

**Media and
Technology Charter
High (MATCH)
School**

**Annual Report
2001-2002 School Year**

www.matcheschool.org

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Mission

The Media and Technology Charter High (MATCH) School prepares Boston students to succeed in college and beyond, including and especially those students who have not been led to expect a university education. The college graduation rate among inner-city students nationally is below 10%. Our mission is to reverse that underachievement.

Serving 9th through 12th graders in Boston, the MATCH School is a collaboration of educators, media practitioners, business leaders, parents, and community members. Our ambition is to fulfill traditional notions of a high school graduate, one fluent in math, English, science, and history. To do this we will supplement traditional learning strategies – including a heavy load of reading, writing formal essays, building vocabulary and study-skills, and solving math problems – with hands-on projects using various media.

In addition to better engaging students in their core subjects, we think that the more integrated use of media will:

1. Allow students with *different learning styles* to excel;
2. Create extraordinary opportunities for *persuasive and analytical writing, critical thinking, creativity, and collaboration*;
3. Require students to create media projects which can be shown to (and evaluated by) parents, other students, mentors, the community (knowing one's work will be *exhibited publicly* is a powerful incentive to strive) – as well as to their classmates. We envision student-created media projects becoming part of the curriculum itself, where students learn important concepts of history and science from each other's work.

The school is not:

1. A vocational-ed program for media or technology fields.
2. An attempt to replace rigor (great books, hard science, etc) with sound bites.
3. The study of media. Media is the means to better understand and to demonstrate mastery of core subjects.

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Executive Summary 2001-02

Our Mission

The MATCH School prepares disadvantaged Boston students to succeed in college and beyond – including and especially students who have not been led to expect a university education.

Results from 2001-02 by the Numbers

Our first MCAS Results will be released in September 2002.

According to the Degree of Reading Power standardized test, the average student gained 2 grade levels equivalents in a single calendar year. This slightly exceeded gains from our first year of operation. This meets our target as identified in our DOE Accountability Plan.

Daily absenteeism was 4.5%. This was not statistically difference from the rate in our first year of operation. The average daily absenteeism in other district public schools in Boston is 15%. The average in other Boston charter schools is roughly 5%.

According to a Department of Education site visit on March 14, 2002:

Is the academic program a success? Generally yes
Has student performance improved? Generally yes
Are the school's purposes and objectives clear to all stakeholders? Yes

Priority for school during 2002-03: "MATCH's curriculum appears to be based on high standards and the existing benchmarks are aligned with the Massachusetts Curriculum Frameworks, but the curriculum has no clear scope and sequence." Developing this master curriculum plan is a key objective for the 2002-03 school year, using the lessons learned in our first two years of operation.

Parent overall satisfaction with the school was measured at 9.3 on a scale of 1 to 10; in comparison, parents rated their children's various former Boston middle schools as 6.8 on a scale of 1-10. A 50-page report documenting these results is attached.

Parent satisfaction with communication from the school ranked 3.6 on a scale of 1 to 4. This is our target as identified in our DOE Accountability Plan.

Parents reported receiving an average of 2.8 phone calls home per month from the principal and 2.2 phone calls home per month from teachers.

Demand for Admission rose: ratio of applicants-to-slots rose from 3-to-1 to 5-to-1.

The renovation of our new facility at 1001 Commonwealth Avenue was completed on time and on budget (\$4.2 million).

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Failure (Retention) Rate Fell: The number of students who were not promoted to the next grade was 28%, down from our first year's rate of 40%. (While naturally we want all students to succeed, our institutional goal here is not purely to drive down the academic failure rate, in the sense that a top priority of our school is to avoid social promotion. We do not count a "D" as passing and our schoolwork is more challenging than at other local public schools).

Total Hours of Tutoring/Mentoring/Volunteering rose from roughly 4,000 in 2000-01 to roughly 6,000 in 2001-02.

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Background

The Media and Technology Charter High (MATCH) School opened September 7, 2000, one of five schools to win a charter from the Commonwealth of Massachusetts in 1999, out of 31 applicant teams statewide. Its innovative approach to education has been chronicled by media outlets including CNN, NPR, the *Wall Street Journal*, *Boston Globe*, *Boston Phoenix*, *New York Times*, *Boston Business Journal*, and *Boston Globe Magazine*.

Our student body:

- Is 64% African-American, 28% Hispanic, and 5% white and 3% Asian
- Lives mostly (73%) in poverty – a rate higher than the sending district of Boston
- Arrives at MATCH on track to fail the 10th grade MCAS exams without strong academic intervention (like the vast majority of entering Boston high school students).

What makes the MATCH School different?

- **Small Size.** We've created one of the smallest college-prep Boston high schools to engender a "family" feel, where every student is known. For example, on a typical day the principal greets each student, and each week he calls every parent in the school to check-in.
- **Bridging the Digital Divide.** Technology is not taught as a separate subject, but directly integrated into math, English, science, history. For example, students studying the presidential election have filmed public service announcements about federal policy issues, produced personal radio diaries exploring character, and conducted telephone polls about the Presidential debates – all in addition to, not instead of, traditional debates, essays, and readings.
- **Experienced faculty.** Led by a former Massachusetts Teacher of the Year, experienced teachers focus not on connecting with each student as an individual.
- **Leveraged Collaborations.** We partner with students and staff from colleges (Boston College, Harvard, M.I.T., Boston University) and nonprofits (Home For Little Wanderers, Tech Foundation). We are supported both by individual executives (from Fidelity Investments, Akamai Technologies, Broadview, etc) and by charitable foundations (Walton Family Foundation, Mifflin Foundation, Harbus Foundation, Nellie Mae Foundation, Fidelity Foundation, Boston Foundation, and others.)
- **Student Support Team.** Our most at-risk students, suffering from clinical depression, homelessness, extreme aggression, and acute special needs, are served by a student support team including the principal, a social worker, a special ed coordinator, and 20 volunteer mentors.
- **Extended School Day and Year.** For example, our 2002 Summer Academy, sponsored by M.I.T. and the Nellie Mae Foundation, pairs 60 M.I.T. tutors with 60 at-risk MATCH students. In 2001-02, school ran 4.30pm on most days.

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Letter from the Board Chair and the Executive Director

To the Reader of our Second Annual Report:

Thank you for taking the time to read our report. We will always endeavor to provide clear, unvarnished information about this public school.

In our second year of operation, we accomplished many goals. Teachers led our students to significant gains, both in standardized tests, and in other, harder-to-measure, ways. By attending to thousands of details, our staff created a safe, stable, warm, disciplined environment. Our parents were, by every possible measure, pleased. We completed a \$4.2 million renovation of a permanent home, the first non-profit charter school in Massachusetts to undertake a project of that scope.

We hope to continue our progress during our coming **third year** of operation.

The MATCH School was chartered in 1999 with a dream of what high school education in Boston could be for kids who have been essentially written off by the system.

Our students dress neatly but many live in poverty, come from single or no-parent households with few books or quiet places to study, enter 9th grade with academic skills at the 5th grade level, and generally lack any sort of study skills or habits. Many don't know how to take notes – “How do you know what to write when the person is talking that fast?” Many don't know how to study – “What do you do besides look at the book?” They aspire to college but no one has ever made them do homework – let alone do it well. They're smart – many discuss complex ideas quite well, like what caused World War II. But even the best of the incoming students write paragraphs that need gallons of red ink to correct.

In these ways – incoming MCAS scores, poverty levels, racial composition, Special Ed populations – our incoming students are almost a perfect statistical representative cross-section of the Boston Public School system as a whole. If anything, they represent a more at-risk group than the district as a whole.

We go out of our way to recruit all Boston teenagers directly, including some whose parents are not engaged in their lives. As a result, our proportion of children living in poverty, and students with Special Needs, is higher than the district of Boston as a whole. We are among the poorest districts in the State. Behind genuine, warm smiles, our students struggle with many social issues: crime, lack of health care, sub-standard housing, discrimination. Despite it all, almost half are statistically likely to begin college, but fewer than 10% are likely to graduate from a 4-year college without some sort of positive life-altering experience. Most are statistically likely to drop out during their first year.

Our mission is create that life-altering experience to ensure our students graduate from a 4-year college.

How?

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Year 1

1. Culture

First, we lifted a page from every successful inner-city school, whether public or Catholic or pilot or charter, and created a small, warm, safe, disciplined environment. We won the trust of parents. We fractured the low expectations of kids about what school is, and impressed upon them the importance of learning. We made clear gains on standardized tests in reading, the urgent goal for our incoming students.

Year 2

2. Stability

Second, we needed institutional stability as measured by balanced budgets, a permanent facility that reflects our culture, continued reading progress, “proper” student attrition (not too low or too high), heavy volunteer involvement, active Board governance, high demand (parent applications), positive press and community recognition.

We have achieved all of the goals discussed to date.

Year 3

3. Teaching and Measurement

Third, we need to support strong traditional instruction in the core of math, English, science, and history. The School needs to build a clear curriculum scope and sequence, then measure everything we do in order to provide accurate, precise information about the needs of each student. While we pride ourselves on our achievement in tutoring to date, we hope this year to become the Massachusetts public school which provides the most tutoring per student.

4. Technology

Fourth, we need to integrate technology into the core curriculum, both to improve traditional instruction and to extend it – to provide constant opportunities for kids to create time-consuming but valuable media projects that extend their understanding of key ideas. We reject the “window-dressing” strategy that most schools adopt towards technology. Instead we feel that as students learn to write clear, persuasive, grammatically correct 5-paragraph essays and 10-page term papers, so too should they learn to create high quality radio and video documentaries and websites, held to the same high standards.

5. College-level Challenges

Fifth, we need to dramatically expand our capacity, and take advantage of our new facility. We hope to extend the basic curriculum so that each student does advanced, college-level and college-style work in some discipline for dozens of additional hours per week. Whether biology or film or African studies or Visual Basic, we need to create small, nimble, semi-autonomous After-School/Weekend Academies. We need extra curricular activities and foreign languages and elective classes, not just because we want kids to have balanced lives, but because colleges require them. We must provide SAT coaching and college counseling – not just for students, but for parents, who may have little experience in this regard.

I hope you will join our students, parents, staff, and Trustees in our effort to realize this plan.

Sincerely,

Eric Parker
Chairman of the Board

Sincerely,

Michael Goldstein
Executive Director

A. School Performance 2001-02

Student Performance Objective 1

All students will read at or above grade level by the end of their senior years. This is a special, urgent goal. We will prioritize resources – tutors, time, books, funds – to attain this.

Measurement

Since average student arrives at the 6th grade level, each must gain an average of 1.5 grade levels per year over 4 years on the DRP exam. By comparison, our average student has gained only three-quarters (0.75) of a grade level per calendar year in their various former schools.

Outcome for 2000-01

Overall, our students gained an average of 1.5 grade levels, which means our staff and students combined to double their previous rate of reading.

Outcome for 2001-02

Overall, our students gained an average of 2 grade levels.

The school wide results of the DRP test seems to indicate that our instructional program has been effective and that our students are working hard on improving their reading skills. Yet these tests are imperfect: several factors could interfere with the precision with which the DRP measures literacy.

The DRP scores are appended on page 30.

Student Performance Objective 2

All students will develop proficiency in math and English.

In math, all MATCH students will learn algebra, geometry, trigonometry, and statistics. Many students will learn calculus in their senior years. In English, students will read and understand classic and contemporary literature; write essays, reviews, fiction, and drama; develop college-level vocabularies; and use various media both to obtain information and to communicate.

Measurement

All students will pass the 10th grade math and English MCAS exams as required by DOE.

Outcome for 2001-02

Our first MCAS results will be released in September 2002.

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School Performance Objective 1

All staff shall improve each year.

Measurement

All teachers will be thoroughly evaluated by the Principal;
Principal will be thoroughly evaluated by the Executive Director;
Executive Director will be thoroughly evaluated by the Board of Trustees

Outcome for 2000-01

Staff who felt they had improved remained at MATCH; those who did not departed. In 2001-02 we will have a measurement system that is more clear. See “Teacher Letter” in Appendix 1.

School Performance Objective 2

Stop Social Promotion (where students are routinely promoted from grade to grade even without having necessary academic skills for that grade level).

Measurement

Do not promote any 9th grade students who cannot pass the 8th grade English and math MCAS and who have not passed at least 3 of 4 core classes with a “C” average (“D” does not count as passing). Communicate high standards to parents all year so that no parent is surprised by a failure of their child to be promoted (as measured per parent survey).

Outcome for 2001-02

28% of students were not promoted to the next grade, compared to 40% of students who weren’t promoted in 2000-01. Parents of non-promoted students remain very positive about the school (see Appendices).

Performance Objective 3

Provide specific, useful, timely information to **parents** about their children’s academic improvement, strengths, and weaknesses.

Measurement

Annual surveys of parents, where they rate their satisfaction with information about their child on a 1 – 4 scale, with a score of 3 being “satisfied” and 4 being “extremely happy.” MATCH will achieve 100% of both parties choosing scores of “3” or “4”.

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Outcome for 2000-01

Parents scored communication 3.6 on a scale of 1-4 (compared to 3.5 during 2000-01).

Performance Objective 4

Create an ideal environment for learning. These would include: five or fewer fights all year; a 50% decline of those sent to “Planning Room” for behavior reasons from the first half of the school year to the second half; no weapons, drugs, vandalism; 95% daily attendance.

Measurement

We will track and report to parents annual statistics on the above indicators.

Outcome for 2001-02

0 fights (zero times where kids actually hit each other; five lesser incidents where kids threatened to hit each other and were sanctioned)

0 weapons violations

4 minor vandalism violations

No drugs, alcohol, tobacco violations

95.5% daily attendance

One goal we failed to reach: we did not experience a 50% decline in behavior related Planning Room admissions from the first half of year to the second half. In fact, it stayed constant.

Expected MCAS Results

We do not receive our first set of MCAS results until Autumn 2002. We include these projections here cautiously – simply to provide more information and a better collective picture of the school as we are only finishing our second year. We emphasize, however, that these are not in any way real results!

Based on our own internal tracking, however, we have used in-house practice MCAS tests of both the 8th grade MCAS (at the end of grade 9) and the 10th grade test (during grade 10) to measure progress of our students.

We expect official results after two years of operation as follows:

Our entering 8th grade students had average MCAS scores in May 2000 of 233 in English and 210 in math. The math failure rate was 85%.

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Our anticipated 10th grade MCAS scores will be range of 237 in English and 230 in math. The math failure rate is projected to be 30%. Again, these are not results – these are estimates.

Summary of official complaints received by the Board of Trustees:

None

Total number of student applications received:

240 for 80 spots for 2000-01

165 for 55 spots for 2001-02

326 for 60 spots for 2002-03

Student turnover data for 2001-02

We had **18** students withdraw during the academic year; equivalent to last year's proportion, where 13 students withdrew during the academic year.

3 students moved out of Boston, or out of state

9th grader to Milton, MA

9th grader to Texas

9th grader to Georgia

7 withdrew after continued misconduct-repercussions cycle

6 for general misbehavior, 1 for theft

4 transferred quickly after the start of school to other local high schools

closer to after school job

wanted arts program at Boston Arts Academy

2 wanted to be with friends from previous school year

1 died from gunshot wounds on "T" attack in Dorchester

3 students with acute psychiatric/DSS issues in consultation with mental health professionals

Comparison: Student turnover data for 2000-01

13 departures during the school year (and 6 new students added)

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3 students

parent/psychological: DSS involved

parent/psychological: depression, parent refusal of counseling for child

parent/psychological: severe aggression (among other issues), parent refusal of counseling for child:

1 student

academically "too hard"

2 students

academically too easy/no sports

3 students

severe misconduct

4 students

"didn't like the school culture"/general misbehavior

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B. School Program: General Information

Media and Technology Charter High (MATCH) School
1001 Commonwealth Avenue (as of August 2002)
Boston MA 02215
617.232.0300/617.232.2838 fax
info@matchschool.org
www.matchschool.org

The MATCH School served 9th and 10th grade students in its second year of operation, 2001-02. The School will ultimately serve students in grades 9 – 12. New students are accepted only at the 9th grade level.

Enrollment Process

The MATCH School gained visibility through a number of marketing tools:

- Public meetings for teens and parents
- Website
- Brochures
- Visits to all area middle schools possible, both public and private, especially middle schools serving most at-risk students...going classroom to classroom to present information
- Ads in community newspapers

The *Lottery* was held in March 2002, overseen by a religious chaplain. Only Boston students currently in 8th grade were eligible to apply for 9th grade for the 2001-02 school year. For final 9th grade admission into the MATCH School in September 2001, each student must have successfully completed 8th grade. We do not accept new 10th grade students.

Lottery Process

Each name was written on an index card and pulled at random from a covered container. All cards were drawn. The first 60 students selected were considered “admitted” and were called immediately. All other students were placed in order on a waiting list, posted on our website.

