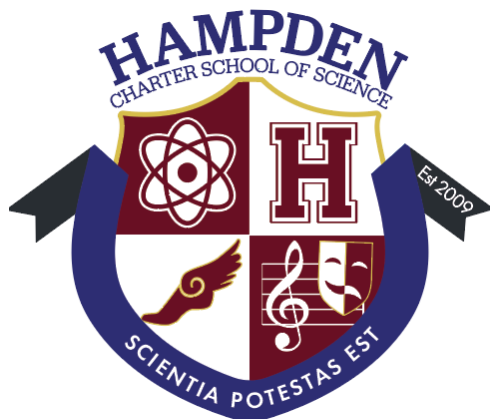


HAMPDEN CHARTER SCHOOL OF SCIENCE – WEST



ANNUAL REPORT

2023-2024

July 10, 2024

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INTRODUCTION TO THE SCHOOL

Hampden Charter School of Science West			
Type of Charter	Commonwealth	Location	West Springfield, MA
Regional or Non-Regional	Regional	Districts in Region	Agawam, Westfield, W. Springfield, Holyoke
Year Opened	2018	Year(s) Renewed	2023
Maximum Enrollment	441	Enrollment for 2023-24	394
Chartered Grade Span	6-12	Grade Span for 2023-24	6-12
Number of Instructional Days per School Year	182	Students on Waitlist for 2023-24	0
Number of Instructional Days during the 2023-24 School Year	182		
School Hours	Sample: 8:30-4:30 (Monday-Thursday) 8:30-1:30 (Friday)	Age of School in 2023-24	6
<p>Mission Statement: 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

Criterion 1: Mission and Key Design Elements

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

Project Based Learning is a school-wide instructional strategy that incorporates the development of 21st century skills assessed on a rubric. Key elements incorporated into Project Based Learning experiences include teamwork, critical thinking, appropriate and efficient use of technology, as well as oral and written communication skills. The goal for the 2023-2024 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. 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 and 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 2023-2024 school year. 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 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. Students in middle school created a digital portfolio to showcase some of their best Anchor Projects from the year, culminating in a PBL showcase at the end of the year. These digital portfolios included artifacts, pictures, reflections from the projects in Science and Social Studies classes in grades 6 and 7.

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

HCSS West strives to close the achievement gap for students in Math, science, and technology. These 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 rigorous academic 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 is designed to help improve student weaknesses in these areas, as well as to help students further 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. Teachers start each class by explaining the Objective and WHY of the lesson. Teachers and students discuss how the Objective for the day impacts their daily lives and why they are learning it. 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 and five 67-minute blocks of science each week which includes 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. 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. As of 2023-2024 school year,

Project Lead The Way (PLTW) Computer Science pathways curriculum was introduced to our high school students to provide more project based learning opportunities.

c) Individualized Attention

Hampden Charter School of Science West is committed to enhancing individual student learning and performance. The school maintains a student-to-teacher ratio of 10.7 to 1, allowing teachers to offer personalized attention to students in their classrooms. In the 2023-2024 school year, almost one third of the students in each grade level received support from ELA, Math, and Science interventionists, in addition to the lessons already supported by additional Special Education and In-Class Support Staff.

Outside of class, HCSS-West offers several opportunities for individual student support. Teachers provide study hall tutoring every Monday, Tuesday, and Thursday, and hold a weekly advisory period on Wednesdays, dedicated to monitoring student progress and providing academic and social support. Additionally, core subject teachers offer weekly office hours on Zoom after school for extra student support. When teachers are unavailable after school, students can access free one-on-one tutoring from Tutor.com, an online platform that HCSS has invested in during the past two years to enhance access to academic support. The guidance department also introduced Xello this year, a college and career readiness software that provides students individual guidance and support as they look toward their lives outside of school.

Teachers also aim for clear parent communication; every parent/guardian receives a minimum of two individualized emails, phone calls, or behavior reports from their student's teacher each year. Moreover, many HCSS families also receive home visits from teachers and staff, either in person or virtually, to accommodate their schedules.

In addition, teachers engage in significant professional collaboration and reflection to provide effective, individualized attention to students. Staff participate 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 the Dean of Academics to reflect on student progress and enhance instruction.

Finally, after evaluating district and state-determined measures of student achievement, core classroom teachers (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 create small tutoring groups, including "Lowest Performing Students" as defined in the DESE's Accountability Report School Leader's Guide.

In the 2023-2024 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans in accordance with a school-wide template. Department Heads and Curriculum Supervisors reviewed and approved each plan.

d) College and Career Readiness

The HCSS West mission to provide a comprehensive college preparatory-focused education continued to be implemented throughout the 2023-2024 school year. Students of every race and ethnic group in Westfield, Agawam, Holyoke, and West Springfield received their college preparatory education in an academically rigorous, safe, and caring environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, individual college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission is to empower students to reach their highest intellectual, emotional, social and physical potential while preparing them for college.

