

Annual Report 2024-2025

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Introduction to the School

Boston Preparatory Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Hyde Park, MA
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	1
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014, 2019, 2024
Maximum Enrollment	700	Chartered Grade Span	6-12
Mission Statement: Boston Prep prepares students to succeed in four-year colleges and embody, in thought and action, lifelong ethical growth.			

Letter from the Chair of the Board of Trustees

Dear Friends,

The 2024–2025 school year was a powerful reminder that when a community remains united in purpose, transformational growth is possible. With renewed focus and momentum, Boston Prep remained grounded in our mission to prepare students for **success in four-year colleges** and to **embody lifelong ethical growth**.

Throughout this past school year, our work was anchored in three central commitments:

- **Persistence to, through, and beyond college:** The Persistence Project remained at the heart of Boston Prep’s mission this year. Our work is grounded in the belief that true college success is measured not by admission to a four-year college alone, but by graduation. Boston Prep alumni are earning their bachelor’s degrees at a rate nearly four times higher than their peers from similar economic and demographic backgrounds. This year, we served more seniors than ever before and expanded key supports that help our students succeed in college and beyond. From breaking down financial barriers to helping reduce student loan debt, our Persistence work is opening doors for scholars to reach their full potential.
- **Lifelong Ethical Growth:** We continued to nurture the ethical development of our students that extends far beyond their time at Boston Prep. Through our Ethics curriculum for grades 6–12, students engaged with real-world issues, reflected on their values, and strengthened their social-emotional awareness. We supported students in accessing life-changing summer enrichment programs and offered travel experiences that fostered global citizenship and brought classroom learning to life. Across clubs, athletics, and extracurriculars, students practiced leadership, teamwork, and empathy.
- **Literacy as the Key to Empowerment:** We deepened our commitment to literacy as a foundation for critical thinking, equity, and lifelong learning. With the majority of our students coming from historically marginalized backgrounds, we prioritized practices that close gaps and expand opportunity. We integrated the science of reading into our curriculum to ensure all students built essential skills and strengthened comprehension. Our newly reimagined library supported this work by increasing access to engaging, high-quality texts. Literacy remained central to our mission of empowering every student to thrive in college and beyond.

As we move through the 2024–2025 school year, we invite you to continue walking beside us in this work. Together, we are not only preparing students for college—we are **empowering tomorrow’s ethical leaders**.

Sincerely,



Kim Borchert, Board Chair

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Boston Prep has defined four key design elements that drive our successful approach:

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

A. Academic Program Overview (2024–2025): In the 2024–2025 school year, our charter school continued to deliver a rigorous, college-preparatory academic program that emphasizes high expectations, strong instructional practices, and targeted support for all students. Grounded in equity and excellence, our academic program remained aligned to the Massachusetts Curriculum Frameworks and designed to prepare all students for success in college and beyond.

B. Curriculum and Instruction: The school's curriculum remained standards-based and vertically aligned across grades, with a clear focus on literacy, numeracy, scientific reasoning, and historical inquiry. Students engaged in a rich array of core academic subjects—including English Language Arts, Math, Science, and History.

Instructional delivery emphasized consistency and structure, incorporating whole-class lessons, small-group work, direct instruction, and opportunities for independent practice. Teachers implemented strong instructional routines such as “Do Nows,” guided notes, and exit tickets to ensure clarity and maximize learning time. As part of our instructional model, academic habits and discourse were embedded across classrooms to promote critical thinking, reflection, and student ownership of learning.

During this school year, we continued to prioritize the development of our teaching staff through weekly professional development, instructional coaching, and collaborative lesson planning. These practices ensured alignment between the curriculum and classroom instruction while allowing us to respond dynamically to student learning needs.

C. Assessment and Data-Driven Instruction: Our assessment system provided multiple data points to guide instruction and monitor student progress throughout the year. Students participated in interim assessments each quarter to measure

proficiency in priority standards, as well as weekly formative assessments to identify skill gaps in real time. In addition to internal benchmarks, students also completed state assessments, including MCAS, as part of our accountability system.

Instructional leaders and teachers used data from these assessments to identify students in need of additional support, modify lesson plans, and ensure targeted re-teaching opportunities were in place. Student growth and achievement data were regularly analyzed during departmental planning meetings and data coaching meetings.

- D. Supports for All Learners:** Our academic program was intentionally designed to support diverse learners and ensure equitable access to grade-level content. The school implemented a robust system that included high-quality, differentiated instruction in the general education classroom, targeted small-group instruction and academic intervention blocks during the school day, and intensive supports through Special Education, including push-in/pull-out services, 1:1 instruction, and social-emotional supports.

Special education students received services in accordance with their Individualized Education Programs (IEPs), and general education teachers collaborated closely with support staff to deliver accommodations and modifications in inclusive settings. English Learners received direct English language development instruction and support tailored to their language proficiency levels in and out of the classroom setting.

Additionally, the deans of support services monitored academic, behavioral, and executive functioning progress for students flagged as at-risk, coordinating cross-departmental conversation and interventions where needed.

