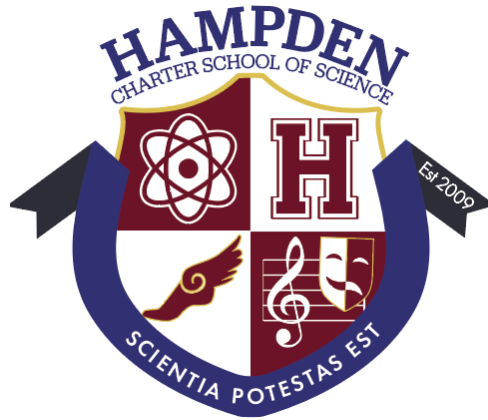


HAMPDEN CHARTER SCHOOL OF SCIENCE - WEST



ANNUAL REPORT

2022-2023

July 10, 2023

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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	Districts in Region	Agawam, Westfield, W. Springfield, Holyoke
Year Opened	2018	Year(s) the Charter was Renewed	2023
Maximum Enrollment	441	Enrollment for 2022-2023	350
Chartered Grade Span	6-12	Grade Span for 2022-2023	6-12
Number of Instructional Days per School Year (as stated in the charter)	182	Students on Waitlist for 2022-2023	170
Number of Instructional Days during the 2022-2023 School Year	182		
School Hours	7:50 am to 2:55 pm (7:50 am to 2:11 pm on Fridays)	Age of School in 2022-23 School Year	5
<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 partnerships. 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

At HCSS West, Problem and Project Based Learning is an approach we take to instruction that engages students in hands-on, authentic learning experiences. The goal for the 2022-2023 school year was for each student at Hampden Charter School of Science West to take part in at least six Project Based Learning or Anchor Project assignments. Both PBLs and Anchor Projects are designed by teachers to allow students to answer real-world questions through problem-solving and critical thinking.

Project Based Learning is a key component of our Mission at HCSS West. PBLs help to foster every part of our mission statement. Students prepare for college by learning and practicing 21st-century skills during a PBL. PBLs are designed to be academically rigorous and allow for students to grow and develop within their classrooms. 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. During a PBL, all four core values are used by students. HCSS West students use respect while collaborating and exhibit responsibility while completing each task of the project. Students show resilience by following through and finalizing the project, and finally, students demonstrate excellence by showcasing their final product.

To complete a full PBL experience during the 2022-2023 school year, teachers worked 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. Through a PBL, students were asked to answer a question or solve a problem that had a real-world application. Students worked collaboratively in groups to meet a common goal. Students developed communication skills, practiced time management, and used a variety of technology to solve the problem presented. Students gave a final presentation at the end of every PBL, where they showcased their final product to the school community. Presentations themselves varied and came in the form of Gallery Walks, filmed speeches, poster boards, etc.

In addition to Project Based Learning experiences, teachers also include Anchor Projects in their curriculum. During the 2022-2023 school year, every teacher had the opportunity to plan at least one Anchor Project in their course(s). Anchor Projects are independent projects that primarily take place outside of the classroom and allow 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 course. Teachers include the Anchor Projects in their Pacing Guides, and it's evident in lesson plans how they connect with the curriculum of each course. Anchor Projects took place in all core courses during the 2022-2023 school year as well as in elective courses such as Art, Music, and Foreign Language.

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

Math, science, and technology are subjects that can be difficult for many students, and historical MCAS testing data has shown that students in the greater Springfield area have traditionally struggled in these areas. HCSS West has designed a model to help close the gap for our students. This model includes a rigorous curriculum, as well as extended math and science education. The academic program at HCSS West can help to improve student weaknesses in these areas, as well as help students to excel if they are already strong in these subjects.

The rigorous academic program at HCSS West is anchored by the concept of contextual learning. We believe in the importance of connecting the content to the student's daily lives, so we make their learning more meaningful by including 21st-century skills and project-based learning across the curriculum. HCSS combines these necessary elements with extended math, science, and technology curricula, allowing students to explore the material on a deeper level in small classroom settings. Teachers can manage the pacing of the living curricula based on the students' needs and provide individualized attention where it is needed.

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. In high school, students take five 67-minute blocks of math each week, five 67-minute blocks of science for one semester, and various technology electives. This allows teachers to create more learning opportunities for their students, and students have the chance to learn the material at their own pace, and student tasks are selected based on the most recent state frameworks for the course. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade, culminating with AP Calculus in the 12th 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. Honors courses are offered in both the middle school and high school levels, and many AP courses are offered to all high school students starting in the 9th grade.

c) Individualized attention

The faculty and administration at Hampden Charter School of Science West are dedicated to improving individual student learning and performance. HCSS-West offers a student-to-teacher ratio of 11.7 to 1, allowing teachers to provide individualized attention to students in their classrooms.

Outside of class, HCSS-West offers ample opportunities for students to receive individual attention. Teachers offer study hall tutoring every Monday, Tuesday, and Thursday, with a weekly advisory period on Wednesdays dedicated to monitoring student progress and supporting students not only academically but social-emotionally. Teachers also hold weekly office hours after school on Zoom for additional student support.

Teachers also have clear goals for parent communication; every parent/guardian hears from their students' teachers a minimum of twice per year through individualized emails, phone calls, or behavior reporting. Many HCSS families also received home visits from teachers and staff, either in person or virtually, to provide another avenue for communication

and attention.

