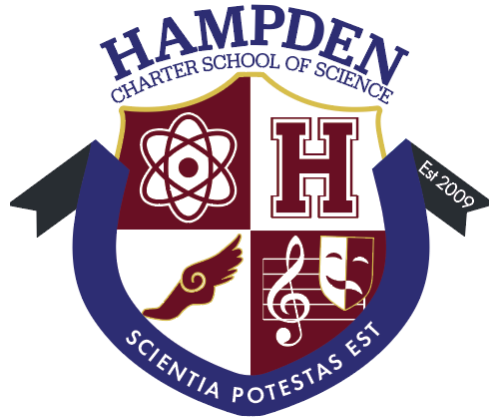


# HAMPDEN CHARTER SCHOOL OF SCIENCE – EAST



# ANNUAL REPORT

***2023-2024***

July 10, 2024

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## INTRODUCTION TO THE SCHOOL

Hampden Charter School of Science East			
Type of Charter	Commonwealth	Location	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, 2024
Maximum Enrollment	560	Enrollment for 2023-24	553
Chartered Grade Span	6-12	Grade Span for 2023-24	6-12
Number of Instructional Days per School Year	182	Students on Waitlist for 2023-24	214
Number of Instructional Days during the 2023-24 School Year	182		
School Hours <sup>1</sup>	7:50am-2:55pm (Monday-Thursday) 7:50am-2:11pm (Fridays)	Age of School in 2023-24	15
<p><b>Mission Statement:</b> 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

Project Based Learning is a school-wide instructional strategy that incorporates the development of 21st century skills assessed on a rubric. Key elements incorporated into Project Based Learning experiences include teamwork, critical thinking, appropriate and efficient use of technology, as well as oral and written communication skills. The goal for the 2023-2024 school year was for each student at the Hampden Charter School of Science East to take part in at least six Project Based Learning or Anchor Project assignments. To complete a full PBL experience, most teachers were required to work in collaboration with members of their grade-level teams to provide a cross-curricular PBL to the students in their grade level. Teachers presented the PBL plan - including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating direct teaching strategies as necessary.

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

At HCSS East, 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 East facilitates opportunities for students to perform active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways. The collaboration among students, teachers, and others in the community is shared and distributed among the members of the “learning community.” The project-based instruction appeals to the core of the school’s mission because it makes academic research more relevant to the students and facilitates contextual learning for real-life problems.

In addition to Project Based Learning experiences, teachers also include Anchor Projects in their curriculum. Every teacher had the opportunity to plan or be involved in at least one Anchor Project in their course(s) during the 2023-2024 school year. Teachers include the Anchor Projects in their Pacing Guides, and it’s evident in lesson plans how they connect with the curriculum of each course. Anchor Projects are independent projects that primarily take place outside of the classroom and allow students to dig deeper into their understanding of a topic or unit. These are standards-based projects that align with the curriculum and are done on a quarterly or unit basis, depending on the class. Anchor Projects took place in all core courses during the year as well as in elective classes such as Art, Music, and Foreign Language. Students in middle school created a digital portfolio to showcase some of their best Anchor Projects from the year, culminating in a PBL showcase at the end of the year. These digital portfolios included artifacts, pictures, and reflections from the projects in Science and Social Studies classes in grades 6 and 7.

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

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

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

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

courses are offered to all high school students starting in the 9th grade. As of the 2023-2024 school year, Project Lead The Way's (PLTW) Computer Science pathways curriculum was introduced to our high school students to provide more project-based learning opportunities

### **c) Individualized Attention**

Hampden Charter School of Science East is committed to enhancing individual student learning and performance. The school maintains a student-to-teacher ratio of 11.8 to 1, allowing teachers to offer personalized attention to students in their classrooms. In the 2023-2024 school year, almost half of the students in each grade received support from ELA, Math, and Science interventionists, in addition to the lessons already supported by additional Special Education and In-Class Support Staff. Additionally, a co-teaching initiative in an 8th-grade Math classroom with two full-time math teachers was piloted at HCSS East. Following its success, plans are in place to expand this co-teaching model in the 2024-2025 school year.

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

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

In addition, teachers engage in significant professional collaboration and reflection to provide effective, individualized attention to students. Staff participate in alternating biweekly grade-level and department meetings, as well as weekly all-staff meetings to discuss progress on an individual, curricular, and school-wide level. Teachers collaborate with Grade-Level Chairs, Department Heads, Instructional Coaches, and the Dean of Academics to reflect on student progress and enhance instruction.

Finally, after evaluating district and state-determined measures of student achievement, core classroom teachers (ELA, Math, Science, and Social Studies) design quarterly action plans, reflecting on the strategies and adjustments necessary for both whole class and individual student intervention. From these plans, teachers create small tutoring groups, including "Lowest Performing Students" as defined in the DESE's Accountability Report School Leader's Guide.

