



885 RIVER STREET | HYDE PARK, MA 02136 | (617) 333-6688 | WWW.BOSTONPREP.ORG

Annual Report 2025-2026

Contact Information:

Meckerley Sanon
Executive Director
msanon@bostonprep.org

(617) 910-5636
www.bostonprep.org

Revised August 1, 2026

Table of Contents

Introduction to the School.....	3
School Performance and Program Implementation.....	4
Criterion 1: Mission and Key Design Elements.....	4
Criterion 2: Access and Equity.....	9
Criterion 4: Dissemination.....	10
Criterion 5: Student Performance.....	15
Criterion 6: Program Delivery.....	16
Criterion 10: Finance.....	19
Appendix A: Accountability Plan Evidence 2025-26.....	21
Appendix B: Recruitment and Retention Plan 2026-27.....	26
Appendix C: Information About the School Administration, Staff, and Board of Trustees.....	42
Appendix D: Additional Information.....	47
Appendix E: Financial Statements.....	49

Introduction to the School: Boston Preparatory Charter Public School

Mission Statement: Boston Prep prepares students to succeed in four-year colleges and to embody, in thought and action, lifelong ethical growth.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Boston
Regional or Non-Regional	Region
Districts in Region	1
Year Opened	2004
Year(s) Renewed	2009, 2014, 2019, 2024
Maximum Enrollment	700
Chartered Grade Span	6-12

Criterion 1: Mission and Key Design Elements

Since its founding in 2004, Boston Prep has stayed true to its two part mission: to prepare students to succeed in four-year colleges and to embody, in thought and action, lifelong ethical growth. Boston Prep has defined four key design elements that drive our successful approach to achieving our mission:

I. Utilization of high expectations, rigorous, standards-aligned curriculum, a data-driven instructional model, an extended day and school year, and a range of supports for students to prepare 6-12th grade students to succeed in college

- Curriculum and Instruction
 - Boston Prep delivers a rigorous, HQIM-anchored academic program across core disciplines, with SY26 highlights including the full launch of Novel Education Partners in ELA, a new College Prep Writing course for 9th graders grounded in the Hochman Method, and a required Ethics course for all students.
 - Cross-disciplinary literacy development was elevated as a schoolwide priority, supported through professional learning and collaborative planning
 - All teachers implement a consistent lesson framework built around Strong Starts, Direct Instruction, Independent Practice, and Exit Tickets, ensuring students receive high-quality, coherent instruction regardless of course or grade level.
- Assessments and Data-Driven Instruction
 - A multi-layered assessment system anchors Boston Prep's data-driven culture, combining quarterly Interim Assessments that drive backward planning and reteaching cycles with three annual i-Ready universal screeners in Math and ELA to identify students needing additional support.
- Supporting All Learners
 - Boston Prep continued to strengthen its continuum of services for students with disabilities, including co-taught inclusion classes, targeted intervention blocks, and expanded substantially separate programming at both the middle and high school levels.
 - Professional development focused on inclusive instructional practices, co-teaching, behavior intervention, and high-quality IEP development, with families remaining active partners throughout.

II. Establishment of a student culture structured around scholarship and personal growth that cultivates students' virtues of courage, compassion, integrity,

perseverance, and respect.

- **The Portrait of a Graduate:** This shared commitment to character and scholarship is guided by our “Portrait of a Graduate,” a vision co-created by the Boston Prep community to define the kind of people we hope our students become. It serves as the foundation of our approach to teaching, learning, and community-building. Whether shaping curricular choices, informing school wide policies, or designing co-curricular experiences, the virtues outlined in the Portrait inspire our students to lead with purpose and integrity.
- **Ethics Education for Every Student:** A critical part of Boston Prep’s mission is a commitment to training in ethical philosophy. Students must develop a sense of purpose greater than mere social or economic attainment. Schools have a responsibility to help students to understand their role in society and to shape their own moral principles. Formal class time is committed to this training. Furthermore, an all-pervasive spirit of reflection and personal growth derived from this commitment will help students as they mature.

At Boston Prep, Ethical development is not an afterthought—it is central to our curriculum. All students in grades 6–12 engage in a weekly Ethics class, where they examine ethical dilemmas, reflect on their personal values, and build the skills needed to make principled choices. Through guided discussions, journaling, and collaborative learning, students explore how ethics shows up in their daily lives and how to live in alignment with their beliefs.

Our Ethics program culminates in powerful capstone assessments. Eighth graders participate in Ethics Roundtables, reflecting on their growth through middle school, while seniors complete a rigorous Ethics Defense to demonstrate the evolution of their character and critical thinking over their high school years. Successful completion of these projects is a graduation requirement at Boston Prep, affirming our belief that who our students become matters as much as what they know.

- **Compass Circles:** At Boston Prep, Circle plays a vital role in our community by providing a dedicated space for students to engage in meaningful reflection and dialogue. Every week, all students participate in Circle, where they are encouraged to share experiences, discuss values, and support one another in their personal and ethical growth. These Circles are integral to building a strong, connected community where students learn to navigate challenges with integrity, empathy, and respect. Through storytelling, shared reflection, and thoughtful dialogue, students learn to see one another as whole people and build the social-emotional muscles that help them thrive both in and beyond the classroom. Compass Circles play a critical role in reinforcing the idea that true scholarship includes self-awareness, community, and growth. They empower students to reflect on their progress, own their challenges, and celebrate the virtues they practice every day.
- **Culture Systems that Reinforce Virtues:** Creating and maintaining a compassionate and courageous environment filled with integrity, perseverance, and

respect is vital to supporting each student on their journey to becoming a successful college graduate and ethical person. At Boston Prep, we know that our beliefs for our students require that we hold them to high expectations and hold them accountable when certain expectations are not met.

At the core of Boston Prep is a deep belief in the power of relationships to build community. For these reasons, we focus on building and strengthening relationships in our classrooms, in our advisory spaces, in our hallways, in our Community Meetings, homerooms, and more. In our classrooms, we use positive praise, personal redirections, and whole class opportunities to reset as ways for us to work as a community on our engagement and creation of a safe and productive learning environment. Throughout the year, students are celebrated for embodying our core virtues through various recognition systems: Merits and Phoenix Bucks reward positive behavior in the moment, Virtue Commendations highlight outstanding character, and the DuBois Award honors students who consistently exemplify our highest ideals. These systems ensure that virtuous behavior is seen, valued, and affirmed

- **Expanding Learning Beyond the Classroom:** We remain committed to providing students with real-world opportunities to apply their learning and develop as scholars and citizens. Our signature student experiences extend learning far beyond the school day and classroom walls:
 - **College Trips:** Every student in grades 6–12 visited at least one college campus this year, gaining exposure to the transformative potential of higher education. Each visit included a campus tour and a conversation with an admissions officer to help students envision themselves as future college students.
 - **Career Exposure:** High school students participated in career-focused trips and fairs, exploring industries and pathways aligned with their interests and goals. These experiences illuminated the relevance of their academic work and connected them to meaningful possibilities for the future.
 - **Summer Enrichment:** A hallmark of our high school experience, all students are required to complete a summer enrichment program that furthers their academic, personal, or professional development. Whether through internships, service work, pre-college courses, or youth employment programs, students are challenged to grow in real-world settings. Our Director of Extracurricular & Enrichment works closely with families to ensure every student is matched with a high-quality opportunity.
 - **Global and Cultural Exploration through Educational Travel:** This year, select juniors and seniors participated in an international travel opportunity to Spain, engaging in immersive language lessons with university students in Salamanca and exploring Spanish culture through local traditions like cooking classes and salsa dancing. Eighth graders traveled to New York City, where they explored U.S. history and the arts by visiting Ellis Island, the Statue of Liberty, and a Broadway performance.

