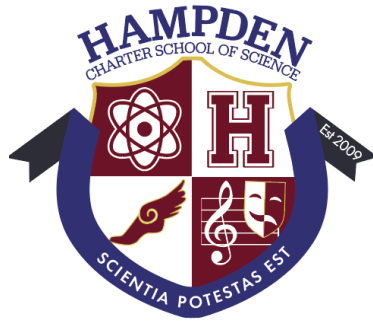


HAMPDEN CHARTER SCHOOL OF SCIENCE



ANNUAL REPORT

2025-2026

July 31, 2026

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Introduction to the School

Hampden Charter School of Science

Mission Statement:

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.

School Facts

Type of Charter	Commonwealth Charter
Location	West Springfield (MS) · Chicopee (HS)
Regional or Non-Regional	Regional
Districts in Region	Springfield, Ludlow, W. Springfield, Chicopee, Holyoke, Agawam, Westfield
Year Opened	2009
Year(s) Renewed	2014, 2019, 2024
Maximum Enrollment	1148
Chartered Grade Span	Grades 6–12

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

HCSS remained dedicated to its mission during the 2025–2026 school year through intentional, mission-aligned practices that promoted academic excellence, individualized support, and college readiness. As a unified district serving grades 6–12, HCSS continued to strengthen the educational experience for all students through rigorous academics, expanded opportunities, and a strong partnership among students, families, and staff.

College Preparatory Focus: HCSS maintained a strong college-going culture throughout the district. Seniors received individualized college counseling and participated in college application workshops, FAFSA completion support, scholarship seminars, and college visits. Students continued to earn college credits before graduation through Advanced Placement (AP) courses, dual enrollment opportunities with local colleges, and CLEP examinations. All 11th-grade students participated in the PSAT, while SAT preparation remained embedded within ELA and Mathematics coursework. Fee waivers and additional support ensured equitable access to college entrance examinations and postsecondary planning resources.

Extended Mathematics, Science, and STEM Opportunities: HCSS students benefited from an extensive STEM curriculum that emphasizes both depth and rigor. Middle school students participated in five weekly blocks of Mathematics and Science instruction, while high school students had access to laboratory sciences, computer science courses, engineering experiences, and accelerated mathematics pathways. Students continued to progress through advanced coursework beginning in middle school, creating opportunities to complete AP Calculus and other advanced STEM courses before graduation. The district maintained a strong emphasis on preparing students for success in advanced mathematics, science, and technology fields.

Individualized Attention and Academic Intervention: HCSS remained committed to maintaining a low student-to-teacher ratio and providing targeted academic support. Inclusion students received co-taught support in core academic classes, ensuring access to both content specialists and specialized instructional support. Teachers regularly analyzed assessment data, including benchmark assessments and MCAS readiness exams, to identify learning gaps and provide targeted small-group instruction. Intervention blocks, tutoring opportunities, and personalized action plans supported students in meeting academic growth goals and achieving grade-level proficiency.

Assessment Readiness and Academic Accountability: During the 2025–2026 school year, HCSS strengthened its focus on academic growth and assessment readiness. Students participated in MCAS-aligned benchmark assessments and practice examinations designed to monitor progress toward state standards and identify areas for additional support. Assessment data were used to guide instruction, inform intervention planning, and ensure that students were prepared for the rigor of state assessments and future coursework.

Safe and Caring Environment: HCSS continued to foster a positive school climate through Advisory programming focused on social-emotional learning, character development, restorative practices, and Positive Behavioral Interventions and Supports (PBIS). Students participated in activities designed to build leadership, responsibility, and a sense of belonging. The district continued to prioritize student wellness while maintaining clear behavioral expectations and a supportive learning environment.

Student-Teacher-Parent Partnership: Strong family engagement remained a cornerstone of the HCSS educational model. Families received regular communication regarding student progress, attendance, academic performance, and school events. HCSS hosted family engagement nights, academic showcases, college and career readiness workshops, cultural celebrations, and community events that strengthened relationships between families and the school community. Teachers and administrators maintained ongoing communication with parents to celebrate student success and address academic or behavioral concerns proactively.

Unified District Vision: As a single district serving grades 6–12, HCSS continued to provide students with a seamless educational pathway from middle school through high school graduation. This unified structure allowed for greater collaboration among educators, consistent academic expectations, expanded extracurricular opportunities, and a stronger sense of community. Students benefited from aligned programming, increased access to resources, and a cohesive vision focused on preparing every graduate for success in college, career, and life.

By upholding its commitment to rigorous academics, individualized support, family engagement, and continuous improvement, HCSS remained true to its mission of preparing all students to become successful, responsible, and productive members of society.

Key Design Elements

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

Project-Based Learning remains an important part of the instructional program at Hampden Charter School of Science. Through PBL and Anchor Project experiences, students continue to strengthen essential 21st-century skills, including collaboration, critical thinking, communication, and the purposeful use of technology. These skills are assessed using a common rubric to ensure consistency across grade levels and content areas. During the 2025-2026 school year, the school maintained the expectation that each student would complete at least eight PBL, Anchor Project, or Digital Portfolio assignments. Many of these learning experiences were developed collaboratively by

teachers working within grade-level teams, allowing students to make connections across subjects while engaging with meaningful questions and authentic tasks. Projects were designed with clear driving questions, structured plans, identified learning outcomes, and specific assessment criteria. Throughout the process, teachers supported students by modeling collaboration, providing targeted instruction, and helping students develop the skills needed to complete high-quality work.

At HCSS, project-based learning reflects the belief that students learn deeply when they are actively involved in building knowledge with others. Rather than relying only on traditional assessments, PBL gives students opportunities to create artifacts that show what they have learned and how they can apply that learning. Students participate in hands-on investigations, explore content in greater depth, and demonstrate understanding through a variety of formats. This approach also encourages students to take ownership of their learning while working productively with classmates, teachers, and, when appropriate, members of the broader community. By emphasizing collaboration, inquiry, and real-world application, PBL supports the school's mission and helps students see the relevance of their academic work beyond the classroom.

Anchor Projects continued to serve as another important structure for extending student learning. During the 2025-2026 school year, every teacher either developed or supported at least one Anchor Project connected to their subject area. These projects are built into course pacing guides and reinforced through lesson planning, ensuring that they are aligned to standards and connected to the curriculum. Often completed independently or outside of regular class time, Anchor Projects give students the opportunity to investigate topics more thoroughly over the course of a unit or quarter. They were implemented across core academic classes as well as elective courses, including Art, Music, and Foreign Language, allowing students to engage in extended learning experiences in a wide range of disciplines.

One notable development this year was the expansion of the student digital portfolio process. In the previous school year, portfolios were completed by middle school students in Science and Social Studies in grades 6 through 8. For the 2025-2026 school year, this work was expanded so that all Science and Social Studies teachers in grades 6 through 11 supported students in developing digital portfolios. These portfolios allowed students to collect and showcase selected artifacts, images, and written reflections from their PBL and Anchor Project experiences throughout the year. The process culminated in a school-wide Portfolio Showcase, which provided an opportunity to celebrate student work, highlight growth over time, and demonstrate the impact of project-based learning across both middle and high school grade levels.