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In mid-May and mid-August the MATCH School called every admitted student to confirm their expected attendance in September. In May there is also an orientation for new students which includes diagnostic tests. We expect that some students decline to attend the MATCH School, which generates spots to be drawn from the waiting list. Parents are called, in order, to offer them those spots from the waiting list. If they do not accept, then they are eliminated from the waiting list and having no further special standing.

Any eligible parent who was not in the lottery may still add their name to the waiting list at any time; their names are added, in order, to the end of the list. We only keep the list for 9th grade.

Parents from the waiting list who have declined an offered slot, and later (including mid-school-year) decide they want to enroll their child in the school, can add their name to the *end* of the current waiting list, and was treated like any other eligible parent, as above.

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Curriculum and pedagogy

In math, all students will learn algebra, geometry, statistics, and trigonometry; many will learn introductory calculus as well. In **science**, students learn biology, chemistry, and physics, as well as a general science-and-humanities course. Students will master **English** literature, language, and composition in many media. They will learn American and world **history** with an unrelenting emphasis on connecting the past to the present. Spanish is taught to 11th and 12th graders. Classes are considered by outside observers and our students to be tougher than comparable classes at other district public high schools.

The unrelenting focus of teachers is to build individual relationships with students and parents, and leverage those collective relationships to make day-to-day high-level teaching possible. Traditional teaching methods, homework, and exams are supplemented with media projects to demonstrate learning of core subjects. Students design web pages, shoot photo essays, and create radio and video documentaries that connect back to the core ideas taught by their regular science, math, English, and history teachers.

Our pedagogical beliefs concerning technology include:

1. Technology is not a panacea but it is an enabler.
2. MATCH uses both collaborative and project-based learning, as well as more traditional strategies. Either tactic alone is likely to be insufficient to achieve our mission.
3. While there is still no consensus among psychologists and neurologists about how people learn, there is general agreement that there are multiple learning styles. Supplementing traditional instruction with student-created projects in different media will ensure each student has ample opportunities to work with his or her strongest learning style.
4. Students learn best in small *schools* with individual attention.
5. Students must learn how to ask “good questions,” and many sorts of media projects, by their very nature, force students to ask:
 - How do I know this information is correct?
 - How can I find out for sure? Where could I find another point of view?
 - Who gains or loses if I believe it?
6. At the MATCH School, a good-faith effort is acknowledged but standards aren’t lowered. ***A poor result is called poor – and students and teachers together determine what went wrong.*** Then, when the student is assigned new projects, she must reflect on previous ones, and demonstrate plans to avoid the same pitfalls.

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Certainly students learn how to ask good questions without media – writing a decent research paper involves all these questions, and our students do lots of traditional writing – but using varied approaches, we believe, helps ensure *all* students can master this skill.

Code of Conduct

The entire MATCH School code of conduct (24 pages) is available on our website. Here is the big picture. There are three major rules:

1. Follow Directions
2. Respect yourself, fellow students, all staff, and property
3. Arrive on time, in appropriate dress, prepared to learn

Misbehavior fits into three categories:

1. Basic – Late, Inappropriate dress, Disrespect, Disruption, Lack of Preparation, etc.
2. Severe – teasing, walking out of class, arguing with a teacher
3. Crisis – arson, weapon to school, drug possession

There are also four basic categories of consequences

1. Teacher action at his/her discretion (extra work, stay after class, etc)
2. Teacher sends to Planning Room, which includes a call to parents, loss of privileges, detention, etc.
3. Suspension
4. Expulsion

Most of the misbehavior our students typically commit is considered “Basic” – students are late, don’t follow the dress code, bring an inappropriate non-threatening item to school (like a pager or a walkman), etc. Our goal is to stop repeat offenses.

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Letter to Parents Explaining Code of Conduct

Dear Parents and Students,

As you know, all high schools have rules.

Some schools have strict rules and enforce them. The advantage is that kids are orderly, safe, and have the maximum opportunity to learn without too much distraction. The downside is that the atmosphere, from the teenager's point of view, can sometimes be dull.

Some schools have easygoing rules and are laid back about enforcing the rules they have. The intent is good – teachers want to know students better and create a warm, vibrant atmosphere. The consequence, though, is that when students goof off and disrespect others, those students undermine the very atmosphere and warmth that the teachers had hoped to create.

Some schools have strict rules and don't enforce them consistently. These are the worst schools. Students and parents never know what to expect. If a student is wandering the hall, she might be suspended or might get detention or might be ignored, depending on the whim of a teacher or administrator. Students naturally become upset because they don't feel they're treated fairly – one teenager "gets away with" more than another.

The MATCH School wants the best of all possible worlds: a place where students are orderly and feel safe, where the atmosphere is pleasant, cheerful, clean, exciting, and intellectually alive, and where students – even when they are punished – feel that they've been treated fairly.

The code of conduct is based on a bargain. The MATCH School provides three things in this bargain:

1. Clear, specific rules
2. Clear consequences when those rules are broken
3. As many POSITIVE rewards and situations for students as we can think of!

In return, we ask parents for three things:

1. Know the rules and make sure your child does, too
2. MAXIMUM SUPPORT for our principal and staff when we require consequences and punishment when rules are broken
3. MAXIMUM SUPPORT to reward and honor your child's accomplishments when GOOD THINGS HAPPEN.

WHAT DOES MAXIMUM SUPPORT MEAN?

Kids are kids. When they get in trouble and a parent asks "What happened?" their first instinct is to say "It wasn't my fault" or "I didn't do it." Occasionally that's true. Often they're ducking responsibility. Maximum Support means parents back up the MATCH School teachers and principal.

A POSITIVE ATMOSPHERE THAT RESPECTS TEENAGERS

The rest of this code of conduct talks about rules and consequences. But we want to make sure we emphasize rewards and opportunities.

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For example, our students told us they hate the cafeteria food; we provide them the opportunity to go out for lunch to nearby restaurants and sandwich shops. Many students told us they are too tired to learn well when at 7.20am (confirmed by many research studies) which is when many high schools begin. Therefore, we begin school at 8.30am. But some students told us they're at their best in the morning, so we open our doors at 7.30am, providing opportunity for extra help or elective classes, or just the chance to hang out with friends. We want to share good news, too: our teachers call home not just to condemn but also when things go well!

To achieve our mission of college success for every student, we need the best teachers – not just smart and hard-working, but interesting ones who connect well with teenagers. Therefore, we include our students in the teacher hiring process, watching how well teachers and students connect during sample lessons, and asking students to evaluate these potential teachers. We take students on trips, not just as a rarity, but as often as possible – like this summer, when various kids in our MIT Extra Help Academy went to a local company for an Internet design workshop, to an amusement park, to see movies, to bookstores where we bought them books just for pleasure reading, and to New York City for a museum tour, a CNN tour, and a Broadway show.

These are just a few of the things we do that reach out to students in a positive manner. If we want this positive, warm atmosphere to keep growing, we need to have clear rules and clear, consistently enforced consequences so that this learning time is protected for all students.

We expect our students to test the rules. They push, they probe, they see what they can get away with. Breaking rules doesn't mean a student is bad, it means he or she made bad choices. But let us be very clear on this: we will be strict about enforcing the rules you see here. The staff will need to create an environment where students' first impulse is to pay attention, to work hard, to ask good questions, to learn. If we succeed at creating a culture like that this first year, that environment will be passed down from older students to new students.

We hope you'll join us in this effort!
With warm wishes,
The MATCH Staff

Summary of the charter school's graduation/promotion requirements for 2001-02:

To be promoted, all students must achieve a "C" or higher in all of their core subjects (math, English, science, history). A student who received a "D" or "F" in one subject may be promoted if he/she makes up that class in Summer Academy. A student who received a "D" or "F" in more than one subject is not promoted but must still attend Summer Academy.

Ninth graders must also pass an "in-house" administration of the 8th grade MCAS exam in English and in math.

We realize that some of our students have been socially promoted in previous schools. For example, in 2000-01, 93% of our incoming students had failed the math or English 8th grade MCAS in their previous middle schools. Yet the MATCH School prepares parents from the first day of school for the possibility that their child – even if engaged and working hard – may not pass into 10th grade after one year. Indeed, we are proud that we held to our high standards: only 54% of students were promoted to 10th grade during our first year of operation. We feel our staff shows its caring about students by breaking the cycle of social promotion.

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Student/teacher ratio:

11 to 1

School calendar, hours of operation, and number of instruction days for the 2000-2001 school year and for the 2001-2002 school year were similar.

2000-01

September 7 – June 30

180 Instructional Days

8.30am – 4.30pm Monday, Wednesday, Thursday

8.30am – 3pm Friday

8.30am – 12.30pm Tuesday/Staff development and meetings from 12.30pm – 4.00pm

2001-02

September 6 – June 28

180 Instructional Days

8.30am – 4.30pm Monday, Wednesday, Thursday

8.30am – 3pm Friday

8.30am – 12.30pm Tuesday/Staff development and meetings from 12.30pm – 4.00pm

Note: the majority of students also participate in a Summer Academy which runs for 5 weeks during July and August. Also many students participate in optional and required tutoring programs on nights and weekends.

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MATCH SCHOOL	
UNAUDITED PROFIT AND LOSS	
July 2001 through June 2002	
Audit to be completed by October 2002	
These numbers should not be used for anything but preliminary analysis	
INCOME	
Bank Interest	1,414
Grants-Private-Restricted	210,090
Income-Donated Goods & Services	300
MA DOE Class Size Reduction	6,717
MA DOE Grant 533	25,712
MA DOE Grant 535 A&B	130,510
MA DOE Per Pupil Payment	1,073,285
MA DOE Student Meals Reimbursement	20,626
MSF Noncash Transfer	3,195
Total Income	1,471,849
EXPENSE	
Advisories	12,344
Booktrips	24,350
Building	120,624
Curric.	19,467
Dental Insurance	3,689
Fundraising and Governance	2,304
Furniture and Fixtures below \$1000	7,681
Health Insurance	30,845
Insurance	18,557
Legal and Accounting	14,145
MCSA	650
Media and Technology	83,488
Non-Curric	44,973
Payroll	891,827
Recruiting	10,217
Student Meals Expense	49,505
Summer Academic	2,056
Student Opportunities	13,071
Supplies and Postage	17,614
Transportation	18,122
Total Expense	1,385,528
Net Income	86,322

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MEDIA & TECHNOLOGY CHARTER HIGH SCHOOL BUDGET		
July 1, 2002 - June 30, 2003		
	YEAR 3	
MATCH School REVENUE	2002-03	
Per-pupil income	9,950	
<i>Average Daily Enrollment</i>	156	
Aggregate Per-pupil income	1,552,200	
Other Gov't Entitlements	150,000	
Donations from Charitable Foundations	250,000	
MTC Grant for Green Energy Program	20,000	
Net Re-Rental of Classrooms to Test Centers for Sunday and Evening Use	20,000	
Donation from Individuals	250,000	
TOTAL REVENUE to School	2,242,200	
MATCH School Expenses		
Core Teaching and Administrative Staff	889,731	From Government Funds
Net Debt Service	400,000	From Government Funds
Building Operations	80,000	From Government Funds
Materials/Supplies	210,000	From Government Funds
Individual Student Support (college counseling, social work, math clinics)	117,880	From Charitable Donatic
Technology Integration: Writing, Math, Science	170,000	From Charitable Donatic
After-Hours Enrichment, Student Culture, Trips, Arts, Clubs, Sports	59,600	From Charitable Donatic
After Hours Remediation: With BU, MIT, Harvard (after-school and Saturdays)	190,824	From Govt and Charitab
Green Energy Program: Massachusetts Technology Collaborative	20,000	From Charitable Donatic
Management/Board Development/Fundraising	102,621	From Charitable Donatic
TOTAL EXPENSES of School	2,240,656	

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D. MATCH School Board of Trustees Report

10 members met on the third Monday of every month.

Denise Blumenthal is Deputy Director of Educational Programming at WGBH. She has more than twenty years experience working with the nation's leading PBS affiliate, WGBH, and developing educational television and web projects which examine best practices in schools throughout the nation. www.wgbh.org

Term: February 1999 – January 2003

James Earl Brown, III (Treasurer), is CEO of Invisible Hand Networks. Prior to joining Invisible Hand, Jim was a general partner at Polaris Venture Partners, and an investment banker with J.P. Morgan; he earned a BS from West Point, MBA from Harvard Business School, and JD from New York University.

Term: March 2000 – February 2004

Paul Deninger is Chairman and CEO of Broadview, a global M&A investment bank specializing in the IT, communications and media industries. With more than a decade's experience in technology mergers and acquisitions, he speaks frequently on technology trends and strategies for maximizing shareholder value. Paul is particularly interested in how the digital divide affects inner-city teenagers. He holds an MBA from Harvard and a BS from Boston College. www.broadview.com

Term: October 2000 – September 2004

Michael Duffy (Chairman) is Director of the Aids Action Council. Previously he served as director of employment law at Foley, Hoag, and Eliot, and in the administration of Governor William Weld as the Chairman of MCAD, the chief civil rights enforcement agency for the Commonwealth. He has testified before Congress on employment matters several times. He is the former director of the state Office of Consumer Affairs. www.aac.org

Term: February 1999 – January 2003

Michael Goldstein (ex-officio) is Executive Director of the MATCH School.

Charlotte Hart is a retired executive, co-founder and vice-president of the Programart Corporation, until its sale in 1999. A former science teacher, she serves on several Boards.

Term: July 2001 - June 2005

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Brenda Matthis (Secretary) is the Director of Professional Development at CAST, Inc. She is also the founder and Managing Editor of THE MATTHIS REPORT: Exemplars of Software, and is an Adjunct Faculty Member teaching "Technology and Special Needs" at Lesley College. Her doctorate is from Harvard. www.cast.org

Term: February 1999 – January 2003

Marina McCarthy is an education consultant and writer. She has a doctorate from Harvard, and has taught at Harvard, Boston College, and other institutions. Her research includes how inner-city Catholic schools provide strong academic services.

Term: February 1999 – January 2003

Kevin McGuire is the former president of John Hancock Realty.

Term: September 2001 – August 2005

Eric Parker (Acting Chair) is a Founding Partner of Parker-Scheer Attorneys. His firm represents several corporate clients, including CBS, Thorn – EMI, and New London County Mutual Insurance. They also provide counsel to start-up enterprises. Parker's expertise includes premises liability, and his partner, Barry Scheer, has provided countless hours of pro-bono service to the MATCH School. www.parkerscheer.com

Term: February 1999 – January 2003

Karl Reid is Executive Director of Engineering Special Programs at M.I.T., responsible for all aspects of the Engineering Internship Program (EIP) and the Minority Introduction to Engineering, Entrepreneurship and Science (MITE²S) Program. After earning his M.S. and B.S. from M.I.T., he worked for many years as an engineer at IBM.

Term: October 2000 – September 2004

Ann Sagan is a past member of the Montclair (NJ) Board of Education, where she focused on budgetary and pre-K issues. Her previous corporate experience is with the New York Times Company and Family Circle Magazine; she has an MBA from the University of Chicago and a master's degree in education from Bank Street College. She has also served on the Arts and Business Council of New York City and on the Board of the League of Women's Voters. Term: July 2000 – June 2004

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Summary of Board of Trustees Major Actions 2001-02

Board Approval For:

1. Annual Budget
2. Addition of new Trustee: Kevin McGuire
3. Various Resolutions relating to the Renovation of 1001 Commonwealth Ave
4. Acceptance of College Admissions and Retention Strategy Analysis

Ongoing Board Discussion/Review Of:

1. Hiring Process and Staff Assessment
2. Student Lottery Process
3. Fundraising and Expenditures
4. Legal issues pertaining to financing, public bidding compliance, search process, and safety issues of possible locations for new building
5. Monthly Executive Director Reports
6. Committee Structure and Retreat Plan for 2002-03

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E. Staff

Charles Sposato, Principal
Kathy Vetiac, Business Manager
Michael Goldstein, Executive Director

During 2001-02
100% of 11 teachers were certified
78% had master's degrees
Average years of experience: 6

Departing Teachers

4 of 11 teachers are not returning to MATCH for the 2002-03 school year. All 4 are actually leaving teaching entirely. One of our greatest strengths has been the ability to attract teachers who are leaders and highly qualified – Kerry Herlihy taught for several years then ran a welfare-to-work program; M.I.T. trained Lekisha Jackson worked as a management consultant prior to teaching; David Weinstein has a master's degree in education leadership from Harvard; M.I.T trained Mark Meier had dual backgrounds in humanities and science. Because of their expansive qualifications, unfortunately, it has proven tough to keep these teachers in the classroom for the long-term.