III. **Our Persistence Project (i.e., integrated college counseling and graduate support services) provides differentiated support through grades 6-16 to drive persistence in four-year colleges**

- **The Persistence Project continues to provide targeted, individualized counseling to all students and alumni.** This past academic year, we continued our practice of embedding College Prep Seminars in 9th-12th grade. These seminars provided all students with an opportunity to connect with a member of the CCO. The seminars hit on a variety of topics, including: understanding Boston Prep's school systems, the importance of grades and course selection, the practice of knowing and building executive functioning skills, and exposure to college and career pathways. Additionally, we remained committed to ensuring all students received opportunities to attend college and career trips throughout the year. The reintroduction of seminars supported the CCO with ensuring all students developed clear post-secondary plans. Additionally, 93% of seniors submitted the FAFSA, a key step toward making higher education affordable. While there is still more work to be done to improve the commitment to 4-year institutions (65% of the Class of 2026 committed to a 4-year), the CCO continues to be supportive of all pathways and remains committed to ensuring that all students, regardless of their intended path, continue to see the benefits and long-term opportunities that a 4-year pathway provides.
- **We remain committed to proactively supporting all alumni for up to six years post-high school graduation.** Our alumni counselors visit local area colleges 3-4 times per semester, and remain available for in-person or Zoom meetings throughout the week for alumni commuting to campus or that attend institutions outside of MA. Additionally, we continue to care deeply about data, using academic data (semester grades, GPA, aid letters) and meeting notes to establish meaningful next steps for alumni. After the conclusion of S1, 73% of the Class of 2024 remained on a 4- or 5-year track for college completion. This is a number we are looking to maintain and improve upon. We continue to see high interest in our interventions and financial supports, and were able to award 21 winter/summer credit recovery grants, which supported our alumni with accelerating their degree completion. Moreover, our emergency and book stipend funds continue to be a beacon of our program, supporting all alumni with school-related items and unforeseen financial challenges.

IV. Robust series of differentiated supports to recruit, develop, and retain all teachers through strong collaboration with academic leadership team members

This year, we prioritized the recruitment, development, and retention of teachers through a comprehensive and collaborative approach with members of the academic leadership team. We strengthened our recruitment efforts by partnering with a diverse range of organizations, including Teach For America, local colleges and universities, and teacher fellowship programs. Additionally, members of our leadership team actively promoted openings through platforms such as LinkedIn and leveraged their professional networks to extend our reach. Our recruitment strategy prioritized intentional outreach and the cultivation of strategic partnerships to attract high-quality, mission-aligned candidates. Our recruitment efforts were also strengthened by weekly check-ins with recruitment leads, which ensured alignment on hiring priorities, candidate progress, and strategic outreach efforts.

To support teacher development, we implemented weekly professional development sessions that were responsive to teacher needs and aligned with instructional priorities. These sessions provided space for collaborative learning, reflection, and skill-building. We also launched a robust orientation program designed to onboard new staff effectively. This included targeted sessions to build culture, clarify instructional expectations, and foster early connections with coaches and peers. We also continued to invest in educator development by offering ongoing external professional learning opportunities tailored to staff needs. This included access to virtual licensure coursework such as Sheltered English Immersion (SEI) classes, ensuring educators remained in compliance with certification requirements.

Ongoing support throughout the year ensured that all educators, regardless of experience level, received personalized guidance, feedback, and professional growth opportunities. This multi-pronged strategy—rooted in consistent collaboration with our academic leadership—helped to create a supportive environment where teachers felt prepared, valued, and empowered to thrive. Additionally, to support long-term retention, we introduced tiered tenure-based retention bonuses for teachers in their first and second years of service. We also enhanced our overall compensation model by increasing salary adjustment percentages and maintaining a competitive salary structure.

Criterion 2: Access and Equity

Please hyperlink the text below (Enrollment by Race/Ethnicity (2025-26)) to the page in Profiles with the school's data.

- [Enrollment by Race/Ethnicity \(2025-26\)](#)

Please hyperlink the text below (Selected Populations (2025-26) to the page in Profiles with the school's data.

- [Selected Populations \(2025-26\)](#)

Please hyperlink the text below (2024-25 Student Discipline Data Report) to the page in Profiles with student discipline data for your school for 2024-25

- [2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination

- ☐ Using the first table on the following page, provide evidence of how the school has ***shared innovative models for replication and best practices with other public schools (that are not charter schools) in the district where the charter school is located***¹ during the 2025-26 school year. This evidence is required for renewal of the charter.
- ☐ Using the second table, you may provide evidence of dissemination efforts that include sharing innovative models for replication and best practices with other public schools (that are not charter schools), districts, and organizations **beyond** the district where the charter school is located.

There are multiple forums and activities through which a charter school may disseminate.² Add rows as needed to the tables.

¹ Dissemination is required for renewal of charters of Commonwealth charter schools. The charter school statute requires charter schools to provide “models for replication and best practices . . . to other public schools in the district where the charter school is located.” G.L. c. 71, § 89(dd) (“a commonwealth charter shall not be renewed unless the board of trustees of the charter school has documented in a manner approved by the board that said commonwealth charter school has provided models for replication and best practices to the Commissioner and to other public schools in the district where the charter school is located”). G.L. c. 71, § 89(e) further clarifies that charter schools must have a plan for “disseminating successes and innovations of the charter school to other **non-charter public schools**” (emphasis added).

² The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other public schools (that are not charter schools), districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other public schools implementing key successful aspects of the charter school’s program,
- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about the school’s innovative school practices.

Dissemination Activities to Public Schools (that are not charter schools) in the District Where the School Is Located 2025-26

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school(s) within the district.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)
SY26	Shared DEI PD, advisory systems, and behavior management trainings with principal of Condon Elementary School	Emailed training materials (slides, handouts etc)	Chief Culture & Equity Officer	School Principal, Condon Elementary (Boston Public Schools)	Strengthened school culture and DEI Systems at the Condon School
SY26	Shared school climate and behavior practices with peer schools in the Rethinking Discipline professional learning (which includes schools within BPS)	Participated in several cohort meetings over the course of the academic year	Chief Culture & Equity Officer	Membership schools in the Rethinking Discipline Professional Learning group	Shared and learned from peer schools around best practices to improve school discipline outcomes for students and improve school climate
SY26	Culture/Ethics	Barr Foundation "Portrait of a Graduate" school visit. Visitors observed classes, community moments and met with leaders	Executive Director, Chief Academic Officer, Chief Culture and Equity Officer, and School Principals	Educators and leaders from other schools in the PoG Cohort including BPS Margarita Munoz Academy.	Shared best practices around holistic student development and college and career readiness, also learned from peer schools

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practices were shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school or district, including city and state.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
SY26	Culture/Ethics	Day of Ethical Debate led and facilitated by the Executive Director. The event served as a live demonstration of Boston Prep's ethics instructional model, including curated ethical dilemmas, student-facing debate protocols, and adult facilitation guides. The structure, agenda, and materials were shared with attending educators as an example of how ethics instruction can be embedded into a full-day academic	Executive Director Chief Culture and Equity Officer Middle School and High School Principals Manager of Extracurricular Activities	Educators and school leaders from Boston Prep Charter Public School Educators from Boston Public Schools (district in which the school is located) and peer Charter Schools, including teachers and school leaders responsible for advisory, humanities instruction, and student culture	Shared agenda, student-facing debate prompts, and facilitation protocols Increased awareness among participating educators of how to structure ethics-based discourse at scale Follow-up conversations with district educators exploring adaptation of the Day of Ethical Debate model for use in their own schools and advisory programs

		experience.			
SY26	Culture/Ethics	Ethical Speaker Series designed and led by the Executive Director. The series featured invited speakers and facilitated student discussions connecting ethical theory to lived experience, decision-making, and leadership. The format and facilitation approach were shared with attending educators as a model for integrating ethics into school culture beyond the classroom.	Executive Director Dir of Communications School Principals Dir of Development and Dir of Strategic Projects	Educators and leaders from Boston Prep Charter Public School Educators from public schools within Boston Public Schools and DESE Local community leaders	Increased interest from participating educators in leveraging external speakers as a tool for ethics and character education Boston Prep's Ethical Speaker Series recognized as a transferable approach for deepening ethical reasoning and engagement across stakeholders within the school community
SY26	Culture/Ethics	Barr Foundation "Portrait of a Graduate" school visit. Visitors observed classes, community moments and met with school leaders and students.	Executive Director, Chief Academic Officer, Chief Culture and Equity Officer, and School Principals	Educators and leaders from other schools in the PoG Cohort	Shared best practices around holistic student development and college and career readiness, also learned from peer schools
SY26	Culture/Ethics Systems and Operations Academics	Building Excellent Schools school leader visit. Visitors observed classes, community moments and met with	Executive Director, Chief Academic Officer, Chief Culture and Equity Officer, Deans of Curriculum	Aspiring charter school leaders that were selected for the Building Excellent Schools program	Aspiring school leaders learned about all aspects of our school programming including culture,

		school leaders and students.	and Instruction and School Principals		academic strategies for supporting all students and systems and operational readiness
SY26	Culture/Ethics Systems and Operations Academics	Springpoint School Visit. Visitors observed classes, community moments and met with school leaders and students.	Executive Director, Chief Academic Officer, Chief Culture and Equity Officer, Deans of Curriculum and Instruction and School Principals	School leaders that are part of the Springpoint School network	Diverse network of school leaders learned about all aspects of our school programming including culture, academic strategies for supporting all students and systems and operational readiness
SY26	Music Education	Article highlighting middle school music class in MA Music Educators Journal	MS Music Teacher	Other music educators statewide who read the magazine	Other music educators could learn from best practices in music education that are happening in the classroom