Teachers also engage in significant professional collaboration and reflection in order to provide effective, individualized attention to students. Staff engage in alternating biweekly grade level and department meetings, as well as weekly all-staff meetings, to discuss progress on an individual, curricular, and school-wide level. Teachers collaborate with grade level chairs, department heads, instructional coaches, and our Deans of Academics to reflect on student progress and improve instruction. Finally, after careful analysis of both district and state-determined measures of student achievement, 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. From these plans, teachers crafted small tutoring groups, including Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. In the 2022-2023 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 plan was reviewed and approved by their department heads and Curriculum Supervisors.

d) College and career readiness

The mission of HCSS West 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. Since 2009, HCSS West worked diligently to accomplish this mission. Average classroom sizes at HCSS West ranged from 5-22 students. Middle school students receive five 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 receive five blocks of Math and four 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 of PE per week in every grade all year long. The schedule also allows students to take four electives per year (two in each semester). The elective courses allow students to take challenging classes (such as Advanced Placement) and allow them to fulfill the graduation requirements, and prepare for post-secondary education.

To provide additional support to all students, study hall time is scheduled at the end of the day. During this study hall block, students receive academic support in small groups. HCSS West also offers After school and Saturday tutoring for students who need help with their academics. During the 2022-2023 school year, HCSS West also started a partnership with tutor.com, which provides 24/7 online tutoring to all students in every subject. These tutoring sessions prepare students for standardized tests, including MCAS, PSAT, SAT, and internal assessments. HCSS West also offers free and low-cost SAT prep programs to its students through partnerships with Princeton Review and Magoosh Test Prep. HCSS West celebrates a 100 % graduation rate as well as 100% college acceptance every year. To help seniors with their decision-making process, HCSS West employs a full-time College and Career Coordinator along with two full-time school adjustment counselors. HCSS West invites professionals from the community to introduce a variety of majors and careers to the students during Career Day. HCSS West also encourages students to enroll in dual enrollment programs offered by Bay Path University, Holyoke Community College, and Westfield State University. Partnership with Bay Path University allows students to explore careers through a work experience program.

The college readiness process at HCSS West is supported through individual and group counseling and workshops. Students work closely with our college & career readiness coordinator, as well as their school counselor, to learn about and explore their talents, interests, and individual paths to success. Each Junior and Senior are provided a Pathway to College checklist, in addition to this checklist, students meet with the college & career readiness coordinator to monitor important timelines, deadlines, and requirements for their post-secondary planning process.

Students are empowered to set goals, as well as research and collaborate on how to achieve these post-secondary goals. The college readiness team provides students and their families with access to ample resources and opportunities for scholarships and other financial support, including FAFSA.

During the 2022-2023 school year, the HCSS West college readiness team organized two college field trips each for Juniors and Seniors, as well as a field trip to a National college fair in Hartford, CT. In addition to the campus field trips, the college readiness team organized 12 visits to HCSS West from college admission counselors; these visits served as an opportunity for students to receive exposure to a wide range of colleges and programs. Seniors had the opportunity to receive instant, on-the-spot college acceptances from up to six colleges through the HCSS West instant decision days. Students had the opportunity to learn from professionals in various fields during the career speaker event in the Spring.

Throughout the year, every student met with the college readiness coordinator a minimum of 4 times and with their school counselor a minimum of two times to explore and plan for post-secondary and college applications and success. These “Path to Success” meetings with the counselor occur once in Fall and again in Spring; students are not limited to two visits with their counselor; many have more than two throughout the year. Students with 504 plans and IEPs received guidance from the college readiness coordinator and special education team on how to successfully navigate the transition to college and career and the services that are available. The college readiness coordinator assisted students with FAFSA preparation and completion. Additionally, the college readiness team organized multiple financial aid webinars to support families through the process of paying for college.

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 with availability in many different languages. HCSS West chooses these different strategies to maintain clear and strong communication with our parents, and they include face-to-face, digital, and virtual means of contact. All parent meetings, including report card conferences, IEP meetings, home visits, and discipline meetings, were encouraged to happen face-to-face. Some parents, however, still preferred a virtual format for some of these meetings, so HCSS West offered that format when necessary. Digital communication strategies included the Automated Voicemail and Email alert system, the HCSS West Website, the HCSS West Friday Reminder Email, and postings/invitations on our various social media platforms, including Facebook and Instagram. The athletic department had its own social media platforms dedicated to the sports program. Teachers maintained regular contact with families via email and phone calls and text messages. Most of our celebratory events took place live and in person. These included Back-to-School Night, Award Celebrations for Academic Achievement, National Honor Society Induction Ceremony, Fine Arts Showcases and Performances, High School Graduation, and 8th Grade Step-Up Ceremony. Virtual events included PTO and SEPAC meetings. The HCSS West administration team maintained an open-door policy which was accessible either remotely or in person. MIAA-sanctioned sporting events were all live throughout the year. HCSS West students were able to participate in robust after-school clubs, which included academic competition teams, student council, and enrichment clubs. The academic teams participated in both live and virtual competition events. Both the middle school and high school Student Councils held several in-person after-school activities for all students.

Amendments to the Charter

There are no amendments to the charter in the 2022-2023 school year.

Access and Equity: Discipline Data

2021-22 Student Discipline					
Discipline data from 2021-2022 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	371	28	0	7.5	0
English Learner	31	1	0	0	0
Economically Disadvantaged	243	23	0	9.5	0
Students with Disabilities	71	8	0	11.3	0

High Needs	271	25	0	9.2	0
Female	172	16	0	9.3	0
Male	199	12	0	6	0
American Indian or Alaska Native	1				
Asian	5	0	0	0	0
African American/Black	60	9	0	15	0
Hispanic/Latino	135	11	0	0	0
Multi-race, Non-Hispanic/Latino	10	1	0	8.1	0
Native Hawaiian or Pacific Islander	0				
White	160	7	0	4.4	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, donut parties, and free gym during study hall sessions for each quarter. The top praise point earners in middle school and high school for each quarter also receive a gift card to Barnes and Noble. At the end of the third quarter, students with the highest number of praise points and the least number of discipline points qualify for a special field trip, e.g., a Trip to Quassy Amusement Park. HCSS-West continued to implement the following strategies to reduce the number of suspensions and other disciplinary actions during the 2022-2023 school year.