- E. Continuity and Innovation:** While the 2024–25 academic program built on the foundational practices of previous years, new initiatives were introduced to improve outcomes and strengthen coherence. These included:

- ☐ Updates to curriculum maps and pacing guides to better align with priority standards and assessment expectations.
- ☐ Implementation of updated IEP compliance protocols and service tracking.
- ☐ Ongoing training on trauma-informed teaching practices and universal design for learning (UDL). These refinements strengthened our capacity to serve all students effectively and support their academic and personal growth.

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

At Boston Prep Charter Public School, our continued pursuit of a student culture anchored in both academic excellence and personal growth remains a cornerstone of our community. We are steadfast in our belief that cultivating the virtues of courage, compassion, integrity, perseverance, and respect prepares students not only for success in college but also for ethical and purposeful lives beyond our walls.

Through the implementation of the following programmatic elements, we created an environment that supports both academic excellence and the development of virtues, helping our students become well-rounded individuals ready to contribute positively to society.

A. 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.

B. Ethics Education for Every Student: 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.

C. Compass Circles: Each week, students and staff come together in Compass Circles—small, intentional groups designed to deepen relationships and reflect on the values in our Portrait of a Graduate. These spaces foster trust, empathy, and vulnerability. 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.

D. Culture Systems that Reinforce Virtues: We know that culture is sustained through intentional recognition. 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.

E. 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:

1. **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.
2. **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.
3. **Financial Literacy:** In SY25 we secured a grant to partner with Early Investors and other community partners to host a Financial Literacy Fair for high school students. The fair was designed to be interactive and featured budget simulations to help students understand how to make informed financial decisions and navigate marketing tactics. Each student received a budget based on their chosen career path which they researched ahead of time. During the fair, students used their budgets to make decisions on topics such as financial goal setting, debt management, banking, taxes, and investing.
4. **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.
5. **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

- A.** The Persistence Project continues to provide targeted, individualized counseling to all students and alumni. This past academic year, we welcomed the return of 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. 99% of seniors applied to a 2- or 4-year program at the conclusion of 12th College Prep Seminar, and 93% remained committed to their intended plan come June 2025. Additionally, 97% 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 (63% of the Class of 2025 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.
- B.** 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. This year, we saw 85% of the Class of 2024 matriculate to a 2- or 4-year program and look to improve on those numbers for our recent alumni cohort. 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. Lastly, we continue to think about the value and

importance of career within this space. In January 2025, we held our 2nd consecutive career networking event, where we welcomed over 60 high school students and alumni to connect with a variety of professionals in healthcare, tech, education, and law.

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 (2024-25)) to the page in Profiles with the school's data. For example, here is the [link](#) to the page with enrollment data by race/ethnicity for Abby Kelley Foster Charter Public School.
 - [Enrollment by Race/Ethnicity \(2024-25\)](#)
- Please hyperlink the text below (Selected Populations (2024-25) to the page in Profiles with the school's data. For example, here is the [link](#) to the page with enrollment data for selected populations for Abby Kelley Foster Charter Public School.
 - [Selected Populations \(2024-25\)](#)
- Please hyperlink the text below (2023-24 Student Discipline Data Report) to the page in Profiles with student discipline data for your school for 2023-24. For example, here is the [link](#) to the page with student discipline data for 2023-24 for Abby Kelley Foster Charter Public School.
 - [2023-24 Student Discipline Data Report](#)

Criterion 4: Dissemination

Using the table below, provide evidence of how the school has ***shared innovative models for replication and best practices with other public schools in the district where the charter school is located***¹ during the 2024-25 school year. Dissemination efforts may also include sharing innovative models and best practices with other 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 necessary.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	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 and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	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.)
Implementation of Core Instructional Changes	Barr Foundation Portrait of a Graduate, Learning Community	Chief Academic Officer HS Principal	Representatives from Lowell High School	Visit Best Practice Powerpoint  24-25 PoG PLC R...

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.” MGL 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”).

