



## **Manchester Essex Regional School District 2024 Annual Report**

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

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MERSD remains committed to providing a high quality, rigorous, student-centered educational experience. Our mission to prepare students for post-secondary education, careers, and engaged citizenship continues to drive our work. This year's report highlights our progress in curriculum development, student support initiatives, student engagement, and community partnership efforts. Through these initiatives, we are committed to equipping our students with the skills, knowledge, and confidence they need to thrive in an ever-evolving world.

### **Academic Achievement**

MERSD continues to be recognized for academic achievement and growth. Essex Elementary was honored as a School of Recognition by the Massachusetts Department of Education for its significant improvement in MCAS results. Manchester Essex Regional High School (MERHS) ranked third in *Boston Magazine's Fall 2024 Best High Schools Edition* and placed in the top 5% nationwide in *U.S. News & World Report's Best High Schools* rankings. Additionally, The College Board awarded MERHS bronze recognition in its 2024 AP School Honor Roll. The AP Access Award reflects the District's commitment inclusion and high expectations for all students. Schools are recognized for providing opportunities for students to earn college credit, expanding access to traditionally underrepresented students, maximizing college readiness, and ensuring consistent student outcomes.

### **Continuous Improvement – Strengthening Curriculum & Instruction**

This year, MERSD focused on advancing our curriculum to align with the goals in our Strategic and District Improvement Plans. Key developments included:

- **NEASC Elementary Accreditation:** Essex and Memorial elementary schools have begun the New England Association of Schools and Colleges (NEASC) accreditation process. NEASC is an independent organization that partners with over 1,500 public,

independent, and international schools to assess, support, and promote high-quality education through accreditation, professional assistance, and best practices. This process ensures meaningful, ongoing school improvement while honoring each institution's unique culture and context.

- **District Review:** MERSD is undergoing a district review by the Massachusetts Department of Elementary and Secondary Education (DESE) with support from the American Institutes for Research (AIR). This assessment, based on DESE's District Standards and Indicators, evaluates district systems, policies, and practices through document reviews, data analysis, classroom observations, and stakeholder focus groups. The review will highlight successes, identify areas for growth, and support our ongoing work toward the goals in our Strategic Plan.
- **Curriculum Development:** MERSD has undertaken a comprehensive review of our science, technology, engineering, and history curricula to ensure alignment with current educational standards and best practices. Additionally, we have introduced new programs focused on phonemic awareness and history, enhancing foundational literacy skills and expanding historical perspectives. To further enrich our academic offerings, we successfully secured grants to support genocide education and the Arts & Cultural Vitality Index, strengthening interdisciplinary learning opportunities for our students.
- **Student Support & Well-Being:** Ensuring that all students receive the support they need remains a top priority. This year, we expanded the Multi-Tiered Systems of Support (MTSS) framework to provide a structured approach to addressing student needs at every level. By utilizing benchmark assessments, we have been able to gather valuable data to identify and support diverse academic and social-emotional needs. Grant-funded initiatives, including the High Dosage Tutoring Grant and targeted attendance interventions help support student academic success and engagement. Our efforts reflect our ongoing commitment to fostering the well-being of the whole child, ensuring that each student receives the necessary resources and interventions to thrive both academically and personally.
- **Digital Learning Advancements:** In an effort to enhance technology integration in the classroom, we have improved digital tools that support instruction and assessment. These advancements provide educators with more effective resources to track student progress and personalize learning experiences. Additionally, we have strengthened data privacy measures and expanded staff training initiatives to ensure a secure and informed digital learning environment.
- **Professional Development:** This year, MERSD prioritized professional development opportunities to enhance instructional practices and to support student success. Our educators participated in training on Universal Design for Learning, executive functioning, and AI integration, equipping them with innovative strategies to create inclusive and dynamic learning environments. Additionally, we expanded coaching in

literacy and mathematics at the elementary level, ensuring our youngest learners receive targeted support to build strong foundational skills.

### **Community Partnerships & Student Engagement**

MERSD remains committed to fostering meaningful community partnerships that enhance student learning and engagement. Organizations such as Friends of Essex Elementary School (FEES), Manchester Memorial and Middle School PTO, and the Spaulding Education Fund (SEF) play a vital role in supporting community-building events, cultural programs, professional development, and academic enrichment opportunities that strengthen the connection between families and schools. Additionally, Manchester Memorial Elementary School (MMES) and Essex Elementary School (EES) collaborate on shared experiences, including Poetry Café Night, the 5th-grade play, and the elementary District Wide Band, fostering creativity and a strong sense of community among students.