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

### **d) College and Career Readiness**

The HCSS East mission to provide a comprehensive college preparatory-focused education continued to be implemented throughout the 2023-2024 school year. Students of every race and ethnic group in 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 encourage student-teacher-parent partnerships. 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 have the opportunity to get extra help with their academics in small groups. HCSS East also offers individual and group tutoring as well as access to Tutor.com for around-the-clock support. Additionally, teachers are available for Zoom tutoring during their office hours.

As part of the college prep process, students beginning in the 8th grade have the opportunity to prepare for college admission tests through our administration of the PSAT exam. This provides students in 8th, 9th, 10th, and 11th grade a chance to practice their skills and familiarize themselves with the SAT. HCSS East also offers an intensive SAT prep embedded into our 11th-grade ELA and Math classrooms. During the 2023-2024 school year, 11th-grade students were given the opportunity to take at least three practice tests for the SAT as part of our assessment plan. HCSS East students receive CollegeBoard fee waivers, allowing them free access to SAT testing, putting them in a better position to achieve post-secondary goals. Aside from individual and group college counseling provided by the college & career readiness coordinator and school counselors, HCSS 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 14 Advanced Placement courses. Students are encouraged to enroll in pre-college summer programs as a supplement to their education and college preparation.

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

Inspiring and educating our students, HCSS East was visited by college representatives from Boston College, Suffolk University, Massachusetts College of Pharmacy and Health Sciences, Merrimack College, Holyoke Community College, Elms College, American International College, Springfield College, Holy Cross, UMass-Amherst, University of Connecticut, Central Connecticut State University, Fitchburg State University, and others. 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 2023-2024 school year, HCSS East offered seniors the opportunity to receive on-the-spot acceptances through 7 instant decision events. Colleges and universities that participated in these events were Elms College, University of Hartford, UMass-Dartmouth, Western New England University, American International College, Springfield College, 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, and to research and find the right colleges to support the achievement of those goals. HCSS East demonstrated success in meeting our mission throughout the 2023-2024 school year; 100% of our seniors were accepted to one or more colleges with an average of almost 8 college acceptances per student. 95% of these students enrolled in college, and 5% joined the workforce. Almost 10% of HCSS East Seniors were accepted to a Top 50 college, including one student earning the prestigious QuestBridge scholarship. HCSS East also invited professionals from the community to visit on a career day to introduce a variety of majors and careers to the students.

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

Communication is the key to building strong school-family relationships. It is the basis for all other types of family participation in education. HCSS East families are diverse, and there is no one-size-fits-all approach to reaching all homes. HCSS East uses a wide range of strategies that are tailored to meet the specific needs of each family. These strategies include both face-to-face and online communication opportunities. HCSS East selects these different methods to ensure clear and robust communication. HCSS East uses both online and face-to-face communication to foster a positive and inclusive environment with a strong emphasis on student, teacher, and parent engagement. Digital strategies included the Automated Voicemail and Email alert system, the HCSS East Website, the HCSS East Friday Reminder Letter, and the various social media platforms, including Facebook and Instagram. Teachers maintained regular contact with families via email and phone calls.

HCSS East hosts a plethora of events to engage our families such as 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, Purse Bingo, Paint Night, Special Education Parent Advisory Council Meetings, the Winter Fine Arts Performance Concert and Art Displays, Multicultural Night, College Information Night, 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 as PTO Meetings, Special Education Parent Advisory Council Meetings, Financial Aid Night, Junior Parent Night, Senior Parent Night, and parent meetings.

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

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

**Criterion 2: Access and Equity**  
**Student Demographic Information**

**Enrollment by Race/Ethnicity (2023-24)**

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	26.8
Asian	4.0
Hispanic	42.0
Native American	0.5
White	23.3
Native Hawaiian, Pacific Islander	0.2
Multi-Race, Non-Hispanic	3.3

**Selected Populations (2023-24)**

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	5.4
English Language Learner	3.6
Low-income	59.3
Students with Disabilities	14.6
High Needs	66.0

**2022-23 Student Discipline Data Report**

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	558	14	0.4	2.2	0.0
English Learner	25	1			
Economically Disadvantaged	356	11	0.0	3.1	0.0
Students with Disabilities	84	3			
High Needs	387	12	0.3	2.8	0.0
Female	266	4			
Male	289	10	0.7	2.8	0.0
American Indian or Alaska Native	3				
Asian	19	0			
African American/Black	157	5			
Hispanic/Latino	230	4			
Multi-race, Non-Hispanic/Latino	16	1			
Native Hawaiian or Pacific Islander	0				
White	133	3			