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, 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.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	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 and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	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.)
Aligned to a District-wide Portrait of a Graduate	Fall School Visit and Convening	Chief Culture & Equity Officer	Margarita Muniz Academy Danbury Public Schools Franklin School District	
Implementation of instructional practices related to Teach Like a Champion and curriculum adoption.	Classroom school visits and debrief session.	Chief Academic Officer HS Principal Executive Director	Two leaders from Fundación Astoreca, a group of charter schools in Chile that focus on supporting low-income and vulnerable student populations through school and into a higher ed program.	They were visiting Boston based charter schools in an effort to capture best practices that they could bring back to their network of charter schools in Chile.
Development of cross-functional and intersectional dialogues among students from different backgrounds.	School visit and joint student event	MS Principal; MS DOO; MS Deans + History Dept Teachers	Middle School leaders and students from Abington Middle School	Our students participated in the <u>Playbook Initiative</u> , which encourages dialogue amongst students related anti-racism and bias-prevention.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	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 and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	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.)
Best practices associated with Operations	Boston Collegiate Charter School Operations Team came to observe our systems and processes. They also interviewed and spoke with our team and shared practices.	Chief Operations Officer, MS Director of Operations, Family Operations Manager	Boston Collegiate COO, DOO, Operations Managers (Boston, MA)	Peer school was able to consider systems and practices to consider adopting at their school.
Best Practices associated with curriculum adoption.	Brooke Charter Academic Leadership Team came to observe our classrooms. They also interviewed and spoke with our team and shared practices.	DoAP, Support Services Director, CAO	Brooke Charter (Boston, MA)	Best practices sharing: Curriculum Adoption Process
Best practices related to supporting students to and through college graduation.	OneGoal Massachusetts Partnership Summit, in person at UMass Boston. Aaron Canto led a workshop called "Quality Advising Matters" and co-facilitated a workshop called "Life Post-Affirmative	Director of Persistence	The OneGoal Summit brought together K-12 leaders, higher education professionals, non-profit organizations, and those working in government/public policy	Materials associated with the presentation and workshop.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	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 and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	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.)
	Action"			
Best practices related to character development at Boston Prep	Classroom visits to Ethics classes in both Middle and High Schools.	Chief Culture & Equity Officer; Chief of Staff	Leaders from the Singapore Ministry of Education	Resource sharing with members of the Singapore Ministry of Education related to character development and ethics.

Academic Program Success

Criterion 5: Student Performance

Here is a link to the school's 2023-2024 report card:

<https://reportcards.doe.mass.edu/2024/DistrictReportcard/04160000>

Please note the 2024-2025 Report Card does not get publicly published until after DESE review per regulations.

2024 School Report Card

Given that Boston Prep's 2024 accountability percentile is above 33, the school is not required to submit an analysis of state or non-statewide assessment results. As such, we are opting not to provide a detailed narrative in this section.

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 2024-25 school year.

Curriculum

At Boston Prep, we prioritize fostering inclusive learning and academic excellence through our rigorous curriculum internalization process. Our dedicated educators work diligently to internalize curriculum that aligns with the Massachusetts Curriculum and Next Generation Science. In some of our AP classes, our teachers create curriculum aligned to the College Board Standards. However, our commitment goes beyond mere alignment; we strive to craft engaging and relevant lessons that cater to our students' intellectual curiosity and affirm their identities.

As we continue to navigate the lasting impacts from COVID, we are constantly evolving our instruction and curriculum. We are reinforcing strong academic habits via the curriculum we have selected. Teachers focus on academic writing, speaking and reading via all content areas.

This comprehensive review allowed us to identify areas for improvement and refine our curriculum to better meet the needs of our diverse student body. By aligning our curriculum with state standards, we create a cohesive and robust educational experience for our students. As part of this effort, we made significant investments in high-quality instructional materials, such as Desmos, English 3D, Reading Reconsidered, Illustrative Math and OpenSciEd science curriculum. These research-based and standards-aligned curriculums not only engage students in scientific exploration but also celebrate diversity by incorporating diverse perspectives and experiences. This work has laid the foundation for additional curriculum audits and observations.

Furthermore, our extended learning time provided us with valuable opportunities to offer robust academic and behavioral support to our students. In SY25, Boston Prep partnered with iReady

to provide targeted instruction and interventions. We thoughtfully planned for small group instruction, dedicating three to four sessions per week, totaling 120 minutes, for targeted and data-driven instruction. This approach enabled us to address individual barriers and provide additional support, practice, and access to grade-level tasks. Collaborating with school, grade level and department teams, this focused support structure ensured that every student received the necessary assistance to thrive academically.

Instruction

As a Common Core-aligned, college preparatory school, Boston Prep classrooms are backwards-planned from both the corresponding external assessments and independent, inquiry, discussion and text-based classrooms students experience in college. We remained committed to relevant, engaging learning tasks and grade level work to accelerate student learning. As such, the instructional activities and timing of whole group instruction, guided, group or independent practice vary from day to day with timing and sequencing intentionally planned to best engage students in the learning and practice of skills.

At Boston Prep, we believe that all students can achieve at high levels. By shifting the cognitive load to students and helping to encourage and engage students in the process of learning, teachers are consistently measuring and assessing their students' progress toward mastery of daily objectives and curricular standards. Through the consistent application of best practices and Boston Prep principles of instruction, students build the requisite skills and content knowledge over the course of their educational career at the school, leading to success at a 4-year college and embodiment and pursuit of life-long ethical growth.

Teacher's instruction is guided by their instructional coach. Instructional coaches ground their practice in the works of Paul Bambrick - Santoyo, Doug Lemov, Zaretta Hammond and Elena Aguilar. Our instructional coaches receive feedback from our academic leadership team.

Assessment and Program Evaluation

As a learning organization, Boston Prep uses a robust set of data inquiry practices to evaluate student outcomes and the effectiveness of our program. In SY25, Boston Prep made the shift away from a semesterized assessment to quarterly interim assessments. Interim assessments allow teachers and leaders to monitor student progress on grade-level content throughout the year. They allow educators to reframe their thinking from "did we teach it?" to "Did the students learn it?" Administering IAs will be part of a larger data-driven instructional cycle.

