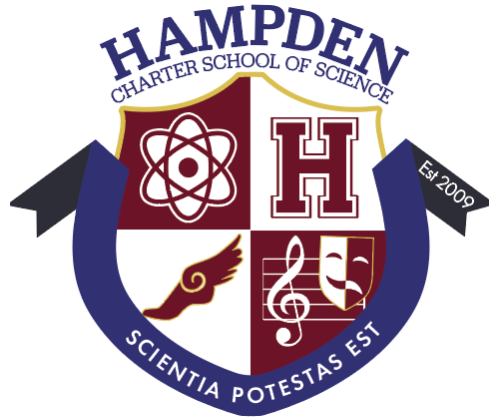


HAMPDEN CHARTER SCHOOL OF SCIENCE



ANNUAL REPORT

2016-2017

July 31, 2017

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Chicopee, MA 01022
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I. Introduction to the School

Hampden Charter School of Science			
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	470	Current Enrollment as of 6/23/2017	440
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	182	Students on Waitlist as of 7/31/2017	277
School Hours	8:00 am to 4:45 pm	Age of School	8
<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>			

II. School Performance and Program Implementation

A. Faithfulness to Charter

1. Mission and Key Design Elements

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

Project Based Learning is a school-wide instructional strategy that incorporates 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 2016-2017 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, six 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.

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 teacher 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: Middle school students received 10 periods of math and ELA weekly, while grade 9 received 10 periods of math, and all other high school grades received 9 periods of math. Grades 6-11 received 4 periods of Science classes as well as 2 periods of Science lab aligned with their regular science course. All students had study-hall time at the end of the day, at which time they also had the opportunity to get extra help with their academics in small groups.

HCSS also offered Saturday tutoring for the students who need help with their academics. Students had a chance to prepare for 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.

In addition, HCSS offered a great opportunity for the students, College Mentoring Program (CMP). The College Mentoring Program emphasizes on academic, personal, physical, social development and college/career readiness. Students set a goal on four program areas: personal development, physical fitness, volunteer service, and expedition/exploration. Mentors, school staff helped their students set challenging but achievable goals and plan activities to reach those goals. Students were guided and followed up by their mentors throughout the program. Students were able to complete college and career search that they are interested in with their mentors and presented to other CMP students. These students have been enrolled in The Congressional Award. Congressional Award Foundation is a non-profit organization created by the U.S. Congress in 1979 to reward and honor young Americans for their volunteer public service, personal development, physical fitness, and exploration activities. Based on time commitments to each of the areas, participants earn Bronze, Silver, or Gold Congressional Award Certificates; and Bronze, Silver, or Gold Congressional Award Medals.

To provide college guidance, high school students were participated in to several college visits including Brandeis University, Westfield State University, WNEU, Boston University and UMASS Amherst. 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 2016-2017 school year was marked by success, showing that we are indeed helping students prepare for college, get into college, and succeed once there. 97% 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 2016-17 school year are the Annual Open House, Middle School and High School Orientations, Parent Teacher Conferences, parent surveys, home visits, phone calls, parent meetings, teacher parent emails, Child Study Team and school letters, HCSS database, HCSS Wednesday Folder, inviting community leaders to talk to our parents, muffin with moms & donuts with dads breakfast, Saturday honor roll breakfasts, social media, monthly PTO Meetings and Events, Special Education Parent Advisory Council Meetings, Annual Family Picnic, Family Carnival, Automated Voicemail and Email alert system through Blackboard, HCSS Website, and open door policy for HCSS admin team.

2. Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
4/13/2017	School Name	Approved
5/25/2017	Bylaws	Approved
4/13/2016	Schedule	Approved

3. Dissemination Effort

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	Criteria	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination
Project Based Learning	HCSS conducted a PBL workshop for Western New England University Education Majors. The workshop included an interactive power point presentation, videos, models, and handouts.	Caroline Forni, Project Based Learning Coordinator Robyn Nelson, Dean of Special Services	Mission and Key Design Elements	Raymond J. Ostendorf, Ph.D. Assistant Professor of Education Western New England University, 1215 Wilbraham Rd, Springfield, MA 01119	Results of the presentation were an increase Western New England University students planning to fulfill their practicums and pre-practicums at Hampden Charter School of Science. The dissemination also resulted in a private tour of the campus for a select group of Hampden Charter School of Science high school students

					interested in Engineering. The tour included sitting in on and Engineering lecture. Artifacts: Handouts, Power point Presentation Project was unfunded.
Special Education	HCSS conducted a special education training around special Education Law and the Road to Special Education for all teachers at Paulo Freire Social Justice Charter School. The training included an interactive power point presentation, models, and handouts.	Robyn Nelson, Dean of Special Services	Supports for Diverse Learners	Kim Kretzer, M.Ed., CTRS Interim Special Education Director Paulo Freire Social Justice Charter School 161 Lower Westfield Road Holyoke, MA 01040	Results of the presentation were in increase in communication between Paulo Freire Social Justice Charter School and Hampden Charter School of Science. Artifacts: Handouts, Power point Presentation Project was unfunded.
Instructional Model	HCSS conducted a workshop for Westfield State University education majors about charter schools as part of a Field Day experience at HCSS. Westfield State University education majors spent five hours at HCSS observing classroom instruction and participating in a training about charter schools and HCSS.	Robyn Nelson, Dean of Special Services Caroline Forni, Humanities Department Head Lucia Trudeau, Science Department Head Michael Guenette, Math Department Head Judith Holman, ELA Department Head	Instruction	Barbara Lucas Coordinator, Teacher Preparation Westfield State University 577 Western Avenue 226 Parenzo Hall Westfield, MA 01086	Results of the Field Day experience were an increase of soon to be teachers who have seen HCSS and understand our instructional model. Artifacts: Handouts, Agendas, Student Reports Project was unfunded.