Beyond school-based initiatives, students engage in community service and advocacy through partnerships with The Open-Door Food Pantry, The Born to Run Foundation, Beverly Bootstraps, and Windrush Farm. These partnerships instill social responsibility and provide students with real-world learning experiences that extend beyond the classroom. Whether through service, extracurricular involvement, or innovative learning opportunities like the STEAM Showcase, cultural field trips, and clubs such as Debate Team, Robotics, and DECA, students develop the skills, leadership, and civic awareness needed for lifelong success. Beyond academics, students flourish in the performing arts, participating in DramaFest and school based musical productions that enhance creativity and confidence. Meanwhile, athletics continue to inspire excellence, with multiple teams making playoff appearances and securing state championships. Whether on stage, in competition, or through hands-on learning, these opportunities enrich students' experiences, ensuring they develop the skills, leadership, and passion needed for future success.

### **Facilities & Operations**

Long-term capital planning remains a strong focus as we work to meet the evolving needs of our district. Key development in 2024 include:

**Essex Elementary Building Project:** In November 2022, a needs assessment by Habeeb & Associates confirmed that Essex Elementary School had exceeded its useful life, identifying approximately \$9 million in necessary capital improvements. In response, MERSD submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) in April 2023.

In December 2023, the MSBA approved Essex Elementary for the Eligibility Phase, recognizing it as one of the most in-need school facilities in the state. After successfully completing this phase, MERSD has entered the Feasibility Phase and is in the process of hiring an Owner’s Project Manager (OPM). The Feasibility Study will involve a comprehensive analysis of existing conditions and an evaluation of potential solutions to determine the most cost-effective and educationally appropriate design for the district. This phase will conclude with the selection of a preferred schematic design that will define the project’s scope, budget, and schedule.

Once the preferred schematic design is finalized, MERSD will hold a community-wide vote, expected in fall 2026 or spring 2027, to approve project funding. If approved, the project will advance to the final design and construction stages, anticipated to take place from 2027 through 2031. Throughout this process, MERSD will continue working closely with the MSBA and community stakeholders to ensure the project aligns with educational needs and financial considerations.

**MERMHS Auditorium Sound Upgrade:** Through the generous support of Friends of Manchester Essex Performing Arts (FOMEPA), the MERMHS auditorium is undergoing a sound system upgrade.

### **Looking Ahead**

Despite financial challenges, including structural deficits and increasing costs, we remain committed to transparent budgeting and strategic planning. As we navigate these realities, we will continue to:

- Maintain our focus on academic excellence and student well-being.
- Advocate for sustainable funding solutions.
- Prioritize facility improvements and operational efficiency.

As always, we are grateful for the support of our Manchester and Essex communities. Your partnership ensures that MERSD remains a place where students thrive—academically, socially, and emotionally. Together, we are preparing the next generation of lifelong learners, critical thinkers, and compassionate citizens.

On behalf of the faculty and staff of MERSD, I extend my sincere appreciation to the residents of the communities of Manchester and Essex for their unwavering support of our students and of our schools.

*Pamela Beaudoin, Superintendent of Schools*

## **Finance & Operations**

The past year marked a period of both transition and strategic planning for the District. With the appointment of a new Director of Finance & Operations, the District had a fresh set of eyes on the finances and operations. The District maintained its foundational stability while confronting ongoing fiscal challenges.

While the District continues to demonstrate sound operational management, the persistent structural deficit remains a primary concern. The fiscal year 2025 budget requires the strategic use of one-time funds to minimize assessment increases to member communities. Despite diligent efforts to identify cost-saving opportunities, inflationary pressures and rising operational costs continue to outpace available revenue streams. The standard 2.5% property tax increase limitation has proven insufficient to meet the District's growing operational needs, which typically increase by approximately 4% annually. This budgetary challenge is expected to continue through 2025 and into future years as the gap between revenue and operational costs persists. *For more information on Finance & Operations, visit our [Finance and Operations](https://ma01807435.schoolwires.net/domain/256) page on the District website (<https://ma01807435.schoolwires.net/domain/256>).*

Looking ahead, the District faces emerging capital requirements at the Middle School High School building, which is approaching its 15-year mark. The capital plan anticipates increased expenditures to maintain this vital asset's systems and infrastructure in the coming years, ensuring its continued optimal operation.

