**DESE Approved: 9/18/26**

# Benjamin Banneker Charter Public School

**2023 Blue Ribbon School**

*1 Matignon Rd*
*Cambridge, MA 02140*



# A STEM School

***Science, Technology, Engineering and Math***

## *2025-2026* Annual Report

**July 31, 2026**

**Welcoming All Children - Challenging Every Learner - Celebrating Students' Success**


**Sherley Bretous**
**Executive Director**
**617-497-7771 x 216**
**FAX: 617-497-4223**
**hmartin@banneker.org**
**www.banneker.org**

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# *Introduction to Benjamin Banneker Charter Public School*

| ***Benjamin Banneker Charter Public School*** | | | |
|---|---|---|---|
| Type of Charter | Commonwealth | Location of School | Cambridge |
| Regional or Non-Regional | Regional | Cambridge and Somerville | N/A |
| Year Opened | 1996 | Year(s) the Charter was Renewed | 2001, 2006, 2011, 2016, 2021, 2025 |
| Maximum Enrollment | 350 | Enrollment as of 6/4/26 | 341 |
| Chartered Grade Span | K1-6 | Current Grade Span | K1-6 |
| Number of Instructional Days per School Year (as stated in the charter) | 185-w/snow days | Students on Waitlist 2026-27 | 231 |
| Number of Instructional Days during 2025-26 School Year | 183 | | |
| School Hours | 8 a.m. – 3 p.m. | Age of School as of 2025-2026 | 29 |

**Mission Statement**

The Benjamin Banneker Charter Public School is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and use authentic data to monitor every student's growth and achievement.

## Letter from the Executive Director

Dear Banneker Community,

As we begin our **30th year**, I am honored to present the 2025-2026 Annual Report for Benjamin Banneker Charter Public School. This report reflects one of the most significant years in our school's history. While the pages that follow highlight our academic performance, organizational strength, financial stewardship, and programmatic accomplishments, they also tell the story of a community united by a common purpose: ensuring that every child receives an exceptional education.

For thirty years, Banneker has remained steadfast in its mission of Welcoming All Children, Challenging Every Learner, and Celebrating Students' Success. We have never believed that race, socioeconomic status, language, or circumstance should define a child's future. Instead, we have demonstrated that when children are surrounded by high expectations, exceptional educators, strong family partnerships, and a school community that believes deeply in their potential, extraordinary things happen. That belief continues to guide every decision we make and every challenge we embrace.

The 2025-2026 school year will forever be remembered as a turning point in Banneker's history. After nearly thirty years at 21 Notre Dame Avenue, we purchased our permanent home at 1 Matignon Road and began the transition to a campus that will serve generations of students to come. While saying goodbye to the building that had been our home for nearly three decades was bittersweet, we did so knowing that the values, relationships, and culture that define Banneker are not found within the walls of a building. They live within our people.

This remarkable transition was made possible because of the collective efforts of the entire Banneker community. Packing a school that had been our home for nearly thirty years was no small task. Every classroom, office, library, and storage room reflected decades of teaching, learning, and memories. Our faculty, staff, and administrators dedicated countless hours to carefully organizing instructional materials, preserving the history of our school, and preparing for the next chapter in Banneker's story.

What impressed me most was not the amount of work that needed to be done, but the way our staff responded. No one asked whose responsibility it was. People simply stepped in wherever they were needed because that is who we are. They packed boxes, sorted supplies, labeled materials, moved furniture, and supported one another with the shared understanding that every task, no matter how small, was ultimately about our students. Our families demonstrated that same commitment. Parents supported fundraising efforts, volunteered their time, encouraged our staff throughout the transition, and continued to place their trust in our vision. They understood that this new campus is more than a building. It is an investment in future generations of children. Their generosity, partnership, and belief in our mission helped make this historic milestone possible. Banneker has never been built by one person or one group. It has always been built by a community working together on behalf of children.

Even while managing one of the most significant transitions in our history, our focus never shifted from student learning. As highlighted throughout this report, our students continued to demonstrate outstanding academic achievement through rigorous instruction, intentional use of data, and the unwavering commitment of our educators. Our instructional coaching model, commitment to continuous improvement, and belief that every child can achieve at high levels remain the foundation of our academic success. We continue to demonstrate that excellence and equity are not competing priorities. They are inseparable.

At Banneker, success extends well beyond academic achievement. This report reflects our commitment to educating the whole child through a rich and engaging educational experience. From our integrated STEAMS curriculum and annual STEAMS Expo to Adventure Club, the Banneker Beat Dance Troupe, visual and performing arts, athletics, technology, field experiences, and social emotional learning, our students continue to develop the knowledge, character, creativity, and confidence necessary to become thoughtful citizens and lifelong learners.

The pages that follow also highlight the strength of our organization. They reflect the dedication of an exceptional faculty and staff, the leadership and stewardship of our Board of Trustees, meaningful partnerships with families, responsible financial management, and our commitment to continuous improvement. These systems allow us to remain focused on what matters most: providing every student with the highest quality educational experience possible.

As we celebrate thirty years of serving children and families, we recognize that our work is far from complete. Our new campus represents an exciting new beginning, but our purpose remains unchanged. We will continue to challenge ourselves to innovate, to grow, and to ensure that every child who walks through our doors is known, supported, challenged, and inspired to reach their fullest potential.

I extend my deepest gratitude to our students, families, faculty, staff, Board of Trustees, volunteers, alumni, and community partners. Your commitment, generosity, and unwavering belief in our mission have brought us to this remarkable moment. Together, we have honored our past while preparing for an even brighter future.

Warm regards,

**Dr. Sherley Bretous**
Executive Director



## *Faithfulness to the Charter*

# Mission, Vision and Key Design Elements

## Mission Statement:

The Benjamin Banneker Charter Public School is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standards-based STEM curricula and use authentic data to monitor every student's growth and achievement.

## Vision:

The Benjamin Banneker Charter Public School will be known as a school that is changing the face of public education. It will be an example of educational excellence and dignity. Banneker students will excel in all academic and non-academic areas, and be well prepared for high school and beyond. They will respect themselves, their classmates, their school, their community, and the value of education.

All members of the Banneker community will support each other in pursuit of these common goals. We will exhibit commitment, compassion, patience, and perseverance. We will strive to meet the needs of each student and we will challenge all students – expecting achievement and celebrating success when our students soar.

## Key Design Elements:

| | |
|---|---|
| **Educational Philosophy** | We believe that every student is a unique and talented individual who can and will learn when provided with a rich curriculum, engaging student-centric environment, high quality teachers, and a culture of high expectations and social-emotional support. |
| **Instructional Framework** | Banneker has evolved and developed a framework for the delivery of instruction that engages the student as an active participant in their learning. Our educators recognize that active participation in the process of learning creates life-long learners able to apply their knowledge to the challenges they will face in their lives and careers. Our curriculum is agile, continuously improving and aligned to the Massachusetts Curriculum Frameworks. |
| **Learning Analytics & Data** | The use of research-based methods, interim formative assessments, learning analytics, and proven platforms provide Banneker staff with timely data. Student data is used for instructional and classroom insights that allow for differentiated instruction to support the individual need of the child. Banneker's approach to data is unique, sophisticated, evolving and differentiates our practice from many other schools. |
| **Professional Knowledge** | The Banneker Coaching Model provides both horizontal and vertical alignment of our curriculum. Banneker's educators participate in ongoing professional development, where data and feedback are embedded into the weekly routine of teachers and staff. Ongoing teacher training, and continuous improvement of curriculum enhances the craft of teaching. Banneker has created an environment where teachers are encouraged to be innovative and grow. A yearly professional development calendar is one of the many elements provided in support of teachers and their development. |
| **Classroom Environment** | Each Banneker classroom reflects the student centric focus of the school, with open spaces for group lessons; in-class libraries with books reflecting the many cultures of the students; specific horseshoe tables for small group instruction; posted schedules, objectives and a visually rich and appealing environment that stimulates learning. |
| **Teaching Elements** | Using proven models such as Responsive Classroom or adapting programs such as Literacy Collaborative, Banneker's educators are given the support they need to be effective teachers. Each classroom is staffed with 2 adults (teacher and teacher associate) that work together to ensure the maximum learning time for students. |
| **Student Involvement** | Students at Banneker are active learners. In class they are encouraged and expected to participate in classroom learning as part of a whole group, small group or technology assisted instruction. Exposure to the arts, physical education, music and many after school activities enhance students' social-emotional growth and exposure to the world beyond the school building. Banneker students enjoy many field trips, visits to Museum of Science, Washington DC, Plimoth Plantation are just a few where they learn to be mentally active, socially involved and globally aware. |
| **Parents as Partners** | Banneker takes great pride in its strong relationships with parents and the community. The school provides ongoing parent meetings and training on topics ranging from digital awareness to nutrition. Parents are able to participate in numerous events with their students and are often entertained by outstanding dance, music and art shows where student work is showcased. Communication between parents and teachers is respectful and collaborative, with a recognition for the role that parents, family and ancestry play in the future success of the student. |

## Charter Amendment Requests: N/A

## Access and Equity: Student Demographic Information

The Banneker school community is one where respect for the individual and for learning are shared beliefs among students, staff and parents. Information regarding current enrollment by Race/Ethnicity can be found through the following link: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&.

| Student Data by Race/Ethnicity 2025-26 | |
|---|---|
| **Race/Ethnicity** | **percentage of Student Body** |
| **African American** | 86.0 |
| **Asian** | 2.0 |
| **Hispanic** | 7.0 |
| **Native American** | 0 |
| **White** | 1.5 |
| **Native, Hawaiian, Pacific Islander** | 0 |
| **Multi-race, Non-Hispanic** | 3.2 |

Information regarding the 2025-26 schools enrollment: broken down by population can be accessed through the following link: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&.

| Selected Student Population 2025-26 | |
|---|---|
| **Title** | **percentage of Student Body** |
| **First Language Not English** | 24.7 |
| **English Language Learner** | 5.5 |
| **Low Income** | 55.2 |
| **Students with Disabilities** | 12.5 |
| **High Needs** | 63.4 |

## 2025-26 Student Discipline Data Report

The school's emphasis on proactive behavioral supports, social-emotional learning and strong family partnerships contributed to the absence of disciplinary removals during the 2025-2026 school year.