HCSS East has adopted a variety of strategies to reduce suspensions, aiming to address underlying issues and promote a more positive school climate. At HCSS East we implement restorative justice approaches that focus on repairing harm and restoring relationships rather than punishing students. We do this through facilitating discussions between affected parties to resolve conflicts and agree on a way forward. HCSS East has effective Positive Behavioral Interventions and Supports (PBIS). HCSS PBIS sets clear expectations for behavior, recognizes and rewards positive behavior, and provides consistent consequences for rule violations. HCSS uses a tiered intervention system to provide a varying level of intervention based on student needs. This allows schools to address behavioral issues early and with appropriate intensity, reducing the need for suspensions. HCSS uses alternatives to suspension, such as detention and behavior contracts. These alternatives aim to keep students engaged in the learning environment while addressing behavioral issues. HCSS has recently increased the time spent during the school week on social and emotional learning (SEL). Our Advisory curriculum helps students develop skills like emotional regulation, empathy, and conflict resolution. HCSS monitors our student disciplinary system weekly in our administration meetings and biweekly in our directors' meetings. The data is disaggregated among student groups. At the end of each school year HCSS discipline system is evaluated by using multiple measurements, including but not limited to the HCSS annual report, discipline referral, counseling referral, CST success rate, and more. The year-end data review is overseen by the Superintendent. Staff members involved in the review include but are not limited to the Superintendent, Chief Academic Officer, and Director.

#### Criterion 4: Dissemination

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



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

# ACADEMIC PROGRAM SUCCESS

## Criterion 5: Student Performance

[2023 School Report Card](#)

## Criterion 6: Program Delivery

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

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

These assignments align with MCAS and allow for teachers and administrators to monitor student progress throughout the year. These tests were administered at the beginning, middle, and end of the school year to track student growth on set standards. The data provided by both the Mini Assessments and the Quarter Final Exams also allowed core teachers to create targeted action plans and plan to pull specific students to tutor groups after school. Additionally, HCSS 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 tutoring platform by almost 20%.

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

# ORGANIZATIONAL VIABILITY

## Criterion 10: Finance

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

There is no capital plan for FY25.

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

### FAITHFULNESS TO CHARTER

	2023-24 Performance	Evidence
<b>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)</b>		
Measure: 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.	<b>M</b>	All students who attended 160 or more days completed six or more PBL and or Anchor Projects in the 23-24 school year. Data Source: Contextual Learning Projects Data - 2023-2024 Google Sheet
Measure: 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.	<b>M</b>	99.81% of all students who attended 160 or more days earned a passing score on at least six contextual learning projects in the 23-24 school year. Data Source: Contextual Learning Projects Data - 2023-2024 Google Sheet
<b>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)</b>		
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.	<b>M</b>	100% of 11th and 12th grade students are enrolled in a DESE-approved advanced[1] math, science, or technology course have a passing grade as of 6/12/2024 Data Source: Advanced & AP Courses - Accountability Report 2023-2024 Google Sheets
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 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.	<b>M</b>	100% of the 9th and 10th grade students were offered to enroll in an AP class. 100 % of them have a passing grade as of 6/12/2024.
<b>Objective: HCSS East will provide individual attention and therefore empower student academic success. (KDE #3)</b>		
Measure: Each year, the HCSS East student-teacher ratio will be lower than the state average.	<b>M</b>	HCSS East student-teacher ratio: 11.8 to 1 State student-teacher ratio: 11.8 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	<b>M</b>	100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly Action Plans, focusing on the Lowest Performing

	<b>2023-24 Performance</b> M (Met) NM (Not Met)	<b>Evidence</b>
Accountability Report School Leader’s Guide. Tutoring takes place weekly during study hall periods, after school, and online.		Students. Tutoring schedules were created as part of these Action Plans.
Measure: Each year, 80% of the Lowest Performing students, as defined in the DESE’s Accountability Report School Leader’s Guide, will achieve a passing grade by the end of the year in their ELA and Math courses.	<b>M</b>	88% of Lowest Performing students achieved a passing grade in their Ela and Math Classes by the end of year. Data Source: F Report - HCSS 2023-2024 file
<b>Objective: HCSS East will effectively prepare students for success in college, career, and beyond. (KDE #4)</b>		
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.	<b>NM</b>	90% of students in grades 8-11 took their grade level PSAT, and 50% 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.	<b>M</b>	78.90% of all seniors took at least one AP course by graduation. Scores are not available at this time. 71 % of those seniors have earned a score of 3 or above on at least one AP exam by graduation.
<b>Objective: HCSS West will sustain a supportive, structured, collaborative, and positive school culture by promoting student-teacher-parent partnership.</b>		
Measure: Every family will receive at least 8 individualized communications about their student from HCSS East teachers each year.	<b>M</b>	100% of families received eight or more individualized communications about their students. Type of communication includes phone calls, emails and homevisits. The communication log can be found on Powerschool under the 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.	<b>M</b>	Back to School Night, Multicultural Night, Winter Art and Music Showcase, Spring Art and Music Showcase, Chromebook Kickoff, Purse Bingo Fundraiser Night, Q1 Honor Roll Night, Q2 Honor Roll Night, Q3 Honor Roll Night, Paint Night, HCSS Drama HCSS Drama Club Presents Greek Mythology Olympiagnza, Senior Parent College Planning Night, Junior Parent College Planning Night, College Financial Aid Night