Small classroom sizes ranging from 5-23 students help enable HCSS West to accomplish our mission of providing a high quality college prep education. All students receive extra hours of math and ELA: middle school students receive 5 blocks of math and ELA weekly, while high school students receive 5 blocks of math and 4 blocks of ELA. Grades 6-8 receive 5 blocks of science classes for the year as well as one block of science lab aligned with their regular science course. Grade 9-11 receive one semester of science classes including a weekly lab aligned with the science course. All students have 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 East also offers individual and group tutoring as well as access to tutor.com for around the clock support. Additionally, teachers are available for Zoom tutoring during their office hours.. As part of the college prep process, students beginning in the 8th grade have the opportunity to prepare for college admission tests through our administration of the PSAT exam. This provides students in 8th, 9th, 10th, and 11th grade a chance to practice their skills and familiarize themselves with the SAT. HCSS West also offers an intensive SAT prep embedded into our 11th grade ELA and Math classrooms. During the 2023-2024 school year, 11th grade students were given the opportunity to take at least three practice tests for the SAT as part our assessment plan. HCSS West students receive CollegeBoard fee waivers allowing them free access to SAT testing, putting them in a better position to achieve post-secondary goals.

Aside from individual and group college counseling provided by the college & career readiness coordinator and school counselors, HCSS West also offers many opportunities for students to prepare for and stand out in the college process. HCSS West partners with local colleges, including Westfield State University, Bay Path University, and Holyoke Community College to offer our students college dual enrollment courses. Students have the opportunity to earn college level experience and credits through our offering of 12 Advanced Placement courses. Students are encouraged to enroll in pre-college Summer programs as a supplement to their education and college preparation.

Beginning in the 2023-2024 school year HCSS West utilized Xello, a career exploration program, for students in grades 6-12. Through this program every student completed career and interest inventories designed to help students research and learn about their own skills and possible career pathways. Students also completed grade level specific lessons designed to teach skills such as: interviewing, resume writing, job applications, study skills, organizational skills, and many others. Upon completion of lessons and inventories students receive a personal profile outlining their noted skills and potential areas of interest, which are then reviewed with counselors to plan out a personalized path to success.

The HCSS West college readiness coordinator keeps regular and frequent communication with all parents and families regarding college preparation steps and requirements. Throughout the school year HCSS West offered multiple parent and family webinar events ranging from the early steps of the college process to the “how to” of applying to college. Every student is provided a Pathway to College individual plan to ensure all timelines and deadlines are met. Parents and families are kept apprised of scholarship and grant opportunities. To assist students and their families in paying for college, HCSS West offers multiple FAFSA webinars, as well as individual support as needed. Throughout the college exploration and application 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 right colleges to support achievement of those goals.

HCSS West demonstrated success in meeting our mission throughout the 2023-2024 school year, 100% of our seniors were accepted to one or more colleges with an average of almost 5 college acceptances per student. 95 % of these students enrolled in college and 5 % joined the workforce. Over 8% of HCSS West Seniors were accepted to a Top 50 college. HCSS West also invited professionals from the community to visit on a career day to introduce a variety of majors and careers to the students.

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

Communication is the key to building strong school-family relationships. It is the basis for all other types of family participation in education. HCSS West families are diverse, and there is no one-size-fits-all approach to reaching all homes. HCSS West uses a wide range of strategies that are tailored to meet the specific needs of each family. These strategies include both face-to-face and online communication opportunities. HCSS West selects these different methods to ensure clear and robust communication.

HCSS West uses both online and face-to-face communication to foster a positive and inclusive environment with a strong emphasis on student, teacher and parent engagement. 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 calls. HCSS West hosts a plethora of events to engage our families such as 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, Family Game Night, Talent Showcase Night, Special Education Parent Advisory Council Meetings, College Information Night, High School Graduation, and 8th Grade Step Up Ceremony. To maximize attendance at and to meet the needs of some of our families HCSS West had a hybrid of in person and virtual programs such as PTO Meetings, Special Education Parent Advisory Council Meetings, Financial Aid Night, Junior Parent Night, Senior Parent Night, Parent Teacher Conferences and parent meetings.