- Included Special education and ELL staff in the notification process when disciplining students of appropriate sub-group.
- Implemented a Discipline Flow Chart and 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 decrease student time out of the classroom.
- Counselor and administrative meetings with students with repetitive behavior.
- Administrative meetings with parents of students with repetitive behavior.
- Teacher training and review of how to effectively use the PBIS system throughout the year.
- 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.
- Using Instructional Coaches to assist those teachers having difficulty with classroom management.

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>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>Nicole Godard, Instructional Coach</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). Beyond Marx: Cultural social class analysis in the English Language Arts classroom. <i>English Journal</i>, 111(4), 20-26.</p> <p>The project was unfunded.</p>
<ul style="list-style-type: none"> ● Webinars: ● Why College Matters? Is College Worth It? ● Are You Worried About How to Pay for Your Kid's College? ● Helping Your Child Cope With Stress And Anxiety ● Improving Parent-Child Communication ● Staying Engaged With Your Junior 	<p>Webinar 1/17/2023</p> <p>1/24/202</p> <p>1/31/2023</p> <p>2/7/2023</p> <p>2/14/2023</p>	<p>Patrick Lewis, College & Career Readiness Coordinator</p> <p>Shannon Palmer, HS Guidance Counselor</p> <p>Crystal Tarris, School Adjustment Counselor</p> <p>Jordan Avelino, School Adjustment Counselor</p> <p>Joan Normand, School Social Worker</p> <p>Robert Ackilli,</p>	<p>Free webinar, registration open to anyone interested</p>	<p>HCSS shared information to parents, students, community members, and the educational colleagues on best practices.</p> <p>Artifact: The recording of this presentation is made available on the website www.educationpulse.org</p> <p>This webinar was unfunded.</p>

<p>High Student: Step Back, Not Out</p> <ul style="list-style-type: none"> • What's Your Parenting Style, And How It Affects Your Child? • How to Help Your Child Motivated and Engaged at School • How to design teacher evaluations with student achievement in mind • How to support new teachers through a comprehensive coaching program 	<p>2/28/2023</p> <p>3/7/2023</p> <p>3/14/2023</p> <p>4/4/2023</p> <p>All webinars are recording posted to educationpulse.org</p>	<p>Special Services Coordinator Jessica McIntyre, MS Guidance Counselor Caroline Forni, Curriculum Supervisor Sarah Gullett, Curriculum Supervisor Nicole Godard, Instructional Coach Michael Guenette, Instructional Coach</p>		
<p>Action Plans, Targeted Tutoring, and Project Based Assessment</p>	<p>Presentation at the 2023 MA DESE Prioritization Institute 3/21/23 and 3/22/23</p>	<p>Murat Demirhan, IT Coordinator; Caroline Forni, Curriculum Supervisor; Sarah Gullett, Curriculum Supervisor; Hilary Sexton, Humanities Department Head</p>	<p>Match Charter Public Schools</p>	<p>Presenters shared the practices of Hampden Charter School of Science with regards to creating action plans and using targeted tutoring to help students. A plan was created and shared to implement project-based assessments in place of traditional tests.</p> <p>Artifact: Project assessment plan</p> <p>Attendance at the institute was unfunded.</p>
<p>Use of the EVOLV safety equipment</p>	<p>On site visit from safety officials from other schools on 3/3/23 and 5/2/23</p>	<p>George Borelli, Dean of Students; Mark Brunton, Head of Security</p>	<p>Springfield, MA Public Schools, Newington, CT Public Schools, Hartford, CT Public Schools</p>	<p>HCSS West Security Staff demonstrated the safety scanning equipment and building entry procedures for students and staff in the morning.</p>

ACADEMIC PROGRAM SUCCESS

Student Performance

2022 School Report Card HCSS West

During the 2022-2023 school year, HCSS East administered school-wide mini assessments and Quarter Final exams in all core and AP subjects at all grade levels. These tests were prepared internally in coordination with the teacher, Department Heads, and Curriculum Supervisors. 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 moving forward based on their analysis of the testing and student performance data from the previous quarter. Teachers used this Action Plan to prepare their mini-assessments to be given 2-3 times a quarter to assess student growth ahead of the quarter-final. AP classes administered two full-length practice tests in February and March to assess student progress toward their SLG. At the end of the third quarter, the progress toward the SLGs was evaluated, and a Performance Index was also calculated for each student.

Student achievement is a result of the well-established, all-around HCSS East educational model. All elements of this model are designed to ensure HCSS East creates opportunities for all learners to receive the necessary support to reach their highest intellectual, emotional, social, and physical potential. 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. In all core and AP subjects, 54% of the students either met or exceeded their SLG. 75% of the students that did not meet their SLG had a Performance Index placing them within 90% of the SLG. 66% of AP practice test scores in 2022-2023 were at a level of 3 or higher.

Student achievement is also measured by comparing MCAS scores from year to year. In the category of high-needs students, the SGP for students in 10th grade ELA went up from 47.7(in 2021) to 58 (in 2022), and the average student score for the same student group went up from 494.3 (in 2021) to 499 (in 2022). In 10th-grade math, high-needs students' SGP went up from 34.6 (in 2021) to 47 (in 2022), and the average student score for the same student group went up from 488.3 (in 2021) to 493(in 2022). In grades 6-8 ELA, high-needs students' SGP went up from 28.5 (in 2021) to 59 (in 2022), and the Average student score for the same student group went up from 488.7 (in 2021) to 495 (in 2022). In grades 6-8 Math, high-needs students' SGP went up from 21.9 (in 2021) to 36 (in 2022). For students with disabilities, grades 6-8 ELA, students with disabilities SGP went up from 37 (in 2021) to 48 (in 2022), and the average student score for the same student group went up from 475.9 (in 2021) to 474 (in 2022). In grades 6-8 Math, students with disabilities SGP went up from 9.8 (in 2021) to 31 (in 2022), and the average student score for the same student group went up from 469.9 (in 2021) to 471 (in 2022).

