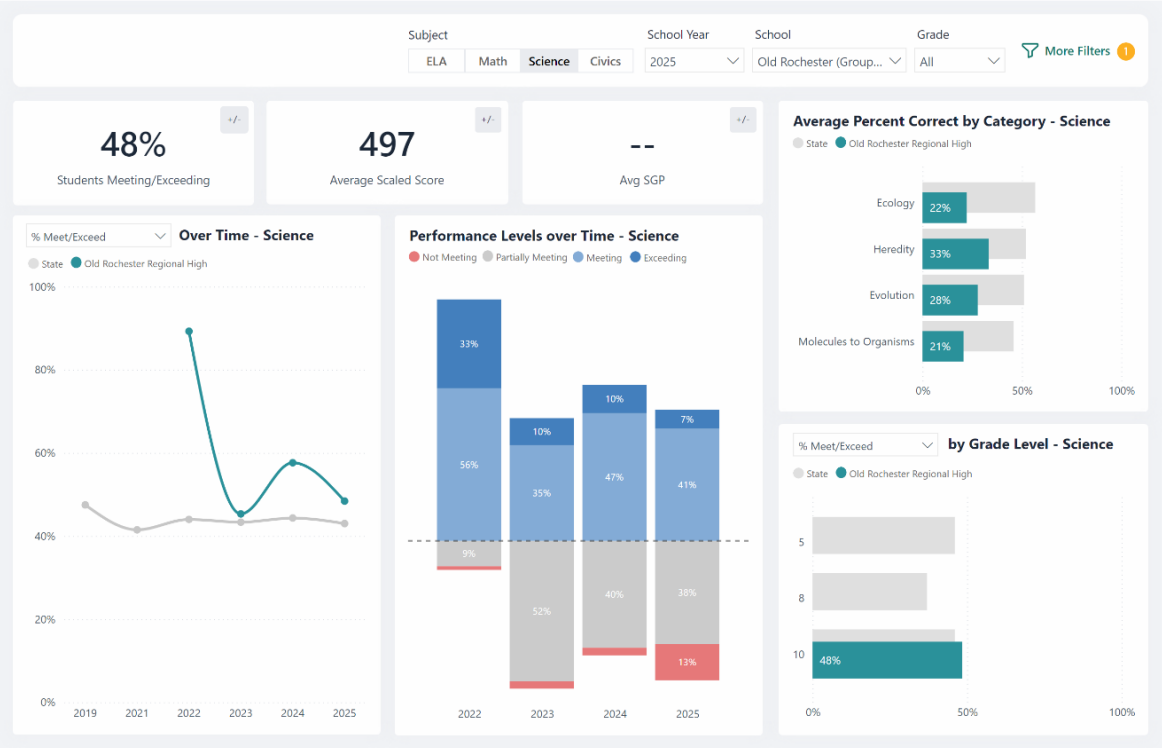
- Increased average correct from 2024 to 2025 in:
  - Essay, 60% increased to 67%
  - Writing, 50% to 61%
- Above the state average correct in 2025 in:
  - Essay, +7%
  - Language, +7%
  - Reading, +4%
  - Writing, +9%
- Exemplar Areas:
  - Essay: Language
  - Essay: Language and Writing
  - Essay: Writing
  - Key Ideas and Details
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use



ORRHS Math MCAS 2025

Math Highlights

- Increased average correct from 2024 to 2025 in:
  - Number and Quantity
- Above the state average correct in 2025 in:
  - Algebra, +2%
  - Geometry, +2%
  - Number and Quantity, +3%
  - Statistics and Probability, +3%
- Exemplar Areas:
  - Explain volume formulas and use them to solve problems
  - Interpret expressions for functions in terms of the situations they model
  - Interpret linear, quadratic, and exponential functions with integer exponents in context of situations
  - Interpret the structure of linear, quadratic, and exponential functions with integer exponents
  - Perform arithmetic operation on polynomials
  - Solve Systems of Equations
  - Summarize, represent, and interpret data on two quantitative and categorical variables
  - Understand solving equations as a process of reasoning