Academic Program Success

Criterion 5: Student Performance

- ☐ Please hyperlink the text below to the page in Profiles with the school's report card for 2025. For example, [here](#) is the 2025 report card for Abby Kelley Foster Charter Public School.

[Boston Prep District Report Card](#)

- ☐ Under the ESEA, public schools are required to post their annual report card on their website. Please ensure that you have made the school's report card available on the school website.

Boston Prep's annual report is [linked here](#) on the Boston Prep Website.

Criterion 6: Program Delivery

Describe evidence of how the school delivered a high-quality academic program that met the needs of all students during the 2025-26 school year.

- Describe the charter school's academic program (curriculum, instruction, assessments, and supports for all learners) during the 2025-26 school year. If applicable, the narrative should describe any similarities or differences in the school's academic program from prior years.

During the 2025–26 school year, Boston Prep continued to deliver a rigorous, coherent academic program grounded in high-quality instructional materials, evidence-based teaching practices, and robust assessment systems, while introducing several meaningful enhancements designed to deepen student learning and strengthen long-term academic outcomes.

Curriculum

Boston Prep's curriculum is anchored in high-quality instructional materials (HQIM) across core disciplines. In science, students engage with OpenSciEd, a research-aligned program that centers student inquiry and sense-making. In mathematics, the school uses Illustrative Mathematics, a problem-based curriculum built around conceptual understanding and procedural fluency. In English Language Arts, the school began full implementation of Novel Education Partners, a new curriculum that represents one of the most significant programmatic additions of SY26.

Complementing these core programs, the school placed an increased and explicit emphasis on literacy development across all disciplines. This cross-disciplinary approach, supported through professional learning and collaborative lesson planning, reflects Boston Prep's recognition that strong literacy skills are foundational to academic success in every content area, not only ELA.

Two new courses also launched this year. Ninth graders enrolled in College Prep Writing, a dedicated academic writing course grounded in The Writing Revolution's Hochman Method, providing students with structured, evidence-based instruction in the conventions of academic argument and composition from the start of high school. Additionally, all students are now required to complete a one-quarter Ethics course, deepening the school's commitment to developing not only academically prepared graduates, but thoughtful, principled citizens.

Instruction

Boston Prep's teaching model is grounded in the science of learning and evidence-based best practices, organized around a consistent lesson framework used across grade levels and content areas. Each lesson begins with a Strong Start, which includes a Do Now activity to activate prior knowledge and a brief review of previously taught content. This is followed by Direct Instruction, during which teachers present new material using varied means of participation to ensure all students are actively engaged. Students then move into Independent Practice, where teachers conduct academic monitoring, circulating to assess understanding and providing targeted 1-on-1 or whole-class reteaches as needed. Lessons conclude with a Synthesis that consolidates the key learning and an Exit Ticket that allows teachers to gauge individual student mastery before the next class. This shared instructional framework ensures students experience consistent, high-quality teaching regardless of course or instructor.

Assessments

Student learning is measured through a multi-layered assessment system. Quarterly Interim Assessments (IAs), aligned to course standards, serve as the backbone of Boston Prep's data-driven

culture. Teachers use IAs to drive backward planning and to internalize units and lessons before they are taught. Following each assessment, teachers engage in structured data analysis and develop targeted action plans for reteaching and small group instruction, ensuring that assessment data translates directly into improved classroom practice.

In addition to IAs, the school administers universal screening in both Math and ELA using i-Ready three times per year. These universal screeners provide a schoolwide view of student progress and identify students who may need additional support, informing decisions around intervention and enrichment.

Support for Diverse Learners

Students with Disabilities

During the 2025–26 school year, Boston Prep’s Support Services Department remained deeply committed to fostering inclusive, equitable, and rigorous learning environments for students with disabilities. Grounded in the belief that disability is a form of diversity and that all students deserve access to high-quality instruction, the school continued to strengthen inclusive programming, compliance systems, and individualized student support.

Students received services through a continuum of placement and service delivery models, including co-taught inclusion classes, academic support periods, targeted intervention blocks, related services, and sub-separate programming for students requiring more intensive support. Special educators collaborated closely with general education teachers to modify curriculum, implement accommodations and modifications, provide specially designed instruction, and ensure access to grade-level standards aligned to students’ Individualized Education Programs (IEPs).

A continued area of growth during the 2025–26 school year was the refinement of intervention programming and executive functioning supports. Dedicated intervention periods allowed students to receive targeted instruction aligned to IEP goals in reading, writing, mathematics, study skills, and social-emotional functioning while minimizing disruption to core academic instruction. Students also received explicit instruction in self-advocacy, organization, transition planning, and academic habits necessary for postsecondary success.

Boston Prep also continued to expand specialized programming for students with more significant learning needs through its substantially separate programming models at both the middle and high school levels. These programs emphasized individualized pacing, modified curriculum access, functional academic skills, executive functioning development, and transition readiness while maintaining alignment to diploma-track expectations whenever appropriate.

The department strengthened progress monitoring systems through regular review of IEP goal progress, Student Academic Monitoring Sheets (SAMS), intervention data collection, and collaborative problem-solving meetings with families and staff. Families remained active partners in the educational process through frequent communication, IEP meetings, progress updates, and collaborative planning around student support.

Professional development for staff during the 2025–26 school year focused heavily on inclusive instructional practices, co-teaching models, behavior intervention strategies, compliance procedures, progress monitoring, and high-quality IEP development. The school also continued to build staff

capacity around differentiated instruction, accommodations implementation, and supporting students with executive functioning and social-emotional needs within general education settings.

Overall, while the core structure of Boston Prep's academic program remained consistent with prior years, the 2025–26 school year reflected continued growth in inclusive practices, intervention systems, co-teaching implementation, MTSS structures, and specialized programming designed to support the diverse academic and social-emotional needs of all learners

Similarities and Differences from SY25

The SY26 academic program is largely consistent with the prior year's design, reflecting Boston Prep's commitment to stability and depth over frequent programmatic change. The core structures, including HQIM, the shared instructional framework, quarterly IAs, and universal screening, remained in place.

The most notable additions in SY26 were the implementation of the Novel Education Partners ELA curriculum, the launch of the College Prep Writing course for ninth graders, and a more explicit, school-wide emphasis on cross-disciplinary literacy instruction embedded in professional learning and lesson planning. Beyond these targeted enhancements, the focus of SY26 was to codify and strengthen the systems and structures already in place, deepening implementation fidelity, building teacher capacity, and ensuring that Boston Prep's academic program operates with greater consistency and coherence across classrooms, grade levels, and departments.

Organizational Viability

Criterion 10: Finance

- ☐ Provide an unaudited FY26 statement of revenues, expenses, and changes in net assets. This statement should set forth, by appropriate categories, the revenue and expenditures for FY26 (July 1, 2025, to June 30, 2026) in *the same format and using the same line items that will be included in the audited statement*. Since independent audits for most schools will not have been completed by the August 1 deadline, please note that the report is an unaudited statement.

See Appendix E

- ☐ Provide a statement of net assets for FY26. The balance sheet should set forth the charter school's assets, liabilities, and fund balances or equities in *the same format and using the same line items that will be included in the audited statement*.

