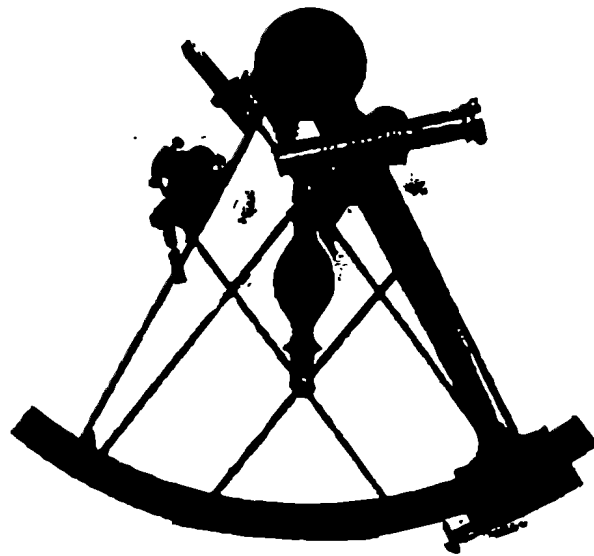


STURGIS CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2025-26



Sturgis Charter Public School

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Introduction to the School

<i>Sturgis Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School	Hyannis, MA
Regional or Non-Regional	Regional	Chartered Districts in Region	Barnstable, Bourne, Carver, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy, Nauset, Plymouth, Provincetown, Sandwich, Wareham
Year Opened	1998	Year(s) Charter Was Renewed	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	850 at 2 campuses 425 at Sturgis West & 425 at Sturgis East	Chartered Grade Span	9-12
Chartered Grade Span	9-12	Grade Span for 2025-26	9-12

Mission Statement: Sturgis Charter Public School is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission Statement:

Sturgis offers Cape Cod students an intellectually rigorous education in the traditional liberal arts and sciences. Essential to the school's charter is membership in the International Baccalaureate Organization (IBO), a worldwide curriculum and examination system which offers students in member schools an opportunity to earn an International Baccalaureate (IB) Diploma or to earn certificates in individual IB courses. In order to earn the Diploma, students must take a wide range of academic courses, pass examinations and other assessments in these courses, participate in service to the community, engage in creative and athletic endeavors, and write a 4,000 word extended essay. According to the IBO, "[a]s of May 2026, over 8,900 programmes are being offered across more than 6,200 schools in over 160 countries."¹

Instruction is designed to challenge all students to think independently, to express their thinking effectively in both speaking and writing, to learn from productive participation in small group interaction and problem solving, and to take responsibility for everyone's learning in their classrooms by thoughtfully listening and responding to others' ideas. Writing, both in and out of class, is used extensively as a vehicle for exploring and clarifying ideas as well as demonstrating the quality of understanding. Individual and group projects provide further opportunities for students to demonstrate the creativity and independence of thought Sturgis prizes so highly. Evidence of the success of these efforts is reflected in MCAS and IB results. The commitment to educating the entire person is expressed in, in part, though the whole school embrace of the ten traits of the IB Learner Profile, which are a "broad range of human capacities and responsibilities that go beyond academic success."

For specific evidence of successful implementation of the school's mission and key design elements, please review the section entitled Appendix A: Accountability Plan Evidence.

Key Design Elements:

- Offering an International Baccalaureate (IB) for All coursework experience for all students
- College preparations and readiness (mission statement)
- Students focus on developing the traits in the IB Learner Profile

¹ [Facts and Figures IBO](#)

Criterion 2: Access and Equity

- [Enrollment by Race/Ethnicity \(2025-26\)](#)
- [Selected Populations \(2025-26\)](#)
- [2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination Efforts

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

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school(s) within the district.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)
2025-26	Strategies to develop a pipeline of teacher candidates from diverse backgrounds	Excellence in Education: Expanding Opportunities and Engagement forum coordinated to provide an opportunity for students to gather and learn about pathways in education. Rep Kip Diggs, Manuel J. Fernandez from Cambridge Public School and Bradford Lopes from the Mashpee Wampanoag Education	Student Services Coordinator	Cherian Armstrong Monomoy Vanessa Pyy Barnstable Marjorie Solbo Falmouth Jessee Clements Bourne Marc Smith Dennis Yarmouth	Students attended a day-long information and excitement building session to expose diverse students to the possibilities of career pathways for them, especially in Cape Cod schools.

		Department were speakers.			
2025-26	Cape Cod DEI Leaders	Roundtable and community based discussions with school leaders who work on diversity, equity and inclusion on Cape Cod. Teachers and Leaders meet monthly at rotating schools.	Student Services Coordinator	Falmouth Public Schools, Mashpee Public Schools, Riverview Academy, Sandwich Public Schools, Barnstable Human Rights Commission, Wampanoag Tribal Education	Monthly meetings to share strategies, support initiatives, and provide support for work on diversity, equity and inclusion.
2024-25. 2025-26	Development of student/teacher Equity Teams and the ways that they impact community and culture at Sturgis.	Presentation at the Human Rights Academy	Students, Equity Team Leads, Student Services Coordinator	Human rights group leaders and students, Barnstable Human Rights Commission	Students presented to 10 area schools and faculty member attendees of the Human Rights Academy on how the Equity Teams were collecting and sharing student equity concerns with administrators and faculty.
2025-2026	Understanding the experiences of students from the Asian communities on Cape Cod.	Panel and documentary screening of “Unerased; Asian Voices of Cape Cod”	Pan-Asian Council, Equity Team Leaders, Student Services Coordinator, Principals	Open invitation to area schools, Barnstable No Place for Hate, and district educators	Presentation of documentary and panel discussion with students and adults from Asian countries or of Asian descent.
2025-26	Efforts for language immersion programs and increasing participation in the Seal of Biliteracy.	Participation in the Cape and Islands World Language Teachers group.	Language Lead Teachers	Language Lead teachers at Cape Cod schools including Barnstable, Dennis-Yarmouth, Sandwich, and Falmouth.	Periodic sharing at Cape Cod and Island World Language teacher meetings. Increased participation in Seal of Biliteracy.

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

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practices were shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school or district, including city and state.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
2025-26	IB for All	Sturgis teachers from every academic discipline participated in virtual curriculum/instruction roundtables for IB teachers from across New England.	Teachers	IB educators from across New England.	IB teachers from across New England collaborated with Sturgis teachers who implemented the IB program in an inclusive and non-selective environment.
2025-26	Professional Development for inclusive classrooms and schools and creating positive school culture.	AMSEL (Association of Massachusetts School Equity Leaders)	Student Services Coordinator	Implementing a professional development sequence to be given to and given by equity school leaders in Massachusetts	Presentation to AMSEL of committee work completed by Sturgis's Student Services Coordinator and DEI Directors from Milton, Concord-Carlisle, Wellesley, Wayland and Falmouth
2025-26	Sturgis's Model of IB for All	Visit from Josiah Quincy Upper School Leadership Team	IB Coordinators, Special Education Coordinator, Student Services Coordinator, Multilingual Learner	Josiah Quincy Upper School	The visit generated a proposal for a student exchange of visits from JQUS and Sturgis.