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=2016&orgtypecode=6&>

HCSS administers school wide quarter final tests in ELA, science and math at the end of each quarter. In addition to quarter finals, benchmark tests are used to track student progress. These tests are prepared locally in coordination with classroom teacher, department head and dean of academics.

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 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' state test 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 table below shows the number of internal tests administered at HCSS (practice tests, quarter finals, and benchmarks) for the 2016-2017 school year;

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

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*, *Differentiation*, and *Utilizing Your Para*. 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,

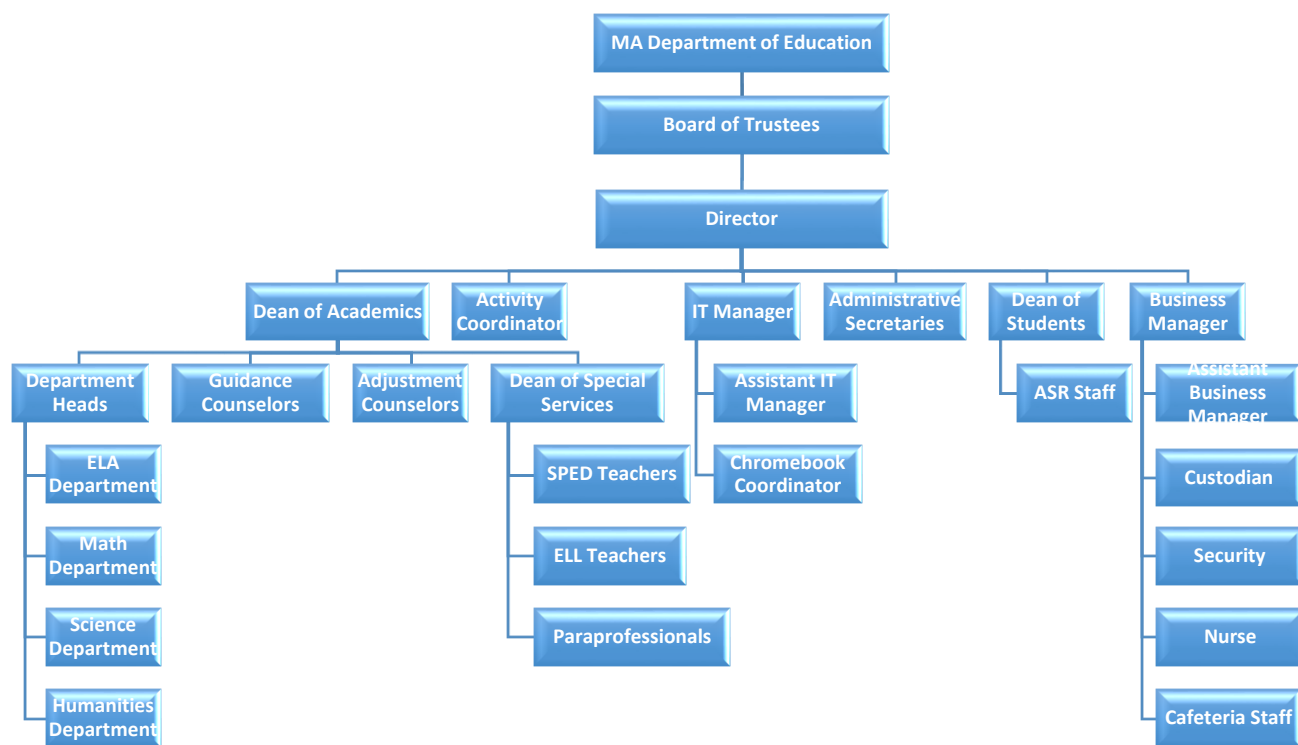
two special education teachers, and seven (7) special education paraprofessionals. HCSS also has a number of additional service providers who round out the support provided to students. Services include occupational therapy, counseling, speech and language therapy, vision specialist, and autism consultant. 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 dean of special services 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 the SEI '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 teachers 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; eighty percent of core teachers have completed a state sanctioned Sheltered English Instruction course or passed the SEI exam.

C. Organizational Viability

1. Organizational Structure of the School



In 2016-17 school year, the Dean of Academics also held the Testing Coordinator title which was different from 2015-16 school year. Starting from 2017-18 school year, guidance department will be a separate department under Dean of Academics. The guidance department will include the college guidance counselor and the school adjustment counselors. Dean of Special Services will oversee SPED teachers, ELL teachers and paraprofessionals. The nurse will be supervised by the business manager.

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. The steps include 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 and completion of peer observations, as well as timely response to tasks such as student attendance, email, and preparation of substitute folders.

The evaluation process occurs according to a timeline. (Table below.) HCSS educators receive training in SMART Goal formation (Aug-Sept), determine and receive approval for goals and goal measures (DDMs) 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, 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 are drafted	Goals & DDMs are reviewed and revised as necessary	Goals & DDMs are approved; plans to gather data and achieve goals are implemented	Goals & DDMs are added to the google drive file	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 their available student learning goal and professional practice data in order to assess their progress. Teacher reflection on this data merges with conversation on specifics of performance on indicators of the

MA/HCSS rubric to create positive and energizing dialogue. A significant outcome of this evaluation is that collaboration on formulation of both student learning and professional practice goals for the new school year begins, goals that will be refined when school wide results from spring state tests are reported late summer.