School administration maintained an open door policy. HCSS West sporting events were in person with crowds and in addition some were streamed via Facebook Live and/or Twitch for families to be able to watch. From academic competition teams to student government and enrichment clubs, HCSS West students had access to a strong after-school clubs program with over half of the student population staying after school each week. The academic teams participated in both live and virtual competition events. Student led clubs helped create the school culture by planning events, raising funds for various charities, and providing feedback to administration.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
7/11/2023	Consolidation of HCSS East and HCSS West	Approved

Criterion 2: Access and Equity
Student Demographic Information
[Enrollment by Race/Ethnicity \(2023-24\)](#)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	12.7
Asian	2.8
Hispanic	34.5
Native American	0.5
White	47.7
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	1.8

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	11.9
English Language Learner	7.6
Low-income	58.6
Students with Disabilities	17.5
High Needs	70.3

[2022-23 Student Discipline Data Report](#)

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	386	16	1.3	2.8	0.0
English Learner	18	0			0.0
Economically Disadvantaged	246	15	2.0	4.1	0.0
Students with Disabilities	71	3			0.0
High Needs	280	15	1.8	3.6	0.0
Female	172	10	2.3	3.5	0.0
Male	214	6	0.5	2.3	0.0
American Indian or Alaska Native	1				0.0
Asian	5				0.0
African American/Black	53	6	3.8	7.5	0.0
Hispanic/Latino	132	4			0.0
Multi-race, Non-Hispanic/Latino	9	0			0.0
Native Hawaiian or Pacific Islander					0.0
White	186	6	0.5	2.7	0.0

HCSS West adopted a variety of strategies to reduce suspensions, aiming to address underlying issues and promote a more positive school climate. At HCSS West we implemented restorative justice approaches that focus on repairing harm and restoring relationships rather than punishing students. We do this through facilitating discussions between affected parties to resolve conflicts and agree on a way forward.

HCSS West has an effective Positive Behavioral Interventions and Supports (PBIS) program. The HCSS West PBIS program sets clear expectations for behavior, recognizes and rewards positive behavior, and provides consistent consequences for rule violations. HCSS uses a tiered intervention system to provide varying levels of intervention based on student needs. This allows schools to address behavioral issues early and with appropriate intensity, reducing the need for suspensions. HCSS West uses alternatives to suspension such as detention and behavior contracts. These alternatives aim to keep students engaged in the learning environment while addressing behavioral issues. For higher level student behavior offenses HCSS West employed an on-line course system to help students with subjects such as anger management and substance misuse. HCSS West has recently increased the time spent during the school week on social and emotional learning (SEL). Our Advisory curriculum helps students develop skills like emotional regulation, empathy, and conflict resolution. HCSS West monitors our student disciplinary system weekly in our administration meetings and biweekly in our directors meetings. The data is disaggregated among student groups. At the end of each school year the HCSS West discipline system is evaluated by using multiple measurements including but not limited to the HCSS West Annual Report, our discipline referrals, our counseling referrals, our CST success rate and more. The year end data review is overseen by the Superintendent. Staff members involved in the review include but are not limited to the Superintendent, Chief Academic Officer, Director, and Dean of Students.

Criterion 4: Dissemination

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
Attendance, cell phone policy, scheduling, and other operational matters.	Virtual Meeting (Zoom) on 4/25/2024	Robyn Nelson (HCSS East Director) and Mehmet Cogal (CAO)	Dean Berry and Brendan Dwyer from Springfield International Charter School (SICS)	During this one-hour meeting, the HCSS Administration shared their best practices in attendance tracking (parent notification system, parent meetings, attendance policy) as well as other operational matters requested by Springfield International Charter School (SICS).
Digital Portfolio Showcase	Presentation of the digital portfolios on 6/1/2024 at the School Gym	6th and 7th grade students	The showcase was open to parents, students, and community members	Students showcased what they have learned in Science and Social Studies classes in grades 6 and 7. They have showcased their digital portfolios along with poster boards on the projects they have enjoyed the most.
<p>(New Framework for Literary Analysis developed through research with HCSS students)</p> <p>Beyond Marx: Cultural Social Class Analysis in the English Language Arts Classroom - National Journal Publication</p>	<p>Journal Publication in English Journal.</p> <p>This article is now included in the syllabi of two teacher education graduate courses at Westfield State University and the University of Iowa.</p> <p>This framework was also taught to students at Canton High School as part of a research study conducted by Dr. Sophia Sarigianides and Rebecca Ashley.</p>	Nicole Godard, Instructional Coach	<p>Readers of English Journal, members of National Council of Teachers of English;</p> <p>Toby Emert, Co-Editor of English Journal</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. This article was also used as part of a research study conducted during a unit on social class at Canton High School in Canton, MA.</p> <p>Artifact: Godard, N. (2022). Beyond Marx: Cultural social class analysis in the English Language Arts classroom. English Journal, 111(4), 20-26.</p>