See Appendix E

- ☐ Provide a detailed copy of the school's budget for FY27, including similar details that are included in the school's audited financial statements. Include the **date** the board of trustees **voted to approve** the FY27 budget.

See Appendix E

- ☐ Please complete the table below with information from your budget submission and the spring 2026 pre-enrollment process.

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	700
What is the number of students upon which FY27 budget tuition line is based?	670
What is the number of expected students for FY27 first day of school?	700
What is the explanation for any variances?	We budget conservatively each year as we know there is the potential for movement in the first few months of school. Additionally, we have seen increased movement over the last few years and with the majority of our waitlists already offered the ability to replace students who leave is low.

- ☐ Provide information on current or future capital plans by completing the table below. Add rows as necessary.

- If the school does not have planned capital projects for FY26, **please explicitly state this.**
- If the school has future planned capital projects, please include that information in the table below. The plan should identify all planned capital projects in progress or expected to be initiated within the next five years. The FY26 capital plan section **must match** the 20 percent capital plan set aside in the school's Surplus Tuition, 20 percent Excess Carryover calculation completed in the Charter School End of Year Financial Report. This 20 percent set aside is deducted from the excess tuition surplus amount that would be sent back to the applicable districts in accordance with MGL c. 71, § 89 (hh). **Routine repair and maintenance projects needed to maintain existing facilities in good order should not be included in the school's capital plan.**

Examples of capital projects include:

- the acquisition, construction, or expansion of a school building
- substantial renovation or rehabilitation of a school building currently in use by the charter school (e.g., roofs, HVAC systems, building envelopes, plumbing and electrical systems, telecommunications systems, etc.)
- major acquisition of furnishings, fixtures, and equipment that are appurtenant to the acquisition, construction, renovation, or expansion of a school building
- the acquisition and development of adjacent land for new or expanded playgrounds, athletic fields, parking, or other related activities.

Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Technology Upgrade	In Progress	7/31/2027	\$140,000	Annual and Reserve Funds
Equipment and Furniture	In Progress	7/31/2027	\$25,000	Annual and Reserve Funds
Leasehold Improvements	In Progress	7/31/2027	\$25,000	Annual and Reserve Funds

Appendix A: Accountability Plan Evidence 2025-26

In the template below:

- ☐ List each objective and measure contained in the school's **current and approved** Accountability Plan. Please have the school's approved Accountability Plan open while completing this section.
- ☐ For each listed measure, mark the goal for the year as either Met or Not Met; partially met is not an option.
- ☐ For each listed measure, summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. **The data reported should reflect what is outlined in the plans for collecting and reporting data that are included in the school's approved Accountability Plan.** Please remember that the target audience is the general public, so avoid using jargon or acronyms.
- ☐ By the end of the charter term, schools are expected to meet Accountability Plan goals. For each goal, the evidence cell should include a discussion of progress made toward achievement of the goals. If progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal. If desired, you may include additional analysis or explanations following the template.

Faithfulness to Charter

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)		
Objective 1: Boston Prep students will achieve academic growth and meet high academic standards, preparing them for college success, while ensuring equity in outcomes across all student demographics, including those with diverse learning needs.				
		Group	% of Group that met the goal	Group % of High School
Measure 1: Annually, 75% of all students in grades 9-12 will achieve a cumulative GPA of 2.5 or higher. (This goal represents a 50% increase in cumulative GPAs from 2024 - 2030.) The 75% of students will reflect the demographics of the school in regards to race, gender, students with disabilities, and multilingual learners.	NM	All Students	82%	
		Students with disabilities	65%	29%
		Multilanguage learners	71%	12%
		Male	78%	47%
		Female	86%	53%
		African American	79%	61%
		American Indian or Alaska Native	67%	1%
		Asian	100%	0%

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)		
		Latino or Hispanic	86%	30%
		Native Hawaiian or Other Pacific Islander	100%	1%
		Other	78%	5%
		White	100%	2%
Measure 2: Annually, 75% of all students in grades 6-8 will achieve a cumulative GPA of 3.0 or higher. (This goal represents a 20% increase in cumulative GPAs from 2024-2030) The 75% of students will reflect the demographics of the school in regards to race, gender, students with disabilities, and multilingual learners.	NM	Group	% of Group that met the goal	Group % of 6-8
		All Students.	53%	
		Students with disabilities	41%	26%
		Multilanguage learners	23%	23%
		Male	53%	49%
		Female	53%	51%
		African American	51%	63%
		Asian	67%	1%
		Latino or Hispanic	53%	33%
		Native Hawaiian or Other Pacific Islander	N/A	N/A
		Other	63%	3%
		White	100%	1%
Measure 3: 80% of all students in grades 6-9 will demonstrate at least 1 year of growth on an external diagnostic tool (i.e. STAR, iReady) over the course of the school year. The 80% of students in grades 6-9 demonstrating growth will reflect the demographics of the school in regards to race, gender, students with disabilities, and multilingual learners.	NM	Group	% of Group that met the goal	Group % 6-9
		All Students	26%	
		Students with disabilities	29%	24%
		Multilanguage learners	23%	19%
		Male	25%	49%
		Female	28%	51%
		African American	28%	63%
		Asian	0%	1%

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)		
		Latino or Hispanic	24%	31%
		Native Hawaiian or Other Pacific Islander	100%	0%
		Other	25%	3%
		White	20%	1%
Measure 4: By 2028, the gap in GPA between our general student population and students with diverse learning needs (SWDs and ELLs) will be decreased by 50%. (In Q1, percent difference in the average GPAs between our general student population and our students with diverse learning needs was approximately 19%.	M	At the end of the year, the percent difference between GenEd and SWD/ML average GPA is 9.5 %. That means there was a 67% decrease from the start of the year (29%) to the end of the SY26 year.		
Objective 2: Boston Prep students will be given the opportunity to develop their personal ethical code, while embodying our shared community virtues of courage, compassion, integrity, perseverance, and respect.				
Measure 1: Each year, 80% of students in grades 6-12 will pass their ethical coursework (i.e achieve a final passing course grade by end of year)	M	87% passed Ethics.		
Measure 2: Each year, 80% of students will pass the capstone ethics project (i.e. Ethics Defense, code of ethics roundtables) in grades 8 and 12.	M	95% of Seniors passed the capstone. 99% of 8th graders passed their Ethics roundtable presentation and reflection.		
Measure 3: Annually, 80% or more of BPCPS students agree on the student survey that “My experiences in ethics classes, extracurricular activities and/or summer enrichment experiences helped me develop or practice values such as courage, compassion, integrity, perseverance, or respect.” Participation in the survey will be 60% or more of BPCPS students.	NM	This survey did not receive adequate participation in SY26 for the data to be significant. The response rate was only 12% of students in SY26.		

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Objective 3: Boston Prep's Persistence Team will provide students with personalized supports throughout their time at Boston Prep, starting in grades 6 through college graduation		
Measure 1: Each year, 100% of Boston Prep graduates apply to at least one 4-year postsecondary institution.	M	100% of grads applied to at least one 4 year institution
Measure 2: Annually, the Boston Prep persistence team will achieve at least two touch points with 100% of Boston Prep graduates during their first year following high school graduation.	NM	Class of 2025; 90% of alumni had a member of the persistence team successfully speak with them twice this year.
Measure 3: According to DESE-collected college persistence data, each year, 85% of Boston Prep graduates will be attending a 4-year postsecondary institution 16 months after high school graduation.	NM	Class of 2024; at 16 months 66% are persisting at a 4yr college, 80% are persisting at any college
Objective 4: Boston Prep's academic leadership team will recruit, develop, and retain exceptional teachers whose passion for teaching and learning play a key role in driving student outcomes.		
Measure 1: Annually, Boston Prep's percentage of teachers of color will exceed the percentage of teachers of color in our state average, as indicated by internal tracking by the school's HR Department.	M	59% TOC at BP vs 16% State
Measure 2: Each year, based on annual survey responses, 80% of Boston Prep teachers will agree with the statement, "Boston Prep is committed to improving my instructional practice." Survey participation should exceed 60%.	M	87% believe that the school is committed to improving my instructional practice. Participation rate was 74%..
Measure 3: By the end of the charter term, Boston Prep will retain 80% or more of its teachers who were offered a contract to return the subsequent school year.	M	Based on EOY data, Boston Prep will have retained 88% of its teachers who were offered a contract to return for the 2026-2027 SY.

