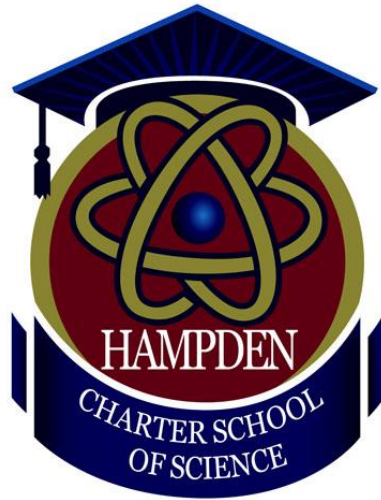


# HAMPDEN CHARTER SCHOOL OF SCIENCE



# ANNUAL REPORT

*2015-2016*

July 31, 2016

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Chicopee, MA 01022  
Phone: 413 593 9090 Fax: 413 294 2648  
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## II. Introduction to the School

<b>Hampden Charter School of Science</b>			
Type of Charter	Commonwealth	Location of School (Municipality)	20 Johnson Road Chicopee, MA 01022
Regional or Non-Regional?	Regional	Chartered Districts in Region	Springfield, Ludlow, W. Springfield, Chicopee
Year Opened	2009	Year(s) Renewed	2014
Maximum Enrollment	440	Current Enrollment	411
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	182	Students on Waitlist	744
School Hours	8:00 am to 4:45 pm	Age of School	7
<p>The mission of the HCSS is to provide a college preparatory-focused education to the youth of every race and ethnic group in Chicopee, Ludlow, Springfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission 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>			

## III. School Performance and Program Implementation

### A. Faithfulness to Charter

#### 1. Mission and Key Design Elements

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

Project Based Learning is a school-wide instructional strategy that incorporates 21st century skills assessed on a rubric. Key elements include teamwork, critical thinking, appropriate and efficient use of technology, and oral and written communication skills. Each student at the Hampden Charter School of Science was required to take part in at least two PBL experiences during the 2015-2016 school year. This required most teachers to be a part of designing at least one PBL unit, often in collaboration with members of their grade-level teams. Teachers presented the PBL plan- including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating as necessary direct teaching strategies. As the culmination of the PBL, student teams presented their projects to a group of faculty and students representative of the community their project was created for.

At HCSS 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 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 will be 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.

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

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

The HCSS academic program includes the necessary elements to create the rigor for its students, including 21st century skills and project based, contextual learning, which helps students connect what they learn to their daily lives, making their learning more meaningful. In addition to these necessary elements, HCSS offers extended math, science, and computer technology curriculum. This helps teachers to address the material more deeply in a smaller setting where individual attention takes place, and teachers can manage the pacing based on the students’ needs.

In middle school, students take ten periods of math, seven periods of science - where two periods are lab classes, and two periods of computer classes every week. This allows teachers to create more learning opportunities for their students, and students the chance to learn the material at their pace. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade. In regular track, students utilize the extended time to learn the material in more depth and with more practice, applying and enhancing what they learned. Student tasks are selected based on the Common Core Standards. AP and Honor courses are offered in the middle school and high school levels.

The link below shows possible routes students may take for their math classes.

[http://www.hampdencharter.org/apps/pages/index.jsp?uREC\\_ID=365883&type=d&pREC\\_ID=856620](http://www.hampdencharter.org/apps/pages/index.jsp?uREC_ID=365883&type=d&pREC_ID=856620)

**c) Individualized attention**

At Hampden Charter School of Science, the academic faculty and administration are dedicated to improving individual student performance. The staff at HCSS uses individual action plans, an in-depth database, weekly grade level or department meetings, data driven analysis, and continual communication between staff members to ensure each student’s potential is reached. Hampden Charter School of Science prides itself on the ability to provide students with individual attention inside and outside of the classroom. We offer a 10.8 to 1 student to faculty ratio, which allows our teachers to get to know our students and see that their academic needs are met.

HCSS staff members are accessible to our students and go the extra mile in order to help each struggling student. Teachers make themselves available during study hall, after school programs, tutoring, and Saturday School. The family-oriented atmosphere on the HCSS campus supports student success, building the bonds that build lasting relationships between students and staff. This culture and tradition provide a safety net to nurture successful and happy students at HCSS.

#### **d) College and career readiness**

HCSS continues to implement its mission, which is to provide a college preparatory-focused education to youth of every race and ethnic group in Chicopee, Ludlow, Springfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission is to empower students to reach their highest intellectual, emotional, social and physical potentials while preparing them for college.

We worked diligently to accomplish our mission. Classroom sizes ranged from 5-22. Students received extra hours of Math and ELA: Grades 9-11 received 10 hours of math weekly, while grade 9 received 10 hours of ELA. Grades 6-11 received 5 hours of Science classes as well as 2 hours of Science lab aligned with their regular science course. All students had study-hall time, at which time they also had the opportunity to get extra help with their academics in small groups.

HCSS also offered Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for the standardized tests including MCAS, PSAT, SAT, and ACT. Two full length practice SAT and ACT tests were administered in the school. In addition, students prepared for math and science competitions in and out of state.

To provide college guidance, high school students were participated in to several college visits including University of Massachusetts Boston, Westfield State University, WNEU, Boston University and Northeastern University. In addition, HCSS invited college representatives from Western New England University and University of Massachusetts Amherst to bring college awareness, information and inspiration to the HCSS campus. Juniors participated in dual-enrollment program organized by STCC.

The college guidance counselor visited the homes of most of the 11th and 12th grade parents and created individual college plans for each student. Since college counseling at HCSS is a highly individualized process, students worked closely with a counselor to explore the many talents and interests each has developed, to set goals based on those experiences, to research and find the colleges that will help him or her achieve those goals, and to search and apply for scholarships to fund their college education.

The 2015-2016 school year was marked by success, showing that we are indeed helping students prepare for college, get into college, and succeed once there. For the fourth year in a row, 100% of HCSS graduates were accepted to four-year colleges, and 100% enrolled in college following graduation.

#### **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 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 particular families and their schedules, HCSS uses many different strategies to maintain clear and strong communication with our parents. Some strategies HCSS used 2015-16 school year are the Annual Open House, Middle School and High School Orientation, Parent Teacher Conferences, home visits, phone calls, HCSS database, HCSS Wednesday Folder, inviting community leaders to talk to our parents, Mother's Day home visit, muffin with moms & donuts with dads breakfast,

monthly PTO Meetings and Events, Annual Family Picnic, Automated Voicemail and Email alert system through Blackboard, HCSS Website, and open door policy for HCSS admin team.

## 2. Amendments to the Charter

None

## 3. Dissemination Effort

Hampden Charter School of Science's goal is to be a visible, engaged, and inviting ambassador to an alternative approach to education. HCSS frequently host visitors from traditional public schools, charter schools and founding groups who want to see our model. We have also invested in Atlas Rubicon so we can routinely share our curriculum. The doors are always open and our students and teachers are accustomed to observers coming in and out of the classroom, asking questions and sharing their thoughts. Our students are our best ambassadors. The students have done an excellent job of leading dozens of tours during our Open Houses. Over the past seven years, significant efforts were made to invite our local legislators, mayors, and community leaders to our school to acquaint them with our campus, facilities, programs, and school community, and to share our best practices and academic successes.

The following guests visited HCSS during the 2015-2016 school year.

