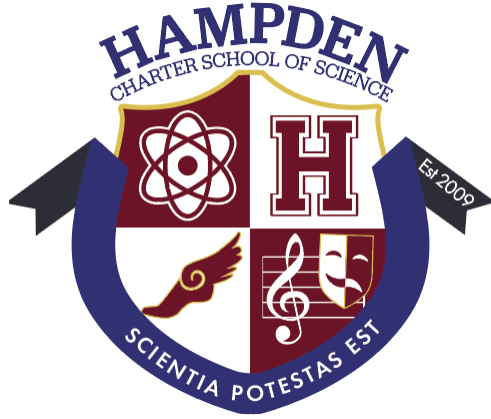


HAMPDEN CHARTER SCHOOL OF SCIENCE - WEST



ANNUAL REPORT

2021-2022

July 31, 2022

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INTRODUCTION TO THE SCHOOL

<i>Hampden Charter School of Science West</i>			
Type of Charter	Commonwealth	Location of School (Municipality)	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	N/A
Maximum Enrollment	441	Enrollment as of 6/15/2022	347
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	182	Students on Waitlist as of 6/15/2022	48
Number of Instructional Days during the 2021-2022 School Year	182		
School Hours	7:50 am to 2:55 pm (7:50 am to 2:11pm on Fridays)	Age of School as of 2021-22 School Year	4
<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>			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter: 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 2021-2022 school year was for each student at the Hampden Charter School of Science West to take part in at least six Project Based Learning or Anchor Project assignments. To complete a

full PBL experience, most teachers were required to work in collaboration with members of their grade-level teams to provide a cross-curricular PBL to the students in their grade-level. 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.

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 experiences teachers also include Anchor Projects into their curriculum. Every teacher had the opportunity to plan or be involved in at least one Anchor Project in their course(s) during the 2021-2022 school year. 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 such as 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 67-minute blocks of math each week, and five 67-minute blocks of science each week which includes weekly lab time. Students also take five 67-minute blocks of computer class every week for one quarter. 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 courses are offered in the high school level, and Honors courses are offered in both the middle school and high school levels.

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.

As students readjusted to in-person education in the wake of the pandemic, it has become more important than ever to ensure all students had the individual attention of teachers. Teachers had both daily study hall and weekly advisory time dedicated to monitoring student progress and providing small-group or one-on-one tutoring. Teachers also have clear goals for parent communication; every parent/guardian hears from their student’s teacher a minimum of twice per year through individualized emails, phone calls, or behavior reporting. Additionally, many families experience home visits which were conducted both remotely and in-person.

Finally, 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 2021-2022 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.

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.

HCSS West worked diligently to accomplish this mission. Classroom sizes ranged from 5-22 students. Middle school students received 5 blocks of ELA, Math, Science, and Social Studies weekly. In addition to the core classes, middle school students take one of the following specials every quarter: Art, Music, Computer Science and Physical Education. High school students received 5 blocks of Math and 4 blocks of ELA all year long. High School students take Science and Social Studies classes five blocks a week each semester. Every class in high school takes one block PE per week in every grade all year long. The schedule also allows students to take four electives per year (two each semester). The elective courses allow students to take challenging classes (such as Advanced Placement) or allow them to fulfill graduation requirements. 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 West also offered after school and Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for standardized tests including MCAS, PSAT, SAT, and internal assessments.

HCSS-West celebrated its first graduating class in 2022 with 100 % graduation rate as well as 100 % college acceptance. To help seniors with their decision-making process, HCSS-West hired a full-time guidance counselor which brought the total number of counselors to two. HCSS-West invited the professionals from the community to introduce a variety of majors and careers to the students. HCSS West uses the Naviance Curriculum for students in grades 6-12 that helps develop critical non-cognitive skills and college knowledge. Counselors helped students to find answers for questions such as "What makes me unique? What career is right for me? How do I choose the right college? What are colleges looking for? How do I reach my goals? How will I pay for college?". To provide college guidance, HCSS West invited college representatives from Western New England University, Springfield College, and American International College to bring college awareness, information, and inspiration to the HCSS West campus. HCSS West had three instant college decision days by Western New England University, Springfield College, and American International College. Senior and Junior students and their parents have attended Financial Aid Night organized by our counseling department. Since college counseling at HCSS West is a highly individualized process, students worked closely with a counselor to explore the many talents and interests each has developed, to set goals based on those experiences, to research and find the colleges to support achievement of those goals, and to search and apply for scholarships to fund their college education.

During 2021-2022 school year, HCSS-West counseling department organized two college field trips. Six different presentations were given on college/career. Counselor met individually with each senior student at least twice (or more) times in order to help with FAFSA completion. Three webinars (introduction to counseling, parent mental health webinar, dealing with anxiety webinar (guest speaker) were organized throughout the year. Minimum 3 counselor visits per senior for college occurred this year. A total of 10 college information sessions were conducted. Every senior met with the counselor to complete the Community Foundation scholarship, around 85% of seniors were able to complete the application. HCSS West also offers Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for standardized tests including MCAS, PSAT and the SAT. HCSS West offered a low-cost (75 % of the cost was picked up by the school) online SAT tutoring to juniors and seniors. Students in 8th, 9th, 10th, and 11th grade were provided the opportunity to take the PSAT 8/9, PSAT 10 and PSAT NMSQT exams respectively.

Due to the pandemic, some of the academic competitions have been cancelled. However, HCSS-West students were able to compete in the regional Science Olympiad competition (Massachusetts Science Olympiad Division C). HCSS-West students took second place in two of the Science Olympiad events. The Robotics club continued to meet in-person throughout the year during the weekdays and on weekends. Although the pandemic created a challenging environment for students and staff, HCSS-West continued to be faithful to its mission of providing college and career readiness to all students. As a commitment to the mission, HCSS-West students attended virtual and in-person field trips in different disciplines such as Southwick's Zoo, Connecticut Science Center, Mystic Aquarium, Basketball Hall of Fame, Worcester Art Museum. Every student at HCSS attends at least two educational field trips per year with no charge to the families. To help students, plan for college and careers, the Dean of Student Services and the School Counselor planned one to one Academic and Path to Success meetings with all students. The goal is to meet every student at least twice a year to help them plan for a successful academic year and college planning.

