

Baystate Academy

Charter Public School

2024-2025 ANNUAL REPORT

August 1, 2025

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Baystate Academy Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Springfield
Regional or Non- Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) Renewed (if applicable)	2018, 2023
Maximum Enrollment	560	Chartered Grade Span	6 - 12
Mission Statement: <i>Baystate Academy Charter Public School is a college preparatory school that provides challenging academic standards in professional health career settings in order to prepare 6th -12th grade students in Springfield to be inspired leaders in the 21st century workforce.</i>			

Faithfulness to Charter

Mission and Key Design Elements

Baystate Academy educational design is based on the core principals of the **EL Education (formally known as Expeditionary Learning) model**. This year, we have continued to take focused and intentional steps to complete the full implementation of the EL model.

EL Education:

We continue to further implement all aspects of the EL educational model. Aspects of the model include the curriculum, specific instructional practices, cultural and character components, assessment, and characteristics of administrators. The EL model curriculum is built on cross curricular learning expeditions, case studies, projects, fieldwork, service learning, original research, critical thinking, problem solving, and character building. We define achievement as mastery of complex academic content and rigorous preparation for college. It also includes the creation of complex, authentic work and meaningful contributions to society. We measure our work through the lens of three dimensions of student achievement:

- Student Mastery of Knowledge and Skills as measured by student performance on MCAS.
- High Quality Student Work as measured by evidence drawn from an annual Quality Work Protocol focused on attributes of complexity, craftsmanship and authenticity.
- Student Character as measured by evidence of student data showing growth over time in essential character habits such as collaboration, effort and responsibility.

College and Career Readiness

Our focus as a **college preparatory school** is to prepare students to matriculate through college in pursuit of a career in healthcare or health sciences.

A college-focused culture is visibly present in our school, and includes posted college banners in the entrance and front lobby area, and the organization of student cohorts by both regional and notational college names. Our 11th and 12th graders annually create a list of their preferred colleges. This included the completion of a report on the rationale for choosing those colleges and what's required of the students for enrollment. Students across all grades also participated in class trips to colleges.

Evidence of this culture includes:

- 100% of the Class of 2025 seniors were accepted into two- or four-year colleges, with 60% attending a four-year institution and 37.5% attending a two-year college. Students earned a total of \$3.85 million in scholarships and grants and received acceptance from 55 different colleges including prestigious regional institutions such as UMass Amherst, Springfield College, Western New England University, and Worcester State University.
- School-wide college visits included institutions like Springfield College, UMass-Amherst, Western New England University, Westfield State, American International College, and Johnson & Wales University (RI). Partnerships with these colleges provided students significant exposure to college life and positively impacted their interest and pursuit of college acceptance.

Immersion in Healthcare Careers

We continue to increase our focus in the area of engaging our students with potential Healthcare Careers. A major element of this work is our school's Case Studies and Learning Expeditions (one per grade level per year) that primarily have a healthcare or health related focus. Learning expeditions are the signature EL Education curricular structure. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. They involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfictional text. Learning expeditions take multiple, powerful elements of the EL model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work.

- **Health Sciences:** We introduce students to healthcare through Project Lead the Way (PLTW), which provides a STEM-based, curriculum that gives students the opportunity to play the role of a biomedical professional. PLTW is a not-for-profit organization that develops STEM curricula for use by elementary, middle, and high schools. Through PLTW, students are able to investigate and study the concepts of human medicine, physiology, genetics, microbiology and public health. This program is a four-course sequence that prepares students to continue their studies through post-secondary education and careers. PLTW provides students with an opportunity to graduate from High School with college credit for completion of their Advanced Placement (AP) courses. Students who have successfully passed at least three exams (one AP exam, one PLTW exam, and another AP or PLTW exam) are eligible to receive the AP + PLTW Student Recognition in Biomedical Sciences.
- **Evidence:** In our 10th grade PLTW Human Body Systems course, students played the role of a Physical Therapist throughout the year. They were each assigned a 'patient' and as they have learned about the human body, they have learned about their patients symptoms and injuries. On January 10th they conducted an expedition showcase where they shared their PLTW Manikin and the care and rehabilitation plan they have made for their patients.

We maintained our partnership and this year, worked on establishing students to be enrolled in the Baystate Springfield Educational Partnership, (BSEP) program, a health career pathway program that introduces students to workplace-based experiences at Baystate Medical Center. BSEP guides students through experiences in health care careers by providing hospital-based learning experiences to explore different careers and engage in observations. We also have relationships with the Hispanic Nurses' Association and the MassHire Hampden County Workforce Board. Lastly, students take required courses in Health Careers Exploration and Public Health to round out their understanding of the array of health careers available and health related concepts and issues to explore in their post-secondary endeavors.

Student Character Development

Character and life habits are essential to being successful in college and, subsequently, in life. Our students' focused on essential skills such as (1) Team building/Collaboration, (2) Empathy/Compassion (3) Responsibility and (4) Wellness. These habits are developed through a variety of school structures, rituals, traditions, and ceremonies. The school has implemented the cultural and character aspects of EL. Each class spends a week in the beginning of the year reviewing school wide and classroom specific expectations that are posted in classrooms. A major focus to implementing the EL model is our focus on student character building.

Through our Habits of Scholarship (HOS), students are graded on the 5 qualities of HOS: Readiness, Respect, Perseverance, Collaboration and Integrity. These habits are operationalized in the following "I can" statements respectively: I can come to class ready to learn; I can actively and respectfully participate in class; I can assess and revise my work; I can contribute to the success of group work; and I can complete daily homework. For each of these HOS's, there is an accompanying rubric that outlines how students should perform and be graded. The HOS habits and rubric are posted in the school hallways and classrooms. Teachers incorporate these habits into their daily lesson plans.