			Coordinator, Teachers, Executive Director, Principals.		
2025-26	Course Selection, Student Supports, IB Guidance for all students	Presentation at the GIBS Annual Conference in Mystic, CT.	IB Coordinator, Student Services Coordinator	IB Schools from New England, New York and Pennsylvania	Shared practices for supporting students with diverse learning needs through the rigor of the IB programme
2025-26	Difficult Conversations	Presentations at the Annual MASCA (Mass School Counselors Association) and the Sharing for Success Dissemination Fair	Lead counselors from East and West Campuses	Massachusetts counselors, educators, and school leaders	Shared best practices and strategies for holding space for difficulty conversations
2025-26	Annual SEI course offered to area educators	Class offered for teachers who need to get their SEI endorsement	Multilingual Learner Coordinator	Public schools in our sending districts	Increased SEI endorsements at local schools, including Sturgis.
2025-26	Increasing teacher diversity through hiring and promoting from within as staff skills develop.	Meeting with Cape Cod Community College to discuss ways to collaborate and develop educator pathways.	Student Services Coordinator	Krystin St. Onge, Human Services and Psychology professor at Cape Cod Community College, Falmouth Public Schools, Barnstable Public Schools	Planning coordination with the community college to support efforts in local districts to diversify new hires.
2025-26	IB for All	Sturgis was invited to present Sturgis' story of "IB for All" over the past 22 years at the IB Global Conference in Denver, Colorado.	Executive Director, Board Member (who was formerly Executive Director)	IB educators from across Americas.	Contacts made throughout the country with schools interested in expanding access to the IB program.
2025-26	IB for All	Sturgis leaders interviewed and recorded by IB Organization for an upcoming video project about expanding access to the IB.	Executive Director, Board Member (who was formerly Executive Director)	IB educators from across Americas.	Upcoming Video.

Academic Program Success

Criterion 5: Student Performance

2026 School and District Report Cards- Massachusetts Department of Elementary and Secondary Education Sturgis Charter Public School

International Baccalaureate Student Performance

International Baccalaureate Exam Participation—Number of Certificates and Percentages of Students

	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026
Number of Students	196	207	206	186	195	203
Total Exams Taken	1068	1,179	1221	1077	1123	1167
Higher/Standard Level	475/593	476/706	494/727	440/673	506/617	501/666
Took at least 1 Exam	99%	98.5%	100%	100%	100%	99%
Took at least 3 Exams	96.9%	98%	100%	98.9%	99%	98.5%
Took at least 6 Exams	63.8%	84%	86.9%	84.9%	84%	85.7
IB Diploma Candidates	52.5%	52.1%	53%	60.2%	62%	58%
Special Ed Students/ Exams	27 took 132	49 took 230	24 took 122	36 took 178	28 took 142	24 took 120
High Needs	n/a*	n/a*	n/a*	68 took 370	90 took 497	63 took 342

*data not tracked in these years

International Baccalaureate Exam Performance—Scores (1-7) and Percentages of Students

	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026
Results						
% of scores 3+	96.1%	88.9%	86.4%	84.5%	83.7%	84.8%
% of scores 4+	74.0%	64.2.%	61.1%	58.2%	56.9%	57.8%
% Special Ed scores 3+	90.1%	78.7%	64.7%	56.2%	67.6%	60%

% High Needs student scores 3+	n/a*	n/a*	n/a*	71.3%	76.0%	75%
Students						
% with at least one 3+	99%	99.8%	100%	98.9%	99%	98%
% with at least one 4+	93.8%	92.3%	96.6%	89.8%	92.8%	85.5%
% IB Diplomas achieved	84.5% (87/103)	66.6% (72/108)	55.8% (62/111)	53.6% (60/112)	44.6% (54/121)	62% (74/119)

***data not tracked in these years**

Criterion 6: Program Delivery

Sturgis students participated in a rigorous course of study delivered to students to ensure preparation for the International Baccalaureate (IB) in the 11th and 12th grade. Students were scheduled into all their requested classes, and our 11th and 12th graders by-and-large had the same teachers guiding them through a looped two-year program of study. Students have an extended open-campus 55 minute lunch. This allows for a great degree of individualized student support, participation in clubs/activities, and student socialization. Students have a half hour Advisory period each week in a small group (12-15) with two teacher advisors. All teachers post assignments on Google Classroom. Sturgis teachers, Student Support Teams, Child Study Teams, Special Education staff, and EL Department staff ensured that students received strong grade-appropriate instruction with scaffolds as needed, in part through the consistent monitoring of student data such as attendance and grades.

This year, Sturgis worked with Katie Novak to strengthen skills around Universal Design for Learning (UDL), particularly as it is applied in an “IB for All” school setting. Since 2023-24, Sturgis has developed a number of Professional Learning Communities that all teachers and staff participate in. In 2025-26 our Professional Learning Communities, Learning Walks, and Faculty Meetings were all centered around the theme of high quality instruction rooted in UDL and IB principals. Our data meetings set norms that focused on dialogue that is strengths-based and culturally sustaining, and the building Principals facilitated these data meetings. Newer teachers were given monthly release time to engage in mentorship programs and learning opportunities.

Our charter is unequivocal about the school’s commitment to our curriculum and goals for instruction. Sturgis, it says, will offer students “...an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit.” The Sturgis curriculum is based upon the premise of “International Baccalaureate for All.” All courses in grades 11 and 12 are IB courses, and all courses in grades 9 and 10 are in preparation for the IB coursework in the upper class years. Accordingly, all students are required to take and pass four years of each of the core disciplines: English, history, mathematics, and science. In addition, Sturgis requires six years of foreign language, beginning with Latin and either French or Spanish in the first two years, and continuing in one of those for the next two years. In 2026-27, we will be adding Portuguese. Two years of the arts are required and completed in the first two years. Required electives in the last two years give students the opportunity to take additional course work in foreign language, science, psychology, business, music, art, and theater arts. School counselors work closely with 10th graders to determine the best course of study for the 2 year IB programme. Students can choose Standard or Higher Level courses in English, math, languages, sciences, history, and electives. Students who elect to attempt the IB diploma also take Theory of Knowledge, write a 4,000 word extended essay and complete creativity, activity, and service components.

Sturgis has set a vision for and established plans to foster a sense of belonging and partnership for students and families. Our work in that area continued into 2025-26. Sturgis instituted a new program to monitor attendance that includes an

attendance meeting and contract with incentives for improvement. Our school policies and practices reinforce positive culture and climate. In the face of external challenges, our policies actively affirm students and their diverse identities. We consider the multifaceted identities of our students and the need to provide windows, mirrors, and doors for all students throughout our content areas. As part of our curriculum review, faculty and staff reviewed materials to ensure that all content was reflective of the students we serve.