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F. Student Characteristics: 2001-02

1. Number of students enrolled: 120 on Day One, 108 on Final Day; average daily enrollment of 114.5
2. Student Demographics:
 - 64% African-American and Caribbean-American, 28% Hispanic, and 5% white and 3% Asian (fewer than 10% of African-American and Hispanic students nationally ultimately earn a four-year university degree)
 - All Boston residents (Dorchester, Mattapan, Hyde Park, Roxbury, Allston are most-served neighborhoods)
 - 57% female, 43% male

Number/percentage of students classified as limited English proficient (LEP): 0 and 0%

Number and percentage of students who are linguistic minorities: 25%

Number and percentage of special needs students (those with formal IEPs in place) by special education prototype: 14%

Number and percentage of students qualifying for the free and reduced price meals: 73%

Average daily attendance rate: 95.5%

Average membership rate: 114.5

Number of students placed: in-school suspension, out-of-school suspension, or expelled: 7

Student transportation and food service

Students are all given free MBTA “T” subway and bus passes; the school is across the street from a Green Line stop.

Free breakfast, lunch, and snack was provided to all students, contracted through Essence of Thyme company.

Volunteer and tutor participation/hours (approximate for the year)

Over 6,000 hours of service by over 60 volunteers, tutors, mentors, up from 4,000 hours in our first year of operation.

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Number of job applicants for teaching positions

The MATCH School receives hundreds of resumes from interested applicants. We wish to emphasize, however, that the majority of those applicants are certified teachers with limited experience (recent graduates of teaching programs). Given the academic needs of our students, we do NOT consider these qualified candidates for the MATCH School (we strive for at least two to three years of full-time experience, preferably with at-risk populations). In addition, the applicant pool is overwhelmingly white, despite outreach efforts which include diversity fairs and hiring recruiters who specialize in minority recruitment. Finally, when we factor in the high expectations of our faculty – in terms of desire to improve teaching, in terms of sheer effort – we find that the pool is large numerically but thin in terms of “qualified applicants.” We hope to improve our outreach effort.

An example of when/how a particular part of the school’s program has been replicated by other schools

In spring 2002 we presented our facility acquisition/renovation plan to the Massachusetts Charter School Resource Center Annual Conference. It has been widely cited by the Pioneer Institute as a model for replication, and written about both locally (in the Boston Globe) and nationally (in a newsletter about charter school facilities finance). At least three other Massachusetts schools are replicating some or all of our finance model.

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Appendix 1

DRP Results

The Degree of Reading Power (DRP) test was used to measure reading ability so that the school could better students' educational needs. Among our first class of students, the first test was administered in December 2000; the follow-up was given in June 2001; the latest test was given in June 2002.

From December 2000 – June 2001

The average gain of a MATCH student was 4.1 Independent Level Points in 7 months, from 53.4 to 57.5. A full grade level gain is roughly 2.5 Independent Level Points.

From June 2001 – June 2002

The average gain of a second-year MATCH student was 5.6 Independent Level Points in 12 months, from 57.7 (a departed student moved the average from 57.5 to 57.7) to 63.2. A full grade level gain is roughly 2.5 Independent Level Points.

What does that mean?

The DRP test measures the ability of a reader to understand the “surface” meaning of words while they are being read. The Independent Level Scores indicate the most difficult reading material a student can understand *without any help*.

- Books written for first year college students have an average Independent DRP value of 70.
- Books written for high school students have an average Independent DRP value of 62.
- Books written for middle school students have an average Independent DRP value of 56.
- Books written for elementary school students have an average Independent DRP value of 50.
- Books written for primary school students have an average Independent DRP value of 40.

Example: If a child's Independent DRP score was 63, then according to the results of the DRP test, that child is reading, without any help, books intended for high school students.

Roughly speaking, it means an average MATCH student arrived reading at the 6th grade level in September 2000 and finished his/her first year reading at the 8th grade level. That

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same student finished his/her second year reading at the 10th grade reading level – back to Grade Level.

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Appendix 2

MATCH School Annual Parent Survey

Compiled July 20, 2002 For the 2001-02 School Year

Methodology

This survey was conducted by phone by Jessica Iskandar, a summer intern and Harvard undergrad. She called all 108 parents from 2001-02 over the course of two weeks, and managed to reach 53 for interviews. (Some parents were away on vacation; some did not speak English; some were simply not at home for one or more calls).

The 53 parents are a representative cross-section of the whole group – with a proportionate number of students failed a grade, for example, and by gender, race, and poverty level. Parents were urged not just to narrowly answer questions, but to voice any thoughts or concerns, so better to capture their true feelings. This 52-page report includes all of that narrative. Exact phrasing of questions is contained there as well.

Overall parent satisfaction

Parents' overall rating of the school on a scale of 1-10: they score it, on average, as 9.3. When we started asking this question last year, the ratings were so high we worried that we were not actually capturing a meaningful number. So this year we created a comparison question: we asked parents to also rate their children's former middle schools on the same 1-10 score.

The result: the middle schools, collectively, were rated 6.8 on a 10-point scale by parents. The average "improvement" of MATCH versus the middle school was 2.5 points. Four parents out of 53 thought that MATCH was worse than their middle school.

No parent of the 53 surveyed scored MATCH below an "8" overall.

Parent perception of teaching

Similar to the overall parent satisfaction, parents perceive teaching at MATCH to be excellent. They scored it 9.2 overall on a 1 to 10 scale, as compared to the 6.8 they gave to the quality of teaching at their children's various middle schools (over 20 schools).

Parent satisfaction with communication

They scored it 3.6 on a 4-point scale. This is not statistically significant to our first year rating. On average parents say they get 2.8 calls per month from the principal, and 2.2 calls per month from teachers.

Parent willingness to volunteer in 3-hour stints for a possible Saturday Academy

Roughly half of parents said Yes to a once per month commitment, either a 9am – noon shift, or a noon – 3pm shift.

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Name	Scale 1-10	Scale 1-10	Scale 1-10	Scale 1-10	Scale 1-4	Yes/No	Receive	On average,	On average,	Willing to	
	Overall Satisfaction with School	Overall Satisfaction with child's former middle school	MATCH Satisfaction Middle School	Quality of Teaching at MATCH	Quality of Teaching at child's former middle school	Quality and Frequency of Communication from School	Sufficient channels to raise questions and concerns?	principal's letter to parents a couple times per month?	how often does the principal phone you each month?	how often do the teachers, collectively, phone you each month?	volunteer once per month for a Saturday Academy?
Ahmed, Ibadao Bitti	8	6	2	8	7	4	Yes		3.5	3	Noor
Bala, Celestina	10	9	1	9	9	4	Yes	Yes	2.5	1	9:00 AM
Beasley, Alphonse	9	3	6	10	3	4	Yes	Sometimes	2	2	Noor
Bogard, Sheena	10	6	4	10	6	4	Yes	Yes	3	2	9:00 AM
Burke, Joseph	8	3	5		4	3	Yes	Yes	1	1	Maybe
Burton, Veronica	8	10	-2	9	10	4	Yes	Yes	2.5	0	Noor
Clark, Ruby East	9	1	8	8	5	4	Yes	Yes	1	12	Noor
Corlette, Esther	10	4	6	10	2	4	Yes	Yes	1	1	9:00 AM
Correia, Sarah	9	6	3	9	2	4	Yes	Yes	1.5	2.5	9:00 AM
Ellis, Efether	10	7	3	10	6	4	Yes	Yes	3	3	9:00 AM
Elysee, Maude Etienne, Luvica	10	10	0	8	10	4	Yes	Yes	1.5		9:00 AM
Filip, Adelina	10	5	5	10	5	3	Yes	Sometimes	10	4	9:00 AM
Filip, Adelina	10	5	5	10	5	4	Yes	Yes			Noor
Galindez, Grisel	8	3	5	9	7	3	Yes	Sometimes	1	1.5	9:00 AM
Gonsalves, Cynthia	8	10	-2	10	10	4	Yes	Yes	1.5		9:00 AM
Harris, Odessa Stewart	10	8	2	9	6	4	Yes		2	1	
Henderson, Althea	9	9	0	8	8	3	Yes	Yes	1	4	Noor
Isaac, Erline	10	5	5	9	5	4	Yes	Sometimes	1	0	9:00 AM
Jean-Paul, Eve Casimir	9	8	1	10	10	4	Yes		3	4.5	Nc
Johnson, Mike Wilson	9	5	4	9	5	4	Yes	Yes	1	2.5	Noor
Kenneth, Marjorie	10	7	3	10	5	4	Yes	Yes	4	1	Noor
Langton, Rosemary	8	7	1	9	8	4	Yes	Yes	3	1	Any
Leite, Alexandar	9	8	1	10	10	4	Yes	Yes			Nc
Lewis, Merrise	10	8	2	9.5	9	3	Yes	Yes	1	0	9:00 AM
Little, Coleen	10	10	0	10	10	4	Yes	Yes	5.5	3	9:00 AM
Lu, Rosana	10	8	2	10	10	3	Yes	Yes	4	1.5	-----
Lumpkins, Wayne	6	5	1	8	6	3		Sometimes	2	4	Nc
Manuel, Carly	9	6	3	9	5	3	Yes	Yes	4		9:00 AM
Marcelo, Maria Delgado	9	5	4	8	7	3	Yes		4	4	
								Yes			Nc

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Martinez, Sixto	10	9.5	0.5	8	9	4	Yes	Yes	8	2	Maybe
McDaniels, Vanessa	10	10	0	10	10	3	Yes	Yes			Maybe
Mendoza, Alexandra	9	4	5	9	4	3	Yes		1	1	
Molina, Maria	10	8	2	9	10	4	Yes	Yes	8	1	9:00 AM
Morgan, Jennifer	8	5	3	8	5	2	Yes	Sometimes	5	5	9:00 AM
Owens, Edosa	10	4	6	10	4	3	Yes	Yes	1	1	Noor
Owens, Sonya	8	9	-1	7	9	3	Yes	Yes	3	0	Noor
Pen, Rasy	9	10	-1	6	9	4	Yes	Sometimes	5	3.5	Noor
Polanco, Gladys	10	5	5	10	5	4	Yes	No	2.5	0	Noor
Rivera, Ruth	9	10	-1	10	10	2	Yes	No	2	0	-----
Roache, Louise	10	8	2	9	8	3	Yes	No	2	3	Maybe
Rodriguez, Judith	10	10	0	10	10	4	Yes	Yes	2.5	0	Maybe
Sabio, Maria	10	5	5	9	4	4	Yes	Yes	1.5	3.5	Noor
Santos, Carla Lorena	10	4	6	10	4	3	Yes		1	0	
Semervil, Marie	9	7	2	9	7	4	Yes	Yes	3.5	9	Maybe
Shavers, Fred	9	8	1	9	8	3	Yes	Yes	4	2	Any
Sloan, James	10	5	5	10	5	2	Yes	Sometimes	2	1.5	Maybe
Smith, Gloria Prevost	10	7	3	10	9	4	Yes		2	2	
Steele, Linda	8	7	1	10	3	4	Yes	Yes	1.5	1	9:00 AM
Thatdil, Pauline Thomas	10	8	2	10	9	4	Yes		2	2	Noor
Tyler, Tracie	10	7	3	10	5	4	Yes	Sometimes	2		Yes
Vega, Irene	10	8	2	10	7	4	Yes	Yes	2	1	Noor
Williams, Coet	8	6	2	7	5	4	Yes	Yes		1.5	Maybe
Zavala, Eliezer	10	8	2	9	6	4	Yes	Yes	3.5	2.5	Noor
Mean	9.3	6.8	2.5	9.2	6.8	3.6			2.5	2.2	50% yes
Median	10.0	7.0	2.0	9.0	7.0	4.0			2.0	1.5	

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Part I: Overall rating of the school

On a scale of 1-10, with 10 being a high score, how satisfied are you with the MATCH School? What are the first things that come to mind when you give this score?

10 they do whatever they say they're going to do (Sheena Bogard)

9. The interests that the teachers show and the kids are feeling that they are progressing. What I like is the 1 on 1 with the students. You feel at home. And if the student is failing they let you know immediately. They let you know if the students are progressing. Also you know how to encourage the child (Ruby East Clarke)

8. I give this rating because the school keeps track of students and their learning. They help students. They have nice teachers and principal. (Ibadau Bitti Ahmed)

8. More teacher student communication that they need to have. (Veronica Burton)

I give that a 10. The teachers care. The communication between teachers and parents. They always call whenever – just to see how the kids are doing - if have questions. (Celestina Bala)

9. Individual attention to the students. (Alphonse Beasley)

10. They're caring. They're focused on the children. They're focused on the education process while they are teaching them to be disciplined people. There a lot of things I like about the school. My son is doing much better. The teachers are great too. That's what I like. When he's late they call me. The principal is always around. Mr. Destler... They do what they said they were going to do in the beginning. (Esther, Corlette)

8. They keep in touch. They are attempting to help. They really want input. (Joseph Burke)

9. They've been very responsive. I have a son who is math gifted and they helped a lot with that (Sarah Correia)

10. They way that they treat my daughter and they way they communicate with me if anything happens at the schools. (Maude Elysee)

Very satisfied because you care so much for the students and how much they're learning about giving many books to read. That is a very good idea. All the papers you sent home tell the parents everything and show how much you care. Even though the parents don't always have time to contact you face to face you always communicate with us. I can say that this is the best school. Whenever people ask where Shirli is going I tell them that she goes to the best school in Boston. We came from another country and we had a little difficulty in this country but you have been very very nice to the kids. I think it's a 10. (Adelina Filip)

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9. I like the system and the way that they perform. They are very good at communication. (Eve Casimir Jean-Paul)

Oh a 10! Understanding. (Efether Ellis)

10. Education. (Luvica Etienne)

The MATCH has a great curriculum. But I would like to know how this school is doing compared to national and statewide standards. Based on the curriculum I would rate it an 8. (Grisel Galindez)

I would say about 8. The principal makes the school perfect. The academics: I like the technology. I like the part where people call me. It's the performance of the school. (Cynthia Gonsalves)

A 10. The teachers. The communication between the school and the parents. I can call the school whenever I need anything. (Merrise Lewis)

They're pretty good. I would give it a 10. I like how the teachers take care of the kids and try to help them. They are concerned about the kids. They take the time to call the parents and let them know how the kids are doing. (Rosana Lu)

Very satisfied. 10. Discipline and the ability to teach the kids. It's better than regular public schools. (Edosa Owens)

10. My son who has special needs has been helped very much. There has been a great improvement. I like the school overall because of the attention from the principal– he's great. I like the attention my son gets. (Odessa Stewart Harris)

A 9. They have a lot to offer my son. The teachers are very dedicated to the students. But then again does student want to do that? (Althea Henderson)

I will go for 10. I am very happy with the school. (Erline, Isaac)

I would give it a 9. My daughter learned a lot from that school. There were a few things that we didn't like. My daughter did well the last term because she worked really hard. I wasn't proud of what they (Ruth Rivera)

About a 9. I just like the small class sizes and the one-on-one relationships between the teachers and students. (Fred Shavers)

10. My daughter's education. Her excitement about going to the school... what the school has to offer. (Gloria Prevost Smith)

9. Parental contact is a big part to me. Communication. (Mike Johnson)

A 10 - no hesitation. The commitment that the school has in teaching the children. The commitment that my daughter has. In her private school we were disappointed in how much we had to spend and then to find out that she was behind. To know that she's been

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encouraged by Mr. Sposato and her teachers and the support that was given her... to me, as a parent, they don't only work with the students they also work with the family. In my lifetime I have not seen a school so committed to students to excel in their grades and to address any other needs outside of the school. To me I have never found that commitment. I really applaud them for it. It's really from a foundation from the founder and the principal and it has trickled down through the teachers. Sometimes you look at people and you think only numbers but that is not the priority that I feel that they bring to the school. It's more a commitment for the students to have the foundation and the support that they need for the future. I know that just interacting with Mr. Sposato, I have truly found that they couldn't have found a better person to be a principal to the school. This man is really dedicated. He has overly committed himself. I'm not just saying it – I really mean it. It's a 10+. And thank God for Mr. Goldstein. He had a vision and he implemented and he's standing to carry it through; and I applaud him. I have a high regard for the MATCH because they were really supportive of all of us when we were going through a lot of personal problems. They kept asking us if there was anything that they could do. (Marjorie Kenneth)

Probably an 8. Probably the individual work done with the kids. (Rosemary Langton)

I'm happy with the MATCH school so I give you a nine. The relationship between the teacher and the students. And the relationship between the principal and the students. And the staff with the parents. And the communication that we have between us and the staff at the school. It makes me very happy. You can talk easier with the teacher or the principal. Because I am a teacher so for me one should have a good relationship. The communication is good so it is positive for me. (Alexander Leite)

10. Probably the quality of the teachers. (Coleen Little)

6. The hours are too long. That's the main thing because I concerned about their safety. (Wayne Lumpkins)

9. Because they're great. I think that they care for my child. It's different from the other schools. They try to do the best for the students. They call after school to make sure the kids to their homework. They spend extra hours with the kids. They do a lot. I think it's really good. (Carly Manuel)

It's very good. I would say a 9. Well most of the teachers call and communicate anything. If my son is late or he has detention or he has a specific assignment - they call. (Maria Delgado Marcelo)

10. They have good communication with parents. (Sixto Martinez)

10. How they prepare my son. He's been doing so much more since he's been there. He's been more interested in getting involved. (Vanessa McDaniels)

9. The discipline. They do what they say. If the student's don't follow they pursue that. (Alexandra Mendoza)

10. How much they relate to their children. (Maria Molina)

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8. There's a lack of communication because I don't really get the mail. But at the end of the year it has gotten a bit better. Information doesn't get to us in a timely matter. They send stuff out and it has already passed. (Jennifer Morgan)

8. I would give it a 10 if it weren't for instances that I have had with the teachers. (Sonya Owens)

A 9. She likes the academics and how they're learning. (Rasy Pen)

10. Because I think that they are very good in the way that they conduct the school - especially the principal. I like when he calls here. He's very interested in his students. (Gladys Polanco)

I think the MATCH School is great. I give it 10. My son improved a lot in his reading skills. I see that he learns better at the MATCH school. (Louise Roache)

10. I believe that this school is better than other schools. It's very polite. The principal calls the parents. I like that school. (Judith Rodriguez)

10. The school has discipline. (Maria Sabio)

A 10. The way they care about my kid. They way that he's happy with the school. He's great. And it keeps him busy too. (Carla Lorena Santos)

9. The way that they treat the kids. When they are absent they always call you and ask why the kids are not a school. They always keep track of your children. For math skills also. (Marie Semervil)

10. Because my children are actually doing a lot better than they were at a public school. My son made the honor roll 3 times. And my daughter has made the honor roll one time. If you need to call the teachers they give you their numbers. And they were willing to help out (James Sloan)

8. Learning. Opportunity. The future. They pay more attention to the kids. They keep them updated. They do all sorts of things to help the child. (Linda Steele)

I'm very satisfied. I would say 10. I mean the teachers especially, and the principal is always a caring person. He's always calling to tell how your kids are doing in school. Overall it's everything. (Pauline Thomas Thatdil)

10. Basically just the curriculum, the attitude of the teachers and staff, the way they care about the kids. I think it's just a great school. (Tracie Tyler)

I would say 10. Because I think it's a great school. Their work is harder and she has to think harder about her work. She can't just put any answer down. It's not like Boston Public Schools where they give her anything just to pass her. Here you have to work hard to get the grade. (Irene Vega)

8. My daughter is doing pretty good. (Coet Williams)

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10. The communication between the school and the family and the student either by computer or by the phone or by sending mail. I had children in other schools before and I must tell you that the MATCH school has outstanding performance in this area. I don't know how they do it but they do it. I am amazed. (Eliezer Zavala)

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On a scale of 1-10, how satisfied were you with your child's former middle school? What makes MATCH better or worse?

