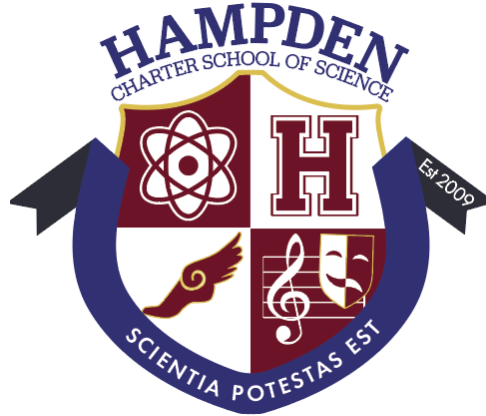


HAMPDEN CHARTER SCHOOL OF SCIENCE - WEST



ANNUAL REPORT

2019-2020

July 31, 2020

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I. Introduction to the School

Hampden Charter School of Science West			
Type of Charter	Commonwealth	Location of School (Municipality)	511 Main Street West Springfield, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region	Agawam, Westfield, W. Springfield, Holyoke
Year Opened	2018	Year(s) the Charter was Renewed	NA
Maximum Enrollment ¹	441	Enrollment as of 6/22/2020	257
Chartered Grade Span	6-12	Current Grade Span	6-10
Number of Instructional Days per School Year	182	Students on Waitlist as of 6/22/2020	167
School Hours ²	7:30 am to 2:37 pm	Age of School	2
<p>The mission of Hampden Charter School of Science West (HCSS-WEST) is to provide a college preparatory-focused education to the youth of every race and ethnic group in Agawam, Holyoke, West Springfield, and Westfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, to provide extended math and science curriculum, individualized attention, college guidance, and university outreach programs, and to encourage student-teacher-parent partnership. Fulfillment of our mission will empower our students with the support necessary to reach their highest intellectual, emotional, social, and physical potentials, building on the inherent promise to aid students' preparation for college.</p>			

¹ Maximum enrollment for 2019-2020 school year is 309.

² School ends at 3:30 p.m. when after school is also included.

II. School Performance and Program Implementation

A. Faithfulness to Charter

1. Mission and Key Design Elements

a) Problem and project-based instructional approaches for contextual learning

Project Based Learning is a school-wide instructional strategy that incorporates the development of 21st century skills assessed on a rubric. Key elements include teamwork, critical thinking, appropriate and efficient use of technology, and oral and written communication skills. The goal for the 2019-2020 school year was for each student at the Hampden Charter School of Science West to take part in at least two PBL experiences. This required most teachers to be a part of designing at least one PBL unit, often in collaboration with members of their grade-level teams. Teachers presented the PBL plan - including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating as necessary direct teaching strategies. Due to the COVID-19 Pandemic, not all PBLs that were started were able to be completed. While every student and most teachers were involved in working on PBLs, not everyone was able to finish and present the final findings of their projects. For the projects that were completed, student groups presented their projects to a group of faculty and students representative of the community their project was created for.

At HCSS West we believe that students learn best when they collaborate and work together to make sense of “what is going on.” Additionally, the project-based instruction method emphasizes students' own artifact construction to represent what is being learned. HCSS West facilitates opportunities for students to perform active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways. The collaboration among students, teachers, and others in the community is shared and distributed among the members of the “learning community.” The project-based instruction appeals to the core of the school’s mission because it makes academic research more relevant to the students. Moreover, the project-based instructional method facilitates contextual learning for real-life problems.

In addition to Project Based Learning, during the 2019-2020 school year teachers also introduced Anchor Projects into their curriculum. Anchor Projects are independent projects that primarily take place outside of the classroom and allow for students to dig deeper into their understanding of a topic or unit. These are standards based projects that align with the curriculum and are done on a quarterly or unit basis depending on the class. Anchor Projects took place in all core courses during the year as well as in elective classes like Art, Music, and Foreign Language.

b) Rigorous academic program with extended math, science, and computer technology curriculum

State test data released over the years reveals that math, science, and technology were the subjects with which students in the Holyoke, Westfield, and West Springfield area struggled. In addition to the rigorous curriculum HCSS West focused on extended math and science education to close the gap for our students. The HCSS West academic program is designed to help students excel in their strong subjects and improve their weaknesses.

The HCSS West academic program includes the necessary elements to create the rigor for its students, including 21st century skills and project based, contextual learning, which helps students connect what they learn to their daily lives, making their learning more meaningful. In addition to these necessary elements, HCSS West offers extended math,

science, and computer technology curriculum. This allows students to explore the material more deeply in smaller settings where individual attention is given and teachers manage the pacing based on the students' needs.

In middle school, students take five 84-minute blocks of math, three 84-minute blocks of science - where one block is a lab class, and two 84-minute blocks of computer class every week. This allows teachers to create more learning opportunities for their students and students have the chance to learn the material at their pace. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade. In the regular track, students utilize the extended time to learn the material in more depth and with more practice, applying and enhancing what they learned. Student tasks are selected based on the Mathematics 2017 Frameworks. AP and Honors courses are offered in both the middle school and high school levels.

Due to the Coronavirus Pandemic the amount of weekly class time was reduced for the remainder of the school year, but students continued to use technology in their curriculum more than ever. For math and science classes, students were required to watch several instructional videos and complete several assignments each week. Teachers offered online tutoring for all students on a daily basis, and students were required to attend at least two of these sessions each week.

c) Individualized attention

The faculty and administration at Hampden Charter School of Science West are dedicated to improving individual student learning and performance. Staff engage in alternating biweekly grade level and department meetings, as well as weekly all-staff meetings, to discuss student progress on an individual, curricular, and school-wide level. We offer a 10.5 to 1 student-to-teacher ratio, allowing teachers to provide individualized attention to students in their classrooms.

After careful analysis of both district and state determined measures of student performance, core classroom teachers (of ELA, Math, Science, and Social Studies) design quarterly action plans, reflecting on the strategies and adjustments necessary for both whole class and individual student intervention. In these action plans, teachers identify students to tutor in groups of 5 or fewer, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. In the 2019-2020 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans in line with a school-wide template; each action plan was reviewed and approved by their department's Director of Curriculum and Instruction (DCI).

d) College and career readiness

HCSS West implements its mission, which is to provide a college preparatory-focused education to the youth of every race and ethnic group in Agawam, Holyoke, Westfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission empowers our students with the support necessary to reach their highest intellectual, emotional, social, and physical potentials, building on the inherent promise to aid students' preparation for college.