ORRHS Science MCAS 2025

Science Highlights

- Continued support and professional development of the OpenSciEd Curriculum
- Percentage of students meeting and exceeding expectations increased
- Student average scores increased
- Exemplar Items:
    - Describe a condition that is necessary for natural selection to occur.
    - Explain why a large amount of blood passes through the kidneys in humans.
    - Analyze data to determine which evidence best supports a conclusion that a population was affected by predation and analyze graphs to determine which one best shows how a population changed over time.
    - Describe how a model shows the segregation of alleles during meiosis.
    - Analyze heritability data to determine the traits that are more likely determined by the environment than by genetics.
    - Determine the parts of the respiratory system in humans that are most closely related to the movement of oxygen and carbon dioxide.
- Higher percentage of students met or exceeded the standards that state
- Above the state average correct in 2025 in:
    - Ecology, 7%
    - Evolution, 4%
    - Heredity, 5%
    - Molecules to Organisms, 2%

- Exemplar Areas:
    - Determine the probability of an organism to inherit a specific trait.
    - Identify where a tree obtains most of the carbon necessary for growth.
    - Explain how an introduced plant most likely affected native plants.
    - Explain how the reintroduction of a species affected a native species, describe one way an ecosystem benefited from the removal of an invasive species, explain how removing the invasive species affected the native species, and explain how an action humans could take could help the native species.
    - Explain how a mutation that causes a condition most likely was introduced into a population

SAT Performance
A total of 194 SAT exams were taken by 136 students during the 2024-2025 school year. The Mean Score for Evidence-Based Reading and Writing was 575 which outperformed averages at both the state (571) and national (532) levels. In Math, the mean score for the district was 556, which outperformed the averages at the national (511) level. Old Rochester Regional Students earned a total mean score of 1131 compared to the national average of 1043.

Advanced Placement Coursework
186 students took advantage of the variety of Advancement Placements courses offered at Old Rochester Regional in the 2024-2025 academic year. These 186 students took a total of 310 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. Old Rochester Regional School District boasts a Scholar Roster with 47 total students, earning an average score of 4.11.
We are very proud of the robust participation of our students in Advanced Placement courses.

Below is a listing of the AP Awards received:

- AP Scholar - 16 ORR Students
    - Scores of 3 or higher on three or more AP Exams
- AP Scholar with Honor - 12 ORR Students
    - 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
- AP Scholar with Distinction - 19 ORR Students
    - Average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
- AP Capstone Diploma - 8 ORR Students
    - Scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP exams of their choosing

- AP Seminar and Research Certificate - 11 ORR Students
    - Scores of 3 or higher in both AP Seminar and AP Research

State Seal of Biliteracy

ORRHS participated in the Massachusetts State Seal of Biliteracy for the 2024-2025 School Year. The State Seal of Biliteracy is for any student who demonstrates proficiency in English and any other language, whether they speak the non-English language at home or learned it at school or in the community. The State Seal of Biliteracy aims to:
(a) Encourage students to study and master languages;
(b) Certify attainment of biliteracy skills;
(c) Recognize the value of language diversity;
(d) Provide employers with a method of identifying people with language and biliteracy skills;
(e) Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;
(f) Prepare students with skills that will benefit them in the labor market and the global society; and
(g) Strengthen intergroup communication and honor the multiple cultures and languages in a community.

In order to earn the State Seal of Biliteracy, students must:
(a) Demonstrate a high level of proficiency in English by satisfying one of the following:
1. Earn a score of 472 or higher on the Grade 10 ELA MCAS
   or
2. Earn a score of 455-471 on the Grade 10 ELA MCAS and complete an Educational Proficiency Plan

(b) Demonstrate a high level of proficiency in a second language through one of the following:
1. Attaining a minimum score equivalent to Intermediate-High on a state approved assessment
   or
2. For languages that do not have readily available assessments, completing a portfolio demonstrating Intermediate-High proficiency in speaking, writing, reading, and listening.