An additional section of the instructional cycle is our data analysis. Data informs curricular and instructional changes needed to drive student achievement. Both formal and informal assessment results are examined to identify the causes of both strengths and shortcomings, allowing for effective instruction on what students most need to learn. Feedback is provided to students in a timely manner allowing them to learn from their mistakes, address misconceptions and provide additional practice opportunities. Various departments have moved to using

standards aligned rubrics and this process has empowered our students to give themselves feedback.

In order to illuminate skills in need of additional instruction, either as a whole class re-teach or more targeted during small group instruction, and as a strategy and intervention to continue to accelerate learning this school year. Via our partnership with iReady, we administered progress monitoring assessments three times during the school year. These assessments results were analyzed and used to adjust instruction and plan for the following year.

Though grades and gradebooks support data related to GPA and promotion, at Boston Prep we believe data from student work should be collected and examined on a consistent basis in order to ensure student learning and opportunities for practice and re-teaching of content and skills. Weekly grading deadlines are in place for all teachers to ensure updated and accurate grade reports to families and students. Data tables and dashboards are shared with various school leaders, and are used to inform discussions and coaching weekly. While quizzes, tests, papers, and essays offer tangible evidence of progress and student achievement, it is just as important to constantly monitor student understanding, checking informally for understanding throughout lessons. Teachers are encouraged through coaching to use a variety of informal methods to check for understanding, including questioning, active feedback, stop and jot, slates, technology and signal cards. We utilize daily exit tickets to gather informal data and adjust lessons.

Our assessment system provided multiple data points to guide instruction and monitor student progress throughout the year. Students participated in interim assessments each quarter to measure proficiency in priority standards, as well as weekly formative assessments to identify skill gaps in real time. In addition to internal benchmarks, students also completed state assessments, including MCAS, as part of our accountability system.

Instructional leaders and teachers used data from these assessments to identify students in need of additional support, modify lesson plans, and ensure targeted re-teaching opportunities were in place. Student growth and achievement data were regularly analyzed during departmental planning meetings and data coaching meetings.

Support for Diverse Learners

Student with disabilities:

In the 2024–25 school year, Boston Prep’s Special Education Department remained deeply committed to fostering inclusive, equitable, and rigorous learning environments for students with disabilities. Grounded in our belief that disability is a form of diversity and that all students deserve access to high-quality instruction, we continued to implement best practices in curriculum, instruction, and student support.

Students received services through co-taught classes, small-group instruction, and individualized support. Special educators partnered with general education teachers to modify curriculum, deliver IEP-aligned instruction, and implement accommodations and modifications in

line with each student's needs. Progress was monitored through Student Academic Monitoring Sheets (SAMS), and families were regularly engaged in the review of student growth.

Targeted Intervention Periods

A key feature of our academic program this year was the integration of tailored intervention blocks for students receiving special education services. These dedicated periods provided opportunities for targeted re-teaching, skill-building aligned to IEP goals, and executive functioning support. Intervention time was flexibly scheduled to ensure students could access core academic content while also receiving intensive support in reading, writing, math, or social-emotional skill areas. This structure allowed case managers and interventionists to address student needs proactively and ensure alignment with annual IEP goals.

Throughout the year, we also strengthened our programming by enhancing co-teaching practices, refining compliance procedures, and offering professional development in SMART goal writing, behavior intervention strategies, and inclusive instructional practices.

English Language Learners

The mission of the ELD program at Boston Prep is to help students who speak or are exposed to another language at home to be able to use English to excel in academic, professional, and personal settings.

All new incoming students to Boston Prep fill out a Home Language Survey. A screening test is administered to students whose survey indicates a language other than English spoken at home in order to determine language proficiency, using either their most recent ACCESS score, or the WIDA Screener.

Boston Prep's program follows the SEI model, with two components:

- Direct ELD instruction, in a separate pull-out class and, for some students, via additional push-in during core content classes, an ELD teacher helps students to develop social and academic language skills that may be used across all content areas.
- Sheltered Content Immersion. In the general education class, content teachers use approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to master content standards.

Boston Prep's ELD curricular plan for grades 6, 7, 8 and for high school is anchored by the Department of Elementary and Secondary Education Model Curriculum Units for ELD and English 3D by HMM. For Level 2, Boston Prep uses a modified curriculum that draws from the students' corresponding ELA class at Boston Prep. The curriculum for all grades and levels incorporates teacher-developed materials and lessons, in addition to those included in the DESE and Paideia units. Teachers develop the curriculum based on students' levels, interests, and academic and personal goals, and, in the middle school, history and ESL teachers collaborate together to link units of content. The curriculum is designed to develop literacy skills,

and addresses the development of all domains – speaking, listening, reading, and writing. It is aligned to the WIDA standards.