We worked diligently to accomplish our mission. Classroom sizes ranged from 4-22 students. Students received extra hours of math and ELA; middle school students received five 84-minute blocks of math and ELA and three 84-minute

blocks of science. High school students received three 84-minute blocks of ELA, four 84-minute blocks of math, and three 84-minute blocks of science. All students had study hall time at the end of the day, at which time they also had the opportunity to get extra help with their academics in small groups.

HCSS also offered Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for standardized tests including MCAS and PSAT. Students in 8th and 9th grade took the PSAT 8-9 test and students in 10th grade took PSAT 10.

HCSS-West students also participated in Regional Robotics competition. A total of 12 students competed as two different teams which represented at Agawam Robotics regional competition at Western New England University.

HCSS-West offered a dual enrollment application workshop to all 10th grade students. A representative from Springfield Technical Community College explained to our students the application process for Fall Semester.

In a collaboration with Mass Audubon Society, Marine Biology students attended a field trip to observe local watersheds. A guest speaker from Mass Audubon Society came before and after the trip to talk to our students.

Part of our science speaker series, two local Computer scientists came to HCSS-West and gave a talk about majoring in Computer Science programs. HCSS-West Science Olympiad team consisted of seven members and prepared for regional Science Olympiad competition. In a collaboration with Holyoke Codes (a non-profit organization) a coding workshop took place at the school as an after school enrichment program. Students in grades 6-9 programmed their mobile app by using MIT App maker.

HCSS-West students participated in a wide range of field trips throughout the year. Most of these field trips were sponsored by school in order to enhance students' learning. A few field trips to name: Shakespeare and Company, Peabody Museum at Yale, Boston Freedom Trail, Mass MoCA.

To provide college guidance, high school students were planning on visiting two college campuses and planned on attending a college fair representing over 100 colleges and universities (cancelled due to pandemic). In addition, middle school students visited one college campus as part of their field trip to a museum.

e) Supportive, structured, collaborative, and positive school culture achieved by student-teacher-parent partnership

Effective and ongoing communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. The great diversity among our families means that it is not possible to rely on a single method of communication that will reach all homes with a given message. It is essential that a variety of strategies adapted to the needs of our families is employed. These strategies include opportunities for face-to-face and electronic means of communication. HCSS West chooses these different strategies to maintain clear and strong communication with our parents. Prior to the Corona Virus Pandemic, strategies used by HCSS West included Back-to-School Night, Parent-Teacher Conferences, the HCSS West Home Visit Program, phone calls, parent meetings, teacher/parent emails, HCSS West database access, HCSS West Friday Reminder Letter, Award Celebrations for Academic Achievement and Student Athletes, monthly PTO Meetings and Events including a Fall Fair, Special Education Parent Advisory Council Meetings, NASA Sponsored Observe the Moon Night, the Winter Fine Arts Performance Concert and Displays, Automated Voicemail and Email alert system through Blackboard.com, the HCSS

West Website, various social media platforms including Facebook, Instagram, and Twitter, and an open door policy maintained by the HCSS West admin team. During the Coronavirus Pandemic HCSS West was able to maintain these communications with families. All electronic means of communication remained in place and were regularly utilized. All Award Ceremonies were able to be continued electronically including the National Honor Society Induction Ceremony and the 8th Grade Step-up Ceremony. The Music Department was able to conduct several student performance shows electronically.

2. Amendments to the Charter

There is no amendment to the charter in the 2019-2020 school year.

3. Access and Equity: Discipline Data

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	254	31	1.6	11.0	0.0	0.0	0.0	0.0
English Learner	30	10	10.0	26.7	0.0	0.0	0.0	0.0
Economically disadvantaged	138	20	2.2	12.3	0.0	0.0	0.0	0.0
Students w/disabilities	43	3						
High needs	170	26	2.4	13.5	0.0	0.0	0.0	0.0
Female	129	13	1.6	9.3	0.0	0.0	0.0	0.0
Male	125	18	1.6	12.8	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	1							
Asian	3							
Afr. Amer./Black	31	4						
Hispanic/Latino	77	11	3.9	11.7	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	5							
Nat. Haw. or Pacif. Isl.	0							
White	137	16	0.7	10.9	0.0	0.0	0.0	0.0

Our approach to discipline at HCSS-West is to prevent inappropriate behavior before it happens. In order to accomplish this, HCSS-West put a big emphasis on PBIS system. Based on praise points, PBIS system acknowledges student behavior with a tier system. There are encouraging incentives for students to exhibit positive behavior and be recognized for that behavior throughout the year.

Students aim to earn praise points and accumulate them in order to cash them in for a wide range of prizes: Homework and dress down passes, ice cream and pizza parties for each quarter. At the end of each semester, top praise point earners also qualify for bigger prizes such as snow tubing and Barnes and Noble gift cards. HCSS-West PTO helps the school by contributing financially so that more students are recognized and rewarded.

During Virtual school sessions, HCSS-West partnered with PTO and distributed more than 70 gift cards worth \$900 and an online raffle was broadcast and watched by the school community.

HCSS-West has taken steps including the following to reduce suspension rates and to address disparities among the sub-groups:

- Included Special education and ELL staff in the notification process when disciplining student of appropriate sub-group.
- Tracked student behavior through the database using Positive Behavior Intervention and Supports (PBIS) and Discipline Point System (DPS) that is visible to staff, students and parents.
- Enhanced the DPS system to better track and more accurately identify classroom behaviors in real time.
- Enhanced the Levels of Consequences to not only maintain accountability, but to increase classroom time.
- Established an Alternative Study Room (ASR) staffed with an ASR teacher. While in ASR, students must reflect on behavior through mini-course packet and follow up with ASR staff.
- Counselor and administrative meetings with students with repetitive behavior.
- Teacher training throughout the year.
- Establish a discipline flow chart to better manage behaviors.
- Constant focus on parent communication and building on teacher-student-parent relationships.
- Administrative visits to classrooms and meetings with teachers after to discuss best practices/strategies.