As an EL Education school, culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become CREW, not passengers. CREW is a required, credit-based class for all middle and high school students. It meets five times a week with opportunities to expand this time within the flexible block schedule as needs arise. CREW class size does not exceed 13 students, which promotes a deep sense of community and belonging.

Evidence:

- This year 90% of students demonstrated proficiency in our Habits of Character for the School Year of 2025/26. Students received their HOC standards-based grades from their performance and participation in their Crew class period.
- We also saw significant growth across our entire staff in terms of their implementation of our Crew program and based on our monthly District Crew Walkthroughs, we saw staff improvement across all Crew core principal instructional categories by 20%. This is an exciting first step towards our continued growth as a Baystate Crew and in our implementation of our character development programming.

Access and Equity

Here is the [link](#) to the page with enrollment data by race/ethnicity for Baystate Academy Charter Public School.

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35020000&orgtypecode=5&>

Here is the [link](#) to the page with enrollment data for selected populations for Baystate Academy Charter Public School.

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35020000&orgtypecode=5>

Here is the [link](#) to the page with student discipline data for 2023-24 for Baystate Academy Charter Public School.

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020000&orgtypecode=5&=35020000&>

Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
High Quality Work	EL Northeast Regional Leadership Cohort Boston, MA January 15- January 17.	Stephen Greene (Principal) Kellie Carlucci (Director of Curriculum and Instruction) Sonia Rodriguez (Director of ESL) Timothy Sneed (Executive Director)	<ul style="list-style-type: none"> ● Christa McAuliffe ● Codman Academy ● Expeditionary Learning Middle School ● Four Rivers ● Old Sturbridge Academy ● Rochester City Schools ● Springfield International Charter School ● Syracuse City Schools ● The Greene School ● Springfield Renaissance ● World of Inquiry 	As a result of sharing our high quality work and reviewing high quality work from other schools, Ms. Rodriguez and Ms. Carlucci developed a professional development session on high quality work and creating beautiful spaces. Our teachers then worked with students to create beautiful spaces to display high quality work.
CREW (advisory)	Rethinking Discipline Convening UMass-Amherst March 12, 2025	Tim Sneed – Executive Director Stephen Greene – Principal Yvette Tootle – Director of Special Education	<ul style="list-style-type: none"> ● Springfield Public Schools ● Holyoke Public Schools ● Chicopee Public School ● Lynn Public Schools 	We shared our use of CREW (advisory) and the impact it has on school culture and a sense of belonging for students and staff. As an Expeditionary Learning school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Students in EL schools are known well and supported by adults. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. The more effective the use of crew is on a school community, has an impact on school culture and discipline.

Academic Program Success

Student Performance

Here is the 2024 report card for Baystate Academy Charter Public School.

[Baystate Academy Charter Public School's 2024 Report Card](#)

2024 School Report Card

- MCAS Data
 - Grade 8 Mathematics increased the percent of students who met or exceeded expectations. Grade 8 Mathematics also had an improved SGP from 2023.
 - The overall participation rates for 2024 remained similar to 2023 with a 1% increase in Grade 10 Math and Grade 8 STE.
 - Our accountability student groups had some increases in student participation as well. Grade 6 ELA had 100% participation versus 96% in 2023. Grade 7 ELA and Math each increased 1%, grade 8 ELA by 4% and Math by 9%, and grade 10 had 100% in ELA, a 4% increase.
 - BACPS implemented Intervention and Academic Enrichment blocks to address student learning gaps and decrease the number of students not meeting expectations. From 2023 to 2024, both the current 8th grade (drop from 53% to 46%) and 10th grade (drop from 42% to 29%) students decreased the percent of students not meeting expectations.
 - We also used differentiated instruction to challenge our top students to push them into the exceeding expectations category. Our success in this area came with our 6th grade ELA students where we had 2% of our students exceed expectations versus 0% in 2023.
 - Students don't all see the benefits of performing well on standardized tests. We worked this year to create a more positive, encouraging testing culture. We held Community Meetings to highlight testing successes and growth, provide testing tips, and give encouragement. Regular communication went out to families about testing dates and how to support students at home. This was a direct response to the MCAS scores from 2024. We have also maintained passing MCAS as a graduation requirement for BACPS so students will take the tests more seriously.
 - As we prepared for the start of the 2024-2025 school, we provided professional development on how to use data in preparing lessons and interventions. We looked at the strands and topics where students struggled most and made adjustments to instruction in response. Additional professional development is planned for the start of the 2025-2026 school year to more effectively provide support to students in the classroom and during the WIN blocks which will occur at all grade levels next year as tier 1 support.
 - Baystate tests using NWEA three times a year (September, February, and May) in reading and math for grades 6-12. We also test in science for grades 6-10.

- Non-Statewide Assessments

Baystate tests using NWEA three times a year (September, February, and May) in reading and math for grades 6-12. We also test in science for grades 6-10. Detailed data charts are located in the Attachment.

Math Results:

- With the exception of the 6th and 11th grade, there was an increase in the percent of students meeting grade level expectations. With grade 8 having the highest increase from Fall to Spring from 22% to 37%.
- The 10th grade showed a high percent, 83%, of students meeting their growth goals from Fall to Spring. This was a big improvement from 2023-2024 when the same cohort had 60% of students meeting their growth goals. This grade level is the only one to meet our strategic plan goal of 75% meeting growth goals. Grade 8 was close with 74%.
- Overall, more students met their growth goal in the Winter testing than Spring.