- Deb Patterson - Department Chair of Education, Western New England University
- Robin Marion - Field Site Coordinator, Westfield State University
- Carole Carlson - Training Associate Institute for Community Inclusion, Think College
- Andrew Ayoob - Ph.D Candidate, Harvard University and David Koch Institute for Integrative Cancer Research at MIT
- Gulen Yesilbag Tonga - UMASS PhD Graduate Student in Chemistry
- Murat Tonga, Ph.D - Senior Research Scientist at Polnox Corp
- Fatih Cakir - Senior Ph.D Student, Computer Science Boston University
- Beth Becker - Bioinformatics Ph.D student at Boston University
- Sara Taslitt - Middle School Science Teacher in Antofagasta, Chile
- Marie Czarnecki - Graduate Student at AIC for Physical Therapy
- Nihal Okan, Ph.D - Researcher at Harvard Medical School
- Cafer Ozdemir Ph.D - Boston University School of Medicine
- Alan Katz - Executive Director of the MLK, Jr. Charter School of Excellence
- Mickey Buhl - Founding Head of School at Phoenix Charter Academy Springfield
- Rachel Ramano - Founder and Executive Director of Veritas Prep Charter School
- Aaron Mendelson - Board Chair at Veritas Prep Charter School
- Sharon Jewell - President, New England Olympian Paralympian Association

Along with state representatives and community leaders, HCSS makes every effort to share its strategies and best practices with charter, public, and catholic schools. Listed below are the initiatives undertaken over the last charter term to build relationships with the district and region and share our successes with the surrounding communities.

During the 2015-2016 school year, HCSS began to develop relationships with local universities and institutions of higher learning. In partnership with Westfield State University, we were one of the first charter schools in the state to begin the ICE (Inclusive Concurrent Enrollment) Program, which supports eligible high school students with intellectual disabilities, ages 18-22, to increase their academic and career success by being included in a college or university community of learners. This was also the first year that HCSS has been able to host Student Teachers, also from Westfield State University. Another University that we have established a relationship with was Western New England University. Among other things, our Dean of Special Services and our PBL Coordinator were invited to be Guest Lecturers in multiple classes at their School of Education.

For the third year in a row, HCSS hosted the MATHCOUNTS competition for Connecticut Valley Schools. MATHCOUNTS is the premier math enrichment program in the United States, a program for 6th, 7th and 8th grade students to encourage proficiency in mathematics as well as teamwork and sportsmanship. Another National Competition that HCSS takes part in every year is the Science Olympiad. This year, HCSS was asked to develop and run the Environmental Science competition for the State Science Olympiad event.

In an effort to share our best educational practices and curriculum with our largest sending district's public and charter schools, HCSS administrators met with members of the Springfield Public School admin team and teachers. The HCSS math department head worked very closely with the Springfield Public Schools to discuss sharing, in particular, our mathematics and science curriculum and our benchmark model.

On multiple occasions, HCSS invited Principals, Directors, and School Administrators to tour our facilities and share best practices in a friendly environment. Those who attended these site visits included the Executive Director of the MLK, Jr. Charter School of Excellence, the Founding Head of School at Phoenix Charter Academy Springfield, the Founder and Executive Director of Veritas Prep Charter School, and the Board Chair at Veritas Prep Charter School.

The culmination of seven years of hard work was celebrated as we watched the Graduation of the first HCSS class to start from grade six and make it all the way to senior year. We have seen the results of enduring dedication and faithfulness to the HCSS mission, inspiring us to share our philosophy, vision, and best practices with anyone willing to strive for excellence.

## **B. Academic Program Success**

### **1. Student Performance**

Hampden Charter School of Science School Report Card link is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04990305&fycode=2015&orgtypecode=6&>

HCSS creates Common Core based practice tests in ELA, science and math to track student progress (*see sample results in Attachment E*). HCSS administers school wide quarter final tests in ELA, science and math to better prepare students for the upcoming state tests by creating the same testing environment. In addition to practice tests and quarter finals, students in math classes take quarterly benchmark tests, created by the test coordinator based on Common Core Standards.

Each major test is followed by an action plan meeting with the participation of administration, subject teachers, the special education team, and ELL teachers. The results for each grade, all data and graphs, including the analysis at the individual student level, are center stage for the meeting. During this one to two hour meeting, the results are scrutinized, each member shares his/her thoughts, and individual goals are set. The focus of these meetings is the students whose performance levels are in warning, needs improvement, and low proficient. The students' previous years' MCAS/PARCC and quarter final test results are

also available to the members of the meeting creating a more complete picture and better understanding of each student's progress. All subject teachers, special education teachers and ELL teachers make action plans to achieve their goals and set up after school, Saturday School, and study hall tutoring groups based on the data provided and ideas discussed. If further assistance is needed, administration arranges pull-out groups and finds additional tutors. There are also various support methods used in school such as mentoring, peer tutoring, teacher assistants (seniors helping teachers in the class), and co-teachers (professional support personnel aids).

The HCSS practice test, quarter final, benchmark, and action plan meeting schedule for the 2015-2016 school year was as follows:

Subject	Test Type	Grades	# of tests
ELA	Quarter Final	6-12	4
ELA	Practice Test	6,7,8	1
ELA	Practice Test	10	2
Math	Quarter Final	6-12	4
Math	Practice Test	6,7,8,10	1
Math	Benchmark	6-11	7
Science	Quarter Final	6-11	4
Science	Practice Test	8,9	1
Science	Benchmark	6,7,8,9,11	8

2015-2016	ELA	Math	Science
# of Action Plan Meetings	2	2	2

## 2. Program Delivery

HCSS is committed to providing comprehensive and high quality services for students with disabilities (SPED) and ELLs to meet all requirements of state and federal legislation. The work of the special education staff ensures that all teachers are familiar with the specific accommodations of diverse learners in their respective classes at the start of the academic year. Five trainings are conducted for all staff in the areas of special education and 504, including workshops on *Learning About Your Special Education Students*, *Special Education Law*, *The Road from 504 to Special Education*, *Behavior Management*, *Providing Special Education Accommodations*, and *Special Education and Civil Rights Policies and Procedures*. Teachers are expected to use a variety of instructional strategies to address learning differences. The HCSS special education staff includes a dean of special services, two special education teachers, and seven (7) special education paraprofessionals. HCSS also has a number of additional service providers who round out the support provided to students. Services include occupational therapy, counseling, speech and language therapy, vision specialist, social group instructor, and autism consultant. The special education team meets several times per week and attends department and grade level meetings to review student progress and to plan support strategies and create action plans. Frequent communication with the families of students on an IEP or 504 is designed to provide the necessary support. Special education teachers and the special education coordinator work with faculty on a daily basis to develop and implement strategies designed to maximize student learning.