Information regarding discipline data for 2024-25 can be accessed through the following link: https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04200205&fycode=2025. Current data is not yet posted.

| 2025-26 Student Discipline | | | | | |
|---|---|---|---|---|---|
| **Student Group** | **Total Number of Students** | **Students Disciplined** | **Percent In-School Suspension** | **Percent Out-of-School Suspension** | **Percent Emergency Removal** |
| **All Students** | 344 | 0 | 0 | 0 | 0 |
| **English Learner** | 22 | 0 | 0 | 0 | 0 |
| **Low Income** | 234 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 36 | 0 | 0 | 0 | 0 |
| **High Needs** | 218 | 0 | 0 | 0 | 0 |
| **Female** | 176 | 0 | 0 | 0 | 0 |
| **Male** | 166 | 0 | 0 | 0 | 0 |
| **American Indian or Alaska Native** | 1 | 0 | 0 | 0 | 0 |
| **Asian** | 7 | 0 | 0 | 0 | 0 |
| **African American/Black** | 295 | 0 | 0 | 0 | 0 |
| **Hispanic/Latino** | 29 | 0 | 0 | 0 | 0 |
| **Multi-race, Non-Hispanic/Latino** | 8 | 0 | 0 | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **White** | 4 | 0 | 0 | 0 | 0 |

## Dissemination Practices

Throughout the 2025-2026 school year, Benjamin Banneker Charter Public School continued its commitment to disseminating educational best practices throughout the Commonwealth. As one of Massachusetts' highest performing public school districts, we welcomed opportunities to collaborate with charter schools, traditional public schools, higher education partners, community organizations, and state leaders, Charter School leaders etc. Through school visits, presentations, conferences, and collaborative partnerships, we shared the instructional systems, leadership practices, and organizational strategies that have contributed to our students' success while continuing to learn from others committed to educational excellence.

This year, interest in Banneker extended beyond our instructional program. As we prepared for our transition to a permanent campus, educational leaders sought opportunities to learn about our approach to strategic planning, teacher development, organizational leadership, community engagement, and managing a major capital project while maintaining exceptional student outcomes. These conversations reinforced our belief that dissemination is not simply about sharing successes. It is about contributing to the broader improvement of public education through collaboration, reflection, and continuous learning.

| **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** |
|---|---|---|---|---|
| Addressing Food Insecurity in the community | Monthly Food Market<br>Newsletters<br>Social Media | Executive Director<br>Title I Director/Parent Liaison | Food For Free<br>Cambridge Public Schools (Peabody)<br>Local families | Provided free food and resources to local families to address food insecurity |
| Academic Excellence<br>Teacher Retention<br>New School and plans<br>Future collaboration | School Tour | Executive Director<br>School Leadership Team | Mayor of Somerville<br>Mayor of Cambridge | Shared "Best Practices" regarding professional development, teacher retention, academic excellence and facility resources and growth |
| Early Literacy Readiness | School Tour and Interview | Executive Director<br>School Leadership Team | Michael Moriarty - Board of Elementary and Secondary Education<br><br>MA Charter School Office | Shared best practices |
| Title I/Parental Engagement and Support Program Delivery | School to School Virtual Meetings/Shared resources<br>CACE Conference | Executive Director/Title I Director/Leadership Team | Other MA Charter School Leaders for schools in Cambridge, New Bedford, Haverhill, Boston and Springfield | Enhanced capacity for supporting school-wide Title I programs. |
| Building staff Capacity: Developing Teacher Associates<br>_____<br>Building Facilities and Parent Engagement | School Tour | Executive Director<br>School Leadership Team | LT Governor of MA<br>MA Charter School Leaders | Shared "Best Practices" regarding professional development, teacher retention, academic excellence and facility resources and growth |
| Annual 6th grade Student Academic Performance | Cambridge Community Charter | Executive Director<br>3-6 Content Coaches<br>BBCPS 6th Grade teachers<br>CCSC Staff | Cambridge Community Charter School | Shared students strengths and areas of growth. Strategies used to determine grade level readiness. |
| Building Capacity and school culture | School Visit | Executive Director<br>Content Coaches<br>Match Charter School | Other charter school leaders | A comprehensive overview of the components of our model that contributed to the success of our |

| **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** |
|---|---|---|---|---|
| | | | | program and made our school's model effective. |
| STEAMS (science, technology, engineering, arts, math & Social studies) | School-wide STEAMS Exposition | Leadership Team<br>STEAMS Committee<br>Teachers, TA's. specialists and students | Massachusetts Charter School Leaders<br><br>Members of the surrounding academic, environmental protection, and business community | Provided students with real-world learning experiences. |
| Leading Organizational Change During a Campus Transition | School Tours and Leadership Meetings | Leadership Team | Charter School Leaders, Public School Leaders, State Officials | Shared strategies for maintaining organizational stability, supporting staff,<br><br>engaging families, and sustaining academic excellence during a major facilities transition. |

## Academic Program Success

### Student Performance

| **Overall Classification** | **Accountability Percentile** | **Progress Toward Improvement Targets** |
|---|---|---|
| **2025** | **2025** | **2025** |
| **Not requiring assistance or intervention** | **95 percentile**<br>**For more details please check the official report here:**<br>**https://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2025&orgcode=04200205&report_mode=SUMMARY** | **Meeting 87% of Improvement targets** |

# *Program Delivery*

## Student Transportation

Many Banneker students start their day very early and travel long distances to attend school. That journey from home to school, we believe, is important to the success of the school day. Banneker remains one of the few charter

schools to provide free bus transportation for students within the greater Boston Area. Banneker hired buses are staffed with a bus monitor and cameras to ensure the start of the student's day begins safely and under adult supervision. Banneker has bus stops throughout Boston, Medford and Cambridge.

## Student Nutrition

At Banneker, all students receive free breakfast and lunch each day. Recognizing the critical role of nutrition in student well-being and academic success, the school offers a monthly menu featuring healthier, more student-friendly meal options. We place additional emphasis on increasing student participation in our meal programs and encourage students to make thoughtful food choices. Through ongoing messaging and education, we help students understand the importance of nutrition and its impact on maintaining a healthy mind and active body.

## Coaching Model

Banneker continues to refine its content coaching model in English Language Arts, Math, and Science to strengthen teaching and learning across the school. Our Content Coaches play a critical role in ensuring curriculum alignment both horizontally (across grade levels) and vertically (from one grade to the next), creating a seamless and coherent educational experience. With deep knowledge of the Massachusetts Curriculum Frameworks, they support teachers by providing instructional guidance through data analysis, classroom observations, and the implementation of best practices.

Content Coaches routinely analyze assessment data to identify areas for growth and provide in-class support tailored to both teacher and student needs. This hands-on, collaborative approach ensures that instruction is both data-driven and responsive, resulting in improved student outcomes and sustained professional development. The model promotes a culture of continuous improvement, where curriculum coherence and instructional excellence are at the forefront.



## English Language Arts

Banneker's literacy program is built on the Literacy Collaborative framework, a comprehensive, research-based approach that emphasizes language development, student engagement, and a balanced focus on both the learning process and outcomes. Key elements of the program include:

- **Atlas Rubicon:** This curriculum mapping software program develops, stores, and organizes the BBCPS curriculum. All educators use Atlas to access the BBCPS curriculum. The main goal of the Banneker curriculum is to ensure that all students achieve mastery of the standards outlined in the Massachusetts Curriculum Framework
- **Professional Development for Teachers**: The program provides extensive, long-term, site-based professional development, ensuring that teachers continuously receive relevant training to enhance their instructional skills and adapt to evolving literacy needs.
- **Leadership Support**: School administrators and literacy coaches receive specialized training and support to build and maintain a strong literacy culture throughout the school. This ensures a sustained, school-wide focus on literacy improvement and achievement.
- **In-Class Coaching and Support**: Literacy coaches provide direct instruction and coaching within classrooms, helping teachers implement effective literacy strategies while offering additional support to students. This hands-on approach ensures real-time guidance and collaboration.
- **Data-Driven Instruction**: The program places a strong emphasis on systematic data collection, assessment, and analysis to monitor student progress. Instructional strategies are then adjusted based on this data, ensuring that teaching is responsive to individual student needs.

Overall, Banneker's literacy program aims to create a dynamic, supportive environment where students excel in literacy through ongoing professional development, strong leadership, in-class support, and data-informed instruction.

**Reading iReady Scores (2025-26)**

*Grades K-6*

**Performance**

**Reading Performance Target:**

The percentage of students at each grade level who achieve proficiency or higher on the post-assessment will increase by at least 10 percentage points from the pre-assessment, and/or at least 70% of students at each grade level will score proficient or higher on the post-assessment.