4. Dissemination Effort

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
Accountable Talk	HCSS conducted an accountable talk workshop at Westfield State University to current education students. The workshop included a Google Slides presentation, videos, and some accountable talk discussions with attendees.	Corrina Wcislo, Director of Special Services	Raymond J. Ostendorf, Ph.D. Assistant Professor of Education Western New England University, 1215 Wilbraham Rd, Springfield, MA 0111	A result of the presentation was an awareness of how accountable talk discussions in middle school and high school classrooms can increase the student understanding. Artifacts: "Let Them Talk" Google Slides presentation The project was unfunded.
Instructional Technology	HCSS connected districts in Western Massachusetts with clear strategies for teaching students how to access nonfiction texts, as well as introduced a new technology - the InsertLearning extension - to participants in order to facilitate the teaching of nonfiction texts in a digital environment.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Best Practices of the Teaching of Writing Conference - October 2019 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants left the workshops armed with several model articles, as well as ongoing resources to guide them going forward. Artifacts: Google Slides presentation The project was unfunded.
Instructional Technology	HCSS conducted a workshop that introduced ways to utilize Google Apps in their ELA curriculum.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Best Practices of the Teaching of Writing Conference - October 2019 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants from districts in Western Massachusetts were introduced for a method of scaffolding the researching writing process using Google Apps and extensions, such as Read and Write for Google. Artifacts: Google Slides presentation The project was unfunded.
Cultural Proficiency	HCSS conducted a workshop on building an anti-racist curriculum in the ELA classroom.	Nicole Godard, Director of ELA Curriculum and Instruction	National Council of Teachers of English (NCTE) Annual Convention - Baltimore, Maryland - November 2019	Participants were invited to consider their own ELA curriculum and the ways in which their text and task selection may uphold racist narratives. Artifacts: Google Slides presentation The project was unfunded.
Instructional Technology	HCSS conducted a workshop on using Google Sheets for assessment and analysis.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Western Mass Writing Project Spring Symposium - March 2020 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants were introduced to Goobric, a Google Sheets extension that integrates with Google Classroom, allowing teachers to collect assignments and embed rubrics into the documents themselves. Artifacts: Google Slides presentation The project was unfunded.

B. Academic Program Success

1. Student Performance

Link for Hampden Charter School of Science West School Report Card: <http://reportcards.doe.mass.edu/2019/35160305>

Link for Hampden Charter School of Science West Accountability Report:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgtypecode=6&orgcode=35160305>

HCSS West doesn't have an accountability classification yet because of the insufficient data.

Student achievement is a result of the well-established, all-around HCSS West educational model. All elements of this model are designed to ensure HCSS West creates opportunities for all learners to receive necessary support to reach their highest intellectual, emotional, social, and physical potentials. Curriculum design, continuous support for teachers, common instructional strategies, internal testing system, data-driven instruction, technology rich classrooms, contextual learning, accountable talk, teacher evaluation system, and family engagement are some important elements of that model.

HCSS West teachers utilize various strategies to engage all students in class and make the instruction meaningful. Teachers use backwards design and a gradual release of responsibility model when planning each lesson. Every lesson has a clear objective, opening with a WHY statement where teachers take time to explain the purpose of the lesson and to make real life connections. Lesson plans are reviewed weekly by DCIs and feedback is given to increase the quality of instruction.

The internal testing system also plays a crucial role in student achievement. Prior to the Corona Virus Pandemic, HCSS West administered school wide summative quarter final tests in ELA, science, social studies, and math at the end of each quarter. These tests were prepared internally in coordination with the classroom teacher and DCIs. Each major test was followed by an action plan. All data was analyzed, the results scrutinized, and individual goals were set. The students' previous years' state test and quarter final test results were also available to the teachers to create a more complete picture and better understanding of each student's progress. All core subject teachers, AP course teachers, special education teachers, and ELL teachers designed action plans to achieve their goals, design re-teaching activities, and set up after school, Saturday School, and study hall tutoring groups based on the data provided and ideas discussed. If further assistance was needed, administration arranged pull-out groups and found additional tutors. There were also various support methods used in school such as mentoring, peer tutoring, teacher assistants, and co-teachers. During the remote instruction of the Corona virus Pandemic, the HCSS West educational model was followed and carried out remotely using a variety of electronic resources. Lesson planning using a blended learning model was implemented. All previously designed action plans continued to be executed. Electronic tutoring sessions were offered to students on an individual and group basis as needed. Special education teachers continued to provide daily academic support sessions to students. Additionally, the HCSS West Academic Team designed an Advisory Program in which students identified as struggling academically with remote learning were assigned to a staff member that followed their academic progress, held tutoring sessions as needed, and were in constant contact with parents.

2. Program Delivery

HCSS East and West share a common curriculum developed in alignment with Common Core State Standards and the Massachusetts Frameworks, aimed toward developing the skills necessary for success in college and career. In the 2019-2020 school year, HCSS made several adjustments in an effort to improve our robust existing instructional model.

HCSS West moved to a more cohesive and unified approach to teachers' grade policies during the 2019-2020 school year. Teachers approached their instruction and grading through a lens of Blended Learning and explicitly teaching Habits of Work, imagining how they could most effectively leverage their in-class time with out-of-class time. Teachers received training to support their re-imagining of how they present their direct instruction, as well as the role of homework in their classes. Rather than using homework as a method of assessing student comprehension, teachers used these tasks (termed Class Prep Assignments) to introduce students to new material in advance of class, saving major assessments for class time where students would have access to their teachers for assistance and where teachers could more effectively observe and evaluate student progress.

In addition to the adoption of a Blended Learning model to balancing homework assignments with direct instruction, teachers also were pedagogically shifted to carefully consider which assignments were truly formative and which were summative in their approach to assessing student learning. Class participation, classwork, and the Class Prep Assignments were graded on effort, not correctness, in order to encourage students' work habits and willingness to take risks. In class, students engaged in higher stakes assignments that were graded on correctness and standards proficiency.