Organizational Viability

Criterion 10: Finance

Note: There is no capital plan

A. Unaudited FY26 statement of revenues, expenses, and changes in net assets

Sturgis Charter Public School	
Profit and Loss	
July, 2025-June, 2026	
	Total
Income	
4000 Tuition	19,238,867.00
4100 Grant Revenue	276,635.99
4200 Fee Income	
4210 Athletic Fees Income	75,174.55
4220 Parking Fees	13,025.00
Total for 4200 Fee Income	\$88,199.55
4400-00 Other Income	
4410 Interest Income	67,267.80
Total for 4400-00 Other Income	\$67,267.80
Sales	\$0.00
Total for Income	\$19,670,970.34
Gross Profit	\$19,670,970.34
Expenses	
6000-00 Salaries & Benefits	
6010-00 Payroll Wages	
6010 Salaries	11,260,960.52
6015 Stipends	191,684.50
6020 Substitutes	111,985.18
6025 Tutors	29,924.36
Total for 6010-00 Payroll Wages	\$11,594,554.56
6030-00 Benefits	
6040-00 Health Insurance	
6041 Premiums	1,791,873.36

6042 HRA Fees	7,818.00
6043 Fees	72,244.59
6044 Medical Reimbursement	53,181.12
Total for 6040-00 Health Insurance	\$1,925,117.07
6045 Life Insurance	12,461.02
6046 LTD	10,443.60
6047 MA PFML	100,539.99
6048 Worker's Compensation	55,558.00
6049 Fringe Benefit	9,583.03
Total for 6030-00 Benefits	\$2,113,702.71
6070-00 Payroll Expenses	
6075 Payroll Service Fees	6,302.11
Total for 6070-00 Payroll Expenses	\$6,302.11
6080-00 Payroll Taxes	
6081 Social Security	88,941.19
6082 Medicare	158,090.48
6083 MA Unemployment	45,794.47
6085 MAFLI/PML	
Total for 6080-00 Payroll Taxes	\$292,826.14
Total for 6000-00 Salaries & Benefits	\$14,007,385.52
6100-00 Athletics	
6105 Athletics - Equipment	2,392.04
6110 Athletics - Events	3,642.00
6115 Athletics - Facilities	78,691.00
6125 Athletics -Officials	33,968.00
6130 Athletics -Transportation	63,071.83
6135 Athletics - other	36,419.55
6140 Athletic - Coaches	
6145 Coaches - 1099	113,550.00
6150 Coaches - employees	62,450.00
Total for 6140 Athletic - Coaches	\$176,000.00
Total for 6100-00 Athletics	\$394,184.42
6200-00 Functions	
6205 Graduation	31,697.73
6210 Orientation	10,023.27
6215 Other Events	8,429.82
Total for 6200-00 Functions	\$50,150.82
6300-00 Instructional Supplies	
6305 Library Books & Materials	5,492.35
6310 Classroom Materials	64,810.83
6315 Textbooks	7,193.46
Total for 6300-00 Instructional Supplies	\$77,496.64

6400-00 Student Services	
6405 Food Services	40,484.17
6410 Transportation	26,960.00
6415 Other Student Activities	4,146.55
Total for 6400-00 Student Services	\$71,590.72
6500-00 Technology Department	
6505 Technology	186,253.62
6510 Printer Expense	13,338.28
6515 Copiers-Lease-Contracts	38,327.65
6520 Dues and Subscriptions	204,152.09
Total for 6500-00 Technology Department	\$442,071.64
6600-00 Testing & Assessment	
6610-00 Assessment - Services	98,740.91
6620-00 International Baccalaureate	
6625 IB Administration Costs	35,807.08
6630 IB Exams	134,292.46
6635 Seal of Biliteracy	2,242.38
Total for 6620-00 International Baccalaureate	\$172,341.92
Total for 6600-00 Testing & Assessment	\$271,082.83
6700-00 Advertising & Marketing	
6705 Advertising	26,426.32
Total for 6700-00 Advertising & Marketing	\$26,426.32
6800-00 General Administrative	
6805 Bank Service Charges	1,908.38
6810 Furniture & Fixtures	2,339.74
6815 Medical Supplies	2,685.32
6820 Office Supplies	4,854.02
6825 Postage & Shipping	582.64
6830 License & Permits	1,475.01
Total for 6800-00 General Administrative	\$13,845.11
6900-00 Operating Expenses	
6905 Rent	699,999.96
6910 Parking expense	11,323.17
6915 Insurance Expense	
6920 Property Policy	107,479.82
6930 General Liability Policy	26,700.58
6935 Umbrella	17,632.68
6940 Professional Liability Insurance	17,921.20
Total for 6915 Insurance Expense	\$169,734.28
Total for 6900-00 Operating Expenses	\$881,057.41
7000-00 Professional Development	
7005 Registration Workshop	28,695.04

7015 Recruiting	15,094.23
7020 Travel	20,380.90
Total for 7000-00 Professional Development	\$64,170.17
7100-00 Professional Services	
7105 Accounting/Audit	57,613.75
7110 Consulting	23,761.25
7115 Legal Services	10,450.68
Total for 7100-00 Professional Services	\$91,825.68
7200-00 Physical Plant	
7205 Custodial Supplies	21,582.74
7210 Snow and Landscaping	58,341.22
7215 Maintenance & Repairs	113,098.41
7220 Special Maint. Projects	4,653.95
7300-00 Utilities	
7305 Electricity	150,993.10
7310 Gas	47,556.81
7315 Telephone	26,895.48
7320 Water/ Sewer	33,218.56
7325 Waste Disposal	14,244.90
7330 Security/ Fire Alarm	9,810.40
Total for 7300-00 Utilities	\$282,719.25
Total for 7200-00 Physical Plant	\$480,395.57
7400-00 Vehicle Expense	
7405 Auto Policy	10,765.44
7410 Vehicle - fuel	1,537.74
7415 Vehicle - Registration and fees	277.77
7420 Vehicle - Repair and Maintenance	386.62
Total for 7400-00 Vehicle Expense	\$12,967.57
Total for Expenses	\$16,884,650.42
Net Operating Income	\$2,786,319.92
Other Income	
8000 Other Income	15,781.77
Total for Other Income	\$15,781.77
Other Expenses	
8020 Other Expenses	\$0.00
Total for Other Expenses	\$0.00
Net Other Income	\$15,781.77
Net Income	\$2,802,101.69