6 or 5. Match follows through with it. They do whatever they're going to say. They don't give you the roundabout and it helps the kids. (Sheena Bogard)

1. He had weak areas and no one lets you know what's happening until it comes on the report card and it's left on the term. With Match you know immediately. (Ruby East Clarke)

6. The school has higher expectations. The school is just new and just starting so would be better if it were more experienced. (Ibadau Bitti Ahmed)

10. MATCH seems better because they seem like they want to help the kids but they don't have the resources right now. Like math. (Veronica Burton)

9. The difference is that the MS was a catholic school. I don't know if that applies to that. It's just that it was close by to the neighborhood. That's about it. (Celestina Bala)

3. I think that what makes it better is that they have small classes and small amount of students in the classroom. And they have individual and after school individual attention. In her other school there were so many people that she got lost. They told us about her after she failed and that was it. (Alphonse Beasley)

I'll give it a 4. What makes it better is that the classrooms are smaller than in public schools. In public schools you can daydream a lot. My son wouldn't do the work. In other schools no one pays attention to him to pull him back into the world. No one is interested. Now there are more possibilities. In public schools you have to be bad to get people to pay attention to you. My son is a quiet kid. That way no paid attention to him in school. (Esther, Corlette)

3 – maybe even less. MATCH is more involved in how the child is doing. They call it to our attention if any deficiencies come up. They make the students sign a contract and help them to it. It took a lot of effort on a lot of people's parts. (Joseph Burke)

A 6. It's smaller. It pays more attention to the needs. In the MS my son got lost between the cracks. I was so dissatisfied with it that I've taken my youngest out of the public school. (Sarah Correia)

10. I don't think that MATCH is better but MATCH has it's own policy. As long as they do what they say they are going to do. (Maude Elysee)

Maybe 5. I didn't like the MS. At the MATCH you people care so much. You have so much interest in how the students make progress. You like to contact parents, which is important too. All the professors there are interested in giving the students knowledge. They work hard to give the students knowledge. You are nice with the kids. My children never bring problems from the school. She comes home very happy. She never says bad things about the school. (Adelina Filip)

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8. I like MATCH because of the discipline and they are very strict about the kids behaviors and the way they come to school. (Eve Casimir Jean-Paul)

I would say a 7. The MATCH school is way way better. For one thing they are fair - as far as grades are concerned. And they really don't push them but they help them to know what they can learn. They encourage them to go further further and do more more more. (Efether Ellis)

5. MATCH is better. The longer hours. (Luvica Etienne)

She went to a Boston Public School and I never liked it. I would rate it 3. I think that at MATCH the curriculum, the teachers and especially the principal are better. The principal is great. That's what it takes – the principal to give me his cell phone number and tell me to give me a call anytime. (Grisel Galindez)

10. Taft was a great school. MATCH and Taft are two different entities. The MATCH is a great school. I'm surprised that most teachers are leaving. (Cynthia Gonsalves)

About an 8. The only thing is that MATCH is a smaller school so you get to know the teachers more and the teachers know each individual students and they know their strengths and weaknesses. (Merrise Lewis)

It was an 8. MATCH is better because my son is in a special class where the teacher takes more time to explain to the kids. (Rosana Lu)

About a 4. MATCH pays more attention to the progress of the students and they do close follow ups. They have better communication with the parents. (Edosa Owens)

I was satisfied with that – he was still in a charter school. An 8. The attention he gets at the MATCH school. He's improved a lot because of the attention and care he gets. He has done a great job in his first year at high school. (Odessa Stewart Harris)

A 9. They're the same because all of my son's teachers worked with him but it wasn't the teachers – it was him. The teachers have done a terrific job. (Althea Henderson)

I will give them a 5. Definitely MATCH is a better school. The thing about MATCH school is that they mean everything they say. They want the kids to be in school. My daughter always has to go to school and she spends more time in school. The way they conduct the uniform... I like the school. They are very tough with the kids. If there is a problem they will call me. They will give me her progress. They let me get involved in every way. That's what makes me so happy. (Erline, Isaac)

I would give it a 10. MATCH is a fine school for someone to learn. It is way better than a Boston Public School. Even though it's a Media and Technology school they don't teach Media. (Ruth Rivera)

About an 8. MATCH is better because of the sizes of the classes. The smaller the class size the more the teacher can get to the individual. (Fred Shavers)

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7. The commitment of the teachers and the academics at the MATCH School. They make them expand their minds. (Gloria Prevost Smith)

5. The size of the classes. The commitment of the teachers. And again the communication. (Mike Johnson)

That's where the problem was. Again with the principal - wonderful person - but the curriculum was outdated. Based on the money that I spent on that school it really disappointed me that when they tested the kids that my daughter was not up to the standards. Overall, a 7. MATCH is better because the tutorial help is there. The testing brought into light strengths and weaknesses that children have and MATCH works with those students. I was going to pay a lot of money at Sullivan for tutor help but Mr. Sposato said no and that he would provide the tutorial help; and so that just shows the commitment he has to the students. (Marjorie Kenneth)

Probably about 7. MATCH is a smaller school and they have smaller classes and more attention given to the students (Rosemary Langton)

8. MATCH is better because they can follow Alexis' work. So now Alexis can now understand better the material they give. Better than another one. MATCH should have a language class or sports in order to make it better. (Alexander Leite)

He went to Nativity prep so it's right off the chart. Maybe a 10. I think that MATCH is less rigid than the Middle School, which is a good thing because it allows Brendan to express his creativity and his ideas more. (Coleen Little)

5. The way they treat the children is great. They do more with the kids. But there's no sports or gym. (Wayne Lumpkins)

6. It's a big difference. Now the teachers are closer to the students and they spend more time to explain. And they care. Sometimes the principal or teachers calls you at home. If you have a problem with the homework you can call the teacher or anything. (Carly Manuel)

I would say a 5 because he was lazy. MATCH is not a big school. They take into consideration each child's needs and they go at the child's pace. (Maria Delgado Marcelo)

9.5. MATCH has a worse a building. It doesn't look like a school. But academically I have seen the improvement with my daughter. (Sixto Martinez)

10. Well I think that MATCH is better because it's not as big. The teachers have more hands on students. (Vanessa McDaniels)

4. MATCH has more academic strength. They are more focused. (Alexandra Mendoza)

8. MATCH is better because they have less children and because it seems like they really worry about what they're doing. (Maria Molina)

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5. In the MATCH school I like how they implement school work and they give help. (Jennifer Morgan)

9. Their scheduling as far as times and days off – my son has gripes about. The late days are difficult. Like how they had to stay a week later after all the other public schools already let out. (Sonya Owens)

10 because it's close by to home. (Rasy Pen)

It was okay. I don't like the way that they deal with the students. MATCH is better. I like the way they're doing their job. (Gladys Polanco)

8. The MATCH school is better. They give more interest in the kids. (Louise Roache)

10. MATCH school is great. The other school is good too. (Judith Rodriguez)

5. MATCH has more learning, more discipline over the kids and she likes how they call when the kids are tardy or when they're absent. (Maria Sabio)

A 4. Before I used to go on meetings and talk to their teachers but they didn't care. He was afraid to go to school. Kids picked on him. Every problem that I discussed with them they didn't do anything to help him solve the problem. She didn't care. If he was going bad they didn't let me know right away. (Carla Lorena Santos)

7. MATCH is much better. There's a big difference between the way that a public school treats them and the way that MATCH treats them. It's like a family at the Match school. The teachers have more time for the kids. (Marie Semervil)

I'd say a 5. I think the staff and the teachers care for the children. They want them to excel at MATCH. (James Sloan)

7. MATCH is better. The learning makes it better. The teachers and the principal are better. He is more stern with them. (Linda Steele)

I would give it an 8. The Middle School was more like a family. They keep close to the students. The MATCH is like that too. It's just that things that they have at the MATCH school they don't have at the MS. Like Media. (Pauline Thomas Thatdil)

I would say a 7. I just think that it's a totally... the school is just geared towards a different way. Now they're in a safer environment. (Tracie Tyler)

I would say 8. MATCH is better because the teachers are great. They help students. I can't say anything bad about it. (Irene Vega)

A 6. The classrooms are much smaller and so you get more attention. (Coet Williams)

8. MATCH seems to me to be more specialized and more dedicated to the students than other schools that I have sent my kids to. MATCH provides more communication and more help to the students. It is more like a family thing. (Eliezer Zavala)

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On a scale of 1-10, how satisfied are you with the teaching and academics at the MATCH School? What are the first things that come to mind when you give this score?

10. If they don't understand, if the kids have a problem – they get a lot of help. They also have a homework lab. The teachers are also available for the kids so if they don't understand they can call. (Sheena Bogard)

So far what I've seen an 8. My thing is that the way the curriculum is concerned. They are reading what they are teaching. And they can do things now that I can't even do (Ruby East Clarke)

9. I gave this because of how hard the teachers are working and how they are working with the students is incredibly good. They are working hard to boost the children's learning. (Ibadau Bitti Ahmed)

9. They need to have books to bring home instead of papers. When they need help from the parents, they (the parents) don't understand. There's no way the parent can understand if there's no book. There's no way to understand when the student comes home with a sheet of paper which has a line or two of information which is not enough of info. A book more appropriate. (Veronica Burton)

I give it a 9. I think that they're doing a very good job. Some of the kids complain that the work is too hard. But school isn't for the kids to run around and have fun. I think that it's a good way of what their doing. They have kids there for a long period of time. They're just doing a good job. (Celestina Bala)

10. Math. (Alphonse Beasley)

Oh I give MATCH a 10 all the way. I've seen improvement in my son. He's not an A student but at least he's improved. He reads more. He's more involved in his education. He's a slow learner but I think he's learned more. (Esther, Corlette)

It's too difficult to judge. I have had hardly any interaction with them. They seem to have done as well as any other teacher. I don't think it would be fair to judge. That is between the student in the teacher. Andy seems to have done pretty good. But I can't tell you if he's challenged or not. I can tell you that he has shown considerably improvement but I don't know if that's the quality of the teaching or his own effort. (Joseph Burke)

A 9. They are really good. They call here to ask the children questions. They take an interest in how they're doing. (Sarah Correia)

8. She has a math teacher who she believes doesn't perform the way she's supposed to. (Maude Elysee)

I give a 10 again even though sometimes Shirli doesn't get good grades, it's not the teacher's fault. Sometimes Shirli doesn't pay much attention to the problems or work hard. The teachers try very hard. I'm very happy for Shirli in the school. (Adelina Filip)

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I say 10 because my son wasn't doing too good in math and science and the school sent letters and I went to meetings. The teachers were very helpful and I know that they are very good at teaching. (Eve Casimir Jean-Paul)

10. They work together in small groups. If they have a team then two people work in a team. They work together. (Efether Ellis)

10. Education. (Luvica Etienne)

A 9. I guess the progress report and their comments. (Grisel Galindez)

10. They can get their homework online, they can call at home, I like the part when they can do homework at school because you know it's getting done. (Cynthia Gonsalves)

About 9.5 . Because MATCH pushes the kids because they know their potentials. (Merrise Lewis)

10. A teacher spends more time after school with my son to explain the math work. (Rosana Lu)

I would say 10. The academics and the teaching. (Edosa Owens)

Just sitting there and talking about his IP plan with his teachers... and keeping up with the teachers really made me realize that he wouldn't get lost in the shuffle there. He even has a tutor there. A 9. (Odessa Stewart Harris)

8. Again I just think that they're doing a great job. The teachers are very dedicated to the students. I see it, I hear it and I feel it. (Althea Henderson)

A nine. I don't know yet because I am just starting to know the school. The effort she makes at the MATCH school is much more than any other school. She is doing better better better. The MATCH school has a small class. My daughter has problems with a group of a lot of people. With the teachers she understands more than before. That's why I like the school. (Erline, Isaac)

I give Mr. Cook a 10 because my daughter learned a lot from Mr. Cook. Ms. Kaplan and Ms. Bettencourt they were also really great. I would give them both a 10. So overall I give them all a 10. (Ruth Rivera)

I think it's a 9. How much the teachers stay behind the students and try to help them and give them all the knowledge and push them along. (Fred Shavers)

Very satisfied. I would give it a 10. The teachers keep in contact with the parents. They let you know what's going on. They send home letters. Even if they give the students the report cards they still send one home in the mail. They definitely keep in contact with the parents. (Gloria Prevost Smith)

9. Again commitment. (Mike Johnson)

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I'm very satisfied. One incident that I felt dissatisfied with a teacher not being supportive I expressed that and it didn't fall on deaf ears. It's a 10 because the work is excellent. They are teaching courses that some of the college students are getting. (Marjorie Kenneth)

A 9. The longer classes and there is more emphasis put on the studies. (Rosemary Langton)

10. I see improving. So I give a nine. Because when I talk with the teacher and I see the teacher, they are concerned about the kids. They want the kids to succeed. (Alexander Leite)

Thoroughly and completely satisfied. A 10. Probably the English portion of the curriculum. I'm very, very impressed with the books they are reading and the discussion that they have had. (Coleen Little)

8. It's too tough. (Wayne Lumpkins)

I say 9. First thing is that the teachers are really good. For math and English I think it's okay. (Carly Manuel)

I would say a 8. There is always room for improvement. It's a new school. They are, from the very beginning, always trying their best. (Maria Delgado Marcelo)

8. I just check in my child's report but I haven't been in the classroom. But academically she's having good grades. (Sixto Martinez)

It seems to be working well so I have to say a 10. Evidently he's getting good grades. How well my son's doing. (Vanessa McDaniels)

9 again. Again, they have a lot of reinforcement. They encourage students to do better every time. They offer tutoring... things like that. The teachers are well prepared. (Alexandra Mendoza)

It depends on the specific teacher. But I would give them a 9. They are very persistent. If they want something they let you know. (Maria Molina)

8. The teachers don't do a lot of follow up with the students. I don't know if the students do favoritism with certain students or not. My son has gotten good help from teachers but I think that they could do a bit better on some teachers' parts. (Jennifer Morgan)

Academics are fine. But some of the teachers.... hm... I would give it a 7. Some of the teachers need to be taught a little more. Most of the teachers seem new to me. They need some experienced teachers. Mrs. Ferriera – immature, not knowing how to talk to a parent or a child. I could go on about her so we should go onto the next question. (Sonya Owens)

6. She doesn't like when they go home, which is too late. But my brother and sister like it so it's okay. (Rasy Pen)

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10. Well I like the way that they work with them because when they don't do their homework or they don't go to school they call. At his old school if he missed his homework he got away with it. With MATCH school it is different. They let me know. They are more interested in the students. (Gladys Polanco)

9. I give this score because of the way my child learns. He likes the school. He likes the teachers. (Louise Roache)

Good: 10. Because they teaching good. I don't know how to explain it to you. (Judith Rodriguez)

A 9. She likes the way that they teach the students. She feels that the academics is good because they really know how to teach the kids. (Maria Sabio)

A 10. Seeing the change in my son. Just talking to him. Talking to him about what he learnt I see he has learnt a lot. The relationship between the teachers and him has helped him because he's paying more attention. The things that he knows now amaze me. Even his grades ... even though they're not perfect they're very good. (Carla Lorena Santos)

9. The teachers care more about the kids. (Marie Semervil)

Probably a 10. The teachers care if the children are not doing well. They give extra help. (James Sloan)

10. They try to help the kids. They help them achieve. It's not a bad school. (Linda Steele)

Very very satisfied. I would give it a 10. I think that they're teaching good. She is on her way to college. The curriculum is higher than at a Boston public high school. At the public school she gets B's and A's when she's not even ready for that. (Pauline Thomas Thatdil)

10. Basically the way they teach the kids and that they have a lot of flexibility in their class work and classes. If they have certain interests the school lets them pursue that. (Tracie Tyler)

I would say 10. I am very satisfied. They have great teachers. Again, she tries hard to get the best grade that she can. (Irene Vega)

A 7. Well I was impressed with the science and English teacher. (Coet Williams)

About a 9. I think it's a good school. The students are progressing and doing a lot of work. You can see the progress in the students. (Eliezer Zavala)

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Again, on a scale of 1-10, how satisfied were you with the teaching and academics at your child's former middle school? What makes MATCH better or worse?