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 be employed. These strategies include opportunities for both in-person and electronic means of communication. HCSS West chooses these different strategies to maintain clear and strong communication with our parents. As a result of the continued impact of the COVID-19 Pandemic, HCSS West opted to continue to use all the strategies which had been developed for a fully remote environment as well as bringing back in-person strategies used prior to that. Digital strategies included the Automated Voicemail and Email alert system, the HCSS West Website, the HCSS West Friday Reminder Letter, and the various social media platforms including Facebook and Instagram. Teachers maintained regular contact with families via email and phone call and text messages. Some of the programs at HCSS West which could be delivered either in-person or remotely included Back-to-School Night, Parent-Teacher Conferences, the HCSS West Home Visit Program, parent meetings, Award Celebrations for Academic Achievement, monthly PTO Meetings and Events including a Family Paint Night, Special Education Parent Advisory Council Meetings, the Winter Fine Arts Performance Concert and Art Displays. The decision on whether these events would take place virtually or in-person were made according to the Covid advisories that were in place at the time of the event.

The HCSS West administration team maintained an open-door policy which was accessible either remotely or in-person. Following guidance from the MIAA throughout the year, sporting events happened either with live crowd support or the events were streamed via Facebook Live for families to be able to watch. HCSS West students were able to participate in robust after school clubs which included academic competition teams, student council, and enrichment clubs. These clubs met virtually and in-person depending on the circumstances. The academic teams participated in both live and virtual competition events. The Student Council held several virtual and in-person after school activities for all students when the restrictions were lifted.

Amendments to the Charter

There are no amendments to the charter in the 2021-2022 school year.

Access and Equity: Discipline Data

2020-21 Student Discipline					
Discipline data from 2020-2021 school year can be found here: https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35160000&orgtypecode=5&=35160000&					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal

All Students	331	0	0	0	0
English Learner	25	0	0	0	0
Economically Disadvantaged	181	0	0	0	0
Students with Disabilities	59	0	0	0	0
High Needs	213	0	0	0	0
Female	156	0	0	0	0
Male	175	0	0	0	0
American Indian or Alaska Native	0				
Asian	4	0	0	0	0
African American/Black	55	0	0	0	0
Hispanic/Latino	113	0	0	0	0
Multi-race, Non-Hispanic/Latino	5	0	0	0	0
Native Hawaiian or Pacific Islander	0				
White	154	0	0	0	0

Our approach to discipline at HCSS West is to prevent inappropriate behavior before it happens. To accomplish this, HCSS-West puts a big emphasis on the PBIS system. Based on the praise points, the PBIS system acknowledges student behavior with a tiered model. There are encouraging incentives for students to exhibit positive behavior and be recognized for that behavior throughout the year. Parents also receive a notification via email every time the student receives a praise point. Students aim to earn praise points and accumulate them 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, Trip to Quassy Amusement Park, and Barnes and Noble gift cards. HCSS-West PTO helps the school by contributing financially so that more students are recognized and rewarded.

Students were also acknowledged at the weekly Principal's corner for quarterly gift cards from Barnes and Noble. PTO also contributed to the school's ice cream and donut parties. In addition, top praise point winners went to an amusement park at the end of the school year. HCSS-West continues to implement following strategies reduce the number of suspensions and other disciplinary actions during the 2021-2022 school year compared to the previous school year.

- Included Special education and ELL staff in the notification process when disciplining students 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.
- 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.

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
<p>(New Framework for Literary Analysis developed through research with HCSS students)</p> <p><i>Beyond Marx: Cultural Social Class Analysis in the English Language Arts Classroom</i> - National Journal Publication</p>	<p>Journal Publication in <i>English Journal</i>, an award-winning national publication produced by the National Council of Teachers of English (NCTE). This journal is read widely by English educators around the country.</p>	<p>Nicole Godard, Director of ELA Curriculum and Instruction</p>	<p>Readers of <i>English Journal</i>, members of National Council of Teachers of English; Toby Emert, Co-Editor of <i>English Journal</i></p>	<p>This journal publication shared a summary of a research study conducted at HCSS regarding students' affective engagement with social class in their own lives and in study of literature that foregrounds social class as a major theme. This study expands the typical Marxist approach to a social class lens to include the cultural and affective dimensions of class in literature.</p> <p>This article is now included in the syllabus of two teacher educator's graduate courses at both Westfield State University and the University of Iowa.</p> <p>Artifact: Godard, N. (2022). <i>Beyond Marx: Cultural social class analysis in the English Language Arts classroom. English Journal</i>, 111(4), 20-26.</p> <p>The project was unfunded.</p>
<p>(research study results)</p> <p><i>Class Acts: Cultural Approaches for Analyzing Class through Literature</i> - Research Conference Presentation</p>	<p>Presentation through the National Council of Teachers of English (NCTE) annual conference regarding research study conducted at HCSS. The workshop connected participants across the country with new developments in social class criticism in the English Language Arts classroom.</p>	<p>Nicole Godard, Director of ELA Curriculum and Instruction</p>	<p>National Council of Teachers of English Annual Convention; Valerie Kinloch NCTE President-Elect 2021 NCTE Annual Convention Program Chair</p>	<p>Participants left the workshop with a model for addressing issues of social class in literature with a cultural/affective lens, centering students' emotional engagements with their social class status.</p> <p>Artifact: Google Slides Presentation; Cultural Class Analysis Framework; recorded Zoom presentation</p> <p>The project was unfunded.</p>
<p>(research study results)</p>	<p><i>Chalk Talk</i> publication in the Daily Hampshire Gazette; a small publication aimed at teachers in Western Massachusetts to reflect</p>	<p>Nicole Godard, Director of ELA Curriculum and Instruction</p>	<p><i>Chalk Talk</i> publication; Daily Hampshire Gazette - March 2022</p>	<p>This article shared a summary of the research study conducted at HCSS regarding students' affective engagement with social class in their own lives and in study of literature that foregrounds social class as a major theme.</p>