	<b>2023-24 Performance</b>	<b>Evidence</b>
	M (Met) NM (Not Met)	
<p>Measure: HCSS East will administer a School Climate Survey each year, in which at least 40% of families will participate.</p> <p>In this survey, at least 75% of the responses will reflect a positive rating (e.g. agree or strongly agree) for the statements “This school promptly responds to my phone calls, messages, or e-mails” and “I feel welcome at my student's school”.</p>	M	<p>HCSS East Conducted School Climate Surveys. The parent participation rate was 47.52%.</p> <p>90% of the responses reflect a positive rating for the statement: “This school promptly responds to my phone calls, messages, or e-mails.”</p> <p>97% of the responses reflect a positive rating for the statement “I feel welcome at my student's school”.</p> <p>Online Survey Platform: Jotform Data Source: School Climate Survey - 23-24 S2 Parent - Survey Report on Jotform Platform</p>

**DISSEMINATION**

	<b>2023-24 Performance</b>	<b>Evidence</b>
	M (Met) NM (Not Met)	
<b>Objective: HCSS East will disseminate information about its educational model and best practices.</b>		
<p>Measure: HCSS will design and publish a website about its educational model and best practices. HCSS staff will post at least five best practices to the website each year.</p>	M	<p>There have been 6 blog posts and 2 webinars posted to our public website: <a href="http://www.educationpulse.org">www.educationpulse.org</a></p>
<p>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 public.</p>	M	<p>By the end of the charter term, HCSS conducted 9 webinars about its educational model and best practices. Those webinars were open to public and they are also available on <a href="http://educationpulse.org">educationpulse.org</a> website. The webinars were presented by School counselors, Special Education Directors, Curriculum Supervisors and Instructional Coaches.</p>

## APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

### Recruitment Plan 2024-25

#### 2023- 24 Implementation Summary:

In order to reach students from every demographic group, Hampden Charter School of Science East implemented a strategy to engage students from every demographic background. Our efforts to enhance brand recognition included the deployment of social media advertisements on platforms such as Facebook, Instagram, Google Ads, and niche.com. HCSS organized a series of in-person Open Houses, along with virtual open house events for prospective families. Each open house was staffed with a minimum of two administrators, supported by our English Language and Special Education faculty. Additionally, two virtual open houses were held, with the Zoom link distributed through brochures, the school website, social media channels, and regional Facebook groups. This year, HCSS East successfully distributed brochures in various local establishments, including fitness centers, restaurants, hair salons, behavioral health offices, public libraries, community centers, and religious institutions.

In order to make certain all families in our sending districts were informed about the opportunity to apply to HCSS East, 25,000 brochures and 25,000 postcards were sent out by HCSS to prospective families residing in the sending districts. The brochures clearly stated that we are a tuition-free public charter school, enabling our name and details to reach a wider audience. All of this printed material was available for distribution in the languages of our most prevalent languages but could be translated into any language requested. Additionally, our brochures and advertisements featured information on open house dates, free tutoring, extra support programs, and application procedures. Furthermore, thousands of postcards and brochures were distributed through personal interactions and mail to various community-based organizations such as churches, community centers, libraries, cultural centers, and organizations dedicated to addressing housing and food insecurity. A senior member of the HCSS administrative team made personal visits to local organizations, leaving brochures in establishments that cater to individuals with disabilities, English language learners, and low-income families.

In December, January, and February, an information desk was set up at the Holyoke Mall. On Saturday afternoons, HCSS staff was able to give out brochures and allow parents to apply on the spot. General Education, English Language Learners, and Special Education staff provided information to prospective families. HCSS used a diverse array of advertisement models (tabletop 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.

HCSS East in articles, radio, and television features. Through West Springfield Record, Reminder, Register (English & Spanish), Mass Appeal, Chicopee Register, 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.

To fully experience HCSS, we were pleased to offer a combination of in-person and virtual Open Houses from December to March, culminating in the lottery. During these events, prospective students and families received tours of our school from an administrator and attended information sessions led by HCSS staff, including the Director, Deans, Chief Academic Officer, Instructional Coaches, Special Education, and ELL staff. This provided an opportunity for attendees to ask questions and receive expert insights from staff members and high-achieving students.