**iReady Performance**

**Percentage of Students Scoring Proficient* on the iReady Diagnostics**

| Grades | Pre | Post | Delta |
|---|---|---|---|
| Kindergarten | 54% | 98% | +44 |
| First | 35% | 98% | +63 |
| Second | 68% | 100% | +33 |
| Third | 83% | 98% | +15 |
| Fourth | 54% | 74% | +20 |

| | | | |
|---|---|---|---|
| Fifth | 55% | 69% | +14 |
| Sixth | 59% | 76% | +17 |

***Proficient- Students scoring at or above grade level on the iReady diagnostic assessment**

Students at every grade level exceeded the 2025-2026 performance target in reading.

**Reading iReady Scores (2025-26)**

**Growth**

*Grades K-6*

Each year, 75% of students at each grade level will make at least one year's growth. One year's growth is equal to 100% or higher of Typical Growth as determined by **iReady.**

**iReady Growth**

**Percentage of students making 1 year's growth* or higher**

| Grades | Growth |
|---|---|
| Kindergarten | 62% |
| First | 88% |
| Second | 79% |
| Third | 60% |
| Fourth | 62% |
| Fifth | 44% |
| Sixth | 64% |

**One year's growth: 100% or Higher of Typical Growth as determined by iReady**

Students in grades 1 and 2 exceeded the reading growth target for the 2025–2026 school year. While students in kindergarten and grades 3–6 did not meet the established growth target,

**English Language Arts Curriculum**

The reading and writing curriculum at Banneker is organized into seven comprehensive units of study. These units are vertically and horizontally aligned with the Massachusetts State Standards, ensuring that students progress smoothly through the curriculum. This alignment enables students to engage in activities that require them to read, write, talk, and think critically and analytically about a variety of authentic, grade-appropriate texts.

**Reading and Writing**

- The curriculum covers essential literacy skills through a series of interconnected units.

- Alignment with Standards: Ensures consistency and adherence to the Massachusetts State Standards.
- Integrated Skills: Students engage in reading, writing, discussion, and critical thinking activities.
- Authentic Texts: Exposure to a wide range of grade-appropriate, real-world texts.

**Language and Word Study**

The Language and Word Study block complements the reading and writing curriculum by focusing on the foundational elements of language. This block provides students with opportunities to explore the meaning and structure of words and the conventions of written language. Key components include:

- Phonics and Oral Language Development: Focus on essential elements that support reading and speaking skills.
- Spelling Patterns: Exploration of patterns to enhance spelling proficiency.
- Vocabulary Expansion: Activities aimed at increasing students' word knowledge.
- Conventions of Standard English: Robust, explicit instruction to deepen understanding of grammar, punctuation, and usage.

Together, these components create a comprehensive literacy framework that equips students with the tools they need to become confident, proficient readers and writers. This approach supports not only academic success but also the development of effective communication and critical thinking skills essential for lifelong learning.

## Intervention and Program Evaluation

L**exia Core5 Reading:** Lexia is a research-based reading software that supports the development of foundational reading skills by identifying and targeting each student's specific areas of need. Aligned with our core literacy curriculum, Lexia recognizes that strengthening foundational skills is essential to improving overall reading comprehension. All first-grade students access Lexia daily for a minimum of twenty minutes. Teachers use the program's real-time data to inform small-group instruction, reinforce specific skills, and ensure that all students continue to make progress. Lexia is also available as an additional support for select students in Kindergarten and Grade 2 who require targeted intervention.

**Leveled Literacy Intervention (LLI):** Leveled Literacy Intervention (LLI) continues to provide targeted support for qualifying students in grades K–2. This intensive, small-group instructional program is designed for students who struggle with reading and writing. Students meet with a reading teacher five days per week for a minimum of eighteen weeks. The goal of LLI is to accelerate learning and bring students to grade-level proficiency. At the conclusion of the intervention cycle, all participating students demonstrated significant progress, with the majority ending the program either on grade level or just one level below.

Banneker employs a comprehensive approach to evaluating its literacy program by utilizing a combination of observations, feedback, and data from various assessments. These tools help in assessing the effectiveness of instruction and guiding future improvements. The assessments used include:

- **Clay Observation Survey (K1-1)**: Provides detailed insights into early literacy skills and development.
- **Fountas & Pinnell Benchmark Assessment (K1-6)**: Measures reading proficiency and progress through regular benchmarking.
- **Banneker ELA End-of-Unit Assessments (3-6)**: Evaluates student understanding and mastery of the material covered in each unit.

- **iReady Diagnostics**: Offers diagnostic data for both ELA and math, used for pre-, mid-, and end-of-year assessments.
- **MCAS (3-6)**: The Massachusetts Comprehensive Assessment System provides statewide data on student performance.

**Data-Driven Instruction and the iReady Diagnostic**

Banneker is deeply committed to using data to drive instruction and improve student outcomes. A central component of this commitment is the use of the **iReady diagnostic assessment**, administered multiple times throughout the school year to ensure comprehensive data collection and ongoing monitoring of student progress.

Key elements of the assessment process include:

- **Pre-, Mid-, and End-of-Year Assessments**: These checkpoints provide consistent, longitudinal data that tracks individual student growth and helps identify areas requiring additional support or intervention.

- **Multiple Measures Per Grade**: Each grade level uses at least two assessment tools, enabling pre- and post-assessment comparisons. This approach offers a clear picture of student progress and annual academic growth.

## Mathematics Curriculum

The Banneker mathematics program promotes student mastery of grade level Massachusetts Curriculum Framework expectations. We use a variety of curriculum resources and instructional practices to ensure each and every student can access math content and develop habits that align with the math practice standards. All grades have a minimum of eight math blocks a week and include a daily whole group and small group instruction as well as independent or small group practice. The mathematics coach and teachers meet weekly to discuss pacing and specific skills and understandings students need to acquire for each math topic/standard. The math intervention teacher supports students in grades K-6 who need additional support either in class or in a separate setting based on student need.

A wide range of printed and online math resources are used to ensure we are reaching all students. These include but are not limited to:

- Math in Focus
- Envisions
- Engage New York
- Developing Number Concepts
- Ready Common Core (Curriculum and Diagnostic testing)
- IXL
- Tang Math
- Rational Number Project, Units 1 and 2

**Mathematics iReady Scores (2025-26)**

*Grades K-6*

## Performance

### Mathematics Performance Target:

The percentage of students at each grade level who achieve proficiency or higher on the post-assessment will increase by at least 10 percentage points from the pre-assessment, and/or at least 70% of students at each grade level will score proficient or higher on the post-assessment.

### iReady Performance

| Grades | Pre | Post | Delta |
|---|---|---|---|
| Kindergarten | 34% | 87% | +53 |
| First | 19% | 93% | +74 |
| Second | 34% | 100% | +66 |
| Third | 47% | 95% | +48 |
| Fourth | 69% | 96% | +27 |
| Fifth | 69% | 91% | +22 |
| Sixth | 67% | 93% | +26 |

***Proficient- Students scoring at or above grade level**

Students at every grade level exceeded the performance target in mathematics.

**Mathematics iReady Scores (2025-2026)**

Grades K-6

### Mathematics Growth Target:

Each year, 75% of all students will make at least a grade level of academic growth. One year's growth is equal to 100% of Higher of Typical Growth as determined by **iReady**

### iReady Growth

**Percentage of students making 1 year's growth* or higher (iReady Diagnostic)**

| Grades | Growth |
|---|---|
| Kindergarten | 72% |

| | |
|---|---|
| First | 95% |
| Second | 90% |
| Third | 89% |
| Fourth | 72% |
| Fifth | 73% |
| Sixth | 86% |

**One year's growth: 100% or Higher of Typical Growth as determined by iReady**

Students across all grade levels demonstrated strong growth in mathematics. Kindergarten, fourth grade, and fifth grade students came especially close to meeting their growth targets, falling short by only 2–3 percentage points.

## Science/STEM

Science taps into a child's innate curiosity, and as a STEM school, the Banneker believes that students can be motivated to learn science if given the chance to explore and become engaged with the many aspects of scientific discovery. Our cross-grade level curriculum offers concrete experiences on which to build scientific conceptual understandings, process skills, persistence and the application of mathematical skill and reasoning.

Banneker's science curriculum is reviewed continuously and evolves to enhance our use of technology and new methods to engage students. This standards-based curriculum has the topics from each of the four science domains: Life Science, Earth & Space Science, Physical Science, Technology/Engineering aligned vertically within each grade and horizontally across grades, to create a sequenced and coherent arrangement that is easy for students to understand and teacher to adopt and adapt.

The primary goal is to provide students with the knowledge and understanding of science that enables them to:

- View their natural world in ways that make meaning and sense to them; relate science to their everyday life experiences.
- Engage in practices and ways of thinking that establish, extend and refine their knowledge and understanding of science.
- Participate in the caring and sustaining of their natural environment, develop creativity and imagination through science, and learn about the joys of human scientific achievement.
-

## Digital Literacy and Computer Science (Technology)

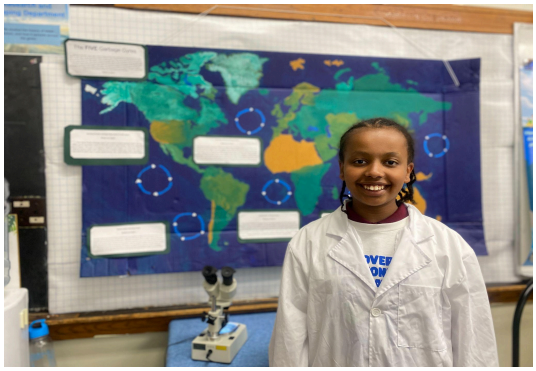
At Banneker, technology is an essential component of both teaching and learning. Students are taught to view technology not just as a tool, but as a powerful resource they can use to innovate and positively impact the world around them. Every classroom is equipped with computers, with additional iPads available in all K–2 classrooms and MacBooks provided to every student in grades 3 through 6.