ELA Results:

- Grade 12 had a large increase of students meeting their growth goals in Spring, 62% in Spring versus only 29% in Winter.
- Grades 8, 10, and 12 showed an increase in the percent of students meeting grade level expectations from Fall to Spring.
- Grade 12 had the highest percent of students with high growth (59%), meeting their growth goals (62%), and meeting grade level expectations (64%). This is an indication that our comprehensive academic program gets students to where they need to be to be college and career ready.

Science Results:

- Grades 6, 8, and 10 had an increase in students meeting their growth goals from Fall to Spring.
- Grade 8 had the highest improvement in students meeting their growth goals from 29% to 67% when comparing Winter and Spring.
- Grades 7 and 10 showed more growth this academic year compared to the previous year.

Program Delivery

Instructional Approach:

The instructional priorities for the 2024–2025 academic year were shaped by Baystate Academy’s integrated strategic plan, developed in collaboration with educational partners EL Education and SchoolWorks. This comprehensive plan outlines broad instructional goals, clearly defined benchmarks for tracking progress, and actionable steps connected to school-wide objectives. Progress is formally reviewed each quarter through the analysis of student performance data, samples of student work, and teacher observation feedback. Monthly Instructional Walkthroughs took place to ensure teachers were standards aligned with their tasks, implementing close reading strategies, having students write weekly, and engaging students in meaningful discourse, all key components of our strategic plan.

At the heart of the instructional strategy are three focus areas: lesson planning, instructional delivery, and assessment practices. The Instructional Coaching team leads data-driven review cycles to evaluate goals and measurable outcomes in these areas. To ensure efficient use of instructional time across grade levels and staffing models, a carefully structured master schedule was created to maximize daily instructional minutes in every subject. Lesson plans were reviewed weekly with a focus on standards alignment, a strong Do Now to set the tone of the lesson, and an exit ticket to gauge if students met the content objective.

Students received 60-63 minutes of instruction in all core content and connections classes. Additionally, students in grades 6–8 participated in a daily 45-minute WIN block designed to offer targeted support in Mathematics and English Language Arts. This intervention period incorporated widely recognized instructional tools such as Khan Academy, Study.com, IXL, and CommonLit, ensuring access to high-quality, adaptive learning resources.

In high school, grade-level teams dedicated collaborative time to intervention planning and data review. Teachers met weekly with Instructional Coaches to analyze assessment results, examine student work, and identify instructional challenges. These meetings followed a structured protocol, with teachers identifying specific problems of practice to address over 4–6 week instructional cycles, targeting identified learning gaps through intentional, data-informed instructional adjustments.

Curriculum Overview:

All academic programs are carefully aligned with the Massachusetts Curriculum Frameworks to ensure consistent, high-quality instruction across grade levels. Throughout the school year, pacing guides and curriculum maps were utilized to create space for both accelerated learning opportunities and targeted remediation, as well as to support differentiated instruction. A standardized curriculum map template was adopted to clearly define each unit’s focus, duration, assessment methods, central themes, guiding questions, and prioritized standards.

In grades 6–8, the ELA and Math curriculum is enhanced with resources and instructional materials from EL Education. The science curriculum for grades 6–12 is built around the Massachusetts 2016 Science and Technology/Engineering Framework, emphasizing inquiry-based learning, laboratory experiences, and engineering concepts integrated with science content and literacy skills. Additionally, science classes in grades 6–8 are aligned with the Next Generation Science Standards (NGSS).

For students in grades 9–12, the biomedical science pathway includes courses such as Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovations, all of which follow curriculum maps and resources developed by Project Lead the Way. Advanced Placement (AP) courses are guided by College Board-approved curriculum maps, ensuring fidelity to AP program expectations.

During the 2024–2025 school year, Baystate Academy continued implementing the math and social studies curricula initially adopted in the 2021–2022 academic year. This year in social studies, our middle school teachers used Investigating History as the units were released. In high school ELA, our teachers implemented the Odell curriculum while the middle school teachers continued to use the EL curriculum. These instructional shifts remain closely aligned to the Massachusetts Curriculum Frameworks and are designed to promote accelerated academic growth for all students.

Curriculum

- Mathematics 6th - 12th - Illustrative Math
- ELA 6th- 8th – EL Education
- ELA 9th-11th - Odell
- ELA 12th - College Board AP Curriculum
- Social Studies 6th - 8th - Investigating History
- Science 6th-8th - Amplify
- Spanish - McGraw Hill

Assessments

- 6th - 12th - NWEA - (Math/ ELA/ Science)
- Quarterly summative assessments built into the purchased curriculum, as well as formative assessments provided by the curriculum.
- Daily Exit Tickets for formative assessment.

Intervention Tools

- Math - Intervention - IXL
- Social Studies (Civics) - NewsELA - Intervention/ Supplemental - IXL (middle school)
- ELA – EL Education - Intervention - IXL
- Science - Intervention - IXL (middle school)
- Special Education - Math 180 and Read 180

Student Safety and Well-Being:

In preparation over the summer, the administration team put into place two new initiatives to improve student safety. The first was SmartPass. Every student would get a digital pass before leaving class so any teacher in the hall (especially our hall monitors) and our culture team could track how long students were out of the room and where they should be heading. We also used a Yondr pouch system this year that had students storing their phones in the morning and getting the pouches opened at the end of the day. This effort reduced phone usage drastically allowing students to focus on learning rather than on social media or texting.