3. Budget and Finance

A. Unaudited FY17 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science Income Statement	Jul 16-June 17
Total Income	\$ 6,169,883
Total Expense	\$ 6,054,389
Net Income	\$ 115,494

(See Attachment B for income statement details)

B. Statement of Net Assets for FY17 (Balance Sheet)

Hampden Charter School of Science Balance Sheet	June 30, 2016
Total Assets	\$ 1,607,565
Total Liabilities	\$ 1,607,565

(See Attachment C for Balance Sheet details)

C. Approved School Budget for FY18

Operational Budget 2017-2018	Allocation
Total Revenues	\$ 6,605,100
Total Expenses	\$ 6,410,944
Net Surplus/Deficit	\$194,156

(See Attachment D for Approved School Budget details)

From May 25, 2017 HCSS Board meeting:

HCSS 2017-2018 Budget:

A motion was introduced by Dr. Gunay and seconded by Mr. Yesilyurt to approve the HCSS 2017-2018 SY Budget.

Roll Call: All in favor. Motion passed unanimously. Resolution # 170525.2

D. Capital Plan for FY18

1. A description of the project: HCSS will be implementing a 1:1 Chromebook Program (a computer for every student) in grades 6-12.
2. The current status of the project: Purchasing and staff training is completed.
3. The current estimated schedule for the completion of the project: 9/30/2017
4. The current estimated cost for the project: \$140,442.00

5. Information on how the school plans to finance the project: HCSS granted \$45,000 by The Irene E. George A. Davis Foundation and the school surplus will be used for the rest of the cost which is \$95,442.00.
6. Whether the school has established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended:\$805,101
After the project completion the amount will be \$709,659

III. Additional Information

A. Accountability Plan Performance for 2016 -17

	2016-2017 Performance	Evidence
Objective: HCSS will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction.		
Measure: 100% of HCSS students will design a project for the annual HCSS Science, Technology, and Engineering Fair.	Met	100% of middle and high school students designed a project. "Science Fair and Senior Thesis for Annual Report 2016-2017" google drive file has the full list of students' names, projects, and grades.
Measure: 70% of students will get a passing score from the HCSS Science, Technology, and Engineering project.	Met	86% of students achieved a passing score. The list of grades are in the "Science Fair and Senior Thesis for Annual Report 2016-2017" google drive file.
Measure: 90% of HCSS students will experience at least two Project Based Learning (PBL) in a year.	Met	100% of students experienced two or more Project Based Learning (PBL) this year.
Measure: 70% of students will get a passing score from all Project Based Learning (PBL) projects	Met	92% of the students got a passing score from all PBL projects. The results are in HCSS PBL 16-17 google drive file.
Measure: Every year, HCSS will participate in the regional MathCounts or equivalent competition and the state-wide Science Olympiad with a team.	Met	HCSS participated in Pioneer Valley Regional MathCounts Competition with one team on 02.04.2017 and also participated in the MA State Science Olympiad with two middle school teams on 03.4.2017.
Objective: 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.		
Measure: 90% of HCSS seniors will graduate with at least five math credits.	Met	100% of HCSS seniors graduated with at least five math credits this year. Seniors' average math credits is 7.6 (38.4 in the new credit system which corresponds to 7.6 in the previous credit system)
Measure: 100% of HCSS students from grades 6-11 will have a two-period Science Lab class per week in addition to regular science classes.	Met	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.
Measure: 100% of HCSS students will complete a senior thesis project in his/her graduation year.	Met	100% of HCSS students completed a senior thesis project in their graduation year. Students' transcripts show the senior thesis completion.
Measure: 100% of HCSS students will get a passing score from at least two full year computer literacy courses in order to graduate.	Met	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 2017 Earned Credits excel file.
Objective: HCSS will provide more individual attention and therefore empower student academic success.		

Measure: Each year, the HCSS student-teacher ratio will be lower than the state average	Met	HCSS student-teacher ratio is lower than the state average: 10.8 to 1 (440 students to 40.8 teachers) vs. 13.2 to 1									
Measure: HCSS students will have at least two hours of individual study hall or tutoring during school hours every week.	Met	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.									
Measure: HCSS will develop and administer Quarter Final assessments using Common Core Standards for ELA, Mathematics, and Science to track student achievement.	Met	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.									
Measure: 70% of students will get a passing score from internally developed Quarter Final assessments in ELA, Mathematics, and Science.	Partially Met	<table border="1"> <thead> <tr> <th>Subject</th> <th>Avg. Score (% of passing)</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>80.4</td> </tr> <tr> <td>MATH</td> <td>60.9</td> </tr> <tr> <td>SCIENCE</td> <td>77.3</td> </tr> </tbody> </table>	Subject	Avg. Score (% of passing)	ELA	80.4	MATH	60.9	SCIENCE	77.3	The results are in Test Results 2016-17 google drive file. Raw data is in School ExamView master files.
Subject	Avg. Score (% of passing)										
ELA	80.4										
MATH	60.9										
SCIENCE	77.3										
Objective: HCSS will effectively prepare students for success in college, career, and beyond.											
Measure: The average SAT scores of HCSS students will be higher than the sending districts' weighted average*.	Met	The average SAT scores of HCSS students is higher than the sending districts' weighted average* for 2015-2016 school year (1460 vs. 1217). Detailed calculations are in Annual Report 2017 google drive file. Note: 2015-2016 school year is the most current available									
Measure: 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.	Met	The rate of HCSS Graduates Attending Institutions of Higher Education is higher than the weighted average* of all sending districts for 2014-2015 school year (100% vs. 67.6%). Detailed calculations are in HCSS Annual Report 2017 google drive file. Note: Based on 2014-15 Graduates Attending Institutions of Higher Education (All Colleges and Universities)									
Measure: Each year, HCSS 5-Year Adjusted Cohort Graduation Rate will be higher than the weighted average* of all sending districts.	Met	HCSS 5-Year Adjusted Cohort Graduation Rate is higher than the weighted average of all sending districts for year 2016 (93% vs. 75.8%). Detailed calculations are in HCSS Annual Report 2017 google drive file. Note: Year 2016 is the most current available									
* Weighted Average is calculated based on HCSS students' demographics from sending districts.											
Objective: HCSS will sustain a supportive, structured, collaborative and positive school culture by promoting student-teacher-parent partnership											
Measure: 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.	Met	99.6% of the middle school students took Character Education in 2016-17 school year (255 out of 256). The data can be accessed from school database.									