To further enrich the digital learning experience, Banneker offers a state-of-the-art Digital Learning Studio (DLS). This dedicated space, supported by a full-time Technology Facilitator, allows students to explore technology in

creative and meaningful ways. The facilitator also works closely with teachers both in the DLS and in classrooms offering ongoing support to integrate technology into instruction and enhance student engagement.

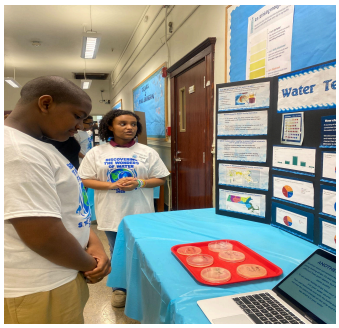
**STEAMS Education**

At Banneker, STEAMS (Science, Technology, Engineering, Arts, Math and Social Studies) learning extends far beyond the traditional classroom setting. It challenges students to apply critical thinking skills such as problem-solving, creativity, collaboration, and communication. By integrating Science, Technology, Engineering, Arts, Mathematics, and Social Studies, STEAMS provides a multidisciplinary approach that helps students make meaningful connections and better understand the world around them. This hands-on, inquiry-based model fosters curiosity and prepares students to become innovative thinkers and lifelong learners.










**Digital Safety -** *Social media* **awareness** is taught throughout the school year. During the month of November the school formally teaches strategies on how to stay safe online, Internet awareness and digital citizenship implementing the  Common Sense and Brainpop curriculum are used to support students and families' with their understanding. Safety online is an ongoing endeavor for all grades at the Banneker and its entire community.









## Developing the Whole Child

At Banneker, education is designed to nurture the whole child, fostering academic achievement alongside creative growth, while building confidence and social-emotional skills through a rich and diverse curriculum. Each week, students participate in Specials—classes such as Art, Library, Music, Physical Education, and Technology—that offer them the opportunity to explore a wide range of extracurricular activities. These Specials engage students in 21st-century skills like creativity, critical thinking, problem-solving, communication, and collaboration, helping them discover new talents and passions. Through these experiences, students gain a variety of ways to express themselves and explore the possibilities of who they can become.

Specials also play a vital role in building community at BBCPS, as they facilitate school-wide events that help shape the culture of the school. Assemblies celebrating our school and its history, Fitness Fridays, Field Days, musical concerts, theater performances, art shows, and the annual STEAMS Expo all provide opportunities for students to shine, connect with peers, and create lasting memories. Field trips and other special events throughout the year further enrich students' experiences, making learning engaging and memorable.

By offering these well-rounded experiences, Specials at Banneker ensure that students leave our school not only academically prepared but also confident, creative, and ready to explore and live meaningful, fulfilling lives.

**The Social Studies Curriculum at Banneker** is forever evolving, as our educators constantly explore and revise teaching methods and strategies to best serve our students. Civic engagement, a deep understanding of democracy, regional geography, U.S. history, and the rich diversity of Native peoples' cultures serve as the cornerstones of our curriculum.

At Banneker, history truly comes alive. Our program places a special emphasis on creating lasting social and global awareness, encouraging students to recognize how we are all interconnected and affected by what happens on our planet.

## Innovation in the Classroom

Walking into any Social Studies class, you will find students leveraging leading-edge technologies and group-based projects to research, discuss, and present their understanding of pivotal historical events. Utilizing various devices for deep research, students routinely write, debate, and present their findings.

## Honoring Our Namesake: Benjamin Banneker

Each year on November 9th, our community proudly celebrates the life and legacy of our namesake, Benjamin Banneker—the first African American scientist. As a community requirement, our second-grade students research and discuss his monumental achievements during early colonial times. Bridging history with hands-on STEM/STEAM learning, students recreate one of his most famous inventions by building their own wooden clocks during their STEAM sessions.

## From Black History Month to "Black History Season"

A major highlight of this academic year was the intentional expansion of our cultural heritage programming. Recognizing that history cannot be neatly contained within a single month, we extended our traditional Black History Month into a comprehensive **Black History Season**, which ran from January 2026 through the end of March 2026.

Throughout this extended season, our curriculum intentionally wove the rich history, contributions, and triumphs of Black Americans into the broader tapestry of United States history. By framing these narratives not as isolated events, but as foundational pieces of the American story, we provided our students with a more inclusive, accurate, and holistic understanding of all histories within the United States.

## Learning Beyond the Classroom

The Banneker Social Studies experience extends far beyond traditional classroom walls. Through our vibrant extracurricular and arts programs, students explore the contributions of historic musicians and artists. Whether creating artwork inspired by world cultures, attending cultural performances, or taking the stage themselves, our students use the arts to celebrate, reflect upon, and connect with the diverse history of our world.

## Social Emotional Learning and CARES at the Banneker

At BBCPS, our commitment to fostering social-emotional growth among our students has been exemplified through a variety of dedicated initiatives and programs. Throughout the year, our monthly CARES awards have celebrated students who exemplify key character traits of Community, Achievement, Responsibility, Experience, and

Self-Awareness. These awards not only recognize individual achievements but also inspire the entire student body to strive for excellence in their interactions and personal development.

Each month, our character education program focuses on a specific theme, providing classrooms a way to introduce vital social-emotional skills. Themes such as empathy, perseverance, generosity, and integrity are able to be integrated into our curriculum and daily activities, ensuring that students receive consistent and meaningful lessons in character development.

To support these efforts, BBCPS has equipped both staff and students with a rich array of resources and books. Educators have access to lessons and materials that enhance their ability to nurture students' social-emotional growth. Students benefit from an extensive library of age-appropriate books and resources that reinforce the monthly themes and CARES values.

Our comprehensive approach to social-emotional learning is a cornerstone of the nurturing environment at BBCPS, preparing our students not just for academic success, but for life as compassionate and responsible citizens.

## BEE Enrichment After School Program

The Banneker Extended Enrichment Program (Banneker BEE) is an academic and social reinforcement program committed to quality and to supporting children as they continue on their path of personal growth and education towards becoming successful and contributing members of society.

In addition to academics, we encourage children to engage in creative play and in projects to learn about themselves and the world around them through crafted lessons and activities. Students work on homework, practice good study habits, and explore activities and projects that may lead to lifelong interests and widen their world of possibilities. They also learn basic conflict resolution and leadership skills.

This year students delved into arts, science, language, dance, sports, DEI Lab (lego engineering), music creation, chess, board games design and cooperation, and more as they learned to work as a community, take responsibility, help others, try things outside of their comfort zone, and continue to build good study habits.

## The Banneker Experience

At Banneker, we take pride in offering a unique and rigorous educational experience that our students will carry with them for years to come. As we continually refine our academic program to align with our mission and vision, we are proud to provide a variety of enrichment opportunities that make Banneker a highly sought-after choice for Cambridge families. These enrichment programs ensure that our students receive a well-rounded education that blends academic rigor with hands-on experiences, nurturing a love for learning and equipping them for future success.

In addition to our robust classroom instruction, we offer a range of exciting activities that enrich students' learning experiences. These activities are designed to supplement daily classroom work, providing students with opportunities to explore new interests, develop practical skills, and engage in creative problem-solving. Through these enrichment opportunities, Banneker fosters a learning environment where academic excellence is balanced with real-world applications, ensuring our students are well-prepared for their next steps in life.

- We strive to ensure that our academic program meets the needs of all of our students. We pride ourselves on being a STEM School with an excellent Music and Arts Program. Benjamin Banneker hosts many annual

events such as a STEAMS Expo, spaghetti dinner, K1-2 performance, 4th grade school musical, Winter Concert, biennial art show, and spelling bee.

- In addition to our digital studio and floating lab, we have a One to One Computer Program;
- We provide MacBook Pros for each student in grades 3 through 6th. Graduates are able to purchase their computers for a minimal fee.
- Banneker offers monthly parent meetings where various content and topics are covered.
- We have Adventure Club which gives our children experiences in hiking, kayaking, camping, and much more.
- We have many after school clubs and activities for students from dance to robotics.
- Since our doors opened we have been providing breakfast at no cost to families and starting in the 2015/2016 school year lunch was also provided at no cost. In addition, all school supplies are provided to parents free of charge.
- Our program also includes designated student field trips for additional hands-on learning and exposure. Field trips include:

| ***Grade*** | ***Banneker Experience*** |
|---|---|
| *Whole School (K1-6)* | *Museum of Science* |
| *K1-2* | *Boston Children's Museum*<br>*New England Aquarium*<br>*Massachusetts Zoo* |
| *3rd Grade* | *Professional Performance*<br>*Plimoth Patuxet Museums* |
| *4th Grade* | *School Musical* |
| *5th Grade* | *Nature's Classroom Overnight* |
| *6th Grade* | *Museum of Fine Arts*<br>*Washington DC* |

## Adventure Club

The Adventure Club is dedicated to providing unforgettable experiences for 5th and 6th graders, fostering a spirit of adventure and resilience in our young members. Throughout the year, our students have embarked on thrilling activities such as indoor rock climbing, kayaking, and ice skating. These adventures are more than just fun; they teach our participants the importance of perseverance through hard challenges, the value of teamwork, and the joy of achieving goals together. By conquering fears and embracing new experiences, our members develop confidence, camaraderie, and a lifelong love for adventure. The Adventure Club is proud to support the growth and development of our young adventurers, encouraging them to push their limits and discover the strength within themselves.