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

HCSS is dedicated to closing the achievement gap in math, science, and technology, where local MCAS data shows that the greater Springfield area students have historically struggled. To address these challenges, HCSS utilizes a rigorous academic model featuring a demanding curriculum and extended instructional time in STEM disciplines. This approach is designed to be dual-purpose: it targets foundational skills

for struggling learners while simultaneously accelerating progress for advanced students.

Driven by contextual learning, the rigorous HCSS curriculum connects academic content directly to students' daily lives. By integrating 21st-century skills and project-based learning across all disciplines, the program ensures educational relevance. Lessons begin with clear learning objectives tied to real-world applications, fostering a shared understanding of purpose. HCSS builds on this foundation with extended instructional time in math, science, and technology. Delivered in small, supportive environments, this structure allows educators to adapt the pacing and deliver personalized support tailored to individual student needs.

HCSS builds strong STEM foundations through a carefully structured curriculum aligned with the latest state frameworks. In middle school, students attend five blocks of math and five blocks of science (including labs) each week, plus a quarter-long computer class. High schoolers take five blocks of math weekly, a semester of science, and various technology electives. This formatting allows for self-paced learning and gives teachers the freedom to design deeper educational experiences.

Flexibility is central to our academic pathways. Mathematically proficient students can enter an accelerated track in 6th grade, allowing them to complete Algebra I in 8th grade and reach AP Calculus by 11th grade. Students on the standard track take Algebra I in 9th grade but are welcome to switch to the accelerated track whenever they show readiness. Honors classes are available at both the middle and high school levels, and all high schoolers can access a wide variety of AP courses starting in 9th grade. Flexibility and differentiation are also present in our biology curriculum, offered to honors students as a half-year course ending with the MCAS in February and to all other students as a full-year course ending with the MCAS in June. Furthermore, our high school technology program features the Project Lead The Way (PLTW) Computer Science pathway, providing students with rich, hands-on, project-based learning opportunities.

c) Individualized attention

Hampden Charter School of Science is committed to strengthening individual student learning and performance. The school maintains a student-to-teacher ratio of 12.6 to 1, which gives teachers the room to know their students well and respond to their individual needs in the classroom. This year, HCSS deepened that commitment by continuing to grow its co-teaching initiative. After scaling the co-teaching model across middle school Math and ELA in 2024-2025, the school extended it into the high school in 2025-2026.

In the 2025-2026 school year, co-teaching pairs led ELA and Math classes in grades 6 through 8 and, for the first time, in the high school: 9th-grade Math, 10th-grade Geometry, 9th-grade ELA, and 10th-grade ELA. Students in these sections received instruction from two fully trained content experts working side by side, in addition to the Special Education and ELL supports already built into their day. To prepare staff for the high school expansion, HCSS held a dedicated co-teaching professional development

session in Summer 2025, and every co-teaching pair received yearlong support from an instructional coach regardless of their prior experience.

The school reinforced classroom instruction with consistent, data-informed intervention. All middle school math teachers continued to deliver at least one targeted intervention block per week for students who needed extra support. Building on this, the school introduced a daily intervention model in middle school Math and ELA in 2025-2026: teachers used a 15-minute daily intervention within their classes and, when students needed more, dedicated a full class block to closing gaps. Math teachers identified students for intervention using IXL growth data, while ELA teachers used CommonLit to track student progress, allowing teachers in both subjects to target instruction toward the specific skills where individual students were falling behind. In grades 6-9, the math program also incorporated the Amplify Desmos curriculum, which encourages students to explore and discover mathematical concepts through a more hands-on approach and supports each student in working through problems at their own pace.

Beyond the classroom, HCSS offered a range of individual support options. Teachers held study hall tutoring and ran a weekly advisory period dedicated to monitoring student progress and providing academic and social support. Core subject teachers also held weekly after-school office hours over Zoom. This year, the school adopted MagicSchool.ai across all classes, giving teachers a platform to provide a virtual tutoring space and on-demand academic support to every student. Teachers completed district-level training on MagicSchool.ai and integrated it into their instruction. Students also continued to receive individualized college and career readiness instruction through Xello during study hall and advisory periods.

Strong parent communication remained central to the school's approach. Teachers of year-long courses are required to contact every student's parent or guardian at least four times a year; semester courses require two contacts, and quarterly courses at least one. Throughout the year, families received individualized emails, phone calls, and behavior reports from their student's teachers, reinforcing the partnership between home and school. Many HCSS families also received home visits from teachers and staff, conducted in person or virtually to fit families' schedules.

Teacher collaboration and reflection underpin all of this work. Staff met in alternating biweekly grade-level and department meetings and in weekly all-staff meetings to review progress at the individual, classroom, and school-wide levels. Teachers worked closely with Team Leads, Department Heads, Instructional Coaches, and the Curriculum Supervisors to reflect on student progress and sharpen their instruction.

Having consolidated into a single district in 2024-2025, with a middle school campus in West Springfield and a high school campus in Chicopee, HCSS operated this year with a well-established structure across both campuses. The unified district has allowed HCSS to hold consistent, high expectations for all students while using staff, classrooms, and resources more efficiently. With more classroom space available at the high school, the school has continued to expand its Project Lead The Way (PLTW) and Advanced Placement (AP) offerings, and core academic teams such as Science Olympiad, Robotics, and Drone Racing have grown stronger, widening the

extracurricular options open to all students. Middle and high school athletics programs have similarly broadened access to competitive sports across grade levels, contributing to a stronger shared identity across the district.

Finally, after reviewing district and state measures of student achievement, core classroom teachers in ELA, Math, Science, and Social Studies designed quarterly action plans identifying the adjustments needed for both whole-class and individual intervention. From these plans, teachers formed small tutoring groups — including the “Lowest Performing Students” as defined in DESE’s Accountability Report School Leader’s Guide — to receive targeted support. In the 2025-2026 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans following a school-wide template, each reviewed and approved by Department Heads and Curriculum Supervisors.

d) College and career readiness

The 2025-2026 school year continued the successful implementation of the HCSS mission to provide all students with a comprehensive college-preparatory-focused education. Students received their college preparatory education in an academically rigorous, safe, and caring environment. Our promise is to sustain small school size, provide an extended math and science curriculum, individualized attention, individual college guidance, 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.

Beginning in eighth grade, all students enhance their college and career exploration and preparation through a program called Xello. 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.

To best prepare our students for the college application process, we offer and encourage college entrance exam practice and participation. Students in grade 11 took the PSAT/NMSQT, providing them with a solid foundation of familiarity and practice in preparation for the SAT. To complement the PSAT administration, 11th-grade students have SAT prep embedded into their ELA and Math classroom lessons. All 11th-grade students are provided with multiple opportunities to practice for the SAT throughout the year, including Saturday SAT prep sessions in the Fall and Winter. HCSS students receive CollegeBoard fee waivers, allowing them free access to SAT testing, putting them in a better position to achieve post-secondary goals. Additionally, our students have been provided the opportunity to prepare for and take the CLEP exam in subjects including PreCalculus, Calculus, College Composition, and many others. HCSS prepares our students through studying in class and allows equal access by providing fee vouchers.