Looking at the comparison index, Special Education and ELL populations are lower than state, sending districts, and similar charter schools. HCSS East did make substantial progress in recruiting special education students with an increase from 10.6% in the 2022-23 school year to 14.6% in the 2023-24 school year. The percentage of ELL students decreased. This was due to ELL students FLEPing and graduating. In order to attract students with English as a Second Language, HCSS East continued to invest 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 highlighted ELL students on our website and in social media. Though almost 60% of HCSS East is considered low income, we did not meet the CI percentage. HCSS East used every opportunity to highlight our free breakfast, lunch, chromebooks, clubs, athletics, and out-of-learning experiences in advertisements and during open houses. HCSS free out-of-learning experiences have included boarding ship and whale watching, a Shakespeare play, Boston Art Museum, a private tour of Old Sturbridge Village, and many more.

Enrollment shows an increase in special education students and English language learners for next year. The high number of siblings enrolled for the 2024-2025 school year may impact enrollment. HCSS will utilize new and innovative strategies to increase the number of our special education and ELL students.

#### **General Recruitment Activities for 2024-25:**

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

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

**Students with disabilities/ Special education students**

<p>(a) CHART data</p> <p>School percentage: 14.6%</p> <p>CI percentage: 18%</p> <p>The school below CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p><input type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● To post on the school website and social media pages, testimonials from parents and alumni regarding the excellence provided in our SPED programs and services.</li> <li>● To place brochures and applications at special education advocacy groups.</li> <li>● To highlight the guidance counselor support regarding college.</li> <li>● Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students</li> <li>● Hold open houses dedicated to prospective special education students.</li> <li>● Conduct a Parent Informational Session at SEPAC meeting for Parents of students with disabilities.</li> <li>● To send notice of HCSS SEPAC meetings to Special Education Advocacy Groups for public invitation and attendance at SEPAC workshops and trainings</li> <li>● 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)</li> <li>● To place brochures and applications at youth advocacy organizations including Baystate Family Advocacy Center and the Federation for Children with Special needs (2 years)</li> <li>● Highlight special education program in television advertisements (2 years)</li> <li>● Highlight special education program in flyers mailed to homes in the charter cities (2 years)</li> <li>● Send representatives representing HCSS East at the Autism Speak Walkathon in Western Massachusetts (3 years)</li> <li>● Conduct a community training on how to help special education students transitioning from high school to college. (1 year)</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet 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"> <li>● Highlight co-teaching model for special educations students in middle school in our advertisements and brochures. (2 years)</li> <li>● Conduct a community training on how to help special education students training on transitioning from elementary school to middle school. (2 year)</li> <li>● Conduct a social-emotional focused community training on how to help special education students transition from the school year to the summer break. (3 years)</li> </ul>

<b>Recruitment Plan – 2024-25 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>English learners/ Limited English-proficient students</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 3.6%</p> <p><b>CI percentage:</b> 7.6%</p> <p>The school is <u>below</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p>Did not meet 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"> <li>● To make cultural celebrations such as the Multicultural Night, Hispanic Heritage Festival, and Black History Month Presentations open to the public or highlighted by local media and school social media posts. (3 years)</li> <li>● To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities.</li> <li>● To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese.</li> <li>● To highlight staff and student diversity in HCSS brochures and advertisements.</li> <li>● Place copies of our application in English, Spanish, Russian and Turkish at Family Resource Center of the sending district schools.</li> <li>● Bilingual staff will participate in information sessions and recruitment events.</li> <li>● For students and families who are LEP and contact the school regarding admission, current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission.</li> <li>● To post multilingual brochures and applications at The Gray House ESL program and Springfield Adult Education ESL program.</li> <li>● 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.</li> <li>● Mail multi-language brochures to prospective families.</li> <li>● Ask our current ELL students to join us for an informational session at their house of worship and or community center.</li> <li>● Provide brochures to the Valley Opportunity Council which provides English classes to parents and adults.</li> <li>● Advertise availability of translation services for non-English speaking parents/guardians to participate in the educational process</li> <li>● 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)</li> <li>● To place multilingual brochures and applications at local food stores in the charter cities (2 years)</li> <li>● To place multilingual brochures and applications at local libraries in the charter cities (2 years)</li> <li>● Highlight in advertising the average dollar amount of scholarships that HCSS students receive (2 years)</li> <li>● Highlight ELL program in television advertisements (2 years)</li> </ul>

<b>Recruitment Plan – 2024-25 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>● Highlight ELL program in flyers mailed to homes in the charter cities (2 years)</li> <li>● Hire translators for low incident language for meetings/events (3 years)</li> <li>● 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)</li> </ul>
	<p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet 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"> <li>● Highlight the success of our ELL program by informing parents of our FLEP rate and 100% graduation rate of ELL students accepted to college in social media and open houses. (2 years)</li> <li>● Conduct open house tours hosted by multilingual student ambassadors. (1 year)</li> <li>● Post all signs on the doors in multiple languages (continue indefinitely)</li> </ul>