## Banneker Beat – Dance Troupe

The Banneker Beat Dance Troupe was founded in the autumn of 2018 with a mission to boost student self-esteem and confidence, promote cooperative learning, and emphasize health and fitness. This cross-grade level group exposes students to a diverse array of dance genres including Ballet, Hip Hop, Tap, Jazz, and Step. Additionally, they explore the cultural and historical significance of dance from various global traditions, such as those from Ethiopia. Each year, the troupe incorporates a traditional folk dance from a country represented within our school community.

Through their performances, students delve into the rich history and narratives associated with the dances they perform. The Banneker Beat Dance Troupe presents four to five shows annually, plus an extra off-campus performance. These events are well-attended by Banneker's surrounding community members, families and guests.

Moreover, the students in the Banneker Beat engages in several school-wide activities other than dance throughout the academic school year, which in turn makes them proactive and responsible students of our community. Lastly, they are outstanding role models to the entire student body.

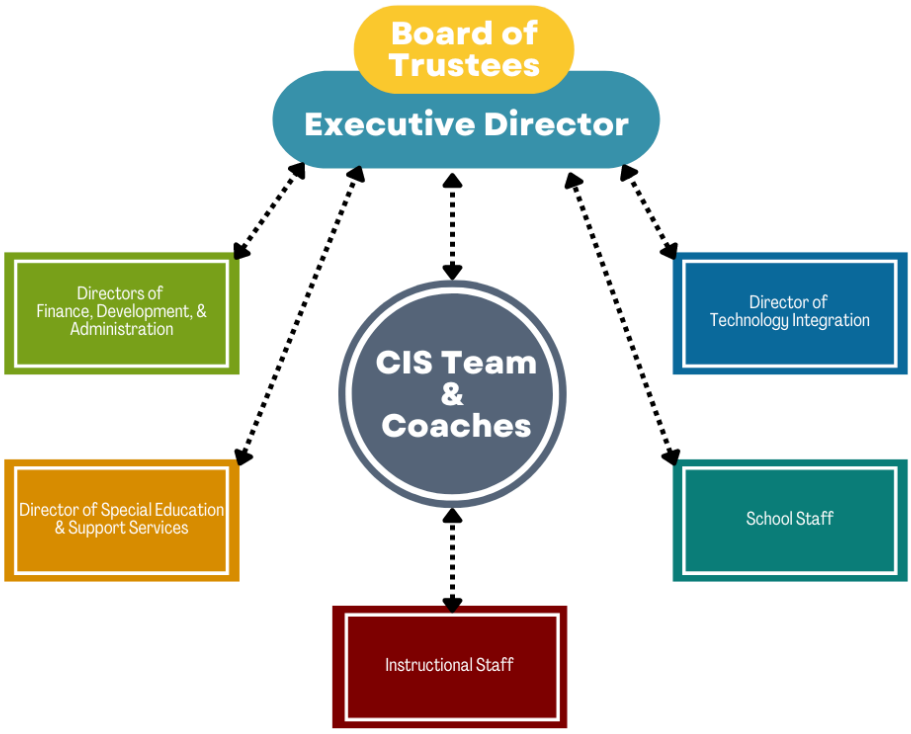




### Highlights of 2025-2026 - Preparations, Educating, Graduating

| *6th Grade DC Trip* | *4th Grade Musical* |
|---|---|
|  |  |

## Organizational Chart




## Teacher Evaluation

Teachers receive feedback and guidance based on Banneker's Teaching and Learning Framework (TLF) document and checklist. All feedback is documented in TeachPoint, an online evaluation tool that provides teachers with immediate feedback. This online platform also allows teachers to provide evidence that supports meeting their SMART Goals. Members of the Curriculum and Instructional Support (CIS) Team (content area coaches) as well as the Leadership Team (Executive Director, Director of Support Services and Coaches) conduct weekly informal teacher observations. When these observations indicate a need, the Executive Director and the CIS Team create an action plan with the teacher, recommending professional development and providing structured coaching support. The formal evaluation process is completed using TeachPoint and includes a self-reflection, a formal observation by the Executive Director or The Director of Support Services, a review of the year's feedback, and a summative evaluation and meeting with the Executive Director.

## Budget and Finance

Benjamin Banneker Charter Public School
Unaudited Statements of FY26 Net Position (Balance Sheet)

| ***Assets*** | ***2026*** |
|---|---|
| ***Current Assets:*** | |
| Cash and cash equivalents | 314,014 |
| Accounts and grant receivable | 1,311,364 |
| Prepaid expenses | 6,760,452 |
| Total current assests | 8,385,830 |
| ***Other Assets:*** | |
| Deposits | 509 |
| Cash held for capital expansion | 8,992,500 |
| Total other assests | 8,993,009 |
| ***Capital Assets:*** | |
| Right to use assets | 175,814 |
| Leasehold improvements/Land/Building | 33,391,052 |
| Furniture, fixtures and equipment | 716,674 |
| | 34,283,540 |
| LessL accumulated depreciation | 3,484,417 |
| Total capital assests, net | 30,799,123 |
| Total assests | 48,177,962 |
| ***Liabilities and Net Position*** | |
| | ***2026*** |
| ***Current Liabilities:*** | |
| Accounts payable | 790,916 |
| Accrued expenses | 139,580 |
| Accrued salaries and benefits | 858,084 |
| Lease liability - current | - |
| Total current liabilities | 1,788,580 |
| ***Noncurrent Liabilities:*** | |
| Lease liability | 25,360,127 |
| Total noncurrent liabilities | 25,360,127 |
| Total liabilities | 27,148,707 |
| ***Net Position:*** | |
| Unrestricted | 21,616,621 |
| Net investment in capital assests | (587,366) |
| Total net position | 21,029,255 |
| Total liabilities and net position | 48,177,962 |

**Benjamin Banneker Charter Public School**
**Unaudited FY26 Operating Statement**

| | | 2026 | 2025 |
|---|---|---|---|
| ***Revenue:*** | | | |
| | Pupil Tuition | 12,088,142 | 11,883,087 |
| | Federal Grants | 380,323 | 330,549 |
| | Afterschool Program | 203,961 | 197,139 |
| | Nutrition Revenue | 176,347 | 189,492 |
| | Other Revenue Sources | 400,960 | 645,594 |
| ***Total Revenue*** | | **13,249,733** | 13,245,861 |
| ***Expenses:*** | | | |
| **Total Salaries** | | 5,195,074 | 5,029,750 |
| | Payroll Taxes | 216,205 | 214,237 |
| | Health Insurance | 735,598 | 647,085 |
| | Other Fringe Benefits | 93,301 | 88,771 |
| | Professional Development | 86,786 | 141,157 |
| **Total Benefits** | | 1,131,891 | 1,091,250 |
| **Total Staff Related Expenses** | | 6,326,964 | 6,121,000 |
| | Information Technology | 369,872 | 357,110 |
| | Student Activities | 266,316 | 254,426 |
| | Instructional Programs | 213,846 | 230,611 |
| | Transportation | 427,465 | 544,852 |
| | Nutrition Program | 183,297 | 181,619 |
| **Total Instructional Expenses** | | 1,460,797 | 1,568,618 |
| | Rent & Interest Expense (new campus) | 1,915,167 | 1,404,413 |
| | Repairs and Maintenance | 642,396 | 389,152 |
| | Utilities | 131,807 | 118,144 |
| | Depreciation | 543,982 | 389,766 |
| **Total Occupancy Expenses** | | 3,233,352 | 2,301,475 |
| | Contracted Services | 232,700 | 189,595 |
| | Dues, Fees & Memberships | 73,457 | 238,941 |
| | Insurance | 159,401 | 175,215 |
| | Office Supplies & Equipment | 45,571 | 49,859 |
| | Recruitment & Advertising | 144,213 | 170,812 |
| | Admin - Other | 193,879 | 306,553 |
| ***Total Administrative Expenses*** | | 849,222 | 1,130,975 |

# Benjamin Banneker Charter Public School
# School Budget for FY27

Board approved the FY2027 budget at the May 14, 2026 regular meeting of Board of Trustees

| | | FY27 Budget |
|---|---|---|
| ***Revenue:*** | | |
| | Pupil Tuition | 12,000,000 |
| | Federal Grants | 275,000 |
| | Afterschool Program | 150,000 |
| | Nutrition Revenue | 200,000 |
| | Other Revenue Sources | 150,000 |
| ***Total Revenue*** | | **12,775,000** |
| ***Expenses:*** | | |
| **Total Salaries** | | 5,313,000 |
| | Payroll Taxes | 240,000 |
| | Health Insurance | 760,000 |
| | Other Fringe Benefits | 100,000 |
| | Professional Development | 80,000 |
| **Total Benefits** | | 1,180,000 |
| **Total Staff Related Expenses** | | 6,493,000 |
| | Information Technology | 325,000 |
| | Student Activities | 175,000 |
| | Instructional Programs | 250,000 |
| | Transportation | 500,000 |
| | Nutrition Program | 180,000 |
| | Rent & Interest Expense (new campus) | 2,520,000 |
| | Repairs and Maintenance | 280,000 |
| | Utilities | 200,000 |
| | General Administration | 1,795,000 |
| **Total General Expenses** | | 6,225,000 |
| ***Total Salaries & Expenses*** | | 12,718,000 |

The Capital Plan includes projects for the new school building located at 1 Matignon Road, Cambridge, MA,

