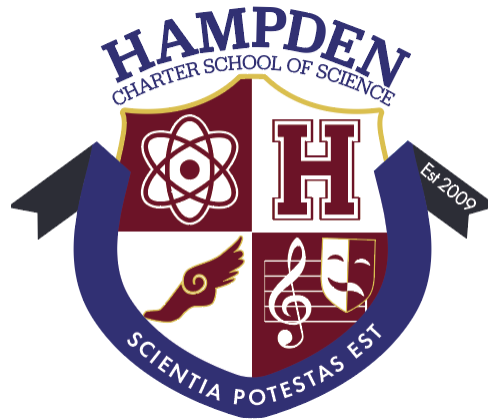


HAMPDEN CHARTER SCHOOL OF SCIENCE – EAST



ANNUAL REPORT

2022-2023

July 10, 2023

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Introduction to the School

<i>Hampden Charter School of Science East</i>			
Type of Charter	Commonwealth	Location (Municipality)	20 Johnson Road Chicopee, MA 01022
Regional or Non-Regional	Regional	Districts in Region	Springfield, Ludlow, W. Springfield, Chicopee
Year Opened	2009	Year(s) Renewed	2014, 2019
Maximum Enrollment	560	Enrollment for 2022-23	549
Chartered Grade Span	6-12	Current Grade	6-12
Number of Instructional Days per School Year (as stated in the charter)	182	Students on Waitlist for 2022-23	183
Number of Instructional Days during the 2022-2023 School Year	182		
School Hours ¹	7:50am-2:55pm (Monday-Thursday) 7:50am-2:11pm (Fridays)	Age of School in 2022-2023	14
<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>			

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

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

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

Project Based Learning is a key component to our Mission at HCSS East. PBLs help to foster every part of our mission statement. Students prepare for college by learning and practicing 21st century skills during a PBL. PBLs are designed to be academically rigorous, and allow for students to grow and develop within their classrooms. The collaboration among students, teachers, and others in the community is shared and distributed among the members of the "learning community." The project-based instruction appeals to the core of the school's mission because it makes academic research more relevant to the students. Moreover, the project-based instructional method facilitates contextual learning for real-life problems. During a PBL, all four core values are used by students. HCSS East students use respect while collaborating and exhibit responsibility while completing each task of

¹School ends at 3:30 p.m. when after school is also included.

the project. Students show resilience by following through and finalizing the project, and finally students demonstrate excellence by showcasing their final product.

To complete a full PBL experience during the 2022-2023 school year, teachers worked in collaboration with members of their grade-level teams to provide a cross-curricular PBL to their students. Teachers presented the PBL plan - including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating as necessary direct teaching strategies. Through a PBL, students were asked to answer a question or solve a problem that had a real world application. Students worked collaboratively in groups to meet a common goal. Students developed communication skills, practiced time management, and used a variety of technology to solve the problem presented. Students gave a final presentation at the end of every PBL where they showcased their final product to the school community. Presentations themselves varied, and came in the form of Gallery Walks, filmed speeches, poster boards, etc.

In addition to Project Based Learning experiences, teachers also include Anchor Projects into their curriculum. During the 2022-2023 school year, every teacher had the opportunity to plan at least one Anchor Project in their course(s). Anchor Projects are independent projects that primarily take place outside of the classroom and allow for students to dig deeper into their understanding of a topic or unit. These are standards-based projects that align with the curriculum and are done on a quarterly or unit basis depending on the course. Teachers include the Anchor Projects in their Pacing Guides, and it's evident in lesson plans how they connect with the curriculum of each course. Anchor Projects took place in all core courses during the 2022-2023 school year as well as in elective courses such as Art, Music, and Foreign Language.

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

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

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

In middle school, students take five 67-minute blocks of math each week, and five 67-minute blocks of science each week which includes weekly lab time. Students also take five 67-minute blocks of computer class every week for one quarter. In high school, students take five 67-minute blocks of math each week, five 67-minute blocks of science for one semester, and various technology electives. This allows teachers to create more learning opportunities for their students and students have the chance to learn the material at their own pace. Student tasks are selected based on the most recent state frameworks for the course. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade, culminating with AP Calculus in the 12th grade. In the regular track, students utilize the extended time to learn the material in more depth and with more practice, applying and enhancing what they learned. Honors courses are offered in both the middle school and high school levels, and many AP courses are offered to all high school students starting in the 9th grade.

c) Individualized attention

The faculty and administration at Hampden Charter School of Science East are dedicated to improving individual student learning and performance. HCSS East offers a student-to-teacher ratio of 12.9 to 1, ensuring teachers are able to provide individualized attention to students in their classrooms. Additionally, in the 2022-2023 school year, an average of 60 lessons per week at HCSS were supported by ELA and Math interventionists, not including the lessons already supported by additional Special Education and In Class Support Staff.

Outside of class, HCSS East offers ample opportunities for students to receive individual attention. Teachers offer study hall tutoring every Monday, Tuesday, and Thursday, with a weekly advisory period on Wednesdays dedicated to monitoring student progress and supporting students academically and social-emotionally. Teachers also hold weekly office hours after school on Zoom for additional student support. When teachers are not available to students after school, students can also receive free one-on-one tutoring from Tutor.com, an online platform that HCSS has invested in this year for increased access to academic support.

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

Teachers also engage in significant professional collaboration and reflection in order to provide effective, individualized attention to students. Staff engage in alternating biweekly grade level and department meetings, as well as weekly all-staff meetings, to discuss progress on an individual, curricular, and school-wide level. Teachers collaborate with grade level chairs, department heads, instructional coaches, and their Dean of Academics to reflect on student progress and improve instruction. Finally, after careful analysis of both district and state-determined measures of student achievement, core classroom teachers (of ELA, Math, Science, and Social Studies) design quarterly action plans, reflecting on the strategies and adjustments necessary for both whole class and individual student intervention. From these plans, teachers crafted small tutoring groups, including Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. In the 2022-2023 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans in line with a school-wide template; each plan was reviewed and approved by their department heads and Curriculum Supervisors.

d) College and career readiness

The HCSS East mission to provide a comprehensive college preparatory-focused education continued to be implemented throughout the 2022-2023 school year. Students of every race and ethnic group in Chicopee, Ludlow, Springfield, and West Springfield received their college preparatory education in an academically rigorous, safe, and caring environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, individual college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission is to empower students to reach their highest intellectual, emotional, social and physical potential while preparing them for college.