During the first week back on campus, dedicated time was set aside to focus on students' social and emotional adjustment. Crew sessions incorporated targeted lessons that addressed topics such as managing anxiety,

strengthening social interactions, and fostering teamwork. We also focused on our Habits of Character and Habits of Scholarship to set expectations from the beginning. Simultaneously, academic classes prioritized establishing clear routines and consistent expectations to help students transition smoothly and feel secure in their learning environments from day one.

School counselors provided immediate access to support services for students experiencing emotional challenges, including adjustment difficulties, anxiety, and depression. Additionally, middle school students had the opportunity to participate in small group sessions designed to offer both academic reinforcement and space to explore social-emotional learning (SEL) topics in a supportive, peer-based setting.

Meeting the Needs of Diverse Learners:

Our instructional approach is built around recognizing and supporting the diverse abilities and backgrounds of our students. Every teacher is responsible for embedding differentiation strategies into their lesson planning. These strategies might involve tools like visual supports, instructional anchor charts, targeted small-group activities, or individualized guidance, depending on what best serves the learners in their classroom.

For students receiving special education services, we provide intensive, tier-3 interventions in both English Language Arts and Mathematics. These services are delivered in small, focused groups with a special education teacher or teaching assistant, as outlined in each student's Individualized Education Plan (IEP). We also adopted the HMH programs Math 180 and Read 180 to support our students in those areas. We also provide focused, tier-2 interventions in core academic content areas. These services are delivered collaboratively in the general education classroom with a general education teacher and special education staff.

English Language Learners (ELLs) benefit from additional in-class assistance provided by an ELL paraprofessional during core academic subjects such as ELA, Math, and Science.

Tier-1 interventions for all students include an Academic Enrichment block for high school students and the WIN (What I Need) block for middle school students. Both of these structured academic support classes allowed all students to work towards academic achievement with individual support. The WIN block allowed students to rotate through their core academic teachers throughout the week to ensure they get tier 1 support in all classes. WIN was implemented daily in the middle school and the Academic Enrichment block was implemented 2-3 times a week in the high school.

Our special education teachers participated in an IEP Implementation training sponsored by DESE and the Federation for Children with Special Needs which focused on building meaningful and effective IEP practices. During this training our special education teachers learned how to use family engagement strategies to collaborate in the IEP process, support English Language Learners with disabilities in the IEP process, use data to share the student's story, write performance levels, create goals, and identify accommodations and modifications.

Dual Students ELL & IEP	NWEA Math	NWEA Reading	NWEA Science
13	81.8% Growth from BOY to EOY	63.6% Growth from BOY to EOY	60% Growth from BOY to EOY

Organizational Viability

Finance

FY25 Unaudited Income Statement

Operating Revenues	
Student Tuition	\$7,572,357
Federal and State Grants	\$1,174,261
Total operating revenues	<u>\$8,746,618</u>
Operating Expenses	
Salaries	\$5,879,947
Contracted teachers	\$0
Payroll taxes	\$210,066
Fringe benefits	\$548,541
Occupancy cost	\$414,343
Telephone	\$42,838
Professional development	\$66,199
Insurance	\$44,673
Student supplies and materials	\$224,710
Technology	\$90,190
Professional services	\$450,805
Dues, licenses and subscriptions	\$28,199
Repairs, maintenance and supplies	\$401,900
Transportation	\$314,982
Testing and assessments	\$11,324
Payroll service charge	\$13,230
Rental equipment	\$54,154
Board expenses	\$20,336
Advertising	\$31,848
Depreciation and amortization	\$105,800
Travel	\$18,095
Audit	\$34,949
Utilities	\$138,812
Misc. expenses	\$56,967
Health Services	\$10,093
Food Services	\$17,372
Non instructional supplies	\$52,353
Athletic services	\$80,295
Total Operating Expenses	<u>\$9,363,021</u>
Operating Income	\$616,403
Nonoperating revenue (expenses)	
Private grants	\$12,420
Interest expense	-\$144,651
Other income	\$342,705
Total Nonoperating revenue	<u>\$210,474</u>
Change in net position	<u>\$405,929</u>

FY25 Unaudited Balance Sheet

ASSETS

Current Assets

Cash and cash equivalents	\$2,282,380
Capital reserve	\$1,717,097
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$32,726
Due from related parties	\$93,480
Grants Receivables	\$0

Total Current Assets	<u>\$4,875,683</u>
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Noncurrent Assets

Capital assets, net	<u>\$376,702</u>
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Total Noncurrent Assets	<u>\$376,702</u>
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TOTAL ASSETS	<u><u>\$5,252,385</u></u>
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LIABILITIES

Current Liabilities

Accounts Payables	\$57,236
Accrued Expenses	\$62,045
Deferred Revenue	\$112,648
Student Funded Activities	<u>\$179</u>

Total Current Liabilities	<u>\$231,750</u>
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Noncurrent Liabilities

Long Term Debt	<u>\$0</u>
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Total Noncurrent Liabilities	<u>\$0</u>
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TOTAL LIABILITIES	<u>\$231,750</u>
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Net Position

Unrestricted	<u>\$5,020,635</u>
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Total Net Position	<u>\$5,020,635</u>
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TOTAL LIABILITIES AND NET POSITION	<u><u>\$5,252,385</u></u>
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FY26 Operating Budget