A significant milestone was achieved in December 2024 with the District's acceptance into the Massachusetts School Building Authority's (MSBA) feasibility study phase for the Essex Elementary School project. This represents the final school building to be addressed since the District's establishment and will help resolve considerable capital needs through either renovation or new construction.

The District remains committed to balancing fiscal responsibility with educational excellence while addressing these structural challenges and capital needs.

*Michelle Cresta, Director of Finance & Operations*

## **Curriculum, Instruction, and Technology**

### **Curriculum**

The Manchester Essex Regional School District holds a continued commitment to ensure our curricula is aligned with the Department of Elementary and Secondary Curriculum Frameworks, the MERSD Vision of the Graduate, and focuses on our strategic goal of authentic learning. The Manchester Essex Regional Schools utilize a process for curriculum review that engages professionals in a collaborative effort to evaluate, revise, and articulate curriculum and instruction. Decision making around curriculum design and resources will be informed by the District strategic plan, initiatives outlined in the District improvement plan, current educational research, and guidance from MA Department of Education. During the 2024 school year we initiated a curriculum review process in Science/Technology/Engineering. Curriculum areas History/Social Science, World Language, and the Arts continue into year 2 of their curriculum review cycles. These curriculum reviews were supported by competitive MA DESE Grants (Investigating History Grant, Genocide Education Grant, and Arts & Cultural Vitality Index Grant) to fund aspects of these curriculum review processes.

Additional curriculum work included curriculum implementation (for example: Heggerty for Phonemic Awareness in K-2 and Investigating History in grades 5-7) as well as curriculum writing and development (including teacher summer curriculum development in Psychology, 5<sup>th</sup> grade curriculum integration, World History, Literacy/Writing in grades 3-7, and more.)

### **Professional Development**

Professional learning supports our staff in improving our practice, staying current in our pedagogy, and continually adjusting to meet the needs of all our learners. During the 2024 school year, MERSD staff engaged in a wide range of professional learning opportunities including training for Universal Design for Learning (UDL), Technology and Artificial Intelligence (AI), Executive Functioning, Cultural Competency, Social Emotional Learning (SEL), supporting Multilingual Learners, and content specific professional development. Staff engaged in professional learning through internally provided training, external conferences, consultants, book studies, webinars, collaborative groups, and more.

Additionally, in the fall of 2024, MERSD launched elementary instructional coaches, one for Mathematics and one for Literacy. The coaches work across the elementary school staff, K-5, to provide targeted, job-embedded personalized training to improve instructional practice and support strong student outcomes.

## **Multi-Tiered Systems of Support**

The Manchester-Essex Regional School District mission is to provide a high-quality, comprehensive, student-centered educational experience that supports students' academic, social, and emotional development and prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society. Using Multi-Tiered Systems of Support (MTSS), the District ensures high-quality instruction across academic and social emotional domains to provide an inclusive learning environment for all students.

During 2024 MERSD continued our efforts to align and implement coherent data and intervention practices across our elementary schools. The continued use of consistent i-Ready benchmark assessments across K-8 in both Reading and Mathematics provided staff with the ability to look at student achievement, progress, and growth over time while communicating student performance with families. K-8 educators used the data to provide targeted instruction and intervention supports. Continued data analysis and action planning support instructional programming to support learning for all students.

MERSD utilized grant awards (ESSER Grant and DESE's High Dosage Tutoring Grant) to fund targeted intervention support in grades 3-5 at Essex Elementary School and Middle School grade 8 Mathematics. During 2024, MERSD also implemented targeted areas of support to address student attendance, with focused attention on those identified as chronically absent supported by a MA DESE grant.