Small classroom sizes ranging from 5-23 students help enable HCSS East to accomplish our mission of providing a high quality college prep education. All students receive extra hours of math and ELA: middle school students receive 5 blocks of math and ELA weekly, while high school students receive 5 blocks of math and 4 blocks of ELA. Grades 6-8 receive 5 blocks of science classes for the year as well as one block of science lab aligned with their regular science course. Grade 9-11 receive one semester of science classes including a weekly lab aligned with the science course. All students have study hall time at the end of the day, at which time they also had the opportunity to get extra help with their academics in small groups. HCSS East also offers individual and group tutoring as well as access to tutor.com for around the clock support. Additionally, teachers are available for Zoom tutoring with their teacher.

As part of the college prep process, students beginning in the 8th grade have the opportunity to prepare for college admission tests through our administration of the PSAT exam. This provides students in 8th, 9th, 10th, and 11th grade a chance to practice their skills and familiarize themselves with the SAT. HCSS East also offers an intensive SAT prep course which students can sign up for, students who participate in this SAT prep course typically see an increase in their SAT scores.

Aside from personal and group college counseling provided by the college & career readiness coordinator and school counselors, HCSS East also offers many opportunities for students to prepare for and stand out in the college process. HCSS East partners with local colleges, including Westfield State University, Bay Path University, and Holyoke Community College to offer our students college dual enrollment courses. Students have the opportunity to earn college level experience and credits through our offering of 15 Advanced Placement courses. HCSS East has also connected with Southern Connecticut State University to offer a comprehensive, self-paced supplementary college and career curriculum.

All students in grades 6-12 took at least one career exam to help them learn about themselves and what majors and careers best fit them. We also invited professionals from our community on a career day to introduce a variety of majors and careers to the students. HCSS East uses the Naviance Curriculum for students in grades 6-12 that helps develop critical non-cognitive skills and college knowledge. Counselors helped students find answers for questions such as "What makes me unique? What career is right for me? How do I choose the right college? What are colleges looking for? How do I reach my goals? How will I pay for college?"

Inspiring and educating our students, HCSS East was visited by representatives from Western New England University, Merrimack College, Emmanuel College, Westfield State University, Fitchburg State University, UMass-Boston, UMass-Dartmouth, Salem State University, Suffolk University, and Holy Cross. Additionally, our students attended the national college

fair in Hartford, Connecticut where they learned about dozens of colleges from across the country. During the fall of the 2022-2023 school year HCSS offered seniors the opportunity to receive on the spot acceptances through 6 instant decision events. Colleges and Universities who participated in these events were Elms College, University of Hartford, UMass-Dartmouth, Western New England University, Westfield State University, and Worcester State University.

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

HCSS East demonstrated success in meeting our mission throughout the 2022-2023 school year, 100% of our seniors were accepted to one or more colleges with an average of 6 college acceptances per student. 96% of these students enrolled in college, 2% enlisted in the military, and 2% joined the workforce. HCSS East has had one or more Ivy League acceptances for the fourth consecutive year.

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

Communication is essential for building effective school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. The great diversity among HCSS East families means that it is not possible to rely on a single method of communication to reach all homes with a given message. HCSS East uses a variety of strategies adapted to the needs of our families. These strategies include opportunities for both in-person and electronic means of communication. HCSS East chooses these different strategies to maintain clear and strong communication with our parents.

HCSS East utilizes online and in person communication strategies to create a supportive and collaborative positive culture with a focus on student-teacher-parent partnership. Digital strategies included the Automated Voicemail and Email alert system, the HCSS East Website, the HCSS East Friday Reminder Letter, and the various social media platforms including Facebook, Instagram, and Twitter. Teachers maintained regular contact with families via email and phone calls. This year almost all programs at HCSS East were delivered in-person included Back-to-School Night, Parent-Teacher Conferences, the HCSS East Home Visit Program, parent meetings, Award Celebrations for Academic Achievement, monthly PTO Meetings and Events including a Family Cookie Decorating, Special Education Parent Advisory Council Meetings, the Winter Fine Arts Performance Concert and Art Displays, Multicultural Fashion Show, and graduation. To maximize attendance at and to meet the needs of some of our families HCSS East had a hybrid of in person and virtual programs such our Home Visit Program, parent meetings, PTO Meetings, and Special Education Parent Advisory Council Meetings.

The HCSS East administration team maintained an open door policy which was accessible either remotely or in-person. HCSS East sporting events were in person with crowds and in addition some were streamed via Facebook Live and/or Twitch for families to be able to watch. HCSS East students were able to participate in a robust after school clubs program which included academic competition teams, student government, and enrichment clubs. These clubs met virtually and in-person depending on the circumstances. The academic teams participated in both live and virtual competition events. The Student Government Association held several virtual and in-person after school activities for all students.

Amendments to the Charter

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

Criterion 2: Access and Equity: Discipline Data

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04990000&orgtypecode=5&=04990000&&fycode=2022>

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	567	27	0.9	3.9	0.0
English Learner	27	0			
Low income	380	23	1.3	4.7	0.0
Students w/disabilities	79	6	2.5	5.1	0.0
High needs	406	24	1.2	4.7	0.0
Female	279	12	0.4	3.9	0.0
Male	287	15	1.4	3.8	0.0
Amer. Ind. or Alaska Nat.	7	0			
Asian	17	0			
Afr. Amer./Black	166	6	1.2	2.4	0.0
Hispanic/Latino	219	17	0.9	6.8	0.0
Multi-race, Non-Hisp./Lat.	16	2			
Nat. Haw. or Pacif. Isl.	0				
White	142	2			

Our approach to discipline at HCSS East is to prevent inappropriate behavior before it happens. To accomplish this, HCSS East puts a big emphasis on the PBIS system. Based on the praise points, the PBIS system acknowledges student behavior with a tiered model. There are encouraging incentives for students to exhibit positive behavior and be recognized for that behavior throughout the year. Parents also receive a notification via email every time the student receives a praise point.