**Long Term Capital Plan SY26/27**

| Project Description | Status | Estimated Date of Completion | Current Estimated Cost | How is/will this project be financed |
|---|---|---|---|---|
| Window & Door Replacement | Estimate | 7/31/26 | 450,000.00 | Grant & cash |
| ADA Compliance | Estimate | 8/31/26 | 1,500,000.00 | Bank finance |
| Elevator | Estimate | 5/31/27 | 650,000.00 | Cash |
| HVAC | Estimate | 8/31/26 | 1,000,000.00 | Bank finance |
| Plumbing | Estimate | 8/31/26 | 150,000.00 | Cash |
| Electrical Utilities | Estimate | 8/31/26 | 250,000.00 | Cash |
| Fire Protection & Alarm | Estimate | 8/31/26 | 800,000.00 | Cash |
| IT Infrastructure | Estimate | 8/31/26 | 400,000.00 | Cash |
| Office & Classroom Furnishings | Estimate | 8/1/26 | 125,000.00 | Cash |
| Enviornmental | Estimate | 7/31/26 | 350,000.00 | Cash |
| Central A/C | Estimate | 8/31/26 | 1,500,000.00 | Bank finance |
| Interior Remodeling | Estimate | 8/31/26 | 1,000,000.00 | Bank finance |
| Contingency Cost (10%) | Estimate | 8/31/26 | 817,500.00 | Cash |
| **Total** | | | **$ 8,992,500.00** | |

| **FY26 Enrollment Table** | **Enter Number Below** |
|---|---|
| Number of students pre-enrolled via March 15, 2026 submission | N/A |
| Number of students upon which FY26 budget tuition line is based | 350 |
| Number of expected students for the first day of school | 350 |
| Please explain any variances: We don't pre-enroll, we only hold the lottery and wait for paperwork. Typically we do not know who is leaving until the end of June-September. We continue to enroll until October 1st. Each year we expect approximately 5% of students to leave. | |




***Annual Family Spaghetti Dinner***

# *Appendix A* - Accountability Plan Performance

## *School Performance and Program Implementation*

At the completion of the 2025-2026 school year, the Benjamin Banneker Charter Public School (BBCPS) completed the 29th year serving our community!

As we review our Accountability Plan submitted in 2021, we are proud to report on another year of solid annual gains.

## Faithfulness to Charter:

| **Charter Period**: 2021-2026 | **2025-2026 Performance (Met/Not Met)** | **Evidence** |
|---|---|---|
| **Objective: Learning Analytics & Data**<br>**Banneker staff will continue to use data for instructional insight and decision making.** | | |
| **Measure:**<br>Each year, 75% of all students will make at least a grade level of academic growth in ELA and math. | **Partially Met** | Math: K (72%) 4th (72%) and 5th (73%) 3 grades did not reach their target<br>ELA: Only 1st and 2nd reached their growth target<br>**Refer to page 15 for the breakdown** |
| **Measure:**<br>Each year, from one year to the next, 70% of English Learners will improve language proficiency by making a minimum of 1.0 growth in any of the 4 language domains based on ACCESS test results. | **Met** | Based on 22 EL students 72% of the students made a minimum of 1.0 growth based on ACCESS test results. |
| **Measure:**<br>Each year, 80% of students on IEPs will meet 75% of their academic objectives by their annual IEP review. | **Met** | 94% of existing students on IEP's that had annual reviews met 75% of their academic objectives. |
| **Objective: Professional Knowledge** | | |

| **Banneker staff will continue to participate in ongoing professional development opportunities each school year where data and feedback are embedded into the weekly routine of teachers and staff.** | | |
|---|---|---|
| **Measure:**<br>Each year, 75% of the teaching staff (lead teachers, teacher associates and support staff) will meet their SMART goals. | **Met** | Based on end of year data SY26 in TeachPoint 80% of our teaching staff met 100% of their SMART Goals. |

| | | |
|---|---|---|
| **Measure:**<br>Each year, the percentage of the teaching staff (lead teachers, teacher associates and support staff) attending external PD that aligns with their individual SMART goals will increase by 10% (starting baseline of 30%). | **Met** | SY26 -50% of the teaching staff attended/participated in external or online PD that aligned with their SMART goals. Some examples of workshops attended are CACE conference in MA, Dyslexia PD, fall Literacy Collaborative PD, Autism, Annual ATME Math pd, Responsive Classroom, Greg Tang, AI etc |
| **Objective: Student Involvement**<br>**Banneker students will continue to explore the arts, physical education, music etc by participating in specific activities that enhance students' social-emotional growth and exposure to the world beyond the school building.** | | |
| **Measure:**<br>BBCPS students will participate in at least two grade level experiences each year that enhance students' social-emotional growth and exposure to the world beyond the school building. | **Met**<br><br>100% of our students attended all of the day trips. | Every grade K1-6 participated in a minimum of two grade level experiences.<br>**The Boston Museum of Science-whole school**<br>k1-K2 MOS, Apple Picking, Children's Museum and Southwick Zoo<br>Grade 1- MOS, New England Aquarium, Children's Museum and Southwick Zoo<br>Grade 2-MOS, JP Licks, Children's Museum and Southwick Zoo<br>Grade 3- MOS & Plymouth Plantation<br>Grade 4- MOS, Boston Musical and Canobie Lake<br>Grade 5-MOS, New England Aquarium and 2 day Overnight Nature's Classroom (3 students did not attend)<br>Grade 6 -MOS, MFA, Washington DC 4 day overnight (1 student did not attend) |
| **Measure:**<br>The school will host a minimum of three student assemblies highlighting student work or school culture. | **Met** | • Winter Concert<br>• STEAMS Expo<br>• Math Challenge Assemblies (3)<br>• Authors Celebration (1)<br>• Black History Month Assembly<br>• Art Show |

| | | |
|---|---|---|
| **Measure:**<br>95% of students will participate in an annual *STEAMS Exposition (science, technology, engineering, art and math),* to showcase new and innovative student generated projects. | **Met** | 348 students which is equivalent to 100% of the students participated in the STEAMS Expo this year |
| **Objective: Parents as Partners**<br>**Each school year, Banneker parents will continue to increase their participation through parent surveys, attending school events, meetings and parent conferences.** | | |
| **Measure:**<br>Each year, the percentage of parents who respond that they are either satisfied or highly satisfied with the education provided by the school for their children will be over 65% of respondents with an annual increase of 3% favorability rating. | **Met** | At the end of the 25–26 school year, the school distributed a family satisfaction survey to families of its approximately 350 students. A total of 75 families responded to the survey. Among those who responded, 100% reported that they were either highly satisfied (69.7%) or satisfied (30.3%) with the education their child received. The school will continue to use family feedback, along with other measures of family engagement and student outcomes, to identify areas of strength and opportunities for improvement. |
| **Measure:**<br>Each year, the number of parents who attend monthly parent meetings will increase by 5% (starting with a baseline of 25 parents). | **Met** | This year, we continued to host all of our meetings virtually. Each meeting had a minimum of 75 people logged on. However, because multiple family devices were often used it was challenging to isolate/identify the specific number of parents who attended. Based on our online numbers our attendance increased by 23% from last year. |
| **Objective: Dissemination: Each year BBCPS will share their successes and other achievements with other school districts** | | |
| **Measure:**<br>Each year BBCPS will host a minimum of two educational institutions such as schools, educational research teams or others that will visit to review best practices. | **Met** | This year we shared our practices with the MA Charter School Association, Prospect Hill, Cambridge Community Charter School, Cambridge Public Schools and both the Mayor from Cambridge and Somerville. |
| **Measure:**<br>BBCPS will produce at least two YouTube videos demonstrating our instructional practices and use of arts and music. | **Met** | We have videos this year of our fourth grade musical, The Banneker Beats performances, and the STEAMS Expo. Some of these videos were shared on Facebook, Twitter and our school website. |

| | | |
|---|---|---|
| | | Due to copyrights the 4th grade musical could not be publicly posted. |

# Appendix B - Recruitment & Retention Plan

| |
|---|
| School Name: Benjamin Banneker Charter Public School |
| Date: July 31, 2026 |

## Recruitment Plan 2026-27

General Recruitment Strategies for 2026-27: Banneker's general recruitment strategies, intended to reach all prospective students and families, include: multilingual outdoor, transit, and social-media advertising across Cambridge; distribution of materials to local daycares, preschools, apartment complexes, and subsidized housing; an online application and QR code available in multiple languages; promotional video and website content reflecting the school's diversity; community and parent-engagement events; and word-of-mouth referral through current families.

| **Recruitment Plan – 2026-27 Strategies**<br>**List strategies for recruitment activities for each demographic group.** | |
|---|---|
| **Special education students/students with disabilities** | |
| **(a) Charter School Dashboard data (2026)**<br><br>School percentage: 12.5%<br>Comparison Index percentage: 14.8%<br><br>The percentage of students with disabilities enrolled at the school is below the Comparison Index. | **(b) Continued 2026-27 Strategies**<br>• The recruitment coordinator emphasizes supports available for students with disabilities during tours and outreach events.<br>• During open houses and tours, the Director of Student Services is present or available to address questions from families considering enrolling a student with a disability.<br>• Families indicating their child has an IEP or disability are offered a meeting with the Director of Student Services to discuss how the school would support that student.<br>• A representative from the school's SEPAC is available to prospective families to discuss special education from a parent's perspective.<br>• Recruitment materials state, in the languages spoken by our families, that children with special needs are welcome, and direct families to program and services information.<br>**(c) 2026-27 Additional and Enhanced Strategies**<br>☒ Did not meet Comparison Index: additional and/or enhanced strategies needed.<br><br>Prior to the pandemic, Banneker enrolled students with disabilities at or near the Comparison Index. During the recovery years the school's enrollment of students with disabilities declined while the Comparison Index rose, and the gap reached its widest point in 2025 at 7.9 percentage points (8.5% against 16.4%). The school made recruitment of students with disabilities a focus, and in 2026 the gap narrowed to 2.3 percentage points (12.5% against 14.8%), though the school remains below the index. Banneker intends to build on that progress. |