In addition to individual and group counseling from the Dean of Counseling and School Counselors, HCSS also offers many opportunities for students to prepare for and stand out in the college process. The counseling department and school staff encourage students to challenge themselves by enrolling in one or more dual enrollment courses at local colleges, Westfield State University, and Holyoke Community College. These college-level courses allow our students to take a challenging college course, often free of charge, while earning advanced credit for high school and college. Our students are afforded the opportunity to prepare for the academic rigors of college, while also potentially earning college credit, through our 16 AP courses as well as CLEP offerings. Students are encouraged to enroll in pre-college summer programs as a supplement to their education and college preparation.

Inspiring and educating our students, HCSS was visited by college representatives from 26 different colleges during the 2025-2026 school year. Among these schools were Worcester Polytechnic Institute, Massachusetts College of Pharmacy and Health Sciences, University of Massachusetts-Amherst, Amherst College, Western New England University, University of Buffalo, and Holy Cross. In the Fall and Spring semesters, HCSS hosted two college fairs for students in grades 9-12. In the Fall, HCSS hosted 23 colleges from across the region, and in the Spring, 30 colleges and universities. Each college fair allowed our students the opportunity to learn about a variety of colleges and engage with representatives on a 1 to 1 level.

All high school students experienced at least 1 college field trip, providing them with a first-hand look at area colleges, including Yale, Northeastern University, Tufts University, UMass-Amherst, and the University of Connecticut. Ten colleges from across the region visited HCSS to conduct "instant decision" events. These 10-15 minute individual interviews provide our Seniors an outstanding opportunity to earn a college acceptance during their school day without waiting for a decision letter. In the Fall of 2025-2026 HCSS hosted two "College Prep Saturdays" for Seniors and their parents. Students spent each morning asking questions, working on applications, proofreading essays, and receiving guidance and support from the HCSS Counseling and ELA departments.

The Dean of Counseling keeps regular and frequent communication with all parents and families regarding college preparation steps and requirements. Throughout the school year, HCSS 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 offers multiple FAFSA webinars, as well as individual support as needed. Throughout the college exploration and application process, students work 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 demonstrated success in meeting our mission throughout the 2025-2026 school year; 100% of our seniors were accepted to one or more colleges with a total of over 700 college acceptances, 97.5% of these students enrolled in college or trade school, and

2.5% joined the workforce. HCSS Seniors earned 11 Top 50 college acceptances. In addition to this, HCSS Seniors earned acceptances to many other prestigious and noteworthy colleges from across the country.

In the Spring, HCSS invited community professionals to visit for a career day to introduce a variety of majors and careers to the students. These speakers ranged from engineers to scientists, an astrophysicist, a lawyer, and others. Many of the 15 speakers were HCSS alumni, demonstrating to our students that their education at HCSS is a solid foundation for success.

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

Effective communication is the foundation of strong school-family partnerships and plays a vital role in student success. At Hampden Charter School of Science (HCSS), we recognize the diverse backgrounds and needs of our families and are committed to providing multiple avenues for meaningful engagement. Through a combination of in-person interactions and digital communication tools, we strive to ensure that all families remain informed, connected, and actively involved in their child's educational experience.

HCSS utilizes a variety of communication methods, including automated phone calls, email notifications, text messaging, the HCSS website, weekly Friday Parent Letters, Classroom Dojo and social media platforms such as Facebook and Instagram. Teachers and staff maintain regular communication with families through phone calls, emails, conferences, and meetings to support student academic and social-emotional growth.

Throughout the 2025-2026 school year, HCSS hosted numerous events that brought families, students, and staff together to celebrate learning and achievement. Highlights included Back to School Night, the Science and History Portfolio Fairs, National Honor Society and Junior Honor Society Induction Ceremonies, Honor Roll Ceremonies, Students of the Month Celebrations, Athletic Banquets, Talent Shows, Drama Performances, College and Career Readiness Events, Senior Parent Night, Junior Parent Night, Financial Aid Workshops, and Graduation and Stepping Up Ceremonies.

HCSS also continued to promote cultural awareness and inclusivity through events such as Multicultural Night, Heritage Month Celebrations, the Multicultural Food Festivals, and student-led activities that celebrated the rich diversity of our school community. Families were invited to participate in PTO sponsored events, including Family Pumpkin Painting, Trunk or Treat, Designer Purse Bingo, Seed of Love Mother's Day event, the Color Run, and other community-building opportunities.

To ensure accessibility for all families, HCSS continued to offer both in-person and virtual participation options for many meetings and events, including PTO meetings, Special Education Parent Advisory Council meetings, and family information sessions. Translation and interpretation services were made available to support meaningful participation for families whose primary language is not English.

The administration maintains an open-door policy and encourages ongoing communication and collaboration with students, families, and community stakeholders. HCSS also continued to offer a wide variety of extracurricular opportunities, including athletics, academic teams, leadership organizations, service clubs, and enrichment activities. These programs provide students with opportunities to develop leadership skills, build relationships, contribute to the community, and strengthen their connection to the school.

HCSS remains committed to fostering strong partnerships with families and the community. Through open communication, meaningful engagement opportunities, and a shared commitment to student success, we continue to create a supportive and inclusive environment where all students can thrive academically, socially, and emotionally.

Criterion 2: Access and Equity

- [Enrollment by Race/Ethnicity \(2025-26\)](#)
- [Selected Populations \(2025-26\)](#)
- [2024-25 Student Discipline Data Report](#)

Criterion 4: Dissemination

Dissemination Activities to Public Schools In the District — 2025-26

Best Practice Shared	Vehicle for Dissemination	HCSS Staff Title	Recipient (Title & School)	Result / Artifacts
Using Micro Mentor Texts in the ELA classroom to scaffold and support student writing	Conference presentation, <i>Write On! Supporting Aspiring Writers</i> (Western Massachusetts Writing Project [WMWP])	Nicole Godard, Instructional Coach	Teachers and students, West Springfield Middle School; Roberta Doering Middle School; Westfield Middle School	Teachers left with a concrete, low-prep framework for using short published texts as writing models, a strategy designed to make the bridge between reading and writing more visible for students at all levels.
Proactive writing pedagogy in the age of AI: designing writing cultures where authentic voice is more appealing than AI shortcuts	Workshop, <i>Best Practices in the Teaching of Writing Conference</i> (WMWP)	Nicole Godard, Instructional Coach	Teachers from Springfield, Westfield, Chicopee, and Holyoke Public Schools	Participants explored proactive instructional design strategies, including authentic audience, process documentation, and student voice, as alternatives to reactive AI-detection tools. Teachers left with a framework for building writing cultures grounded in trust rather than surveillance.
Writing instruction in the co-taught ELA classroom: differentiated strategies and a shared pedagogical vision across general and special education	Workshop, <i>Best Practices in the Teaching of Writing Conference</i> (WMWP)	Amber Robert, ELA Department Head & Nicole Klaus, ELA Teacher	Teachers from Springfield, Westfield, Chicopee, and Holyoke Public Schools	Participants gained practical strategies for coordinating writing instruction across two teachers, with an emphasis on differentiation and building shared pedagogical language between general and special education co-teachers.
Film and film criticism as a gateway to authentic writing for reluctant and disengaged students	Workshop, <i>Best Practices in the Teaching of Writing Conference</i> (WMWP)	Amelia Fuss, ELA Teacher	Teachers from Springfield, Westfield, Chicopee, and Holyoke Public Schools	Participants explored an entry point to analytical writing that bypasses common resistance, using film and criticism as a scaffold for the same close reading and argumentation skills required in traditional literary analysis.