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 Department Chairs, Curriculum Supervisors, and the Chief Academic Officer (CAO). Each Department Chair works with a Curriculum Supervisor to ensure 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, backward planning, academic discussions, contextual learning, retrieval practice, and effective use of technology. During the 2022-2023 school year, HCSS West made a number of adjustments and additions to our program that builds on our instructional model and reinforces our commitment to accelerating student learning and supporting all learners.

In a continuing effort to refine our assessment system, teachers revised their internal assessments to align with a pedagogy of retrieval practice, combining our existing model of quarterly final exams with smaller, more frequent “Mini Assessments” designed to measure proficiency on both recent and distantly taught standards throughout the year. These Mini Assessments were developed by teachers in collaboration with their content counterparts and Department Heads. HCSS East and West shared these common assessments, and the data was collected by the Deans of Academics, who compiled this information for analysis and monitoring of student progress. This data proved especially helpful in identifying students in need of tutoring or intervention prior to the Quarter Final Exams.

The data provided by both the Mini Assessments and the Quarter Final Exams also allowed core teachers to create Targeted Tutoring groups, a new addition to our existing tutoring program. Starting in Q1, teachers of MCAS subjects created set, structured groups of students to meet on a regular basis during study hall in order to provide more routine check-ins and

interventions for struggling students. These groups were adjusted quarterly based on Mini Assessment and Quarter Final data to ensure all students received the consistent small-group instruction they needed outside of class. Additionally, HCSS-West invested in Tutor.com, an on-demand, online tutoring platform that provides students with constant access to extra help at any time. Over the course of the year, HCSS students exceeded our projected use of the platform by almost 20%. HCSS also partnered with Magoosh, another online tutoring platform, specifically offering extra support to 10th and 11th-grade students with SAT preparation.

In the 2022-2023 school year, HCSS also restructured school and central office administration to include a more robust system of support for new and developing teachers. Department Heads worked with content area teachers to develop curriculum and assessments in ELA, Math, Science, and Humanities classes. The district also provided two Instructional Coaches to serve as mentors to newly hired staff working through their induction year, as well as struggling teachers in need of extra support. Two Curriculum Supervisors ensured district-wide alignment and fidelity to the HCSS curriculum and instructional model. These administrative positions worked in tandem under the Chief Academic Officer to provide tiered, structured support to all HCSS teachers, which in turn ensured high-quality curriculum and instruction delivered to HCSS students.

In an effort to accelerate student learning in the 2022-2023 school year, an average of 60 lessons per week at HCSS were supported by ELA and Math interventionists in addition to the lessons already supported by a Special Education and In-Class Support Staff. Outside of class, HCSS West offered ample opportunities for students to receive individual attention. Teachers offer study hall tutoring every Monday, Tuesday, and Thursday, with a weekly advisory period on Wednesdays dedicated to monitoring student progress and supporting students academically and social-emotionally. Teachers also hold weekly office hours after school on Zoom for additional student support. When teachers are not available to students after school, students can also receive free one-on-one tutoring from Tutor.com, an online platform that HCSS has invested in this year for increased access to academic support.

ORGANIZATIONAL VIABILITY

Criterion 10: Finance

A. Unaudited FY23 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	\$ 7,635,773
Total Expense	\$ 7,231,302
Net Income	\$ 384,471

(See Attachment B for income statement details)

B. Statement of Net Assets for FY23 (Balance Sheet)

Hampden Charter School of Science West Balance Sheet	June 30,2022
Total Assets	\$ 9,072,922
Total Liabilities	\$9,072,922

(See Attachment C for Balance Sheet details)

C. Approved School Budget for FY24

Operational Budget 2022-2023	Allocation
------------------------------	------------

Total Revenues	\$ 8,288,392
Total Expenses	\$ 7,300,618
Net Surplus/Deficit	\$987,774

(See Attachment D for Approved School Budget details)

From March 30st, 2023 HCSS Board Meeting:

Mr. Shahan motioned to approve the HCSS East & West 2023-24 budgets, the motion is seconded by Diane Hunter.

Roll Call: motion passed unanimously.

Resolution: 230330.002

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	426
Number of students upon which FY24 budget tuition line is based	393
Number of expected students for FY24 first day of school	378
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>	

There is no Capital Plan for 2023-2024.

APPENDICES

A. Accountability Plan Evidence 2022 - 2023

Objectives and Measures related to Mission and Key Design Elements:	2022-2023 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 the 22-23 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	100% of all students who attended 160 or more days earned a passing score on at least six contextual learning projects in the 22-23 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 11th and 12th-grade students are enrolled in a DESE-approved advanced[1] math, science, or technology course, and 96% of all 11th and 12th-grade students who enroll in a DESE-approved advanced course achieved a passing grade in the course.
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	100% of the 9th and 10th-grade students were offered to enroll in an AP class. 99% of them have a passing grade as of 6/9/2023.
Objective: HCSS West will provide individual attention and therefore empower students 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: 10.7 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	96% of the Lowest Performing Students achieved a passing grade in their ELA Courses, 92% of the Lowest Performing Students achieved a passing grade in their Math Courses and 88% 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	90% of students in grades 8-11 took their grade level PSAT, and 58% of students who took PSAT met the benchmarks defined by the College Board 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.	Not Met	64 % of all seniors took at least one AP course by graduation.
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 eight 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 calls, emails, and homevisit. The communication log can be found on Powerschool under the behavior management plug-in and Home_Visit Google Sheets File.