| | |
|---|---|
| | As with English learner recruitment, the school recognizes that broad, general-audience outreach has not sufficiently reached this group of prospective students and must be supplemented with more targeted engagement. For families of students with disabilities, the most effective channel has been the direct school visit, where a family's specific concerns and a student's specific needs — and the programs and services the school does and does not offer — can be discussed in person.<br><br>As we continue to focus on this work, the school recognizes a distinct barrier: some parents of students with disabilities are reluctant to reach out with questions about their child's needs when considering the school. Because admission is determined solely by blind lottery and cannot consider disability, the school's aim is not to change admissions but to build trust before and around the application, so that families feel comfortable seeking the information they need. Banneker will therefore lead its outreach to these families with its special education team — transparent about the programs, services, and supports available, and honest about their limits.<br><br>Beginning with the recruitment drive for the upcoming March enrollment lottery, and over a two-year cycle, Banneker will work with the Federation for Children with Special Needs (FCSN, Boston) — the statewide parent information and training center for families of children with disabilities and the organization supporting Special Education Parent Advisory Councils across Massachusetts — and through the school's own SEPAC, to connect prospective families to trusted, parent-facing information about special education and about Banneker's programs. This will include a review of our prospective parent outreach including our website and social media. Progress will be measured against the school's enrollment percentage relative to the Comparison Index in subsequent annual reports. |
| **Limited English-proficient students/English learners** | |
| **(a) Charter School Dashboard data (2026)**<br><br>School percentage: 5.5%<br>Comparison Index percentage: 14.1%<br><br>The percentage of English learners enrolled at the school is below the Comparison Index. | **(b) Continued 2026-27 Strategies**<br>• Bilingual staff who speak the predominant languages of our families provide interpretation as needed.<br>• The student/parent handbook and annual report are available in multiple languages; report cards, notices, and forms are translated on request.<br>• All website materials can be translated, and the online application and QR code allow families to review enrollment information in their preferred language.<br>• Promotional videos feature current students speaking their native languages.<br><br>**(c) 2026-27 Additional and Enhanced Strategies**<br>☒ Did not meet Comparison Index: additional and/or enhanced strategies needed.<br><br>Over the past year, Banneker's English learner recruitment relied on a citywide media campaign across Cambridge — social media, billboards, and transit advertising. That campaign delivered visibility, but visibility did not extend the school's reach as much as desired into the specific language communities of the district.<br><br>The school's English learner enrollment tracked the Comparison Index closely through 2023, standing at parity in 2022 — 5.2% at the school against an index of 5.2% — and within 1.3 percentage points in every year from 2019 through 2023. Since 2022 the Comparison Index has grown far faster than the school's own |

| | |
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| | enrollment of English learners. The index has nearly tripled, from 5.2% to 14.1%, while the school's percentage moved within a narrow band and stood at 5.5% in 2026. The 8.6-point gap is the product of that difference in pace: the region's English learner population grew faster than the school's recruitment of English learners kept up with, so the gap widened year on year even though the school's own enrollment held roughly steady.<br><br>General-audience media, used in our recruitment campaigns, may not reach specific language communities as they expand within Cambridge; the school will therefore supplement citywide messaging with direct outreach to community-based organizations (CBOs) that serve these populations.<br><br>Beginning with the recruitment drive for the March enrollment lottery, Banneker will launch a two-year cycle of direct outreach to CBOs serving the prevalent language communities (as defined by DESE) within Cambridge and Somerville, informing them that Banneker is a tuition-free public option for the families they serve and, given the school's demonstrated academic record (2023 National Blue Ribbon School), a viable alternative.<br><br>Initial partners, matched to the most prevalent English learner languages, include:<br>• Centro Presente (Cambridge) — Spanish-speaking families<br>• Ethiopian Community Mutual Assistance Association / ECMAA (Cambridge) — Amharic-speaking families<br>• Massachusetts Alliance of Portuguese Speakers / MAPS (Cambridge) — Portuguese-speaking families<br>• Haitian Coalition of Somerville — Haitian Creole-speaking families<br>• Islamic Society of Boston (Cambridge) — Arabic-speaking families<br><br>Outreach and recruitment materials shared through these partners will be provided in the relevant languages — including Spanish, Amharic, Haitian Creole, Arabic, and Portuguese and now adding Korean — rather than in English alone. Korean is newly identified as a most prevalent language in the district; during 2026-27 the school will translate its website, enrollment application, and recruitment materials into Korean. Banneker anticipates this focused outreach in collaboration with CBOs will strengthen English learner recruitment over a two-year cycle, measured against the school's enrollment percentage relative to the Comparison Index in subsequent annual reports. |
| **Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)** | |
| **(a) Charter School Dashboard data (2026)**<br><br>School percentage: 55.2%<br>Comparison Index percentage: 31.5%<br><br>The percentage of students in the low income group enrolled at the school is above the Comparison Index. | **(b) Continued 2026-27 Strategies**<br>☒ Met Comparison Index: no enhanced/additional strategies needed.<br><br>• Outreach to subsidized and low-income housing in Cambridge, communicating that all children are welcome regardless of economic status.<br>• Free breakfast and lunch for all students through CEP; all learning materials supplied by the school.<br>• Most field trips, including major trips, paid or subsidized by the school through fundraising and donations. |
| Students who are sub-proficient | **(d) Continued 2026-27 Strategies** |

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| | • Print and web materials communicate the school's intervention supports in reading and math across all grades; homework club and after-school additional academic preparation are promoted via website and school communications. |
| Students at risk of dropping out of school | **(e) Continued 2026-27 Strategies**<br>• The school meets the academic, social, and emotional needs of students and maintains open communication with families to reduce disengagement; teachers and the principal monitor at-risk students regularly. |
| Students who have dropped out of school | **(f) Continued 2026-27 Strategies**<br>• The school serves grades K1–6 and does not enroll students of compulsory-attendance leaving age; no students have dropped out. The school works with students academically and socially to build engagement that carries forward beyond grade 6. |
| **OPTIONAL**<br>Other subgroups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2026-27 Strategies**<br>• The school advertises broadly, including community press and social media, and delivers focused messaging through its website to reach the widest range of families across Cambridge. |

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2025-26 Recruitment and Retention Plan.**

**2025-26 Implementation Summary — Recruitment**
Each year Banneker works to broaden its recruitment reach and make applying easier. In 2025-26 the school ran a citywide campaign across Cambridge — social media, billboards, and, new this year, transit advertising — carrying multilingual welcome messaging, alongside the online application and QR code that simplify access for families. Applicants continue to name word of mouth from current families as how they learned about the school, reported by applicants on the application itself; it remains the school's largest single source of applicants.

Reviewing the 2026 Charter School Dashboard data, enrollment of English learners and of students with disabilities both remained below the Comparison Index — the Department's enrollment benchmark for the school's comparison region. English learner enrollment at the school was 5.5% of students against a Comparison Index of 14.1%. The school's percentage has moved within a narrow band while the Comparison Index has risen far faster, widening the gap year on year even though the school's own enrollment of English learners held roughly steady.

Enrollment of students with disabilities was 12.5% against a Comparison Index of 14.8% — a gap of 2.3 percentage points, narrower than the 7.9-point gap of 2025 (8.5% against 16.4%), but still below the index.
The citywide campaign delivered visibility, but visibility did not extend the school's reach further into the specific language communities whose share of the comparison region's enrollment has grown, and it may not have answered the particular questions families of students with disabilities bring to school choice. The school recognizes this work now requires enhancement, and the 2026-27 strategies above move from general-audience messaging to direct, language-matched and parent-facing outreach.

**2025-26 Implementation Summary — Retention**
Banneker retains its students with low turnover. In 2026 the school's attrition rate for all students was 7.4%, against a comparison-region rate of 11.6% and a threshold of 19.0% — one standard deviation above the mean attrition rate for schools in the school's comparison region. Attrition for each measured student group was likewise below that threshold: students with disabilities 10.4% against 23.1%, English learners 4.8% against 39.8%, and students in the low income group 6.1% against 20.9%. The school's established retention supports continued throughout 2025-26: inclusive academic and non-academic programming, individualized academic support and intervention, regular family communication, free transportation and meals, and a full-time counselor supporting students' social and emotional needs.

The challenge this year lies in the trend rather than the standing. Retention strengthened across 2024 and 2025, to 95.5% and 95.8% — the strongest levels of the 2021–2026 period. In 2026 retention was 92.6%, comparable to the school's own 2022 and 2023 results of 92.2% and 91.9%, and still far inside the one standard deviation threshold, but below the two preceding years. The school does not read a single year's movement as a trend. It tracks this measure annually against the Charter School Dashboard and will read the 2027 figure against the full six-year pattern to determine whether 2026 reflects ordinary year-to-year variation or the beginning of a shift that warrants a response.