**Low-income/ Students eligible for free or reduced lunch**

<p><b>(a) CHART data</b></p> <p>School percentage: 59.3%</p> <p>CI percentage: 67%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p><input type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS.</li> <li>● To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVRTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations.</li> <li>● To highlight our one to one Chromebook program for every student in our brochure and recruitment materials</li> <li>● To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media.</li> <li>● Host information session open to the public and emphasize such factors as the average dollar amount of scholarships that HCSS graduates receive</li> <li>● 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)</li> <li>● To put our recruitment brochures in local food pantries such as the Salvation Army and Open Pantry Community Services (2 years)</li> <li>● Promote the number of first generation college students who graduate from HCSS East (1 year)</li> <li>● To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and open houses. (1 year)</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet 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"> <li>● Advertise free student access to 24/7 online tutoring using tutor.com (2 years)</li> <li>● Advertise our free Out of School Learning Experiences on school social media. (2 years)</li> <li>● Demonstrate cost-benefit analysis of attending HCSS compared to sending districts, highlighting free access to breakfast, lunch, athletics, field trips, Chromebooks, extracurricular activities, and after school programs during open houses. (3 years)</li> </ul>

<p>Students who are sub-proficient</p>	<p style="text-align: center;"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses.</li> <li>● To advertise the results of these programs through the increased MCAS performances of our students in grades 6 through 10.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and open houses.</li> <li>● To make our brochures and applications available to programs in our sending districts that service at risk youth.</li> <li>● To host college awareness information sessions at local libraries, YMCAs, and Boys and Girls Clubs.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide students with a list of</li> </ul>
<p>Students who have dropped out of school *only schools serving students who are 16 and older</p>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To request student contact information from local guidance counselors and GED programs in our area in order to send brochures and applications to students who have dropped out in our sending districts.</li> <li>● To initiate contact with local Job Corps and ask them to distribute our brochure and application.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide additional and/or enhanced strategies needed.</li> </ul>
<p>OPTIONAL Other groups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;"><b>(g) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide additional and/or enhanced strategies needed.</li> </ul>



## Retention Plan 2024-25

### Implementing strategies from the 2023-24 Retention Plan.

#### 2023-24 Implementation Summary:

During the 2023-2024 school year, Hampden Charter School of Science (HCSS) worked on increasing student retention by implementing the Retention Plan. To achieve this goal, data was reviewed to identify reasons for student attrition. It was found that students usually left HCSS to attend HCSS West or a private school, because their family moved out of the sending district, or because HCSS did not offer their preferred athletic sport. The majority of students who left were students transitioning from 8th to 9th grade. These students were looking for a larger high school experience.

HCSS focused on enhancing the student and family experience by providing a technology-rich education at HCSS East, offering 24-hour tutoring services through tutor.com both in person and through Zoom, expanding student clubs and athletic programs, and hosting school events to promote a positive school culture. Over 50% of students participated in our free after-school programs.

Parent communication is our primary method for keeping families informed about their child's academic progress and involvement. Our Learning Management System, Canvas, and Student Information System, PowerSchool, allow parents to regularly track their child's academic and behavioral performance throughout the school year. Our Home Visit program has resumed with in-person visits for families who are open to hosting visitors at their homes. Grade-level teams have maintained communication with parents of students who may be struggling academically, offering multiple opportunities for in-person meetings with teachers, including Parent/Teacher conferences at the end of each quarter. The Special Services Department has also remained in frequent contact with parents of students under their care. Additionally, HCSS East administration sends out weekly emails and social media updates to keep parents informed about upcoming events and opportunities for involvement in the school community.

To increase student retention, HCSS introduced more enhancements to our extracurricular programming. In order to enrich the athletic program, boys volleyball was incorporated and each of our athletic teams grew in size. We also saw an unprecedented number of teams winning regional competitions. Additionally, a new class trip for 8th and 11th graders was added, providing students with the opportunity to go whale watching in the Boston Harbor aboard a ship. HCSS provided students with two opportunities for international trips during the 2023-24 school year. We also increased the number of family-friendly events with a middle school science and history portfolio fair, multicultural art showcase, purse bingo night, paint night, and college information sessions.

HCSS East met its retention goals in the areas of Special Education and low-income students. HCSS did not meet our retention goals in the area of English Language Learners. HCSS East has lost ELL students to HCSS West due to the proximity of students living closer to the West campus. This has been a trend since HCSS West's conception. With the consolidation, we believe this will be remedied.