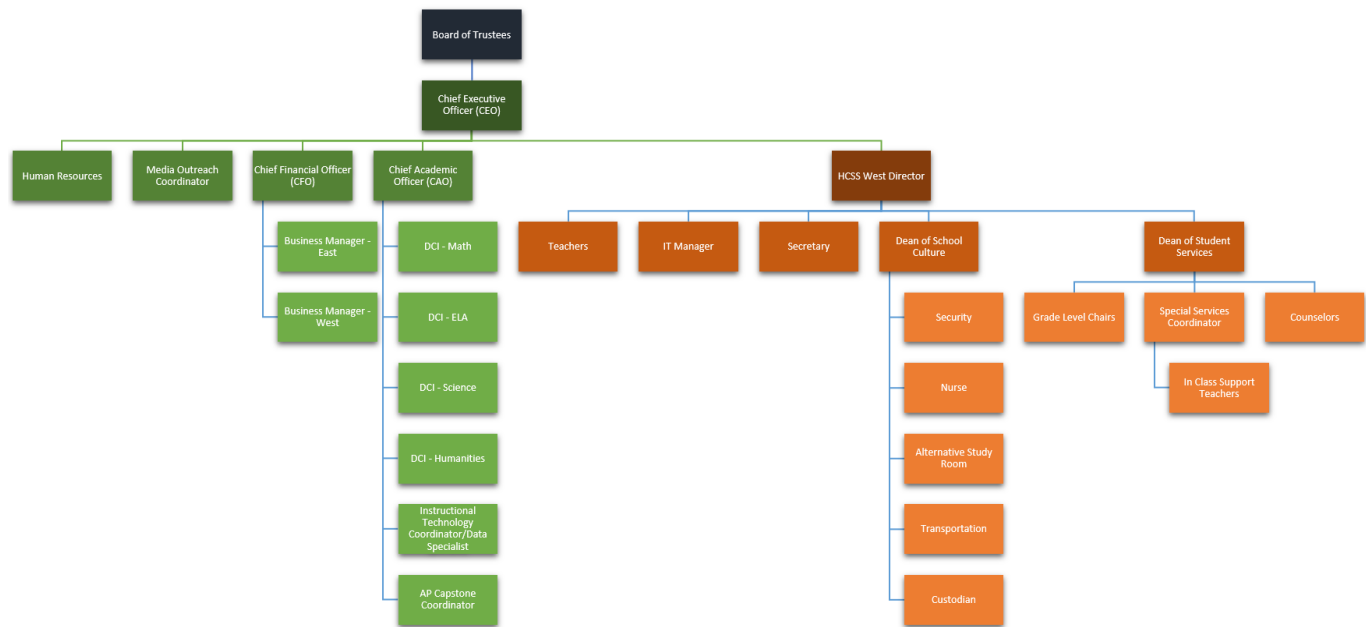
In an effort to continue leveraging our 1:1 Chromebook program to further engage and support students, HCSS expanded the pilot Zoom Tutoring Program that was launched in 2018-2019 to all Math, Science, ELA, and Advanced Placement teachers. Each of these teachers offered a weekly after-school office hour in which students could log on from home to receive tutoring, increasing student participation and access in our tutoring programs.

This year, HCSS-West also modified our internal assessments. In previous years, teachers administered quarterly midterm exams, styled after the MCAS. While these exams provided helpful data in advance of the Quarter Finals, this year we moved towards incorporating more rigorous, authentic assessments in each unit. Termed "Anchor Projects," these more extended assignments were designed to specifically assess students' mastery of anchor standards within each unit. Combined with our existing Project-Based Learning program, these Anchor Projects provided students with a wide range of opportunities to demonstrate content and skill mastery.

Finally, following the March COVID-19 school closure, HCSS was forced to translate the existing instructional model into a virtual environment overnight. Losing only one day in order to set the plan in motion, HCSS-West delivered its academic program via Google Classroom, virtual video conferencing software, and strategic use of educational technology such as EdPuzzle, Nearpod, Screencastify, digital textbooks, and online discussion arenas. Teachers recorded lessons and conducted regular live sessions with students, delivering instruction and assessments in a smooth transition from the brick and mortar building. Next year, HCSS-West plans to utilize the Canvas Learning Management System to further facilitate effective instruction in a virtual environment and to remain flexible and adaptable to whatever challenges lie ahead.

C. Organizational Viability

1. Organizational Structure of the School



*Orange: School Staff & Green: Network Staff.

In the 2019-2020 school year, HCSS created the Director of Special Services position in the central office, which oversees the Special Services Coordinator and in-class support teachers in both schools. The organizational structure of HCSS West for the 2020-2021 school year will be as shown in the chart above.

2. Budget and Finance

A. Unaudited FY20 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science West Income Statement	Jul 19 - June 20
Total Income	\$ 4,351,246
Total Expense	\$ 4,088,761
Net Income	\$ 262,485

(See Attachment B for income statement details)

B. Statement of Net Assets for FY20 (Balance Sheet)

Hampden Charter School of Science West Balance Sheet	June 30, 2020
Total Assets	\$ 5,667,608
Total Liabilities	\$ 5,667,608

(See Attachment C for Balance Sheet details)

C. Approved School Budget for FY21

Operational Budget 2020-2021	Allocation
Total Revenues	\$ 4,624,900
Total Expenses	\$ 4,586,517
Net Surplus/Deficit	\$38,383

(See Attachment D for Approved School Budget details)

From June 4th, 2020 HCSS Board meeting:

HCSS West 2020-2021 Budget: A motion was introduced by Dr. Khan and seconded by Ms.Caylan to approve the HCSS West 2020-2021 SY Budget.

Roll Call: All in favor. Motion passed unanimously. Resolution # 200604.3

D. Capital Plan for FY21

There is no Capital Plan for FY21

III. Additional Information

A. Accountability Plan Performance for 2019 - 2020

Objectives and Measures related to Mission and Key Design Elements:	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: HCSS West will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction and contextual learning. (KDE #1)		
Measure: Each year, 100% of HCSS West students who attended for 160 or more days will complete six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	100% of HCSS West students who attended for 160 or more days completed six contextual learning projects in 2019-2020 school year.
Measure: Each year, 90% of HCSS West students who attended for 160 or more days will earn a passing score on six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	100% of HCSS West students who attended for 160 or more days earned a passing score on six contextual learning projects.
Objective: HCSS West will empower its students to reach their highest intellectual and social potentials, providing unique and challenging opportunities with extended math, science, and technology curriculum. (KDE #2)		
Measure: Each year, 90% of all 11th and 12th grade students will enroll in a DESE-approved advanced[1] math, science, or technology course, and 90% of all 11th and 12th grade students who enroll in a DESE-approved advanced course will achieve a passing grade in the course.	NA	Not Applicable. HCSS West is currently expanding and had 6-10 grades in the 19-20 school year.
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 80% of the 9th and 10th grade students who take an AP course will earn a passing grade (65 out of 100 or higher) in the course.	Met	In 19-20 school year, 100% of 9th and 10th grade students were offered an AP course, and 95% of the 9th and 10th grade students who took an AP course earned a passing grade (65 out of 100 or higher) in the course.
Objective: HCSS West will provide individual attention and therefore empower student academic success. (KDE #3)		
Measure: Each year, the HCSS West student-teacher ratio will be lower than the state average.	Met	HCSS West student-teacher ratio: 10.5 to 1 State student-teacher ratio: 12.9 to 1