(c) Meet all graduation requirements.

The following students achieved the State Seal of Biliteracy for the 2024-2025 school year: Giovanni de Souza, Karen Dondyk, Gabriela Pinhancos and Emily Wyman.

Senior Awards/Scholarships

English Language Arts Certificates of Excellence
Advanced Placement English: 12 Alden Cole-Vieira
Creative Writing: Scarlet Patnaude:
English 12 A: Mallory Henesey
Genealogy: Mary Niemi, Kaya Savaria
Creative English A: Varunyu Phimolmas
Creative English Honors: Owen Osterday
Monsters, Murder and Madness Honors: Xavier Pateakos
Monsters, Murder and Madness A: Patrick Burke, Hailee Ducharme
Sports Media: Maiwenn Moisy

Theater: Calder Eaton, Logan Hart-Bonville, Zachary Riggs
Department Award: Scarlett Sylvia

Mathematics Certificates of Excellence
Advanced Placement Calculus: Owen Osterday
Advanced Placement Statistics: Caitlin O'Donnell
Advanced Algebra: Wilson Skomal
Calculus: Audrey Pither, Scarlett Sylvia Precalculus Christian Pedulli Finite Mathematics: Mallory Henesey
Olympiad Competition Caitlin O'Donnell
Department Award: Xavier Pateakos

Physical Education Certificates of Excellence
Henry Bailey, Cody Barrows, Caleb Bousquet, Braeden Christopher, Aidan Eagle, Emile Joseph, Cormac LeClair, Jack LeConte, Gavin Martin Mario Musto, Varunyu Phimolmas, Jake Proffit, Wilson Skomal, Landis Treichler
Department Awards: Hayden Belanger, Jake Dellas, Logan Franco, Connor Galligan

Science Certificates of Excellence
Advanced Placement Biology: Aubrey Sylvia-Everett
Advanced Placement Environmental Science: Scarlett Sylvia Advanced Placement Physics: Owen Osterday
Honors Organic Chemistry: Ella Bartholomew
Anatomy & Physiology A: Brady Reardon
Honors Anatomy & Physiology I: Clara Bonney
Forensics Science A: Elizabeth Houdelette
Honors Forensic Science: Alexis Rezendes
Honors Physics: Audrey Pither
Physics A: Landis Treichler
Marine Biology: Amelia Trout
Honors Anatomy & Physiology II: Gabriella Pinhancos
Department Award: Ella Bartholomew
Society of Women Engineers Awards: Aubrey Sylvia-Everett (Highest Award), Audrey Pither & Scarlett Sylvia (High Awards)

Social Studies
Charles Washburn Award: Xavier Pateakos
Certificates of Excellence:
Advanced Placement Psychology: Scarlett Sylvia
Advanced Placement European History: Nolan Bushnell, Emily Wyman
Honors Economics: Owen Osterday
History Through Film: Nathan Correia
Law and the Legal System: Wesner Archelus
Honors Local History: Aidan Eagle
Philosophy: Alden Cole-Vieira
Sociology: Alden Cole-Vieira

Department Award: Nolan Bushnell

Technology & Engineering Certificates of Excellence
Advanced Placement Computer Science A: Caitlin O'Donnell Advanced Placement Computer Science Principles: Emily Wyman Game Design and Development: Henry Bailey
Multimedia Design: Calder Eaton
Web Development: Christian Pedulli
Cybersecurity: Ezra Thompson
Engineering: Matthew Rock
Robotics: Deryn Veloso
Architecture: Owen Osterday, Madison Spangler
Department Award - Computer Science: Alexander Pither
Department Award - Industrial Arts: Jack Langlais