<p>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 nights, multicultural nights, college nights, and concerts.</p>	<p>Met</p>	<p>HCSS West hosted the following family events: Back to School Night, Virtual College Night, Honor Roll Awards Ceremony for each quarter, National Honor Society Induction Ceremony, and Senior Send-off Picnic.</p>
<p>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”.</p>	<p>Participation: Not Met Positive Rating: Met</p>	<p>HCSS East Conducted School Climate Surveys. The parent participation rate was 35%. 93% 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: 2023 - HCSS West School Climate Survey - Parent - Survey Report on Jotform Platform</p>

Objective: HCSS West will disseminate information about its educational model and best practices.

<p>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.</p>	<p>Met</p>	<p>The HCSS IT department has designed and published a website (educationpulse.org) about its educational model and best practices. The website features a variety of articles and recordings of the webinars conducted by the HCSS staff members.</p>
<p>Measure: By the end of this charter term, HCSS will organize and conduct at least five webinars or on-site training about its educational model and best practices. These webinars or on-site trainings will be open to other schools and the public.</p>	<p>Met</p>	<p>During the 2022-2023 school year, HCSS 9 webinars about its educational model and best practices. Those webinars were open to the public, and they are also available on the educationpulse.org website. The webinars were presented by School counselors, Special Education Directors, Curriculum Supervisors and Instructional Coaches.</p>

B. Recruitment and Retention Plan

Recruitment Plan

2023-2024

School Name: Hampden Charter School of Science West

2022-2023 Implementation Summary

During the 2022-2023 school year, Hampden Charter School of Science West continued to work to both recruit and retain its students. The previous years' plans for Recruitment and Retention were improved to meet the needs of the current student population and demographics of the communities we serve. Considerable efforts were made to increase the number of applicants and the diversity of our student population by targeting specific community locations and holding recruitment events that were easily accessible to all. Our retention efforts were based on previous years' efforts that worked as well as alleviating the concerns brought forth during exit interviews with students that were opting to leave HCSS West.

Recruitment strategies utilized during the 2022-2023 school year included increasing the number of Open House sessions held in person at the school as well as virtually to accommodate those families without transportation to attend in person. Biweekly tours of the building were also offered to those families that expressed inability to participate in any of the scheduled sessions. Staff with expertise in subject curricula, special services, and our athletic program were present at all sessions to provide information for families. In addition, at several of the Open House events, staff and student ambassadors were present that spoke several different languages and helped with the translation of questions and answers. Tens of thousands of brochures and postcards were distributed to households via mail. Thousands were distributed both personally and via mail to community-based organizations, including churches, community centers, libraries, cultural centers, and organizations for the alleviation of housing and food insecurity. Local businesses were also contacted in the same manner, with particular emphasis on those that cater to local neighborhoods. Advertising was conducted on several social media platforms as well as through local news outlets, which included television, radio, and newspapers. Most of this advertising as well as the brochures, was available in multiple languages. The translated languages included Spanish, Arabic, Russian, Nepalese, Turkish, and Ukrainian. Representatives of the school made an appearance on MassAppeal, a local television information/talk show. Several news stories were presented via press releases and coverage at the events to all news media throughout the year, highlighting the many accomplishments of HCSS West. The Director visited Holyoke Community Charter School to give a presentation to their current 8th-grade students about the high school program at HCSS West. Additionally, a weekly information table was set up and staffed throughout the winter months leading up to the application deadline at the Holyoke Mall. Each staff member that was present to inform was knowledgeable in the district's curricula, special services, and extracurricular activities, including competitive athletic teams. Prospective students are always welcome to shadow a current student for a day to experience a day in the life of an HCSS West student.

The comparison index indicates that our Special Education and ELL populations are lower than that of the state, sending districts and similar charter schools. Several of our EL students from previous years' FLEPPed and the Special Education students that unenrolled were replaced with the same number of students. In order to attract students with English as a Second Language, HCSS West provided information and advertisements in different languages such as Spanish, Arabic, Russian, Nepalese, Turkish, and Ukrainian. Bilingual staff members and students also helped parents during the application process. HCSS West has several staff members that are part of the same cultural groups as many of our students. HCSS West also uses a translation service when necessary. This is especially beneficial for IEP meetings and parent meetings with the adjustment counselors, social worker, and the college guidance counselor. Our next year's enrollment shows an increase in the number of special education students and students from non-English speaking homes. Our current EL families have expressed satisfaction with our program and have registered siblings for next year which will increase the population of that sub-group.

General Recruitment Activities for 2023-2024

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 in several different languages, especially Spanish, Arabic, Russian, Nepalese, Turkish, and Ukrainian.
3. Send brochures, letters, and fliers to these potential students.
4. Place advertisements in local newspapers in multiple languages, including Spanish, Arabic, Russian, Nepalese, Turkish, and Ukrainian.
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-6 and K-8 charter schools and hold information sessions.
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 – 2023-2024 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b)) Continued 2022-2023 Strategies

- 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 programs in radio advertisements, promotional videos, brochures, and open houses
 - Conduct two workshops for parents of Special Education Students on Special Education and College open to the public. (1 year)
 - Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students, and the specific benefits for special education students.

(c)2023-2024 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, one year) and/or if the school collaborated with a local community organization on these strategies.
- Ensure that Special Education staff is present at all Open Houses to answer specific questions parents may have. This strategy will become a permanent expectation for these events.
 - Ensure that Special Education staff is present at all community events and activities in which HCSS West actively participates or sponsors a table, such as Rays of Hope, the annual Walk for Breast Cancer, and the Ironman 70.6 competition. This strategy will be employed for at least the next two years.

Limited English-proficient students/English learners

(a) CHART data

School percentage:
16.1%
GNT percentage:
N/A
CI percentage:
16.7%

The school is below CI percentages

(b) Continued 2022-2023 Strategies

- Met GNT/CI: no enhanced/additional strategies needed**
 - 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.
 - 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.
 - 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.