Measure: Each year, 100% of ELA, Math, Science, and Social Studies teachers will design and implement quarterly action plans. In these action plans, teachers will identify students to tutor in groups of 5 or less, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. Tutoring takes place weekly during study hall periods, after school, and online.	Met	100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans after the quarter 1 and quarter 2 finals. The quarter 3 final was canceled due to the Coronavirus Pandemic.
Measure: Each year, 80% of the Lowest Performing students, as defined in the DESE's Accountability Report School Leader's Guide, will achieve a passing grade by the end of the year in their ELA and Math courses.	Met	100 % of the Lowest Performing students achieved a passing grade in both their ELA and Math Courses.
Objective: HCSS West will effectively prepare students for success in college, career, and beyond. (KDE #4)		
Measure: Each year 90% of students in grades 8-11 will take their grade level PSAT, and at least 60% of students who take the PSAT will meet the benchmarks defined by the College Board for EBRW and/or Math.	Partially Met	90% of 8-11 graders took the grade level PSAT test. 58% met the benchmarks for EBRW and/or Math.
Measure: Each year, at least 70% of all seniors will have taken at least one AP course by graduation, and at least 50% of those seniors will earn a score of 3 or above on at least one AP exam by graduation.	NA	Not Applicable. HCSS West is currently expanding and had 6-10 grades in the 19-20 school year.
Objective: HCSS West will sustain a supportive, structured, collaborative and positive school culture by promoting student-teacher-parent partnership. (KDE #5)		
Measure: Every family will receive at least 8 individualized communications about their student from HCSS West teachers each year.	Met	100% of families received eight or more individualized communications about their students. Type of communication includes; phone call, email and home visit.
Measure: To establish and sustain the relationship between school and home, HCSS West will host five or more family events annually such as picnics, back to school night, multicultural night, college night, and concerts.	Met	HCSS West hosted 12 family events in the 19-20 school year.
Measure: HCSS West will administer a School Climate Survey each year, in which at least 40% of families will participate. In this survey, at least 75% of the responses will reflect a positive rating (e.g. agree or strongly agree) for the statements "This school promptly responds to my phone calls, messages, or e-mails" and "I feel welcome at my student's school".	Partially Met	Participation: Not Met (26%) This school promptly responds to my phone calls, messages, or e-mails: Met (90%) I feel welcome at my student's school: Met (95%)

B. Recruitment and Retention Plan

Recruitment Plan 2019-2020

School Name: Hampden Charter School of Science West

2019-2020 Implementation Summary:

During the 2019-2020 school year, Hampden Charter School of Science-West carried out an effort to reach students from every demographic group. In order to strengthen the name recognition, HCSS-West posted eleven billboards in prominent locations in Hampden County. HCSS also held Open Houses from December to March. HCSS was able to expand our reach by placing brochures in local businesses (such as fitness centers, restaurants, hair salons), public libraries, community centers and religious institutions of various faiths.

To ensure that all families in our sending districts were aware of the opportunity to apply to HCSS-West, HCSS mailed 20,000 letters and 25,000 brochures to prospective families. Our brochures made clear that we are a tuition-free public charter school. This allowed our name and information to reach many more prospective families. Our brochures and advertisements also included our information session dates, information about our tutoring and extra support programs, open house dates, and how to apply. An information desk was also set up at Holyoke Mall multiple weekends during the months of January or February.

Through our relationships with local media outlets, HCSS was able to appear in articles, radio, and television features. Through Agawam Advertiser, The Russian World, WGGB (22 News), HCSS was able to reach a greater population in Western Massachusetts. These prominent news organizations highlighted our academic successes, extracurricular programs, and community outreach. Articles appeared in multiple languages, including Russian and Spanish.

In order to truly experience HCSS, we were happy to host weekday and weekend Open Houses starting in December and ending in March when the lottery was held. At these Open Houses, prospective students and families were given a tour of our school by a member of administration along with Student Ambassadors. Information sessions were hosted by HCSS administration including HCSS Director and Deans. In attendance were also special education, ELL staff, and translators. This allowed prospective students and families to ask questions about the school and receive knowledgeable answers from key members of the staff as well as students chosen due to their high standing in the school and their community. To reach more families, a webinar (recorded open house) has been shared with the parents. HCSS also hosted a community Winter Festival where we showcased our academic and non-academic clubs and invited the community to learn more about our school program

HCSS-West also regularly sends press releases to local newspapers about news and events happening at our school. HCSS-West has its own Facebook page, Twitter and Instagram accounts which regularly posts news and updates to parents and students. HCSS-West also takes part in Online Community Forums and informs the public about upcoming open houses and information sessions. HCSS has conducted two family webinars to help HCSS parents and the greater community transition to Virtual School and provide summer resources for students and families. These webinars were recorded and shared with the community (including prospective parents) via social media platforms.

Due to ongoing pandemic, HCSS-West was not able to attend or organize some other events for student recruitment such as sponsoring Westfield Cub Scouts Track Side, Annual Parent Picnic and HCSS EXPO Showcase at Western New England University.

Looking at the comparison index, Special Education and ELL populations are comparable to state, sending districts and similar charter schools. Percentage of students with disabilities remained the same (17.2 % in 2019 and 2020 which is very close to 2020 state average (18.4%). Percentage of English learners slightly decreased (9.2%) but still within the range of state average (10.8%). In order to attract students with English as a Second Language, HCSS-West invested in advertisements in different languages such as Russian and Spanish. Bilingual staff members also helped out parents during the application process.

Enrollment may be impacted by the high number of siblings enrolled in HCSS for the 2020-2021 school year. Around twenty percent of

new students in sixth grade are siblings.

General Recruitment Activities for 2019-2020

1. Hold weekday and weekend Open Houses at school building and also at Holyoke, Agawam, West Springfield and Westfield public libraries.
2. Make flyers, posters, and videos available for prospective students and parents.
3. Hosted Kung-Fu studio's Christmas Fundraiser which drew hundreds of participants from local Community which encouraged the parents to apply.
4. Send brochures, letters and fliers to these potential students.
5. Place billboards in prominent locations.
6. Place advertisements in local newspapers in multiple languages.
7. Place radio advertisements.
8. Increase use of social media such as Facebook, Twitter, and Instagram
9. Invite prospective applicants (individuals and groups) to visit the campus and meet with faculty and students.
10. Visit local K-8 charter schools and private schools.
11. Utilize online publications to post information about our application process.
12. Develop a broader social media presence and post information about our school and the application process.
13. Post on our website testimonials of current parents, including and especially parents of specific subgroups noted in the chart below.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2019-2020 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- To place brochures and applications at special education advocacy groups such as the Baystate Family Advocacy Center.
 - To highlight the guidance counselor support regarding college.
 - Participate in the Annual Autism Speaks Walk in Western New England to recruit students on the autism spectrum.
 - Highlight special education program in radio advertisements, promotional video, brochure, and open houses
 - Conduct two workshops for parents of Special Education Students on Special Education and College open to the public. (1 years)
 - Visit Baystate Family Advocacy Center and the Federation for Children with Special Needs in order to create partnerships to help HCSS connect with families served by these organizations. (3 years)
 - Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students.