HCSS East has taken steps including the following to reduce suspension rates and to address disparities among the sub-groups:

- Track behavior through the database using Positive Behavior Intervention and Supports (PBIS - Power of Praise)
- Discipline Point System (DPS) that is visible to staff, students and parents
- Enhanced the DPS system to better track and more accurately identify classroom behaviors in real time
- Enhanced the Levels of Consequences to not only maintain accountability, but to increase classroom time
- Counselor meeting with students with repetitive behavior
- Teacher trainings throughout the year
- Implement Restorative Justice techniques

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
<p>(New Framework for Literary Analysis developed through research with HCSS students)</p> <p><i>Beyond Marx: Cultural Social Class Analysis in the English Language Arts Classroom</i> - National Journal Publication</p>	<p>Journal Publication in <i>English Journal</i>, an award-winning national publication produced by the National Council of Teachers of English (NCTE). This journal is read widely by English educators around the country.</p> <p>This article is now included in the syllabus of two teacher educator's graduate courses at both Westfield State University and the University of Iowa.</p>	Nicole Godard, Instructional Coach	<p>Readers of <i>English Journal</i>, members of National Council of Teachers of English; Toby Emert, Co-Editor of <i>English Journal</i></p>	<p>This journal publication shared a summary of a research study conducted at HCSS regarding students' affective engagement with social class in their own lives and in study of literature that foregrounds social class as a major theme. This study expands the typical Marxist approach to a social class lens to include the cultural and affective dimensions of class in literature.</p> <p>This article is now included in the syllabus of two teacher educator's graduate courses at both Westfield State University and the University of Iowa.</p> <p>Artifact: Godard, N. (2022). Beyond Marx: Cultural social class analysis in the English Language Arts classroom. <i>English Journal</i>, 111(4), 20-26.</p> <p>The project was unfunded.</p>
<p>Webinars:</p> <p>Why College Matters? Is College Worth It?</p> <p>Are You Worried About How to Pay for Your Kid's College?</p> <p>Helping Your Child Cope With Stress And Anxiety</p> <p>Improving Parent-Child Communication</p>	<p>Webinar 1/17/2023</p> <p>1/24/202</p> <p>1/31/2023</p> <p>2/7/2023</p>	<p>Patrick Lewis, College & Career Readiness Coordinator</p> <p>Shannon Palmer, HS Guidance Counselor</p> <p>Crystal Tarris, School Adjustment Counselor</p> <p>Jordan Avelino, School Adjustment Counselor</p>	<p>Free webinar, registration open to anyone interested</p>	<p>HCSS shared information to parents, students, community members, and the educational colleagues on best practices.</p> <p>Artifact: The recording of this presentation is made available on the website www.educationpulse.org</p> <p>This webinar was unfunded.</p>

<p>Staying Engaged With Your Junior High Student: Step Back, Not Out</p> <p>What's Your Parenting Style, And How It Affects Your Child?</p> <p>How to Help Your Child Motivated and Engaged at School</p> <p>How to design teacher evaluations with student achievement in mind</p> <p>How to support new teachers through a comprehensive coaching program</p>	<p>2/14/2023</p> <p>2/28/2023</p> <p>3/7/2023</p> <p>3/14/2023</p> <p>4/4/2023</p> <p>All webinars are recording posted to educationpulse.org</p>	<p>Joan Normand, School Social Worker</p> <p>Robert Ackilli, Special Services Coordinator</p> <p>Jessica McIntyre, MS Guidance Counselor</p> <p>Caroline Forni, Curriculum Supervisor</p> <p>Sarah Gullett, Curriculum Supervisor</p> <p>Nicole Godard, Instructional Coach</p> <p>Michael Guenette, Instructional Coach</p>		
School Mission	<p>Martin Luther King Charter School Middle Night at Martin Luther King Charter</p> <p>1/25/23</p>	<p>Robyn Nelson, Director</p>	Martin Luther King Charter School	<p>Shared mission and school programs with parents and students of Martin Luther King Charter School parents and students for recruitment purposes.</p> <p>Artifact: Application Data</p> <p>Attendance at MLK was unfunded.</p>
School Mission	<p>Springfield Prep Charter School 8th Grade School Middle School Assembly at Springfield Prep</p> <p>1/20/2023</p>	<p>Robyn Nelson, Director</p>	Springfield Prep Charter School	<p>Shared mission and school programs with students of Martin Springfield Prep Charter School for recruitment purposes.</p> <p>Artifacts: Sign-in Sheet</p> <p>Springfield</p>

School Mission	Martin Luther King Charter School Middle School Field Trip to Hampden Charter School of Science 2/23/2023	Robyn Nelson, Director Alyssa Phelps 6th Grade Chair Amber Robert 6th Grade ELA Teacher	Martin Luther King Charter School	Shared mission and school culture with 60 MLK Charter School 5th graders at HCSS East. MLK students received a school tour, participated in a mini science experiment and learned about the middle school experience at HCSS East. Artifact: Application Data MLK field trip was unfunded.
Action Plans, Targeted Tutoring, and Project Based Assessment	Presentation at the 2023 MA DESE Prioritization Institute 3/21/23 and 3/22/23	Suleyman Demirhan, Science Department Head Caroline Forni, Curriculum Supervisor Sarah Gullett, Curriculum Supervisor Hilary Sexton, Humanities Department Head	Match Charter Public Schools	Presenters shared the practices of Hampden Charter School of Science with regards to creating action plans and using targeted tutoring to help students. A plan was created and shared to implement project based assessments in place of traditional tests. Artifact: Project assessment plan Attendance at the institute was unfunded.
Use of the EVOLV safety equipment	On site visit from safety officials from other schools on 3/3/23 and 5/2/23	Tarkan Topcuoglu CEO	Springfield, MA Public Schools, Newington, CT Public Schools, Hartford, CT Public Schools	HCSS Security Staff demonstrated the safety scanning equipment and building entry procedures for students and staff in the morning. Artifact: Security Protocol Attendance at the institute was unfunded.
HCSS Educational Model	Administration from Springfield Prep Charter School toured HCSS East and observed classrooms. 4/27/2023	Tarkan Topcuoglu CEO Robyn Nelson, Director	Springfield Prep Charter School	Shared educational model with administrators from Springfield Prep Charter School. Artifacts: Sign-in Sheet Springfield

Academic Program Success

Criterion 5: Student Performance

[2022 School Report Card HCSS East](#)