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
“Teaching in the Age of AI”	Education Pulse - HCSS Blog Post	Nicole Godard, Instructional Coach	Readers of Education Pulse	This blog post explores the emerging challenges connected to the use of Generative Artificial Intelligence (AI) tools in the classroom and offers recommendations for their use by educators and students.
“Co-Teaching at HCSS”	Education Pulse - HCSS Blog Post	Caroline Forni, Curriculum Supervisor	Readers of Education Pulse	This article discusses the co-teaching model that HCSS piloted in the 2023-2024 school year. This article highlights various co-teaching methods benefits such as individualized instruction, and challenges like the need for co-planning. This article offers resources and encouragement for educators seeking to implement co-teaching in their own contexts.
“Retrieval Practices: Expanding Your Toolbox”	Education Pulse - HCSS Blog Post	Michael Guenette, Instructional Coach	Readers of Education Pulse	This blog post summarizes several of the retrieval practices outlined in the book “Powerful Teaching” by Pooja K. Agarwal and Patrice M. Bain, giving educators a series of useful tools they can utilize in their own classrooms.
“How to Learn Math”	Education Pulse - HCSS Blog Post	Sarah Gullett, Curriculum Supervisor	Readers of Education Pulse	This article shares strategies from a professional development course on teaching math. Key takeaways include debunking math myths, promoting a growth mindset, evaluating learning mistakes, dissociating math from speed, and recognizing multiple problem-solving methods.
“Power of Retrieval Practice”	Education Pulse - HCSS Blog Post	Mehmet Cogal, Chief Academic Officer	Readers of Education Pulse	This article meditates on the ideas presented in Powerful Teaching by Dr. Pooja Agarwal and Patrice Bain, focusing on the tools of retrieval practice. This method enhances learning by having students recall information, which improves

ACADEMIC PROGRAM SUCCESS

Criterion 5: Student Performance

2023 School Report Card

Criterion 6: 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 and accelerate student learning. Our model emphasizes several key components: the gradual release of responsibility, backwards planning, academic discussions, contextual learning, retrieval practice, and effective use of technology.

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. In addition to mini-assessments and Quarter Finals, students also took school-wide math and ELA assessments from LinkIt and CommonLit.

These assignments align with MCAS and allowed for teachers and administrators to monitor student progress throughout the year. These tests were administered in the beginning, middle, and end of the school year to track student growth on set standards. The data provided by both the Mini Assessments and the Quarter Final Exams also allowed core teachers to create targeted action plans and plan to pull specific students to tutor groups after school. 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%.

The HCSS school and central office administrators work in specifically designed roles to create a 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 provides 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 ensure district-wide alignment and fidelity to the HCSS curriculum and instructional model. These administrative positions work in tandem under the Chief Academic Officer to provide tiered, structured support to all HCSS teachers, which in turn ensures high-quality curriculum and instruction delivery to HCSS students.

ORGANIZATIONAL VIABILITY

Criterion 10: Finance

FY25 Enrollment Table	Student Number
Number of students pre-enrolled via March 15, 2024 submission	998
Number of students upon which FY25 budget tuition line is based	940
Number of expected students for FY25 first day of school	975
We budget conservatively each year for 10-20 fewer students than expected.	

There is no capital plan for FY25.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2023-24 Performance M (Met) NM (Not Met)	Evidence
Objective: HCSS 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 students who attend for 160 days or more will successfully complete eight contextual learning projects, including Project Based Learning (PBL), Anchor Projects, or Digital Portfolios.	M	All students who attended 160 or more days successfully completed eight contextual learning projects, including Project Based Learning (PBL), Anchor Projects, or Digital Portfolios. Data Source: Contextual Learning Projects Data - 2023-2024 Google Sheet
Measure: By the end of the charter term, 90% of students (who attend for 160 or more days each school year) from grades 6-10 will complete four Digital Portfolios. The projects will be designed to foster critical thinking, collaboration, and real-world problem solving, and will be tailored to meet the diverse needs and interests of all learners.	NM	In Progress: 100% of all students in grades 6 and 7 who attended 160 or more days completed four digital portfolios during 23-24 school year. Data Source: Contextual Learning Projects Data - 2023-2024 Google Sheet
Measure: Each year, 90% of HCSS students who attend for 160 days or more will earn a passing score on eight contextual learning projects. These projects may include Project Based Learning (PBL), Anchor Projects, or Digital Portfolios.	M	99.73% of all students who attended 160 or more days earned a passing score on at least eight contextual learning projects in 23-24 school year. Data Source: Contextual Learning Projects Data - 2023-2024 Google Sheet
Objective: HCSS 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, 95% of all 11th and 12th grade students will enroll in a DESE-approved advanced 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.	M	100% of 11th and 12th grade students are enroll in a DESE-approved advanced[1] math, science, or technology coursehave a passing grade as of 6/12/2024 Data Source: Advanced & AP Courses - Accountability Report 2023-2024 Google Sheets
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 90% 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.	M	100% of the 9th and 10th grade students were offered to enroll in an AP class. 98.2% of them have a passing grade as of 6/12/2024.
Objective: HCSS will provide individual attention and therefore empower student academic success. (KDE #3)		
Each year, 100% of ELA, Math, Science, Social Studies, Special Education and AP teachers will design and implement quarterly action plans. In these action plans, teachers will 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. Tutoring takes place weekly during study hall periods, after school, and online.	M	100% of ELA, Math, Science, and Social Studies, Special Education and AP teachers designed and implemented quarterly Action Plans, focusing on the Lowest Performing Students. Tutoring schedules were created as part of these Action Plans.
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.	M	86% of Lowest Performing students achieved a passing grade in their Ela and Math Classes by the end of year. Data Source: F Report - HCSS 2023-2024 file