“Social Class and <i>The Great Gatsby</i> ” - Local Publication	and meditate on best practices of teaching.		Samantha Briggs, Western Massachusetts Writing Project Co-Director of Outreach	Artifact: Publication The project was unfunded.
(research study results) “Social Class and <i>The Great Gatsby</i> ” - Chalk Talk Discussion	Chalk Talk Chat - a Zoom roundtable discussion following the <i>Chalk Talk</i> publication in which educators could join to discuss the article. Educators from several districts in Western Massachusetts joined via Zoom.	Nicole Godard, Director of ELA Curriculum and Instruction	Chalk Talk Chat, Zoom - March 2022 Samantha Briggs, Western Massachusetts Writing Project Co-Director of Outreach	In this Zoom roundtable discussion, participants came and discussed the ways in which they use social class analysis in their literature instruction and the ways they see students’ affective engagement with social class impacting their learning. Artifact: Zoom recording The project was unfunded.
Project Based Learning - Best Practices	Virtual workshop for practicum teachers sharing best practices in the development and implementation of Project Based Learning in the secondary classroom.	Kevin McKenna, PBL MacKinnon William MacKinnon, Humanities Lead Teacher	Western New England University Practicum Students, February 2022 Raymond J. Ostendorf, Professor of Education at WNEU	In this virtual workshop, practicum students enrolled at Western New England University met with HCSS staff to discuss best practices for the development and implementation of Project Based Learning. Participants were introduced to the planning process HCSS teachers engage in to develop these projects and were able to review some samples of student work to guide their own project development. Artifact: Google Slides, Zoom presentation. The project was unfunded.
“Studying for the MTEL”	HCSS Blog post - submitted on 6/9/22	Robyn Nelson, Director of HCSS East	Posted on publicly available website and shared with members of surrounding communities via various online forums	Readers were given a variety of strategies and resources that could be used to prepare for their MTEL tests. Link to blog post: https://blog.hampdencharter.org/post/61
“Origami in Mathematics”	HCSS Blog post - submitted on 3/23/22	Michael Guenette, Director of Math Curriculum and Instruction	Posted on publicly available website and shared with members of surrounding communities via various online forums	Readers were enlightened on some of the connections between the art of folding paper and mathematics. This helped lead to math professor and origami enthusiast Tom Hull giving a guest lecture to an AP Calculus class.

				Link to blog post: https://blog.hampdencharter.org/post/55
“A Reflection on the Grading of Student Achievement”	HCSS Blog post - submitted on 3/4/22	Lucia Trudeau, Director of Science Curriculum and Instruction	Posted on publicly available website and shared with members of surrounding communities via various online forums	Readers are given the chance to take on the viewpoint of a student while reflecting on their own assessment grading habits. Link to blog post: https://blog.hampdencharter.org/post/50
“Art Education: Incorporating the Arts into the Social Studies Classroom”	A series of 3 HCSS Blog posts - submitted on 11/5/22, 3/16/22, and 5/10/22	Caroline Forni, Director of Humanities Curriculum and Instruction	Posted on publicly available website and shared with members of surrounding communities via various online forums	Readers are provided with an analysis of various research articles about how art can be incorporated into social studies classrooms, as well as many sample lesson plans where this is done successfully. https://blog.hampdencharter.org/post/43 https://blog.hampdencharter.org/post/54 https://blog.hampdencharter.org/post/57

ACADEMIC PROGRAM SUCCESS

Student Performance

Link for Hampden Charter School of Science West School Report Card: <https://reportcards.doe.mass.edu/2021/35160305>

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.

The internal testing system plays a crucial role in student achievement. During the 2021-2022 school year, HCSS West administered school wide Quarter Final exams in all core and AP subjects at all grade levels. These tests are prepared internally in coordination with the classroom teacher and the Directors of Curriculum and Instruction. These tests were used to set and track progress toward individual Student Learning Goals (SLGs). SLGs were determined in September using all previous testing data on file for each student. At the start of each quarter, every core and AP teacher designed an Action Plan based on their analysis of the testing and student performance data from the previous quarter. At the end of the third quarter, the progress toward the SLGs was evaluated and a Performance Index was also calculated for each student. In all core and AP subjects, 49% of the students either met or exceeded their SLGs. 64% of the students that did not meet their SLG had a Performance Index placing them within 90% of the SLG. 83% of AP practice test scores in 2021-2022 were at a level of 3 or higher.

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. All teachers at HCSS follow our instructional model, a series of core pedagogical beliefs grounded in the most up to date research and monitored by a team of Directors of Curriculum and Instruction (DCI) and the Chief Academic Officer (CAO). Each DCI ensures that the teachers of their content areas (ELA, Math, Science, Social Studies, and Special Education) adhere to the instructional model. Our model emphasizes several key components: the guided release of responsibility, backwards planning, academic discussions, contextual learning, and effective use of technology. All teachers are monitored and evaluated according to their adherence to this model.