Operating Revenues	
Student Tuition	\$8,403,301
Federal and State Grants	\$670,548
Total operating revenues	<u>\$9,073,849</u>
Operating Expenses	
Salaries	\$5,833,669
Payroll taxes	\$235,903
Fringe benefits	\$565,000
Occupancy cost	\$414,348
Telephone	\$39,840
Professional development	\$50,050
Insurance	\$40,500
Student supplies and materials	\$202,708
Office supplies and materials	\$8,000
Technology	\$107,484
Professional services	\$383,092
Dues, licenses and subscriptions	\$25,000
Repairs, maintenance and supplies	\$380,600
Legal	\$6,000
Transportation	\$155,173
Testing and assessments	\$10,000
Payroll service charge	\$10,200
Advertising	\$17,000
Depreciation and amortization	\$148,836
Travel	\$6,000
Utilities	\$148,200
Other student services	\$45,000
Health Services	\$5,000
Board Expenses	\$14,892
Audit fees	\$34,020
Rental equipment	\$48,000
Athletic services	\$107,664
Total Operating Expenses	<u>\$9,042,179</u>
Operating Income	\$31,670
Nonoperating revenue (expenses)	
Private grants	\$12,420
Other income	\$155,910
Total Nonoperating revenue	<u>\$168,330</u>
Change in net position	\$200,000

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2025-2026 Operating Budget on April 10th, 2025, at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	380
Number of students upon which FY26 budget tuition line is based	382
Number of expected students for FY26 first day of school	380
Please explain any variances: <i>N/A</i>	

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Computers	In progress	6/30/26	\$79,800	Operating account
Furniture	In progress	6/30/26	\$24,200	Operating account
Equipment	In progress	6/30/26	\$76,000	Operating account
Contingency	In progress	6/30/26	\$20,000	Operating account
Total			\$200,000	

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2025-2026 Capital Budget on April 10th, 2025, at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

	2024-25 Performance M (Met) NM (Not Met)	Evidence
Objective: BACPS will effectively prepare students to succeed in college and/or career.		
Measure: 80% of students who enter reading below grade level will increase their reading level by at least two grade levels per year as measured by iReady assessments.	NM	We discontinued the use of iReady and moved to using the NWEA-MAP assessment as we deem the use of iReady didn't provide us with the data we needed to meet our student's needs. We are using the NWEA-MAP assessments instead.
Measure: 80% of students who are not below grade level will increase their reading level by at least one grade level per year from the beginning to the end of the school year.	NM	80% of our students that were not below grade level did not increase their grade level by at least one year in FY25.
Measure: Annually, 100% of 11 th and 12 th graders will participate in our College and Career Readiness program which includes Career Awareness, Exploration, and Immersion. To participate, students will either complete a 40-hour internship or job shadow; enroll in core classes (College and Career Readiness, Health Care Exploration, SAT prep); and participate in college tours, college fairs, Career exploration fairs.	M	100% of our 11 th grade (34 students) and 100% of our 12 th grade (40 students) participated in our college and career readiness programs and associated courses. They did not complete a 40-hour internship.
Measure: Annually, 50% of 11th grade students will achieve a minimum of 510 math and 460 Evidence-based Reading and Writing score on the SAT	NM	<ul style="list-style-type: none"> 27% of the 11th graders met the Reading and Writing target 9% of the 11th graders met the Math target
Measure: Annually, 50% of 12th grade students will achieve a minimum of 530 math and 480 Evidence-based Reading and Writing score on the SAT	NM	<ul style="list-style-type: none"> 41% of the 12th graders met the Reading and Writing target 9% of the 12th graders met the Math target
Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.		
Measure: By graduation, 100% of high school students will complete at least one internship (80 – 120 hours), preferably in a healthcare field, at either Baystate Health or Mercy Medical Center, during Saturday Academy or after school.	NM	100% of our students were not able to complete an internship due to the number of internship opportunities available.

	2024-25 Performance M (Met) NM (Not Met)	Evidence
Measure: By the time they graduate, all high school students will have taken the Exploration in Healthcare Careers and Medical Terminology courses and pass with a minimum grade of 2.6 out of 4.0	M	100% of our high school students were enrolled in and passed these courses with a minimum average of 2.6.
Objective: BACPS will intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.		
Measure: 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	M	90% of our student were proficient on their Habits of Scholarship
Measure: By the end of each year, at least 80% of teachers will be exemplary in the practice of ensuring the CREW model is effective and students are building meaningful relationships with peers and their CREW leader by demonstrating the following desired practices: <ol style="list-style-type: none"> 1. Crew teachers plan lessons that include specific character learning targets 2. Crew teachers meet individually with each student Crew member at least once per quarter to discuss student goals, progress, and plans (e.g., student led conferences, portfolios) 3. Crew teachers use specific strategies to foster a strong sense of community among Crew members, including (a) Crew protocols and traditions (b) team building, group problem solving or other collaborative activities and (c) celebrations of students' personal and academic accomplishments. 4. Crew teachers promote a sense of responsibility and purpose among Crew members by (a) discussing the purpose of Crew and (b) establishing clear and consistent social/behavioral norms to ensure respectful, inclusive interactions among Crew members. 	NM	<ul style="list-style-type: none"> • By the end of the school year only 54% of our CREW leaders performed proficiently in ensuring the CREW model was effective and students were building a meaningful relationship with peers. • Meeting the goal was challenged by the number of new CREW leaders this year.
Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.		
Measure: In order to be promoted to the next grade level, each year all students will produce at least two pieces of high-quality work per year that demonstrates complexity, authenticity and craftsmanship as defined by Expeditionary Learning's Attributes of High-Quality Student Work. Students must achieve at least a grade of 2.6 out of 4.0 indicating mastery of this skill.	M	97% of our students produced two pieces of high quality work which was graded at a minimum 2.6 and was presented during their student-led conference with their parent/guardian.