Unified Arts Certificates of Excellence
Ceramics: Madison Conner
Drawing: Cy Huggins
Mixed Media: Owen Osterday
Painting: Eden Dupre
Photography: Calder Eaton
Sculpture: Giovanni de Souza
Department Award Visual Arts: Eden Dupre

Music
National School Chorus Award: Sienna Roveda
John Philip Sousa Band Award: Katelyn Fisher
Louis Armstrong Jazz Band Award: Calder Eaton
Stan Ellis Jazz Award: Luke DeVoe
ORR Music Director's Award: Calder Eaton
Department Award / Concert Band: Katelyn Fisher
Department Award / Jazz Band: Calder Eaton
Department Award / Chorus: Christian Pedulli
Department Award / A Capella: Sienna Roveda

World Language
Massachusetts State Seal of Biliteracy: Giovanni de Souza, Karen Dondyk, Gabriela Pinhancos, Emily Wyman
Certificates of Excellence:
Advanced Placement Latin: Caitlin O'Donnell
Advanced Placement Spanish: Gabriela Pinhancos
Honors Portuguese 4: Ella Bartholomew
Department Awards: Latin: Caitlin O'Donnell, Spanish: Emily Wyman Portuguese: Scarlet Patnaude,

Child Dev/Early Childhood Ed Department Award: Mallory Henesey

Athletic Department Awards
Andrew J. Santos Award: Hayden Belanger, Jack Gallagher
Elliott Macomber Memorial Award: Jeannine Duchaine
Joao Rodrigues Athletic Award: Caroline Brogioli
Lester S. Teixeira Athletic Award: Gavin Martin
Melissa Duarte Memorial Awards
Girls Soccer - Jeannine Duchaine
Girls Softball, Caitlin O'Donnell
Girls Track, Gabriela Pinhancos
Girls Basketball, Emerson Gonet

FORD (Friends of Old Rochester Drama) Awards
Clara Bonney, Calder Eaton, Katelyn Fisher, Dillon Furtado, Owen Osterday, Christian Pedulli, Emily Wyman

FORM (Friends of Old Rochester Music) Awards
Luke DeVoe, Eden Dupre, Calder Eaton, Katelyn Fisher, Christian Pedulli, Audrey Pither, Sienna Roveda
Stone Rooster Jazz Awards: Luke DeVoe, Calder Eaton

Community Service Club Awards
Presidential Volunteer Service Awards
Gold Award: Emerson Gonet, Heer Patel, Bailey Pelland
Silver Award: Mallory Henesey
Bronze Award: Clara Bonney, Kelsi Chick, Tessa Winslow
Yearbook Club Recognition Award: Hayden Belanger, Zachary Travis
Old Rochester Professional Educators Association Scholarships: Nolan Bushnell, Aubrey Sylvia-Everett
Mattapoisett Land Trust Awards: Priscilla Hathaway
Art Scholarship: Eden Dupre
Community Service Award - MLT Caitlin O'Donnell
ORCTV Kenneth Souza Memorial Award: Ezra Thompson
Act of Courage Awards: Hayden Belanger, Caroline Brogioli, Jake Proffit
Jeffery J. Branco Scholarship: Elizabeth Houdelette
Unsung Hero Student Council Award
Mallory Henesey, Varunyu Phimolmas

Top Ten Scholars
Nolan Bushnell, David Fredette, Dillon Furtado, Caitlin O'Donnell, Owen Osterday, Xavier Pateakos, Scarlet Patnaude, Scarlett Sylvia, Aubrey Sylvia-Everett, Emily Wyman

National Honor Society Advisor Awards: Mallory Henesey, Ezra Thompson
Assistant Principal's Award: Wesner Archelus
Guidance Department Award: Clara Bonney, Emerson Gonet Superintendent's Award: Dillon Furtado
National School Development Council Award: Aidan Eagle, Cameron Van Ness