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Measure 4: Each year, all teachers at Boston Prep will receive at least 15 classroom observations for the school year, as defined as a completed observation form in our system.	NM	84% of the 15 observations per teacher are done

Dissemination

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Objective: Boston Prep will share its practices related to college persistence supports, and/or its practices of collaboration between staff and school leadership with other schools in Boston, other Massachusetts public schools, and schools across the nation.		
Measure 1: Boston Prep will share its practices by hosting at least 5 organizations per year, presenting at events at least 2 times per year, and sharing documents and materials on an ongoing basis.	NM	We hosted 3 in person visits, and presented best practices with 1 school and 2 times to the wider community. See below for details. Our Director of the Persistence Project met with the school leadership at Veritas Prep in Springfield MA to share our model and best practices as they work to build out their alumni support programming. We also hosted the Ethical Thought speaker series highlighting aspects of our ethics program to the wider community and interviewed Scott Seider at our annual gala to discuss our ethical curriculum. During the 2025-2026 school year we also hosted representatives from Building Excellent Schools, The Barr Foundation, and Springpoint Schools.
Measure 2: Boston Prep will engage in at least 2 practice-sharing exchanges with schools in the Boston Public Schools over the course of its 5-year charter term.	M	We shared materials with 1 BPS principal, and participated in 2 working groups with members of 1 BPS school through the Barr Foundation POG Working group. See below for details. This year, we shared a number of professional development materials with the principal at the Condon School which is a

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
		Boston Public K-6 school. While the practice sharing happened on numerous occasions with that individual school, we would still like to continue sharing with other schools across the district which is a priority moving forward into SY27. Being part of the Barr Foundation's POG Working Group, Boston Prep hosted two school visits over the course of the 2025-26 school year, allowing BPS colleagues to visit Boston Prep and engage in resource sharing.

Appendix B: Recruitment and Retention Plan 2026-27

As defined in MGL c. 71, § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a Recruitment and Retention Plan, which is updated annually. In developing the Recruitment and Retention Plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](#).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)). The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient³, special education⁴, free lunch, and reduced-price lunch students,⁵ as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of English learners, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent⁶ languages of the district.⁷ **Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “[Most Prevalent Language](#)” document located on the [Department website](#).** For example, the school must provide translated materials in Cape Verdean Creole if one of the most prevalent languages in the district is Cape Verdean Creole. It is not sufficient to provide translated materials in Portuguese, even though the official language of Cape Verde is Portuguese.

Please note that if the school’s Recruitment and Retention Plan is not approved by November 1, 2026, it will be reflected in future ratings of Criteria 2: Access and Equity.

Resources:

- Schools must use the new [Charter School Dashboard](#) to input data into the Recruitment and Retention Plan. The display and amount of information contained in the Charter School Dashboard is different from CHART.
- [Visual Directions](#) for navigating the Charter School Dashboard to complete the Recruitment and Retention plan.
- Please contact charterschools@mass.gov if you require assistance with the Charter School Dashboard tool or the creation of the Recruitment and Retention Plan.

³ Please note: The Department now uses the term English learner.

⁴ Please note: The Department now uses the term students with disabilities.

⁵ Please note: The Department now uses the term [Low income](#).

⁶ According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district’s total enrollment.”

⁷ Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website.

Recruitment Plan 2026-27

2025-26 Implementation Summary

Please list the successes and challenges of implementing the recruitment strategies included in the school's 2025-26 Recruitment Plan.

- ☐ Boston Prep received a total of 647 applications for grades 6-10 in the initial application window during the 2025-2026 school year, for school year 2026-2027. This was a decrease of 75 applications from the previous year and parallels the declining application numbers we are seeing yearly.
- ☐ Overall, Boston Prep has found success with many of our recruitment strategies and continues to receive a high volume of applications, especially considering decreasing enrollment trends observed in the city of Boston. However, in the 2025-2026 school year, Boston Prep did not maintain steady enrollment of 700 students throughout the duration of the year.
- ☐ Boston Prep opened supplemental lotteries throughout the school year to maintain full student enrollment in grade levels that exhausted all waitlist applicants. This occurred in all grade levels 6-10 at various points throughout the 2025-2026 school year. Overall, this resulted in a total of 962 applications received by February 2026.
- ☐ Boston Prep continued to prioritize community engagement in strategic neighborhoods based on enrollment analysis from the current school year. This included mailing recruitment materials to rising 6-10th grade families within Boston Public Schools, participating in two charter school showcases with the MCPSA, and hosting multiple family information sessions. We found success this year advertising at citywide events and through various media modalities tailored to our demographic, including El Planeta newspaper, Hyde Park Bulletin, and social media campaigns. In 2025-2026, we allocated more resources to online marketing through Meta, electronic newspapers, and developing a presence on Niche.
- ☐ Recruitment efforts at Boston Prep remain committed to enrolling a diverse student body that is inclusive to all students. All student outreach materials state that Boston Prep serves all students, including students with disabilities, IEPs, and/or 504 plans. All materials were available in multiple languages based on our student population and neighborhood demographics, primarily English, Spanish, and Haitian Creole. Our recruitment events offered translation led by our Family Operations Manager and school tours led by our student ambassadors, some of whom are bilingual.

General Recruitment Strategies for 2026-27

Please list the school's anticipated general recruitment strategies, i.e. those intended to reach all students.

- In the 2025-2026 school year, Boston Prep used various engagement strategies to recruit incoming students for the school year 2026-2076. These included:
 - Home Mailings, such as postcards and welcome packets
 - Newspaper Advertising, both print and digital, including prominent Spanish newspapers in Boston and neighborhood bulletins
 - Social Media Campaigns on various platforms, primarily through Meta (Facebook & Instagram) as well as event marketing on EventBrite and BayState.
 - Enrollment advertising with MBTA via posters and banners at central locations in our prominent neighborhoods
 - Open Houses with school information sessions, tours led by student ambassadors, and open Q&A with school leadership and faculty representatives
 - New Student Welcome Events to prioritize early partnership and community with accepted and incoming new students
 - Partnerships with community organizations, collaboration with peer charters in Boston, “spread the word” grassroots recruitments with families and staff, and neighborhood canvassing within our local communities.

Recruitment Strategies for 2026-27 for Specific Student Groups

- ☐ Create a set of specific and deliberate recruitment strategies for each student group in the template below.
- ☐ Use the [Charter School Dashboard](#) to identify the school percentage and Comparison Index percentage for each student group in the template.
- ☐ Review the [visual directions](#) for navigating the Charter School Dashboard to complete the Recruitment and Retention plan.

Students with Disabilities

- School percentage: 22.2%
- Comparison Index percentage: 19.4%
- The percentage of **students with disabilities** enrolled at the school is **above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
 - 22.2% of Boston Prep students have disabilities, which is an increase from the 2024-2025 school year and is higher than several previous years. At Boston Prep, we are proud to attract a student population that relatively mirrors our sending district and believe that efficacy in recruiting these students includes actively publicizing our school's robust service provision for students with disabilities in information sessions, listing information about our services on our website, and ensuring that our community is aware of the service delivery that we offer. We will continue to promote our robust services for students.

Enhanced/additional strategies to be used in 2026-27

- ☐ If the percentage of students with disabilities enrolled at the school is **below** the Comparison Index, **additional and/or enhanced strategies are required**. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and the name and location of specific local community organization(s) the school collaborated with on these strategies.