A. Balance Sheet: Statement of net assets for FY26

Sturgis Charter Public School

Balance Sheet

As of Jun 30, 2026

	Total
Assets	
Current Assets	
Bank Accounts	
1000 TD Oper 3576	1,541,473.71
1010 TD PR 2332	210,413.72
1020 TD Health 2997	202,203.23
1030 TD MM 3584	769,921.92
1040 Rockland Trust MM 7197	132,282.24
1050 Rockland Trust Sweep 1970	2,888.42
1070 Student Escrow Accounts	
1051 RT Activities x1338	131,251.49
1052 RT Key Club x3078	0.00
1053 RT Stage x5438	0.00
Total for 1070 Student Escrow Accounts	\$131,251.49
1080 Bill.com Money In Clearing	\$0.00
1090 Bill.com Money Out Clearing	-4,273.79
Total for Bank Accounts	\$2,986,160.94
Accounts Receivable	
1200 Accounts Receivable	8,576.29
Total for Accounts Receivable	\$8,576.29
Other Current Assets	
1210 Undeposited Funds	\$0.00
1400 Prepaid Expenses	13,835.17
1490 Due From W.S.F.E.F., Inc.	\$0.00
1495 Accured Assets	1,515,915.00
Total for Other Current Assets	\$1,529,750.17
Total for Current Assets	\$4,524,487.40
Fixed Assets	
1520 Furniture & Fixtures	29,400.00
1535 Leasehold Improvements	1,570,494.00
1540 Equipment	\$0.00
1541 Computers/language lab	\$0.00
1550 Accumulated Depreciation	-1,019,211.77
Total for Fixed Assets	\$580,682.23
Total for Assets	\$5,105,169.63

Liabilities and Equity	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	14,598.13
Total for Accounts Payable	\$14,598.13
Credit Cards	
2100 TD Bank Credit Card	\$0.00
2150 Divvy CreditCard	22,282.80
Total for Credit Cards	\$22,282.80
Other Current Liabilities	
2200 Accrued Expenses	97,155.00
2220 Accrued Wages	1,230,739.43
2221 Accrued Payroll Taxes	272,961.51
2222 FICA Payable	\$0.00
2223 FIT Payable	\$0.00
2224 SIT Payable	\$0.00
2225 Payroll Advance	5,471.12
Total for 2221 Accrued Payroll Taxes	\$278,432.63
Total for 2200 Accrued Expenses	\$1,606,327.06
2250 Teacher Retirement (MTRS)	100,170.98
2255 HSA	-531.79
2260 Captive Program Liability	19,053.43
2400 Due To W.S.F.E.F., Inc.	\$0.00
2560 Vision/Dental	2,850.28
2570 Deferred Income	3,600.00
Total for Other Current Liabilities	\$1,731,469.96
Total for Current Liabilities	\$1,768,350.89
Long-term Liabilities	
2410 Student Escrow	\$0.00
2451 Student Escrow - Activites	131,251.49
2452 Student Escrow - Key club	\$0.00
2453 Student Escrow - Stage	\$0.00
Total for 2410 Student Escrow	\$131,251.49
Total for Long-term Liabilities	\$131,251.49
Total for Liabilities	\$1,899,602.38
Equity	
3000 Opening Bal Equity	\$0.00
3210-00 Restricted Grants	\$0.00
3215 Stage Restricted	29,489.24
Total for 3210-00 Restricted Grants	\$29,489.24
3200 Retained Earnings	373,976.32

Net Income	2,802,101.69
Total for Equity	\$3,205,567.25
Total for Liabilities and Equity	\$5,105,169.63

B. Approved school budget for FY27. Approved by Board of Trustees on May 11, 2026

Sturgis Charter Public School	
Budget Overview_Budget_FY27_P&L_Report	
July 1, 2026 - June 30, 2027	
	Total
Income	
4000 Tuition	19,488,569.00
4100 Grant Revenue	200,000.00
4200 Fee Income	
4210 Athletic Fees Income	60,000.00
4220 Parking Fees	13,000.00
Total for 4200 Fee Income	\$73,000.00
4250 Stage Income	
4260 Stage Dues	10,000.00
4270 Stage Ticket Sales	10,000.00
Total for 4250 Stage Income	\$20,000.00
4400-00 Other Income	
4410 Interest Income	50,000.00
Total for 4400-00 Other Income	\$50,000.00
Total for Income	\$19,831,569.00
Cost of Goods Sold	
Gross Profit	\$19,831,569.00
Expenses	
6000-00 Salaries & Benefits	
6010-00 Payroll Wages	
6010 Salaries	12,074,840.00
6015 Stipends	200,000.00
6020 Substitutes	75,000.00
6025 Tutors	30,000.00
Total for 6010-00 Payroll Wages	\$12,379,840.00
6030-00 Benefits	

6040-00 Health Insurance	
6041 Premiums	2,600,000.00
6042 HRA Fees	8,500.00
6043 Fees	66,000.00
6044 Medical Reimbursement	163,000.00
Total for 6040-00 Health Insurance	\$2,837,500.00
6045 Life Insurance	18,000.00
6046 LTD	18,000.00
6047 MA PFML	48,725.00
6048 Worker's Compensation	55,500.00
6049 Fringe Benefit	10,000.00
Total for 6030-00 Benefits	\$2,987,725.00
6070-00 Payroll Expenses	
6075 Payroll Service Fees	71,000.00
Total for 6070-00 Payroll Expenses	\$71,000.00
6080-00 Payroll Taxes	
6081 Social Security	150,000.00
6082 Medicare	179,508.00
6083 MA Unemployment	32,000.00
Total for 6080-00 Payroll Taxes	\$361,508.00
Total for 6000-00 Salaries & Benefits	\$15,800,073.00
6100-00 Athletics	390,000.00
6160-00 Stages Expenses	
6165 Stage - Other	20,000.00
Total for 6160-00 Stages Expenses	\$20,000.00
6200-00 Functions	
6205 Graduation	35,000.00
6210 Orientation	25,000.00
6215 Other Events	7,500.00
Total for 6200-00 Functions	\$67,500.00
6300-00 Instructional Supplies	
6305 Library Books & Materials	8,400.00
6310 Classroom Materials	72,000.00
Total for 6300-00 Instructional Supplies	\$80,400.00
6400-00 Student Services	
6405 Food Services	50,000.00
6410 Transportation	5,000.00
6415 Other Student Activities	5,000.00
Total for 6400-00 Student Services	\$60,000.00
6500-00 Technology Department	
6505 Technology	218,500.00
6510 Printer Expense	15,000.00