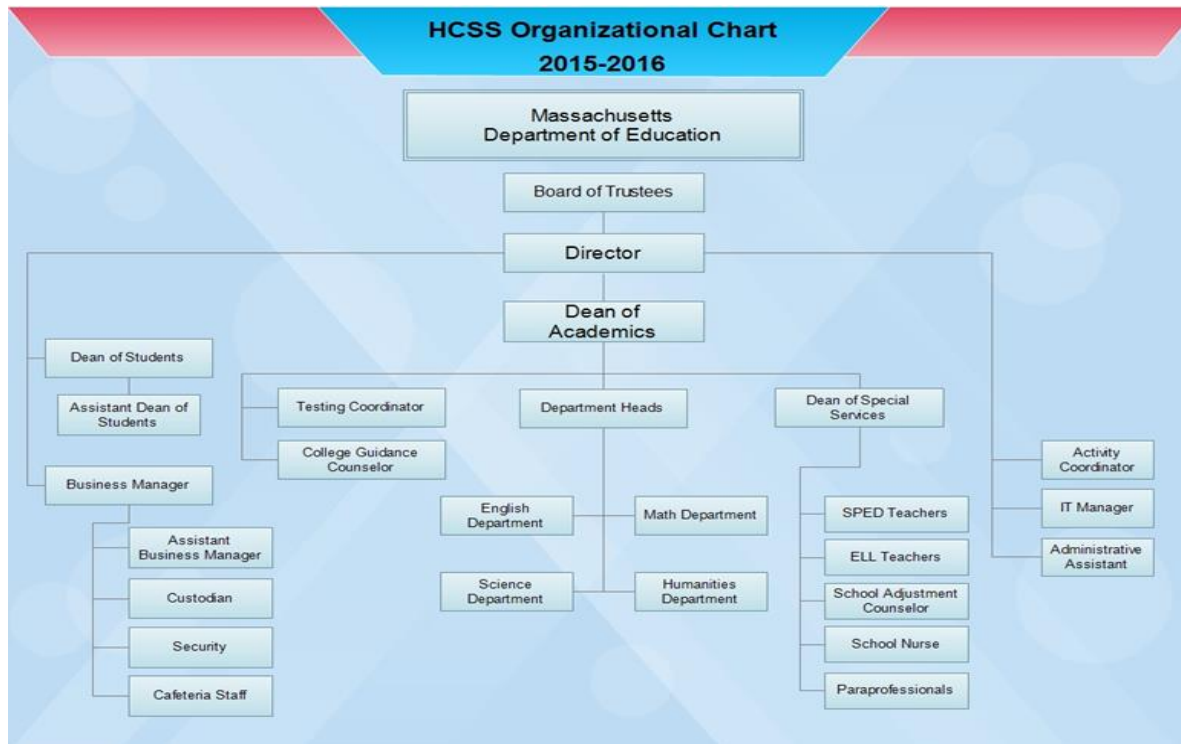
HCSS is committed to all students going to college. For students aged 18-22 who have intellectual disabilities, HCSS partners with Westfield State University's Inclusive Concurrent Enrollment program (ICE) to ensure all students have a college experience.



HCSS provides services for students with Limited English Proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The HCSS dean of special services is responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum. HCSS uses 'pull-out' and 'push-in' models to provide identified ELL students with proficiency-level appropriate English language education. For students re-designated as FLEP (Formerly Limited English Proficient), the ELL teacher works in conjunction with mainstream teachers to monitor students' progress, ensuring students' success throughout their academic future. Trainings are conducted for all staff in best practices for English Language Learners; seventy-five percent of core teachers have completed a state sanctioned Sheltered English Instruction course.

### C. Organizational Viability

#### 1. Organizational Structure of the School



HCSS created a new The Dean of Special Services (DSS) title for the 2015-2016 school year. The job description is as follows: The Dean of Special Services (DSS) primary focus is on school services and program development. The Dean of Special Services is responsible for the leadership, administration, and supervision of all supports offered to students through the general education program, the special education and ELL programs. The DSS chairs IEP team meetings, coach and support Special Education teachers to follow the school's procedures for evaluations, developing IEPs and manages all timelines to ensure compliance with laws and regulations. The DSS supervises the Special Education team, ELL team, School Nurse and School Counselors to ensure the school provides a range of supports and interventions to all students as part of the general education program. The DSS reports to the School Director and works collaboratively with other school leaders and teachers to map out Special Education and ELL service delivery, ensuring that all students have access to the curriculum and that the school is in compliance with laws and regulations.

HCSS gave the Department Heads a major role in 2015-16 school year. Department Head's (DH) primary focus is to lead and supervise their assigned departments. DH works collaboratively with the school Director and Dean of Academics to mentor and nurture members

of their department. Inherent in the position are the responsibilities within the department for planning and preparation, curriculum development, program evaluation, resource management, coordination, and promoting collegial sharing. DH are responsible for completing quarterly and annual reports identifying areas in need of improvement and success. The Director and the Dean of Academics jointly supervise Department Heads.

In 2016-17 school year, the Dean of Academics will also hold the Testing Coordinator title.

## 2. Teacher Evaluation

HCSS uses of the MA Model Educator Evaluation System, with the addition of specific measurable HCSS indicators. *(See attachment A for the HCSS Teacher Evaluation System report sheet)*

Multiple steps are required to implement this system, which encompasses reviews of curriculum maps, pacing guides, and lesson plans; observation of teaching, use of technology, successful Project Based Learning units, student assessment, and student feedback survey results; family and community engagement via home visits, home communication, and participation in school events; and performance on indicators supporting positive professional culture, including personal attendance, completion of peer observations, as well as timely response to tasks such as student attendance, emails, and preparation of substitute folders.

The process happens according to the timeline, here, and below, in table format. HCSS educators receive training in SMART Goal formation (Aug-Sept), determine and receive approval for goals and goal measures both state and district-determined (Oct-Dec), and implement plans to achieve Student Learning and Professional Practice Goals (Nov-June).

Mid-year formative evaluation meetings are scheduled for all staff in January/February to discuss progress on Student Learning and Professional Practice Goals, performance on the standards of the MA Teacher Rubric and HCSS indicators, and to confirm that teachers are receiving the supports necessary and to plan and implement any additional support.

<i>AUG/SEPT</i>	<i>SEPT/OCT</i>	<i>OCT/NOV</i>	<i>DEC</i>	<i>JAN/FEB</i>	<i>APRIL</i>	<i>MAY/JUNE</i>
Self-Assessment; SMART Goals and DDMs (District Determined Measures) are drafted	Goals & DDMs are reviewed and revised as necessary	Goals & DDMs are approved; plans to gather data and achieve goals are implemented through June	Goals & DDMs are added to the google drive file <i>(Educator Plan Form)</i>	Mid-Year Progress on Goals, DDMs, and MA-HCSS standards are discussed in Review Meetings	DDM and teacher performance data is prepared for Summative Evaluation Meetings	End-of-year progress is evaluated; Overall Performance Rating is determined from the data
Staff PD: MA-HCSS <i>Teacher Evaluation System</i>		Teacher-Admin meetings to review Goals/DDMs and Q1 work	Teacher-Department Head meetings,	Full-period teacher observations followed by mid-year Review Meetings	2-3 meetings per teacher	Summative Evaluation meetings are held

End-of-year summative evaluation meetings are scheduled for all staff in May. When marking period three closes in April, teachers review and graph their available student learning goal and professional practice data in order to share their progress. Teacher reflection on this data merges with conversation on specifics of performance on indicators of the MA and HCSS rubrics to create positive and energizing dialogue. A significant outcome is that collaboration on formulation of both student learning

and professional practice goals for the new school year begins, goals to be sharpened when school wide results from spring state tests are in.

3. Budget and Finance

**f) Unaudited FY16 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)**

Hampden Charter School Of Science Income Statement	Jul 15-June 16
Total Income	\$ 5,784,126
Total Expense	\$ 5,283,472
Net Income	\$ 500,743

*(See Attachment B for income statement details)*

**g) Statement of Net Assets for FY16 (Balance Sheet)**

Hampden Charter School of Science Balance Sheet	June 30,2015
Total Assets	\$ 1,765,061
Total Liabilities	\$ 1,765,061

*(See Attachment C for Balance Sheet details)*

**h) Approved School Budget for FY17**

Operational Budget 2016-2017	Allocation
Total Revenues	\$ 6,414,814
Total Expenses	\$ 6,257,162
Net Surplus/Deficit	\$157,651

*(See Attachment D for Approved School Budget details)*

From May 19, 2016, HCSS Board meeting: HCSS 2016-2017 Budget:

A motion was introduced by Dr. Gunay and seconded by Ms. Dinc to approve the HCSS 2015-2016 SY Budget.

Roll Call: All in favor. Motion passed unanimously. Resolution # 160519.2

**IV. Additional Information**

**A. Accountability Plan Performance for 2015-16**

	2015-2016 Performance	Evidence
<b>Objective:</b> HCSS will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction.		
<b>Measure:</b> 100% of HCSS students will design a project for the annual HCSS Science, Technology, and Engineering Fair.	<b>Met</b>	All Middle and High School Students designed a project. "Science Fair Projects List all grades" google drive file has the full list of students' names and projects.