In the 2021-2022 school year, HCSS worked to ensure that all parts of our instructional model and curriculum were implemented with fidelity even as we continued to grapple with the aftershocks of the COVID-19 pandemic. Following our success in adopting Canvas as our Learning Management System, we continued to a common template in Canvas to ensure alignment across all courses. The “modules” in Canvas allowed teachers to upload all lesson plans and materials for the week in advance and provided an organized and coherent collection of all the lessons, resources, assignments, and projects for students. Teachers used Canvas to ensure students who were absent due to illness could still access the curriculum, with presentations, lesson plans, and assignments available to students and parents at all times. Tools like Nearpod and EdPuzzle allowed teachers to produce interactive instructional presentations and videos that students could complete synchronously and return to as needed asynchronously. All materials were uploaded to Canvas for student reference. Lessons were posted for student reference and included Higher Order Thinking Skills and Essential Questions that encouraged students to make connections between their learning and the world.

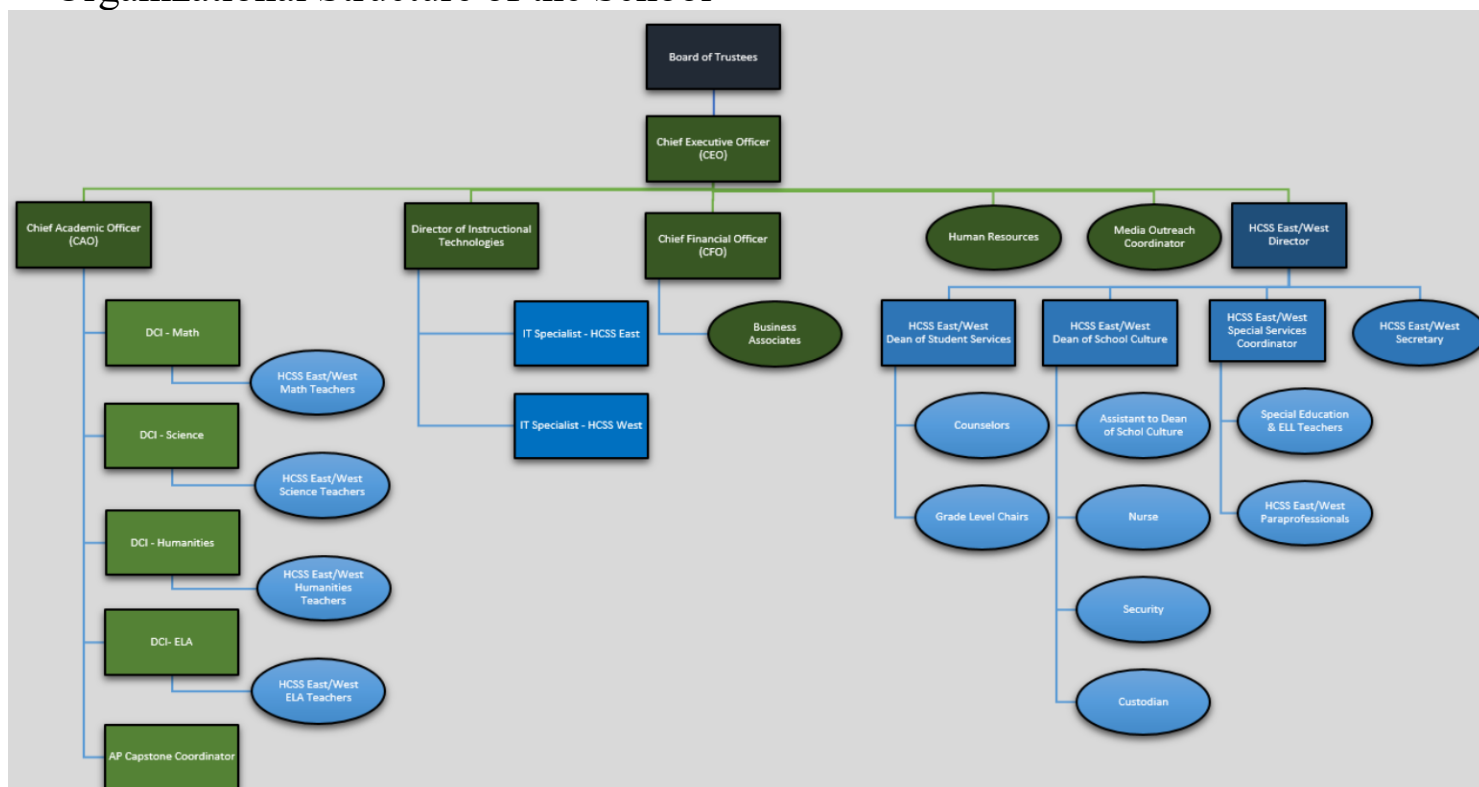
To ensure our program remained accessible to students still impacted by the pandemic, HCSS provided a virtual option for quarantining students, with access to live classes and lectures via Zoom. Students were able to log on and see classmates and teachers continuing class in real time, participating in discussions, and completing assignments. When physically able, teachers who were forced to be absent while quarantining were also able to continue teaching their courses virtually, allowing limited interruption to student learning. To accelerate student learning and reintegrate students into in-person education, HCSS continued and expanded the Advisory Program begun in the spring of 2020. Through this program, students were assigned to individual advisors who could monitor academic progress, communicate with parents and guardians, and provide interventions for students falling behind. In addition to providing time for teachers to check in with students, teachers also implemented a curriculum developed by the guidance department that foregrounded social and emotional learning, as well as college and career readiness.

As part of this acceleration process, students all received diagnostic testing designed by teachers and their DCIs to assess their knowledge, identify weaknesses, and establish learning goals. Teachers also refined and revised their internal assessments to align with a pedagogy of retrieval practice, combining our previous model of Quarter Finals with smaller in-class assessments designed to assess both recently and distantly taught standards. HCSS acknowledges that the pandemic years have affected many students adversely academically, socially, and emotionally even though HCSS West had an effective virtual school and tutoring program. HCSS West offered a summer program to help students learn the skills and concepts that are not mastered and connect with their teachers and friends. Summer school has a real positive impact on both academic and social-emotional development. It provides structure to children's summer experiences, making it more likely that they will stay engaged and focused, and out of trouble. It also keeps their academic skills polished and, in some cases, makes it possible for them to get ahead.