## **Technology**

The MERSD District Technology Team consists of the District Network Administrator/Technology Manager, District Data Analyst/Database Administrator, IT Support Specialist, Digital Learning Specialists, Technology Teacher, Director of Finance and Operations, and the Director of Curriculum and Instructional Technology. This team continues efforts to increase efficiencies while ensuring data security and privacy practices are in place to support teaching and learning cross-District. MERSD technology continues to actively engage with the Student Data Privacy Consortium to ensure we continue to evaluate our compliance with student data privacy practices. The technology team has worked to refine software and subscription tools to ensure access to appropriate tools and avoid duplication of resources. Our Technology staff provides support to target ongoing technology system maintenance and enhancement while also providing technology training to adults in the system including assessment platforms, data access, assessment processes, professional learning, and more.

*Heather Leonard, Director of Curriculum & Instructional Technology*



## **Student Services**

### **In-District Special Education Programs**

MERSD offers several specialized in-District programs that benefit students by enabling them to remain in our community schools with their peers. MERSD's in-District programs save taxpayers more than \$1.8 million annually after factoring in added staffing costs. Without these in-District programs, MERSD would be obligated to send students to programs outside of the District, which are consistently much more expensive, with an average FY24 tuition cost per student of \$109,598 annually.

Out-of-District (OOD) placements can be difficult to predict when associated with move-ins (i.e., new residents). Transportation is also mandated for OOD placements. The cost of these services has risen significantly for all school Districts in recent years, due to a nationwide shortage of hourly workers, including bus drivers. Recognizing this statewide fiscal challenge, a portion of these transportation expenses is now reimbursed by the Commonwealth of Massachusetts through the "Circuit Breaker" program, but the majority of transportation costs fall to MERSD through its budget.

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

The MERSD is committed to providing an inclusive and supportive environment for students with disabilities. The special education department provides direct services, assessment, and consultation for these students through Individualized Education Programs (IEPs). The District's compliance with state regulations is assessed on a three year Tiered Focused Monitoring cycle, which was most recently completed in 2021-2022, and yielded no findings of special education non-compliance. The next Tiered Focused Monitoring review will occur in spring 2025.

The District routinely conducts screenings of children in order to identify potential disability-related needs; approximately two hundred thirty-two (232) students, 19% of the student population, receive special education services. Forty-seven (47) children PK-12 in the Manchester Essex communities were referred for an initial special education evaluation in 2023-2024. Special education services range from classroom support and related services (OT, PT, Speech) to sub-separate in and out-of-District programming. The District maintains several



specialized in-District programs that include RISE (Reading Independence in Supported Environments) for children with developmental and intellectual disabilities; Academic and Communication Enhancement (ACE) for children with neurological and complex language based learning disabilities, Intensive Reading and Written Language (IRWL) for students with dyslexia; and the Social and Academic Integrated Learning (SAIL) and Transitions programs for students with social-emotional disabilities and/or level one autism.

In addition to special education, the District provides accommodations for eighty-four (84) students eligible for Section 504, a federal regulation that protects individuals with disabilities from discrimination in education and employment. Eight (8) English Language Learners (ELs) receive direct instructional services through the District and eight (8) additional former ELs are monitored through the department. The MERSD also provides full-time health and counseling services in each building, including School Adjustment Counselors, School Nurses, and School Psychologists.

*Allison Collins, Director of Student Services*

### **Essex Elementary School**



Essex Elementary School, serving 217 students from kindergarten through fifth grade, is dedicated to fostering an engaging, inclusive, and supportive learning environment. In addition to its two classrooms per grade level, the school hosts the Academic and Communication Enhancement (ACE) Program, which provides specialized services for qualifying students from both towns. Class sizes currently average 13 students per class in kindergarten, approximately 18 students per class in grades 1–4, and 24 students per class in fifth grade.

The school offers a broad range of academic programs and enrichment opportunities. Following a challenging year with disappointing MCAS scores in 2023–2024, Essex Elementary has demonstrated impressive growth, earning recognition as a Massachusetts Department of Education School of Recognition for its MCAS achievements in the

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subsequent year. This honor highlights the school's significant progress toward annual

accountability goals and its commitment to elevating the performance of all students. To support this growth, instructional coaches in math and literacy have been introduced, providing embedded professional development for teachers to enhance student outcomes.

In collaboration with our Manchester Memorial Elementary colleagues, Essex Elementary has focused on aligning instruction and practices so that students have a cohesive elementary education. This effort included the schools' initial application for NEASC accreditation, highlighted by a two-day site visit last fall. NEASC members observed classrooms and met with stakeholder focus groups to identify strengths and areas for growth across the elementary schools. Other collaborative elementary initiatives include creating and refining curriculum maps and organizing joint activities such as the 5th-grade play, Poetry Café Night, and other 5th-grade culminating events.