<b>Measure:</b> 70% of students will get a passing score from the HCSS Science, Technology, and Engineering project.	<b>Met</b>	70.1% of students got a passing score. The list of grades are in Science Fair Grades 2016 excel file.								
<b>Measure:</b> 90% of HCSS students will experience at least two Project Based Learning (PBL) in a year.	<b>Met</b>	100% of students experienced two or more Project Based Learning (PBL) this year.								
<b>Measure:</b> 70% of students will get a passing score from all Project Based Learning (PBL) projects	<b>Met</b>	92.61% of the students got a passing score from all PBL projects. The results are in HCSS PBL 15-16 google drive file.								
<b>Measure:</b> Every year, HCSS will participate in the regional MathCounts or equivalent competition and the state-wide Science Olympiad with a team.	<b>Met</b>	HCSS participated in Pioneer Valley Regional MathCounts Competition with one team on 02.06.2015 and also participated in the MA State Science Olympiad with one middle school team on 03.5.2016.								
<b>Objective:</b> HCSS will empower its students to reach their highest intellectual and social potentials by providing unique and challenging opportunities by extended math, science, and technology curriculum.										
<b>Measure:</b> 90% of HCSS seniors will graduate with at least five math credits.	<b>Met</b>	100% of HCSS seniors graduated with at least five math credits this year. Seniors' average math credits is 6.7 (33.5 in the new credit system which corresponds to 6.7 in the previous credit system)								
<b>Measure:</b> 100% of HCSS students from grades 6-11 will have a two-period Science Lab class per week in addition to regular science classes.	<b>Met</b>	100% of HCSS students from grades 6-11 had a two-period Science Lab class per week in addition to regular science classes. Students' report cards reflect this fact.								
<b>Measure:</b> 100% of HCSS students will complete a senior thesis project in his/her graduation year.	<b>Met</b>	100% of HCSS students completed a senior thesis project in their graduation year. Students' transcripts show the senior thesis completion.								
<b>Measure:</b> 100% of HCSS students will get a passing score from at least two full year computer literacy courses in order to graduate.	<b>Met</b>	100% of HCSS Seniors got a passing score from at least two full year computer literacy courses to graduate. The data is in the Class of 2016 Earned Credits excel file.								
<b>Objective:</b> HCSS will provide more individual attention and therefore empower student academic success.										
<b>Measure:</b> Each year, the HCSS student-teacher ratio will be lower than the state average	<b>Met</b>	HCSS student-teacher ratio is lower than the state average: 10.81 to 1 (411 students to 38 teachers ) vs. 13.2 to 1								
<b>Measure:</b> HCSS students will have at least two hours of individual study hall or tutoring during school hours every week.	<b>Met</b>	HCSS students had at least two hours of individual study hall or tutoring during school hours every week. HCSS scheduled 148 minutes of study hall for all students weekly and provided extra tutoring opportunities on Saturday and after school. Tutoring tool on the database keeps individual tutoring hours and study hall pull outs.								
<b>Measure:</b> HCSS will develop and administer Quarter Final assessments using Common Core Standards for ELA, Mathematics, and Science to track student achievement.	<b>Met</b>	HCSS created its own quarter finals by using Common Core Standards for ELA, Mathematics and Science and administered them at the end of each quarter term. All the tests are archived in school google drive for future use.								
<b>Measure:</b> 70% of students will get a passing score from internally developed Quarter Final assessments in ELA, Mathematics, and Science.	<b>Partially Met</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Avg. Score (% of passing)</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>74.7</td> </tr> <tr> <td>MATH</td> <td>64.2</td> </tr> <tr> <td>SCIENCE</td> <td>67.6</td> </tr> </tbody> </table> <p>The results are in Test Results google drive file. The actual data is in School ExamView master files.</p>	Subject	Avg. Score (% of passing)	ELA	74.7	MATH	64.2	SCIENCE	67.6
Subject	Avg. Score (% of passing)									
ELA	74.7									
MATH	64.2									
SCIENCE	67.6									

<b>Objective:</b> HCSS will effectively prepare students for success in college, career, and beyond.		
<b>Measure:</b> The average SAT scores of HCSS students will be higher than the sending districts' weighted average*.	<b>Met</b>	The average SAT scores of HCSS students is higher than the sending districts' weighted average* for 2014-2015 school year (1407 vs. 1258). Detailed calculations are in HCSS Annual Report 2015 google drive file. Note: 2014-2015 school year is the most current available
<b>Measure:</b> Each year, the rate of HCSS seniors who are accepted to post-secondary education will be higher than the weighted average* of all sending districts.	<b>Met</b>	The rate of HCSS seniors who are accepted to post-secondary education is higher than the weighted average* of all sending districts for 2013-2014 school year (100% vs. 73.4%). Detailed calculations are in HCSS Annual Report 2015 google drive file. Note: 2013-2014 school year is the most current available
<b>Measure:</b> Each year, HCSS 5-Year Adjusted Cohort Graduation Rate will be higher than the weighted average* of all sending districts.	<b>Met</b>	HCSS 5-Year Adjusted Cohort Graduation Rate is higher than the weighted average of all sending districts for year 2014 (85.7% vs. 70.8%). Detailed calculations are in HCSS Annual Report 2015 google drive file. Note: Year 2014 is the most current available
* Weighted Average is calculated based on HCSS students' demographics from sending districts.		
<b>Objective:</b> HCSS will sustain a supportive, structured, collaborative and positive school culture by promoting student-teacher-parent partnership		
<b>Measure:</b> 95% of HCSS middle school students will take Character Education classes to recognize and exercise such positive behaviors as determination and responsibility, honesty and caring.	<b>Met</b>	100% of the middle school students took Character Education this year (235 out of 235). The data can be accessed from school database.
<b>Measure:</b> To develop bonds between school staff, students, and families, HCSS staff will achieve an average of five home visits each school year.	<b>Met</b>	6.98 home visits have been made in average (62 staff member made a total of 433 home visits). Data collected on the google drive parent communication file in home visit log.
<b>Measure:</b> To establish and sustain the relationship between school and home, HCSS will host five or more family events annually.	<b>Met</b>	HCSS organized 22 family events this year. Full list of events are saved in the Parent Communication Google Doc under School Events.
<b>Measure:</b> At least 60% of the parents will take HCSS Parent Satisfaction Survey	<b>Met</b>	78.57% of the parent took HCSS Parent Satisfaction Survey (264 out of 336).
<b>Measure:</b> At least 75% of the parents will be satisfied with overall school performance	<b>Met</b>	87.20% of the parents are satisfied with overall school performance based on 2015-2016 School Survey (225 out of 258).
<b>Objective:</b> HCSS will develop highly effective teachers in a professional working environment.		
<b>Measure:</b> HCSS teachers will attend at least one PBL workshop or training each year.	<b>Met</b>	HCSS teachers attended two full-staff PBL trainings this year.
<b>Measure:</b> HCSS teachers will complete an average of five peer observations every year.	<b>Met</b>	HCSS teachers made an average of 9.2 peer observations this year (31.25 staff made 288 peer observations). Data is collected in Peer Observations Google Drive file.
<b>Measure:</b> HCSS will evaluate every staff member annually using the <i>Massachusetts Model System for Educator Evaluation</i> .	<b>Met</b>	All staff members were evaluated by using the <i>Massachusetts Model System for Educator Evaluation</i> . Electronic copies are in Evaluation 15-16 google drive file.