Best Practice Shared	Vehicle for Dissemination	HCSS Staff Title	Recipient (Title & School)	Result / Artifacts
Cultural Social Class Analysis framework for ELA literary analysis, developed through original research with HCSS students	Peer-reviewed national journal publication, English Journal (NCTE)	Nicole Godard, Instructional Coach	Teachers and curriculum developers, West Springfield Middle School; graduate education students, Westfield State University	Godard, N. (2022). Beyond Marx: Cultural social class analysis in the ELA classroom. English Journal, 111(4), 20–26. Influenced curriculum development at West Springfield Middle School. Article included in syllabi of 2 graduate teacher education programs; influenced a research study at Canton High School.

Dissemination Activities Beyond the District — 2025-26

Best Practice Shared	Vehicle for Dissemination	HCSS Staff Title	Recipient (Title, School/District, City/State)	Result / Artifacts
Impact of addressing social class themes in middle and high school ELA classrooms	Conference presentation, New England Association of Teachers of English (NEATE)	Nicole Godard, Instructional Coach	ELA educators; NEATE members across New England	Educators across New England engaged with evidence-based approaches to centering social class in ELA instruction, extending HCSS-developed practices to a regional professional audience
Leveraging linguistic diversity and accountable talk structures to support student discourse in ELA	Presentation, DESE Dissemination Fair	Jay Kvarnstrom, ELA Department Head	Educators and administrators across Massachusetts	Educators from across Massachusetts engaged with HCSS's approach to honoring students' linguistic backgrounds as an asset in structured academic discourse, with practical strategies for implementing accountable talk in linguistically diverse classrooms.
Best practices in teaching, school culture, instructional leadership, and educational technology (12 topics)	Public blog, <i>Education Pulse</i> educationpulse.org	HCSS Academic Team	Educators and school leaders nationally	Twelve publicly accessible articles covering topics from AI in the classroom to student data conferences to culturally responsive classroom management.

Academic Program Success

Criterion 5: Student Performance

[2025 School Report Card](#)

Criterion 6: Program Delivery

HCSS Middle School and HCSS High School utilize a robust curriculum aligned with the Common Core State Standards and the Massachusetts Frameworks, designed to develop the skills necessary for success in college and career. At HCSS, all teachers implement a shared instructional model rooted in current educational research and overseen by a team that includes Department Heads, Curriculum Supervisors, and the Chief Academic Officer (CAO). Each Department Head collaborates with a Curriculum Supervisor to support teachers in their respective content areas (ELA, Math, Science, Social Studies, and Special Education) in consistently applying this model to drive student achievement. The instructional model centers on several essential practices, including gradual release of responsibility, backward planning, academic discourse, contextualized learning, retrieval practice, and the purposeful integration of technology.

Over the past several years, HCSS has steadily refined its assessment system, moving toward more frequent, standards-aligned measures of student progress. Central to this approach are “Mini Assessments,” shorter, targeted assessments that monitor progress toward mastery of specific standards throughout a unit rather than serving solely as end-of-unit evaluations. Teachers teaching the same course use common Mini Assessments whenever possible, and all Mini Assessments are reviewed and approved by the Curriculum Supervisors to ensure alignment, rigor, and consistency across classrooms. In ELA, these include CommonLit unit skills assessments, MCAS released passages and question sets scored with the MCAS rubric, and SAT-aligned practice sets; in Math, they include Desmos sub-unit assessments and unit tests. Teachers analyze the resulting data collaboratively within their departments to adjust pacing, identify intervention and enrichment needs, and support student goal-setting and reflection. The Chief Academic Officer (CAO) collects and compiles this data to support ongoing monitoring of student progress, which has proven especially valuable in identifying students who need tutoring or intervention ahead of MCAS.

As this assessment system matured, HCSS was able to move away from traditional quarterly final exams across most of its core programs. The growth of the digital portfolio system played a central role in this shift. This year, HCSS completed a multi-year expansion of digital portfolios as a means for students to demonstrate mastery in Science and Social Studies. The school first piloted the portfolio model in 6th-grade Science and Social Studies at the end of 2022-23, then scaled it deliberately over the following years — to grades 6-7 in 2023-24, grades 6-8 in 2024-25, and grades 6 through 11 in 2025-26. In these courses, digital portfolios replaced quarterly final exams, serving as authentic demonstrations of student learning, growth, and mastery over time.

Each student created a portfolio on Google Sites and carried the same site forward from year to year, adding new pages and sections by subject and grade as they advanced. Throughout each quarter, students collected meaningful artifacts, such as anchor

projects, lab reports, essays, research projects, presentations, and other project-based work. They paired each artifact with a written reflection connected to the assessed standards. Teachers evaluated portfolios at the end of each marking period using a common portfolio rubric, ensuring consistency across classrooms and grade levels. By design, the portfolio system increased the school's use of authentic assessment, strengthened student ownership of and investment in their own learning, and built the kinds of reflection, communication, and self-direction skills that support college and career readiness. At the end of the year, students presented their portfolios at a Portfolio Fair open to the HCSS community, including parents. The Fair was a judged event, with winners selected in Science and Social Studies at each grade level, giving students an authentic audience and a meaningful incentive to showcase their best work.

In the remaining core courses, teachers relied on the Mini Assessment system to gauge mastery throughout the year, and some teachers also administered their own summative assessments where appropriate. Advanced Placement courses continued to give quarterly final exams, which serve as essential preparation for the cumulative AP exams students take in the spring. To further support student achievement, HCSS administered schoolwide diagnostic assessments in Math and ELA at the beginning, middle, and end of the year (BOY, MOY, and EOY). Math diagnostics were conducted via IXL, and ELA diagnostics via CommonLit. These assessments gave teachers a clear, data-based picture of which standards and skills students had mastered and which needed to be retaught, directly informing reteaching decisions and targeted intervention throughout the year. The resulting data allowed core teachers to create action plans and pull specific students into after-school tutoring groups. This year, HCSS also adopted MagicSchool.ai across all classes and integrated it with Canvas, giving teachers an additional platform through which to provide students with on-demand academic support.

At HCSS, school and central office administrators operate in clearly defined roles to establish a strong, multi-layered support system for new and developing teachers. Department Heads collaborate with content-area teachers in ELA, Math, Science, and Humanities to design curriculum and assessments. The district employs two Instructional Coaches who mentor newly hired educators during their induction year and provide targeted support for teachers who need additional guidance. Two Curriculum Supervisors oversee district-wide consistency and adherence to the HCSS curriculum and instructional model. Working collaboratively under the direction of the Chief Academic Officer, these roles create a tiered, systematic framework of support that promotes high-quality instruction and ensures that all students receive a rigorous, well-aligned educational experience.