6515 Copiers-Lease-Contracts	36,000.00
6520 Dues and Subscriptions	204,750.00
Total for 6500-00 Technology Department	\$474,250.00
6600-00 Testing & Assessment	
6610-00 Assessment - Services	
6615 Special Education	85,000.00
6618 ELE Services	25,000.00
Total for 6610-00 Assessment - Services	\$110,000.00
6620-00 International Baccalaureate	
6625 IB Administration Costs	7,500.00
6630 IB Exams	165,000.00
6635 Seal of Biliteracy	2,500.00
Total for 6620-00 International Baccalaureate	\$175,000.00
Total for 6600-00 Testing & Assessment	\$285,000.00
6700-00 Advertising & Marketing	
6705 Advertising	30,000.00
Total for 6700-00 Advertising & Marketing	\$30,000.00
6800-00 General Administrative	
6805 Bank Service Charges	2,000.00
6810 Furniture & Fixtures	3,000.00
6815 Medical Supplies	4,200.00
6820 Office Supplies	6,000.00
6825 Postage & Shipping	1,000.00
6830 License & Permits	1,000.00
Total for 6800-00 General Administrative	\$17,200.00
6900-00 Operating Expenses	
6905 Rent	1,350,000.00
6910 Parking expense	13,000.00
6915 Insurance Expense	
6920 Property Policy	112,850.00
6925 Crime Policy	1,044.00
6930 General Liability Policy	28,041.00
6935 Umbrella	18,514.00
6940 Professional Liability Insurance	13,337.00
6945 Cyber Security	5,480.00
Total for 6915 Insurance Expense	\$179,266.00
Total for 6900-00 Operating Expenses	\$1,542,266.00
7000-00 Professional Development	
7005 Registration Workshop	25,000.00
7010 Education Reimbursement	5,000.00
7015 Recruiting	10,000.00
7020 Travel	30,000.00

Total for 7000-00 Professional Development	\$70,000.00
7100-00 Professional Services	
7105 Accounting/Audit	75,000.00
7110 Consulting	30,000.00
7115 Legal Services	20,000.00
Total for 7100-00 Professional Services	\$125,000.00
7200-00 Physical Plant	
7205 Custodial Supplies	55,000.00
7210 Snow and Landscaping	75,000.00
7215 Maintenance & Repairs	85,000.00
7225 Maintenance Services	15,000.00
7300-00 Utilities	
7305 Electricity	165,000.00
7310 Gas	80,000.00
7315 Telephone	15,000.00
7320 Water/ Sewer	35,000.00
7325 Waste Disposal	20,000.00
7330 Security/ Fire Alarm	25,000.00
Total for 7300-00 Utilities	\$340,000.00
Total for 7200-00 Physical Plant	\$570,000.00
7400-00 Vehicle Expense	
7405 Auto Policy	11,303.00
7410 Vehicle - fuel	2,300.00
7415 Vehicle - Registration and fees	1,000.00
7420 Vehicle - Repair and Maintenance	1,500.00
Total for 7400-00 Vehicle Expense	\$16,103.00
7500-00 Grant Expense	
7505 Grants Restricted Expense	200,000.00
Total for 7500-00 Grant Expense	\$200,000.00
Total for Expenses	\$19,747,792.00
Net Operating Income	\$83,777.00
Other Income	
Other Expenses	
Net Other Income	\$0.00
Net Income	\$83,777.00

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 2025 submission	842
Number of students upon which FY25 budget tuition line is based	842
Number of expected students for FY25 first day of school	841
Please explain any variances: One expected due to "unplanned" upperclassmen transfers	

Appendix A: Accountability Plan Evidence for 2024-25

Faithfulness to Charter Objectives and Measures related to Mission and Key Design Elements

Faithfulness to Charter

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: Sturgis will offer an International Baccalaureate (IB) for All coursework experience for all students.		
Measure: Annually, 82% of seniors will take at least 6 IB exams.	M	85.7% of students took at least 6 exams.
Measure: Annually, for seniors designated as high needs, the average number of IB exams taken will be 4.8.	M	For seniors designated as high needs, the average number of exams taken were 5.4.
Objective: Sturgis will seek to ensure college preparation and readiness for all students.		
Measure: Annually, 90% of graduates will enroll in post-secondary education for the following fall semester.	NM	In 2025, 82% of seniors attended colleges or universities.
Measure: Annually, 80% of graduates designated as high needs will enroll in post-secondary education for the following fall semester.	NM	77.6% of graduates designated as high needs enrolled in post-secondary education in 2025.
Objective: Students focus on developing the traits in the IB Learner Profile.		
Measure: Annually, with a student response rate goal of at least 80% of all students, each year an average of 85% of students surveyed will strongly agree or agree that Sturgis has had a positive effect on developing their own IB Learner Profile Traits.	NM	74% of students responded to the survey about the development of IB Learner profile traits, with at least 77.9% of respondents agreeing or strongly agreeing that Sturgis has had a positive effect on developing these traits.
Measure: Annually, aligned with the IB Learner Profile Trait of communicator, 15% of seniors will earn the Massachusetts' Seal of Biliteracy.	M	In 2026, 24% of seniors achieved the Seal of Biliteracy.

Dissemination

	2025-26 Performance <u>M (Met)</u> <u>NM (Not Met)</u>	<u>Evidence (Include detailed evidence with supporting data or examples.)</u>
Objective: Partner with a local school district regarding academic programming.		
<u>Measure:</u> During the term of our charter, Sturgis will develop a relationship with a district high school partner and collaborate annually on best practices for increasing diversity, inclusion, belonging and equity, such as hiring and recruitment of faculty from traditionally marginalized groups as well as recruitment and retention of students from traditionally marginalized groups.	M	• Collaboration with Falmouth Public Schools DEIB Director and a team of school counselors/career education professionals across Cape Cod to develop an educational careers expo for students to explore a career in education. The fair was attended by approximately 75 students from traditionally underrepresented groups. They heard from an Assistant Superintendent with a non-traditional route to an educational career, a member of the Wampanoag tribe and educator, and a keynote from our local State Representative. • Monthly meetings continued with Mashpee Public Schools, Falmouth Public Schools, Sandwich Public Schools and Riverview School to discuss practices related to increasing belonging and addressing the needs of diverse students on Cape Cod.
<u>Measure:</u> Sturgis will share its Diversity, Equity, Inclusion and Belonging Plan and Strategies with at least one local district high school.	M	• As a member of Barnstable No Place for Hate along with the Barnstable Public Schools Superintendent, Sturgis has shared policies and practices related to the support of students, especially supporting vulnerable populations such as LGBTQ+ students and families with mixed immigration status. • Sturgis shared its DEIB Planning with the Sandwich Middle High School DEI Teacher. • Students from Equity Teams at both campuses presented at the Barnstable County Human Rights Commission Human Rights Academy to 10 area schools, community human rights organizations, and faculty from area schools.
<u>Measure:</u> Sturgis will invite area educators, community members, and students to one event annually that focuses on issues of diversity, equity, inclusion and belonging.	M	• Area educators were invited to the "Excellence in Education: Expanding Opportunities and Engagement" event. This event invited local high school students who are interested in a career in education to explore pathways to education, careers in the educational space, and discover the impact of having a diverse workforce would have on future Cape Cod students. Educators from Monomoy, Falmouth, Dennis-Yarmouth, Barnstable, Nauset, Cape Cod Collaborative, Sandwich, Bourne and Sturgis collaborated on the planning, and Sturgis hosted the event.