(c)2020-2021 Additional Strategy(ies), if needed

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
- N/A

(a) CHART data

School percentage:
17.2%

GNT percentage:
N/A

CI percentage: 15.3%

The school is above
CI percentages

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 9.2 %</p> <p>GNT percentage: N/A</p> <p>CI percentage: 5.4 %</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities. ➤ To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese. ➤ To highlight staff and student diversity in HCSS brochures and advertisements. ➤ Recruitment ads and billboards will be placed in high traffic areas. ➤ Bilingual staff will participate in information sessions and recruitment events. ➤ For students and families who are LEP and contact the school regarding admission, 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. ➤ Highlight ELL program in radio advertisements, promotional video, brochure, and open houses <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies 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.</p> <ul style="list-style-type: none"> ➤ N/A
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 46.6%</p> <p>Gap Narrowing N/A</p> <p>CI percentage: 40.2 %</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. ➤ To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations. ➤ To highlight our one to one Chromebook program for every student in our brochure and recruitment materials ➤ To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies 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.</p> <ul style="list-style-type: none"> ➤ N/A

<u>Students who are sub-proficient</u>	<p>(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses. ➤ To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To highlight our Peer Mentoring Program and the College Guidance support in the brochures and open houses. ➤ To make our brochures and applications available to programs in our sending districts that service at risk youth.
<u>Students who have dropped out of school</u>	<p>(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To request student contact information from local guidance counselors and GED programs in our area in order to send brochures and applications to students who have dropped out in our sending districts. ➤ To initiate contact with local Job Corps and ask them to distribute our brochure and application.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.

Retention Plan 2019-2020

2019-2020 Implementation Summary:

During the 2019-2020 school year, Hampden Charter School of Science West continued to work to increase the percentage of students who stay at HCSS, utilizing the Retention Plan set in place. In order to increase this number, we first had to review the data to identify trends in attrition. Students and parents provided following reasons for leaving HCSS-West: Not having an established sports program, moving out of state, finding the academic program too challenging, desire to go back to neighborhood school, limited electives in high school program and acceptance to private schools.

To better meet the needs of our students, HCSS West implemented an online tutoring program using Zoom technology. This program helps students who cannot stay after school due to a lack of transportation. This program benefits low and moderate income students by providing them with at home academic support using their 1 to 1 Chromebook provided by HCSS West.

HCSS West believes that maintaining parent communication is key when focusing on struggling students. Our most essential tool for working towards this goal is our online database, where teachers log grades, feedback, homework assignments, and much more. Parents have their own login information and can check into this system at any time. In addition to this tool, HCSS staff members are required to respond to all parent communication - phone call, email, etc. - within 24 hours. Staff members are encouraged to call parents for both positive as well as negative classroom behaviors, and all parent communication is logged. Parent meetings with teachers and administrators are always welcome and easy to schedule.

Throughout the 2019-2020 school year, HCSS-West implemented following strategies in order to keep attrition numbers low:

- Additional athletic teams and clubs were added to provide more options to students such as basketball, golf, volleyball, soccer
- A wide range of clubs were added to our extracurricular program so that the students have more options to choose from such as: Student Council, Science Olympiad, Robotics, Girls Who Code, Chess, Band, Cheerleading,
- Administrators Implemented exit interviews with parents and students to ask “why they’re leaving HCSS” and “what could have been done better” Although a small number of students left during 19-20 school year, most reasons were not related to school and parents thanked HCSS-West for everything the school has done.
- HCSS-West improved its discipline program by implementing PBIS strategies with more incentives.
- HCSS-West improved school safety by adding a second security staff to help students feel safe
- HCSS-West sends out weekly emails to encourage parents to communicate with school officials. A parent satisfaction survey was sent along with a student survey in order to measure the school's climate midway through the school year.

As of June 2020, 12 out of 257 currently enrolled students reported that they are not returning to HCSS-West for the 2020-2021 school year. This is currently lower than last year’s attrition rate. When asked about reasons for leaving, parents responded that they’re moving out of state (3 students), acceptance to a private high school (2 students), would like to play sports in high school (2 students) and social emotional issues (1 student).

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 16.2%</p> <p>Third Quartile: 14.4%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>To make sure that all special education, ELL, and 504 students are performing at or above their potential, the SPED/ELL/Guidance will hold Child Study Team meetings with teachers and grade level chairs to discuss at risk students and devise individualized success plans.</p> <ul style="list-style-type: none"> ➤ To facilitate the Special Education and Parent Advisory Council. ➤ To continue to offer after school, study hall, and Saturday school tutoring. ➤ To continue to offer test corrections procedures in which all SPED students will be given the same opportunity to learn the material and improve performance on HCSS finals and midterms
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ➤ To hold professional development for all staff members on topics such as differentiation techniques and how to read and follow an IEP. ➤ Send out a survey to HCSS parents of special needs students evaluating the school and special education program ➤ Conduct at least two trainings for HCSS parents based on the survey. ➤ Conduct at least one training for HCSS staff based on the survey.

Limited English-proficient students/English learners
Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 20.0%</p> <p>Third Quartile: 16.9 %</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ Classroom teachers will keep in constant communication with ELL teachers and director to monitor LEP student progress and explore differentiation techniques for the classroom. ➤ To ensure that LEP students have support in their daily assignments and understand the material, LEP students will work closely with the ELL coordinator and teachers. ➤ To complete home visits for all ELL families who agree to participate. <p align="center">(c) 2020-2021 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ➤ To hold an ELL parent night with translator. ➤ To embrace students' heritage, cultural clubs and events will be provided. ➤ ELL staff members will make themselves available after school and during Saturday school for extra support.
<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 25.3%</p> <p>Third Quartile: 15.3 %</p> <p>The school's attrition rate is <u>below</u> third quartile percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ HCSS will continue to provide breakfast and lunch for every student with no charge. ➤ To help needy families outside of school, we will provide school supplies, uniforms, and food for homeless families. ➤ To have an active Parent Teacher Organization (PTO) that plans fundraisers and use proceeds for families who request help. ➤ Provide fresh fruit to students to take home <p align="center">(c) 2020-2021 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ➤ Inform low income families about school resources such as no cost field trips and free medical resource. (2 years) ➤ Conduct an informational session for families on scholarship opportunities and how HCSS helps students earn scholarships for college. (1 year)
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To utilize the database, quarter finals, and midterms to identify at risk students as early as possible and to take appropriate action immediately. ➤ To provide academic and emotional support such as tutoring, Saturday School, peer mentoring, academic advising, and counseling.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ➤ To identify high risk students in high school through the work of our CST (Child Study Team).