Measure: To develop bonds between school staff, students, and families, HCSS staff will achieve an average of five home visits each school year.	Met	6.02 home visits have been made in average (63 staff member made a total of 379 home visits). Data collected in google drive Home Visit file.
Measure: To establish and sustain the relationship between school and home, HCSS will host five or more family events annually.	Met	HCSS organized 28 family events in 2016-17 school year. Full list of events are saved in the Family and Community Engagement Google Doc under School Events.
Measure: At least 60% of the parents will take HCSS Parent Satisfaction Survey	Not Met	39% of the parent took HCSS Parent Satisfaction Survey (126 out of 327).
Measure: At least 75% of the parents will be satisfied with overall school performance	Met	75% of the parents are satisfied with overall school performance based on 2016-2017 School Survey (94 out of 126).
Objective: HCSS will develop highly effective teachers in a professional working environment.		
Measure: HCSS teachers will attend at least one PBL workshop or training each year.	Met	HCSS teachers attended two full-staff PBL trainings this year.
Measure: HCSS teachers will complete an average of five peer observations every year.	Met	HCSS teachers made an average of 8.95 peer observations this year (31.5 staff made 282 peer observations). Data is collected in Peer Observations Google Drive file.
Measure: HCSS will evaluate every staff member annually using the <i>Massachusetts Model System for Educator Evaluation</i> .	Met	All staff members were evaluated by using HCSS Evaluation System which is derived from <i>Massachusetts Model System for Educator Evaluation</i> . Electronic copies are in Evaluation 16-17 google drive file.
Measure: 70% or more of HCSS teaching staff will score at least 70% on internally developed HCSS Teacher Tracking System.	Not Met	92.5% of HCSS teaching staff scored Proficient or Exemplary based on 2016-17 teacher evaluations. (37 out of 40) The results are in Evaluation 2016-17 google drive file.

Dissemination Objective and Measure	2016-2017 Performance	Evidence
Objective: HCSS will collaborate with its sending district(s) to share innovative and best practices, providing models for replication.		
Measure: 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.	Met	<p>HCSS conducted eight (8) workshops in this charter term. The workshops are listed below;</p> <p>2014-15 school year:</p> <ul style="list-style-type: none"> - HCSS invited MLK Charter School for best practice sharing about testing, <p>2015-16 school year:</p> <ul style="list-style-type: none"> - HCSS conducted a PBL workshop for Western New England University Education Majors. - HCSS presented at the Secondary Transition Planning for Students with Disabilities workshop hosted by Massachusetts Charter Public School Association - HCSS conducted a workshop for Westfield State University education majors about charter schools as part of a Field Day experience at HCSS. - HCSS presented a workshop for Westfield State University education practicum students on classroom learning activities, writing lesson plans, and FERPA. <p>2016-17 school year</p>

		<ul style="list-style-type: none"> - HCSS conducted a PBL workshop for Western New England University Education Majors. - HCSS conducted a special education training around special Education Law and the Road to Special Education for all teachers at Paulo Freire Social Justice Charter School - HCSS conducted a workshop for Westfield State University education majors about charter schools as part of a Field Day experience at HCSS.
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Reach Objective and Measure related to Mission and Key Design Elements	2016-2017 Performance	Evidence																		
Objective: HCSS will promote academic excellence for all students.																				
Measure: Each year, HCSS students will perform better than the state proficiency averages in ELA, Math, and Science.	Met	HCSS performed better than state proficiency averages in all ELA and Math 2016 MCAS tests. MCAS Science proficient or higher level is the same state level. State proficiency levels are not available for PARCC 2016 tests.																		
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-decoration: underline;">TEST</th> <th style="text-decoration: underline;">HCSS</th> <th style="text-decoration: underline;">State</th> </tr> </thead> <tbody> <tr> <td>2016 PARCC ELA (Middle School)</td> <td>69%</td> <td>NA</td> </tr> <tr> <td>2016 PARCC MATH (Middle School)</td> <td>74%</td> <td>NA</td> </tr> <tr> <td>2016 MCAS ELA Grade 10</td> <td>98%</td> <td>91%</td> </tr> <tr> <td>2016 MCAS MATH Grade 10</td> <td>96%</td> <td>78%</td> </tr> <tr> <td>2016 SCIENCE</td> <td>54%</td> <td>54%</td> </tr> </tbody> </table>	TEST	HCSS	State	2016 PARCC ELA (Middle School)	69%	NA	2016 PARCC MATH (Middle School)	74%	NA	2016 MCAS ELA Grade 10	98%	91%	2016 MCAS MATH Grade 10	96%	78%	2016 SCIENCE	54%	54%
		TEST	HCSS	State																
		2016 PARCC ELA (Middle School)	69%	NA																
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2016 SCIENCE	54%	54%																		