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

Student Achievement is at the forefront of the HCSS Educational Model, which is designed to ensure opportunities for all learners to receive necessary support to reach their highest intellectual, emotional, social, and physical potential. The internal testing system plays a crucial role in student achievement. When we look at the average score by department we see that the scores were lower in 2023 than they were in 2022 in ELA, Math, Science, and Social Studies (-10.49, -17.25, -9.95, -1.32). When we look at the disaggregated data we can see that some of the subgroups did improve during this time. The Asian subgroup improved in ELA, Science, and Social Studies (+6.86, +0.08, +3.53), and the Hispanic subgroup improved in Social Studies (+0.33). In the year 2023, the Asian and White subgroups consistently outperformed the school average in ELA, Math, Science, and Social Studies ([Asian: +13.91, +13.53, +11.42, +6.26] and [White: +5.11, +6.98, +4.20, +4.92]). In the year 2022, the African American subgroup outperformed the school average in ELA and Social Studies (+0.10, +0.80), the Asian subgroup outperformed the school average in Math, Science, and Social Studies (+4.23, +1.38, +1.42), and the Hispanic subgroup outperformed the school average in Science (+0.13). In addition, the White subgroup outperformed school averages in ELA, Math, Science, and Social Studies (+2.59, +4.72, +2.8, +3.74). HCSS East administers AP tests and 66% of AP practice test scores in 2022-2023 were at a level of 3 or higher meeting their SLGs.

Criterion 6: Program Delivery

HCSS East and West share a common curriculum developed in alignment with Common Core State Standards and the Massachusetts Frameworks, aimed toward developing the skills necessary for success in college and career. All teachers at HCSS follow our instructional model, a series of core pedagogical beliefs grounded in the most up-to-date research, and monitored by a team of Department Chairs, Curriculum Supervisors, and the Chief Academic Officer (CAO). Each Department Chair works with a Curriculum Supervisor to ensure that the teachers of their content areas (ELA, Math, Science, Social Studies, and Special Education) adhere to the instructional model and accelerate student learning. Our model emphasizes several key components: the guided release of responsibility, backwards planning, academic discussions, contextual learning, retrieval practice, and effective use of technology. During the 2022-2023 school year, HCSS East made a number of adjustments and additions to our program that builds on our instructional model and reinforces our commitment to accelerating student learning and supporting all learners.

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

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

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

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

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

Organizational Viability

Criterion 10: Finance

A. Unaudited FY23 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science East Income Statement	Jul 22 - June 23
Total Income	\$10,266,989
Total Expense	\$9,550,992
Net Income	\$715,997

(See Attachment A for income statement details)

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

Hampden Charter School of Science East Balance Sheet	June 30,2023
Total Assets	\$10,744,954
Total Liabilities	\$10,744,954

(See Attachment B for Balance Sheet details)

C. Approved School Budget for FY24

Operational Budget 2032-2024	Allocation
Total Revenues	\$11,063,730
Total Expenses	\$10,002,107
Net Surplus/Deficit	\$1,061,623

(See Attachment C for Approved School Budget details)

From March 30, 2023 HCSS Board Meeting:

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

Roll Call: motion passed unanimously.

Resolution: **230330.002**

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	560
Number of students upon which FY24 budget tuition line is based	540
Number of expected students for FY24 first day of school	552
Since March, 5 students informed us that they were not returning. We budget conservatively each year for 15-20 fewer students than expected.	

Hampden Charter School of Science does not have a Capital Plan for FY24.

Appendix A: Accountability Plan Evidence 2022-23

Faithfulness to Charter

Objectives and Measures related to Mission and Key Design Elements:	2022-23 Performance	Evidence
Objective: HCSS East will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction and contextual learning. (KDE #1)		
Measure: Each year, 100% of HCSS East students who attended for 160 or more days will complete six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	All students who attended 160 or more days completed six or more PBL and or Anchor Projects in 22-23 school year. Data Source: Contextual Learning Projects Data Collection Google Sheet

Measure: Each year, 90% of HCSS East students who attended for 160 or more days will earn a passing score on six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	99% of all students who attended 160 or more days earned a passing score on at least six contextual learning projects in 22-23 school year. Data Source: Contextual Learning Projects Data Collection Google Sheet
Objective: HCSS East will empower its students to reach their highest intellectual and social potentials, providing unique and challenging opportunities with extended math, science, and technology curriculum. (KDE #2)		
Measure: Each year, 90% of all 11th and 12th grade students will enroll in a DESE-approved advanced[1] math, science, or technology course, and 90% of all 11th and 12th grade students who enroll in a DESE-approved advanced course will achieve a passing grade in the course.	Met	100% of all 11th and 12th grade students are enrolled in a DESE-approved advanced[1] math, science, or technology course, and 98% of all 11th and 12th grade students who enroll in a DESE-approved advanced course achieved a passing grade in the course.
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 80% of the 9th and 10th grade students who take an AP course will earn a passing grade (65 out of 100 or higher) in the course.	Met	100% of the 9th and 10th grade students were offered to enroll in an AP class. 98.7% of them have a passing grade as of 6/9/2023.
Objective: HCSS East will provide individual attention and therefore empower student academic success. (KDE #3)		
Measure: Each year, the HCSS East student-teacher ratio will be lower than the state average.	Met	"HCSS East student-teacher ratio: 11.8 to 1 State student-teacher ratio: 11.9 to 1"
Measure: Each year, 100% of ELA, Math, Science, and Social Studies teachers will design and implement quarterly action plans. In these action plans, teachers will identify students to tutor in groups of 5 or less, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. Tutoring takes place weekly during study hall periods, after school, and online.	Met	100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly Action Plans, focusing on the Lowest Performing Students. Tutoring schedules were created as part of these Action Plans. Climate Survey - Parent - Survey Report on Jotform Platform
Measure: Each year, 80% of the Lowest Performing students, as defined in the DESE's Accountability Report School Leader's Guide, will achieve a passing grade by the end of the year in their ELA and Math courses.	Met	97.2% of the Lowest Performing Students achieved a passing grade in their ELA Courses, 91.7% of the Lowest Performing Students achieved a passing grade in their Math Courses and 91.7% of the Lowest Performing Students achieved a passing grade in both their ELA and Math Courses."
Objective: HCSS East will effectively prepare students for success in college, career, and beyond. (KDE #4)		
Measure: Each year 90% of students in grades 8-11 will take their grade level PSAT, and at least 60% of students who take the PSAT will meet the benchmarks defined by the College Board for EBRW and/or Math.	Met	90% of students in grades 8-11 took their grade level PSAT, and 60% of students who took PSAT met the benchmarks defined by the College Board for EBRW and/or Math.
Measure: Each year, at least 70% of all seniors will have taken at least one AP course by graduation, and at least 50% of those seniors will earn a score of 3 or above on at least one AP exam by graduation.	Met	77.2% of all seniors took at least one AP course by graduation. Scores are not available at this time.