While performance remains mixed across subgroups, we are closely monitoring growth for students with disabilities and multilingual learners through targeted interventions and subgroup-level data tracking. For example, we saw a 17% narrowing in GPA gaps for MLs in grades 6–8

Organizational Viability

Criterion 10: Finance

- Provide an unaudited FY25 statement of revenues, expenses, and changes in net assets [See Appendix E](#)
 - a. This statement should set forth, by appropriate categories, the revenue and expenditures for FY25 (July 1, 2024, to June 30, 2025) in *the same format and using the same line items that will be included in the audited statement*.
 - b. 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.

Note: An independent audit for the year ending June 30, 2025, must be filed with the Department and the State Auditor **by October 31, 2025**.

- Provide a statement of net assets for FY25 [See Appendix E](#)
 - a. 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*.
 - b.
- Provide an approved school budget for FY26. [See Appendix E](#)
 - a. Provide a detailed copy of the school's budget for FY26, including similar details that are included in the school's audited financial statements.
 - b. Provide the date the board of trustees **voted to approve** the FY26 budget.
 - c. Please complete the table below with information from your budget submission and the spring 2025 pre-enrollment process.

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	700
Number of students upon which FY26 budget tuition line is based	690
Number of expected students for FY26 first day of school	700
Please explain any variances: <i>We are budgeting conservatively by 10 students as we know we will have some movement throughout the school year and some of our grade waitlists are smaller and we may not be able to replace students who leave.</i>	

- Provide information on current or future capital plans by completing the table below.

- a. If the school does not have planned capital projects for FY26, **please explicitly state this.**
- b. 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.

Table: Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Land Development	Pre-development	8/15/2026	\$200,000.00	Annual Reserve Funds
Technology Upgrade	In Progress	7/31/2026	\$250,000.00	Annual Reserve Funds
Furniture and Equipment	In Progress	7/31/2026	\$25,000	Annual Reserve Funds
Leasehold Improvements	In Progress	7/31/2026	\$25,000	Annual Reserve Funds

**Add rows as necessary*

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

	2024-25 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 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.			
Measure: 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	53%
		Students with disabilities	31%
		Multilanguage learners	32%
		Male	47%
		Female	57%
		African American	56%
		American Indian or Alaska Native	0%
		Asian	100%
		Latino or Hispanic	43%
		Native Hawaiian or Other Pacific Islander	75%
		Other	60%
White	40%		
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)	NM	All Students.	32%
		Students with disabilities	19%
		Multilanguage learners	3%
		Male	36%
		Female	28%

	2024-25 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.)	
The 75% of students will reflect the demographics of the school in regards to race, gender, students with disabilities, and multilingual learners.		African American	30%
		American Indian or Alaska Native	0%
		Latino or Hispanic	37%
		Native Hawaiian or Other Pacific Islander	0%
		Other	33%
		White	40%
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	All Students	36%
		Students with disabilities	38%
		Multilanguage learners	25%
		Male	38%
		Female	34%
		African American	37%
		Asian	100%
		Latino or Hispanic	37%
		Native Hawaiian or Other Pacific Islander	100%
		Other	24%
		White	0%
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%. (Currently, the gap in average GPAs between our general student population and our students with diverse learning needs is approximately 27%)	NM		
		At the end of the year, the gap is 26%	

	2024-25 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 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	83% 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	87% of Seniors passed the capstone. 89% 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.	M	82.2% of students agree on the EOY student experiences 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." <i>Survey completion rate: 60.83%</i>
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.	NM	85% 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	NM	Class of 2024; 84% of alumni had a member of the persistence team successfully speak with them twice this year.

	2024-25 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.)
following high school graduation.		
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 2023; at 8 months 65% are persisting at a 4yr college, 75% 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	57% TOC at BP vs 10% 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%.	NM	48% believe that the school has been supportive of their growth as a teacher.
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.	NM	Based on EOY data, Boston Prep will have retained 73.7% of its teachers who were offered a contract to return for the 2025-2026 SY.
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	55% of the 15 observations per teacher are done

Dissemination

	2024-25 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.	M	Over the course of the 2024-2025 school year, Boston Prep hosted over 5 organizations. In addition, leaders at Boston prep presented at conferences including the OneGoal Summit and the Barr Foundation's Fall and Spring Convenings.
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	Being part of the Barr Foundation's POG Working Group, Boston Prep hosted two school visits over the course of the 2024-2025 school year, allowing BPS colleagues to visit Boston Prep and engage in resource sharing.

*Add or remove rows as necessary

Appendix B: Recruitment and Retention Plan 2025-26

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 “List of charter schools that are located in districts that enroll 10% or more of English learners” document located on the [Department website](#). For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country’s “official” language in Cape Verde.

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.