(a) CHART data

School percentage: 4.4 %
GNT percentage: N/A
CI percentage: 6.1 %
The school is below CI percentages

(c) 2023-2024 Additional Strategy(ies), if needed

- 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.
 - Encourage bilingual students to be student ambassadors and have them present at open house and other information sessions about the school (continue indefinitely)
 - Post all signs on the doors in multiple languages (continue indefinitely)
 - Provide staff with the opportunity to learn common phrases in our family’s native languages (continue indefinitely)
 - Make cultural celebrations such as the Multicultural Night, Hispanic Heritage Festival, and Black History Month Presentations open to the public or highlighted by local media and school social media posts. (2 years)
 - Ask our current ELL students to join us for an informational session at their house of worship and or community center. (1-2 years)
 - Provide brochures to the Valley Opportunity Council which provides English classes to parents and adults.
 - Advertise availability of translation services for non-English speaking parents/guardians to participate in the educational process
 - Place multilingual brochures and applications at community centers / youth and teen centers including: YMCA, Boys and Girls Clubs, Dunbar Community Center, South End Community Center (2 years)
 - Place multilingual brochures and applications at local food stores in the charter cities (2 years)
 - Place multilingual brochures and applications at local libraries in the charter cities (2 years)

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(b) Continued 2022-2023 Strategies

- Met GNT/CI: no enhanced/additional strategies needed**
 - 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.

(a) CHART data

School percentage: 59.9%
GNT percentage: 48.0 %
CI percentage: 50.0 %

<u>The school is above CI percentages</u>	<p>(c) 2023-2024 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, one 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 2022-2023 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 2022-2023 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 2022-2023 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 2022-2023 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 2023-2024

2022-2023 Implementation Summary:

Retention strategies were based on the reasoning reported by parents during exit interviews for withdrawing students. Efforts were made to alleviate as many of those concerns as possible for the future. The most prevalent reasons given for previous withdrawals were having an extremely limited extracurricular athletic program, limited other extracurricular activities, and wanting to experience a larger high school setting. Other reasons reported were minor and not as numerous. These included moving to another state, acceptance to a private school, and desire to home school for students still experiencing post-pandemic anxiety issues. There were also a few that did not feel as though they were achieving academic success.

HCSS West worked to improve the high school experience for students in several ways. We hired an Athletic Director to increase the number of sports available as well as increase our visibility in the local sports community. We also increased the number of other extracurricular activities offered. These included student government, intramural sports, academic competition teams, and other clubs of interest. Parent communication remains our main avenue for informing parents about the students' academic achievement as well as their participation in the PBIS System. Our Learning Management System (Canvas) and our Student Information System (Power School) provide an avenue for parents to regularly monitor student progress both academically and behaviorally throughout the school year. Our Home Visit program was revived this year post-pandemic to take place in person again for those families willing to host visitors in their homes. Grade-level teams remained in regular contact with parents of students that struggled academically throughout the year, providing multiple opportunities to meet in person with teachers if desired, including Parent/Teacher conferences at the end of each of the first three quarters of the school year. The Special Services Department was additionally in regular contact with parents of students served by them throughout the year. HCSS West

administration also continued with our weekly Friday emails and social media postings to inform parents of all events available for participation to remain a part of the active community.

HCSS West significantly bolstered its tutoring program during this school year in an effort to minimize student and parent dissatisfaction with achievement and academic progress. A targeted tutoring program was initiated and utilized throughout the year, which identified students in need of additional academic assistance and placed them in small tutoring groups for several weeks of concentrated daily tutoring sessions. We continued to implement our virtual tutoring sessions and Saturday Institute for all students in need. HCSS West also contracted for services with tutor.com so that our students had access to academic help at all hours of the day.

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

Retention Plan –2023-2024 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2022-2023 Strategies	
<p><u>(a) CHART data</u></p> <p>School percentage: 24.6%</p> <p>Third Quartile: 13.8%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</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 ➤ 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.
	<p align="center">(c) 2023-2024 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, one year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ Include the SPED students in the targeted tutoring plan for the next year with the SPED teachers conducting that tutoring ➤ Increase the number of Academic Support class hours for those SPED students with a history of low academic achievement for the next school year

Limited English-proficient students

(b) Continued 2022-2023 Strategies	
<p><u>(a) CHART data</u></p> <p>School percentage: 20.0%</p> <p>Third Quartile: 13.5 %</p> <p>The school's attrition rate is</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 the 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. ➤ To hold an ELL parent night with a 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>above third quartile percentages.</p>	<p align="center">(c) 2023-2024 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, one year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ Ensure that all of the students’ teachers, not just the ELL teacher, are in regular contact with parents about student progress, utilizing the translation service for these contacts. This will become a permanent part of the retention efforts. ➤ Ensure that all ELL students can effectively participate in HCSS’ outside tutoring service through tutor.com via translation services where applicable. This will become a permanent part of the retention efforts.
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 16.3%</p> <p>Third Quartile: 12.9 %</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages</p>	<p align="center">(b) Continued 2021-2022 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 uses proceeds for families who request help. ➤ Provide fresh fruit to students to take home ➤ Inform low-income families about school resources such as no-cost field trips and free medical resources. ➤ Conduct an informational session for families on scholarship opportunities and how HCSS helps students earn scholarships for college. <p align="center">(c) 2023-2024 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"> ➤ Avail the services of the district Social Worker to all low income families for assistance with accessing local resources. This will be a permanent addition to the retention strategies. ➤ Conduct an onsite information session on how to fill out the FAFSA form. (2 years) ➤ Provide financial assistance to all low income families for any costs associated with attending the school such as chromebook insurance, field trip fees, and admission fees to any charged events, etc... This will be a permanent addition to the retention strategies.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ➤ To utilize the database, quarter finals, and other internal testing data 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 2022-2023 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). 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. ➤ 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>	<p align="center">(f) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ➤ 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>	<p>(g) Continued 2022-2023 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>
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C. School and Student Data Tables