	2024-25 Performance M (Met) NM (Not Met)	Evidence
Measure: Annually, 12% of all high school students will pass their PLTW administered End of Year test with a minimum score of 4 (proficient) which could translate into a college credit.	M	12.5% of our high students scored “Accomplished” on the Project Lead the Way End of Year test.

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: BACPS will share its practices with local public, parochial and independent schools over the course of the charter term on sustaining a positive school culture (teachers and students)		
Measure: By the end of this charter term, Baystate Academy will conduct at least 3 workshops to share innovative and implementation strategies for developing positive school culture.	NM	We did not have an opportunity to conduct 3 workshops.
Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.	NM	We were not able to host a best practice session with the district.

Appendix B: Recruitment and Retention Plan 2025-26

Recruitment Plan 2025-26

2024-25 Implementation Summary:
<ul style="list-style-type: none"> Our recruiting strategies resulted in our ability to start the school year close to capacity and our overall demographics of our student body were reflective of the sending district. Our results were the efforts of our information sessions held at the school and referrals from existing parents and students. We were not however successful in enrolling any Somali students. We participated in an Open House at the Martin Luther King, Jr. Charter School and accepted applications that night for incoming 6th graders. We also conducted a mailing to all the incoming 6th-12th graders from the Springfield School district. We hosted a lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 6, 2025 at 5:00 pm.

General Recruitment Activities for 2025-26:
<ul style="list-style-type: none"> Advertise in the African American Point of View newspaper, Masslive.com and social media. Information sessions to be held at the school during November 2025 through January 2026 Informational flyer and enrollment application in English, Spanish and Somali mailing to all families of current 5th - 11th graders in the district in Spanish, English and Somali Advertise on local radio stations that cater to a Spanish-speaking audience and African American and Somali communities. Have staff speak live on local radio stations that cater to a Spanish-speaking audience and African American communities. Advertise in the Baystate Medical Centers employee's newsletter. Advertises on local TV stations Applications can be picked up at the school or on our web site www.bacps.net Staff made on site presentations at several district's elementary schools Utilize the school's social media platforms.

Recruitment Plan – 2025-26 Strategies	
Students with disabilities	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 19.5%</p> <p>CI percentage: 20.9%</p> <p>The school <u>below</u> CI percentages</p>	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Below CI:</p> <ul style="list-style-type: none"> In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.  Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.

Recruitment Plan – 2025-26 Strategies	
English learners ¹²³	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 10.0%</p> <p>CI percentage: 10.1%</p> <p>The school is at CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> At CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Engage in targeted recruitment activities at community centers serving ELL families, including three neighborhood health centers in the North End, South End, and Mason Square Collaborate with New England Farmworkers youth programs Provide translation services at recruitment and school events. All print, radio and TV communications will be delivered in multiple languages. Bilingual staff available during the open houses and information sessions. The school will invite prospective families and community members to our Latin Heritage Night in October that will highlight the cultures of our current students.⁴
Low income	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 83.5%</p> <p>CI percentage: 73.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2024-25 Strategies</p> <p><input checked="" type="checkbox"/> Above CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Engage in targeted recruitment activities at community centers serving low-income families, including three neighborhood health centers in the North End, South End, and Mason Square. Engage in targeted recruitment activities at Springfield district school's serving an especially high number of low- income students.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 Strategies</p> <p>Include information on the school's extensive remediation programs in all promotional materials; discuss school's remediation programs at all information sessions; engage in targeted recruitment at district schools serving a high percentage of sub-proficient students.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2024-25 Strategies</p> <p>Include information on school's extensive student support structures in all promotional materials; discuss school's student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations.</p>

¹

² 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 prevalent² 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.*

³ 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>Students who have dropped out of school</u>	(f) Continued 2024-25 Strategies Mail information and applications with an offer to visit non-profit organizations that serve this population (ROCA, South End Community Center, YWCA, YMCA, Square One, Martin Luther King Jr. Family Services, Boys and Girls Club).

Retention Plan 2025-26

2024-25 Implementation Summary:
<ul style="list-style-type: none"> We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 79.6% was lower than our retention goal of 90% and lower than our historical retention rate. A few students returned to the sending district due to wanting to participate in athletics. We also had students enrolled at the beginning of the school year, only to withdraw in the first quarter as a result of the implementation of our enforcement of school policies regarding our culture and climate. We continue to offer extracurricular activities and a variety of field trips and exposure to the medical profession to keep students engaged.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2025-26 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 20.9% 1 Standard Deviation: 21.49% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies <input checked="" type="checkbox"/> Below 1 standard deviation: no enhanced/additional strategies needed <ul style="list-style-type: none"> Provide intensive support for IEP/504 students at all levels Differentiate curriculum to meet the needs of IEP/504 students Hired additional full-time SPED certified instructor Hired additional SPED paraprofessionals to support students Group students in cohorts based on similar needs and provide intensive one on one support.
English learners	
(a) Charter School Dashboard data School percentage: 12.5% 1 Standard Deviation: 23.58% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies <input checked="" type="checkbox"/> Below 1 standard deviation: no enhanced/additional strategies needed. <ul style="list-style-type: none"> Hired an additional full-time ELL instructor Provide a dedicated classroom for ELL students Assisted teachers in completing their SEI endorsement Increase the time on learning for ELL students