B. Recruitment and Retention Plan

Recruitment Plan

2017-2018

School Name: Hampden Charter School of Science

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

<p>(a) CHART data</p> <p>School percentage: 7.7%</p> <p>GNT percentage: 12.5%</p> <p>CI percentage: 14.8%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed ➤ 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. ➤ 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. ➤ To highlight the guidance counselor support regarding college. ➤ To partner with charter schools in our sending district and present to the local regional Parent Advisory Council. ➤ 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. ➤ Post a video on social media showing the positive outcomes for special education students at HCSS ➤ Set up a booth at the Annual Autism Speaks Walk in Western New England to recruit students on the autism spectrum ➤ Post brochures and applications in the Speech and Language Development Center in West Springfield. ➤ Highlight special education program in radio advertisements <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. ➤ To conduct two workshops for parents of Special Education Students on Special Education and College open to the public. (1 years) ➤ To visit Baystate Family Advocacy Center and the Federation for Children with Special needs in order to create a partnership and how HCSS can target families served by these organizations. (3 years) ➤ To highlight the benefits of Universal Design for Learning (UDL) that HCSS provides its students and the specific benefits for special education students at houses.
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<p>(a) CHART data</p> <p>School percentage: 4.6%</p> <p>GNT percentage: 6.5%</p> <p>CI percentage: 7.3%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed ➤ 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. ➤ To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities. ➤ To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese. ➤ To highlight staff and student diversity in HCSS brochures and advertisements. ➤ Recruitment ads and billboards will be placed in high traffic areas. ➤ Place copies of our application in English, Spanish, Russian and Turkish at Family Resource Center of the sending district schools. ➤ 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. ➤ Post a video on social media showing the positive outcomes for ELL students at HCSS ➤ Highlight special education program in radio advertisements <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. ➤ To post multi-lingual brochures and applications at The Gray House ESL program and Springfield Adult Education ESL program. ➤ To visiting The Gray House ESL program in order to create a partnership and to inform parents of educational choices. HCSS would provide adult ESL students with information on schooling and school choice. (3 years)
<p>(a) CHART data</p> <p>School percentage: 41.8%</p> <p>CI percentage: 52.1%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed ➤ To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. ➤ To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations.

	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ☒ Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <ul style="list-style-type: none"> ➤ To highlight our one to one Chromebook program for every student in our brochure and recruitment materials (1 years) ➤ To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. (1 year) ➤ To donate goods and time at Lorraine’s Soup Kitchen and Open Pantry with student ambassadors passing out information about HCSS and our programs.
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 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 advertise the results of these programs through the increased MCAS performances of our students grades 6 through 10. ➤ To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ➤ To highlight our Peer Mentoring Program and the College Guidance Counselor 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. ➤ To host college awareness information sessions at local libraries, YMCAs, and Boys and Girls Clubs
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2016-2017 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>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ➤ To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.

Retention Plan

2017-2018

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

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 18.8% Third Quartile: 19.8%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ 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. ➤ To continue our Inclusive Concurrent Enrollment (ICE) Program with Westfield State University, which provides dual enrollment opportunities for transitional 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. ➤ To facilitate the Special Education and Regional Parent Advisory Council. ➤ To continue to offer after school, study hall, and Saturday school tutoring. ➤ To hold professional development for all staff members, on topics such as differentiation techniques and how to read and follow an IEP. ➤ 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. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 50% Third Quartile: 17.6%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ Classroom teachers will keep in constant communication with ELL teachers and director to monitor LEP student progress and explore differentiation techniques for the classroom. ➤ To assign LEP students a staff advisor who speaks their language, is compassionate and supportive, and can communicate with their families. ➤ 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.

	<p>➤ To embrace students’ heritage, cultural clubs and events will be provided. ELL staff members will make themselves available after school and during Saturday school for extra support.</p> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>➤ To complete home visits for all ELL families who agree to participate. (1 year)</p> <p>➤ To hold an ELL parent night with translators (1 years)</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 26.8% Third Quartile: 18.1%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>➤ HCSS will be continue to provide breakfast and lunch for every student with no charge.</p> <p>➤ To help those families outside of school, we will provide school supplies, uniforms, and food for homeless families over long weekends and vacations.</p> <p>➤ To make free dental care available twice a year.</p> <p>➤ To have an active Parent Teacher Organization (PTO) that plans fundraisers and uses profits for families who request help.</p> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>➤ Based on families and staff survey HCSS will end school at an earlier time in the day in order for extracurricular activities inside and outside the school. (1 year)</p> <p>➤ To provide weekly food packages for families who are in need and agree to the service in conjunction with our food supplier Sodexo. HCSS school counselors will reach out to families and supervise the program.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>➤ To utilize the database, quarter finals, and benchmarks to identify students as early as possible and to take appropriate action immediately.</p> <p>➤ To provide academic and emotional support such as tutoring, Saturday School, peer mentoring, academic advising and counseling.</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <p>➤ To identify high risk students in high school through the work of our CST (Child Study Team). These weekly meetings are in place to make and implement individualized</p>

	<p>plans for each student in the school who is at risk of failing. These plans include extra check-ins and attention from teachers, differentiation techniques, and an increase in the frequency of a teacher's communication with families about individual assignments.</p> <ul style="list-style-type: none"> ➤ 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.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2016-2017 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.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2016-2017 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.