Students enjoy a dynamic schedule of weekly specials that include wellness (physical education/health), music, art, library, and technology. The recent addition of a library teaching assistant has expanded access to library resources, such as the revitalized lunch bunch book clubs for grades 3–5. Upper-grade students can participate in instrumental music lessons during the school day and join the MERSD elementary band, while before-school programs like chorus and rock band further enrich their experience. Community-building events, such as Flashlight Tag, spirit weeks, and a school-wide Mystery game, have fostered connection and engagement among students and staff. Building on the success of last year's initiatives, after-school clubs continue to flourish, offering a variety of activities led by teachers, parents, and community partners, including the Council on Aging.

Community involvement plays a key role in Essex Elementary's success. The Friends of Essex Elementary School parent organization hosts several events throughout the year, fostering connections among students, families, and staff. Highlights include the record-breaking turnout for this year's "Happy as A Clam" 5K race, as well as beloved events like the Hoe-Down, Messy Art Night, Fall and Spring Book Fairs, and Winter Wonderland Pancake Breakfast.

*Kimberly Provost, EES Principal*

## **Manchester Memorial Elementary School**

Manchester Memorial Elementary School (MMES) has 309 students enrolled in Pre-K through Grade 5 this school year. In addition to Grade K-5 classrooms, the school also hosts four District-wide, specialized programs that are available to students from Essex and Manchester. Students qualifying for these specialized services from either town may participate in these programs. Over the years, MMES has seen tremendous success for the children in these programs, including the MERSD Integrated Pre-K, the MERSD Social and Academic Integrated Learning (SAIL) Program, and the MERSD Intensive Reading and Written Language (IRWL) program. A new addition to MMES this year is the Reaching Independence in Supportive Environments (RISE) program. This is an additional District program that provides specialized support to students in our District.

In Grades K-5, we have seen an increase in enrollment as our number of class sections has been decreased. Grades K, 1, and 3 have class sizes that average roughly 18 students per class. However, Grade 2 (*24.5 students per class*), Grade 4 (*25.5 students per class*), and Grade 5 (*23.5 students per class*) have class sizes that are quite a bit higher. These averages are also higher than our typical class size. However, it is wonderful to see several new families moving to town!

MMES offers all its students a wide range of activities and academics in our effort to educate the “whole” child. Social-Emotional Learning and an inclusive, welcoming community are the hallmarks of the school. Our students perform well academically, and we take great pride in the education and experiences that support their development into well-rounded young learners. All students participate in weekly classes in wellness (physical education/health), music, art, library/research, and technology. Students in the upper grades may take instrumental music lessons during the school day and participate in the MERSD elementary band. Students also can join our before-school chorus and “Rock Band” program and perform with the concert band at various performances throughout the year. MMES students also enjoy several enrichment programs that are sponsored by our PTO, including musical/dance performances and academic enrichment presentations.

We continue to work collaboratively with our colleagues at Essex Elementary School to provide a consistent experience for all elementary students in the District. Educators from both schools have been collaborating on the creation of common curriculum maps while completing the



application process and site visits for the shared New England Association of Schools and Colleges (NEASC) elementary accreditation experience.

A shared goal for our staff this year has been to participate in field observations of their colleagues and peers within our own school building and outside of our school. Educators have visited other classrooms and schools to see best practices in action. This began with our staff establishing “transparent classrooms” where a symbol outside the door lets their peers know that they are welcome to pop in and observe their class at any time. The second phase of this has been visits to other schools – both within and outside of the District. It has been a great way for our educators to learn new techniques from other skilled educators in the field.

*John Willis, MMES Principal*

**Manchester Essex Regional Middle School**



Manchester-Essex Middle School (MEMS) has 280 students enrolled in grades 6 through 8 this school year. In addition to general education and exploratory classrooms, the school has three programs available to students who require specialized services. These programs include our Social and Academic Integrated Learning (SAIL) Program, our Intensive Reading and Written Language (IRWL) Program, and our Academic and Communications Enhancement (ACE) Program. Accountability measures categorize the middle school as surpassing expectations, and it is classified as having made "substantial progress towards targets," as identified by spring 2024 MCAS testing.