Please note that if the school's Recruitment and Retention Plan is not approved by November 1, 2025, 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. This tool incorporates data and displays previously found in the Charter Analysis and Review Tool (CHART). The display and amount of information contained in the Charter School Dashboard is different from CHART. Please use the guidance to familiarize yourself with the new tool.
- Guidance on how to navigate the Charter School Dashboard to complete the Recruitment and Retention plan can be found under each section below.
- The Department has created a [Compendium of Recruitment Strategies](#) to assist schools when creating Recruitment and Retention Plans.
- Please contact charterschools@mass.gov if you require assistance with the Charter School Dashboard tool or the creation of the Recruitment and Retention Plan.

Recruitment Plan 2025-26

2024-25 Implementation Summary:
<p>Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.</p> <ul style="list-style-type: none"> • Boston Prep received a total of 772 applications for grades 6-10 in the 2024-2025 school year, for school year 2025-2026. This was a decrease of 110 applications from the previous year and parallels the declining application numbers we are seeing yearly. • Overall, this was a successful number of applications considering decreasing enrollment trends observed over the last several years in the city of Boston. We were able to maintain steady enrollment of 700 students throughout the duration of the 2024-2025 school 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, and various points throughout the 2024-2025 school year. Overall, this resulted in a total of 1,024 applications received by February 2025. • Boston Prep continued to engage in community outreach in targeted neighborhoods based on enrollment analysis from the current school year, mailed recruitment materials to rising 6-10th grade families within Boston

Public Schools, participated in charter school showcases, and hosted 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, Tet Boston Festival, and social media campaigns used by our charter peers.

- 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. Our recruitment events offered translation led by our Family Operations Manager and school tours led by our student ambassadors, some of whom are bilingual.

List the school's anticipated general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2025-26:

- In the 2024-2025 school year, Boston Prep used various engagement strategies to recruit incoming students for the school year 2025-2026. These included:
 - Home Mailings, such as postcards and welcome packets
 - Newspaper Advertising, both print and digital, including prominent Spanish newspapers in Boston
 - Social Media Campaigns on various platforms, including Facebook, Instagram, EventBrite, and BayState.
 - Open Houses with school information sessions and tours led by student ambassadors and including school leadership and faculty representatives
 - 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.

Directions for creating deliberate, specific strategies for the Recruitment Plan:

- A) Open [Charter School Dashboard](#) in order to fill in the Recruitment Plan template below.
- B) Navigate the Charter School Dashboard to input the school's enrollment data. For a tutorial on how to find the school's data and input it into the school's recruitment plan, click [here](#).

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
Students with disabilities	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 20.7%</p> <p>CI percentage: 18.7%</p> <p>The school above CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> According to data provided by the state, 20.7% of Boston Prep students have disabilities, which is an increase from the 2023-2024 school year and comparable to the 2021-2022 and 2022-23 school years. This figure is above the CHART Comparison Index and the state average (18.7%). We are proud to attract a student population that 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.
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. 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.</p>

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
English learners ⁸⁹	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 17.1%</p> <p>CI percentage: 18.4%</p> <p>The school is below CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed</p> <p>Copy and paste strategies here from last year's approved Annual Report.</p>
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <p>Strategy 1: Translated Recruitment Materials; 4 years</p> <p>In 2024-25, 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</p>

⁸ 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." *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school's recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district. Please note that a country's official language is not an acceptable substitute for the prevalent languages in the "List of charter schools that are located in districts that enroll 10% or more of English learners" document located on the Department website.* For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country's "official" language in Cape Verde.

⁹ Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website

Recruitment Plan – 2025-26 Strategies	
<u>Each student group should have its own set of specific and deliberate strategies.</u>	
<u>Do not repeat strategies below.</u>	
	<p>enrollment materials and application into numerous languages, including Cape Verdean Creole, Portuguese, Vietnamese, Simplified Chinese, and Traditional Chinese.</p> <ul style="list-style-type: none"> • <i>Strategy 2: Expanded Community Partnerships & Diversified Advertising; 3 years</i> <p>In 2024-25, 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.</p>
Low income	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 65.3%</p> <p>CI percentage: 63.9%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> At or Above CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
	<p>students and yellow school bus options to our students in grade 6-8; 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.</p> <p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Below CI: list additional and/or enhanced strategies needed. 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.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 Strategies</p> <p>Boston Prep serves a higher percentage of African American/Black students than the comparison index (59.9 versus 31.1 in 2024-2025.) This is similar to 2023-2024. 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.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2024-25 Strategies</p> <p>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</p>

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
	<p>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.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>
<p><u>Students who have dropped out of school</u></p> <p><u>*Only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2024-25 Strategies</p> <p>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.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>

Recruitment Plan – 2025-26 Strategies <u>Each student group should have its own set of specific and deliberate strategies.</u> <u>Do not repeat strategies below.</u>	
OPTIONAL¹⁰ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2024-25 Strategies</p> <p>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.</p> <p>2025-26 Additional Strategy(ies), if needed</p> <p>Provide additional and/or enhanced strategies needed.</p>

¹⁰ Perhaps consider students and families 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.

Retention Plan 2025-26

2024-25 Implementation Summary:

Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan.