Principal Awards
National Merit Scholarship Program Awards - Commended Students: Dillon Furtado, Xavier Pateakos
Joan Walsh Book Award: Alden Cole Vieira
Scholar Athlete Award: Nolan Bushnell
Principal's Awards: Caleb Bousquet, Thomas Grondin, Mallory Henesey, Varunyu Phimolmas, Emily Wyman

Athletic Accolades
Football - SCC Champions,Statewide Final 4 Appearance

Volleyball - SCC Champions, Statewide Final 4 Appearance, Aubrie Letourneau - SCC MVP and Boston Globe All Scholastic

Boys Soccer - Statewide Elite 8 Appearance

Girls Cross Country - SCC Champions

Boys Cross Country - SCC Champions

Golf - SCC Champions, State Finalists 2nd place, Peter Le Gassick – Boston Globe All Scholastic

Unified Basketball - Undefeated season

Boys Basketball - State Finalists – 2nd place, Gavin Martin – Boston Globe All Scholastic

Girls Basketball - Round of 16 Appearance

Boys Indoor Track - SCC Champions, Wesner Archelus – School Record in 55 High Hurdles, · Nolan Bushnell – School Record in 600M, 4 x 400 Relay School Record - Wes Archelus, Sebastian Harrington, Brendan Foster and Nolan Bushnell
Girls Indoor Track - SCC Champions, Audrey Thomas – School Record, 300M

Girls Tennis - Undefeated season, SCC Champions, Round of 8 Appearance, Neva Matos – SCC MVP
Sailing - New England Nationals qualification, first time

Track And Field - Girls and Boys SCC Champions, Wes Archelus – SCC Boys MVP, Malik Washburn – School Record, Triple Jump, Boys Shuttle Hurdles school record - Wes Archelus, Calder Eaton, Malik Washburn and Sebastian Harrington along with 5th fastest all-time in MA and 7th place in New Balance Nationals, Mixed 4 x 400 school record - Phoebe Cowles, Wes Archelus, Audrey Thomas, Nolan Bushnell, Coach Sean Medeiros – MSTCA Division 5 Coach of the Year

Clubs and Activities

A-Cappella Club

American Field Service (AFS)
AmbassadOR Club
Art Club
Avian Appreciation Club
Black Student Alliance
Board Game Club
Bulldog Pride Pound Club
Chess Club
Chorus
Community Service Learning Club
Concert Band
Cultural Awareness Club
D & D Club
Debate Team
DECA
Drama Club
Disc Golf Club
Esports
Engineering Club
Environmental Club
GSA (Gender Sexuality Alliance)
Jazz Band
Knit OR Crochet Club
Latin Club
Math Team
Mock Trial
Model UN
Music Appreciation Club
National Honor Society
ORR Cares
PAW PRINTS
Science Fair Club
Science Olympiad
Sci-Fi Club
Sign Language Club
Ski Club
Student Government
Tea Talks / Tea Club
Unified Bulldogs Club
Yearbook Club
NJCL
Project 351 & Celtics Playbook Workshops

School Events, Student Activities and School Community
View ORRHS news online: https://orrhs.oldrochester.org/school-information/news