	<p>These weekly meetings are in place to make and implement individualized plans for each student in the school who is at risk of failing. These plans include extra check-ins and attention from teachers, differentiation techniques, and an increase in the frequency of a teacher's communication with families about individual assignments.</p> <p>➤ To use the CST list as well as teacher observations to identify at risk students and provide them with extra help from our College Guidance office to identify four year colleges and universities that are a match for them and to help them through the application and financial aid process.</p>
<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>➤ To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) Continued 2019-2020 Strategies</p> <p>➤ The goal at HCSS is that students of all race, gender, or socio-economic class receive a rigorous, balanced, individualized education that prepares 100% of students for a four year college. The whole structure of our charter - from extended school hours and Saturday School to implementation of the database and beyond - is designed to reach all students in our school.</p>

C. School and Student Data Tables

Hampden Charter School of Science West school report card link is as follows:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35160305&orgtypecode=6>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	41	15.6
Asian	4	1.6
Hispanic	81	31.5
Native American	1	0.4
White	124	48.2
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	6	2.3
Special education	45	17.5
Limited English proficient	22	8.6
Economically Disadvantaged	120	46.6

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Mehmet Cogal, Director	The Director works under the direction of the CEO: provides leadership and supervision and is directly responsible for the efficient operation of the building and learning environment. He establishes and maintains an effective learning climate in the school and supervises/evaluates all assigned staff members regarding their individual and group performances. He is responsible for the safety and administration of the building. He establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs and to interpret administrative directions.	8/1/2019	
Julie Colon, Dean of Student Services	The Dean of Student Services works closely with the Director and reports to him. She supervises individual student performance assessment and achievement, assessment of curriculum and instruction, and recommends improvements. The Dean of Student Services supervises the Guidance Counselor(s), who advises students regarding college majors, admission requirements, entrance exams, financial aid, and apprenticeship programs. She communicates with teachers, parents, and administrators on an ongoing basis to address students academic and behavioral concerns. She plans and evaluates the in-person and online tutorings, after-school programs, and Saturday Academy and provides reports to the Director. She organizes, manages and implements all standardized testing within the building. She is responsible for advising students regarding the accuracy and completeness of records and credits and perform periodic credit checks from grades nine through twelve with an emphasis on the senior year.	8/1/2019	
Jason Dout, Middle School Dean of School Culture	The Dean of School Culture provides guidance for students and families. He establishes and maintains a positive, safe, and college-going school culture. He supervises the consistent and fair administration of school policies regarding student conduct and discipline and tracks behavior statistics, discipline interventions, and outcomes on an individual student level and on a school-wide level. He serves as the primary formation and discipline authority for students, supporting teachers with students who are being disruptive in class, removing students (as necessary) and assigning appropriate consequences. He works with colleagues to create a classroom management plan and maintain a consistent discipline policy that rewards positive behaviors and deters negative behaviors. The Dean of School Culture is responsible for developing and implementing student discipline policies and organizing parent involvement activities. The Dean of Students oversees student attendance, discipline matters, and community and parent relations.	9/1/2018	
Robert Ackilli, Special Services Coordinator	Special Services Coordinator is responsible for overseeing the implementation of all services for special populations including the special education students, English Language Learners, and students on 504 plans. Special Services Coordinator oversees the special education teachers, paraprofessionals, and ELL teachers. Special Services Coordinator ensures that all special services programs and activities conform to federal and state regulations and guidelines, and complete all required reporting. Special Services Coordinator also coordinates and facilitates professional development; assists school with school-level programming; and collaborates and communicates effectively with other departments within the district.	8/30/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR

	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	1	0	Personal matters
Other Staff	14	0	1	Relocation

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	7
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	12
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Nigar Khan, EdD	Chair	Governance Committee	3	Election date: 03/08 Expiration date: 07/20 Length of term: 3 yrs
Dale Parker	Secretary	Education and Grievance Committee	1	Election date: 08/18 Expiration date: 07/21 Length of term: 3 yrs
Saadia Crawford-Carter, MSW	Trustee	Education and Grievance Committee	0	Election date:10/16 Expiration date:07/19 Length of term: 3 yrs
Esra Caylan	Trustee	Finance and Grievance Committee	0	Election date:8/18 Expiration date:07/21 Length of term: 3 yrs
Nabi Shahan	Treasurer	Education and Grievance Committee	0	Election date: 4/17 Expiration <u>date:07/20</u> Length of term: 3 yrs
Emmanuel Russell	Trustee	Governance and Education Committee	0	Election date: 7/17 Expiration <u>date:07/20</u> Length of term: 3 yrs
Diane Hunter	Vice Chair	Education and Grievance Committee	1	Election date:02/14 Expiration date:07/20 Length of term: 3 yrs

D. Additional Required Information

1. Key Leadership Changes

Position	Name
Director	Mehmet Cogal - 8/1/2019
Special Education Director	Corrina Wcislo-8/1/2019
Dean of Student Services	Julia Colon - 8/1/2019

2. Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	March 8, 2020
Lottery	March 11, 2020

E. Anticipated Board Meeting Schedule for 2019-2020

Hampden Charter School of Science East and West Board of Trustees meet at the HCSS East building located at 20 Johnson Rd. Chicopee, MA 01022. Stated below are prospective meeting dates for the 2020-21 school year. In case for remote meeting the address is: <https://zoom.us/j/4929815810>

- 24 September 2020, Thursday, 6:30 pm
- 22 October 2020, Thursday, 6:30pm
- 19 November 2020, Thursday, 6:30pm
- 28 January 2021, Thursday, 6:30pm
- 25 March 2021, Thursday, 6:30pm
- 27 May 2021, Thursday, 6:30pm
- 22 July 2021, Thursday, 6:30pm