#### Overall Student Retention Goal

*The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.*

**Annual goal for student retention (percentage):**

90%

<b>Retention Plan – 2024-25 Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 8.8% <b>Third Quartile:</b> 16.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● To promote the use of our online tutoring program in school and with parents informing special education families of our twenty-four hours tutoring service. (2 years)</li> <li>● To hold professional development for all staff members, on topics such as differentiation techniques and how to read and follow an IEP. (3 years)</li> <li>● To continue to offer after school, study hall, and Saturday school tutoring.</li> </ul>
	<p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile:</p>
<b>Limited English-proficient students/English learners</b>	
<b>Limited English-proficient students</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 22.7% <b>Third Quartile:</b> 16.8%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>● Classroom teachers will keep in constant communication with ELL teachers and directors to monitor LEP student progress and explore differentiation techniques for the classroom.</li> <li>● To assign LEP students a staff advisor who speaks their language, is compassionate and supportive, and can communicate with their families.</li> <li>● To ensure that LEP students have support in their daily assignments and understand the material, LEP students will work closely with the ELL coordinator and teachers.</li> <li>● To complete home visits for all ELL families who agree to participate.</li> <li>● To embrace students’ heritage, cultural clubs and events will be provided.</li> <li>● ELL staff members will make themselves available after school and during Saturday school for extra support.</li> <li>● To host ELL parent night with translators (2 years)</li> <li>● To provide ELL students with summer workbooks and tutoring services so they return to school on a strong footing (1 year)</li> <li>● To train staff of culturally responsive teachers (2 years)</li> </ul>
	<p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

<b>Retention Plan – 2024-25 Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>● Provide students enrolled in summer school programs with continued ELL supports. (1 year)</li> <li>● Improve the quality of athletic programs through consolidation of middle and high school which will increase the number of athletic opportunities for all students. (2 years)</li> <li>● Encourage ELL students to take on leadership roles and participate in student government or advocacy groups to build confidence and agency. (3 years)</li> </ul>

<b>Students eligible for free or reduced lunch (low-income)</b>	
<p style="text-align: center;"><b>(a) CHART data</b></p> <p style="text-align: center;"><b>School percentage:</b> 13.7%</p> <p style="text-align: center;"><b>Third Quartile:</b> 15.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● To provide two free out of school learning experiences (field trips) to all student (2 years)</li> <li>● 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)</li> <li>● 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)</li> <li>● HCSS will continue to provide breakfast and lunch for every student with no charge. (1 year)</li> </ul>
	<p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile:</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To utilize the database, quarter finals, and benchmarks to identify at risk students as early as possible and to take appropriate action immediately.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide with free summer workbooks to reduce learning loss during the summer break.</li> </ul>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To identify high risk students in high school through the work of our CST (Child Study Team). These 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● To use the CST list as well as teacher observations to identify at-risk students and provide them with extra help from our College Guidance office to identify four year colleges and universities that are a match for them and to help them through the application and financial aid process.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide students with credit recovery programs they can do over the summer and during the school year.</li> </ul>
<p>Students who have dropped out of school *only schools serving students who are 16 and older</p>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>
<p>OPTIONAL Other groups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;"><b>(g) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>

## APPENDIX C: SCHOOL DATA TABLES

### Administrative Roster and Staff Attrition Data

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date
Robyn Nelson	Director	8/1/2010	
Yasin Akgul	Dean of Academics	8/1/2012	
Rodney Smith	Dean of School Culture	11/1/2011	
Jerry Moore	Dean of School Culture	8/1/2021	
Nancy Kirkpatrick	Special Services Coordinator	8/9/2021	

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure
Teachers	47	2	4	nonrenewal, seeking other career opportunities
Other Staff	41	2	2	nonrenewal, seeking other career opportunities

## Information About The Board of Trustees

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

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members <b>as of August 1, 2024</b>	8
Minimum number of board members in approved bylaws	5
Maximum number of board members in approved bylaws	12

### Board of Trustee and Committee Meeting Notices

<https://hampdencharter.org/meeting-notices/>

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### Facilities

Address	Dates of Occupancy
20 Johnson road, Chicopee, MA 01022	September 2009 to Present

\*Add or remove rows as needed.

### Enrollment

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

## APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

### CONDITIONS

There are no conditions affecting the school's operations, including any designation of probationary status.