- Boston Prep successfully implemented strategies outlined in our 2023-2024 recruitment plan.
- Our retention rate for 2024-2025 was 86.3%, which was a decrease in overall retention from the prior year (90.4% in 2023-2024).
- Boston Prep employed several strategies to ensure students' success both during their middle and high school years at Boston Prep and 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 fourth 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 2024-25, Boston Prep persisted 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. All students in grades 6-12 participated in a daily intervention using the I-Ready and Read 180 programs for math and reading support. All programming at Boston Prep, including all retention plan goals, were designed to serve all students.

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](#)).

Directions for creating deliberate, specific strategies for the Retention Plan:

- Open [Charter School Dashboard](#) in order to input the data into the Retention Plan template below.
- Navigate the Charter School Dashboard to input the school's attrition data.

- a. For a tutorial on how to calculate the school's overall student attrition rate, click [here](#).
- b. For a tutorial on how to find the school's data and input it into the school's Retention plan, click [here](#).

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	92%

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u> <u>*Do not repeat strategies below.</u>	
Students with disabilities	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 12.6%</p> <p>1 Standard Deviation: 21.49%</p> <p>The school's attrition is below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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.

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p>
English learners	
Limited English-proficient students	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 16.7%</p> <p>1 Standard Deviation: 27.87%</p> <p>The school's attrition is below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● Boston Prep invests robustly in supports 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.
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2024-25 school year. No retention strategies needed.</p>
Low Income	

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 14.50%</p> <p>1 Standard Deviation: 24.22%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At or below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> 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. Next year, we will expand these offerings with additional electives, including more AP courses, and a growing range of course selections for high school students. <p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> Professional development at Boston Prep strives to build teachers' skills at engaging our most challenging students in rigorous material. Student engagement promotes success, which ultimately drives our student retention rates. Boston Prep faculty participated in over 10 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. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.

Retention Plan – 2025-26 Strategies <u>Each group should have its own set of specific and deliberate strategies.</u> <u>*Do not repeat strategies below.</u>	
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • A very high percentage of our seniors are accepted into four-year colleges. Boston Prep continues to invest in substantial support for graduates, including a full-time Director of the Persistence Project, two alumni counselors and hardship grants for our alumni, ensuring that our alumni persist in college, as they did in high school. This year, we increased our investment in high school supports, including a full-time guidance counselor focusing on attendance, academic performance, course and credit support, and family outreach. We continue to have an on-site college counseling site for our alumni who were undergraduates in college. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	<p>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • We believe that strong school-family partnerships help drive retention. Boston Prep utilizes an advisory model to maintain frequent communication between school and home. Every child at Boston Prep is paired with an advisor. Advisors and advisees meet weekly to monitor students' academic and personal progress. In addition, our Deans proactively engage students and families to increase attendance and support student behavior needs. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
OPTIONAL¹¹	<p>(g) Continued 2024-25 Strategies</p>

¹¹ Perhaps consider students and families 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.

Retention Plan – 2025-26 Strategies <u>Each group should have its own set of specific and deliberate strategies.</u> <u>*Do not repeat strategies below.</u>	
<u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<ul style="list-style-type: none"> ● N/A <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

- Complete the table below. (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 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Meekerley Sanon	Executive Director/Charter School Leader	07/01/2022	
Robert Rametti	Chief Academic Officer	07/01/2023	
Vanessa Shiu	Chief Operating Officer	08/01/2022	
Tyler Martin	Chief Financial Officer	08/01/2022	
VaLonda Harris	Director of Culture & Equity	08/01/2023	
Aaron Canto	Director of Persistence Project	08/01/2019	
Lauren Bardsley	Chief of Staff	4/29/2024	05/31/2025
Tiffany Delaney	High School Principal	07/01/2024	07/31/2025
Jenine Jeffreys	Middle School Principal	07/01/2023	07/31/2025

*Add or remove rows as needed.

- 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 table below. 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 and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	57 Teachers	15 Teachers	0 Teachers	Resigned, contract not renewed
Other Staff	81 Other Staff	15 Other Staff	2 Other Staff	Resigned, terminated, contract not renewed

Information About the Board of Trustees

Board Membership During the 2024-25 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	1	06/22-06/25	2031
Claire Newton	Vice Chair	Development (Chair)	3	06/17-06/20 06/20-06/23 06/23-06/26	2026
Bryant Jones	Treasurer	Finance (Chair)	2	06/20-06/23 06/23-06/26	2029
David Russell	Co-Treasurer	Finance	1	06/24-06/27	2033
Natalie Branch Lewis	Secretary	Outcomes	2	08/19-06/22 06/22-06/25	2028
Amelia Cheers	Trustee	Development	3	06/16-06/19 06/19-06/22 06/22-06/25	2025
Dr. David Wolff	Faculty Trustee	Outcomes	1	06/22-06/25	2025

Board Membership During the 2024-25 School Year					
Sarah James	Trustee	Governance, Outcomes (Chair)	3	06/17-06/20 06/20-06/23 06/23-06/26	2026
Josh Johnson	Trustee	Governance	1	06/22-06/25	2031
David Berkley	Faculty Trustee	Outcomes	1	06/23-06/26	2026
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	Governances	1	06/24-06/27	2033
Jon Beck	Trustee	Outcomes	1	06/24-06/27	2033
Thomas Huff	Trustee	Development	1	06/24-06/27	2033

* Add rows as needed.