	2023-24 Performance M (Met) NM (Not Met)	Evidence
Objective: HCSS West will effectively prepare students for success in college, career, and beyond. (KDE #4)		
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.	NM	90% of students in grades 8-11 took their grade level PSAT, and 56% of students who took PSAT met the benchmarks defined by the College Board for EBRW and/or Math.
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.	M	78.20% of all seniors took at least one AP course by graduation. 85 % of those seniors have earned a score of 3 or above on at least one AP exam by graduation.
Objective: HCSS will sustain a supportive, structured, collaborative, and positive school culture by promoting student-teacher-parent partnership.		
Every family will receive at least 8 individualized communications and each student (who attends for 160 or more days) will receive at least 4 individualized positive communications about their student from HCSS staff each year.	M	100% of families received eight or more individualized communications about their students. Type of communication includes; phone call, email and homevisit. Communication log can be found on Powerschool under behavior management plug-in and Home_Visit Google Sheets File.
To establish and sustain the relationships between school and home, HCSS will host eight or more family events annually. Three or more family events will reflect school demographics at HCSS (i.e., a multicultural night, Black History month celebration, Hispanic Heritage celebration, cultural music concerts, etc.)	M	Back to School Night, Family Hike to McClean Wildlife Refuge, Honor Roll Ceremony, Pinnacle Awards Ceremony, NHS Game Night, Family Paint Night, Talent Showcase, Hispanic Heritage Concert, Portfolio Showcase
HCSS 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) in either one of these statements: "This school encourages students to take challenging classes (e.g., honor level, dual credit, and/or AP-Advanced Placement) no matter their race, ethnicity, nationality, and/or cultural background)" "My child is safe at this school."	M	HCSS West Conducted School Climate Surveys. The parent participation rate was 52.54%. 86% of the responses reflect a positive rating for the statement "This school promptly responds to my phone calls, messages, or e-mails". 95% of the responses reflect a positive rating for the statement "I feel welcome at my student's school". Online Survey Platform: Jotform Data Source: School Climate Survey - 23-24 S2 Parent - Survey Report on Jotform Platform

DISSEMINATION

	2023-24 Performance	Evidence
	M (Met) NM (Not Met)	
Objective: HCSS 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 8 artifacts every year. These articles will include trends in education, best practices, book summaries, curriculum review, tips and resources for teachers.	M	There have been 6 blog posts and 2 webinars posted to our public website: www.educationpulse.org
Measure: Every year, HCSS will organize and conduct at least two webinars (or on site trainings) about its educational model and best practices. These webinars will be made available to the participants from other schools.	M	College Admissions Webinar (1/18/2024), Financial Aid Webinar (11/2/2023) and AP Capstone Program (9/14/2023)

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

Recruitment Plan 2024-25

2023- 24 Implementation Summary:

During the 2023-2024 school year, Hampden Charter School of Science West continued to work to both recruit and retain its students. 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. We also interviewed some current families from diverse backgrounds to determine which of our recruitment strategies had been the most engaging for them. This helped us to develop and implement stronger methods of reaching families from all demographic backgrounds.

Our efforts to increase our name recognition in the community included a variety of advertising campaigns including social media advertising on Facebook and Instagram as well as the use of Google Ads and niche.com. HCSS West held a series of both in person and on-line Open Houses with presentations and tours of the campus for prospective families. Each of these events were hosted by several Administration and teacher leader staff members. School adjustment counselors, special education staff, and IT were also present throughout the series. Student ambassadors from the school, representing all demographic groups assisted with the live tours of the campus. Families reported that their presence was most helpful. This year, as in previous years, HCSS West successfully distributed brochures in various local establishments including fitness centers, restaurants, hair salons, and behavioral health offices, public libraries, community centers, and religious institutions. This year we increased the number of these establishments contacted across our sending district towns. All of this printed material was available for distribution in the languages of our most prevalent languages but could be translated into any language requested. These 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.