6 because I've been to a lot of the meetings, and my kids especially were having problems and instead of encouraging him they said he was lazy. I think kids need encouragement. You shouldn't hold their hands the whole way but they should be encouraged. (Sheena Bogard)

5. Match spends time with the child. They keep in touch. One thing for me, my kids don't usually start in school. But one thing I like about MATCH, if he doesn't show up at they call. (Ruby East Clarke)

7. Even though the work was somewhat dirt, it wasn't challenging. It wasn't too helpful. (Ibadau Bitti Ahmed)

10. MATCH is not that great because they are so small right now. Maybe if they get more teachers and more academic facilities for students. The parents would be more involved if they had more tutoring. I like the match school because they keep you informed on many things as well as the letters coming home. But as far as them helping the students, I think they need to be more sufficient to the child's needs. Because evidently the kid is crying out for help. Calling in tutors don't help because they don't know the students and they are just there for pay. (Veronica Burton)

I would give it a 9. I can't compare the two because one was a MS and the other I view as a HS. The neighborhoods are different. What I see happening with MATCH is, again, there is a lot of caring. But I can't really compare more than that because one is a HS one is a MS. They're both excellent. What I miss is that there is no religion class. (Celestina Bala)

3. They have less teachers. The teachers are more involved in the student's progress. They don't miss a beat. They're right now. That's what I love about it. They know the students progress. They know when they're doing well. Less is more. (Alphonse Beasley)

I was very frustrated with the Middle School. I would give it a 2. One thing that's better is that they teach the students as individuals. Every person is unique and every person is treated in individually. Not like the masses where everyone does the same level of work. In that way kids become a number or a statistic. They don't have a face in the other school. And a lot of stuff that I think is that the education wasn't focused. I used to be a teacher back in my country and here I don't think that kids want to learn much. I'm not satisfied at all in the other system. I wish I didn't have to send my kids to a public school. The majority of the teachers don't come from Boston and they look down on my kids. They label them and think that all the kids in Boston are bad kids. I'm completely disappointed in the public school. (Esther, Corlette)

I had very little involvement but he wasn't very challenged at all. What little effort at all he gave I would give them a 4. Most of the teachers I talked to wrere just putting in their time. I approached them once and asked them to give me work because he had missed some time at school and they complained that this was work over and above their contract and that this

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was their vacation period. He missed a good half of the year and he got a passing grade. Tell me he learnt something – I don't think so. They just passed him to get rid of him. That says something about the principal also. (Joseph Burke)

About a 2. My son fell between the cracks. They didn't pay attention to him. (Sarah Correia)

At the MS if her grades went down they gave us a call. I give them a 10. MATCH is not worse it just has its own policies. (Maude Elysee)

I didn't appreciate the MS and what they did for the kids. I didn't think that my daughter was busy or happy. I give it 5 points. The teachers build relationships with the kids. They treat the kids like friends. They are very close with the kids and sometimes tell jokes. This is a good idea. (Adelina Filip)

A 10. At the MS if your kids are not doing bad the teachers call you, they have meetings, they have tutoring and after school programs so that the kids are at the level they're supposed to be. (Eve Casimir Jean-Paul)

6. It all falls in the same category. They learn not to just stay in the classroom. They learn on site also. They don't stick directly into the book. They go out and interview people like that. (Efether Ellis)

5. The teachers at MATCH have one on one access. (Luvica Etienne)

I put her in honors so maybe a 7. Basically the educators involved there and the leadership and their purpose and mission. They strive to help kids to succeed and they give a good support system. (Grisel Galindez)

A 10. You have to understand that at TAFT my math teacher became Landon's principal. The TAFT has more restrictions than MATCH. (Cynthia Gonsalves)

9. MATCH is better because it's smaller and the teachers are closer to the kids. In the MS they try but there are more kids to deal with. (Merrise Lewis)

They were a 10. They're the same because both teachers always gave me feedback on how my kids were doing. (Rosana Lu)

About a 4. MATCH is smaller and they give better attention, better communication with the parents, and better discipline. The improvement of the kids is closely followed. They care about every student as an individual. (Edosa Owens)

I would say a 6. MATCH has a curriculum that is like a learning process that is on-hands. I'm so satisfied with the school that I don't find any fault with it. (Odessa Stewart Harris)

8. It's a little better because MATCH is a smaller setting so that my son gets a little bit more attention. But the teachers and everyone worked well with my son. (Althea Henderson)

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5. When my daughter was over there I was really worried. My daughter looked like she was far away from them when they were teaching her. The MATCH school answered my prayers. When you have kids who have problems there is a way to deal with it. I remember when I went to the MATCH school the director told me that Christiana has problems. For him my daughter is okay, she just needs a small group and someone to help her. Now I believe in them. My daughter only needs more effort to get her grades up. At the MS I never knew the director and I never met the people in charge. But this school here I know the director and he always likes to talk to parents. He's calling me at home to let me know how my daughter is doing at school. That makes me happy. Now I'm worried about the MCAS test but they prepare the kids for the MCAS test. (Erline, Isaac)

A 10. I don't know. (Ruth Rivera)

Probably an 8. MATCH is better because of the small classes. Ath the MS the teachers don't have much time to react one on one with the kids. (Fred Shavers)

About a 9. The academics and teachers at MATCH are better. The teachers are very committed. They keep in contact with the parents. (Gloria Prevost Smith)

5. The intensity of the work. The type of work and again the commitment the teachers have. (Mike Johnson)

I would give it a 5. Being a parent and not knowing what the schools in the area were providing I just assumed that they would excel. I was honestly very disappointed. MATCH is better because they have standards that they are following. It's a standard that is a bit higher and they are trying to reach or meet that goal. It's not their fault that it fails sometimes because they're giving a 101% to teach the children what they need to be successful in life. The other school, on the other hand, was somewhat disappointing because I assumed that they were up to the level. They were older teachers that didn't have the patience. They had an attitude that "I got it and so you should go get it." They weren't at the standard of 2002. They were back in the 1980's - the academia was behind. (Marjorie Kenneth)

Probably an 8. Again, the smaller size classes and the communication at MATCH is better. (Rosemary Langton)

10. (Alexander Leite)

Very happy. A 10. I don't know if they're better or worse. They're just different. MATCH has more flexibility in the curriculum. They teach kids differently than in MS. The Jesuit school was more rigid and there was a lot of memorization. Everything was by rote. There was little creativity and expression of ideas outside of the curriculum. MATCH allows a lot of freedom for children to discuss ideas that may not even be on the lesson plan. But they do maintain good discipline there, which is in large part due to the principal, Sposato, who is an excellent man. (Coleen Little)

6. At MATCH you do learn more. (Wayne Lumpkins)

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I say 5. MATCH is better because the teachers care more for the students. They do their job. They love what they're doing. They don't do this just to make a living they do it also to help. They want to teach and they make sure that they know what their doing. (Carly Manuel)

7. MATCH is a smaller school. Students get special attention individually with each teacher and the principal. At least with my son that works. (Maria Delgado Marcelo)

9. I don't know. (Sixto Martinez)

10. Like what I said before. (Vanessa McDaniels)

Very dissatisfied. A 4. MATCH is better. But they should be more consistent with the students. Sometimes they get away with things and something not. (Alexandra Mendoza)

It was a 10 but I was paying for it. MATCH works on an individual basis. And they make sure that the parents know and to remind the parents their responsibility during the summer. (Maria Molina)

5 because my son went to a charter school and they didn't do much for him. If the child is not doing their homework then they wait until the last moment to tell the parents. They need to be on top of it. I know these kids need to be grown up and take responsibility of themselves but some students aren't ready for that. (Jennifer Morgan)

9. Most of the teachers that were at my son's previous middle school were more experienced and had been in the field longer. The academics were the same. (Sonya Owens)

9. They had pretty good teachers there. It's just the hours at the MATCH - because she gets worried. (Rasy Pen)

A 5. MATCH is better than Middle School because they participate more. They worry about the students. At MATCH the teachers do their job but it's the students... sometimes my son is lazy. At the last school I didn't even meet with the teachers. (Gladys Polanco)

8. The classes at the MS were larger. (Louise Roache)

10. I know how they teach my son. (Judith Rodriguez)

She considered the academics around a 4 because they didn't really teach them to do what they had to do. (Maria Sabio)

A 4. One of the things is that the MATCH school I feel like it's more like a family. I can speak with the teachers. I can talk to them about my son's problems. I can't teach him on his homework but the principal at the MATCH school gave me his phone number and he offered to help him in English or anything he could help with. And at the MS he had a lot of trouble. His grades were low and when he went to summer school to do the MATCH school I saw that his level was very low compared with now. (Carla Lorena Santos)

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7. MATCH is better. (Marie Semervil)

I wasn't really satisfied. I give them a 5. The curriculum at MATCH is a lot harder than at a public school. They focus towards math and things like that which is very important. Science, humanities...(James Sloan)

3. MATCH is better. They make the kids stay more hours. They help the kids. (Linda Steele)

9. The teacher always try to have meetings with the parents and see how they are doing. Even when they leave the school they still keep in touch. (Pauline Thomas Thatdil)

5. The flexibility and the competency of the principal and leaders of the school. (Tracie Tyler)

I would say about 7. MATCH is better because they have better teachers. (Irene Vega)

I guess a 5. Again, the size of the classes. (Coet Williams)

I give it a 6. I think the communication and the way that they teach and the small size of the classroom at the MATCH. Jose used to be in a 40 student classroom and I don't think you can learn from that environment. We believed that Jose needed more special help and so decided to go to match and he's doing great. (Eliezer Zavala)

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Part II: Communication

Scale of 1 to 4

How satisfied are you with the information from the school on your child and with the school's communication with you?

Very Satisfied. I can pick up the phone and call everytime. Sometimes if I don't hear things from my kids, I can just call even if the kids don't tell me. (Sheena Bogard)

Extremely satisfied. Whatever is happening you always get a letter in the mail. If things are going to happen they tell you. What I would like them to do is give parents a two week notice because - like last week, Mr. Spisato had a parent's meeting but he told us last Friday and I couldn't make. It's just that one incident where the information didn't get to me at the right time. So far though it's good. (Ruby East Clarke)

Very satisfied. The school communicates well about how the students are progressing and where they are standing and how they are learning. They tell her what programs are available like the MIT Seed program that my son is in. (Ibadau Bitti Ahmed)

Extremely Satisfied. I like the part when the principal's involved. This is the first school that I've seen the principal involved with student academics. (Veronica Burton)

Extremely Satisfied. Well, when I get weekly progress reports and when my son started to fail a bit I got a call from the teachers to make a plan. (Celestina Bala)

Extremely Satisfied. Well, it all goes back to the teachers there. They care about the students. I believe that they want the students to succeed. The teachers to me are not there to just do their job. They're there to do more than their job. They genuinely care about the students. The communication is great. Anytime, anything – they get there before the students fail. They're on it. They're right there. (Alphonse Beasley)

Extremely satisfied. I was never satisfied with other schools. The principals here takes time to call you. For instance if Rondel wasn't in school, the principal will call. They always pay attention. He knows that if he does something he knows that no one isn't going to pay attention to him. It's not like he can walk in and out and no one knows what's going on. (Esther, Corlette)

Satisfied. They call us and let us know what's going on. There's a tendency to call only when there's a real problem rather than on a regular basis. But towards the end of the year it got a lot better. But maybe that's just the communication at the house and that's not all MATCH's problem. On the whole they do well. (Joseph Burke)

Extremely satisfied. Because they're very good at answering e-mails and calling us back and things. (Sarah Correia)

Extremely satisfied. Because Mr. Destler and Mr. Sposato communicate well with me if something happens with my daughter. I believe that I know exactly at the time I'm supposed to. Mr. Destler always follows up with me. (Maude Elysee)

m a t c h

Extremely satisfied because you give us information on everything sometimes in paper or on the phone. Even when kids are coming late from home you tell us. The interest you show for the kids... I give you the highest score. (Adelina Filip)

I'm extremely satisfied. They always have meetings and I have never missed one meeting regarding my kids schools. Mr. Sposato really explains from A to Z. The teachers also always explain things to you. They are very good at the communication part. (Eve Casimir Jean-Paul)

Extremely satisfied. I'm not just saying that. Because they call. I have the number if I have any questions or anything. They are always there. (Efether Ellis)

Satisfied. Every week we have a new letter sent home. (Luvica Etienne)

Satisfied. The reports that they give. The teachers, if they feel that the students are doing what they are supposed to be doing, they call. (Grisel Galindez)

Extremely satisfied. Any little thing - the principal calls. Ms. Jackson has called me a couple times. I like how when one kid does something wrong everyone has to stay. It teaches them all that if one messes up then everyone has to stay. Landon didn't like that but I liked that a lot. He got over it. (Cynthia Gonsalves)

Satisfied. I know that they try their best to do whatever but sometimes they wait until the last minute to do things. They need to understand that parents work and can't drop everything to do whatever. Everybody doesn't work at the same time. (Merrise Lewis)

Satisfied. They always sent you all the activities that they will do. They keep the parents informed. (Rosana Lu)

Satisfied. They could improve it a bit. Sometimes I feel as though the information that reaches me doesn't give enough time to react the way I want to. (Edosa Owens)

I'm extremely satisfied because I play a fair part. I'm on the parent council and I pretty much get involved. Mr. Sposato is always on the phone - he's always calling for things. I spend a lot of time talking with the principal and the teachers. My son is so satisfied with the teachers, which helps a lot. (Odessa Stewart Harris)

I had a great relationship with the teachers. They called me for the good and the bad. On the teachers behalf they did an excellent job. I'm going to say very satisfied. On the administrative side I was just satisfied. Overall I was just satisfied. (Althea Henderson)

So far what they've told me about her - I'm extremely satisfied. Whatever your children are doing in school they always send you a letter. That's really good. You keep track of everything. They have parents meeting. They send you report cards. I don't go to the school every day but I know what's going on. (Erline, Isaac)

m a t c h

I was only receiving daughters for parent-teachers conference. I wasn't getting a lot of communication with the staff. So I would say that I was somewhat dissatisfied. They would only call me for her behavior. (Ruth Rivera)

I'm satisfied. I guess most of the teachers are really behind the kids and they want the kids to do better. They push them to look towards college with test scores and things like that. MATCH school has pretty good communication. (Fred Shavers)

Extremely satisfied. The teachers keep in contact. (Gloria Prevost Smith)

Extremely satisfied. The communication, the phone calls, the letters, - the level of communication is great. (Mike Johnson)

Extremely satisfied. Even when the child is sick I usually try to call in. In the public schools, teachers don't even know when kids aren't there. I look at MATCH as a junior college and I'm extremely satisfied because what I see in MATCH is that they're looking for professionalism. The way that they're teaching them and the standard that they have in the school is that they're preparing the students for the professional school. I'm glad that the MATCH is what it is. The standard of excellence is what I'm looking at. If the child deviates from that it's because the child doesn't want to be there it's not because the standard doesn't exist. And the disciplinary action is also very good. I bet there are many other schools that wish their students went to MATCH. The atmosphere at Mount St. Josephs is that she didn't like it and she wasn't happy. I don't care if I pay money – she wasn't happy. My daughter got herself into MATCH and applied herself. I'm very glad that she's there. Initially I was concerned about the distance but if she was in college she'd have to go that distance or even further. (Marjorie Kenneth)