<b>Measure:</b> 70% or more of HCSS teaching staff will score at least 70% on internally developed HCSS Teacher Tracking System.	<b>Not Met</b>	65% of HCSS teaching staff scored 70% (Proficient) or better on HCSS Teacher Tracking System. The results are in Evaluation 15-16 google drive file.
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Dissemination Objective and Measure	2015-2016 Performance	Evidence
<b>Objective:</b> HCSS will collaborate with its sending district(s) to share innovative and best practices, providing models for replication.		
<b>Measure:</b> By the end of this charter term, HCSS will conduct at least six workshops for non-HCSS teachers interested in its program to share innovative practices and train teachers on implementation.	<b>Partially Met</b>	<p>HCSS conducted five (5) workshops and is making progress toward meeting this goal by the end of this charter term.</p> <p><b>2014-15 school year:</b></p> <ul style="list-style-type: none"> <li>- HCSS invited MLK Charter School for best practice sharing about testing,</li> </ul> <p><b>2015-16 school year:</b></p> <ul style="list-style-type: none"> <li>- HCSS conducted a PBL workshop for Western New England University Education Majors.</li> <li>- HCSS presented at the Secondary Transition Planning for Students with Disabilities workshop hosted by Massachusetts Charter Public School Association</li> <li>- HCSS conducted a workshop for Westfield State University education majors about charter schools as part of a Field Day experience at HCSS.</li> <li>- HCSS presented a workshop for Westfield State University education practicum students on classroom learning activities, writing lesson plans, and FERPA.</li> </ul>

Reach Objective and Measure related to Mission and Key Design Elements	2015-2016 Performance	Evidence																		
<b>Objective:</b> HCSS will promote academic excellence for all students.																				
<b>Measure:</b> Each year, HCSS students will perform better than the state proficiency averages in ELA, Math, and Science.	<b>Met</b>	<p>HCSS performed better than state proficiency averages in all 2015 state tests.</p> <table border="1"> <thead> <tr> <th><i>TEST</i></th> <th><i>HCSS</i></th> <th><i>State</i></th> </tr> </thead> <tbody> <tr> <td>2015 PARCC ELA (Middle School)</td> <td>75%</td> <td>63%</td> </tr> <tr> <td>2015 PARCC MATH (Middle School)</td> <td>72%</td> <td>53%</td> </tr> <tr> <td>2015 MCAS ELA Grade 10</td> <td>100%</td> <td>91%</td> </tr> <tr> <td>2015 MCAS MATH Grade 10</td> <td>100%</td> <td>79%</td> </tr> <tr> <td>2015 SCIENCE</td> <td>60%</td> <td>54%</td> </tr> </tbody> </table>	<i>TEST</i>	<i>HCSS</i>	<i>State</i>	2015 PARCC ELA (Middle School)	75%	63%	2015 PARCC MATH (Middle School)	72%	53%	2015 MCAS ELA Grade 10	100%	91%	2015 MCAS MATH Grade 10	100%	79%	2015 SCIENCE	60%	54%
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## B. Recruitment and Retention Plan

### Recruitment Plan 2016-2017

School Name: Hampden Charter School of Science

Date: July 21, 2016

- Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.
- Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.
- Please provide a brief explanation if you think that your incoming class of students (as captured in October 1, 2016 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please indicate if you would like further discussion with the Department regarding the school's Recruitment Plan once you have submitted your October 1<sup>st</sup> SIMS demographic information.

#### Implementation Summary:

During the 2015-2016 school year, Hampden Charter School of Science exceeded expectations when carrying out the proposed Recruitment Plan in an effort to reach students from every demographic group. In order to strengthen the name recognition of HCSS, we posted two different billboards in prominent locations in the area. Both billboards displayed our test scores, our school name, address, website, and phone number. Each also had information about HCSS Open Houses, held every Wednesday and Saturday from January to March. Along with the billboards, we were able to expand our reach to local businesses and neighborhoods by creating posters and lawn signs with the same information as outlined above. This allowed our name and information to reach many more prospective families.

In order to implement a face-to-face recruitment strategy, HCSS distributed brochures and flyers at local malls and grocery stores in the area including the Eastfield Mall and Chicopee WalMart. We also attended the Springfield Showcase on February 6<sup>th</sup> at the MassMutual Center along with other private, charter, and public schools in the area. Prospective students from surrounding districts that visited our booth were provided with the 16 page HCSS brochure, the HCSS application, and the Director's Letter.

Through our relationships with local media outlets, HCSS was able to appear in articles, commercials, and television features. Through the Chicopee Register and MassLive, HCSS was recognized for school events, community outreach, and athletic success. We have also appeared on the ABC40 Honor Roll Morning Show two years in a row. This prominent morning news feature highlights different schools in the area for their academic successes, extracurricular programs, athletic teams, and community outreach.

In order to truly experience HCSS, we were happy to host weekday and weekend Open Houses starting in January and ending in March when the lottery is held. At these Open Houses, prospective students and families are given a tour of our school by a member of administration along with two Student Ambassadors. This allowed prospective families and students to ask questions about the school and receive knowledgeable answers from key members of the staff as well as students chosen due to their high standing in the school and their community.

In addition, we constantly advertised throughout the recruiting season. We delivered HCSS brochures, posters, and flyers on a regular basis to Boys and Girls Clubs, YMCAs, community and health centers, grocery stores, neighborhood shopping plazas,

churches, synagogues, and libraries in Springfield, Chicopee, West Springfield, and Ludlow. In order to ensure that all families in our sending districts were aware of the opportunity to apply to HCSS, our advertisements made clear that we are a tuition-free, public charter school. Our advertisements also included our information session dates, information about our tutoring and extra support programs, and the application deadline.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

**General Recruitment Activities:**

- 1) Hold weekday and weekend Open Houses.
- 2) Make flyers, posters, and videos available for prospective student and parents.
- 3) Request and obtain a mailing list of students from the public schools of Springfield, Chicopee, West Springfield, and Ludlow in order to reach out to students in every demographic.
- 4) Send brochures and fliers to these potential students.
- 5) Post billboards and lawn signs in prominent areas in our sending districts.
- 6) Place advertisements in local newspapers.
- 7) Create a unique and informative commercial using Student Ambassadors.
- 8) Air HCSS spots on local TV and radio channels.
- 9) Develop a relationship with local media outlets such as MassLive, Chicopee Register, and ABC40.
- 10) Invite prospective applicants (individuals and groups) to visit the campus and meet with faculty and students.
- 11) Deliver application information to local community organizations, health centers, libraries, and community centers.
- 12) Hold information meetings at local community centers.
- 13) Visit local K-5 charter schools and private schools.
- 14) Invite local K-5 charter school representatives to our school for informational and collaborative meetings.
- 15) Utilize online publications to post information about our application process.
- 16) Develop a broader Social Media presence and post information about our school and the application process.
- 17) Post on our website testimonials of current parents, including and especially parents of specific subgroups noted in the chart below.
- 18) Attend local school showcases to meet potential students and provide them with flyers, brochures, posters, etc.



## Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>➤ To contact each of the sending districts with students in grades 5 through 10 and ask them to place our 16 page HCSS brochure and applications in their Special Education, ELL, and Guidance offices.</li> <li>➤ To initiate contact with the sending districts’ Parent Advisory Councils in order to share with them the HCSS mission and programs, as well as to invite them to school open houses specifically geared towards SPED sub groups. In attendance at these open houses are all SPED/ELL teaching staff, ready to answer questions.</li> <li>➤ To post on the school website and social media pages testimonials from parents and alumni regarding the excellence provided in our SPED programs and services.</li> <li>➤ To initiate contact with special education advocacy groups such as the Baystate Family Advocacy Center, the Federation for Children with Special needs, and the Special Needs Advocacy Center, to request that we place HCSS special education information, our brochure, and application forms in their facilities.</li> <li>➤ To highlight the guidance counselor support regarding college.</li> <li>➤ To partner with charter schools in our sending district and present to the local regional Parent Advisory Council.</li> <li>➤ To partner with Westfield State University <i>Inclusive Concurrent Enrollment</i> program for special education students ages 18-22 with intellectual disabilities to obtain a college experience.</li> <li>➤ Post a video on social media showing the positive outcomes for special education students at HCSS</li> <li>➤ Set up a booth at the Annual Autism Speaks Walk in Western New England to recruit students on the autism spectrum</li> <li>➤ Post brochures and applications in the Speech and Language Development Center in West Springfield.</li> <li>➤ Highlight special education program in radio advertisements</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>➤ To 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.</li> <li>➤ To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities.</li> <li>➤ To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese.</li> <li>➤ To highlight staff and student diversity in HCSS brochures and advertisements.</li> <li>➤ Recruitment ads and billboards will be placed in high traffic areas.</li> <li>➤ Place copies of our application in English, Spanish, Russian and Turkish at Family Resource Center of the sending district schools.</li> <li>➤ Bilingual staff will participate in information sessions and recruitment events.</li> <li>➤ 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.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Post a video on social media showing the positive outcomes for special education students at HCSS</li> <li>➤ Highlight special education program in radio advertisements</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>➤ To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS.</li> <li>➤ 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.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>➤ To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses.</li> <li>➤ To advertise the results of these programs through the increased MCAS performances of our students grades 6 through 10.</li> <li>➤ To make our brochure and application available in tutoring and academic enrichment centers such as 21<sup>st</sup> Century Learning Centers and the Brain Balance Center.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>➤ To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and Open Houses.</li> <li>➤ To make our brochures and applications available to programs in our sending districts that service at risk youth.</li> <li>➤ To host college awareness information sessions at local libraries, YMCAs, and Boys and Girls Clubs.</li> </ul>
Students who have dropped out of school	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ To initiate contact with local Job Corps and ask them to distribute our brochure and application.</li> </ul>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>➤ To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.</li> </ul>

## Retention Plan 2016-2017

Please provide a brief narrative report on implementation of retention strategies from last year's plan.
Implementation Summary:
<p>During the 2015-2016 school year, Hampden Charter School of Science continued to work to increase the percentage of students who stay at HCSS, utilizing the Retention Plan set in place. In order to increase this number, we first had to review the data to identify trends in attrition. More often than not, if a student left HCSS it was for one of four reasons: the student had been accepted at a private school; the bus or car ride to and from school was believed to be too long; the family moved out of the sending district; or the family decided that the HCSS standards and expectations</p>

were too high, that our standards and expectations meant that a level of performance that might mean promotion to the next grade at another school would not necessarily translate into promotion to the next grade at HCSS.

The first three reasons are mostly out of our control. For those students looking to enroll in private school, we made sure to create more rigorous class options and allowed for more challenging activities in and out of school. As for the students who believed the commute to be too long, we are working to optimize the mandatory study hall at the end of the day. When students can get their homework done in school, they have more opportunities with their limited free time at home. Overall, our efforts were most effective when we focused on helping those students who believed our curriculum was too difficult.

Students who are engaged in the classroom are more likely to be committed to their education. In order to make sure that all students are performing to the best of their abilities, HCSS has developed a system that allows each individual student’s needs to be met. Beginning with preparation, teachers undergo multiple professional developments and trainings designed to give them tools for ELL/SPED students, behavioral issues, and differentiation in the classroom. If students begin to fall behind, there are multiple ways for them seek the help they need. Teachers hold tutoring sessions every day during study hall with small groups of students. This allows the staff members to delve much deeper into the topics with a small group. Other opportunities for extra help happen every Tuesday and Thursday after school from 4:00pm-4:45pm and during Saturday school.

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

Another system that we have in place is the Home Visit program. Staff members must complete a minimum of 5 home visits each school year, with some administrative team members making close to 50 visits a year. This is a more intimate way to get to know the students and their families, to demonstrate that the school is willing to go above and beyond for the success of the students.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<b>90%</b>

<b>Retention Plan –Strategies</b>	
List strategies for retention activities for <u>each</u> demographic group	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<ul style="list-style-type: none"> <li>➤ To make sure that all special education, ELL, and 504 students are performing at or above their potential, the SPED/ELL/Guidance Director will hold weekly Child Study Team meetings with teachers and grade level chairs to discuss at risk students and devise individualized success plans.</li> <li>➤ To continue our Inclusive Concurrent Enrollment (ICE) Program with Westfield State University, which provides dual enrollment opportunities for transitional</li> </ul>

	<p>students ages 18-21 with intellectual disabilities and/or autism spectrum disorder, to participate in an inclusive college experience. Students have the opportunity to take college courses for credit or to audit them, with supports determined through their IEP and TPF.</p> <ul style="list-style-type: none"> <li>➤ To facilitate the Special Education and Regional Parent Advisory Council.</li> <li>➤ To continue to offer after school, study hall, and Saturday school tutoring.</li> <li>➤ To hold professional development for all staff members, on topics such as differentiation techniques and how to read and follow an IEP.</li> <li>➤ To continue to offer make-up test procedure in which all SPED students will be given the same opportunity to learn the material and improve performance on HCSS finals and benchmarks.</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>➤ Classroom teachers will keep in constant communication with ELL teachers and director to monitor LEP student progress and explore differentiation techniques for the classroom.</li> <li>➤ To assign LEP students a staff advisor who speaks their language, is compassionate and supportive, and can communicate with their families.</li> <li>➤ 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.</li> <li>➤ To embrace students' heritage, cultural clubs and events will be provided.</li> <li>➤ ELL staff members will make themselves available after school and during Saturday school for extra support.</li> </ul>
Students eligible for lunch and breakfast with no charge	<ul style="list-style-type: none"> <li>➤ HCSS will be continue to provide breakfast and lunch for every student with no charge.</li> <li>➤ To help those families outside of school, we will provide school supplies, uniforms, and food for homeless families over long weekends and vacations.</li> <li>➤ To make free dental care available twice a year.</li> <li>➤ To have an active Parent Teacher Organization (PTO) that plans fundraisers and uses profits for families who request help.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>➤ To utilize the database, quarter finals, and benchmarks to identify students as early as possible and to take appropriate action immediately.</li> <li>➤ To provide academic and emotional support such as tutoring, Saturday School, peer mentoring, academic advising and counseling.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
Students who have dropped out of school	<ul style="list-style-type: none"> <li>➤ To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.</li> </ul>

Other subgroups of students who should be targeted to eliminate the achievement gap	➤ 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 - are designed to reach all students in our school.
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### C. School and Student Data Tables

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

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04990000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION based on June 19 <sup>th</sup> enrollment numbers: 411 total		
Race/Ethnicity	# of students	% of entire student body
African-American	101	24.6
Asian	14	3.4
Hispanic	120	29.2
Native American	2	0.05
White	163	39.7
Native Hawaiian, Pacific Islander	2	0.05
Multi-race, non-Hispanic	9	2.2
Special education	39	9.0
Limited English proficient	25	5.7
Economically Disadvantaged	183	42.1

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Harun Celik, <i>Director</i>	The school’s Director is the person running the day-to-day operations of the school. He works closely with the Board of Trustees and ensures fulfillment of the school mission. The director is a vital link between the Board and administrative staff, teachers, parents, and the public school system in creating cohesive relationships. The Director supervises and evaluates administrative staff. He manages the school budget with the help of the Business Manager. He oversees the staff professional development plan. He is responsible for guidance of school program, and curriculum development, and instruction adjustments.	5/15/2009	
Yavuz Keskin,	The Dean of Academics works closely with the Director and reports to him. He supervises individual student performance assessment and achievement. He	8/22/2011	