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 23th enrollment numbers: 440 total		
Race/Ethnicity	# of students	% of entire student body
African-American	128	29.9%
Asian	14	3.27%
Hispanic	133	31.0%
Native American	1	0.2%
White	150	35.0%
Native Hawaiian, Pacific Islander	1	0.2%
Multi-race, non-Hispanic	13	3%
Special education	42	9.55%
Limited English proficient	16	3.64%
Economically Disadvantaged	184	41.8%

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Tarkan Topcuoglu, <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.	8/1/2016	
Murat Polat, <i>Dean of Academics</i>	The Dean of Academics works closely with the Director and reports to him. He supervises individual student performance assessment and achievement. He 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.	9/1/2009	
George Borelli, <i>High School 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	
Jason Dout, <i>Middle School 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.	8/19/2013	
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	9/10/2010	

plan to improve awareness of HCSS. Furthermore, the Business Manager manages and supervises school operations such as custodial services.		
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TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR

	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	42	3	7	
Other Staff	35	3	0	

BOARD MEMBERS FOR THE 2016-17 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
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: 07/20 Length of term: 3 yrs
Saadia Crawford-Carter, MSW	Trustee	Education and Grievance Committee	0	Election date: 10/16 Expiration date: 07/19 Length of term: 3 yrs
Saad Syed	Trustee		0	Election date: 10/16 Expiration date: 07/19 Length of term: 3 yrs
Nabi Shahan	Trustee	Education and Grievance Committee	0	Election date: 4/17 Expiration date: 07/20 Length of term: 3 yrs
Ahmet Gunay, Ph.D	Treasurer	Finance and Education Committee	1	Election date: 01/14 Expiration date: 07/20 Length of term: 3 yrs
Emmanuel Russell	Trustee	Governance and Education Committee	0	Election date: 7/17 Expiration date: 07/20 Length of term: 3 yrs
Diane Hunter	Trustee	Education and Grievance Committee	1	Election date: 02/14 Expiration date: 07/20 Length of term: 3 yrs

D. Additional Required Information

1. Key Leadership Changes

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	Tarkan Topcuoglu
Assistant Charter School Leader	Murat Polat
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

2. Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	March 8, 2018
Lottery	March 12, 2018

E. COMPLAINTS

Complaint #1:

A HCSS parent informed the Board of a complaint from the previous school year. The parent alleged a teacher at HCSS called her son “jerk” and also made references to his ethnic background when speaking to one of his classmates. The parent was also unhappy with the son’s report card comment that indicated the student had antagonistic behavior during class. According to the parent, the parent contacted the teacher about the negative report card comment and asked why the teacher did not reach out to the son about this matter. The parent was unsatisfied with teacher’s response. Since the complaint was reported to the previous Director in the last days of school, the parent believed the situation was not yet resolved. As a result, a meeting was held with the director, the guidance counselor, and the teacher. The teacher apologized, but the parent did not feel the issues were resolved. The parent requested that the antagonistic behavior comment be deleted from the son’s report card, and the parent requested that the son attends an alternate class with another teacher.

Board Response: While investigating the complaint, the Board gave the parent the option to pick up the children from school during the class period since no substitute teacher was available during that time. The Board met with the School Director about the details of the incident and actions taken so far, toward resolving this matter. The teacher admitted his mistake and apologized for causing such misunderstanding and inconvenience for the students, parent, and the school. The teacher received a verbal warning. Furthermore, a professional development training session has already been scheduled for the teacher to remedy the situation. The teacher admitted his mistake to the Board, but he claimed the incident did not happen the way it is described in the complaint.

Additionally, the Board took into consideration the parents request for the student to be placed in a different class. However, this could not be done as the class schedules didn't allow the student to take any alternate class. Based on the investigation, and listening to all the parties involved, the Board found the school administration's actions appropriate and accurate. The student is thus required to attend his classes as scheduled. If not, it will be considered "Cutting Class" and will require necessary disciplinary actions.

Complaint #2:

A parent of four HCSS students lodged a complaint with the Board about an altercation and outcome of an incident at school involving their children. Three of the four students involved in the altercation were suspended for the remainder of the school year. The parents reviewed the video. The parents believed their children did not make the first physical contact and the situation was not premeditated. According to parents, the cafeteria lacked staffing during the incident, and the staff on hand were not trained to react in situations of physical violence. The parents would like their children to be reinstated to complete the school year. The parents also want to be reassured that proper emergency event training be provided to the faculty. According to the parent, portable phones, which are currently in use at the school, do not seem to be effective in the event of emergencies, and that the safety protocol be reviewed.

Board Response: The Board completed a thorough and extensive investigation. They watched the video footage with great care, meticulously interviewed each staff member and teachers who were present at the site, the school's cafeteria. In addition, the Board reviewed all the relevant documents and the social media accounts, exploring each issue.

Based on this evidence, the Board upheld the decision of a long-term suspension for the students, noting the staff members who, usually deal with such emergency situation, were properly competent and trained. The Board, however, recommend the Director of the School to look into the school's portable phone system and other means of communication so that the contact could be established quickly in an emergency situation.

Complaint #3:

A HCSS parent attended the Board meeting to voice her concern about the complaint protocol. According to the parent, filing a complaint, and going through the proper channels took her around 2 months. The parent felt the process was confusing, and her child still did not get help. The parent accused a teacher of talking about her child in the hallway as well as being rude to her in the classroom. According to the parent, her child had trouble in class, requested study hall tutoring, but received no tutoring due to a change in the study hall scheduling. Although after school and Saturday tutoring was offered, it was not convenient for the parent due to work.

Board Response: The Board to date has not received a written complaint.

Complaint #4:

A HCSS parent sent a complaint to the Board of Trustees in regards to his child who suffered a leg injury. According to the parent, the child asked for an alternate PE class which was granted. Once the doctor cleared the child for physical activity, the child was required to attend the regular PE class. Parents were worried that the child isn't ready for the regular PE class. The HCSS administration informed the parent that if the child obtains another doctor's note, then he will be excused from the regular PE class. Mr. Topcuoglu reported the issue has been resolved therefore no further investigation took place.