Organizational Viability

Criterion 10: Finance

FY26 Unaudited Statement of Revenues, Expenses, and Changes in Net Assets

[Attached](#)

FY26 Statement of Net Assets (Balance Sheet)

[Attached](#)

FY27 Budget

[Attached](#)

FY27 Enrollment

Pre-enrolled students via March 13, 2026 submission	967
Students on which FY27 budget tuition line is based	942
Expected students for FY27 first day of school	960
Explanation for any variances	The school budgets conservatively each year for 20-25 fewer students than expected.

Current or Future Capital Plans

The school does not have planned capital projects for FY27.

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

Objective 1

Objective (for KDE 1): HCSS will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding, including project-based instruction and contextual learning.

Goal # 1:

Measure: Each year, 100% of HCSS students who attend for 160 days or more will successfully complete eight contextual learning projects, including Project Based Learning (PBL), Anchor Projects, or Digital Portfolios.

Evidence Summary:

2025-26: Met

All students who attended 160 or more days completed 8 or more PBL and or Anchor Projects in the 25-26 school year.

Data Source: Contextual Learning Projects Data - 2025-2026 Google Sheet

Goal # 2:

Measure: Each year, 90% of students (who attend for 160 or more days each school year) in grades 6-8 will create a digital portfolio consisting of two subjects: Science and Social Studies. The projects will be designed to foster critical thinking, collaboration, and real-world problem-solving and will be tailored to meet the diverse needs and interests of all learners.

Evidence Summary:

2025-26: Met

This year, 100 % of students in grades 6–8 who attended school for 160 or more days completed a digital portfolio featuring projects in both Science and Social Studies.

Data Source: Digital Portfolio Completion Data - 2025-2026 - Google Sheet

Goal # 3:

Measure: Each year, 90% of HCSS students who attend for 160 days or more will earn a passing score on eight contextual learning projects. These projects may include Project Based Learning (PBL), Anchor Projects, or Digital Portfolios.

Evidence Summary:

2025-26: Met

100% of all students who attended 160 or more days earned a passing score on at least eight contextual learning projects in the 25-26 school year.

Data Source: Contextual Learning Projects Data - 2025-2026 Google Sheet

Objective 2

Objective (for KDE 2): HCSS will empower its students to reach their highest intellectual and social potentials, providing unique and challenging opportunities with extended math, science, and technology curriculum.

Goal # 4:

Measure: Each year, 95% of all 11th—and 12th-grade students enroll in a DESE-approved advanced math, science, or technology course, and 90% of those who enroll achieve a passing grade.

Evidence Summary:

2025-26: Met

100% of all 11th and 12th grade students enrolled in a DESE-approved advanced math, science, or technology course, and 99.1% of those who enroll achieve a passing grade.

Goal # 5:

Measure: 100% of 9th and 10th-grade students will be offered an AP course each year, and 90% of the 9th and 10th-grade students who take an AP course will earn a passing grade (65 out of 100 or higher) in the course.

Evidence Summary:

2025-26: Met

100% of the students were offered to enroll in an AP class. 27.8 % (78 out of 281) of all the 9th and 10th Graders took AP courses. 100% (78 out of 78) of them have a passing grade as of 6/09/2026.

Objective 3

Objective (for KDE 3): HCSS will provide individual attention and, therefore, empower students to achieve academic success.

Goal # 6:

Measure: Each year, 100% of ELA, Math, Science, Social Studies, Special Education, and AP teachers will design and implement quarterly action plans.

In these action plans, teachers will identify students to tutor in groups of five or fewer, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. Tutoring takes place weekly during study hall periods, after school, and online.

Evidence Summary:

2025-26: Met

100% of ELA, Math, Science, Social Studies, Special Education, and AP teachers designed and implemented action plans.

Goal # 7:

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.

Evidence Summary:

2025-26: Met

94.3% of the lowest performing students passed Math and ELA at the high school. 87% of the lowest performing students passed Math and ELA at the middle school.

Objective 4

Objective (for KDE 4): HCSS will effectively prepare students for success in college, career, and beyond.

Goal # 8:

Measure: Each year, 80% of students in grades 8-11 will complete at least three modules of a College and Career exploration program (Xello or a similar platform).

These modules will cover topics such as "career matches, goal setting, career demand, study skills, and choosing a college."

At the end of 11th grade, a complete student profile and report cards will be mailed to the parents.

Evidence Summary:

2025-26: Met

100% of students in grades 8-11 were registered for Xello

435 students (82%) completed 3 or more modules as of 6/10/26

Goal # 9:

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.

Evidence Summary:

2025-26: Met

84 out of 118 (71.2%) of all seniors took at least one AP course by graduation. Out of 84 students, 64 (76.2%) of them had earned a score of 3 or above as of 6/12/2025.

Objective 5

Objective (for KDE 5): HCSS will sustain a supportive, structured, collaborative, and positive school culture by promoting student-teacher-parent partnerships.

Goal # 10:

Measure: Every family will receive at least eight individualized communications for their student who attends for 160 or more days during the school year. Four out of these eight communications will be positive.

Evidence Summary:

2025-26: Met

We successfully met our family communication goal for the school year. Every family with a student who attended 160 or more days received at least eight individualized communications, including a minimum of four that were positive in nature.

Data Source: Google Sheets - 8 individualized communications - Annual Report 25-26

Goal # 11:

Measure:

To establish and sustain the relationships between school and home, HCSS will host eight or more family events annually. Three or more family events will celebrate the diverse student population at HCSS (i.e., a multicultural night, Black History Month celebration, Hispanic Heritage celebration, cultural music concerts, etc.)

Evidence Summary:

2025-26: Met

To establish and sustain strong relationships between school and home, HCSS successfully met its goal of hosting eight or more family events annually. These events included the Science and History Portfolio Fair, Talent Show, Drama Club Performance, Honor Roll Ceremonies, Art and Music Showcase, Parent College Readiness Workshops,

Community Resource Fair, Seasonal Sports Banquets, National Honor Society Induction Ceremony, Purse Bingo, Trunk or Treat Halloween event, Seeds of Love Mother's Day event, Back to School Night, Chromebook Kickoff, High School Graduation, and 8th grade Stepping Up Ceremony.

In addition, HCSS hosted three or more events specifically celebrating the rich diversity of our student population, including Multicultural Night, a Black History Celebration, Hispanic Heritage Celebration, and Multicultural Food Festival.

Goal # 12:

Measure:

By the end of each academic year, HCSS will administer a School Climate Survey, aiming for at least 40% of the families participating in the survey. The survey will aim to achieve a minimum average of 75% positive ratings (agree or strongly agree) on statements regarding the encouragement of students to pursue challenging classes regardless of background and the perception of safety at the school.

Evidence Summary:

2025-26: **Not Met**

HCSS administered its annual School Climate Survey; however, family participation reached 32.34%, falling short of the 40% participation target outlined in the measure.