HCSS implemented a school-wide advisory program to help students to deal with the pandemic's social and emotional effects. Guidance counselors took an important role in the transition to in-person education. HCSS also hired a social worker who targeted high needs students and implemented group counseling. HCSS partnered with Prep Scholar to offer a subsidized SAT prep program for any 10th or 11th grader interested in increasing their SAT scores. HCSS also partnered with Thinkster Math and provided sixty middle school students with remedial online 1:1 private tutoring session for 6 months free of charge to students and their families. In addition to the tutoring provided externally by Thinkster Math, HCSS also hired internal Math and ELA interventionists who worked closely with classroom teachers at the middle and high school level to provide students with additional small-group instruction. These staff members provided specific literacy and mathematics support to help close learning gaps and accelerate student achievement following potential learning loss in the pandemic.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School



*Blue: School Staff & Green: Network Staff.

The organizational structure for HCSS for the 2021-2022 school year will be as shown in the chart above. Changes in the organizational structure:

- The DCI - Special Services role is replaced by school level Special Services Coordinator roles. Special Services Coordinators report to the school directors.
- The Director of Instructional Technologies role is created under the CEO. IT specialists will report to the Director of Instructional Technologies.
- School level business manager role is updated as business associate, and reports to the CFO.

Budget and Finance

A. Unaudited FY22 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science West Income Statement	Jul 21 - June 22
Total Income	\$ 7,002,449
Total Expense	\$ 6,106,318
Net Income	\$ 896,131

(See Attachment B for income statement details)

B. Statement of Net Assets for FY22 (Balance Sheet)

Hampden Charter School of Science West Balance Sheet	June 30,2022
Total Assets	\$ 9,457,699
Total Liabilities	\$9,457,699

(See Attachment C for Balance Sheet details)

C. Approved School Budget for FY23

Operational Budget 2022-2023	Allocation
Total Revenues	\$ 7,612,257
Total Expenses	\$ 6,780,750
Net Surplus/Deficit	\$831,507

(See Attachment D for Approved School Budget details)

From March 31st, 2022 HCSS Board Meeting: Dr. Caylan motioned to approve the HCSS East & West 2022-23 budgets, the motioned is seconded by Nabi Shahan.

Roll Call: motion passed unanimously.

Resolution: 220331.2

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	410
Number of students upon which FY23 budget tuition line is based	363
Number of expected students for FY23 first day of school	382
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

APPENDICES

A. Accountability Plan Evidence 2021 - 2022

Objectives and Measures related to Mission and Key Design Elements:	2021-2022 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	All students who attended 160 or more days completed six or more PBL and or Anchor Projects in 21-22 school year. Data Source: Contextual Learning Projects Data Collection Google Sheet
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	99% of all students who attended 160 or more days earned a passing score on at least six contextual learning projects in 21-22 school year. Data Source: Contextual Learning Projects Data Collection Google Sheet
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.	Met	100% of all 11 th and 12th grade students were enrolled in a DESE-Approved advanced math, science, or technology course and 100% of all 11th and 12th grade students who enroll in a DESE-approved advanced course achieved a passing grade in the course. Data Source: Advanced & AP Courses - Accountability Report 2021-2022 Google Sheets
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 21-22 school year, 100% of 9th and 10th grade students were offered an AP course, and 100% 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: 11.7 to 1 State student-teacher ratio: 11.9 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, focusing on the Lowest Performing Students. Tutoring schedules were created as part of these Action Plans.
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	94.52% of the Lowest Performing Students achieved a passing grade in their ELA Courses, 87.67% of the Lowest Performing Students achieved a passing grade in their Math Courses and 86.30% 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.	Not Met	Participation: Due to COVID quarantine restrictions, only 80 % of the students were able to attend PSAT testing in grades 8,9,10 and 11.
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.	Not Met	15 out of 26 seniors (58%) of seniors took AP classes throughout their high school years. Due to the unknowns during the pandemic, students were not able to take as many AP course as they wanted.
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. Communication log can be found on Powerschool under behavior management plug-in.
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 following family events this year: Virtual: Back to School Night, Winter Art / Music showcase, Transition to in-person learning webinar, Mental Health Webinar, College Applications Webinar, In-person: Paint Night, Movie Night, Social Justice PBL,
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".	Participation: Met Positive Rating: Met	HCSS West Conducted School Climate Surveys. The parent participation rate was 55.41%. 79.59% of the responses reflect a positive rating for the statements "This school promptly responds to my phone calls, messages, or e-mails" and "I feel welcome at my student's school". Online Survey Platform: Jotform, Data Source: HCSS-West School Climate Surveys - 2021-22 Google Sheet

Dissemination Objective and Measure:	2021-2022 Performance	Evidence
Objective: HCSS East will disseminate information about its educational model and best practices.		
Measure: HCSS will design and publish a website about its educational model and best practices. HCSS staff will post at least five best practices to the website each year.	Met	HCSS' published blog gives staff the chance to share best practices. HCSS staff published sixteen posts in the 2021-22 school year. Link for the website: blog.hampdencharter.org
Measure: By the end of this charter term, HCSS will organize and conduct at least 5 webinars or on-site trainings about its educational model and best practices. These webinars or on-site trainings will be open to other schools and public.	N/A	HCSS West is working towards meeting this goal by the end of the charter term.