F. ATTACHMENTS

1. Attachment A: Evaluation Report Template

Hampden Charter School of Science Evaluation Report											
	Rubric Type										
	Name										Evaluation Data as of
	Department										
	Academic Year										
	Job Classification										
Standard I Curriculum, Planning, and Assessment			Standard II Teaching All Students			Standard III Family and Community Engagement			Standard IV Professional Culture		
RATING on Standard I			RATING on Standard II			RATING on Standard III			RATING on Standard IV		
Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating
Curriculum Map			Admin/DH Observations			Home Visits			Teamwork		
Pacing			Admin/DH Walkthroughs			Parent Communication			Attendance		
Lesson Plans - Submission			Action Plans			Extracurricular Activities, Sports, and Clubs			Tardiness		
Lesson Plans - On Time			SLG						Reliability		
Lesson Plans - Rubric Score Average									Shared Responsibility		
PBL									Openness		
Year to Date Grades Average									Meeting Participation		
Grades Checkpoints Met									SUB Plans		
Year to Date Grade Policy Average									Professional Practice Goal		
Grade Policy Checkpoints Met									Peer Observations		
Student Learning S.M.A.R.T. Goal (SLG)					SLG District Determined Measures (DDM)			Progress Toward Student Learning Goal		SLG Evidence	
Professional Practice S.M.A.R.T. Goal (PPG)					PPG District Determined Measures (DDM)			Progress Toward Professional Practice Goal		PPG Evidence	

2. Attachment B: Profit and Loss

	<u>Jul '16 - Jun 17</u>
Ordinary Income/Expense	
Income	
Grant Income - State & Federal	297,304.09
Private Contributions	200.00
4000 - Tuition Revenue	5,461,454.00
4011 - Transportation Subsidy	337,200.00
4190 - Private Grants	57,240.00
4300 - Student Fees	4,819.37
4325 - Program Fees	102.00
4700 - Sales of School Uniforms	150.00
4750 - Student Fundraisers	9,513.45
4800 - Miscellaneous Income	1,813.64
4999 - Interest Income	86.97
Total Income	<u>6,169,883.52</u>
Gross Profit	6,169,883.52
Expense	
Board Expense	10,898.35
Computer Expense	113,299.62
Equipment & Furniture	117,526.95
Facility Expense	871,812.51
Insurance Expense	56,291.49
Materials & Supplies	111,412.32
Other Operating Expenses	86,458.53
Personnel	3,722,498.92
Professional Fees	194,207.13
Student Activities	557,343.67
Travel, Meals & Conferences	42,622.91
6110 - Contract Labor	15,932.35
6700 - Depreciation Expense	150,917.00
Total Expense	<u>6,051,221.75</u>
Net Ordinary Income	118,661.77
Other Income/Expense	
Other Expense	
9050 - Interest Expense	3,168.29
Total Other Expense	<u>3,168.29</u>
Net Other Income	<u>-3,168.29</u>
Net Income	<u><u>115,493.48</u></u>

3. Attachment C: Balance Sheet

	<u>Jun 30, 17</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash - BankNorth Operating	90,105.58
1005 · Cash - Berkshire Bank	395,216.02
1025 · Petty Cash	<u>300.00</u>
Total Checking/Savings	485,621.60
Accounts Receivable	
1127 · Transportation Subsidy Receivab	<u>326,914.00</u>
Total Accounts Receivable	326,914.00
Other Current Assets	
1200 · Grants Receivable	30,133.09
1210 · Inventory Asset	6,699.93
1300 · Prepaid Expenses	<u>34,446.94</u>
Total Other Current Assets	<u>71,279.96</u>
Total Current Assets	883,815.56
Fixed Assets	
1400 · Fixed Assets	1,242,698.41
1500 · Accumulated Depreciation	<u>-675,298.88</u>
Total Fixed Assets	567,399.53
Other Assets	
1880 · Security Deposits	<u>156,350.00</u>
Total Other Assets	<u>156,350.00</u>
TOTAL ASSETS	<u>1,607,565.09</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>53,003.10</u>
Total Accounts Payable	53,003.10
Other Current Liabilities	
2052 · 401K Deferral	1,150.80
2055 · MTRS Withholdings	25,825.69
2080 · FSA Withholdings	0.04
2616 · Lease Payable - NEC	43.71
2950 · Student Paid Activities	-1,347.13
2999 · Clearing Account	<u>38.70</u>
Total Other Current Liabilities	<u>25,711.81</u>
Total Current Liabilities	<u>78,714.91</u>

Total Liabilities	78,714.91
Equity	
3005 - Unrestricted Net Assets	1,413,356.70
Net Income	<u>115,493.48</u>
Total Equity	<u>1,528,850.18</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,607,565.09</u></u>

4. Attachment D: Budget 2017-2018

	<u>2017-18</u>
Income	
Enrollment	500
Grant Income - State & Federal	
4105 - 305 Title I	215,000.00
4108 - E-Rate	
4110 - 240 SPED	97,500.00
Total Grant Income - State & Federal	312,500.00
Private Contributions	
4210 - Private Contrib - Unrestricted	
Total Private Contributions	
4000 - Tuition Revenue	5,929,200.00
4011 - Transportation Subsidy	331,800.00
4300 - Student Fees	22,500.00
4325 - Program Fees	250.00
4700 - Sales of School Uniforms	250.00
4750 - Student Fundraisers	7,500.00
4800 - Miscellaneous Income	1,000.00
4999 - Interest Income	<u>100.00</u>
Total Income	<u>6,605,100.00</u>
Gross Profit	6,605,100.00
Expense	
Board Expense	
8005 - Marketing & Development - B.O.D	2,500.00
8010 - Travel - Board of Directors	1,000.00
8015 - Meals - Board of Directors	1,500.00
Total Board Expense	5,000.00
Computer Expense	