		Area educators were invited to view the documentary “Unerased” by a local film maker and business woman of Asian descent. The film explores the experience of being one of the 2% of people growing up on Cape Cod who are from an Asian country.
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Appendix B: Recruitment and Retention Plan 2026-27

2025-26 Implementation Summary
Our multilingual families continue to increase and expand the diversity in our community. When compared regionally, our demographic numbers are still lower than sending districts such as Dennis-Yarmouth and Barnstable, but significantly higher than ones like Sandwich and Monomoy. Our recruitment strategies will continue with multilingual students. This year’s numbers for special education students represent a consistent number over the last 5 years. The recruitment numbers for low income students were similar to last year (21.1% in 2025-26 and 20.2% in 2024-25). Strategies begun in 2024-25 to generate a sense of belonging both before starting school and once students were accepted through the lottery continued in 2025-26. These included: - Students on the waiting list were encouraged to participate in accepted student events. - Summer mailings and additional information session options were added and enhanced. The summer mailing included information about sports, clubs, and upcoming field trips for 9th graders when they enter Sturgis. - We invited all the waitlist students to take our math and language placement assessments, as that day includes social and informational activities. As has historically been true, the significant number of siblings enrolled in the entry class impacts the success of our efforts to recruit students from underrepresented demographic groups. However, the increase in the numbers of students in traditionally underrepresented groups will help that trend continue when those siblings enter the lottery. Social media advertising and promotion through our social media accounts was utilized for recruitment. Next year, we will have language class that offers beginner Portuguese, which we hope will appeal to a wider demographic as well as few schools on Cape Cod offer Portuguese as a language option.

Describe the school’s general recruitment activities, i.e. those intended to reach all students
General Recruitment Activities for 2026-2027: - Sturgis information tables are available at community events and centers, including information booths at the Hyannis Winter Stroll and Hyannis Open Streets. - Advertise the shadow program on social media and in our newsletter. - Updated enrollment policies were approved by the Board of Trustees in order to have additional lottery periods. - Distribute a check list to prepare families for what to expect when they are students at Sturgis. - QR codes link information and application materials on flyers and at information booths in community events. - QR codes link to a form where families can gather more information or schedule a conversation to learn about ways that Sturgis supports low-income families. At each event, 3-5 inquiries will be submitted and responded to. - Share community building, athletic, arts, and academic events on social media with consistent frequency. - Virtual evening Information Sessions during enrollment period in December-January with opportunities to ask questions of current students and faculty. - Continue to offer expanded enrollment periods throughout the year to increase opportunities for families to explore Sturgis as an option. - Student-led tours of the East + West Campuses during enrollment period in December-January.

- 8th & 9th students are invited to shadow a Sturgis student for a half or full day.
- Optional individual parent/student meetings with school leaders.
- Participation in 8th grade high school fairs with multilingual recruiting materials and multilingual student/faculty representation.
- Multilingual recruiting flyers in English/Portuguese/Spanish are sent to all grade 8 & 9 families in our region.
- Statements at our information sessions and in the multilingual recruiting flyers affirm that low income and special education students and English Language Learners are welcome regardless of previous academic performance and will be well-served at Sturgis, .
- Statement included on the application that Sturgis' admissions process does not use information on the application regarding home language, immigration status, English proficiency, race/ethnicity, income level, or special education status.
- Post information about enrollment period and activities on our social media sites through the school account, the school board, and the parent pages.
- Share videos on social media and our website featuring current students sharing their experiences.
- Paid advertisements on Facebook and Instagram through the enrollment period.
- Continue our paid partnership with Niche to reach those searching on the Internet for schooling options.
- Review the students who have shadowed but not yet applied and call home to see if they need additional information.
- Check the current waitlist for grade 9 to ensure that they re-apply for grade 10 during enrollment period.
- Accepted students and students on the waitlist are added to an email list that keeps them updated about spring events at Sturgis, including a Welcome Event for lottery winners and all waitlisted students.
- Waitlisted students are invited to attend all incoming student events.
- Continue to survey parents who have gone through the application process to get feedback and incorporate some of their suggestions.
- Feature Alums representing a variety of career paths and demographics on the social media sites.

Overall Student Retention Goal

The 2026-27 annual goal for student retention is 97%

Recruitment Strategies for 2026-27 for Specific Student Groups

Students with disabilities

(b) Continued 2025-26 Strategies

- | | |
|---|--|
| <ul style="list-style-type: none"> ● School percentage: 13.5% ● Comparison Index percentage: 16.4% ● The percentage of students with disabilities enrolled at the school is below the Comparison Index. | <ul style="list-style-type: none"> ● A special education student will be on the panel of presenters at each prospective parent and student Information Session. ● Prospective students may request to shadow a student who receives additional academic supports at the request of the family/student. ● The Special Education Coordinator will meet with prospective parents and students requesting information about special education services. ● Special Education and Student Support section of the website are continually updated. ● Special Education Parent Advisory Council (SEPAC) representation at events for potential incoming students and Open Houses. |
|---|--|

	• Employ community connections such as the Cape Cod Family Resource Center and Bay Cove Human Services to inform their personnel regarding the quality of educational experience that the school offers to students who face significant challenges. • Have students who have received or are receiving additional support volunteer at welcome events to share their experiences with student support services. • Continue updating and monitoring our materials and website for increased accessibility. • SEPAC visibility at Welcome Events for incoming and prospective students • Offer individual transition planning meetings with the Special Education Coordinator for prospective students with disabilities and their families prior to enrollment to discuss available supports, answer questions, and facilitate a smooth transition to the school. (c) 2026-27 Additional Strategy(ies), if needed • Change language about placement tests (administered for language and math) for incoming students to reinforce that these are simply a snapshot of their current learning and not placing students on an academic track. • Update our new Niche profile page to include support services. • Develop and add parent testimonials to the school's website highlighting family's experiences with special education services and student support programming. • Continue strengthening and expanding partnerships with MassHire to increase community awareness of the school's educational opportunities and support services for students with disabilities and their families. • Maintain on-going relationships with special education administrators in sending districts through regular communication, school visits, and collaboration to ensure that families are informed about the school's special education programming and supports.
English Learners	
• School percentage: 1.8% • Comparison Index percentage: 3.8% • The percentage of English learners enrolled at the school is below the Comparison Index.	(b) Continued 2025-2026 Strategies • For students and families who are LEP and contact the school regarding admission, an interpreter +/- or current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission. • Recruiting brochures and multilingual flyers placed in community centers • Sturgis will make school information available in newspapers published in target languages, and on radio stations broadcasting in target languages. • Recruiting information sent to Latino WhatsApp groups • Multilingual students are panelists at Information Sessions. • Families provided information on accessing translation through closed captioning for online information sessions. • Separate multilingual mailing will be sent to grade 8 students and parents in districts that have significantly higher LEP student populations than Sturgis. • Families were invited to cultural events and encouraged to bring siblings who may be interested in applying to Sturgis. Specific, targeted, information about events was sent to Spanish and Portuguese speaking families. • Multilingual enrollment information was sent to community organizations, including churches, that serve non-English speaking populations. • Sturgis continues to maintain relationships between Spanish/Portuguese speaking community outreach staff and the community organizations. • Encourage multilingual community organizations to use our community space on 529 Main St.