B. Recruitment and Retention Plan

Recruitment Plan 2022-2023

School Name: Hampden Charter School of Science West

2021-2022 Implementation Summary:

During the 2021-2022 school year, Hampden Charter School of Science-West carried out an effort to reach students from every demographic group. To strengthen the name recognition, HCSS-West ads ran on Facebook, Instagram, Google Ads, and niche.com. Despite the pandemic, HCSS mostly offered in-person Open Houses as well as virtual open houses from December to March. A total of 12 in-person open houses and three virtual open houses were offered for prospective families. At each open house, there were at least two administrators present to answer questions. Zoom links to virtual open houses were provided on brochures, school website, school's social media accounts and the regional Facebook forums. HCSS was also able to place brochures in local businesses (such as fitness centers, restaurants, hair salons), public libraries, community centers and religious institutions this year.

To ensure that all families in our sending districts were aware of the opportunity to apply to HCSS-West, HCSS mailed 25,000 brochures and 25,000 postcards to prospective families living in sending districts. 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 open house dates, information about our free tutoring and extra support programs, and how to apply. From November 20th to February 19th, an information desk was set up at Holyoke mall. Between the hours of 11 am and 5pm, HCSS staff was able to give out brochures and allow parents to apply on the spot. In addition to the table, HCSS used different advertisement models (tabletop ads, elevator door ads and stand ads) at Holyoke mall. HCSS also made a visit to Holyoke Community Charter School and made a presentation to their 8th grade students.

Through our relationships with local media outlets, HCSS was able to appear in articles, radio, and television features. Through Agawam Advertiser, West Springfield Record, Reminder, Register (English & Spanish), Mass Appeal, WWLP, 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 English, Spanish and Russian.

To truly experience HCSS, we were happy to host in-person and virtual 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 virtual and in person tour of our school by a member of the administration. Information sessions were hosted by HCSS administration including HCSS Director, Directors of Curriculum and Instruction and the Deans. Although they were not available in person, Special Education staff was able to connect with these incoming families if they had any questions. 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. HCSS-West also visited Holyoke Community Charter School's 8th grade class to inform them about our high 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 in-person learning (Transition to In-Person Learning), dealing with social emotional issues (Minding your Mind). These webinars were recorded and shared with the community (including prospective parents) via social media platforms.

Looking at the comparison index, Special Education and ELL populations are comparable to the state, sending districts and similar charter schools. Percentage of students with disabilities slightly increased (16.6 % in 2021 and 17.7 % in 2022) which is above the 2022 comparison index (15.6%). Percentage of English learners slightly increased (from 7.8% to 8.4 %) and higher than the CI (5.7 %). 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.

General Recruitment Activities for 2022-2023

1. Hold weekend Open Houses at the school building and weekday open houses virtually.
2. Make flyers, posters, and videos available for prospective students and parents.
3. Send brochures, letters, and fliers to these potential students.
4. Place advertisements in local newspapers in multiple languages.
5. Place radio advertisements.
6. Increase use of social media such as Facebook, and Instagram and develop a broader social media presence and post information about our school and the application process.
7. Invite prospective applicants (individuals and groups) to visit the campus and meet with faculty and students.
8. Communicate with local K-8 charter schools and hold information system.
9. Utilize online publications to post information about our application process.
10. Post on our website and other platforms(Niche, Great Schools) testimonials of current parents, including and especially parents of specific subgroups noted in the chart below.

Recruitment Plan – 2022-2023 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2021-2022 Strategies

(a) CHART data

**School
percentage:** 17.7
GNT percentage:
N/A
CI percentage:
15.6%

- ☒ Met GNT/CI: no enhanced/additional strategies needed
 - To place brochures and applications at special education advocacy groups.
 - 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)

<p>The school is <u>above</u> CI percentages</p>	<p>➤ Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students.</p> <p>(c)2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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.</p> <p>➤ N/A</p>
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 8.4 %</p> <p>GNT percentage: N/A</p> <p>CI percentage: 5.7 %</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>➤ To advertise HCSS in Spanish, Russian, Arabic, Turkish, Nepali, Vietnamese, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities.</p> <p>➤ To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese.</p> <p>➤ To highlight staff and student diversity in HCSS brochures and advertisements.</p> <p>➤ Bilingual staff will participate in information sessions and recruitment events.</p> <p>➤ 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.</p> <p>➤ Highlight ELL program in radio advertisements, promotional video, brochure, and open houses.</p> <p>(c) 2022-2023 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> <p>➤ N/A</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 62.8%</p> <p>GNT percentage: 48.7 %</p> <p>CI percentage: 52.1 %</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>➤ To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS.</p> <p>➤ 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.</p> <p>➤ To highlight our one to one Chromebook program for every student in our brochure and recruitment materials</p> <p>➤ To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media.</p>

	<p>(c) 2022-2023 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> <p>➤ N/A</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2021-2022 Strategies</p> <p>➤ To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses.</p> <p>➤ To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.</p>
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2021-2022 Strategies</p> <p>➤ To highlight our Peer Mentoring Program and the College Guidance support in the brochures and open houses.</p> <p>➤ To make our brochures and applications available to programs in our sending districts that service at risk youth.</p>
<u>Students who have dropped out of school</u>	<p>(f) Continued 2021-2022 Strategies</p> <p>➤ 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.</p> <p>➤ To initiate contact with local Job Corps and ask them to distribute our brochure and application.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2021-2022 Strategies</p> <p>➤ To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.</p>

Retention Plan 2022-2023

2021-2022 Implementation Summary:

During the 2021-2022 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 a wide range of sports program, moving out of state, desire to go back to neighborhood school, to experience a bigger high school program, acceptance to private schools, school choice program, switching to homeschool due to the pandemic.

To better meet the needs of our students, HCSS West switched back to offering in-person tutoring. This program benefits low and moderate income students by providing them with in-school academic support within school hours (during study hall). Free tutoring was extended to Saturday and after school tutoring. Students were provided with food on weekends if they attended tutoring in person. Students who could not make it to school on Saturdays were offered zoom tutoring when possible. During the 2021-2022 school year, HCSS-West teachers also run their clubs in-person in order to help students with peer interactions and social components of a school environment. HCSS-West also made improvements in its sports program. During winter season, HCSS-West offered MIAA Basketball (girls and boys) and Wrestling (boys) teams.