As many families as could be reached through a brochure mailing campaign of 25,000 units were reached and informed about the school, the application process, and our open house sessions. The brochures were designed to be informative about all of the details of our school including that we are a tuition free public charter school. All other pertinent information about the high points of the school, the open house opportunities and application information were included as well. In addition to the brochures, thousands of postcards were also mailed and distributed to local families as well as local organizations specializing in family services, especially to low income and immigrant families. From December to February, an information desk was set up at Holyoke Mall. On Saturdays between the hours of 1 am and 5pm, HCSS West staff was able to give out brochures and allow parents to apply on the spot. In addition to the table, HCSS West used different advertisement models (table top ads, elevator door ads and stand ads) at the Holyoke Mall.

General Recruitment Activities for 2024-25:

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

Recruitment Plan – 2024-25 Strategies

List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

<p>(a) CHART data</p> <p>School percentage: 17.5%</p> <p>CI percentage: 17.2%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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. ● 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.
	<p>(c) 2024-25 Additional Strategy(ies), if needed</p>

Recruitment Plan – 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

Did not meet CI: additional and/or enhanced strategies needed.

English learners/ Limited English-proficient students

(b) Continued 2023-24 Strategies

(a) CHART data
 School percentage:
 7.6%
 CI percentage: 6.8%
 The school is above CI percentages

- Met 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.
 - 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)

(c) 2024-25 Additional Strategy(ies), if needed

Did not meet CI: additional and/or enhanced strategies needed.

Low-income/ Students eligible for free or reduced lunch

<p>(a) CHART data</p> <p>School percentage: 58.6%</p> <p>CI percentage: 50.8%</p> <p>The school is above CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations. To highlight our one-to-one Chromebook program for every student in our brochure and recruitment materials To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. <p align="center">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p>
<p>Students who are sub-proficient</p>	<p align="center">(d) Continued 2023-24 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. <p align="center">2024-25 Additional Strategy(ies), if needed</p>
<p>Students at risk of dropping out of school</p>	<p align="center">(e) Continued 2023-24 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. <p align="center">2024-25 Additional Strategy(ies), if needed</p>
<p>Students who have dropped out of school *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2023-24 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. <p align="center">2024-25 Additional Strategy(ies), if needed</p>
<p>OPTIONAL Other groups of students who should be targeted to eliminate the achievement gap</p>	<p align="center">(g) Continued 2023-24 Strategies</p> <p align="center">2024-25 Additional Strategy(ies), if needed</p>

Retention Plan 2024-25

Implementing strategies from the 2023-24 Retention Plan.

2023-24 Implementation Summary:

As in all previous years, retention strategies were developed based on, among other factors, 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. In previous years, 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. Those reasons continued into the 23-24 school year as well but another equally prevalent reason is now extreme social anxiety of the students. Minor other factors for leaving the school included moving to another state and acceptance to a private school. There were also a few that did not feel as though they were achieving academic success. These reasons were distributed relatively evenly across grade levels and demographic groups.

In the 22-23 school year, we had hired an Athletic Director to improve the sports experience for students as well as increasing the number of staff that ran extracurricular clubs and activities for students. Over that school year the school culture and school spirit increased dramatically, thus reducing the number of students leaving for those reasons. Continuing to increase those programs in the 23-24 school year proved to be beneficial. Many more students became involved in athletics, clubs, and our academic competition teams. Athletics and the academic competition teams both participated in many more games and competitions than ever before. This contributed to the desire for more students to be involved. We also encouraged our clubs to have more activities involving the whole school which also resulted in greater student involvement. Having more students involved also meant having more families involved and the camaraderie that resulted also increased the desire for students to stay at HCSS West.

HCSS West has always had a robust parent communication system in place so that parents are well informed about student academic progress, student behavior, and all activities and opportunities for participation in school life. Our Student Information System and Learning Management System are both easily accessible to parents to track this information. Our teachers, under the guidance of the Grade Level Team Leaders, are accountable for being in contact with all parents on a regular basis. Our Home Visit Program ensures that all families are at least offered the opportunity to have a small group of staff visit their home and talk about their student outside of the school environment. All families receive a weekly email with details about upcoming events and Important Dates.

For the 23-24 school year, HCSS West developed a Social Emotional Curriculum delivered through our weekly advisory program to help combat some of the social anxiety we were seeing in many students. We also used this program to help the students cope with peer conflict, disability awareness and self awareness. This program will be continuing in the future and it is being continually improved based on student and staff feedback.