	• As the population of multilingual learners grows, Sturgis has continued to strengthen the Multilingual Learner Department. • Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis as Multilingual Learners. • Provide tours of the campus led by Portuguese and Spanish speaking students. • Added additional layers of translated communication through Reach My Teach. (c) 2026-27 Additional Strategy(ies), if needed • Sturgis has partnered with Provincetown Public Schools International Baccalaureate school in the past to arrange a shadow day where all Provincetown eighth grade students visit and attend classes at both Sturgis East and Sturgis West, and Sturgis will work to revitalize this program. This is a plan that is continued from 2025-26 and did not materialize in 25-26. • Increase outreach to additional EL/FEL populations regionally using the same strategies of partnering with the community organizations that were effective for the Brazilian/Portuguese speaking community. • Creating relationships with the local organizations that support newcomers, such as the Health Ministries in Hyannis and LatinX in Action. • Creation of relationships with the Haitian and Jamaican communities to support families to apply. • Streamlining the process to access information about transportation for families.
Low Income	
• School percentage: 21.1% • Comparison Index percentage: 31% • The percentage of students in the low income group enrolled at the school is below the Comparison Index.	(b) Continued 2025-2026 Strategies • The application for free/reduced lunch visible on the school's website. • Sturgis is becoming a participant in the National School Lunch Program by 2025. • An announcement about the availability of free or reduced lunches will be sent to all prospective parents. • Sturgis advertises that all students have access to a 1:1 Chromebook program • Fee waivers available for calculators, CCRTA pass, parking, sports, and educational field trips. • Transportation information was streamlined for prospective families and offered at Welcome Event. • Sturgis brochures and bilingual flyers will be placed at food pantries, Boys & Girls Club, YMCA, BayCove Community Based Health Clinic, Department of Transitional Assistance offices, Career Opportunities office, Housing Assistance Corporation office, and low income housing complexes, thrift shops, and the Salvation Army. • Through Sturgis' aforementioned partnerships, Sturgis aims to better target its recruitment of students who are economically disadvantaged. • Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis. • Continuing to strengthen partnerships with community resources for housing insecurity such as Housing Assistance Corp, Homeless Prevention and Independence House. • Share enrollment materials with community-based health centers such as BayCove and Outer Cape Health. • Increase our presence with student representatives at free, family friendly events on Main St in Hyannis, such as Hyannis Open Streets, the Unity Days, and Amplify POC events. • School nurses will work with families to maintain/acquire insurance through MassHealth as needed. • Review economic barriers present for students who are low-income and develop strategies and fund streams to support access to all aspects of student

	life in a way that reduces any potential stigma. Communicate these strategies with all lottery applicants and on our website. (c) 2026-27 Additional Strategy(ies), if needed • Strengthen our relationship with Independence House and the Family Resource Center to share schooling options with families in transitions. • QR Code for families to connect with someone at the school who can share ways Sturgis is financially accessible will be shared on social media as well as at in person events. • Share information about transportation options to and from school. • Include information about resources on the student support pages of the website and in our online presence. • Include information about our pantry, supplies closet, calculator loaner program, and free/reduced lunch options with increased frequency.
<u>Students who are sub-proficient</u>	(d) Continued 2025-2026 Strategies • During prospective parent and student Information Sessions, presenters will emphasize the extensive amount of academic support (access to teachers, peer tutoring, executive function coaching) that is available • Created a more welcoming environment during our incoming student assessments that includes community building activities, food, and parent information sessions. • Developed videos that were shared on social media and our website that highlight students who experienced academic growth while at Sturgis. • Continued development of classes and support/tutoring opportunities to implement interventions for students who experienced learning loss during the Covid learning years. • Small group interventions for students who require a more targeted intervention strategy. 2026-27 Additional Strategy(ies), if needed • Provide examples of students who had success overcoming challenges or experiencing growth at Sturgis. • Materials de-emphasize the challenging 11th and 12th curriculum while emphasizing the support, connection, and growth students experience.
<u>Students at risk of dropping out of school</u>	(e) Continued 2025-26 Strategies • The school will emphasize small class size, during and after school tutoring support, low student/counselor ratios, and its success with students who previously faced significant challenges at student and parent Information Sessions and in promotional flyers . • PASS program for students who are facing emotional, behavioral or attendance challenges that are interfering with the ability to remain in school. • Careful consideration of class scheduling in order to maintain peer connections. 2026-27 Additional Strategy(ies), if needed • Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u>	(f) Continued 2025-26 Strategies • The building Principal sends a letter to any student who has dropped out of school informing them of the school's willingness to help said student with their educational planning. • Assistant Principal reviews the language in communications at least annually 2026-27 Additional Strategy(ies), if needed

OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2025-26 Strategies • Developed a partnership with the NAACP to encourage African-American and multi-racial applicants. • Encouraged Amplify POC and Belonging Books to use the community space at 529 for their community based events • Provided community based events that highlight diversity and access. • Sent student presenters to 2 Human Rights Conferences as participants and presenters to increase visibility to middle school students. • Students presenting at the Human Rights Conference. • Built connections with the Wampanoag Tribe. • Established connections with the Cape Cod Synagogue and Barnstable No Place for Hate.
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Retention Plan
2026-27

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2024-25 Retention Plan.

2025-26 Implementation Summary:

- Sturgis did not meet its overall goal this year of 97% and had a retention rate of 96.5%. This is similar to past years.
- Through the Student Services and Equity Teams there were events and activities such as International Lunches and culturally sustaining and affirming events that parents were invited to attend.
- Developed and strengthened partnerships with Family Resource Center, the PASS Program, Bay Cove Crisis Center, and Independence House.
- Initiated an attendance meeting and contract structure that involved caregivers.
- Teacher training on using Universal Design for Learning to support diverse learners and promote engagement and connection.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	97%