Cheerleading team was also present in most games to support athletic teams. During spring, HCSS-West offered following athletic clubs in an effort to turn them into MIAA sports in the fall: Running, Volleyball, Badminton, and Soccer.

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 (PowerSchool) and the new learning management system (Canvas), where teachers log grades, feedback, homework assignments, and much more. Parents have their own login information and can check into both systems 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 2021-2022 school year, HCSS-West implemented following strategies in order to keep attrition numbers low:

- Additional clubs were added to provide more options to students returning from the pandemic to socialize with their peers such as “Dungeons and Dragons, Chess, GSA, Literary Magazine, Movie Club, Science Olympiad, Robotics, and Student Council”.
- 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 21-22 school year, most reasons were not related to school and parents thanked HCSS-West for everything the school has done.
- HCSS-West continued implementing the PBIS program with different strategies with more incentives.
- 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 to measure the school's climate midway through the school year. Results were encouraging.

As of June 2022, 17 out of 347 currently enrolled students reported that they are not returning to HCSS-West for the 2022-2023 school year. This is currently higher than last year's attrition rate. When asked about reasons for leaving, parents responded that they're moving out of state (5 student), accepted to a private high school (2 student), would like to play sports in high school (5 student) and accepted to another high school through school choice program (2 student). Add why HCSS-West did not meet its retention goal.

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

Retention Plan –2022-2023 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) Continued 2021-2022 Strategies
School percentage: 8.8%	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed 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. <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
Third Quartile: 12.2%	
The school's attrition rate is <u>below</u> third quartile percentages.	(c) 2022-2023 Additional Strategy(ies), if needed
	<input 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.

	<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	
<p>(a) CHART data</p> <p>School percentage: 4.2%</p> <p>Third Quartile: 17.6 %</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" 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>(c) 2022-2023 Additional Strategy(-ies), if needed</p> <p><input 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.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 11.0%</p> <p>Third Quartile: 12.6 %</p> <p>The school's attrition rate is <u>below</u> third quartile percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input checked="" 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>(c) 2022-2023 Additional Strategy(-ies), if needed</p> <p><input 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>Students who are sub-proficient</p>	<p>(d) Continued 2021-2022 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.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2021-2022 Strategies</p> <p>➤ To identify high risk students in high school through the work of our CST (Child Study Team). 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 2021-2022 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 2021-2022 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's student demographic enrollment data link would be:

[Enrollment Data \(2021-22\) – Hampden Charter School of Science West \(35160305\) \(mass.edu\)](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	16.3
Asian	1.4
Hispanic	36.1
Native American	0.3
White	43.2
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	2.7
Selected Populations	% of School
First Language not English	13.9
English Learner	8.4
Low-income	62.8
Students With Disabilities	17.7
High Needs	70.1

ADMINISTRATIVE ROSTER DURING THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	E n d d a t e
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	
Julia 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 tutoring, 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	
Rodney Smith 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 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 School Culture oversees student attendance, discipline matters, and community and parent relations.	8/1/2021	
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 school.	8/30/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021- 2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure

Teachers	29	5	2	Commute, Desire to teach at an elementary school, family relocation, seeking other employment opportunities
Other Staff	24	5	0	seeking other employment opportunities

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	6
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	12

BOARD MEMBERS DURING THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Diane Hunter	Chair	Governance and Grievance Committee	2	Election date:02/14 Expiration date:07/23 Length of term: 3 yrs
Dale Parker	Secretary	Education and Grievance Committee	1	Election date: 08/18 Expiration date: 07/24 Length of term: 3 yrs
Saadia Crawford-Carter, MSW	Trustee	Education and Grievance Committee	1	Election date:10/16 Expiration date:07/22 Length of term: 3 yrs
Esra Caylan	Vice Chair	Finance and Grievance Committee	1	Election date:8/18 Expiration date:07/24 Length of term: 3 yrs
Nabi Shahan	Treasurer	Finance and Grievance Committee	1	Election date: 4/17 Expiration date:07/23 Length of term: 3 yrs
Emmanuel Russell	Trustee	Governance and Education Committee	1	Election date: 7/17 Expiration date:07/23 Length of term: 3 yrs

Anticipated Board Meeting Schedule for 2022-2023

Hampden Charter School of Science East and West Board of Trustees meet at the Hampden Charter School of Science School (HCSS) East building located at 20 Johnson Rd. Chicopee, MA 01022. Stated below are prospective meeting dates for the 2022-23 school year.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time	Location
22 September 2022, Thursday, 6:30 pm	20 Johnson Rd. Chicopee, MA 01022
27 October 2022, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
17 November 2022, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022

26 January 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
23 March 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
18 May 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
20 July 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022

Annual Sub-Committee Meeting Schedule for 2022-2023 School Year

Hampden Charter School of Science East and West Board of Trustees meetings take place in Chicopee campus unless otherwise announced. Stated below are prospective meeting dates for the 2022-23 school year.