Hampden Charter School of Science West’s student demographic enrollment data link would be:

Enrollment Data – Hampden Charter School of Science West (35160305) (mass.edu)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-23 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	11.7
Asian	1.1
Hispanic	28.6
Native American	0.3
White	56.4
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	1.9
Selected Populations	% of School
First Language not English	10.6
English Learner	4.4
Low-income	59.9
Students With Disabilities	16.1
High Needs	69.5

Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER DURING THE 2022-2023 SCHOOL YEAR			
Name	Title	Start date	End date
Lucia Trudeau	Director	9/15/12	
Julia Colon	Dean of Academics	8/1/19	
George Borelli	Dean of Students	8/1/10	
Robert Ackilli	Special Services Coordinator	8/30/18	

TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR				
	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	33	2	3	Desire to change careers, health issues, seeking other employment opportunities
Other Staff	27	3	2	seeking other employment opportunities

Information About the Board of Trustees

BOARD MEMBERS DURING THE 2022-23 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	2	Election date:10/16 Expiration date:07/25 Length of term: 3 yrs
Esra Caylan	Vice Chair	Finance and Grievance Committee	1	Election date:8/18 Resigned: 01/26/2023
Nabi Shahan	Treasurer	Finance and Grievance Committee	1	Election date: 4/17 Expiration date:07/23 Length of term: 3 yrs
Emmanuel Russell	Vice Chair	Governance and Education Committee	1	Election date: 7/17 Expiration date:07/23 Length of term: 3 yrs
Murat Polat	Trustee	Education Committee	0	Election Date: 12/22 Expiration Date: 11/25 Length of Term: 3 yrs
Emre Guduk	Trustee	Finance Committee	0	Election Date: 10/22 Expiration Date: 10/25 Length of Term: 3 yrs
Noelani Washington	Trustee	Grievance Committee	0	Election Date: 9/22 Expiration Date: 8/25 Length of Term: 3 yrs

Board of Trustee and Committee Meeting Notices

(See Attachment D for Anticipated Board Meeting Schedule for 2023-2024)

D. Additional Required Information

Facilities

- In the table below, please list of each of the school's buildings, including those reported in Schedule B of the Charter School End of Year Financial Report for 2022 and any buildings acquired since then. *(Please note: If you are a regional school relocating or acquiring a facility outside of your charter school's current municipality, any temporary or permanent change will involve a charter amendment that requires approval by the Commissioner prior to occupancy. See the [Guidelines for Charter Amendments Subject to Commissioner Approval](#) for instructions.)*

Address	Dates of Occupancy
Building 1 (Main) 511 Main St., West Springfield, MA 01089	November, 2018 to Present
Building 2 (Gym) 511 Main St., West Springfield, MA 01089	November, 2018 to Present
Building 3 (485): 511 Main St., West Springfield, MA 01089	November, 2018 to Present
Residence: 511 Main St., West Springfield, MA 01089	November, 2018 to Present

Enrollment

Action	2023-2024 School Year Date(s)
Student Application Deadline	March 3, 2024
Lottery	March 5, 2024

E. Conditions, Complaints, and Attachments

Condition

Beginning August 1, 2023, Hampden Charter School of Science West (HCSSW) must submit for annual approval by the Department of Elementary and Secondary Education an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school’s charter region. These strategies must be designed to increase enrollment from within the school’s charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school’s total population. By October 1, 2024, HCSSW must enroll no more than 20 percent of its total student population from outside its chartered region.

Alternatively, HCSSW may submit a charter amendment request no later than August 1, 2025, to amend its region to reflect the school’s actual enrollment pattern. Any amendment request submitted by HCSSW shall take into consideration all districts from which the school draws students, including those districts where limited seats are available and districts where a proven provider determination may be required.

Actions taken by the school in 2022-23 to address the concern that resulted in the condition

- We refined the mailing list to ensure brochures and postcards are primarily sent to households within the charter region.
- We utilized local news outlets in the charter region to advertise the school's offerings. This includes television, radio, and newspapers.
- We increased advertising on local social media platforms that cater to the charter region.
- Hampden Charter School of Science (HCSS) submitted a charter amendment request with the aim of consolidating HCSS East and West and to include Springfield as an official sending district for HCSS West. By consolidating HCSS East and West and incorporating Springfield promises operational excellence, enhances the academic experiences for all

students, amplifies extracurricular opportunities, athletic programs, and foster a cohesive student community. Additionally, integrating Springfield as a sending district for HCSS West aligns with current enrollment trends, fullfill the condition of ensuring that no more than 20% of our total student population is enrolled from areas beyond our chartered region, and underscores our commitment to serve a wider community, reinforcing HCSS West's position as a regional educational leader.

Complaints

Hampden Charter School of Science West Board of Trustees did not receive a written complaint in the 2022-23 school year.