- ORRHS participated in a school-wide community service-learning event where students had the opportunity to participate in on-campus and off-campus activities to support the community. Events ranged from cards for kids, baking for good, knitting for good, letters to soldiers, CPR, campus beautification, blanket making, Kyle Cares mental health, gardening, elementary schools, Dartmouth elders, gifts to give, Friends of Jack, Damien's pantry and Silvershell beach clean-up.
- Another memorable Guardians and Angels dance sponsored by the AmbassadOR Club was held for Tri-Town families.
- An internet safety presentation for parents and caregivers was offered through District Attorney Cruz's office. Topics covered included digital footprint, identity theft, social media, cyberbullying, sexting, AI, commercial sexual exploitation of children and human trafficking and consequences.
- The first Annual "Plant with Purpose" sale was held. The Transition Program, Life Skills Program and Environmental Club organized this event.
- The ORR National Honor Society dedicated the alumni hallway to the classes of '62-'65: *When Old Rochester Regional High School opened its doors in the fall of 1961, students from Marion, Mattapoisett, and Rochester came together for the first time. Four original classes and 718 students entered the building on that Wednesday in September. The Class of 1962 started the year as seniors. They were the first official graduates of Old Rochester and established the Bulldog tradition. The Class of 1963 entered as juniors and spent only two years in the new school but quickly made it their own. The Class of 1964, sophomores, enjoyed three years in their new home and pulled together despite turbulent times. The Class of 1965 earned the distinction of being the first graduating class to have completed all four years of high school at Old Rochester. These four classes are forever bonded by their years at ORR. They established ties and traditions that continue to guide our school today. As John DeMello, Class of 1965 so eloquently pointed out, they are our foundation and they are our history.*
- ORRHS earned the New Innovation Career Pathways Designations for Business/Finance and Advanced Manufacturing (Architecture) Programs. The Healey-Driscoll Administration announced the designations for 37 high schools at the 2025 Massachusetts STEM Summit at Gillette Stadium. We were one of 20 Massachusetts districts receiving a designated pathway for the first time.
- Our partnership with our school resource officers and the Mattapoisett Police Department continues to strengthen, centered on student support. The Mattapoisett PD organized the "Sullivan's Message" Presentation at ORR High School which was funded by Town of Mattapoisett through Opioid Settlement Resources. The powerful, real-life presentation is designed to educate teens on the dangers of substance use, while encouraging them to make safe, thoughtful decisions that will positively shape their future.
- The Community Service Learning Club, in conjunction with the Tri-Town Police Departments, hosted a Stuff a Cruiser event in the winter. 155 toys were collected. Many thanks to Officer Tracy, Officer Myers, Officer Lima, and Mrs. Comorosky for all their support at our event.
- Our Early Childhood Program high school students, supported by Cape Cod Five Bank, hosted a touch a truck event for families. Local police and fire departments, Amaral, our

transportation company, along with local companies Yard Boss, Cape Cod Express, Sadie Creek Farm all supported the event.

- The ORR Community Service Learning Club and the ORRJHS Student Affairs Committee teamed up for a second year to collect donations for the Veterans Transition Home in New Bedford.
- School Council Meetings were held regularly with parent/guardian, staff and faculty participation to review strategic objectives, our school improvement plan, the student handbook, the Program of Studies and more.
- The ORR Cares Club and the Knot OR Crochet Club held a craft night to raise awareness for local mental health. In May, students and staff wore green to "Be Seen IN Green" to demonstrate support and unite in awareness, action, and community.
- The Unified Basketball team hosted its annual game against the Tri-Town Police Departments. Officers from Marion, Mattapoisett and Rochester all participated in this fundraiser for Unified Sports which raised over $4,000. "Watching our athletes and the officers come together on the court was incredible and was a powerful display of community spirit, generosity, and our shared commitment to inclusion," said Coach Fenton, who is also a special education teacher at ORRHS.
- ORR Debate held their own at the Eastern Massachusetts Debate League Finals. ORR Varsity A (Alden Cole-Vieira, Ezra Thompson, Aubrey Sylvia-Everett and Scarlet Sylvia) finished an undefeated season (15-0) and were the highest ranked four person team.
- Eight members of the class of 2026 attended the Boys' / Girls' State Convention sponsored by the American Legion's Florence Eastman Post 280 at Stonehill College. Boys' State: The Mattapoisett Lions Club sponsored Brody Hiles, the Boston Foundation and Lawrence DiCara, Esquire, sponsored Tucker Cook in memory of George White, and Linden White in memory of Jack DeCosta. Lastly, the Machacam Club sponsored Noah Robert-Howley. Girls' State: The American Legion Florence Eastman Post 280 sponsored Alexandra Fiano. The Mattapoisett Lions Club sponsored Neva Matos. The Boston Foundation and Lawrence DiCara sponsored Hannah Thorell, in memory of Jerry DeCosta. In addition, the Mattapoisett Woman's Club sponsored Ella Milhench.
- Five seniors were honored for their academic accomplishments at the 36th annual South Coast Conference Academic All-Star Banquet. Nolan Bushnell, Dillon Furtado, Caitlin O'Donnell, Xavier Pateakos and Aubrey Sylvia-Everett were recognized as South Coast Conference Academic All-Stars during the banquet held at Independence Harbor in Assonet.
- Junior Jacob Iappini represented ORRHS at the DECA International Career Development Conference in Orlando. He competed at the highest level against over 250 students in Entrepreneurship Series.
- We received a very generous donation from multiple community members and now our students are learning new skills and bringing their designs to life with a brand new laser cutter.
- The National Honor Society inducted twenty-five new members this school year: Aiden Cabral, Rosemary Clark, Gavin Coffey, Alexandra Fiano, Brody Hiles, Jacob Iappini, Caitlyn Lund, Logan Maher, Neva Matos, Ella Milhench, Caitlin O'Donnell, Owen Osterday, Quinn Perry, Jiya Patel, Nina Pierre, Alexander Pither, Delilah Post, Grace