Overall Student Retention Goal

Annual goal for student retention (percentage):

90 %

Retention Plan – 2024-25 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 11.3% Third Quartile: 18.7%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</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. ● 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
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p>

Limited English-proficient students/English learners

Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 18.2% Third Quartile: 20.8%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or 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. ● 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 style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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><input type="checkbox"/> No ELs were enrolled during the 2023-24 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low-income)	
<p>(a) CHART data</p> <p>School percentage: 12.5% Third Quartile: 16.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or below 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. ● 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. <hr/> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2023-24 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 style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ●
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) Continued 2023-24 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 style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ●
<p>Students who have dropped out of school *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2023-24 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 style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p>

<p>OPTIONAL Other groups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;">(g) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • 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 style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> •
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APPENDIX C: SCHOOL DATA TABLES

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	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	

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	36	0	6	resigned, contract not renewed
Other Staff	25	2	3	terminated, resigned

Information About The Board of Trustees

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term	Final year of service possible based on term limits in bylaws
Diane Hunter	Chair	Governance and Grievance Committee	3	Election date:02/14 Expiration date:07/26 Length of term: 3 yrs	
Dale Parker	Secretary	Education and Grievance Committee	2	Election date: 08/18 Expiration date: 07/27 Length of term: 3 yrs	
Saadia Crawford- Carter,	Trustee	Education and Grievance Committee	2	Election date:10/16 Expiration date:07/25 Length of term: 3 yrs	
Nabi Shahan	Treasurer	Finance and Grievance Committee	2	Election date: 4/17 Expiration date:07/26 Length of term: 3 yrs	
Emmanuel Russell	Vice Chair	Governance and Education Committee	2	Election date: 7/17 Expiration date:07/26 Length of term: 3 yrs	
Murat Polat	Trustee	Education	0	Election date: 12/22 Expiration date:11/25 Length of term: 3 yrs	
Emre Guduk	Trustee	Finance	0	Election date: 10/22 Expiration date:10/25 Length of term: 3 yrs	
Noelani Washington	Trustee	Grievance	0	Election date: 9/22 Expiration date:8/25 Length of term: 3 yrs	

Board of Trustees Meeting Notices

[Board of Trustee and Committee Meeting Notice](#)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Facilities

Address	Dates of Occupancy
Building 1 (Main) 511 Main St., West Springfield, MA 01089	November, 2018 to Present
Building 2 (Gym) 475 Main St., West Springfield, MA 01089	November, 2018 to Present
Building 3 : 485 Main St., West Springfield, MA 01089	November, 2018 to Present
Residence: 511 Main St., West Springfield, MA 01089	November, 2018 to Present

Enrollment

Action	2024-25 School Year Date(s)
Student Application Deadline	March, 2, 2025
Lottery	March, 4, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

CONDITIONS

Efforts to Address Concerns Resulting in Conditions
<p>Condition</p> <p>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.</p> <p>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.</p>
<p>Actions taken by the school in 2023-24 to address the concern that resulted in the condition</p> <p>Status: Met</p> <p>The school’s 2022-23 annual report included an enhanced recruitment and retention plan which described a variety of recruitment strategies for residents of the school’s charter region as required and was approved by the Department. Additionally, the board of trustees for HCSSW and Hampden Charter School of Science East, a network of charter schools, submitted an amendment request on July 11, 2023 to consolidate the two charter schools. If granted, the consolidation would address the statutory requirement; more than 80 percent of the consolidated charter’s population would reside in the districts in the school’s charter. During the 2023-24 school year, 98.6 percent of students enrolled in the two charter schools lived within the proposed charter region if it were consolidated.</p>

COMPLAINTS

The Board of Trustees did not receive any complaints during the 2023-24 school year.