## Retention Plan 2026-27

General Retention Activities for 2026-27: inclusive academic and non-academic programming; individualized academic support and intervention; regular family communication (phone messaging, email, weekly backpack, website, and conferences, assemblies and events); free transportation, breakfast, and lunch; and a full-time school counselor supporting students' social and emotional needs.

| **Overall Student Retention Goal** | |
|---|---|
| **Annual goal for student retention (percentage):** | 94% |

| **Retention Plan – 2026-27 Strategies**<br>**List strategies for retention activities for each demographic group.** | |
|---|---|
| **Special education students/students with disabilities** | |
| (a) Charter School Dashboard data (2026)<br><br>School attrition rate: 10.40%<br>1 Standard Deviation: 23.08%<br><br>The rate of attrition for students with disabilities is below 1 Standard Deviation. | **(b) Continued 2026-27 Strategies**<br>☒ At or below 1 Standard Deviation: **no enhanced/additional strategies needed**.<br><br>• Banneker is an inclusive school.<br>• All students participate in all academic and non-academic activities at the Banneker.<br>• Students receive special education support from certified teachers and related service providers.<br>• We hold annual meetings with individual parents to discuss each child's progress and are available to parents throughout the year.<br>• Parent/student meetings are held at least twice per year for parents of students on IEPs.<br>• We have a SEPAC Team and meet 4 times a year with parents.<br>• Special education teachers and general education teachers attend professional development to support progress in the development of strategies and goals for struggling students. This model supports differentiation within the classroom to better support special education students.<br>• Parents of students on IEPs are welcome, and encouraged to participate in monthly parent meetings and all events held during the year. |
| **Limited English-proficient students/English learners** | |
| **(a) Charter School Dashboard data (2026)**<br><br>School attrition rate: 4.80% | **(b) Continued 2026-27 Strategies**<br>☒ At or below 1 Standard Deviation: no enhanced/additional strategies needed.<br><br>• Bilingual staff and interpreters for the predominant languages of our families. |

| | |
|---|---|
| 1 Standard Deviation: 39.84%<br><br>The rate of attrition for English learners is below 1 Standard Deviation. | • Handbook, annual report, report cards, and educational documents translated on request or as standard.<br>• Recruitment and school materials translated and available online in multiple languages. |
| **Students eligible for free or reduced lunch (low income/economically disadvantaged)** | |
| **(a) Charter School Dashboard data (2026)**<br><br>School attrition rate: 6.10%<br>1 Standard Deviation: 20.94%<br><br>The rate of attrition for students in the low income group is below 1 Standard Deviation. | **(b) Continued 2026-27 Strategies**<br>☒ At or below 1 Standard Deviation: no enhanced/additional strategies needed.<br><br>• Free breakfast and lunch for all students; all learning materials supplied by the school.<br>• Field trips paid or subsidized so cost is not a barrier to participation.<br>• Outreach communicating the school's commitment to serving all children regardless of economic status. |

| | |
|---|---|
| **Students who are sub-proficient** | **(d) Continued 2026-27 Strategies**<br>• Reading and math intervention across all grades; homework club and after-school additional academic preparation; supports communicated to families via website and school email. |
| **Students at risk of dropping out of school** | **(e) Continued 2026-27 Strategies**<br>• Engaging, differentiated instruction and a safe school climate; a full-time counselor works with students individually and in small groups to address social and emotional needs. |
| **Students who have dropped out of school** | **(f) Continued 2026-27 Strategies**<br>• The school serves grades K1–6 and does not enroll students of compulsory-attendance leaving age; no students have dropped out. Academic and social supports build engagement that carries forward beyond grade 6. |
| **Other subgroups of students who should be targeted to eliminate the achievement gap** | **(g) Continued 2026-27 Strategies**<br>• The school continues to reach out to area organizations — social service nonprofits, the city's social service and education departments, the business community, and the media — to share the school's mission, vision, and results. |

# Appendix C - School and Student Data Tables

☐ Link for BBCPS Enrollment by Race/Ethnicity

https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2025-26 SCHOOL YEAR | |
|---|---|
| **Race/Ethnicity** | **% of School** |
| African American | 86% |
| Asian | 2% |
| Hispanic | 7% |
| Native American | 0 |
| White | 1.5% |
| Native Hawaiian, Pacific Islander | 0 |
| Multi-race, non-Hispanic | 3.2% |
| **Selected Populations** | **% of School** |
| First Language not English | 24.7% |
| English Learner | 5.5% |
| Low Income | 55.2% |
| Students With Disabilities | 12.5% |
| High Needs | 63.4% |

☐ Link for BBCPS **Selected Populations (2025-26)**

**https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&leftNavId=305&**

| ADMINISTRATIVE ROSTER FOR THE 2025-26 SCHOOL YEAR | | | |
|---|---|---|---|
| **Name, Title** | **Brief Job Description** | **Start date** | **End date** |
| **Executive Director**<br>Sherley Bretous | Instructional and organizational leader, manages all staff, responsible for educational quality | 1/1/1997 | |
| **Director of Support Services**<br>Heather Martin Steenburgh | Oversees all support services, ensures compliance, manages the support team | 9/30/2021 | |
| **Business and Operations Manager**<br>Peter Costanza | Oversees the financial and operational health and viability of the school and Human Resources | 10/1/2024 | |
| **Dir. of Innovation, Technology & Digital Learning**<br>Yeasmin Aqid | Oversees the technical infrastructure, resources, support staff, integration | 5/5/2021 | |
| **Coordinator of Science and Engineering**<br>Eugenie Williams | Oversees STEM school development, science instructional quality, curriculum, and professional development | 8/28/2013 | |
| **Executive Assistant**<br>Marie StGermain<br>Barbara Brothers | Supports the Executive Director, manages enrollment, student information, state reports, transportation, lunch program, & data. | 8/1/21 | |

| TEACHERS AND STAFF ATTRITION 2025-2026 SCHOOL YEAR | | | | |
|---|---|---|---|---|
| | **# Last day of 2025-2026 school year** | **Departures during 2025-2026** | **Departures at the end of school year** | **Reason(s) for Departure** |
| Teachers/ Teacher Associates | 42 | 0 | 2 | 1-Moved<br>1-Left Education |
| Other Staff | 14 | 0 | 0 | |

## Governance

| BOARD AND COMMITTEE INFORMATION | |
|---|---|
| Number of commissioner approved board members as of January, 2026 | 8 |
| Minimum number of board members in approved by-laws | 5 |
| Maximum number of board members in approved by-laws | 9 |

| BOARD MEMBERS FOR THE 2025-2026 SCHOOL YEAR | | | | |
|---|---|---|---|---|
| **Name** | **Position on The Board** | **Committee affiliation(s)** | **Number of terms served** | **Length of each term** (including date of election and expiration) |
| Linda Tucker | Chair | Executive, HR, and Finance | 3> | 10/2011-10/2029 |
| Jenepher Gooding | Vice Chair | Governance, Chair | 2 | 11/2017-11/2029 |
| Rebecca- Babbitt | Trustee | N/A | 2 | 02/2022 |
| Josiane Julmeus | Treasurer | Finance, Chair | 2 | 11/2017-11/2029 |
| Carolyn Daley | Clerk and Parent Rep | Finance | 1 | 02/2022 |
| Tony Clark | Trustee | Governance | 1 | 11/01/21 |
| Jill Seabrook | Trustee | N/A | 1 | 11/01/21 |

**Board of Trustee and Committee Meeting Notices**
https://www.banneker.org/board

***Meetings are open to the public and are held on Thursday virtually beginning at 6:00pm**. Due to high attendance and convenience, meetings continued and will continue to be virtual. www.banneker.or0067/board

| | |
|---|---|
| **Amendments to the Charter** | There were no amendments to the Charter in 2025-2026 |
| **Complaints** | There were no official complaints received by the Board of Trustees in 2025-2026. |
| **Oversight** | The Board maintained an appropriate level of oversight in 2025-2026. It monitored academic and financial performance through monthly updates at Board meetings.<br><br>As part of a comprehensive Executive Director evaluation process, the Board solicited feedback directly from staff, the leadership team, all trustees, and reviewed findings from the Banneker staff and parent surveys**.** |

# Appendix D - Additional Required Information

| Position | Name | Email | No Change/ New/Open Position for School Year 2025-2026 |
|---|---|---|---|
| Board of Trustees Chairperson Board Chair | Lin Tucker | lktucker1@verizon.net | No Change |
| Charter School Leader | Sherley Bretous | sbretous@banneker.org | No Change |
| Assistant Charter School Leader | N/A | | |
| Special Education Director | Heather Martin-Steenburgh | hmartin@banneker.org | No Change |
| MCAS Test Coordinator | Molander Etienne | metienne@banneker.org | No Change |
| SIMS Coordinator/ Contact | Barbara Brothers | bbrothers@banneker.org | No Change |
| English Language Learner Lead | Angela Marre | Amarre@banneker.org | No Change |
| School Business and Operations Manager | Peter Costanza | pcostanza@banneker.org | Change |

| Facilities | Dates of Occupancy |
|---|---|
| 21 Notre Dame Ave, Cambridge, MA | September 1996 - June 30, 2026 |

**Facilities changes for the 2025-2026 School Year.**
The school has officially moved July 1, 2026 to 1 Matignon Rd, Cambridge, MA 02140

## Enrollment

**Applications for 2025-26 School Year**

Tentative student application deadline and lottery date for students who are interested in enrolling for the 2026-27 school year.

| Action | Date(s) |
|---|---|
| Student Application Deadline | March 5, 2026 |
| Lottery | March 6, 2026 |

# Appendix E - Conditions, Complaints, and Attachments

| Efforts to Address Concerns Resulting in Conditions |
|---|
| Condition |
| **Condition:** By **November 1, 2026**, Benjamin Banneker Charter Public School will submit for Department approval a plan that ensures enrollment from outside the school's charter region does not exceed 20 percent of the school's total population for two consecutive years by October 1, 2028. |
| Actions taken by the school in 2026-27 to address the concern that resulted in the condition |
| ***Cambridge Enrollments*-**Banneker's goal is to continually increase Cambridge enrollments over time. Over the last five years we have increased our community marketing and outreach efforts in order to increase Cambridge enrollment. As of July 1, 2026 the school is at **73.7%** Cambridge and Somerville Students. |

**Complaints**

During SY25/26 the board of trustees did not receive any written complaints