Retention Plan – 2025-26 Strategies	
Low Income	
(a) Charter School Dashboard data School percentage: 20.4% 1 Standard Deviation: 20.89% The school's attrition rate is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies <input checked="" type="checkbox"/> Below 1 standard deviation: no enhanced/additional strategies needed <ul style="list-style-type: none"> Increased the offering of enrichment courses Added clubs back into the program Offered additional advance placement courses Added several new sports for girls and boys Maintain a small-school environment with a “warm/strict” school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school.
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies Strategies: Include information on school's extensive student support structures in all promotional materials; discuss school's student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date
Timothy L. Sneed	Executive Director	June 2013	
Stephen Greene	Principal	July 2024	
LeighAnne Decoteau	Vice Principal	June 2021	February 2025
Sonia Dwyer	Director of English Language	June 2023	
Doug Brunette	Director of Student Support Services	June 2023	February 2025
David Cayer	Dean of Students	December 2021	February 2025
Marc Anders	Assistant Principal	June 2021	
Zyda Njirri	Assistant Principal	February 2025	
Kasinda Bristol	Assistant Principal	February 2025	
Thomisina Hall	Assistant Principal	March 2025	

Administrative Roster During the 2024-25 School Year			
Yvette Tootle	Director of Special Education	July 2024	
Kellie Carlucci	Director of Curriculum and Instruction	July 2024	

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 31 st	Reason(s) for Departure
Teachers	42	2 2	2	Termination Resigned
Other Staff	36	5 2		Termination Resigned

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)
Martha Anderson	President	Academic Success Personnel	2	7/20-6/23 7/23-6/26 7/26-6/29
Peter Blain	1 st Vice President	Academic Success	2	7/21-6/24 7/24-6/27 7/27-6/30
Caitlin Castillo, Esq.	2 nd Vice President	Governance	2	7/21-6/24 7/24-6/27 7/27-6/30
Gilberto Amador	Treasurer	Finance	2	7/20-6/23 7/23-6/26 7/26-6/29
Lisa DeSousa, Esq.	Secretary	Governance	4	7/12-6/15 7/15-6/18 7/18-6/21 7/22-6/25 7/25-6/28 7/28-6/31
Paul Hyry-Dermith Ed.D		Personnel Academic Success	3	7/16-6/19 7/19-6/22 7/22-6/25
Rebecca Connolly, CPA		Finance	2	10/18-6/21 7/21-6/24 7/24-6/27
Stephanie Logan, Ed.D.		Academic Success	2	7/20-6/23 7/23-6/26 7/26-6/29
Frank Robinson, PhD		Academic Success	4	3/12-6/15 7/15-6/18 7/18-6/21 7/22-6/25 7/25-6/28 7/28-6/31
Catherine Rojas, PhD		Finance Academic Success	1	7/24-6/27 7/27-6/30 7/30-6/33

○ Board of Trustee and Committee Meeting Notices

<https://bacps.net/about/>

Appendix D: Conditions, Complaints, and Attachments

Efforts to Address Concerns Resulting in Conditions
Condition
Demonstrate improvement in our overall academic programs no later than December 31, 2025
Actions Taken by the School in 2024-25 to Address the Concern That Resulted in the Condition
<ul style="list-style-type: none"> We made changes to our instructional organization by hiring a new principal, a new Director of Curriculum and instruction, added a 3rd assistant principal and reorganized into three academies, 6-7, 8-9 and 10-12 grades. Working with our strategic partners, SchoolWorks and EL Education, we've provided staff and intensive support on their instructional practices. We purchased culturally relevant and structured curriculum for math, science and English. We hired a new Director of Special Education to address the deficiencies in our program delivery and added staff to support students one on one needs. We refined our data review process to ensure teachers and students knew the student's deficits and actions required to accelerate their learning. We strengthen our intervention block to ensure all students receive additional instruction every day.

Complaints

Board of Trustees Contact Information

- <https://bacps.net/parents/>

Date	Summary of Complaint	Summary of Complaint Resolution
May 2025	<p>Parent's complaint that her 6th grade son was bullied and that his TikTok account was hacked by students at the school.</p> <p>We conducted a bullying investigation and determined the incidents she referred to as bullying was the result of her son horseplaying with two other students. We had video tape of the incident that clearly showed what occurred.</p> <p>What precipitated the parent making the claim to the board was her interaction with our staff to the point where we had to call law enforcement to remove her from our campus and issued a no trespass order.</p> <p>The parent also filed a claim with PRS and we submitted our final report to them in June.</p>	<p>As a result of the complaint submitted to PRS, we have submitted the requested school report to them in June and are awaiting further directions from them.</p> <p>We have concluded our investigation and informed the parent and PRS that the interactions between these students was not bullying.</p>

Attachments

NWEA Longitudinal Growth 2024-2025

Disaggregated Results:

Math:

- Our Hispanic and Black students had very similar NWEA test results.
- Our White students had a higher percent scoring above the 80th percentile, but also a much higher percent scoring in the 20th percentile or lower.
- Our male students had 29% scoring above the 60th percentile while our female students had 17% above the 60th percentile.
- Our female students had 41% in the 20th percentile or less while their male counterparts only had 33%.

Reading:

- Again, our Hispanic and Black students had very similar NWEA test results.
- Our White students performed much better in Math than in Reading. They are only slightly above our Hispanic and Black students in the over 80th percentile, but the same as our Black students in the above 60th percentile.
- Our male and female students performed very similarly in Reading. Male students had 17% above the 60th percentile and female students had 18%. Male students in the 20th percentile or below was at 38% while female students were less at 29%.