N/A

English Learners

- School percentage: 16.7%
- Comparison Index percentage: 17.4%
- The percentage of **English learners** enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- ***Strategy 1: Translated Recruitment Materials; 4 years***
 - In 2025-26, the school advertised its recruitment materials in multiple languages – including English, Vietnamese, Spanish, and Haitian Creole. We also made announcements and translated the Boston Prep newsletter to attract relatives and neighbors of Boston Prep students. The Boston Prep website can be translated by the user into over 20 different languages, including Spanish and Haitian Creole. We requested assistance from families of Boston Prep students who are non-native English speakers to help recruit new students, particularly from our Haitian, Dominican, and Nigerian communities. Finally, bilingual or multilingual school representatives, both faculty and students, were available during each open house and information session. The Boston Charter Alliance translated our application and enrollment materials and application into numerous languages, including Cape Verdean Creole, Portuguese, Vietnamese, Simplified Chinese, and Traditional Chinese.
- ***Strategy 2: Expanded Community Partnerships & Diversified Advertising; 3 years***
 - In 2025-26, the school made announcements and translated the Boston Prep newsletter to attract relatives and neighbors of Boston Prep students. We expanded our community organization partner list, focusing in particular on organizations that serve non-English speaking populations, such as the Haitian Multi-Service Center and the Tet Festival Boston (Vietnamese). We also advertised with various multilingual newspapers that provide both print and online publishings, including the El Planeta Newspaper, Hyde Park Bulletin, and the Dorchester Reporter.

Enhanced/additional strategies to be used in 2026-27

- ☐ If the percentage of English learners enrolled at the school is **below** the Comparison Index, **additional and/or enhanced strategies are required**. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and the name and location of specific local community organization(s) the school collaborated with on these strategies.
- ☐ If the district in which the school is located has a **new most prevalent language highlighted in the [Most Prevalent Language](#) document**, include an additional strategy that states the school will translate a variety of outreach efforts (website, enrollment application, and recruitment materials) in the specific new language(s) during 2026-27 in this section.
- ***Strategy 3: Commitment to Professional Learning for MLL Teachers; 3 years***
 - Boston Prep continues to make improvements to the Multi-Lingual Learning model to enhance the student experience, language acquisition and proficiency, and overall student achievement. Boston Prep has a Director of Multi-Lingual Education, who oversees English Language Development teachers and provides instructional expertise and guidance. In addition, Boston Prep has made positive adjustments to scheduling and courses for our English learning students to ensure they have equitable access to other grade level courses and high quality instructional materials in all classes. As part of this effort, ELD teachers participate in professional development trainings and attend specific conferences to improve their practice. Highly effective teachers and a robust multi-lingual education model improves our recruitment and retention with our English language learner population.
- ***Strategy 4: Commitment to Family Partnership; 1-2 years***
 - In the 2025-2026 school year, Boston Prep prioritized family communication in students' home language. Teachers were trained and encouraged to use Voiance, an interpretation service, to complete family phone calls and conferences. Translation services are imperative to strong family partnerships and providing updates on student performance. We will continue to increase our usage of Voiance in the following years as live interpreters provide deeper engagement.

Low Income

- School percentage: 64%
- Comparison Index percentage: 62.2%
- The percentage of students in the **low income** group enrolled at the school is **above** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- Boston Prep has seen a decrease in percentage of total low income population over the years, but continues to be above the comparison index. Our experience has shown that the most successful strategies for recruiting these students involve outreach through community based organizations and face-to-face meetings, including Open Houses and tours. Boston Prep recruits students with a network of community based organizations. In our advertising, we highlight various services available at Boston Prep to support students and families: before- and after-school services; our free breakfast and lunch program that is cooked fresh on site daily; accessible transportation options to Boston Prep, including free MBTA bus cards provided to students and yellow school bus options to our students in grade 6; and the proximity of other community-based organizations to our school, including the Hyde Park branch of the Boston Public Library, the YMCA, and the Muni.

Enhanced/additional strategies to be used in 2026-27

- ☐ If the percentage of students in the low income group enrolled at the school is **below** the Comparison Index, **additional and/or enhanced strategies are required**. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and the name and location of specific local community organization(s) the school collaborated with on these strategies.

N/A

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- Boston Prep serves a higher percentage of African American/Black students than the comparison index, which has remained consistent for consecutive years. This group has historically been sub-proficient on MCAS. At Boston Prep, we work to ensure our students are proficient on standardized testing and receive quality instruction and grade level, rigorous coursework. In our recruitment efforts, we continue to express that Boston Prep is for students of all abilities and backgrounds, and that we offer extra supports to help students reach high levels of achievement. We continue to share data about Boston Prep student achievement at Boston Prep information sessions and recruitment opportunities.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Students Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- We have found success sharing about the Boston Prep Persistence Project, high school, college, and career advising, and college matriculation statistics at prospective student open houses. In our recruiting efforts, we continue to highlight our high percentage of Boston Prep graduating seniors that were accepted to college, including previous college matriculation information and scholarship data. We will again draw attention in our materials and presentations that Boston Prep aims to serve all students, and that there are robust academic and school culture supports in place for students and their families, including our high school and college student success counselors. We also offer many clubs and sports for students. We offer field trips like the 8th grade overnight to New York City and the junior class overnight trip abroad to Spain.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Students Who Have Dropped out of School

- ☐ Complete this section only if the school serves students aged 16 and older.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- Boston Prep utilizes an academic support model of targeted instruction in small groups to promote student achievement. This includes close monitoring and frequent communication with an advisor, guidance counselor, culture dean, and family liaison. Boston Prep allocates time for faculty, students, and families to build meaningful relationships and partner effectively to ensure student success. This year, Boston Prep emphasized collaboration with various alternative schools and job programs in Boston through site visits, staff communication, and working strategically across schools to best serve at-risk students. In addition, Boston Prep has deployed various models of credit recovery to support students who are off track from meeting graduation requirements. In 2024-2025, Boston Prep piloted a new attendance policy to improve student achievement and tie physical attendance more closely to academic persistence.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.
- Boston Prep will continue to implement the attendance policy as part of our overall approach to grading and course credits.
- For students facing chronic absenteeism and at risk of dropping out, Boston Prep will partner with community resource officers. This includes completing home visits and providing other guidance to students and families to encourage school attendance.

Other Groups of Students Who Should Be Targeted to Eliminate the Achievement Gap

- ☐ Completing this section is optional. Consider student groups who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Group of students targeted: African American/Black Students

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste below the list of strategies from the final version of last year's annual report. Reflect on their effectiveness during 2025-26 and revise the list to include only the strategies the school will continue to implement in 2026-27.
- We are proud to serve a population of non-white students which is significantly higher than that of our sending district. 99% of Boston Prep students identify as non-white, including 61.2% identifying as African American/Black and 31.1% identifying as Hispanic/Latinx. A wealth of research indicates that these students traditionally underperform their peers. These students are specifically recruited using partner organizations that cater to African-American/Black and Hispanic/Latinx communities within Boston, including churches, community health centers and various nonprofits. We will continue to attend sessions at community-based organizations and offer to host community events on site at Boston Prep.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Retention Plan 2026-27

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

2025-26 Implementation Summary

Please list the successes and challenges of implementing the retention strategies included in the school's 2025-26 Retention Plan.

- ☐ Boston Prep successfully implemented strategies outlined in our 2024-2025 recruitment plan.
- ☐ Our retention rate for 2025-2026 was 82.6%, which was a decrease in overall retention from prior years (86.3% in 2024-2025 and 90.4% in 2023-2024).
- ☐ Boston Prep employs several strategies to ensure students' success during their middle and high school years at Boston Prep as well as in college. The school values strong student culture established through meaningful relationships with adults and peers as well as rigorous instruction that accelerates student learning. This year, Boston Prep continued our fifth consecutive year using Valor Circles, an SEL program. In addition, the school utilizes staff support to promote strong academic engagement, including: a robust support services department, an advisory model, office hours, alumni support, enrichment, athletics, cultural trips and student experiences, and involvement with community groups.
- ☐ In 2025-26, Boston Prep continued with an expanded enrichment program for students, including offering music, theater, language, and art classes for students. In addition, the targeted intervention program expanded to all students to offer strategic academic support tailored to student needs. Boston Prep utilized IReady to progress monitor student achievement and facilitated quarterly interim assessments. The ethics program at Boston Prep continues to gain traction with additional leader support, serving our mission and preparing students to be positively engaged citizens. Collectively, these experiences provide a robust student experience and encourage student retention. All programming at Boston Prep, including all retention plan goals, were designed to serve all students.

General Retention Activities for 2026-27

Please list the school's anticipated general retention activities, i.e. those intended to reach all students.