Retention Plan –Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

• School percentage: 6.7% • 1 Standard Deviation percentage: 18.75% • The rate of attrition for students with disabilities is	(b) Continued 2025-26 Strategies ☒ Below one standard deviation: no enhanced/additional strategies needed • Each year, Sturgis has hired additional paraprofessionals to support students on IEPs. • Sturgis has extensive supports for students on IEPs, including 6 certified Special Education teachers, 2 Special Education Lead Teachers, a Special Education Coordinator, 2 School Adjustment Counselors, a Speech Language Pathologist, a School Psychologist, Reading Intervention teachers, Transition Coordinators, and more than 15 paraprofessionals. • ESY programs are available as needed
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below 1 Standard Deviation.	Continue the relationship with MassHire to provide opportunities for transition planning and exploration of post-secondary experiences. (c) 2026-27 Additional Strategy(ies), if needed ☐ Above one standard deviation: additional and/or enhanced strategies described below: 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.
Limited English-proficient students/English learners	
- School percentage: 6.3% 1 Standard Deviation percentage: 33.92% - The rate of attrition for English learners is below 1 Standard Deviation.	(b) Continued 2025-26 Strategies ☒ Below one standard deviation: no enhanced/additional strategies needed - Multilingual Learner staff/faculty increased to 2 English Learner teachers, 3 Support teachers, 1 FTE EL Coordinator, 1 FTE Administrative Assistant. - SEI course offered for all teachers at no cost to the teacher. Additional study groups available to prepare for the SEI MTEL. - Training and coaching provided to content area teachers on implementation of SEI strategies in the classroom. - Increased support outside of the classroom through teacher and peer tutoring. - Continuing development of the ELPAC. - Increase participation of ELs in co-curricular activities through communication with families and support to access transportation. (c) 2026-27 Additional Strategy(ies), if needed ☐ Above one standard deviation: additional and/or enhanced strategies described below. 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.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
- School percentage: 3.5% 1 Standard Deviation percentage: 15.35% - The rate of attrition for students in the low income group is below 1 Standard Deviation.	(b) Continued 2025-26 Strategies ☒ Below one standard deviation: no enhanced/additional strategies needed - Sturgis provides qualified students with free/reduced lunch, reimburses said students for transportation costs, and provides fee waivers for athletics, arts, and other extracurriculars. Also, Sturgis pays for all IB related costs for all students, and Sturgis has a fund to pay for equipment costs (instruments and calculators) for students with special circumstances. - School counselors work with students to access fee waivers for college applications and participate in college visits. - Introduced a food pantry that parents and students can access with shelf stable staples. (c) 2026-27 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below. 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.
<u>Students who are sub-proficient</u>	(d) Continued 2025-26 Strategies - Student Support Teams will identify students who are sub-proficient within the first quarter of school - Counselors and advisors meet individually with the students and plan for tiered interventions as needed. - Child Study Teams meet to discuss individual students and determine effectiveness of interventions in place and determine any additional levels of interventions.

	• Annual review of the DCAP to outline available accommodations for students who are not meeting expectations or benchmarks. • Enhanced MTSS including a suggested menu of tiered interventions that can be implemented in the classroom. • Increasing implementation of UDL strategies in the classroom. • Student Support Plans between teacher and student are created to set goals and determine potential barriers to academic progress, and annual training on these plans will continue. • Continue attendance meetings. • Small group instruction and/or supported study halls for students who are identified through the Student Support Team. 2026-27 Additional Strategy(ies), if needed
<u>Students at risk of dropping out of school</u>	(e) Continued 2025-26 Strategies • Student Support Teams will identify students who are at risk of dropping out within the first month of school and throughout the school year • Counselors and advisors will meet with students individually to determine interventions, provide connection, and ensure that students know of available resources in the school and the community. • Child Study Teams meet to determine strategies, student strengths, and identify supports that can be implemented. • Partnership with community organizations to engage students on multiple levels. • Careful consideration is given to class choice to maintain peer connections. 2026-27 Additional Strategy(ies), if needed
<u>Students who have dropped out of school</u>	(f) Continued 2025-26 Strategies • The building Principal sends a letter to any student who has dropped out of school informing them of the school's willingness to help said student with their educational planning. • This letter and menu of options for students is reviewed annually and assessed to meet the individual needs of the student. 2026-27 Additional Strategy(ies), if needed
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2025-26 Strategies • Counselors, Student Services Coordinator (formerly DEIB Coordinator) and Student Support Teams will identify students whose race/ethnicity are other than white within the first month of school in order to monitor for continued academic achievement and participation. • Counselors and advisors will meet with students to determine if there is a need for any additional academic or SEL support needed. • Counselors and Advisors encourage students to attend clubs and activities that will provide community connections both in and out of school. • Name change options standardized for students who are undergoing gender affirming name and/or pronoun changes. • School adjustment counselors, counselors, EL teachers, and the Student Services Coordinator (formerly DEIB office) meet regularly to identify students who are not making connections to other students or teachers and plan additional interventions for those students. • Professional learning communities focused on universal design for learning (UDL) will be implemented. • Building-based equity teams and Hope Squads will continue.

Appendix C: School Data Tables

ADMINISTRATIVE ROSTER DURING THE 2025-26 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Paul Marble	Executive Director	August 2004	NA
Susan Voigt	Special Education Coordinator	August 2005	NA
Jennifer Kirk	Principal	August 2007	NA
Patrick O’Kane	Principal	August 2009	NA
Jessica Lynch	Student Services Coordinator	August 2011	NA
Christine McDowell	Multilingual Learner Coordinator	August 2013	NA
Polyanna Rocha	Director of Finance and Operations	July 2024	NA

TEACHERS AND STAFF ATTRITION FOR THE 2025-26 SCHOOL YEAR				
	Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
Teachers	98	3	12	Other employment in education = 5 Retirement = 2 Personal reasons = 5 Further education = 1 Agreement non-renewal = 1 Discharged = 1
Other Staff	38	2	3	Other employment in education = 1 Retirement = 1 Personal reasons = 2 Further education = 0 Agreement non-renewal = 0

				Discharged = 1
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[Board of Trustees Webpage](#)

BOARD MEMBERSHIP 2025-26					
<u>Name</u>	<u>Position on the board</u>	<u>Committee affiliation(s)</u>	<u>Number of terms served on the board</u>	<u>Length of each term</u>	<u>Final year of service possible*</u>
Aimee Foster	Vice President		1	04/24-04/27	2033
Gordon Harris	President	Board Development, Finance	1	07/23-07/26	2032
Eric Hieser	Trustee	Board Development	2	06/22-06/25, 6/25-6/28	2031
Paul Marble	Exec. Dir/Trustee	Personnel, Finance	NA	07/16-end of tenure	End of tenure as Executive Dir.
Iona Masil	Faculty Rep	Personnel	1	08/24-6/26	2026
Nate Mullins	Treasurer	Finance	1	03/25-06/26	Resigned
Theresa Tuano	Trustee	Personnel	2	03/24-02/27	2030
Marion Weeks	Secretary		3	08/23--08/26	2026
Mathias Boyar	Trustee		1	12/25-12/28	2034

*based on term limits in bylaws

Appendix D: Conditions, Complaints, and Attachments

Conditions: None

Complaints: No official written complaints were received by the Board of Trustees during the 2025-26 school year.

Attachments: None