This measure requires both the 40% participation threshold and the 75% positive-rating threshold to be met. While the positive-rating benchmark was exceeded, participation fell short at 32.34%, resulting in an overall status of Not Met.

Despite lower participation, survey results indicate that families who responded reported strongly positive perceptions aligned to the goal areas. The school exceeded the 75% positive rating benchmark on all relevant items:

Encouragement to pursue challenging coursework regardless of background: 89.23%

Perception of safety: 94.04%

My child is safe at school: 92.31%

Emergency preparedness awareness: 95.77%

Additional related climate indicators also met or exceeded the benchmark:

Respect from teachers and staff: 90.38%

Student respect and ability to learn: 85.38%

Fair and equitable discipline: 77.31%

Dissemination

Commented [MG1]: To meet the measure, the school needs to meet both parts.

Commented [MG2]: Missing percentage here.

Objective

Objective: HCSS will disseminate information about its educational model and best practices.

Goal # 13:

Measure: HCSS will post at least 8 artifacts every year on its blog to share its educational model and best practices. These articles will include trends in education, best practices, book summaries, curriculum reviews, tips, and resources for teachers.

Evidence Summary:

2025-26: Met

HCSS Academic team published twelve articles on educationpulse.org

Goal # 14:

Every year, HCSS will organize and conduct at least two webinars (or on-site training) about its educational model and best practices. These webinars will be made available to the participants from other schools.

Evidence Summary:

2025-26: Met

Members of the HCSS community (teachers, department heads and the administrators) organized and conducted seven on-site training sessions to share our educational model and best practices. Those sessions are listed under the Dissemination section.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

Successful Recruitment Strategies

- Improved Recruitment and Retention Plans based on past performance and current student needs.
- Targeted Community Outreach by holding recruitment events in easily accessible locations.
- Family Engagement Interviews with both current and existing families to refine outreach methods.
- Expanded Advertising Campaigns including:
 - Social media ads (Facebook and Instagram)
 - Google Ads and Niche.com
 - You Tube commercials
 - Press releases and local news media coverage
 - Television Ads
 - Appearances on local television stations
- Brochure Distribution to community locations such as:
 - Fitness centers, restaurants, hair salons
 - Behavioral health offices, libraries, community centers, religious institutions
 - Materials available in Spanish, Arabic, Russian, Nepalese, Turkish, Haitian-Creole, Pashto, and Ukrainian
- In-Person and Online Open Houses with:
 - Campus tours
 - Presentations by administrators, teachers, special education staff, and counselors
 - Student ambassadors representing diverse backgrounds
- Direct Outreach at Local Schools including a presentation at Holyoke Community Charter School, Springfield Prep, and Martin Luther King, Jr. Charter School of Excellence
- Holyoke Mall Recruitment Campaign:
 - Weekly information table staffed with knowledgeable personnel
 - On-site applications for prospective families
 - Mall advertising: tabletop ads, elevator door ads, and standing signs
- Brochure and Postcard Mailing Campaign reaching 25,000+ families
 - Focused on accessibility, tuition-free messaging, open house dates, and application information

Challenges Faced in Recruitment

- Reaching Hard-to-Access Populations such as transient, undocumented, or highly mobile families.
- Language and Cultural Barriers, despite translation efforts, still created hesitations for some families unfamiliar with charter schools.
- Competing School Options in the region, requiring ongoing differentiation and messaging about HCSS' unique strengths.
- Academic rigor and high expectations, which may lead some students and families to seek less demanding educational environments.
- Limited Transportation Accessibility to some in-person recruitment events.
- Persistent Misconceptions about charter schools, especially in underserved or immigrant communities.
- The transition between middle school and high school, when students may choose vocational, technical, private, or other educational pathways.

General Recruitment Strategies for 2026-27

- Maintaining an up-to-date school website with information about academic programs, admissions procedures, student services, extracurricular activities, and enrollment opportunities.
- 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
- Continued 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 present to incoming 6th and 9th graders.
- Participating in community events, educational fairs, and local outreach opportunities to increase awareness of the school.
- Utilize online publications to post information about our application process.
- Continue our expanded 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 subgroups.

Recruitment Strategies for Specific Student Groups — 2026-27

Students with Disabilities

School percentage	16.8%
Comparison Index percentage	20.2%
Status vs. Comparison Index	Below

Strategies continuing from 2025-26:

- 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.
- Hold open houses dedicated to prospective special education students.
- Conduct a Parent Informational Session at SEPAC meeting for Parents of students with disabilities.
- 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
- Highlight special education program in flyers mailed to homes in the sending districts
- Conduct a community training on how to help special education students transitioning from high school to college.
- We will host a community resource fair and ensure the presence of our SEPAC and other organizations serving special education students. The school collaborated with BHN.
- Ensure that Special Education staff is present at all community events and activities in which HCSS actively participates or sponsors a table, such as Rays of Hope, the annual Walk for Breast Cancer, and the Ironman competition.

Enhanced/additional strategies for 2026-27 (required if below Comparison Index):

- Highlight expanded math instructional hours in the middle school to provide students with increased opportunities for skill development, intervention, and academic growth. (3 years)
- Emphasize our inclusive educational practices, co-teaching models, academic interventions, counseling services, and specialized supports available to students with disabilities. (2 years)

English Learners

School percentage	4.7%
Comparison Index percentage	8.2%
Status vs. Comparison Index	Below

Strategies continuing from 2025-26:

- 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 Arabic, Spanish, Russian, Ukrainian, Turkish, Nepalese, and Haitian-Creole 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, Ukrainian, Haitian-Creole and Chinese.
- To highlight staff and student diversity in HCSS brochures and advertisements.
- Bilingual staff will participate in information sessions and recruitment events.
- For students and families who are LEP and contact the school regarding admission, current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission.
- 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
- 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
- To place multilingual brochures and applications at local libraries in the sending districts
- Highlight in advertising the average dollar amount of scholarships that HCSS students receive
- Highlight ELL program in television advertisements
- Hire translators for low incident language for meetings/events
- 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.
- Provide social media advertising in other languages

Enhanced/additional strategies for 2026-27 (required if below Comparison Index):

- Highlight expanded ELA instructional hours in the middle school to provide students with increased opportunities for skill development, intervention, and academic growth. (3 years)
- Translate recruitment material in Pashto as a new low incident language. (3 years)

Low Income

School percentage	55.2%
Comparison Index percentage	63%
Status vs. Comparison Index	Below

Strategies continuing from 2025-26:

- 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 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
- To highlight in HCSS website and information sessions that we will be providing free breakfast and lunch for all students who attend HCSS.
- To put our recruitment brochures in local food pantries such as the Salvation Army and Open Pantry Community Services
- Promote the number of first generation college students who graduate from HCSS
- To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and open houses.
- Include advertising for our Annual Resource Fair in community locations that serve low income families. We consulted with the area Homeless Liaison.
- We will make our paper application available to families residing in low-income housing developments throughout our sending district cities.

Enhanced/additional strategies for 2026-27 (required if below Comparison Index):

- Offer flexible opportunities for families to learn about the school through open houses, information sessions, school tours, and virtual meetings.
- Advertise our dedicated ELA and Mathematics interventionists who work directly within classrooms to deliver targeted academic support, accelerate learning, and address individual student needs.