- ☐ Boston Prep holds several family and community events throughout the duration of the school year to form meaningful family partnerships and promote student persistence through middle school, high school, and college. These events include back to school night, quarterly family/student conferences, enrichment events (e.g. art show case), and cultural events (e.g. MLK Potluck).
- ☐ The advisory model at Boston Prep encourages high communication between the school and families. Advisors call families monthly with student updates on academic performance, attendance, behavior, and also provide general announcements. This partnership serves as a foundation for student success and persistence.

- Boston Prep maintains high expectations for students, both academically and behaviorally. Providing students with an exceptional school experience that prepares them for college is foundational to our mission; adhering and delivering on our mission is integral to our recruitment and retention efforts. To achieve this, Boston Prep utilizes various resources to support students and families. This includes social work and counseling, recommending community services, student support and safety plans, robust support service staffing and related providers, dedicated culture deans, and weekly professional development for faculty.

Overall Student Retention Goal

- Below, please indicate an overall goal for overall student retention. The goal should be determined based on the school's past rates of retention, the retention rate(s) of the sending district(s), and the supports the school implements to increase student retention.
 - Annual goal for student retention: 92%

Retention Strategies for 2026-27 for Specific Student Groups

- Create a set of specific and deliberate retention strategies for each student group in the template below.
- Use the [Charter School Dashboard](#) to identify the rate of attrition for each student group required in the template as well as the percentage that is one standard deviation above the mean for all schools represented by the school's comparison region.
- Review the [visual directions](#) for navigating the Charter School Dashboard to complete the Recruitment and Retention plan.

Students with Disabilities

- School percentage: 12.20%
- 1 Standard Deviation percentage: 19.33%
- The rate of attrition for **students with disabilities** is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for students with disabilities is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.
- Boston Prep invests significantly in support for all students who are at-risk, including students with special education status. Our support services department offers vast, yet specialized, supports for all students with disabilities. We are proud to provide in-house access to a licensed clinical psychologist, occupational therapist, speech and language pathologists, reading specialists, nurses, and a full team of special educators. Boston Prep works diligently to provide a high quality learning experience for all students that does not lower the academic bar for any student.

Enhanced/additional strategies to be used in 2026-27

- If the rate of attrition for students with disabilities is **above** the 1 Standard Deviation percentage, additional and/or enhanced strategies are required. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

N/A

English Learners

- School percentage: 17.90%
- 1 Standard Deviation percentage: 12.73%
- The rate of attrition for **English learners** is **above** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for English learners is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.
- Boston Prep invests robustly in support for at-risk students, including an ELD department, office hours and tutoring. We provide targeted instruction for English Language Development to support student academic achievement across content. This year, we had four ELD teachers employed at our school.

Enhanced/additional strategies to be used in 2026-27

- ☐ If the rate of attrition for English learners is **above** the 1 Standard Deviation percentage, additional and/or enhanced strategies are required. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
- **Strategy 1:** Commitment to Professional Learning for MLL Teachers; 3 years
 - Boston Prep continues to make improvements to the Multi-Lingual Learning model to enhance the student experience, language acquisition and proficiency, and overall student achievement. Boston Prep has a Director of Multi-Lingual Education, who oversees English Language Development teachers and provides instructional expertise and guidance. In addition, Boston Prep has made positive adjustments to scheduling and courses for our English learning students to ensure they have equitable access to other grade level courses and high quality instructional materials in all classes. Offering an ELD Humanities class has been a positive improvement that we anticipate will continue to yield positive student achievement results. In addition, our ELD teachers participate in professional development and attend specific conferences to improve their practice. Highly effective teachers and a robust multi-lingual education model improves our recruitment and retention with our English language learner population.

Low Income

- School percentage: 10.80%
- 1 Standard Deviation percentage: 15.72%
- The rate of attrition for students in the **low income** group is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste here the list of strategies from the final version of last year's annual report. If the rate of attrition for students in the low income group is **at or below** the 1 Standard Deviation percentage, no enhanced or additional strategies are required.
- The school offers various enrichment activities, from sports and arts programs, to off-site career trips and cultural trips in the high school, as a means of offering high-quality programs for students. The school will offer substantial enrichment and athletic programming for students. We continue to expand these offerings with additional electives, including more AP courses, and a growing range of course selections for high school students.

Enhanced/additional strategies to be used in 2026-27

- ☐ If the rate of attrition for students in the low income group is **above** the 1 Standard Deviation percentage, additional and/or enhanced strategies are required. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

N/A

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.
- Professional development at Boston Prep strives to build teachers' skills at engaging all of our students, including those who have the most challenges with accessing the material, in rigorous academic programming. Student engagement promotes academic success, and students' sense of belonging which ultimately drives our student retention rates. Boston Prep faculty participates in multiple hours of professional development during August orientation and weekly sessions of faculty meetings during the school year regarding strategies for effectively engaging students in mastering rigorous material.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.
- Boston Prep utilizes an academic support model of targeted instruction in small groups to promote student achievement. This includes close monitoring and frequent communication with an advisor, guidance counselor, culture dean, and family liaison. Boston Prep allocates time for faculty, students, and families to build meaningful relationships and partner effectively to ensure student success. This year, Boston Prep emphasized collaboration with various alternative schools and job programs in Boston through site visits, staff communication, and working strategically across schools to best serve at-risk students. In addition, Boston Prep has deployed various models of credit recovery to support students who are off track from meeting graduation requirements. In 2024-2025, Boston Prep piloted a new attendance policy to improve student achievement and tie physical attendance more closely to academic persistence. We also employ robust socioemotional support for students including a Health and Counseling team of two nurses, three social workers, two social work interns and a school psychologist to address students emotional wellbeing and overall health. Boston Prep has worked with these students regarding their attendance and has explored multiple strategies to help them come to school, including yellow bus private transportation, mental health supports etc.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Students Who Have Dropped Out of School

Complete this section only if the school serves students aged 16 and older.

Strategies used in 2025-26 that will be continued in 2026-27

- ☐ Copy and paste here the list of strategies from the final version of last year's annual report if those strategies are still relevant. Revise strategies as needed.
- We are diligent about following up on all of our students who are chronically absent from school and expend resources on outreach to them and their families, leverage peer support and faculty relationships and work with our Persistence and College Counseling team to determine the whereabouts of disengaged students, as well as to connect them with community resources and alternative education programs that might be better fit for their education goals and needs.

Enhanced/additional strategies to be used in 2026-27

- ☐ List additional and/or enhanced strategies as needed.

N/A

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster and Staff Attrition Data

- ☐ Complete the table below. Add or remove rows as necessary. (For schools that are part of a network, please include key network staff who are employees of the public charter school.)

Administrative Roster During the 2025-26 School Year

Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Meekerley Sanon	Executive Director	7/1/2022	7/31/2026
Rob Rametti	Chief Academic Officer	7/1/2023	7/31/2026
Vanessa Shiu	Chief Operating Officer	8/1/2022	
Tyler Martin	Chief Financial Officer	8/1/2023	
Aaron Canto	Director, The Persistence Project	8/1/2019	
Sharon Noraky	High School Principal	8/1/2025	
Caitlann O'Dell	Middle School Principal	8/1/2025	

- ☐ Please make sure your district/school profile and directory administration are up to date with the correct names and contact information for key leaders. Please ask your school's [directory administrator](#) to update this data in the Directory Administration. Your directory administrator can contact Lee DeLorenzo at Lee.DeLorenzo@mass.gov or 781-338-3227 for assistance.
- ☐ Complete the tables below. Add or remove rows as necessary. Departures refer to an employee no longer working at the school or network. Departures should not include reassignment or transitions to other roles within the school or network. Reasons for departure may include, but not be limited to, the following: termination or non-renewal of employment contract, or employee chose to end employment.

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
63	7	17	Position eliminated, non-renewal, Resignation, Personal, other employment in education

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
76 (plus 4 interns)	5	16	Position eliminated, non-renewal, Resignation, Personal, other employment

Information About the Board of Trustees

☐ Complete the table below. Add rows as needed.

- Responses in the *Position on the board* column should indicate if the individual trustee is serving as a board officer, committee officer, staff representative, parent representative, student representative, or a school leader who also serves on the board.
- If a trustee named below is no longer serving on the board as of July 1, 2026, please clearly indicate their resignation date in the *Length of each term* column.