<i>Dean of Academics</i>	supervises assessment of curriculum and instruction and recommends improvements. Teachers, Department Heads, tutors, and students are under his supervision. The Dean of Academics supervises the Guidance Counselor, who advises students regarding college majors, admission requirements, entrance exams, financial aid, trade or technical schools, and apprenticeship programs. Also, the Classroom Instructional Assistants (paraprofessionals) are overseen over by the Dean of Academics.		
George Borelli, <i>Dean of Students</i>	Dean of Students provides guidance for students and families. Parents communicate with Dean of Students to ensure in-class support for students, teach social skills/character development, and coordinate parent involvement programs. The Dean of Students is responsible for developing and implementing student discipline policies and organizing parent involvement activities. The Dean of Students oversees student attendance, discipline matters, and community and parent relations. He supervises the school health services.	8/30/2010	
Brittany Ross, <i>Activity Coordinator</i>	The Activity Coordinator establishes the Master Calendar to be updated and made available to administrators, teachers, students, and community. She makes preparatory arrangements for facilities, fields, and personnel for all scheduled extracurricular activities including in-district competitions, music festivals, plays, and assemblies; attends activities within school as assigned by the Director; and coordinates and meets with other district activity coordinators and coaches as needed.	8/27/2013	
Robyn Nelson, <i>Dean of Special Services</i>	The job of the Dean of Special Services is to be responsible overseeing the implementation of all services for special populations including the special education students, English Language Learners, and students of 504 plans. The DSS oversees the Special Education teachers, Paraprofessionals, ELL teachers, Adjustment Guidance Counselors, and school nurse. The DSS ensures that all special services programs activities conform to federal and state regulations and guidelines, and complete all required reporting. The DSS also coordinates and facilitates professional development; assists school with school-level programming; collaborates and communicates effectively with other departments within the district.	8/30/2010	
Mert E. Basarir, <i>Business Manager</i>	The Business Manager provides three very important services for the school: helps the Director develop the budget, monitors the budget, and sends out alerts to the Director and Board of Trustees. The Business Manager leads the development of the school budget, always in concert with the Director, so that the budget reflects the goals and aspirations of the school. His job includes meeting the state and federal guidelines for managing the school funds. The Business Manager develops and implements an annual fundraising plan to achieve budget goals, and develops and implements an external communications plan to improve awareness of HCSS. Furthermore, the Business Manager manages and supervises school operations such as custodial services.	9/10/2010	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>			
	<b>Number as of the last day of the 2015-2016 school year</b>	<b>Departures during the 2015-2016 school year</b>	<b>Departures at the end of the school year</b>
Teachers	40	2	9
Other Staff	25	2	2

<b>BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Volkan Yesilyurt, Ph.D	Chair	Governance Committee	3	Election date: 03/08 Expiration date: 07/17 Length of term: 3 yrs
Nigar Khan, Ed.D.	Vice Chair	Governance and Grievance Committee	3	Election date: 03/08 Expiration date: 07/17 Length of term: 3 yrs
Zully Dinc	Secretary	Education Committee	3	Election date: 03/08 Expiration date: 07/17 Length of term: 1
Pinar Karaaslan	Trustee	Grievance and Finance Committee	3	Election date:07/09 Expiration date:07/18 Length of term: 3 yrs
Bahadir Akcam, Ph.D	Trustee	Education Committee	2	Election date:10/11 Expiration date:07/17 Length of term: 3 yrs
Ahmet Gunay, Ph.D	Treasurer	Finance Committee	1	Election date:01/14 Expiration date:07/17 Length of term: 3 yrs
Diane Hunter	Trustee	Education and Grievance Committee	1	Election date:02/14 Expiration date:07/17 Length of term: 3 yrs

#### D. Additional Required Information

##### 1. Key Leadership Changes

<b>Position</b>	<b>Name</b>
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

2. Enrollment

Action	Date(s)
Student Application Deadline	March 10, 2016
Lottery	March 11, 2016

E. COMPLAINTS

**Parent #1:**

- **Complaints:** Parent upset that HCSS only provides one place to buy a uniform on their website. HCSS uniform company told him there is a 3 week wait. Parent doesn't want child to receive any disciplinary actions due to no uniform. Parent's complaint stated that his child's bus ride would sometimes be 2 hours long. Since the school does not take any responsibility regarding buses, he contacted the bus department and the City of Chicopee head of transportation to add another bus for his son.  
Parent requested for child to receive extra credit work and believes that the school does not have child's records from last year to better place him in a class where he can perform well academically.
- **Board Response:** The Board invited the parent to the upcoming board of trustees meeting and notified that he will receive a response from the board within 30 days of his complaint. The Board then spoke with school staff about the parent complaint and responded to the parent with an email.

**Parent #2**

The Board invited the parents to the upcoming board of trustees meeting and notified that they will receive a response from the board within 30 days of the complaints after an investigation is completed by the trustees.

- **Complaint #1:** Parent states student was approached by school staff about pants and would be put in detention or expelled if she did not change uniform. Parent states that they were not called and that child was not given an opportunity to change. Parent tried to discuss with Administration but claims that they refused to talk to her and filed a complaint form.
- **Board Response:** The Board spoke with the staff members involved in the parent complaint and responded to the parent with an email
- **Complaint #2:** Parent states teacher yelled at her child across the classroom about her demerit points. Parent believes this is retaliation for having him sign to acknowledge he received her homework. Parent called MA State reporting hotline to file complaint and filed a complaint form.
- **Board Response:** The Board spoke with the staff members involved in the parent complaint and responded to the parent with an email.
- **Complaint #3:** Parent states child was not allowed to use the bathroom during science class and threatened to get a lowered grade. Parent reported action to MA State reporting hotline and filed complaint form.



- **Board Response:** The Board spoke with the staff member involved in the parent complaint and responded to the parent with an email.
- **Complaint #4:** Parent states staff member was rude. Parent pulled out cellphone and to record but he declined to being recorded.
- **Board Response:** The Board spoke with staff members involved in the parent complaint and responded to the parent with an email.
- **Complaint #5:** Parent states she got a call from school about daughter immunizations not being up to date as well as the physical form. Parent believes school lost immunization papers due to retaliation to previous complaint. Parent received papers stating why they need to turn in the following information.
- **Board Response:** The Board spoke with the staff members involved in the parent complaint and responded to the parent with an email.

**Parent #3:**

- **Complaint:** Parents believe their son was treated unfairly due to his medical condition. After receiving a substantial amount of discipline points, he was assigned Saturday detention. While attending Saturday Detention, he was sent home for excessive talking. The parents stated that due to his medical condition the teachers overseeing the detention, should have not sent him home. Also, he should have not received all the discipline points assigned due to his medical condition.
- **Board Response:** The Board invited the parents to the upcoming board of trustees meeting and notified that they will receive a response from the board within 30 days of their complaint after an investigation by the trustees. The Board spoke with the staff members involved in the parent complaint and responded to the parent with an email.