ATTACHMENTS

A. Profit and Loss

**Hampden Charter School of Science West
Profit and Loss
July 2022 - June 2023**

	Total
Income	
4000 Tuition Revenue	6,385,648.00
4010 Government Lunch Subsidy	46,504.31
4011 Transportation Subsidy	244,652.00
4300 Student Fees	280.00
4325 Program Fees	9,457.05
4999 Interest Income	7.28
Grant Revenue	949,223.92
Total Income	\$ 7,635,772.56
Gross Profit	\$ 7,635,772.56
Expenses	
6110 Contract Labor	3,617.50
6175 Employer Payroll Tax Expense	85,908.17
6195 MTRS Grant Assessments	5,017.90
6435 Testing&Assesment	5,719.00
6700 Depreciation Expense	196,081.00
6910 Bank Charges	129.00
6990 Purchased Management Services	344,281.00
9050 Interest Expense	246,048.49
Benefits	494,213.84
Board Expense	0.00
Computer Expense	121,116.27
Equipment & Furniture	671,882.35
Facility Expense	389,510.21

Insurance Expense	79,075.80
Materials & Supplies	122,633.04
Other Operating Expenses	53,179.18
Professional Fees	169,279.49
Student Activities	843,988.65
Travel, Meals & Conferances	21,337.50
Wage Expense	3,397,233.32
Total Expenses	\$ 7,250,251.71
Net Operating Income	\$ 385,520.85
Other Expenses	
6710 Amortization	1,050.00
Total Other Expenses	\$ 1,050.00
Net Other Income	-\$ 1,050.00
Net Income	\$ 384,470.85

B. Balance Sheet

Hampden Charter School of Science West Balance Sheet

As of June 30, 2023

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - BankNorth Operating	0.00
1005 Cash - Berkshire Bank	47,729.83
1006 Cash- Westfield Bank	485,810.61
1801 Westfield Bank Escrow	0.00
Total Bank Accounts	\$ 533,540.44
Accounts Receivable	
1100 Accounts Receivable	-295,155.00
1125 Tuition Receivable	342,093.00
1126 Lunch Subsidy Receivable	0.00
1127 Transportation Subsidy Receivable	547,953.00
Total Accounts Receivable	\$ 594,891.00
Other Current Assets	
1130 Other Receivables	7,243.59
1200 Grants Receivable	366,137.11
1300 Prepaid Expenses	500.00
1800 Mass Development Escrow	0.00
1990 Due from HCSS EAST	0.00
Total Other Current Assets	\$ 373,880.70

Total Current Assets	\$ 1,502,312.14
Fixed Assets	
1400 Fixed Assets	8,274,615.79
1500 Accumulated Depreciation	-795,773.00
1600 Construction in Progress	68,409.00
Total Fixed Assets	\$ 7,547,251.79
Other Assets	
1700 Loan Acquisition Costs	25,108.00
1710 Accumulated Amortization	-2,940.00
1880 Security Deposits	1,190.00
Total Other Assets	\$ 23,358.00
TOTAL ASSETS	\$ 9,072,922
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	221,239.40
Total Accounts Payable	\$ 221,239.40
Other Current Liabilities	
2010 Accrued Expenses	48,986.00
2040 Wages Payable	0.00
2045 Employer Tax Liabilities	0.00
2050 Employee Tax Withholdings	0.00
2052 401K Deferral	5,052.44
2055 MTRS Withholdings	23,132.58
2060 Child Support Withholdings	0.00
2080 FSA Withholdings	5,438.57
2100 Due to MA DOR/DESE	3,384.81
2120 Deferred Revenue - Grants	3,837.00
2600 LOC HCSS East	0.00
2605 LOC - Westfield Bank	0.00
2950 Student Paid Activities	0.00
2990 Due to HCSS - EAST	0.00
Total Other Current Liabilities	\$ 89,831.40
Total Current Liabilities	\$ 311,070.80
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)	6,546,441.65
Total Long-Term Liabilities	\$ 6,546,441.65
Total Liabilities	\$ 6,857,512.45
Equity	
32000 Retained Earnings	1,830,938.63
Net Income	384,471.00
Total Equity	\$ 2,215,409.63
TOTAL LIABILITIES AND EQUITY	\$ 9,072,922

C. Budget 2021-2022

HCSS West Budget 2023-24	
Income	
4000 Tuition Revenue	7,073,892
4011 Transportation Subsidy	351,000
4300 Student Fees	15,000
4325 Program Fees	11,000
4700 Sales of School Uniforms	2,350
4999 Interest Income	150
Grant Income - State & Federal	810,000
Private Grants	25,000
Total Income	8,288,392
Expenses	
Contract Labor	22,500
Purchased Management Services	412,714
Depreciation Expense	205,000
Board Expense	
Computer Expense	176,000
Equipment & Furniture	76,100
Facility Expense	397,000
Insurance Expense	65,500
Materials & Supplies	134,000
Other Operating Expenses	89,500
Personnel Wages&Benefits	4,511,804
Professional Fees	231,500
Student Activities	711,500
Travel, Meals & Conferences	39,500
Interest Expense	228,000
Total Expenses	7,300,618
Net Income	987,774

Anticipated Board Meeting Schedule for 2023-2024

Hampden Charter of Science East and West Board of Trustees meet at the Hampden Charter School of Science (HCSS) East building located at 20 Johnson Rd., Chicopee, MA 01022 unless otherwise stated on the agenda. Stated below are prospective meeting dates for the 2023-2024 school year.

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2023-2024 SCHOOL YEAR

Date/Time	Location
September 14, 2023, Thursday, 6:30 pm	20 Johnson Rd. Chicopee, MA 01022
October 26, 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
January 11, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
March 28, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
May 30, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
July 18, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022

Annual Sub-Committee Meeting Schedule for 2023-2024 School Year

Hampden Charter School of Science East and West Board of Trustees meetings take place at the Chicopee campus unless otherwise announced. Stated below are prospective meeting dates for the 2023-2024 school year.

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR

Name of Committee	Date/Time	Location
Governance	September 12, 2023, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022
Finance	October 26, 2023, Thursday, 5:45pm	20 Johnson Rd. Chicopee, MA 01022
Education	January 11, 2024, Thursday, 5:45pm	20 Johnson Rd. Chicopee, MA 01022
Finance	March 28, 2024, Thursday, 5:45pm	20 Johnson Rd. Chicopee, MA 01022
Education	May 30, 2024, Thursday, 5:45pm	20 Johnson Rd. Chicopee, MA 01022
Governance	July 18, 2024, Thursday, 5:45pm-	20 Johnson Rd. Chicopee, MA 01022