Objective: HCSS East will sustain a supportive, structured, collaborative, and positive school culture by promoting student-teacher-parent partnership.		
Measure: Every family will receive at least 8 individualized communications about their student from HCSS East teachers each year.	Met	100% of families received eight or more individualized communications about their students. Type of communication includes; phone call, email and home visit. Communication log can be found on Powerschool under behavior management plug-in and Home Visit Google Sheets File.
Measure: To establish and sustain the relationship between school and home, HCSS East will host five or more family events annually such as picnics, back to school night, multicultural night, college night, and concerts.	Met	HCSS East hosted the following family events: Back to School Night, Chromebook Kickoff, Virtual College Night, Honor Roll Awards Ceremony for each quarter, High Honor Breakfast, Art and Music Showcases, Multicultural Heritage Night, Family Cookie Decorating Contest, 8th Grade Stepping Up Ceremony, Class of 2023 Graduation.
Measure: HCSS East will administer a School Climate Survey each year, in which at least 40% of families will participate. In this survey, at least 75% of the responses will reflect a positive rating (e.g. agree or strongly agree) for the statements “This school promptly responds to my phone calls, messages, or e-mails” and “I feel welcome at my student's school”.	Participation: Not Met Positive Rating: Met	HCSS East Conducted School Climate Surveys. The parent participation rate was 31%. 94% of the responses reflect a positive rating for the statements “This school promptly responds to my phone calls, messages, or e-mails” and “I feel welcome at my student's school”. Online Survey Platform: Jotform Data Source: 2023 - HCSS East School

Dissemination

Dissemination Objective and Measure:	2022-23 Performance	Evidence
Objective: HCSS East will disseminate information about its educational model and best practices.		
Measure: HCSS will design and publish a website about its educational model and best practices. HCSS staff will post at least five best practices to the website each year.	Met	HCSS IT department has designed and published a website (educationpulse.org) about its educational model and best practices. The website features a variety of articles and recordings of the webinars conducted by the HCSS staff members.
Measure: By the end of this charter term, HCSS will organize and conduct at least 5 webinars or on-site trainings about its educational model and best practices. These webinars or on-site trainings will be open to other schools and the public.	Met	During the 2022-2023 school year, HCSS 9 webinars about its educational model and best practices. Those webinars were open to the public and they are also available on educationpulse.org website. The webinars were presented by School counselors, Special Education Directors, Curriculum Supervisors and Instructional Coaches.

Appendix B: Recruitment and Retention Plan 2023-24

Recruitment Plan

2023-24

School Name: Hampden Charter School of Science East

2022-2023 Implementation Summary:

During the 2022-2023 school year, Hampden Charter School of Science East carried out an effort to reach students from every demographic group. We strengthened our name recognition by running social media ads on Facebook, Instagram, Google Ads, and niche.com. HCSS mostly offered in-person Open Houses as well as virtual open houses. A total of 11 open houses were offered for prospective families. At each open house, there were at least two administrators present to answer questions with our English Language and Special Education staff present. Two virtual open houses were conducted with the Zoom link provided on brochures, school website, school's social media accounts and the regional Facebook forums. HCSS East was also able to place brochures in local businesses (such as fitness centers, restaurants, hair salons, and behavioral health offices), public libraries, community centers and religious institutions this year.

To ensure that all families in our sending districts were aware of the opportunity to apply to HCSS East, HCSS mailed 25,000 brochures and 25,000 postcards to prospective families living in the sending districts. Our brochures made clear that we are a tuition-free public charter school. This allowed our name and information to reach many more prospective families. Our brochures and advertisements also included our open house dates, information about our free tutoring and extra support programs, and how to apply. Thousands of postcards and brochures were also distributed both personally and via mail to community-based organizations including churches, community centers, libraries, cultural centers, and organizations for the alleviation of housing and food insecurity. HCSS visited local organizations and left brochures in places that specialize in supporting people with disabilities and English language learners.

From December 10th to February 11th, an information desk was set up at Holyoke Mall. On Saturdays between the hours of 1 am and 5pm, HCSS staff was able to give out brochures and allow parents to apply on the spot. In addition to the table, HCSS used different advertisement models (table top ads, elevator door ads and stand ads) at the Holyoke Mall. HCSS visited Springfield Prep Charter School and made a presentation to their graduating 8th graders. HCSS also made a visit to Martin Luther King Charter School in Springfield for their middle school night. Martin Luther King Charter School fifth graders also came to HCSS East for a field trip where they toured the school, participated in a mini science experiment, and learned about the middle school experience at Hampden Charter School of Science East.

Through our relationships with local media outlets, HCSS was able to appear in articles, radio, and television features. Through West Springfield Record, Reminder, Register (English & Spanish), Mass Appeal, WWLP, HCSS was able to reach a greater population in Western Massachusetts. These prominent news organizations highlighted our academic successes, extracurricular programs, and community outreach. Articles appeared in multiple languages, including English, Spanish and Russian. Advertising was conducted on several social media platforms as well as through local news outlets which included television, radio, and newspapers.

In order to truly experience HCSS, we were happy to host in-person and virtual Open Houses starting in December and ending in March when the lottery was held. At these Open Houses, prospective students and families were given a virtual and in person tour of our school by a member of the administration. Information sessions were hosted by HCSS administration including HCSS Director, Deans, Chief Academic Officer, Instructional Coaches, Special Education and ELL staff. This allowed prospective students and families to ask questions about the school and receive knowledgeable answers from key members of the staff as well as students chosen due to their high standing in the school and their community.

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

Our current EL families have expressed satisfaction with our program and have registered siblings for next year which will increase the population of that sub-group.

Looking at the comparison index, Special Education and ELL populations are lower than state, sending districts and similar charter schools. Percentage of students with disabilities and ELL students decreased. This was due to ELL students FLEPing and some Special Education Students transitioning to college or moving out of state. In order to attract students with English as a Second Language, HCSS East invested in advertisements in different languages such as Russian and Spanish. Bilingual staff members also helped parents during the application process. HCSS East hired additional staff who speak our high incident languages and we invested in additional translation services. HCSS East ensured that special education staff were available and attended both virtual and in person open houses. This permitted parents to have their special education questions answered right away from knowledgeable staff.