Rousseau, Austin Scully, Katherine Thomsen, Hannah Thorell, Noah Thorell, Amanda Tomasso, Sasha Volkema and Linden White.

- The ORR School Committee approved revisions to the Program of Studies. Looking forward to the 2025-2026 school year, we will now offer new courses in Statistics, Peer Mathematics Support, Unified Peer Partnership, Civics and Financial Literacy, Field Biology and Natural History and Freshman Seminar.
- The second Credit for Life Fair was held for seniors. At the fair, students chose their professions, were assigned monthly take-home salaries, and then navigated online checkpoints to make "purchases" utilizing imaginary cash, credit or savings, all while visiting in person booths and benefiting from guidance and advice from in person volunteers. The goal? To learn to live within their budget while having fun! The event is coordinated by Cape Cod 5 community bank together with Assistant Principal Lauren Millette. Cape Cod 5 also donated $1,000 toward the event to be used as prizes for the students. In addition to Cape Cod 5, Credit for Life was supported by Eastern Bank and Abington Bank, with all three banks operating booths set up for the event.
- Two students earned Emerging Young Artists Awards. Alexis Barber created a stunning amphora in Ms. Mogilnicki's ceramics class and Dayvie Zuckerman designed a captivating mixed media collage in Ms. Butler's Honors Art III class. This year, over 800 pieces of artwork were submitted to the competition, with only 103 pieces selected for the show—a testament to the exceptional talent of these young artists.
- One hundred students (grades 1 - 12), including 22 ORRHS students submitted artwork for the Tri-Town Against Racism (TTAR) Black History Annual Creative Expression Contest: 2025 Theme African Americans and Labor, at the Mattapoisett Free Public Library. ORRHS sophomore Georgia Bailey was awarded an honorable mention for her collage depicting an "African American woman being the sun rising above the day to show that we paint our own future — to give us hope." Her artwork was on the cover of the Wanderer for February 13th.
- The works of students from the AP Art and Design and Honors Art III classes were on display during the 14th annual Advanced Art Show at Uncle Jon's Coffees.
- Student artwork from Ceramics II classes, AP Art and Honors Art III were on display at the student Art Show at the Mattapoisett Library.
- Artworks of 15 students were featured in the 9th Congressional District Art Show held at the Plymouth Center for the Arts. Three of those students (out of a total of 199 works of art) received Honorable Mention recognition for their work in the Art Show, which featured welcoming remarks and award presentations by U.S. Congressman Bill Keating.
- A night of Jazz was held showcasing ORRJHS and ORRHS Jazz Bands along with the ORRHS A Cappella and chorus.
- The ORRHS Drama Club presented the musical "The Drowsy Chaperone" in the spring. The story began as a lonely musical theatre fan known as the Woman in Chair, played by Tessa Ripley, '28, sits alone in her apartment, seeking comfort in her favorite 1920s musical, The Drowsy Chaperone. As she plays the record, the show magically comes to life in her living room, transporting both her and the audience into a dazzling, over-the-top Broadway spectacle. Other principal roles include Amanda Tomasso, '26 as the Drowsy Chaperone, Sienna Roveda, '25 as Janet Van De Graaf, and Calder Eaton, '25 as Robert Martin.