BOARD OF TRUSTEES CONTACT INFORMATION

<https://hampdencharter.org/board-of-trustees/>

ATTACHMENTS

Profit and Loss

Hampden Charter School of Science West

Profit and Loss

July 2023 - June 2024

	<u>Total</u>
Income	
4000 Tuition Revenue	\$7,074,950.00
4011 Transportation Subsidy	\$289,840.00
4325 Program Fees	\$14,625.38
4750 Student Fundraisers	\$1,000.00
4999 Interest Income	\$9.52
Grant Revenue	\$788,250.33
Private Grants	-\$2.16
Total Income	\$8,168,673.07
Gross Profit	\$8,168,673.07
Expenses	
6110 Contract Labor	\$17,629.00
6175 Employer Payroll Tax Expense	\$82,543.83
6195 MTRS Grant Assessments	\$5,940.00
6435 Testing&Assesment	-\$223.00
6700 Depreciation Expense	\$235,324.00
6990 Purchased Management Services	\$453,234.00
9050 Interest Expense	\$232,631.84
Benefits	\$588,613.62
Computer Expense	\$144,150.53
Equipment & Furniture	\$56,373.53
Facility Expense	\$383,184.13
Insurance Expense	\$77,873.23
Materials & Supplies	\$134,106.65
Other Operating Expenses	\$68,818.32
Professional Fees	\$227,718.33
Snow Removal & Landscaping	\$304.58
Student Activities	\$870,456.98
Travel, Meals & Conferances	\$24,916.10
Wage Expense	\$3,571,619.86
Total Expenses	\$7,175,215.53
Net Operating Income	\$993,457.54
Other Income	
4800 Miscellaneous Income	\$0.05
Total Other Income	\$0.05
Other Expenses	
6710 Amortization	\$1,050.00
Total Other Expenses	\$1,050.00
Net Other Income	-\$1,049.95
Net Income	\$992,407.59

Balance Sheet

Hampden Charter School of Science West

Balance Sheet

As of June 30, 2024

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - BankNorth Operating	\$0.00
1005 Cash - Berkshire Bank	\$60,654.75
1006 Cash- Westfield Bank	\$716,912.81
1801 Westfield Bank Escrow	\$0.00
Total Bank Accounts	\$777,567.56
Accounts Receivable	
1100 Accounts Receivable	-\$310,970.00
1125 Tuition Receivable	\$247,349.00
1126 Lunch Subsidy Receivable	\$0.00
1127 Transportation Subsidy Receivab	\$588,113.00
Total Accounts Receivable	\$524,492.00
Other Current Assets	
1130 Other Receivables	\$0.00
1200 Grants Receivable	\$643,729.31
1300 Prepaid Expenses	\$5,857.04
1800 Mass Development Escrow	\$0.00
1990 Due from HCSS EAST	\$0.00
Total Other Current Assets	\$649,586.35
Total Current Assets	\$1,951,645.91
Fixed Assets	
1400 Fixed Assets	\$8,439,765.20
1500 Accumulated Depreciation	-\$1,036,196.00
1600 Construction in Progress	\$6,900.00
Total Fixed Assets	\$7,410,469.20
Other Assets	
1700 Loan Aquisition Costs	\$25,108.00
1710 Accumulated Amortization	-\$4,200.00
1880 Security Deposits	\$1,190.00
Total Other Assets	\$22,098.00
TOTAL ASSETS	\$9,384,213.11
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	\$123,584.21
Total Accounts Payable	\$123,584.21
Other Current Liabilities	
2010 Accrued Expenses	\$0.00
2040 Wages Payable	\$0.00
2045 Employer Tax Liabilities	\$0.00
2050 Employee Tax Withholdings	\$0.00
2052 401K Deferral	\$6,750.27

2055 MTRS Withholdings	\$25,668.14
2060 Child Support Withholdings	\$0.00
2080 FSA Withholdings	\$9,785.10
2100 Due to MA DOR/DESE	\$3,384.81
2120 Deferred Revenue - Grants	\$0.00
2600 LOC HCSS East	\$0.00
2605 LOC - Westfield Bank	\$0.00
2950 Student Paid Activities	-\$1,513.46
2990 Due to HCSS - EAST	\$0.00
Total Other Current Liabilities	\$44,074.86
Total Current Liabilities	\$167,659.07
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)	\$6,281,810.28
Total Long-Term Liabilities	\$6,281,810.28
Total Liabilities	\$6,449,469.35
Equity	
32000 Retained Earnings	\$1,942,336.17
Net Income	\$992,407.59
Total Equity	\$2,934,743.76
TOTAL LIABILITIES AND EQUITY	\$9,384,213.11

Budget 2024-2025

HCSS Budget 2024-25	
Income	
4000 Tuition Revenue	\$17,296,000.00
4011 Transportation Subsidy	\$1,120,000.00
4300 Student Fees	\$56,000.00
4999 Interest Income	\$300.00
Grant Income - State & Federal	\$1,115,500.00
Private Grants	\$45,000.00
Total Income	\$19,632,800.00
Expenses	
Contract Labor	\$75,000.00
Depreciation Expense	\$447,000.00
Board Expense	\$16,000.00
Computer Expense	\$525,000.00
Equipment & Furniture	\$101,500.00
Facility Expense	\$764,000.00
Insurance Expense	\$160,000.00
Materials & Supplies	\$228,000.00
Other Operating Expenses	\$292,500.00
Personnel Wages&Benefits	\$12,990,500.00
Professional Fees	\$429,500.00
Student Activities	\$1,785,000.00
Travel, Meals & Conferences	\$79,000.00
Interest Expense	\$382,000.00
Total Expenses	\$18,275,000.00
Net Income	\$1,357,800.00