## F. ATTACHMENTS

### 1. Attachment A

Hampden Charter School of Science Evaluation report							2015-2016	Evaluation Data as of 08/01/2016			
Rubric Type	Teacher										
Name			SCORE								
Department			RATING								
Job Classification											
Special Role											

Course(s) teaching	State/AP Test(s)	Proficiency Rate	Performance Rating	Student Impact Rating											
<b>Student Learning S.M.A.R.T. Goal (SLG)</b>				<i>SLG District Determined Measures (DDM)</i>	<i>Progress Toward Student Learning Goal</i>	<i>SLG Evidence</i>									
<b>Professional Practice S.M.A.R.T. Goal (PPG)</b>				<i>PPG District Determined Measures (DDM)</i>	<i>Progress Toward Professional Practice Goal</i>	<i>PPG Evidence</i>									
<b>Standard I Curriculum, Planning, and Assessment</b>				<b>Standard II Teaching All Students</b>				<b>Standard III Family and Community Engagement</b>				<b>Standard IV Professional Culture</b>			
<b>RATING on Standard I</b>				<b>RATING on Standard II</b>				<b>RATING on Standard III</b>				<b>RATING on Standard IV</b>			
Evaluation Item	# of checks	Score	Performance Rating	Evaluation Item	# of checks	Score	Performance Rating	Evaluation Item	GOAL	Score	Performance Rating	Evaluation Item	# of checks	Score	Performance Rating
Curriculum Map				Benchmarks				Home Visits				Peer Observations			
Pacing				Quarter Finals				Parent Communication				SUB Plans (quantity)			
Lesson Plans - Submission				State Tests				Activity				SUB Plans (quality)			
Lesson Plans - On Time				SGP				Standard III Incidents				Positive Impact			
Lesson Plans - Rubric Score Ave.				Action Plans								DB Attendance			
Use of Technology - "T"				Tutoring								Standard IV - DB Attendance Incidents			
PBL				Admin/DH Observations								Discipline Point System Usage			
Year to Date Grades Average				Admin/DH Walkthroughs								Inventory - Return of Assigned Items			
Grades Checkpoints Met				Panorama Survey								Workshop			
Year to Date Grade Policy Average				Standard II Incidents								Meeting Participation			
Grade Policy Checkpoints Met												Reports/Minutes - Submission			
Standard I Incidents												Reports/Minutes - On Time			
												Reports/Minutes - Quality			
												Extracurricular Activities/ Clubs			
												Staff Absences			
												Staff Excused Absences			
												Staff Tardiness			
												Standard IV - Staff Attendance Incidents			
												Standard IV - Other Incidents			
												Disciplinary Action(s)			
<b>Employee's Signature</b>		<b>Director's Signature</b>			<b>Meeting Date</b>										
					08/01/2016										

2. Attachment B: Profit and Loss

Jul '15 - Jun 16

Ordinary  
Income/Expense

Income

Grant Income - State  
& Federal

270,591.33

		Private Contributions	0.00
		4000 · Tuition Revenue	5,200,121.00
		4010 · Government Lunch Subsidy	205.54
		4011 · Transportation Subsidy	306,809.00
		4020 · Student Lunch Receipt	654.65
		4300 · Student Fees	2,537.00
		4325 · Program Fees	1,833.00
		4700 · Sales of School Uniforms	1,212.30
		4750 · Student Fundraisers	21.80
		4800 · Miscellaneous Income	75.00
		4999 · Interest Income	65.58
		<b>Total Income</b>	<b>5,784,126.20</b>
	<b>Gross Profit</b>		<b>5,784,126.20</b>
		<b>Expense</b>	
		Board Expense	7,462.60
		Computer Expense	96,315.17
		Equipment & Furniture	105,583.49
		Facility Expense	668,895.61
		Insurance Expense	53,803.57
		Materials & Supplies	107,168.66
		Other Operating Expenses	76,438.77
		Personnel	3,293,031.80
		Professional Fees	209,349.77
		Student Activities	492,609.14
		Travel, Meals & Conferences	42,336.26
		6110 · Contract Labor	17,395.78
		6700 · Depreciation Expense	109,174.00
		<b>Total Expense</b>	<b>5,279,564.62</b>
	<b>Net Ordinary Income</b>		<b>504,561.58</b>
	<b>Other Income/Expense</b>		
		<b>Other Expense</b>	
		9050 · Interest Expense	3,817.69
		<b>Total Other Expense</b>	<b>3,817.69</b>
	<b>Net Other Income</b>		<b>-3,817.69</b>
	<b>Net Income</b>		<b>500,743.89</b>

3. Attachment C: Balance Sheet as of 6-30-2016

**ASSETS**

**Current Assets**

*Hampden Charter School of Science  
2015-2016 Annual Report*

<b>Checking/Savings</b>	
1000 · Cash - BankNorth Operating	55,381.69
1005 · Cash - Berkshire Bank	631,645.30
1025 · Petty Cash	300.00
<b>Total Checking/Savings</b>	<b>687,326.99</b>
<b>Accounts Receivable</b>	
1127 · Transportation Subsidy Receivab	295,500.00
<b>Total Accounts Receivable</b>	<b>295,500.00</b>
<b>Other Current Assets</b>	
1200 · Grants Receivable	43,221.33
1210 · Inventory Asset	6,980.74
1300 · Prepaid Expenses	181,887.90
<b>Total Other Current Assets</b>	<b>232,089.97</b>
<b>Total Current Assets</b>	<b>1,214,916.96</b>
<b>Fixed Assets</b>	
1400 · Fixed Assets	909,421.25
1500 · Accumulated Depreciation	-514,273.88
1600 · Construction in Progress	100,147.19
<b>Total Fixed Assets</b>	<b>495,294.56</b>
<b>Other Assets</b>	
1880 · Security Deposits	54,850.00
<b>Total Other Assets</b>	<b>54,850.00</b>
<b>TOTAL ASSETS</b>	<b>1,765,061.52</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 · Accounts Payable	77,093.86
<b>Total Accounts Payable</b>	<b>77,093.86</b>
<b>Other Current Liabilities</b>	
2055 · MTRS Withholdings	21,917.05
2610 · Line of Credit - Hampden Bank	60,000.00
2616 · Lease Payable - NEC	36,592.75
2950 · Student Paid Activities	-2,115.46
<b>Total Other Current Liabilities</b>	<b>116,394.34</b>

<b>Total Current Liabilities</b>	193,488.20
<b>Total Liabilities</b>	193,488.20
<b>Equity</b>	
<b>3005 - Unrestricted Net Assets</b>	1,070,829.43
<b>Net Income</b>	500,743.89
<b>Total Equity</b>	1,571,573.32
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>1,765,061.52</b>

4. Attachment D: Budget 2016-2017

	<u>2016-2017</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
<b>Grant Income - State &amp; Federal</b>	
4105 - 305 Title I	254,040.60
4110 - 240 SPED	102,549.70
E-rate	90,124.00
<b>Total Grant Income - State &amp; Federal</b>	446,714.30
<b>Private Contributions</b>	
4000 - Tuition Revenue	5,697,400.00
4010 - Government Lunch Subsidy	
4011 - Transportation Subsidy	253,200.00
4020 - Student Lunch Receipt	
4300 - Student Fees	12,500.00
4325 - Program Fees	2,500.00
4700 - Sales of School Uniforms	1,500.00
4750 - Student Fundraisers	500.00
4800 - Miscellaneous Income	250.00
4999 - Interest Income	250.00
<b>Total Income</b>	<u>6,414,814.30</u>
<b>Gross Profit</b>	6,414,814.30
<b>Expense</b>	
<b>Board Expense</b>	
Total Board Expense	14,500.00
Total Computer Expense	218,365.04

<b>Total Equipment &amp; Furniture</b>	209,055.00
<b>Total Facility Expense</b>	855,996.00
<b>Total Insurance Expense</b>	61,250.00
<b>Total Materials &amp; Supplies</b>	111,850.00
<b>Total Other Operating Expenses</b>	90,400.00
<b>Personnel</b>	
<b>Total Benefits</b>	560,751.40
<b>Total Wage Expense</b>	3,218,272.90
<b>Total Personnel</b>	3,889,024.30
<b>Total Professional Fees</b>	194,800.00
<b>Total Student Activities</b>	542,422.13
<b>Total Travel, Meals &amp; Conferences</b>	54,000.00
<b>6110 - Contract Labor</b>	15,500.00
<b>Total Expense</b>	6,257,162.47
<b>Net Income</b>	157,651.84

5. Attachment E

This graph shows how HCSS uses internal and external assessments to find out student achievement trends. Below you can see a sample graph of the 10<sup>th</sup> grade in the aggregate.