Comparison to Nationwide Results:

- Our Grade 10 Math mean RIT score was only 3.3 points below the grade-level mean RIT, 2.4 below in Reading, and 1.7 below in Science.
- Our Grade 12 Math mean RIT score was 7.1 points higher than the grade-level mean RIT and 3 points higher in Reading.
- The current 8th grade closed the gap between their Math mean RIT and the grade-level mean RIT by 7.5 points.
- Most other grades closed the gap by less but are still making strides toward meeting grade-level expectations.

Grade	Math % of students who met growth projection				Reading % of students who met growth projection				Science % of students who met growth projection			
	Fall-Spring 23-24	Fall-Winter 24-25	Winter-Spring 24-25	Fall-Spring 24-25	Fall-Spring 23-24	Fall-Winter 24-25	Winter-Spring 24-25	Fall-Spring 24-25	Fall-Spring 23-24	Fall-Winter 24-25	Winter-Spring 24-25	Fall-Spring 24-25
6	32%	57%	38%	39%	27%	40%	43%	27%	40%	33%	53%	31%
7	75%	53%	42%	37%	51%	39%	44%	30%	40%	42%	38%	42%
8	65%	67%	65%	74%	62%	56%	50%	54%	33%	29%	67%	33%
9	60%	70%	43%	56%	57%	57%	56%	50%	54%	64%	29%	32%
10	56%	68%	72%	83%	68%	63%	45%	57%	51%	56%	56%	58%

11	60%	56%	58%	53%	65%	59%	52%	50%	
12	N/A	43%	47%	53%	N/A	42%	62%	51%	

Math							
Grade	Students with High Growth Winter	Students with High Growth Spring	Students Meeting Projected Growth Target Winter	Students Meeting Projected Growth Target Spring	Students Meeting Grade Level Expectation Fall	Students Meeting Grade Level Expectation Winter	Students Meeting Grade Level Expectation Spring
6	31 of 58	20 of 58	33 of 58	22 of 56	13 of 62	9 of 58	7 of 58
	53%	34%	57%	39%	21%	16%	12%
7	29 of 58	25 of 60	31 of 58	25 of 60	10 of 59	6 of 58	9 of 60
	50%	42%	53%	42%	17%	10%	15%
8	34 of 51	32 of 51	35 of 51	33 of 51	13 of 59	15 of 51	19 of 51
	67%	63%	67%	65%	22%	29%	37%
9	29 of 44	15 of 44	31 of 44	19 of 44	10 of 48	11 of 44	11 of 44
	66%	34%	70%	43%	21%	25%	25%
10	26 of 47	39 of 47	32 of 47	39 of 47	11 of 40	12 of 47	19 of 47
	55%	83%	68%	83%	28%	26%	40%
11	18 of 34	19 of 33	19 of 34	19 of 33	9 of 34	9 of 34	8 of 33
	53%	58%	56%	58%	26%	26%	24%
12	17 of 37	18 of 38	16 of 37	18 of 38	20 of 37	21 of 37	22 of 38
	46%	47%	43%	47%	54%	57%	58%

Reading							
Grade	Students with High Growth Winter	Students with High Growth Spring	Students Meeting Projected Growth Target Winter	Students Meeting Projected Growth Target Spring	Students Meeting Grade Level Expectation Fall	Students Meeting Grade Level Expectation Winter	Students Meeting Grade Level Expectation Spring
6	19 of 57	23 of 58	23 of 57	25 of 58	24 of 61	14 of 57	15 of 58
	33%	40%	40%	43%	39%	25%	26%
7	21 of 59	26 of 61	23 of 59	27 of 61	17 of 58	10 of 59	11 of 61
	36%	43%	39%	44%	29%	34%	18%
8	24 of 52	26 of 52	29 of 52	26 of 52	13 of 59	15 of 52	12 of 52
	46%	50%	56%	50%	22%	29%	23%
9	24 of 44	23 of 45	25 of 44	23 of 45	11 of 48	10 of 44	9 of 45
	55%	51%	57%	51%	23%	23%	20%
10	28 of 46	27 of 46	29 of 46	26 of 46	15 of 37	19 of 46	22 of 46
	61%	59%	63%	57%	41%	41%	48%
11	20 of 34	17 of 33	20 of 34	17 of 33	10 of 34	20 of 34	7 of 33
	59%	52%	59%	52%	29%	59%	21%
12	11 of 38	23 of 39	11 of 38	24 of 39	21 of 38	19 of 37	25 of 39
	29%	59%	29%	62%	55%	51%	64%

Science							
Grade	Students with High Growth Winter	Students with High Growth Spring	Students Meeting Projected Growth Target Winter	Students Meeting Projected Growth Target Spring	Students Meeting Grade Level Expectation Fall	Students Meeting Grade Level Expectation Winter	Students Meeting Grade Level Expectation Spring

6	18 of 57	27 of 51	19 of 57	27 of 51	24 of 62	15 of 57	11 of 51
	32%	53%	33%	53%	39%	26%	22%
7	23 of 59	19 of 55	25 of 59	21 of 55	21 of 59%	15 of 59	14 of 55
	39%	35%	42%	38%	36%	25%	25%
8	14 of 48	29 of 46	14 of 48	31 of 46	18 of 59	15 of 48	16 of 46
	29%	63%	29%	67%	31%	31%	35%
9	27 of 44	8 of 31	28 of 44	9 of 31	13 of 48	13 of 44	6 of 31
	61%	26%	64%	29%	27%	30%	19%
10	23 of 45	21 of 38	25 of 45	22 of 38	19 of 39	23 of 45	16 of 38
	51%	55%	56%	58%	49%	51%	42%