Extremely satisfied. I usually get the letters and the phone calls. They're always up to date. (Rosemary Langton)

Extremely satisfied. Because the staff, when you ask something they are ready to help you and answer you. And you have all their phone numbers from all the teachers and the principal. The principal is very ready to help. (Alexander Leite)

Extremely satisfied. They are always on the phone. Teachers are always calling. Charlie Sposato is always calling. They are great at sending letters and written communication home. They really go out of their way to make sure parents are aware of what's going on. (Coleen Little)

Satisfied. Because they do stay in touch more often. (Wayne Lumpkins)

Satisfied. This is the first school that my kids have gone to that I've talked to the principal one and one and talked with the teachers. Not too many times I have experienced this. I feel like I'm really obligated to go see the teachers. The principal calls me sometimes to see how things are going. When my girl had a problem, right away they called me. They let you know right away. (Carly Manuel)

Satisfied, because they try to communicate with me. They even sometimes accommodate the meetings for when it's good for me to go. (Maria Delgado Marcelo)

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Extremely satisfied. One of things that I like about it is that every time my daughter has a problem or that she's doing good, they contact us about it. If my daughter is late or not in school they contact us. (Sixto Martinez)

Satisfied. They do much more than the other schools. They let you know exactly what's happening. I get something from them every week. (Vanessa McDaniels)

Satisfied. They always communicate with us but sometimes we get the letters kind of late. (Alexandra Mendoza)

Extremely satisfied. They make sure that we get all the information. If they don't mail it they call you. Or they do both. (Maria Molina)

5 because my son went to a charter school and they didn't do much for him. If the child is not doing their homework then they wait until the last moment to tell the parents. They need to be on top of it. I know these kids need to be grown up and take responsibility of themselves but some students aren't ready for that. (Jennifer Morgan)

Satisfied. I would say that Mr. Sposato is fine – if it's just him I would say extremely satisfied. But with some of the teachers I just don't know ...(Sonya Owens)

Extremely satisfied because they always mail out letters about dates and what's going on. (Rasy Pen)

Extremely satisfied. They send a letter out every time they have something. (Gladys Polanco)

Satisfied. Because the principal always calls and explains to you what is going on in the school. They always have meetings. If the child is late they always let you know. (Louise Roache)

Extremely satisfied. The principal is nice. Whenever there is any problem – the principal calls me right away. He tries to help every student. That's what I see when I went there. It's not only my son – he helps everyone who needs me. He's a good a principal – believe me. (Judith Rodriguez)

Extremely satisfied because the communication shows how they care about their students. (Maria Sabio)

Satisfied. I know they let me know what's going on with him or how's he doing in school if his grades are going down. They let me know anything about him. I feel like I really trust them and I don't have to worry a lot. (Carla Lorena Santos)

Extremely satisfied. I've been having trouble with my daughters last year so she was always late for school and so the school always called me to see why she was late and anything they can do about it. They were really concerned about her. (Marie Semervil)

m a t c h

The communication is okay with the school but sometimes I get a letter late like about the parent meeting that I couldn't go to. Information like that should be brought to the parents' attention earlier. If I had gotten the letter earlier then I probably would have gone. I'm not satisfied with that. I'm a little bit dissatisfied. I get enough information but that's the only time I was dissatisfied. (James Sloan)

Extremely satisfied. They communicate with the parents. They call if the students are good or bad. (Linda Steele)

Extremely satisfied. They always keep in touch with every move and everything. (Pauline Thomas Thatdil)

Extremely satisfied. I like the feedback I get from the teachers and the principal in the school. They call me and tell me good and bad things about the kids. I don't hear all negative from them. (Tracie Tyler)

Extremely satisfied. They call me if something is wrong. They call me to let me know how I can help Melissa. (Irene Vega)

Extremely satisfied. I get a lot of letters from them. When my daughter is missing anything they give me a call. At least I know that someone is looking out for her well-being. (Coet Williams)

Extremely satisfied. We have very good communication with the school with the students and with the staff. It seems to be working. (Eliezer Zavala)

m a t c h

If you have a concern or question, how comfortable are you raising it with the school, and are there sufficient channels for you to do so?

Very comfortable. Yes, I can call the principal, go to the school or Parents night. Everything is open. (Sheena Bogard)

Very comfortable. Yes, because I have the teachers telephone numbers and speak to them or leave a message. Whatever teacher it is that person will call me back. (Ruby East Clarke)

I am comfortable asking questions about the school, to teachers like Mr. Destlern, Mr. Spisato and other teachers. She feels comfortable visiting. Yes. (Ibadau Bitti Ahmed)

Comfortable. I can ask any question and get an answer (Veronica Burton)

Very comfortable. The principal is excellent. The school is really caring. Last year when my son lost his best friend at a train station we could see how the teachers really cared. They had people come in and talk to the kids and counsel them and just help them. I think that was excellent. They are really caring. My son was coming home from school late one day during the winter. It was way past the time he should have been home and I called the principal and he in turn called other teachers who called his friends. I don't see other schools doing that. Yes. (Celestina Bala)

Yes. I'm very comfortable. I have talked to the principal on many occasions. I have talked to the teachers. I have a communication I never got in pub school. I'd be surprised sometimes when I get calls. Wow ... I mean my daughter missed a day and teachers called 3 or 4 times. In the other schools I might have got the message a day later, but what's a day later going to help me when she has already missed a day? I'm very pleased with the communication.

I'd be surprised sometimes when calls. Wow ... I mean. (Alphonse Beasley)

I'm comfortable enough to call because I have the number where to call the school, the principal's phone - I have his phone number. I have Mr. Destlers number. They are always available. Yes. In a public school the only number is the number at the office. When everyone goes home there is no one to talk to. With this school, you can call people at home. The lines of communication are always open if you have any question. Now my son knows he needs to go to school without me needing to watch him. I've seen a 100% improvement going to the MATCH school. I think that if he was still in a public school he would have dropped out by now. I was very disappointed. (Esther, Corlette)

Very comfortable. Telephone is fine. I'm an old-fashioned type. (Joseph Burke)

Usually I'm not concerned. Yes. (Sarah Correia)

Very comfortable. If I'm not satisfied I will tell them. Yes. (Maude Elysee)

I'm comfortable and not afraid because you are very friendly. (Adelina Filip)

I'm very comfortable because they make you comfortable. Yes. (Eve Casimir Jean-Paul)

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Very very comfortable. Yes. I have their pager numbers and the school number and the house number. And not too many teachers out there would give those out. Especially the home number. (Efether Ellis)

Very comfortable. Yes. (Luvica Etienne)

Very comfortable. Yes. (Grisel Galindez)

Very comfortable. Yes. The doors are always open to parents. Mr. Sposato is excellent. I like the fact that he addresses the kids every morning. He asks what are they here for. I have heard that many times. It's not like high school kids just walking in any time of the day. I like how there's a cluster of kids. Everyone is pulling together and that's something you don't really find in other schools. The MATCH doesn't separate the kids. I also like that 9y idea. It teaches them. You go, you do your work you pass. It pushes them along. (Cynthia Gonsalves)

Okay. Yes. (Merrise Lewis)

I'm comfortable. I don't think twice about it. Yes – by phone or by myself personally. Or I will write a letter to a specific teacher. (Rosana Lu)

Very comfortable. I just haven't put much time communicating with the school. But that's going to change this year. Yes. I can even call the principal on his cell phone. (Edosa Owens)

Very comfortable. No matter what it is – Mr. Sposato and the teachers there are open all the time. You always feel as though you have a part of what's going on there. (Odessa Stewart Harris)

Yes, very much comfortable. I think that they listen to me – whoever I address. I get feedback and response. I'm very comfortable. Yes. (Althea Henderson)

I feel comfortable. It's really a family. MATCH is like what you're looking for when you're looking for a school. I have to think about it. I see that they do everything they can do to help. What I like about this school is that everyone knows each other. With kids, with teachers. My daughter never complains about a teacher. At the meetings they give you the option to express your concerns about the school – about what you like and don't like. It seems like they know what's going on through the kid's heads. (Erline, Isaac)

I'm definitely comfortable. Yes. (Ruth Rivera)

I can say anything that comes to mind. Yes. Communication is very convenient most of the time. 80% of the time you can see who you want to see without any inconvenience. (Fred Shavers)

Very, very comfortable. Yes. (Gloria Prevost Smith)

I am very comfortable. Absolutely (Mike Johnson)

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No problem whatsoever. Yes there are. Definitely. One-on-one communication with the teachers. I always respect the principal. I always tell my daughters that if she has a problem she should talk to the teachers and then if that doesn't have a result then she should go to the principal. And then after that I will go see the principal. I have no problem interacting with any of them. They always have time - all of them. (Marjorie Kenneth)

Very comfortable. Yes. (Rosemary Langton)

I'm comfortable. Yes. (Alexander Leite)

Very comfortable. Absolutely. I just pick up the phone and call Charlie (Coleen Little)

Very comfortable. I don't know. The only way I get in touch with them is through the phone. (Wayne Lumpkins)

Comfortable. Yes. I feel I can ask them everything. (Carly Manuel)

Oh I can call Mr. Sposato or Mark Destler. Or sometimes Mr. Cook. Yes. By phone or meeting. (Maria Delgado Marcelo)

Very comfortable. Yes. (Sixto Martinez)

I don't have a problem with it. Yes. (Vanessa McDaniels)

Very comfortable. Yes. (Alexandra Mendoza)

Very comfortable especially when you have everyone's cell number and home phone numbers. It makes it more personal. Yes. (Maria Molina)

I'm fine and I'm real good about raising any issue. I can speak to the principal. He's really good. Yes. Mr. Sposato is really good about getting back. You never have this kind of thing in the MS. It's like a family thing that you can reach a teacher any time of the day. (Jennifer Morgan)

Very comfortable. Yes. (Sonya Owens)

She's comfortable. If she has a problem she will go up there. (Rasy Pen)

Comfortable. I can call the principal. I can talk to him about anything. Yes. (Gladys Polanco)

Comfortable. Yes. (Louise Roache)

I feel comfortable. Yes. They treat me nice. (Judith Rodriguez)

If she has concerns she is comfortable because they care and want to hear her concerns. She wouldn't mind telling them her concerns or how they teach or how they do what they have to do. Yes, like the meetings and the phones. (Maria Sabio)

Very comfortable. Yes. (Carla Lorena Santos)

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Comfortable. Yes. I have all the teachers' number and the principal's number. They were even really concerned about when my father passed away. It feels like a family. (Marie Semervil)

Very comfortable. When my son got hit in the eye this year I went right to the school. Yes. (James Sloan)

Very much comfortable. Yes. (Linda Steele)

Very comfortable. Number 1, the principal is someone you can talk with. He is very easy to be with. So that you can always be around him. Yes. I have a cell phone number and the school's number. (Pauline Thomas Thatdil)

Very comfortable. No problem. I have even cell numbers to call them. Yes. (Tracie Tyler)

Very comfortable. Yes. (Irene Vega)

I'm comfortable. Yes. (Coet Williams)

Very comfortable. Yes. By phone, by person or by e-mail. (Eliezer Zavala)

m a t c h

The Principal has a letter to parents 2 or so times month on a Friday. Do you receive them?

Yes No Sometimes

Yes. (Sheena Bogard)

Yes (Ruby East Clarke)

Yes (Celestina Bala)

Sometimes. And I get a follow up call to see if I got it. But I do know that they were sent out. That's the good part. I know that it was sent. (Alphonse Beasley)

Yes. (Esther, Corlette)

Yes. (Joseph Burke)

Yes (Sarah Correia)

Yes. Always do. (Maude Elysee)

Yes. Today I received a paper from the school about the business. I'm very sorry for Shirli because she's not here to be there for the program. This program is a good idea. If it exists in September when Shirli is back I want her to do it. (Adelina Filip)

Yes. Always. (Eve Casimir Jean-Paul)

Yes (Efether Ellis)

Sometimes. (Luvica Etienne)

Sometimes. (Grisel Galindez)

Yes. It lets me know what's going on. Mr. Sposato has even called to say thank you and I love that. (Cynthia Gonsalves)

Yes. Whatever they mail I get it. (Merrise Lewis)

Yes. (Rosana Lu)

Yes. (Edosa Owens)

Yes. (Odessa Stewart Harris)

I don't recall. (Althea Henderson)

Sometimes. At the beginning I heard from him a lot but once school started up I didn't hear from him that often. (Erline, Isaac)

No because they only had my old address. (Ruth Rivera)

Yes. (Fred Shavers)

Yes. (Gloria Prevost Smith)

Yes. (Mike Johnson)

Yes. (Marjorie Kenneth)

Yes. (Rosemary Langton)

Yes. (Alexander Leite)

Yes. (Coleen Little)

Sometimes. (Wayne Lumpkins)

Yes. (Carly Manuel)

If they come in the mail, yes. If it's given to Daniel – one or two weeks later. (Maria Delgado Marcelo)

Yes. (Sixto Martinez)

Yes. (Vanessa McDaniels)

Yes. (Alexandra Mendoza)

Yes. Because they send it through mail and give it to the children. (Maria Molina)

Sometimes. But it comes late. (Jennifer Morgan)

Yes. (Sonya Owens)

Sometimes. (Rasy Pen)

No. (Gladys Polanco)

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No. (Louise Roache)

Yes. (Judith Rodriguez)

Yes. Even though she doesn't really understand it she gets us to interpret for her. Maybe they should put the newsletters in Spanish. (Maria Sabio)

Yes. (Carla Lorena Santos)

Yes. (Marie Semervil)

Sometimes. (James Sloan)

I don't know. (Linda Steele)

Sometimes. But I can always call. (Pauline Thomas Thatdil)

Yes. (Tracie Tyler)

Yes. (Irene Vega)

Yes. (Coet Williams)

Yes. (Eliezer Zavala)

m a t c h

Is there any other information that you would like the school to provide you?

No. My son has to go to summer school and they tell you early on in the year. (Sheena Bogard)

No. I can't think of anything. But there's one thing that I would like to see is that the thing that the children are wearing uniforms – would it be a good idea for them to have a blazer or sports jacket. They would wear their coats tucked in and look better. (Ruby East Clarke)

I would want to know what would be happening next year with the student, school and teachers. (Ibadau Bitti Ahmed)

If a child is failing or need special help – how can the parents help in any way. For the parents to be better aware of what's going on. There is always so much calling you can do and checking the child's bag; it doesn't mean that they have info in there... (Veronica Burton)

No. Just continue to do a good job. It's excellent when they call with whatever is happening. I always get informed. I think that is so great. (Celestina Bala)

Yeah - well I like the school to provide for minority students because a high percent of students are minority. I have a problem in that they get away with too much because their own is not there. It's not a racial thing but I believe that sometimes because of different race that white and blacks have a long way to go but they came a long way. But they get away with too much because not that many minority teachers there. I believe that there are one or two. I'm quite sure that those that are there are there from their heart. But there are things that nationalities have that others don't understand. I learnt more from my type teachers than from a white teacher because white teachers always felt sorry for me. A black teacher wants us to do better. A white teacher feels sorry for us. Also when it comes to reacting to white teachers it's different to a black teacher. It goes back to the nature. I believe that they could give a white teacher a song and a dance but they can't give it to a black teacher. I see it sometimes that the teachers don't overreact. The teachers don't know how to handle the "n" word. I'm not saying that there's a right way to handle it but there should be no tolerance. This day and age you have to respect the differences of other people. You have to respect people today. There was that incident with the kid who got stabbed. I believe in a way that they handled it correctly but then again they needed counseling and being different makes it more difficult. Like that boy that guy got stabbed. Mr. Sposato did all he can but correct counseling wasn't there because of the difference. The minorities come from a neighborhood that Sposato and many of the teachers don't understand. They beat up each other for just going in the wrong neighborhood. Their neighbors are not like our neighbors. Sometimes it's hard for my daughter and a lot of other students just going to and from school. Like I don't want my daughter to go to and from school on the train and night. The majority of the teachers there mean well but they don't understand a large part of it. (Alphonse Beasley)

Like I said there is no perfection but comparing this school to any other school I would say that it is perfect. I think that it was a blessing that my son got into the MATCH school. He's not on the street because they tutor him and he can go to lacrosse. He's not on the street. I think he's doing super. (Esther, Corlette)

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Not really. We have had sheets with kids showing progress during the week and I don't know if that's necessary. As long as we get feedback from time to time that's fine. (Joseph Burke)

Originally I was a lunch mother on Wednesdays and now I don't do it anymore. I said that if they come up with something I would go there. I like volunteering and Fridays are my day off. Call me and I will go over there. (Sarah Correia)

I have no complaints. (Maude Elysee)

If I have problem with my children about alcohol or drugs I want the school to give me information. If you have any information about this I would welcome these papers. (Adelina Filip)

One thing that I need to talk to Mr. Sposato, my son's report card did not say if he was promoted or not. (Eve Casimir Jean-Paul)

No not as of right now. Right now I'm satisfied. Shedasha seems to be satisfied and she's comfortable going there. (Efether Ellis)