- ORRHS Chorus received Gold and ORRHS Concert Band received Platinum at the Great East Festival.
- Our district earned the recognition of 'Best Communities for Music Education Distinction' for the third straight year.
- The Friends of Old Rochester Music Choral and Instrumental Concerts (FORM) were held to sold-out crowds. These concerts include students from all of the schools in the Tri-Town. ORRHS students showcased their talents at the winter and spring concerts as well.
- Our Theater Class performed Shrek's Shakespearean Adventure. Theater Class is an English Department Spring elective in its 26th year at ORR and is taught by English Teacher, Kathleen Brunelle. There were thirty-three students in the class. Theater counts as an Art credit toward graduation.
- We offered advertising opportunities to support ORR Athletics and filled the spots on the tennis courts. The school committee approved this opportunity to support the Athletics Department and will review any requests to expend funds. At the end of the school year, the school committee approved expending about $6,000 from these funds for a portable scoreboard that will be used by multiple teams. We are grateful for the local businesses that advertised with us!

Budget Information – High School and Junior High School
During the 2024-2025 school year, the Budget Subcommittee and the Old Rochester Regional School Committee worked diligently with the administration and Town officials to develop a proposed budget for the 2025-2026 school year for the annual Town Meeting.

A school committee public hearing was held in March to review the proposed budget information in which the ORR School Committee supported the following items to be put forward at Town Meeting:

- Approval of the Superintendent's Proposed Fiscal Year June 30, 2026 Budget in the total amount of $22,048,468 for the Old Rochester Regional School District. The total amount of $22,048,468 recognizes the three (3) segments of its funding: General Operating in the amount of $21,891,349, Capital BANS Debt in the amount of $57,119, and Capital Stabilization in the amount of $100,000.

We are grateful to the community members of Marion, Mattapoisett and Rochester for voting to approve all of these items which support teaching and learning at Old Rochester Regional Junior and Senior High Schools next school year.

School Facilities - High School and Junior High School
Maintaining school buildings to support a safe environment for our students and staff is of utmost importance. Facilities Director, Gene Jones, oversees operations of the building along with a custodial and maintenance team. Throughout the school year, routine and preventative maintenance was conducted on all facility equipment and systems. Annual inspections and air quality tests were conducted including the ANSUL (kitchen fire suppression system), fire sprinkler, kitchen hoods and stationary fire extinguishers along with inspections by the Fire

Marshall and Building Inspector. The state inspections of elevators on campus were also completed.

Also during the school year, the boilers were cleaned, serviced and inspected. Typical snow and ice removal operations were conducted as needed. Athletic fields and grounds were striped and set up for each sporting season including winterizing the fields and irrigation systems as applicable. A contract was awarded for the design/improvement of the athletic fields through earmarked funds. The main fields' irrigation well pump and controller were replaced. A variable frequency drive (VFD) was installed on the main irrigation pump. In the high school gymnasium, three basketball backboard winches were replaced and the gym floor was resurfaced. Digital radio communications integration was completed. The tennis court PTZ camera was also repaired.

In the kitchen, repairs were completed on the kitchen steamer and oven. The kitchen grease tank was also pumped. The Student Service Department's vans were serviced and inspected. Mr. Jones' team also assisted the Mattapoisett Town Meeting held at our campus. The team concluded the school year with graduation of the Class of 2025, which was held indoors due to weather.







Respectfully,

Michael S. Nelson
Superintendent of Schools