At all levels, students participate in English, math, science, and history classes. Grade 6 students participate in Middle School Academy (MSA), which was established to provide students with additional tiered support in reading and writing. Students in grades 7 and 8 participate in world language classes,



choosing either Spanish or French. All students participate in art, engineering, music, and comprehensive health and wellness education.

There are many measures of student success, and we are committed to helping each individual child achieve their potential. In addition to a robust core curriculum that balances high expectations for student achievement with the needs of the whole child, we offer specialty programming and a variety of 21st-century learning opportunities for our students. These offerings include the specialized programs listed above, STEM coursework in coding, project-based learning and exploration, and robotics. Our current exploratory structure and staffing enables us to provide year-long courses in which students are fully immersed in learning experiences that foster creativity, critical thinking, and artistic expression.

### **Cornerstones of Community and our Vision of the Graduate**

One of our middle school traditions takes place on the first two days of school. Our exploratory team works with students at each grade level, engaging them in community-building activities and learning.

Through this work, our students begin to experience the benefits of collaboration and the importance of sound decision-making. This is the start of developing skills for creating and fostering an atmosphere of respect with peers and teachers.

This important work is essential learning for young adolescents and helps lay the foundation for developing the dispositions and attributes defined in our Vision of the Graduate.

### **Authentic Learning**

Each year, middle school students engage in a variety of authentic learning experiences. Examples include learning at Crane Beach and Wolf Hollow, participating in Project Adventure, growing vegetables in our school gardens, raising awareness of charitable organizations, fundraising, and gathering essential resources for organizations including The OpenDoor Food Pantry in Gloucester, The Born to Run Foundation, and Windrush Farm.

## Manchester Essex Regional High School



Manchester Essex Regional High School is committed to offering a well-rounded high school experience for every student. Guided by our Vision of the Graduate, we embrace a whole-child approach to education, providing student-centered, inclusive, and innovative instruction that meets the needs of all learners.

Of our 88 Class of 2024 graduates, 93.2% pursued full-time education at 60 post-secondary institutions across 23 states, the District of Columbia, and international locations such as Ireland, Scotland, England, and the Netherlands. The remaining 6.8% chose military service or entered the workforce.

The Class of 2024 enjoyed a memorable Senior Week, which included prom at Willowdale, a family picnic at

Tuck's Point, a Red Sox game, and an unforgettable overnight white-water rafting trip. The festivities concluded with a beautiful evening at Baccalaureate, followed by Graduation the next afternoon. As their class gift, the Class of 2024 donated a Longevity Bench to the community.

In and out of the classroom, students participate in and engage in authentic, real world learning activities. Throughout the year, students participated in a variety of enriching educational activities. Our annual STEAM Showcase continues to grow, bringing the community together for an evening of hands-on learning. Students also took part in several exciting field trips and immersive learning experiences, including trips to New York, Costa Rica, and France.

Our Visual and Performing Arts departments provide students with numerous opportunities to showcase their talents. Three art students were selected for the Emerging Young Artists + Designers (EYAD) 2024 Juried Exhibition at UMass Dartmouth.

Through concerts, musicals, and events like Drama Fest, students in the Performing Arts department had an exciting and eventful year. This fall, they performed *Shrek* and participated in community events such as Manchester's Harvest Fest and the Friendship Tree Lighting.

Additionally, they performed at the elementary school, hosted a talent show, and traveled to New York City in May.

Clubs and extracurricular activities at MERHS continue to thrive, offering students meaningful opportunities for growth and engagement. Students organized and participated in several community service initiatives, including donation drives for Beverly Bootstraps and Planet Aid, as well as various toy, clothing, and food collections. The Green Team actively worked to promote environmental change within the community.

Our academic and competitive teams had an outstanding year, with the science, math, and debate teams achieving success in their respective competitions. The new Mock Trial team had an impressive debut season, and the Robotics team excelled, finishing 12th at the New England Regional Competition. Meanwhile, our DECA chapter continues to flourish, with many students advancing to the national championship held at Disneyland. Additionally, SCAR participated in the impactful Connections Conference, further broadening their horizons.

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*Julie Sgroi, MERHS Principal*