Board Membership During the 2025-26 School Year

Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Kim Borchert	Chair	Governance, Finance, Development, Outcomes	2	06/22-06/25 06/25-06/28	2031
Claire Newton	Vice Chair	Development (Chair), Governance	3	06/17-06/20 06/20-06/23 06/23-06/26	2026
Bryant Jones	Treasurer	Finance, Governance	2	06/20-06/23 06/23-06/26	2029
David Russell	Co-Treasurer	Finance (Chair)	1	06/24-06/27	2033
Natalie Branch-Lewis	Secretary	Outcomes	3	08/19-06/22 06/22-06/25 06/25-06/28	2028
Sarah James	Trustee	Governance, Outcomes (Chair)	3	06/17-06/20 06/20-06/23	2026

				06/23-06/26	
Josh Johnson	Trustee	Governance	1	06/22-06/25 06/25-06/28	2031
Jovinson Ripert	Trustee	Finance	2	06/20-06/23 06/23-06/26	2029
Vanessa Lipschitz	Trustee	Outcomes	2	12/20-06/23 06/23-06/26	2029
Mayeti Gametchu	Trustee	Governance	1	06/24-06/27	2033
Jon Beck	Trustee	Outcomes	1	06/24-06/27	2033
Thomas Huff	Trustee	Development, Outcomes	1	06/24-06/27	2033
Vanessa Centeio	Staff Trustee	Development	1	12/25- 06/28	2034
Katheline Dumornay	Staff Trustee	Development	1	12/25-06/28	2034
Jeanette Nobles	Family Trustee	Outcomes	1	12/25-06/28	2034
Sari Laberis	Trustee	Outcomes	1	03/26-06/28	2034

- ☐ Please make sure your records within the Board Member Management System (BMMS) are up to date with the correct status, positions, and email addresses for all trustees. Please ask your school's BMMS portal user to update this data in BMMS. School leaders or BMMS portal users can contact James DiMaio at James.DiMaio2@mass.gov or 781-338-3228 for assistance.
- ☐ Please make sure the board's roster on the school's website accurately reflects current board membership.
- ☐ Please **link** the text below (board and committee meeting notices) to the page on the school's website where board and committee meeting notices are posted. Posting meeting notices on the school's website is required by the [Open Meeting Law](#).

○ **Board of Trustee and Committee Meeting Notice**

- Charter school boards of trustees must also notify the Attorney General's Office of the website where meeting notices are posted and file a copy of each meeting notice with the regulations division of the Secretary of State's Office. Instructions are provided in the [Open Meeting Law Guide](#) (download).

Appendix D: Additional Information

Complaints

- ☐ Schools are expected to post contact information for the board of trustees on the school's website. Please hyperlink the text below (Board of Trustees Contact Information) to the page on the school's website with the board of trustees' contact information.

[Board of Trustees Contact Information](#)

- ☐ Please use the table below to summarize any written complaints received by the board of trustees during 2025-26, pursuant to the state's charter school regulations, 603 CMR 1.09. The summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved. If the board of trustees did not receive any written complaints during 2025-26, please state that here. **Please do not leave this section blank.**

Summary of Complaints

Date	Summary of Complaint	Summary of Complaint Resolution
6/2/26	A parent reached out to the Board of Trustees with concerns about her students' special education service. The parent also filed the same complaint with DESE's Problem Resolution System (PRS)	The board voted to defer to the PRS investigation in order to avoid conducting a parallel investigation that might compromise the process.

Conditions

- ☐ If the school is operating with one or more conditions, either with or without a designation of probationary status, complete the table below. Add rows as needed. Please list each condition and summarize the school's efforts in 2025-26 to address the concern that resulted in the condition.

Please note: If the school is operating with a condition requiring the school to submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific strategies for residents of the school's charter region, please briefly describe those strategies here to report on the condition. This is in addition to the requirements to submit Appendix B: Recruitment and Retention Plan.

Efforts to Address Concerns Resulting in Conditions

Condition	Actions Taken by the School in 2025-26 to Address the Concern That Resulted in the Condition
N/A	

Accelerating Achievement

- ☐ If the school has been identified for participation in the Accelerating Achievement Partnership, please include in this section of the annual report all the information that charter schools are expected to provide to the Department by the July 31 deadline.

N/A

Supplemental Information About Student Achievement

- ☐ For schools operating with conditions related to academic performance, schools whose accountability percentile in 2025 was 33 or lower, and schools without an accountability percentile in 2025, **please attach the tables or visuals the school used to analyze overall student performance outcomes, specifically for non-statewide results.** See *Criterion 5: Student Performance* for further instructions about what to include. For alternative charter schools and other charter schools that use non-statewide assessments as measures in your Accountability Plans, please reference *Appendix A: Accountability Plan Evidence 2025-26* as appropriate. It is not necessary to present the same information both here and in *Appendix A*.

Any attachments should be explicitly referred to in the text of the report and must be directly relevant to that part of the text. Attachments do not count toward the 25-page maximum.

N/A

Appendix E: Financial Statements

Unaudited FY26 Income Statement

Profit and Loss

July 2025 - June 2026

		Total
Income		
Total 4000 DOE Tuition	\$	19,323,372.00
Total 4100 Nutrition Funding	\$	507,303.35
4205 Tech Replacement Fee Income		773.54
Total 5000 Grants Revenue	\$	878,400.00
5300 Private Revenue		675,000.00
Total 5400 Student Services	\$	24,292.53
Total Income	\$	21,409,141.42
Expenses		
Total 6000 Salaries and Related	\$	12,801,879.56
Total 6001 Payroll Taxes	\$	372,128.62
Total 6002 Benefits	\$	1,956,275.43
Total 6080 Utilities	\$	288,223.15
Total 6081 Rent	\$	1,908,482.13
Total 6200 Professional Fees	\$	813,639.34
Total 6279 Recruitment	\$	178,024.96
Total 6300 School/Student Expenses	\$	1,992,031.51
Total 6400 Gen & Administration	\$	630,076.00
Total 6500 Plant Maintenance	\$	607,181.75
Total Expenses	\$	21,547,942.45
Total Other Income	\$	178,121.35
Total Other Expenses	-\$	242,363.00
Net Other Income	-\$	64,241.65
Net Income	-\$	203,042.68

Unaudited FY26 Balance Sheet**Balance Sheet**

As of June 30, 2026

	Total	
ASSETS		
Current Assets		
Total Bank Accounts	\$	4,907,256.47
Total Accounts Receivable	\$	3,057,369.79
Total Other Current Assets	\$	270,143.06
Total Current Assets	\$	8,234,769.32
Fixed Assets		
Total Fixed Assets	\$	24,207,574.51
Other Assets		
Total Other Assets	\$	838,139.74
TOTAL ASSETS	\$	33,280,483.57
LIABILITIES AND EQUITY		
Current Liabilities		
Total Accounts Payable	\$	2,019,574.80
Total Credit Cards	\$	107,826.16
Total Other Current Liabilities	\$	1,228,760.84
Total Current Liabilities	\$	3,356,161.80
Long-Term Liabilities		
Total Long-Term Liabilities	\$	24,449,482.08
Total Liabilities	\$	27,805,643.88
Equity		
3910 Net Assets		5,652,463.37
Temp Restricted		25,419.00
Net Income		-203,042.68
Total Equity	\$	5,474,839.69
TOTAL LIABILITIES AND EQUITY	\$	33,280,483.57

Approved FY27 Budget

Budget approved by the Boston Prep Board of Trustees on June 24, 2026.

Students	2027
Total Students	670

Revenue	2027
Tuition	\$ 19,714,080
Other Revenue	\$ 25,000
Government	\$ 2,179,715
Private Sources	\$ 400,000
Revenue Total	\$ 22,318,795
Per Student	\$ 33,312

Costs	2027
Salaries	\$ 13,050,181
Benefits	\$ 1,974,311
Other Personnel Expense	\$ 989,807
Operating Expense	\$ 1,388,243
Instructional Expense	\$ 631,000
Student Services Expense	\$ 1,241,000
Facility and Operations Expense	\$ 1,637,418
Rent	\$ 1,840,491
Depreciation and Amortization	\$ 263,347
Cost Total	\$ 23,015,797
Per Student	\$ 34,351.94

Cash Flow Reconciliation	2027
Net Income	\$ (697,002)