Students Who Are Sub-Proficient

Strategies continuing from 2025-26:

- To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses.
- To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.

Enhanced/additional strategies for 2026-27:

N/A

Students at Risk of Dropping Out

Strategies continuing from 2025-26:

- To highlight our Peer Mentoring Program and the College Guidance support in the brochures and open houses.
- To make our brochures and applications available to programs in our sending districts that service at-risk youth.

Enhanced/additional strategies for 2026-27:

N/A

Students Who Have Dropped Out (complete only if school serves students 16+)

Strategies continuing from 2025-26:

- 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.

Enhanced/additional strategies for 2026-27:

N/A

Retention Plan 2026-27

2025-26 Implementation Summary

Hampden Charter School of Science (HCSS) exceeded its student retention goal during the 2025–2026 school year, achieving an overall retention rate of 90.8%. This success reflects the implementation of a comprehensive retention plan developed through careful analysis of student attrition data and designed to strengthen student engagement, academic achievement, and family partnerships.

To support student success, HCSS continued to enhance academic programming through a technology-rich learning environment and targeted academic interventions. Students had access to weekly online after-school tutoring sessions provided directly by their English Language Arts, Mathematics, and Science teachers, ensuring personalized support and increased opportunities for academic growth.

HCSS also expanded extracurricular and athletic opportunities to promote student engagement and school connectedness. The school maintained a robust middle school athletic program and introduced additional high school athletic offerings. Participation in athletic programs continued to grow, with students achieving success in regional competitions. Academic enrichment opportunities were also expanded through increased participation in competitive academic teams and the addition of a middle school drone club.

Student engagement and school culture remained a priority throughout the year. More than half of all students participated in free after-school programs, providing meaningful opportunities for enrichment, social connection, and personal development. HCSS also hosted numerous family-centered events, including the Science and History Portfolio Fair, Multicultural Art Showcase, Trunk or Treat, Purse Bingo, and College Information Sessions, fostering a strong sense of community among students, families, and staff.

Family engagement efforts were strengthened through consistent communication and outreach. School leadership provided weekly email updates and maintained an active social media presence to keep families informed. The HCSS Home Visit Program continued to build meaningful relationships between school staff and families, while teachers maintained regular communication with families of students experiencing academic or behavioral challenges. The Special Services Department also conducted ongoing outreach to ensure families received appropriate support and resources.

To increase transparency and encourage student accountability, HCSS continued to utilize Canvas and PowerSchool, providing families and students with real time access to academic progress, attendance, and behavioral information. These tools allowed for early identification of concerns and timely interventions when needed.

Through targeted support and intentional engagement strategies, HCSS successfully achieved its retention goals for all student subgroups, including students with disabilities, English Learners, economically disadvantaged students, and high-needs students. These results demonstrate the school's commitment to providing equitable access to academic, social, and emotional supports that promote student success and persistence.

Despite these successes, the school continues to face challenges related to student attrition during the transition from eighth grade to ninth grade. The primary factors contributing to attrition include family relocations outside of the school's sending districts, student interest in athletic programs not currently offered at HCSS, and competitive recruitment efforts from private schools. HCSS will continue to analyze these trends and implement strategies to strengthen student retention during this critical transition period.

Overall Student Retention Goal

Annual retention goal	90% — based on past rates, district rates, and supports implemented
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General Retention Activities for 2026-27

- Enhance academic support through:
 - A technology-rich learning environment.
 - Weekly online after school tutoring sessions provided directly by students' English Language Arts, Mathematics, and Science teachers
- Expand extracurricular and athletic programs, including:
 - Robust Middle School Athletic Program
 - Continue to add additional High School Sports
 - Growth in athletic team participation and regional competition wins.
 - Expand academic team competition opportunities including increasing the size of the middle school drone club
- Improve Student Engagement and School Culture Through:
 - Maintaining participation of at least 50% of students in free after-school programs.
 - Hosting family-friendly events, including the Science and History Portfolio Fair, Multicultural Art Showcase, Trunk or Treat, Purse Bingo, College Information Sessions, and additional community-building activities.
 - Expanding student recognition programs, including honor roll ceremonies, student achievement celebrations, and attendance incentives.
 - Providing opportunities for student voice through surveys, leadership groups, and school improvement initiatives.
 - Strengthening middle school to high school transition activities, including high school visits, student panels, and orientation programs.
- Strengthened family communication and involvement with:

- Weekly emails and social media updates from school leadership.
- In-person home visits as part of the HCSS Home Visit Program.
- Frequent communication between teachers and families of struggling students.
- Consistent outreach from the Special Services Department.
- In person Parent Teacher Conferences

Students with Disabilities

School attrition rate	10.3%
1 Standard Deviation percentage	19.76%
Status vs. 1 SD	Below

Strategies continuing from 2025-26:

- To hold professional development for all staff members, on topics such as differentiation techniques and how to read and follow an IEP. (3 years)
- To continue to offer after school, study hall, and Saturday school tutoring. (2 years)

Enhanced/additional strategies (required if above 1 SD):

N/A

English Learners

School attrition rate	22.70%
1 Standard Deviation percentage	28.31%
Status vs. 1 SD	Below

Strategies continuing from 2025-26:

- 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)
- Encourage ELL students to take on leadership roles and participate in student government or advocacy groups to build confidence and agency. (3 years)

Enhanced/additional strategies (required if above 1 SD):

N/A

Low Income

School attrition rate	10.4%
1 Standard Deviation percentage	22.86%
Status vs. 1 SD	Below

Strategies continuing from 2025-26:

- To provide two free out of school learning experiences (field trips) to all students (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)
- HCSS will continue to provide breakfast and lunch for every student with no charge. (1 year)

Enhanced/additional strategies (required if above 1 SD):

N/A

Appendix C: School Administration, Staff, and Board of Trustees

Administrative Roster — 2025-26 School Year

Administrative Roster During the 2025-26 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Tarkan Topcuoglu	Chief Executive Officer	8/1/2016	
Matt Basarir	Chief Financial Officer	8/1/2018	
Mehmet Cogal	Chief Academic Officer	8/1/2022	
Lucia Trudeau	High School Director	8/1/2024	
Yasin Akgul	High School Dean of Academics	8/1/2024	
George Borelli	High School Dean of Students	8/1/2024	
Rodney Smith	High School Dean of Students	8/1/2024	
Robert Ackilli	High School Special Services Coordinator	8/1/2024	
Robyn Nelson	Middle School Director	8/1/2024	
Caroline Forni	Middle School Dean of Academics	8/1/2024	
Jerry Moore	Middle School Dean of Students	8/1/2024	
Nancy Kirkpatrick	Middle School Special Services Coordinator	8/1/2024	
Julia Colon	Middle School Director of Counseling	8/1/2024	

Teacher Attrition — 2025-26 School Year

# Employed Last Day of 2025-26	# Departed During 2025-26	# Departed After 2025-26 Through July 31	Reason(s) for Departure
74	2	7	Mtel, Relocation