No. (Luvica Etienne)

Maybe a newsletter with upcoming events like school dances or social stuff or what's happening around Brookline or wherever the school is at. It's a newsletter that kids can take advantage of. (Grisel Galindez)

Why are teachers leaving? (Cynthia Gonsalves)

They could do a little more feedback. Sometimes they wait until the last minute. (Merrise Lewis)

No, they're pretty good with my son. Too bad he doesn't want to stay there. But it's his choice. If I could I would make him stay there. I was really happy having him there. (Rosana Lu)

Not really. (Edosa Owens)

No. (Odessa Stewart Harris)

No – I'm pleased with the school. The school is very supportive in many ways. Many teachers call me when they're at home and on their personal time. Some teachers call me on a weekly basis for updates. Those were commitments that they made to me and I asked for extra help and I got that. (Althea Henderson)

I want to know everything. Believe me. Everything. What's going on – what they do. (Erline, Isaac)

No. (Ruth Rivera)

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No. I want to give more input on the dress code. I think it should be a uniform. The reason why I say that is because with a uniform you only have to buy two or three outfits for the year rather than buying the same things over and over. (Fred Shavers)

Not right now. (Gloria Prevost Smith)

None that I can think of (Mike Johnson)

I think that now that they'll be going to a new building, I have the paperwork for my niece to go to summer school but one of my concerns is the hours for school. I know that from the other site they got out early on Tuesdays and Fridays. I just want to know if and when they have tutorial help, when is that going to start. And I also want to know if they will start at the same time as Boston Public schools. And it seems that the way they're going to handle their lunch is still very much in the air. (Marjorie Kenneth)

I can't think of anything. (Rosemary Langton)

No. I am satisfied with all that has happened with the school. Only about the language course. (Alexander Leite)

The only suggestion I can make is that I would like to be able to have teacher-parent conferences face to face a little more often. (Coleen Little)

None at all. (Wayne Lumpkins)

No. (Carly Manuel)

No, not now. (Maria Delgado Marcelo)

College education (Sixto Martinez)

No. They seem to be providing me with everything with the progress reports and everything. If his grades drop I know ahead of time. I think that's good. (Vanessa McDaniels)

I would like more information on how the children are doing. Like if they need something specifically and how we can help. We should get the letters ahead of time. (Alexandra Mendoza)

Not really. (Maria Molina)

Just up to date information. (Jennifer Morgan)

No. (Sonya Owens)

No. (Rasy Pen)

No, for now it's fine. (Gladys Polanco)

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No. (Louise Roache)

No. It's good. They're really polite. My husband really likes it. There are a lot of rules that are good for the students. Every time the student needs to be let out – they need to get an excuse from the parents. That's a good thing. That's what I like. They have the rules nice. (Judith Rodriguez)

No. She likes everything about the school. (Maria Sabio)

No. I went yesterday to the meeting and I heard that the communication will be better. (Carla Lorena Santos)

No. (Marie Semervil)

Not really. If I needed anything I could probably call the school and they would help me out. The school has been helpful. (James Sloan)

No. (Linda Steele)

Well, I know that they're getting a new school. As time goes by we can talk about whatever. I don't think that there is anything else. (Pauline Thomas Thatdil)

No. I think they're doing a great job in communication – both written and verbal. (Tracie Tyler)

No. (Irene Vega)

No. (Coet Williams)

So far everything seems to be fine. (Eliezer Zavala)

m a t c h

Do you have any suggestions on how the school could improve its communication with parents?

No. (Sheena Bogard)

No, because now to me good (Ruby East Clarke)

I don't know. I feel satisfied with the communication I'm getting. I feel comfortable with what's going on right now. (Ibadau Bitti Ahmed)

What they're doing now is good but they need to be more work into the child. The child is crying out for help. Could help them in a certain area of subject. The teachers need to be more interested in helping with the specific child instead of helping the child that is going ahead of the class. They need to pay attention to the child lacking in the class. The child that is not catching on – they need to pay more attention to that specific child. (Veronica Burton)

No. Not at this point. They're doing a good job. (Celestina Bala)

No because I think that the communication is great. There's nothing else that they can do but give a daily report. If they get bad grades or miss a day or are unruly – they call us. In my day when my parents came to school they would beat me. I say "Let the kids get a whipping!" But this day and age you can't do that because it's considered abuse. (Alphonse Beasley)

Not really because they've done it. The plan they had for the children – they have followed that plan. They didn't divert from it or do less. (Esther, Corlette)

No. (Joseph Burke)

They communicate very well with us. (Sarah Correia)

I believe that they do everything that they're supposed to and they do it well. (Maude Elysee)

Maybe if you have a problem with the kids you need to be in touch with the parents to see how they are going – or to see the problems at home and find out the relationship between parents and kids. With kids like this you need to be in more contact with the parents. (Adelina Filip)

No. I have no problem. (Eve Casimir Jean-Paul)

More so, the parents need to come out to the meetings. Half of them won't come out to the meetings. (Efether Ellis)

No. It's fine. (Luvica Etienne)

More phone calls. Letters tend to get misplaced or addresses get changed. (Grisel Galindez)

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More participation on the parents' part. (Cynthia Gonsalves)

I know it's hard for them to call them but it would be nicer. (Merrise Lewis)

You have to be straightforward with them. They're pretty good. If they need to talk to you they will call you and talk to you personally. I think they're doing a pretty good job. (Rosana Lu)

The only thing I can say that you should give urgent information as soon as possible. (Edosa Owens)

We used to talk about how to get more parent involvement and get parents to come at least once a month. We have made some suggestions like the kids would get rewarded if the parents come. We did not come to any conclusions though. (Odessa Stewart Harris)

Maybe if the administration would deal more with parents and not just the kids. I have a rule in my house that I need to talk to a grown up. So if the grown ups could send more letters home or even leave a message on an answering machine. Like for dress-down days. (Althea Henderson)

So far, with me, it's okay. (Erline, Isaac)

Just to make sure that if there's anything wrong with the school to communicate it with the parents. (Ruth Rivera)

No. I think that the job that they're doing now is pretty good to me. (Fred Shavers)

Not really but I just think that they should have all the phone numbers to reach the parents. (Gloria Prevost Smith)

E-mail is the only thing I can say. (Mike Johnson)

They're fine with me. At some point in time parents need to be mandated to be in contact with the school. And I say that because so often children don't bring information home. But it's okay because the school always calls. But for parents who only get involved when there's a crisis I think there should be a mandate so that they know what their children are doing. Even in my daughter's friends there are families who the extended family members are taking care of them. And they should be language appropriate. We should find out the language ratio and perhaps have an open sharing format or perhaps a telephone tree for people to explain in their language. A lot of the individuals may be elderly and not as literate to read a letter. Sometimes children who speak a second language, they may not communicate everything that that person may need to know. I think that the school should implement a sharing forum for the students for their feelings and how they're feeling emotionally. Some students might now share in an open forum but maybe in small clusters with an adult facilitator. Or if they're not comfortable, maybe to provide another option. There are those children who don't feel comfortable talking about things like they don't have enough food at home or that they have to baby-sit all day and so they don't have time for homework. They need a safety net where they can fall back on. A lot of students experience an absent parent and sometimes they don't want to share that, which is affecting

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their grades or making it difficult to sleep. I'm glad that they have the uniform, dress code but maybe there are some parents who don't have the money to purchase the uniform. Maybe there's a certain store that can charge a set amount of money. Or maybe there is a company that can donate uniforms. Or maybe there can be fundraisers. One thing that I hope that they do in the future is a flea market or a yard-sale on Saturdays. Maybe people have things that they don't want to donate to goodwill but they will donate to the school so that the school can raise extra money for petty cash. That way if the students need extra money for food or anything... I would love to be a part of something like this. If there are any students who might need to be referred to therapists, or maybe people who need help with bank accounts, checking accounts or budgeting there should be someone to teach them. If they had a workshop maybe a bank representative could come and teach them how to open an account and open it with them. (Marjorie Kenneth)

Just to keep up with the phone calls and the letters. (Rosemary Langton)

No. (Alexander Leite)

The face to face conferences. I'm on the parent council and I really think we need to expand the parent council. We need more members. By enlarging the parent council, that will help to improve communication because word-of-mouth is the best form of spreading the word. That would help tremendously. (Coleen Little)

None. (Wayne Lumpkins)

They could communicate with their website. And through e-mail. They could meet weekly or monthly with parents. (Carly Manuel)

Not now. I think it's good what they do now. (Maria Delgado Marcelo)

No. (Sixto Martinez)

They seem to be doing fine with everything. My son hasn't had any complaints about it. (Vanessa McDaniels)

Not at this point. (Alexandra Mendoza)

Yes I do. Not everything is perfect. Especially when they have field trips. I think that they should arrange it so that the students should meet at school because they don't know where they're going. Sometimes they don't all know where they are going. It's kind of hard. (Maria Molina)

They should put up information on the website. They could also give the information to the students to bring home. (Jennifer Morgan)

To me it seems like when they have a parent meeting it's always late. For instance their open house is two hours. It should be an hour tops. People have just come home from work. I don't participate in the MATCH school that much because it's farther and because of the time. But this year I will if Kevin decides to go back. (Sonya Owens)

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No. (Rasy Pen)

No. (Gladys Polanco)

No. (Louise Roache)

Well – it’s good. Sometimes the parents need to go to work and they need to understand that. The uniform is good because if a policeman sees them, he knows that they’re going straight to school. (Judith Rodriguez)

No. (Maria Sabio)

No. (Carla Lorena Santos)

No. I go to the meetings. (Marie Semervil)

Through computer e-mail. I’m the only parent in the home and sometimes I can’t make it to the meetings. (James Sloan)

No idea. (Linda Steele)

I don’t have a problem with their communication. (Pauline Thomas Thatdil)

No. They’re doing a good job. (Tracie Tyler)

No. I think they’re doing a great job right now with phone calls and the letters. (Irene Vega)

No. (Coet Williams)

I think if they do any better they will jeopardize the system. If you have something good you don’t want to fix it or you will break it. (Eliezer Zavala)

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How many times per month would you say you get a call from the principal, whether for something specific or just to know how things are going?

He calls all the time. Even just to say that Anthony's doing good. Every week or maybe every other week. And you can call his number at home if there's an emergency. So the communication is good. More than 2 times a month. About 3. And if you call them, he won't say "who's your kid?" He knows them all. (Sheena Bogard)

Once a month (Ruby East Clarke)

A high number of times. 3-4 (Ibadau Bitti Ahmed)

2-3 (Veronica Burton)

2-3 times. (Celestina Bala)

2 (Alphonse Beasley)

Once. (Esther, Corlette)

Once. He was pretty good about calling. (Joseph Burke)

Once or twice. (Sarah Correia)

Maybe once or twice. I'm always happy when he calls. (Maude Elysee)

He calls sometimes and he speaks with the students. He is a very very nice person and very caring. I have never seen a person like him in my life. He's very interested in the kids. And I think that he does all the same things with the other kids. I give to him all my blessings. I would like to meet one day with him. I hope to be at the meeting at July 23 so that I can meet him and thank him for all the good things he has done for my daughter. But I can't remember and I don't want to be a liar for that. (Adelina Filip)

The principal doesn't call me too often. Maybe 3 times. (Eve Casimir Jean-Paul)

3. (Efether Ellis)

16. (Luvica Etienne)

About once a month. But there was a time period when there were certain issues going on and we had great contact with the principal. (Grisel Galindez)

Between 1-2. (Cynthia Gonsalves)

Very seldom. Once. (Merrise Lewis)

Oh! He would call me every Sunday. About 4 times a month. (Rosana Lu)

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Once a month. (Edosa Owens)

About twice a month. (Odessa Stewart Harris)

Once. (Althea Henderson)

Maybe once a month. (Erline, Isaac)

Twice a month (Ruth Rivera)

Maybe 4. (Fred Shavers)

Twice a month (Gloria Prevost Smith)

At least once a month from Charlie (Mike Johnson)

I just heard from Mr. Sposato last week and school was out. Very frequently just to see how things are doing.. He's always doing a check in. It's basically on a weekly basis. About 4 times a month. (Marjorie Kenneth)

At least 3. (Rosemary Langton)

I cannot say because I work. (Alexander Leite)

Probably 5 or 6(Coleen Little)

Twice. (Wayne Lumpkins)

I say about 4 times a month. (Carly Manuel)

Minimum 4. At least once a week sometimes more. (Maria Delgado Marcelo)

8 times per month. (Sixto Martinez)

Well, I talk to Mr. Sposato very often. When your principal calls you to tell you how wonderful your child is – that's great. I couldn't really say. But he does call a lot to tell me how wonderful my child is. (Vanessa McDaniels)

Once, not that often probably because I see him everyday. (Alexandra Mendoza)

About 8 times a month. (Maria Molina)

5 times. (Jennifer Morgan)

Three... He'll call just to say hi and to keep in touch with kids. I can't think of another principal as involved as he is. Mr. Sposato should be bronzed. The MATCH school is great – it wouldn't be without Mr. Sposato. (Sonya Owens)

So far about 5 times a month. (Rasy Pen)

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He used to call almost every weekend during the school year. Now that we're on vacation we don't get any calls. Maybe 2-3 times a month. (Gladys Polanco)

2 times(Louise Roache)

2-3 times. I like when he calls when my son is doing better. I like how they call when my son is doing better. (Judith Rodriguez)

Once or twice. (Maria Sabio)

Everytime I need to call him I'll call him. About once a month. (Carla Lorena Santos)

3 or 4 times as month. (Marie Semervil)

The only time he called was when my son made the honor roll, when my daughter was sick and when my son got hit in the eye. And Mr. Sposato didn't get the story right. He should get his stuff straight before he goes and blames people. That's what kind of got me mad. Twice a month. (James Sloan)

1-2 times per month (Linda Steele)

It varies. Sometimes a child is doing good and you only hear from the principal for a while. The child always comes home and tells me she spoke with him. I don't really know when he calls because I work. Maybe twice. (Pauline Thomas Thatdil)

At least twice a month. (Tracie Tyler)

Twice a month. (Irene Vega)

I really can't say because it's my wife that answers the phone. But I know that they call here. (Coet Williams)

3-4 times per month. My kids went through the Boston Public School and they only called me when they were doing bad. That's what I like about MATCH – they call for everything and they show their concern. I hope that they keep that as a rule because sometimes the parents don't have the time to be checking what's going on with the kids. If someone's calling at home you can see what's going on. (Eliezer Zavala)

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How many times per month would you say you get a call from a teacher, whether for something specific or just to know how things are going? Which teacher in particular?