- 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 Notices](#)

Appendix D: Conditions, Complaints, and Attachments

Conditions (if applicable)

Boston Prep Charter Public School is not currently operating with any conditions as part of its charter. As such, there are no required updates to report in this section for the 2024–2025 school year.

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 2024-25, 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 2024-25, please state that here. **Please do not leave this section blank.**

Date	Summary of Complaint	Summary of Complaint Resolution
07-18-2025	A former senior employee submitted a written complaint to the Board of Trustees expressing concerns about executive decision-making, HR compliance and compliance to fiduciary protocols.	<p>The Board reviewed the concerns in executive session, consulted with legal counsel, and is in the midst of conducting an investigation.</p> <p>Resolution and corrective actions, if needed, are expected to occur by the end of the first quarter of the 25-26 SY.</p>

Attachments (if applicable)

Boston Prep's accountability percentile in 2024 was above 33. As such, this section is not required. Therefore, we have not included additional attachments related to non-statewide assessment analysis beyond what is already provided in Appendix A: Accountability Plan Evidence.

Appendix E: Financial Statements

Unaudited FY25 Income Statement

Profit and Loss

July 2024 - June 2025

	Total
Income	
Total 4000 DOE Tuition	\$ 19,258,371.76
Total 4030 Contributions-Individuals	\$ 413,286.00
Total 4100 Nutrition Funding	\$ 519,023.71
4205 Tech Replacement Fee Income	1,020.18
Total 5000 Grants Revenue	\$ 1,086,214.55
Total 5400 Student Services	\$ 7,476.04
Total 5500 Uniform Sales	-\$ 93.27
Total Income	\$ 21,285,298.97
Gross Profit	\$ 21,285,298.97
Expenses	
Total 6000 Salaries and Related	\$ 12,413,478.60
Total 6001 Payroll Taxes	\$ 393,098.41
Total 6002 Benefits	\$ 1,868,414.07
Total 6080 Utilities	\$ 300,674.76
Total 6081 Rent	\$ 2,140,708.09
Total 6200 Professional Fees	\$ 791,302.30
Total 6279 Recruitment	\$ 128,077.53
Total 6300 School/Student Expenses	\$ 2,519,567.43
Total 6400 Gen & Administration	\$ 778,160.75
Total 6500 Plant Maintenance	\$ 769,516.72
Total Expenses	\$ 22,102,998.66
Net Operating Income	-\$ 817,699.69
Total Other Income	\$ 240,927.87
Total Other Expenses	\$ 248,410.04
Net Other Income	-\$ 7,482.17
Net Income	-\$ 825,181.86

Unaudited FY25 Balance Sheet

Balance Sheet

As of June 30, 2025

	Total
ASSETS	
Current Assets	
Total Bank Accounts	\$ 7,200,809.69
Total Accounts Receivable	\$ 733,742.62
Total Other Current Assets	\$ 309,676.30
Total Current Assets	\$ 8,244,228.61
Fixed Assets	
Total Fixed Assets	\$ 25,435,853.98
Other Assets	
3915 Net Asset Transfer	838,139.74
Total Other Assets	\$ 838,139.74
TOTAL ASSETS	\$ 34,518,222.33
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	\$ 2,559,289.78
Total Credit Cards	\$ 8,067.59
Total Other Current Liabilities	\$ 658,565.67
Total Current Liabilities	\$ 3,225,923.04
Long-Term Liabilities	
Total Long-Term Liabilities	\$ 25,373,177.11
Total Liabilities	\$ 28,599,100.15
Equity	
3910 Net Assets	6,718,885.04
Temp Restricted	25,419.00
Net Income	-825,181.86
Total Equity	\$ 5,919,122.18
TOTAL LIABILITIES AND EQUITY	\$ 34,518,222.33

Approved FY26 Budget

Budget approved by the Boston Prep Board of Trustees on June 18, 2025.

Students	2026
Total Students	690

Revenue	2026
Tuition	\$ 19,115,760
Other Revenue	\$ 25,000
Government	\$ 2,288,779
Private Sources	\$ 400,000
Revenue Total	\$ 21,829,539
Per Student	\$ 31,637

Costs	2026
Salaries	\$ 12,694,728
Benefits	\$ 1,828,116
Other Personnel Expense	\$ 872,231
Operating Expense	\$ 1,357,506
Instructional Expense	\$ 668,500
Student Services Expense	\$ 1,191,178
Facility and Operations Expense	\$ 2,140,000
Rent	\$ 1,898,748
Depreciation and Amortization	\$ 289,845
Cost Total	\$ 22,940,853
Per Student	\$ 33,247.61

Cash Flow Reconciliation	2026
Net Income	\$ (1,111,314)