6455 - Computer Software Expense	26,500.00
6460 - Computer Hardware Expense	22,500.00
6465 - Computer Supplies	7,500.00
6470 - Contracted Computer Support	27,500.00
6475 - Internet Expense	5,500.00
Total Computer Expense	89,500.00
Equipment & Furniture	
6610 - Equipment Expense	22,444
6615 - Furniture Expense	30,000.00
6620 - Rental of Furniture & Equipment	4,750.00
6625 - Printing & Copy Lease	17,500.00
Total Equipment & Furniture	74,694.00
Facility Expense	
Utilities	
6550 - Gas	7,500.00
6551 - Electric	72,000.00
6552 - Water and Sewer	6,000.00
Total Utilities	85,500.00
6505 - Rent	611,820.00
6510 - Repairs & Maintenance	62,500.00
6515 - Maintenance Supplies	22,500.00
6520 - Janitorial Services	65,000.00
6525 - Inspections, Licenses & Permits	12,500.00
6530 - Trash Removal	16,000.00
6535 - Snow Removal & Landscaping	32,500.00
Total Facility Expense	908,320.00
Insurance Expense	
6200 - Insurance - P&C	25,000.00
6205 - Insurance - D & O	4,987.00
6210 - Insurance - Worker's Comp	22,500.00
6220 - Insurance - Student Accident	3,750.00
Total Insurance Expense	56,237.00
Materials & Supplies	
6405 - Text Books	45,000.00
6410 - Instructional Supplies	38,500.00
6415 - School Uniforms	12,500.00
6420 - Medical Supplies	5,750.00
6425 - Office Supplies	34,500.00

6430 - PE Supplies	13,500.00
Total Materials & Supplies	149,750.00

Other Operating Expenses

Telephone

6921 - Voice & Fax	8,500.00
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Total Telephone	8,500.00
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6905 - Advertisement & Recruitment	49,500.00
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6910 - Bank Charges	850.00
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6915 - Dues, Subs, Memberships, Fees	26,500.00
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6920 - Printing & Reproduction	7,500.00
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6925 - Postage & Delivery	5,000.00
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6996 - Fundraising Expense	5,000.00
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Total Other Operating Expenses	111,350.00
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Personnel

Benefits

6140 - Health Benefit	370,500.00
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6141 - Self Funded Claims Expense	68,000.00
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6145 - Dental Benefit	55,000.00
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6146 - Life Insurance Benefit	2,000.00
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6147 - Short Term Disability	15,500.00
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6150 - 401K ER Match	49,750.00
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6195 - MTRB Grant Assessments	3,750.00
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Total Benefits	564,500.00
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Payroll Tax Expense

6175 - Employer Payroll Tax Expense	113,000.00
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Total Payroll Tax Expense	113,000.00
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Wage Expense

6000 - Wages - Director	102,010.00
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6005 - Instructional Leadership	145,964.79
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6006 - Wages - Other Professional	39,000.00
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6008 - Wages - Information Technology	62,000.00
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6010 - Wages - Dean of Students	150,000.00
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6015 - Wages - Business Office	117,875.00
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6020 - Wages - Clerical	119,703.00
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6025 - Wages - Teachers

6026 - Wages-Teachers, Saturday School	27,500.00
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6029 - Wages - Substitute Teachers	12,500.00
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6025 - Wages - Teachers - Other	2,029,000.00
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Total 6025 - Wages - Teachers	2,069,000.00
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6030 · Wages -Teacher's Aide	279,000.00
6031 · Wages - Tutors	500.00
6035 · Wages - Guidance Counselor	177,000.00
6040 · Wages - Nurse	47,776.64
6045 · Wages - Custodian	35,190.00
6050 · Wages - Securty	55,839.00
6055 · Wages - Lunch Aid	22,565.36
6060 · Wages - Coaches	45,000.00
6090 · Wages - Bonus	<u>6,920.00</u>

Total Wage Expense 3,475,343.79

Total Personnel 4,152,843.79

Professional Fees

6305 · Accounting Fee	29,950.00
6310 · Legal Fees	14,500.00
6320 · SPED - Therapy Services	65,000.00
6325 · Payroll Service	29,500.00
6350 · Other Professional	37,500.00

Total Professional Fees 176,450.00

Student Activities

7005 · Student Transportation	525,000.00
7015 · Student Field Trips	15,000.00
7020 · Other Student Activities	74,500.00
7022 · Parent Involvement	8,000.00

Total Student Activities 622,500.00

Travel, Meals & Conferences

6805 · Travel - Staff	1,500.00
6810 · Meals - Staff/ Guests	17,000.00
6815 · Conference & Meeting Fees	25,000.00
6820 · Accomodations	3,000.00

Total Travel, Meals & Conferences 46,500.00

6110 · Contract Labor 17,500.00

Total Expense 6,410,644.79

Net Ordinary Income 194,455.21

Other Income/Expense

Other Expense

9050 - Interest Expense	300.00
Total Other Expense	<u>300.00</u>
Net Other Income	<u>-300.00</u>
Net Income	<u><u>194,155.21</u></u>

5. Attachment E: Sample Internal Assessment Report

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