### COMPLAINTS

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

## BOARD OF TRUSTEES CONTACT INFORMATION

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

# ATTACHMENTS

## Profit and Loss Hampden Charter School of Science East Profit and Loss July 2023 - June 2024

	<u>Total</u>
<b>Income</b>	
4000 Tuition Revenue	9,428,578.00
4011 Transportation Subsidy	289,544.00
4300 Student Fees	822.50
4325 Program Fees	29,725.00
4750 Student Fundraisers	425.33
4800 Miscellaneous Income	2,328.25
4999 Interest Income	80.43
Grant Income - State & Federal	880,462.79
Private Grants	27,139.67
<b>Total Income</b>	<b>\$ 10,659,105.97</b>
<b>Gross Profit</b>	<b>\$ 10,659,105.97</b>
<b>Expenses</b>	
6110 Contract Labor	50,068.57
6700 Depreciation Expense	167,379.00
6710 Amortization Expense	1,962.00
Board Expense	6,445.62
Computer Expense	241,686.13
Equipment & Furniture	82,489.33
Facility Expense	677,854.28
Insurance Expense	115,017.49
Materials & Supplies	128,129.59
Other Operating Expenses	221,300.17
Personnel	6,600,252.97
Professional Fees	215,048.13
Student Activities	900,888.19
Travel, Meals & Conferences	50,677.16
<b>Total Expenses</b>	<b>\$ 9,459,198.63</b>
<b>Net Operating Income</b>	<b>\$ 1,199,907.34</b>
<b>Other Expenses</b>	
9050 Interest Expense	134,715.74
<b>Total Other Expenses</b>	<b>\$ 134,715.74</b>
<b>Net Other Income</b>	<b>-\$ 134,715.74</b>
<b>Net Income</b>	<b>\$ 1,065,191.60</b>



## Balance Sheet

### Hampden Charter School of Science East

### Balance Sheet

As of June 30, 2024

	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
1000 Cash - TDBank Operating	13,585.47
1005 Cash - Berkshire Bank	492,093.41
1006 Peoples Bank	2,284,525.03
1025 Petty Cash	0.00
<b>Total Bank Accounts</b>	<b>\$ 2,790,203.91</b>
<b>Accounts Receivable</b>	
1100 Accounts Receivable	26,029.00
1125 Tuition Receivable	78,118.00
1126 Lunch Subsidy Receivable	0.00
1127 Transportation Subsidy Receivable	655,105.50
<b>Total Accounts Receivable</b>	<b>\$ 759,252.50</b>
<b>Other Current Assets</b>	
1099 Undeposited Funds	0.00
1130 Other Receivables	0.00
1200 Grants Receivable	576,022.89
1210 Inventory Asset	3,346.98
1300 Prepaid Expenses	38,366.54
1990 Due from HCSS WEST	0.00
1995 Due from HCSS WEST - Loan	0.00
Inventory Asset-1	0.00
<b>Total Other Current Assets</b>	<b>\$ 617,736.41</b>
<b>Total Current Assets</b>	<b>\$ 4,167,192.82</b>
<b>Fixed Assets</b>	
1400 Fixed Assets	10,146,019.27
1500 Accumulated Depreciation	-2,177,695.38
1600 Construction in Progress	0.00
<b>Total Fixed Assets</b>	<b>\$ 7,968,323.89</b>
<b>Other Assets</b>	
1700 Loan Acquisition Costs	39,275.70
1710 Accum Amort Loan Acquisition	-10,900.00
1880 Security Deposits	5,400.00
<b>Total Other Assets</b>	<b>\$ 33,775.70</b>
<b>TOTAL ASSETS</b>	<b>\$ 12,169,292.41</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 Accounts Payable	357,351.90
<b>Total Accounts Payable</b>	<b>\$ 357,351.90</b>

<b>Other Current Liabilities</b>	
2010 Accrued Expenses	0.00
2040 Wages Payable	-0.14
2045 Employer Tax Liabilities	0.00
2050 Employee Tax Withholdings	0.00
2052 401K Deferral	15,354.39
2055 MTRS Withholdings	88,145.41
2080 FSA Withholdings	7,551.79
2085 Other Employee Withholdings	-2,923.83
2095 Unclaimed Checks due to State	197.62
2100 Due to MA DOR	4,907.98
2120 Deferred Revenue - Grants	0.00
2610 Line of Credit - Hampden Bank	0.00
2615 Lease Payable - Sonitrol	0.00
2616 Lease Payable - NEC	0.00
2950 Student Paid Activities	552.44
2960 PTO Liability	0.00
2990 Due to HCSS WEST	0.00
2999 Clearing Account	0.00
<b>Total Other Current Liabilities</b>	<b>\$ 113,785.66</b>
<b>Total Current Liabilities</b>	<b>\$ 471,137.56</b>
<b>Long-Term Liabilities</b>	
2600 Notes Payable - Hampden Bank	0.00
2601 Note Payable Peoples Bank	4,773,936.79
<b>Total Long-Term Liabilities</b>	<b>\$ 4,773,936.79</b>
<b>Total Liabilities</b>	<b>\$ 5,245,074.35</b>
<b>Equity</b>	
30000 Opening Balance Equity	0.00
3005 Unrestricted Net Assets	5,859,026.46
Net Income	1,065,192.00
<b>Total Equity</b>	<b>\$ 6,924,218.46</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 12,169,292.81</b>

**Budget 2024-2025**

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