IV. ATTACHMENTS

A. Evaluation Report Template

Hampden Charter School of Science Evaluation Report												
	Name						SCORE		RATING		Evaluation Data as of	
	Department											
	Job Classification											
	Academic Year											
Standard I Curriculum, Planning, and Assessment			Standard II Teaching All Students			Standard III Family and Community Engagement			Standard IV Professional Culture			
RATING on Standard I			RATING on Standard II			RATING on Standard III			RATING on Standard IV			
Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	
CURRICULUM			TEACHING			PARENT COMMUNICATION			PROFESSIONALISM			
Curriculum Map			Admin/DH Observations			Parent Communication			Teamwork			
Pacing			Admin/DH Walkthroughs			Home Visits			Reliability			
PBL*			GRADING			EXTRACURRICULAR ACTIVITIES			Shared Responsibility			
PLANNING			Grades Year to Date Average			# of Extracurriculars Attended			Openness			
Lesson Plans Submission			Grades Checkpoints Met			# of Extracurriculars Organized			Professional Demeanor			
Lesson Plans On Time			Grade Policy Year to Date Average			After School Club			ATTENDANCE			
Lesson Plans Rubric Score Ave.			Grade Policy Checkpoints Met						Attendance			
Action Plans									Tardiness			
SUB Plans									Meeting Participation			
ASSESSMENT									PROFESSIONAL DEVELOPMENT			
Student Achievement									Professional Practice Goal			
SLG									Peer Observations			
Tutoring												
Student Learning S.M.A.R.T. Goal(s) (SLG)					SLG District Determined Measures (DDM)		Progress Toward Student Learning Goal		SLG Evidence			
Professional Practice S.M.A.R.T. Goal (PPG)					PPG District Determined Measures (DDM)		Progress Toward Professional Practice Goal		PPG Evidence			
									Meeting Date			
Employee's Signature			Director's Signature			Dean of Academics' Signature			Department Head's Signature			

B. Profit and Loss

July 2019 - June 2020

	Total
Income	
4000 Tuition Revenue	3,606,090.00
4010 Government Lunch Subsidy	58,702.67
4011 Transportation Subsidy	207,635.00
4210 Private Contributions - Unrestricted	600.00
4300 Student Fees	2,406.30
4325 Program Fees	70.00
4999 Interest Income	30.00
Grant Revenue	380,769.20
Private Grants	94,943.05
Total Income	\$ 4,351,246.22
Gross Profit	\$ 4,351,246.22
Expenses	
6110 Contract Labor	1,961.25
6175 Employer Payroll Tax Expense	62,891.07
6195 MTRS Grant Assessments	12,916.49
6700 Depreciation Expense	155,448.00
6910 Bank Charges	2,206.00
6990 Purchased Management Services	172,707.00
9050 Interest Expense	203,789.88
Benefits	322,584.61
Computer Expense	100,233.38
Equipment & Furniture	42,449.78
Facility Expense	156,160.44
Insurance Expense	53,845.36
Materials & Supplies	111,093.62
Other Operating Expenses	49,371.36
Professional Fees	135,133.17
Student Activities	532,977.81
Travel, Meals & Conferances	12,903.38
Wage Expense	1,959,116.74
Total Expenses	\$ 4,087,789.34
Net Operating Income	\$ 263,456.88
Other Expenses	
6710 Amortization	972.00
Total Other Expenses	\$ 972.00
Net Other Income	-\$ 972.00

Net Income

\$

262,484.88

C. Balance Sheet

As of June 30, 2020

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - BankNorth Operating	0.00
1005 Cash - Berkshire Bank	18,960.39
1006 Cash- Westfield Bank	257,181.73
1801 Westfield Bank Escrow	40,406.98
Total Bank Accounts	\$ 316,549.10
Accounts Receivable	
1125 Tuition Receivable	0.00
1126 Lunch Subsidy Receivable	0.00
1127 Transportation Subsidy Receivab	177,489.00
Total Accounts Receivable	\$ 177,489.00
Other Current Assets	
1130 Other Receivables	785.05
1200 Grants Receivable	9,000.00
1300 Prepaid Expenses	21,787.72
1800 Mass Development Escrow	0.00
1990 Due from HCSS EAST	0.00
Total Other Current Assets	\$ 31,572.77
Total Current Assets	\$ 525,610.87
Fixed Assets	
1400 Fixed Assets	5,149,472.22
1500 Accumulated Depreciation	-232,908.00
1600 Construction in Progress	225,215.58
Total Fixed Assets	\$ 5,141,779.80
Other Assets	
1700 Loan Aquisition Costs	0.01
1710 Accumulated Amortization	-972.00
1880 Security Deposits	1,190.00
Total Other Assets	\$ 218.01
TOTAL ASSETS	\$ 5,667,608.68
LIABILITIES AND EQUITY	
Liabilities	

Current Liabilities		
Accounts Payable		
2000 Accounts Payable		266,854.13
Total Accounts Payable	\$	266,854.13
Other Current Liabilities		
2040 Wages Payable		147,843.92
2045 Employer Tax Liabilities		2,143.74
2050 Employee Tax Withholdings		0.00
2052 401K Deferral		0.00
2055 MTRS Withholdings		13,516.25
2060 Child Support Withholdings		0.00
2080 FSA Withholdings		-100.00
2120 Deferred Revenue - Grants		106,440.39
2600 LOC HCSS East		300,000.00
2950 Student Paid Activities		-961.20
2990 Due to HCSS - EAST		44,196.40
Total Other Current Liabilities	\$	613,079.50
Total Current Liabilities	\$	879,933.63
Long-Term Liabilities		
2650 Note Payable Mass Development		0.00
2660 Bond Note		4,315,712.93
Total Long-Term Liabilities	\$	4,315,712.93
Total Liabilities	\$	5,195,646.56
Equity		
32000 Retained Earnings		209,477.24
Net Income		262,484.88
Total Equity	\$	471,962.12
TOTAL LIABILITIES AND EQUITY	\$	5,667,608.68

D. Budget 2020-2021

Annual Budget 2020-21	
Ordinary Income/Expense	
Income	
Grant Income - State & Federal	290,000.00
Private Grants	15,000.00
4000 • Tuition Revenue	3,924,900.00
4010 • Government Lunch Subsidy	110,000.00
4011 • Transportation Subsidy	285,000.00
Total Income	4,624,900.00
Total COGS	

Gross Profit	4,624,900.00
Expense	
Computer Expense	56,940.00
Equipment & Furniture	71,100.00
Facility Expense	613,504.00
Insurance Expense	52,000.00
Materials & Supplies	98,000.00
Other Operating Expenses	44,000.00
Personnel	2,612,973.00
Professional Fees	193,500.00
Student Activities	626,500.00
Travel, Meals & Conferences	27,000.00
6110 - Contract Labor	4,500.00
6700 - Depreciation Expense	185,000.00
Total Expense	4,585,017.00
Net Ordinary Income	39,883.00
Other Income/Expense	
Other Income	
Total Other Income	
Other Expense	
9050 - Interest Expense	1,500.00
Total Other Expense	1,500.00
Net Other Income	-1,500.00
Net Income	38,383.00

E. Sample Internal Assessment Report

This graph shows how HCSS uses internal and external assessments to find out student achievement trends. Below you can see a sample 8th grade ELA report card.

Student Group	Subject	Report Type	Criteria																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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