Enrollment shows an increase in special education students and English language learners for next year. Enrollment may be impacted by the high number of siblings enrolled in for the 2023-2024 school year... HCSS will utilize new and innovative strategies to increase the numbers of our special education and ELL students.

General Recruitment Activities for 2023-2024

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

Recruitment Plan – 2023-24 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data School percentage: 10.6% GNT percentage: 17.2% CI percentage: 17.2% The school is below GNT percentages	(b) Continued 2022-2023 Strategies <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> 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 place brochures and applications at special education advocacy groups. To highlight the guidance counselor support regarding college. To partner with Westfield State University Inclusive Concurrent Enrollment program for special education students ages 18-22 with intellectual disabilities to obtain a college experience Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students Hold open houses dedicated to prospective special education students. Conduct a Parent Informational Session at SEPAC meeting for Parents of students with disabilities. <ul style="list-style-type: none"> To send notice of HCSS SEPAC meetings to Special Education Advocacy Groups for public invitation and attendance at SEPAC workshops and trainings
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and below CI percentages	<p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><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.</p> <ul style="list-style-type: none"> ➤ To place brochures and applications at community centers / youth and teen centers including: YMCA, Boys and Girls Clubs, Dunbar Community Center, South End Community Center (2 years) ➤ To place brochures and applications at youth advocacy organizations including Baystate Family Advocacy Center and the Federation for Children with Special needs (2 years) ➤ Highlight special education program in television advertisements (2 years) ➤ Highlight special education program in flyers mailed to homes in the charter cities (2 years) ➤ Send representatives representing HCSS East at the Autism Speak Walkathon in Western Massachusetts (3 years) ➤ Conduct a community training on how to help special education training on transitioning from high school to college. (1 year)
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 4.6%</p> <p>GNT percentage: 6.9%</p> <p>CI percentage: 6.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(b)Continued 2022-2023 Strategies</p> <p align="center"><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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. ● 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. ● To post multilingual brochures and applications at The Gray House ESL program and Springfield Adult Education ESL program. ● Visit 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. ● Mail multi-language brochures to prospective families. ● Ask our current ELL students to join us for an informational session at their house of worship and or community center. ● Provide brochures to the Valley Opportunity Council which provides English classes to parents and adults. ● Advertise availability of translation services for non-English speaking parents/guardians to participate in the educational process <p align="center">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ To place multilingual brochures and applications at community centers / youth and teen centers including: YMCA, Boys and Girls Clubs, Dunbar Community Center, South End Community Center (2 years) ➤ To place multilingual brochures and applications at local food stores in the charter cities (2 years) ➤ To place multilingual brochures and applications at local libraries in the charter cities (2 years) ➤ Highlight in advertising the average dollar amount of scholarships that HCSS students receive (2 years) ➤ Highlight ELL program in television advertisements (2 years) ➤ Highlight ELL program in flyers mailed to homes in the charter cities (2 years) ➤ Hire translators for low incident language for meetings/events (3 years)

	<p>➤ Meet with Jewish Family Services, which is one of the organizations supporting refugees coming to Western Massachusetts to go over the educational services we can provide incoming families. (3 years)</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 60.7%</p> <p>Gap Narrowing: 59.0%</p> <p>CI percentage: 67.4%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. ● To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations. ● To highlight our one to one Chromebook program for every student in our brochure and recruitment materials ● To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. ● Host information session open to the public and emphasize such factors as the average dollar amount of scholarships that HCSS graduates receive
	<p>(c) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● To highlight in HCSS website and information sessions that we will be providing free breakfast and lunch for all students who attend HCSS. (2 years) ● To put our recruitment brochures in local food pantries such as the Salvation Army and Open Pantry Community Services (2 years) ● Promote the number of first-generation college students who graduate from HCSS East (1 year) ● To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and open houses. (1 year)
<u>Students who are sub-proficient</u>	<p>(d) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ● To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses. ● To advertise the results of these programs through the increased MCAS performances of our students in grades 6 through 10.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ● To highlight our Peer Mentoring Program and the College Guidance 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.
<u>Students who have dropped out of school</u>	<p>(f) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ● To request student contact information from local guidance counselors and GED programs in our area in order to send brochures and applications to students who have dropped out in our sending districts. ● To initiate contact with local Job Corps and ask them to distribute our brochure and application.
OPTIONAL	<p>(g) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ● To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.

Retention Plan

2023-24

2022-2023 Implementation Summary:

During the 2022-2023 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 three reasons: the student was accepted to HCSS West or a private school; the family moved out of the sending district; or HCSS does not have the athletic sport that the student preferred.

HCSS continues to work to improve the experience for students and families. To better meet the needs of our students, HCSS East continues to provide a technology rich education for students in the building and at home. HCSS East continued to provide tutoring services for all students in person and via Zoom. HCSS East increased the number of student clubs and athletic programs offered by the school. This year over 50% of students stayed after school for one of our programs. HCSS continued to host school events to keep up the positive school culture.

Parent communication remains our main avenue for informing parents about the students' academic achievement as well as their participation in the PBIS System. Our Learning Management System (Canvas) and our Student Information System (PowerSchool) provide an avenue for parents to regularly monitor student progress both academically and behaviorally throughout the school year. Our Home Visit program was revived this year post pandemic to take place in person again for those families willing to host visitors in their homes. Grade level teams remained in regular contact with parents of students that struggled academically throughout the year providing multiple opportunities to meet in person with teachers if desired including Parent/Teacher conferences at the end of each of the first three quarters of the school year. The Special Services Department was additionally in regular contact with parents of students served by them throughout the year. HCSS West administration also continued with our weekly Friday emails and social media postings to inform parents of all events available for participation to remain a part of the active community.

HCSS implemented additional enhancements to improve retention this year. To enhance the athletic program, HCSS added bowling and boys' volleyball. In addition, more intramural athletics was added such as basketball club and flag football. An 8th grade and 11th grade class trip was added this year where students spent time beyond the school day participating in the Boston Duck Tour and a Fenway Park Tour.

HCSS East conducted multiple surveys throughout the school year asking parents, students, and staff about their satisfaction with our education program. The overwhelming results were that families were happy with Hampden Charter School of Science East. This translated in HCSS East meeting all of its retention plan and attrition goals. HCSS' overall retention rate rose this year compared to 2021-22 school year. This was due largely to families moving out of the area. HCSS East is located next to the Westover Air Force Base. We have a positive relationship with the base and a good reputation with the military families. The military families stay an average of three years at Westover and then are obligated to move for their career. Due to the pandemic many military families were able to stay in the area longer. This changed at the end of the 2022.