Other Staff Attrition — 2025-26 School Year

# Employed Last Day of 2025-26	# Departed During 2025-26	# Departed After 2025-26 Through July 31	Reason(s) for Departure
70	7	7	Resigned, Relocation, Position eliminated

Board of Trustees — 2025-26 School Year

Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	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	2026
Dale Parker	Secretary	Education and Grievance Committee	2	Election date: 08/18 Expiration date: 07/27 Length of term: 3 yrs	2030
Saadia Crawford-Carter,	Trustee	Education and Grievance Committee	3	Election date:10/16 Expiration date:07/28	2028

				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	2029
Emmanuel Russell	Vice Chair	Governance and Education Committee	2	Election date: 7/17 Expiration date:07/26 Length of term: 3 yrs	2029
Murat Polat	Trustee	Education	1	Election date: 12/22 Expiration date:11/25 Length of term: 3 yrs	2034
Emre Guduk	Trustee	Finance	1	Resigned on 10/3/2025	N/A
Noelani Washington	Trustee	Grievance	1	Election date: 9/22 Expiration date:8/25 Length of term: 3 yrs	2034

Board and Committee Meeting Notices

<https://www.hampdencharter.org/welcome#meeting-notices>

Appendix D: Additional Information

Complaints

Board of Trustees Contact Information

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

Summary of Complaints Received by Board of Trustees During 2025-26

The HCSS Board of Trustees received no written complaints during the 2025-26 school year.

Conditions

HCSS is not currently operating under any conditions.

Accelerating Achievement

HCSS has not been identified for the Accelerating Achievement Partnership.

Supplemental Information About Student Achievement

N/A

Attachments:

FY26 Unaudited Statement of Revenues, Expenses, and Changes in Net Assets

Hampden Charter School of Science Profit and Loss

July 2025 - June 2026

	Total
Income	
4000 Tuition Revenue	19,131,834.00
4011 Transportation Subsidy	1,964,471.00
4325 Program Fees	58,539.51
4750 Student Fundraisers	1,006.00
4800 Miscellaneous Income	30.00
Grant Income - State & Federal	848,683.61
Private Grants	33,833.66
Total Income	\$ 22,038,397.78
Gross Profit	\$ 22,038,397.78
Expenses	
6110 Contract Labor	69,463.85
6700 Depreciation Expense	472,850.00
6710 Amortization Expense	3,050.00
Board Expense	11,793.99
Computer Expense	405,416.09
Equipment & Furniture	406,684.25
Facility Expense	982,663.42
Insurance Expense	293,350.86
Materials & Supplies	305,312.00
Other Operating Expenses	361,507.62
Personnel	13,972,949.12
Professional Fees	393,251.00
Student Activities	2,605,672.68
Travel, Meals & Conferences	58,842.50
Total Expenses	\$ 20,342,807.38
Net Operating Income	\$ 1,695,590.40
Other Expenses	
9050 Interest Expense	494,909.75
Total Other Expenses	\$ 494,909.75
Net Other Income	-\$ 494,909.75
Net Income	\$ 1,200,680.65

FY26 Statement of Net Assets (Balance Sheet)

Hampden Charter School of Science

Balance Sheet

As of June 30, 2026

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash - TDBank Operating	0
1001 Westfield Bank HS (2411)	2,820,497
1005 Cash - Berkshire Bank	0
1006 Peoples Bank	36,411
1007 Westfield Bank MS (1200)	1,664,487
1025 Petty Cash	0
Total Bank Accounts	4,521,396
Accounts Receivable	
1100 Accounts Receivable	0
1125 Tuition Receivable	26,716
1126 Lunch Subsidy Receivable	0
1127 Transportation Subsidy Receivable	3,083,506
Total Accounts Receivable	3,110,222
Other Current Assets	
1099 Undeposited Funds	0
1130 Other Receivables	0
1200 Grants Receivable	279,284
1210 Inventory Asset	581
1300 Prepaid Expenses	32,005
1990 Due from HCSS WEST	0
1995 Due from HCSS WEST - Loan	0
Inventory Asset-1	0
Total Other Current Assets	311,869
Total Current Assets	7,943,487
Fixed Assets	
1400 Fixed Assets	19,469,084
1500 Accumulated Depreciation	-4,126,488
1600 Construction in Progress	0
Total Fixed Assets	15,342,596
Other Assets	
1700 Loan Acquisition Costs	73,031
1710 Accum Amort Loan Acquisition	-10,920

1880 Security Deposits	6,590
Total Other Assets	68,701
TOTAL ASSETS	23,354,783
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	451,058
Total Accounts Payable	451,058
Other Current Liabilities	
2010 Accrued Expenses	0
2040 Wages Payable	611,818
2045 Employer Tax Liabilities	0
2050 Employee Tax Withholdings	0
2052 401K Deferral	60,241
2055 MTRS Withholdings	150,711
2080 FSA Withholdings	54,272
2085 Other Employee Withholdings	31,124
2095 Unclaimed Checks due to State	198
2100 Due to MA DOR	8,293
2120 Deferred Revenue - Grants	0
2610 Line of Credit - Hampden Bank	0
2615 Lease Payable - Sonitrol	0
2616 Lease Payable - NEC	0
2900 Suspense	0
2950 Student Paid Activities	412
2960 PTO Liability	0
2990 Due to HCSS WEST	0
2999 Clearing Account	0
Total Other Current Liabilities	917,067
Total Current Liabilities	1,368,125
Long-Term Liabilities	
2600 Notes Payable - Hampden Bank	0
2601 Note Payable Peoples Bank	0
2602 Note Westfield Bank (6669)	4,558,473
2665 WB Bond Note Refi (2277)	5,645,391
Total Long-Term Liabilities	10,203,864
Total Liabilities	11,571,989
Equity	
30000 Opening Balance Equity	2,878,259

3005 Unrestricted Net Assets	7,703,854
Net Income	<u>1,200,681</u>
Total Equity	<u>11,782,793</u>
TOTAL LIABILITIES AND EQUITY	<u>23,354,783</u>

FY27 Budget

HCSS Budget 2026-27

Income

4000 Tuition Revenue	19,782,000
4011 Transportation Subsidy	1,950,000
4300 Student Fees	42,500
4999 Interest Income	300
Grant Income - State & Federal	980,000
Private Grants	45,000

Total Income

22,799,800

Expenses

Contract Labor	55,000
Depreciation Expense	437,000
Board Expense	16,000
Computer Expense	616,000
Equipment & Furniture	178,000
Facility Expense	938,500
Insurance Expense	216,500
Materials & Supplies	326,500
Other Operating Expenses	334,500
Personnel Wages&Benefits	14,436,163
Professional Fees	473,500
Student Activities	2,921,781
Travel, Meals & Conferences	70,000
Interest Expense	450,000

Total Expenses

21,469,444

Net Income

1,340,356

Mr. Shahan made a motion to approve the 2026-27 school year budget, seconded by Ms. Washington.

Date of Board vote: 03/26/2026

Motion passes unanimously.

Resolution# 260326.2

Commented [MG3]: Please provide the date the board voted.