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance	September 22, 2022, Thursday, 5:30 pm	20 Johnson Rd. Chicopee, MA 01022
Finance	October 27, 2022, Thursday, 5:30pm	20 Johnson Rd. Chicopee, MA 01022
Education	November 17, 2022, Thursday, 5:30pm	20 Johnson Rd. Chicopee, MA 01022
Governance	January 26 ,2023, Thursday, 5:30pm	20 Johnson Rd. Chicopee, MA 01022
Finance	March 23, 2023, Thursday, 5:30pm	20 Johnson Rd. Chicopee, MA 01022
Education	May 18, 2023, Thursday, 5:30pm	20 Johnson Rd. Chicopee, MA 01022
Governance	July 20, 2023, Thursday, 5:30pm-	20 Johnson Rd. Chicopee, MA 01022

D. Additional Required Information

1. Key Leadership Changes

Position	Name
Board Chair	Diane Hunter

2. Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	March 6, 2022
Lottery	March 8, 2022

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ATTACHMENTS

A. Profit and Loss

July 2021 - June 2022

	Total
Income	
4000 Tuition Revenue	5,766,150.00
4010 Government Lunch Subsidy	113,941.78
4011 Transportation Subsidy	249,679.00
4210 Private Contributions - Unrestricted	6,000.00
4300 Student Fees	6,775.00
4999 Interest Income	6.40
Grant Revenue	839,897.13
Private Grants	20,000.00
	\$
Total Income	7,002,449.31
	\$
Gross Profit	7,002,449.31
Expenses	
6110 Contract Labor	4,316.86
6175 Employer Payroll Tax Expense	61,884.90
6435 Testing&Assesment	8,500.00
6700 Depreciation Expense	193,961.00
6910 Bank Charges	184.00
6990 Purchased Management Services	228,680.00
9050 Interest Expense	249,681.61
Benefits	412,542.90
Computer Expense	320,326.60
Equipment & Furniture	296,559.95
Facility Expense	379,461.22
Insurance Expense	63,172.13
Materials & Supplies	89,743.52
Other Operating Expenses	42,182.03
Professional Fees	212,988.34
Student Activities	771,045.04
Travel, Meals & Conferances	18,295.14
Wage Expense	2,753,392.74
	\$
Total Expenses	6,106,921.98
	\$
Net Operating Income	895,527.33
Other Income	
4800 Miscellaneous Income	1,653.74
	\$
Total Other Income	1,653.74
Other Expenses	
6710 Amortization	1,050.00
	\$
Total Other Expenses	1,050.00

Net Other Income	\$ 603.74
Net Income	\$ 896,131.07

B. Balance Sheet

As of June 30, 2022

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - BankNorth Operating	0.00
1005 Cash - Berkshire Bank	31,353.51
1006 Cash- Westfield Bank	1,262,005.61
1801 Westfield Bank Escrow	0.00
Total Bank Accounts	\$ 1,293,359.12
Accounts Receivable	
1100 Accounts Receivable	
1125 Tuition Receivable	-75,416.00
1126 Lunch Subsidy Receivable	24,710.84
1127 Transportation Subsidy Receivable	442,203.00
Total Accounts Receivable	\$ 391,497.84
Other Current Assets	
1130 Other Receivables	694.43
1200 Grants Receivable	134,090.64
1300 Prepaid Expenses	13,472.33
1800 Mass Development Escrow	0.00
1990 Due from HCSS EAST	0.00
Total Other Current Assets	\$ 148,257.40
Total Current Assets	\$ 1,833,114.36
Fixed Assets	
1400 Fixed Assets	8,182,070.70
1500 Accumulated Depreciation	-590,604.00
1600 Construction in Progress	8,500.00
Total Fixed Assets	\$ 7,599,966.70
Other Assets	
1700 Loan Acquisition Costs	25,108.00
1710 Accumulated Amortization	-1,680.00
1880 Security Deposits	1,190.00
Total Other Assets	\$ 24,618.00
TOTAL ASSETS	\$ 9,457,699.06
LIABILITIES AND EQUITY	
Liabilities	

Current Liabilities	
Accounts Payable	
2000 Accounts Payable	330,548.69
	\$
Total Accounts Payable	330,548.69
Other Current Liabilities	
2040 Wages Payable	-949.35
2045 Employer Tax Liabilities	0.00
2050 Employee Tax Withholdings	297.54
2052 401K Deferral	-297.54
2055 MTRS Withholdings	21,054.80
2060 Child Support Withholdings	0.00
2080 FSA Withholdings	1,394.36
2120 Deferred Revenue - Grants	12,028.00
2600 LOC HCSS East	0.00
2605 LOC - Westfield Bank	0.00
2950 Student Paid Activities	0.00
2990 Due to HCSS - EAST	-4,383.82
	\$
Total Other Current Liabilities	29,143.99
	\$
Total Current Liabilities	359,692.68
Long-Term Liabilities	
2625 Notes Payable - Construction Loan WB (0692)	0.00
2650 Note Payable Mass Development	0.00
2660 Bond Note (2406)	0.00
2665 Bond Note Refi (2277)	6,827,756.77
	\$
Total Long-Term Liabilities	6,827,756.77
	\$
Total Liabilities	7,187,449.45
Equity	
32000 Retained Earnings	1,374,118.54
Net Income	896,131.00
	\$
Total Equity	2,270,249.54
	\$
TOTAL LIABILITIES AND EQUITY	9,457,698.99

C. Budget 2021-2022

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HCSS WEST

Annual Budget 2022-23

Ordinary Income/Expense

Income

Grant Income - State & Federal	935,000.00
Private Grants	53,500.00
4000 · Tuition Revenue	6,185,157.00
4010 · Government Lunch Subsidy	160,000.00
4011 · Transportation Subsidy	278,600.00
Total Income	7,612,257.00
Total COGS	
Gross Profit	7,612,257.00
Expense	
Computer Expense	142,500.00
Equipment & Furniture	63,600.00
Facility Expense	269,600.00
Insurance Expense	53,000.00
Materials & Supplies	102,500.00
Other Operating Expenses	68,000.00
Personnel	4,554,550.00
Professional Fees	195,000.00
Student Activities	830,000.00
Travel, Meals & Conferences	39,500.00
6110 · Contract Labor	22,500.00
6700 · Depreciation Expense	200,000.00
Total Expense	6,540,750.00
Net Ordinary Income	1,071,507.00
Other Income/Expense	
Other Income	
Total Other Income	
Other Expense	
9050 · Interest Expense	240,000.00
Total Other Expense	240,000.00
Net Other Income	-240,000.00
Net Income	831,507.00