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

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
	(b) Continued 2022-2023 Strategies

<p><u>(a) CHART data</u></p> <p>School percentage: 14.9%</p> <p>Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p>	<p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● To make sure that all special education students are performing at or above their potential, the school will hold Team meetings every other week with teachers and grade level chairs to discuss at-risk students and devise individualized success plans. ● 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. ● Send out a survey to HCSS parents of special needs students evaluating the school and special education program <p>(c) 2023-2024 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ To promote the use of tutor.com in school and with parents informing special education families of our twenty-four hours tutoring service. (2 years) ➤ 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. (1 year) ➤ To hold professional development for all staff members, on topics such as differentiation techniques and how to read and follow an IEP. (3 years)
<p align="center">Limited English-proficient students/English learners Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 19.2%</p> <p>Third Quartile: 16.8%</p> <p>The school is below third quartile percentages.</p>	<p>(b)Continued 2022-2023vStrategies</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 directors 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. ● To complete home visits for all ELL families who agree to participate. ● 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>(c) 2023-2024 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. N/A</p> <ul style="list-style-type: none"> ➤ To host ELL parent night with translators (2 years) ➤ To provide ELL students with summer workbooks and tutoring services so they return to school on a strong footing (1 year) ➤ To train staff of culturally responsive teacher (2 years)
<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	

<p><u>(a) CHART data</u></p> <p>School percentage: 16.1%</p> <p>Third Quartile: 15.8%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b)Continued 2022-2023 Strategies</p> <p align="center"><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ➤ HCSS will continue to provide breakfast and lunch for every student with no charge. ➤ To have an active Parent Teacher Organization (PTO) that plans fundraisers and uses proceeds for families who request help. ➤ Inform low-income families about school resources such as no cost field trips and free medical resources. ➤ Conduct an informational session for families on scholarship opportunities and how HCSS helps students earn scholarships for college. <hr/> <p align="center">(c) 2023-2024 Additional Strategies, if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ➤ To provide two free out of school learning experiences (field trips) to all student (2 years) ➤ To provide free school uniforms to all 8th graders going into the 9th grade in order for families to not have to purchase additional uniforms when transitioning from the blue to the burgundy shirts and promoting this at the 8th grade Step up Ceremony (3 years) ➤ To utilize our school social worker to work with families on seeking out mental health services for low-income students and providing families with a resource packet. (2 years)
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d)Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● To utilize the database, quarter finals, and benchmarks to identify at risk students as early as possible and to take appropriate action immediately.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e)Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● To identify high risk students in high school through the work of our CST (Child Study Team). These monthly meetings are in place to make and implement individualized plans for each student in the school who is at risk of failing. These plans include extra check-ins and attention from teachers, differentiation techniques, and an increase in the frequency of a teacher's communication with families about individual assignments. ● To use the CST list as well as teacher observations to identify at-risk students and provide them with extra help from our College Guidance office to identify four-year colleges and universities that are a match for them and to help them through the application and financial aid process.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f)Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.
<p>OPTIONAL</p>	<p align="center">(g)Continued 2022-23 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.

Appendix C: School and Student Data Tables

Student Demographic Table

Enrollment by Race/Ethnicity (2022-23)

Hampden Charter School of Science East school enrollment data is as follows:

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

STUDENT DATA BY RACE AND ETHNICITY (2022-23)	
Race/Ethnicity	Percentage of School
African American	28.2
Asian	3.3
Hispanic	41.0
Native American	0.5
White	24.2
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	2.7
Selected Student Populations (2022-23)	Percentage of School
First Language not English	6.7
English Learner	4.6
Low-income	60.7
Students With Disabilities	10.6
High Needs	65.9

Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER DURING 2022-23 SCHOOL YEAR			
Name	Title	Start date	End date
Robyn Nelson	<i>Director</i>	8/1/2010	
Yasin Akgul	<i>Dean of Academics</i>	8/1/2012	
Rodney Smith	<i>Dean of School Culture</i>	11/1/2011	
Jerry Moore	<i>Dean of School Culture</i>	8/1/2021	
Nancy Kirkpatrick	Special Services Coordinator	8/9/2021	

TEACHER AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	44	4	7	Other Career Opportunities Non-renewal of employment contract Employee chose to end employment
Other Staff	25	5	2	Other Career Opportunities

Information About the Board of Trustees

BOARD MEMBERSHIP DURING THE 2022-23 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Diane Hunter	Chair	Governance and Grievance Committee	2	Election date:02/14 Expiration date:07/23 Length of term: 3 yrs
Dale Parker	Secretary	Education and Grievance Committee	1	Election date: 08/18 Expiration date: 07/24 Length of term: 3 yrs
Saadia Crawford-Carter,	Trustee	Education and Grievance Committee	2	Election date:10/16 Expiration date:07/25 Length of term: 3 yrs
Esra Caylan	Vice Chair	Finance and Grievance Committee	1	Election date:8/18 Resigned:01/26/2023
Nabi Shahan	Treasurer	Finance and Grievance Committee	1	Election date: 4/17 Expiration date:07/23 Length of term: 3 yrs
Emmanuel Russell	Vice Chair	Governance and Education Committee	1	Election date: 7/17 Expiration date:07/23 Length of term: 3 yrs

Murat Polat	Trustee	Education	0	Election date: 12/22 Expiration date:11/25 Length of term: 3 yrs
Emre Guduk	Trustee	Finance	0	Election date: 10/22 Expiration date:10/25 Length of term: 3 yrs
Noelani Washington	Trustee	Grievance	0	Election date: 9/22 Expiration date:8/25 Length of term: 3 yrs

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

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

Appendix D: Additional Required Information

Facility

Address	Dates of Occupancy
20 Johnson Rd. Chicopee, MA 01060	August 20, 2009

Enrollment

Action	2023-24 School Year Date(s)
Student Application Deadline	March 3, 2024
Lottery	March 5, 2024

Appendix E: Conditions, Complaints, and Attachments

Hampden Charter School of Science East is operating without conditions.

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

ATTACHMENTS

A. Profit and Loss

July 2022 - June 2023

	Total
Income	
4000 Tuition Revenue	9,136,849.00
4011 Transportation Subsidy	225,908.50
4300 Student Fees	3,514.85
4325 Program Fees	18,281.00
4700 Sales of School Uniforms	285.00
4750 Student Fundraisers	174.50
4800 Miscellaneous Income	140.00
4999 Interest Income	74.11
Grant Income - State & Federal	859,394.74
Private Grants	22,367.74
Total Income	\$ 10,266,989.44
Gross Profit	\$ 10,266,989.44
Expenses	
6110 Contract Labor	44,336.75
6700 Depreciation Expense	190,841.00
6710 Amortization Expense	1,962.00
Board Expense	6,616.09
Computer Expense	199,958.65
Equipment & Furniture	243,672.98
Facility Expense	467,146.41
Insurance Expense	102,208.37
Materials & Supplies	91,628.20
Other Operating Expenses	307,715.14
Personnel	6,752,000.00
Professional Fees	323,061.65
Student Activities	552,335.68
Travel, Meals & Conferences	48,983.35
Total Expenses	\$ 9,332,466.27
Net Operating Income	\$ 934,523.17
Other Expenses	
9050 Interest Expense	218,526.35
Total Other Expenses	\$ 218,526.35
Net Other Income	-\$ 218,526.35
Net Income	\$ 715,996.82

B. Balance Sheet

As of June 30, 2023

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - TDBank Operating	13,687.09
1005 Cash - Berkshire Bank	453,683.08
1006 Peoples Bank	979,704.15
1025 Petty Cash	0.00
Total Bank Accounts	\$ 1,447,074.32
Accounts Receivable	
1100 Accounts Receivable	-77,169.92
1125 Tuition Receivable	103,472.00
1126 Lunch Subsidy Receivable	0.00
1127 Transportation Subsidy Receivable	653,082.50
Total Accounts Receivable	\$ 679,384.58
Other Current Assets	
1099 Undeposited Funds	0.00
1130 Other Receivables	18,854.12
1200 Grants Receivable	394,506.74
1210 Inventory Asset	3,531.87
1300 Prepaid Expenses	25,612.07
1990 Due from HCSS WEST	36,286.94
1995 Due from HCSS WEST - Loan	0.00
Inventory Asset-1	0.00
Total Other Current Assets	\$ 478,791.74
Total Current Assets	\$ 2,605,250.64
Fixed Assets	
1400 Fixed Assets	10,054,737.12
1500 Accumulated Depreciation	-1,953,213.38
1600 Construction in Progress	1,787.75
Total Fixed Assets	\$ 8,103,311.49
Other Assets	
1700 Loan Acquisition Costs	39,275.70
1710 Accum Amort Loan Acquisition	-8,284.00
1880 Security Deposits	5,400.00
Total Other Assets	\$ 36,391.70
TOTAL ASSETS	\$ 10,744,953.83
LIABILITIES AND EQUITY	
Liabilities	

Current Liabilities	
Accounts Payable	
2000 Accounts Payable	254,870.14
Total Accounts Payable	\$ 254,870.14
Other Current Liabilities	
2010 Accrued Expenses	0.00
2040 Wages Payable	0.00
2045 Employer Tax Liabilities	0.00
2050 Employee Tax Withholdings	0.00
2052 401K Deferral	11,595.58
2055 MTRS Withholdings	82,087.25
2080 FSA Withholdings	29,710.29
2085 Other Employee Withholdings	17.20
2095 Unclaimed Checks due to State	197.62
2100 Due to MA DOR	4,907.98
2120 Deferred Revenue - Grants	40,224.25
2610 Line of Credit - Hampden Bank	0.00
2615 Lease Payable - Sonitrol	0.00
2616 Lease Payable - NEC	0.00
2950 Student Paid Activities	0.00
2960 PTO Liability	0.00
2990 Due to HCSS WEST	0.00
2999 Clearing Account	0.00
Total Other Current Liabilities	\$ 168,740.17
Total Current Liabilities	\$ 423,610.31
Long-Term Liabilities	
2600 Notes Payable - Hampden Bank	0.00
2601 Note Payable Peoples Bank	5,129,368.90
Total Long-Term Liabilities	\$ 5,129,368.90
Total Liabilities	\$ 5,552,979.21
Equity	
30000 Opening Balance Equity	0.00
3005 Unrestricted Net Assets	4,475,978.67
Net Income	715,995.95
Total Equity	\$ 5,191,974.62
TOTAL LIABILITIES AND EQUITY	\$ 10,744,953.83

C. Budget 2022-2023

HCSS East Budget 2023-24	
Income	
4000 Tuition Revenue	9,658,980.00
4011 Transportation Subsidy	418,600.00
4300 Student Fees	15,000.00
4325 Program Fees	18,500.00
4700 Sales of School Uniforms	2,500.00
4999 Interest Income	150.00
Grant Income - State & Federal	925,000.00
Private Grants	25,000.00
Total Income	11,063,730.00
Expenses	
Contract Labor	55,000.00
Depreciation Expense	227,000.00
Board Expense	19,500.00
Computer Expense	219,500.00
Equipment & Furniture	101,500.00
Facility Expense	397,500.00
Insurance Expense	100,000.00
Materials & Supplies	113,500.00
Other Operating Expenses	195,000.00
Personnel Wages&Benefits	7,309,827.00
Professional Fees	269,000.00
Student Activities	738,780.00
Travel, Meals & Conferences	46,000.00
Interest Expense	210,000.00
Total Expenses	10,002,107.00
Net Income	1,061,623.00

D. Anticipated Board Meeting Schedule for 2023-2024

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

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2023-24 SCHOOL YEAR	
Date/Time	Location
September 14, 2023, Thursday, 6:30 pm	20 Johnson Rd. Chicopee, MA 01022
October 26, 2023, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
January 11, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
March 28, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
May 30, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022
July 18, 2024, Thursday, 6:30pm	20 Johnson Rd. Chicopee, MA 01022

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

Hampden Charter School of Science East and West Board of Trustees meetings take place in Chicopee campus unless otherwise announced. Stated below are prospective meeting dates for the 2023-24 school year.

COMMITTEE MEETING SCHEDULES FOR THE 2023-24 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance	September 14, 2023, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022
Finance	October 26, 2023, Thursday, 5:45pm	20 Johnson Rd. Chicopee, MA 01022
Education	January 11 ,2024, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022
Finance	March 28, 2024, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022
Education	May 30, 2024, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022
Governance	July 18, 2024, Thursday, 5:45 pm	20 Johnson Rd. Chicopee, MA 01022