Twice a month (Sheena Bogard)

Once. Mr. Hill calls me quite a bit. Mrs. Sagan calls me a couple of times. It doesn't necessarily have to be for months but happening- call. I get a call 3 times a week from Mrs. Hans (Ruby East Clarke)

3. Ms. Jackson. (Ibadau Bitti Ahmed)

None at all unless I call them complaining on why they don't help my child. (Veronica Burton)

Not that often. I would say maybe once a month. Mrs. Sagan calls when my son needs help. Mr. Destler calls. Many different teachers call. (Celestina Bala)

2. the counselor, liz history, politics, (Alphonse Beasley)

1. I don't remember her name. It was a female. Because the only thing is that the communication I get is the report, which is grades. (Esther Corlette)

I can't remember. Once a month maybe. Mr. Destler. (Joseph Burke)

Two or three times. Mr. Cook and Mr. Destler but we also hear from others. (Sarah Correia)

The teacher who calls me the most is Ms. Kaplan. But I cannot remember how many times they've called. (Maude Elysee)

Some teachers call Shirli but I don't remember. (Adelina Filip)

Maybe 4-5. They even call me at work if they don't find me at home. Ms. Herlihy always calls. Mr. Meiers. Ms. Hans calls all the time. Ms. Jackson. And I've had meetings with her on many occasions. (Eve Casimir Jean-Paul)

3 times just to see how everything is going. (Efether Ellis)

4. Ms. Ferreira. (Luvica Etienne)

About once or twice. Ms. Jackson. The African-American math teacher. (Grisel Galindez)

Not too often. Not even once a month. Ms. Jackson called about once a month in the beginning but towards the end – no. Landon loves Ms. Jackson. But now that she's gone he's not too sure if he wants to go back. (Cynthia Gonsalves)

Zero. If they call they call only to talk to the students. (Merrise Lewis)

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Once or twice. Ms. Kaplan called a few times to say he was doing great. One time was his math teacher Mr. Cook. (Rosana Lu)

About once a month. Only the math teacher – Ms. Jackson.. (Edosa Owens)

I would get a call from the teachers concerning tomorrow ... but not as much as the principal. If there is something concerning him then I would call the teacher. And if I call them and I didn't get to them they will definitely get back to me. About once a month. (Odessa Stewart Harris)

I have one teacher who calls me once a week. She even calls me at 9:00 before she goes to bed and on her own personal time. Mrs. Herlihy – and I'm sad that she's not going to be back next year. The teachers all did a lot for us. So it's about 4 times a month. But it could even be more. (Althea Henderson)

Never. It's either the principal or someone in charge. I only see the teachers when there is a meeting. (Erline, Isaac)

Only Mr. Cook. Every two or three weeks. (Ruth Rivera)

Maybe 2. Ms. Jackson. Ms. Ferreira. They're pretty good with the kids. They let you know what's going on with the kids like when they do good or bad. They let us know what can be done to help the kids along. I think that they should have more charter schools like the MATCH school in the city. (Fred Shavers)

Twice a month. Ms. Hans. (Gloria Prevost Smith)

Sometimes 2-3 times a month. Sometimes more. Mr. Destler. Mr. Hill. (Mike Johnson)

When Yvette missed school the teacher called and she would call back and she could bring her grades up. Yvette was in two cars accidents this year and even had a major medical problem. Mr. Destler and Bob Hill would call. To have a regular check-in – I don't see the need unless there is a concern because I know that teachers work really hard and overtime. Once a month. (Marjorie Kenneth)

Around once a month. Mr. Hill. (Rosemary Langton)

I cannot say because I work. (Alexander Leite)

Maybe 3. Ms. Sagan. I have probably spoken with her more often than any of the others. (Coleen Little)

4 times. Good or bad. Ms. Kaplan, Mr. Cook, Mr. Destler – they seem to stay in touch quite often. (Wayne Lumpkins)

I cannot tell because usually my daughter talks to the teachers. They don't talk to me about that. The math teacher. Ms. Jackson. Mr. Destler. (Carly Manuel)

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I would say at least 4 times. Mr. Destler and Mr. Cook. (Maria Delgado Marcelo)
Twice a month. Mr. Destler. (Sixto Martinez)

It's tough to give a number because I don't pay any mind. I just tell Naman how proud of him I am because his teachers keep calling. It's really all of Naman's teachers. The assistant director even invited him to some fundraiser at his house. That's what I love about the school. When they see a child is interested in something they keep his interest in it. I have no problem with any of the teachers. I think they're wonderful. (Vanessa McDaniels)

Once. (Alexandra Mendoza)

I would say once. Mr. Destler. He usually calls. (Maria Molina)

5 times. Mr. Hill was very good. Ms. Parker at the end of the year. Mostly with Mr. Hill and Mr. Sposato. (Jennifer Morgan)

Never. (Sonya Owens)

A lot because my brother and sister are usually late. Probably 3-4. (Rasy Pen)

Never. (Gladys Polanco)

3. Mr. Cook. Mr. Destler. (Louise Roache)

They have only have called me once. The whole year they only called me once. I call them but they don't call me. (Judith Rodriguez)

3 or 4 times. Mr. Hill. (Maria Sabio)

Never. Just maybe from Alexandra Hans. (Carla Lorena Santos)

They always call me. Even when she's doing good. When she's doing bad. Nine. Mr. Destler, Mr. Cook, Ms. Hans. (Marie Semervil)

Maybe once or twice a month. Ms. Herlihy. Mr. Destler a lot. And there have been a couple times where teachers left messages on the machine. Ms. Jackson...(James Sloan)

1 times per month. (Linda Steele)

I would say maybe twice. (Pauline Thomas Thatdil)

About once a month. (Tracie Tyler)

1-2 a month. Mr. Destler. (Irene Vega)

There was one teacher who called here quite a bit. Like once or twice a month. Mr. Cook. (Coet Williams)

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At the beginning we used to get 3-4 calls a month and now it's down to 2-3 calls per month, which is good because we know everything is working. (Eliezer Zavala)

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Part III: Next year we're considering running a Saturday Academy from 9am – 3pm. Would you be willing to make a once per month commitment to volunteer from either 9am – noon or noon – 3pm?

Yes, 9am to noon (Sheena Bogard)

Yes – noon-3. (Ruby East Clarke)

Yes. Noon to 3 (Ibadau Bitti Ahmed)

Noon – 3pm (Veronica Burton)

Sure! 9 am- noon (Celestina Bala)

It depends. One of us would love to. But it depends on who's working and who's not working. I would love to do it – but whether I can is a different story. noon-3 pm (Alphonse Beasley)

Yeah between 9am to noon would be good. Yeah, I don't mind. (Esther, Corlette)

No. I work Saturdays. I might be interested in doing in once in a while. But my daughter is 1st grade teacher and she might be able. (Joseph Burke)

Yes. 9am-noon but I could do either one. (Sarah Correia)

I would say 9am-noon but I can't tell you exactly. I am really interested, though. (Maude Elysee)

Yes. Noon-3pm (Adelina Filip)

Yes. Noon-3 pm. (Eve Casimir Jean-Paul)

Yes I would. The morning would be best: 9:00 –12:00 (Efether Ellis)

9 am-noon (Luvica Etienne)

Most likely either/or. But I prefer morning. 9am-noon. (Grisel Galindez)

Sure. 9 am – noon. (Cynthia Gonsalves)

Yeah. 9-noon. (Merrise Lewis)

My kid won't go there next year. (Rosana Lu)

I intend to get more involved. noon-3pm. (Edosa Owens)

I wouldn't mind at all. 9am-noon. (Odessa Stewart Harris)

I would love to. 9 am to noon. (Althea Henderson)

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I really would like to volunteer but Saturday I can't because I have business. (Erline, Isaac)

I won't be there next year. (Ruth Rivera)

I can't but maybe her mother could volunteer. (Fred Shavers)

I have a baby but if I had to I would do it at 9am-noon. (Gloria Prevost Smith)

I'm in favor of it. Sure. Noon- 3 pm. (Mike Johnson)

Yes I would. I'm not sure when. (Marjorie Kenneth)

On weekends I'm usually tied up. (Rosemary Langton)

Ok. 9 am – noon. If you need help I will teach French there. Or be a basketball coach.. (Alexander Leite)

Sure. From 9-noon. (Coleen Little)

No, I wouldn't be able to. (Wayne Lumpkins)

Ok I would love to volunteer but it depends on what they ask us to do. 9 am to noon. (Carly Manuel)

I wish but I can't. I work everyday. (Maria Delgado Marcelo)

I don't know it depends on my schedule at work. (Sixto Martinez)

It's hard for me to make a commitment. I don't know yet. I wouldn't mind though. It's too far ahead. (Vanessa McDaniels)

Yes. From 9am-noon. (Alexandra Mendoza)

Is it like the mentoring program? The mentoring program started out nice in the beginning but then it went down the drain. They scheduled a few field trips and no one was there. They were all nice and excited in the beginning but then they got tired and we didn't hear from them. But I'm willing to volunteer. 9am to noon. And if it's very interesting I'm willing to stay until 3 (Maria Molina)

I'm a Seventh Day Adventist so I go to church on Saturday. But if you want me to still do it then tell me in advance so I can take a day off of work. (Jennifer Morgan)

No. I think that it's ridiculous. My son would definitely transfer if there's a Saturday Academy. Realistically, in the winter it gets dark so early.

I think that the parents should be more involved with what the kids wear because parents have to go buy the clothes. And why switch colors for next year? We need to learn to be more thrifty. The uniform shouldn't change that much. Now Kevin can't wear his baby blue shirts anymore. Now I have a bunch of baby blue shirts that we can't wear anymore. They should talk to the parents before they make decisions. Like they should

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think about how accessible it is to get it. And we need to be more involved in what the kids wear now. I talked with about five of the girls. They said that now they have to wear their shirts tucked in but that's ridiculous. I think that girls should be able to at least wear their shirts out. Some of the things get a little much for me. (Sonya Owens)

I don't think so. (Rasy Pen)

Yes. noon-3 pm. (Gladys Polanco)

I will try but I work on the weekends. (Louise Roache)

I can't say. It's very difficult. It's not because I don't want it to be there. (Judith Rodriguez)

She works at a motel so if she doesn't have to work on Saturday maybe she can. (Maria Sabio)

I'm not sure because I work on Saturdays. (Carla Lorena Santos)

Sure! Anytime is fine. No preference. (Marie Semervil)

I work weekends but I could probably donate some time during the week. Weekends and holidays and any time I'm free. (James Sloan)

I would like to but I had an accident two years ago with my foot. (Linda Steele)

I would be. But I would have to get back to you. (Pauline Thomas Thatdil)

Oh yes. I would. I said that at the meeting. Their meetings are all wonderful. noon-3 pm. (Tracie Tyler)

I probably can't because I have a daughter here to take care of. During the week I probably can. (Irene Vega)

Not Really. (Coet Williams)

Right now I'm in a difficult situation but in the future if I can do it I will. (Eliezer Zavala)

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Appendix 3:

Counseling Service Data/ Observations 2001-2002

Overview

In a school like ours, where the majority of students live in poverty, it is not surprising that many face emotional trauma closely connected with their home lives. In fact, at times, the sheer magnitude of our students' home life problems can feel overwhelming to a school staff. They face physical abuse, severe clinical depression, post-traumatic stress disorder, and other challenges.

We're in the education business, not the mental health business. Therefore we have happily partnered with an outstanding non-profit provider of mental health services – the Home for Little Wanderers. They have placed a full-time social worker in our school, and provide her with ongoing professional development, as well as provide consulting services to the school.

General info

Total students referred for counseling this year: 50 of 120, or 42%.

Reasons for referrals were in the general categories of

- Reported family conflicts, difficulty at home,
- Clinical depression
- Observed significant decrease in self-esteem,
- Suspected or reported abuse,
- Low academic performance
- Escalation of emotion and or oppositional behavior within the classroom.
- Prior diagnosis from Special Ed individual education plan

Service provider challenges:

It is always the hope that school based counseling can and will be provided to all those who need it and are eligible. For those students who were not seen for individual counseling varied from a variety of issues including insurance incompatibility, student and or parent declined or was unresponsive, student was seeing an out patient provider at another clinic or student was withdrawn from school during the year.

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Out of the 50 referred for counseling:

- 16 had incompatible insurance for 3rd party billing
- 11 student and or parent was unresponsive or declined services
- 8 withdrew from MATCH (4 of whom withdrew prior to receiving any services)*
- 5 involved with outpatient clinician (through their own various family insurance)
- 18 of 50, or 36%, received direct individual counseling at MATCH on an ongoing basis 1x a week through our partnership with the Home.

Alternative Circumstances:

This fall a student of The Match School was shot and killed on the train. Six of the students witnessed the incident. Due to the incredible trauma these six students were faced with, they were able to receive counseling services through the contract between The Home for Little Wanderer's and The MATCH School. Regardless of insurance issues, those student who witnessed or who were close friends family of the victim were able to be seen within the school setting on an as need basis. Students who were seen requested short-term treatment and or outside counseling due to the emotions it brought up in school. One student is still receiving counseling 1x a week and will continue over the summer.

The Impact of School Based Counseling:

Out of the 50 students that were referred for counseling services this year- roughly 23 students were from 9x9y cluster (of 28 eligible students), 20 were from 9th grade cluster (of 52 eligible students) and 7 were from 10th grade cluster (of 36 eligible students). This, not surprisingly, shows a close correlation between academic performance and counseling referrals.

Out of the 18 students that were seen in individual therapy:

- 6 were 9x 3 Male 3 Female
- 4 were 9y All Male
- 6 were 9 grade 5 female 1Male
- 2 were 10th grade Both Female

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The Use of Measurements Tools:

We are currently working to better numerically measure the counseling progress of our most at-risk students. In future reports we will use CAFAS and GAF.

GAF: Global Assessment Functioning

The GAF is used for reporting the clinician's judgement of the individual's overall level of functioning. This information is useful in planning treatment and measuring its impact, and in predicting outcome. The GAF scale is to be rated with respect only to psychological, social, and occupational functioning. The scale is used on a scale of 1-100, 1 being the lowest level of functioning (persistent danger to self or others) and moves up in 10 point increments to 100- superior level of functioning.

For the purposes of out patient treatment within a school setting such as MATCH, the majority of students who were seen in therapy at intake ranged from 31-60 and at discharge 51-80, unless child was in extreme danger or needed a hospitalization throughout the course of the school year.

CAFAS:

The Child and Adolescent Functional Assessment Scale (CAFAS) is used to assess degree of impairment in children and adolescents, ages 7-17, with emotional, behavioral, or substance use symptoms/disorders. The CAFAS is a clinician rated measure which can be used in both clinical and research settings to assess clinical progress or outcome. The CAFAS is arranged in eight scales for rating the child: School/work, home, community, behavior, towards others, moods/emotions, self-harmful behavior, substance use, and thinking. A total score is derived, for which there are general interpretive guidelines. See attached documents for guidelines etc.

Depending on the life situation of the student at The MATCH School would depend on the severity of the CAFAS score. Generally speaking most Students seen in therapy at MATCH range from moderate to mild with exception to one or two cases that remained moderate-severe.

Grade 9:

In the ninth grade, six students were seen for individual counseling. The initial referrals for this group ranged from two reported abuse cases, two significant family conflicts and adjustment issues, one for mild family conflicts and some oppositional behavior and one for significant aggressive behavior within school and the community.

Course of treatment and goals:

In regards to treatment process and goals the five students made significant process in the areas of:

- Increased ability to create and utilize coping mechanisms to deal with emotions and control negative behaviors within the classroom and home setting.
- Increased positive peer relations within school and or community

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- Increased positive communication, and or interactions with immediate family members.
- Increased self-confidence and or self-esteem.

Measurements in those areas were gathered from clinician as observed by family members, school staff and teachers and noted statements about self in conversations with clinician.

Five of the students in the ninth grade remained in counseling for the duration of the year. One student withdrew from the MATCH school in April 2002.

The student who withdrew had a significant family history of abuse, current abuse by a boyfriend, incarceration of a parent and eviction of her home. Due to her life situations she was unable to continue at school. With the help of other family members, The department of social services and student support staff at the MATCH school this 16 year old female was enrolled in jobcorps and linked to outside resources including domestic violence support groups and economic supports.

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Overview:

Student	Absences	Planning Room visits*	GAF Intake discharge	IEP	Tutor mentor	passing
Female 14	7	6		no	no	yes
Female 14	7 total	18 On Contract		no	no	yes
Female 15	none	6		no	tutor	yes
Female 15	23	5 On Contract		no	no	yes
Female 16	29	8 On Contract		yes	no	no
Male	2 total	15 On contract		no	No	yes

**General planning room visits varied from tardiness, detentions and behavior reasons. The above numbers are an estimation of planning room visits for behavior purposes. Student who were on contracts were also for behavior purposes (Mark Destler can confirm accuracy of estimated numbers)*

Grade 9x9y:

In Cluster 9x9y, which had the highest proportion of counseling referrals in the school, were initially referred for:

witness to violence or involved in violence in the community;
low academic performance;
family physical or mental illness;
family alcoholism and conflicts;
severe depression;
low self confidence;
attention difficulties

or referred via their Special Ed individual education plans.

Throughout the course of this year, members of this particular group were faced with very difficult situations and events particularly within their immediate family situations. Many of them had goals of just being able to attend school every day, while others made huge life changes and personal growth in terms of mood change and increase in academic ability.

Goals included:

- Increase ability to stay focused and master tasks within a school setting
- Decrease the amount of school time spent out of the classroom addressing emotional outbursts and negative behavior.

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- Increase positive interactions with adults in their family, school and or work setting by decreasing oppositional behavior.
- Increase self-esteem through increasing positive peer interactions and engaging in positive activities outside home and school.
- Create and utilize a coping plan with strategies to adapt to difficult life situations, emotions, moods and events that occurred or came up in their life.

For this group, the diagnosis ranged from ADHD, to anxiety disorders, severe depression, manic depression, post traumatic stress disorder, and dysthymia. All these diagnosis can make it hard for child adult or teenager to focus fully on an academic level. Eight of the ten students in the 9x9y program were in therapy for the duration of the school year. One student and family felt MATCH wasn't a good fit for him. This 15-year-old male is currently at Dorchester High School. Another 16-year-old male unfortunately was presented with great mental health issues throughout the year that increased and made it difficult for him to function with in a school setting.

Overview

Student	Absences	Planning Room visits*	GAF	IEP	Tutor mentor	passing
Female 17	0	0		yes	Tutor	yes
Female 15	13	16		no	No	no
Female 15	17	0		no	tutor	yes
Male 15	4	0		Yes		Yes
Male 16	13	17 Contract		no		no
Male 15	0	10		no		yes
Male 15	15	15 contract		no		no
Male 16	35*	16 contract		yes	tutor	withdrew
Male 15	10	10		no	tutor	withdrew
Male 15	6	5		No	No	yes

*High absences due to special circumstances for mental health purposes

Grade 10

Two young women were seen in counseling in the 10th grade this year. Both students worked hard in therapy and made huge personal growth over the year. They worked on similar goals socially but differed in their academic abilities.

Goals included:

- Increase positive relation with family member's particular primary care giver who was a mother.
- Increase ability to resolve conflicts with peers through gaining more positive peer's interactions with other females.

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- Increase self worth and self-confidence and evidenced by taking more risks in areas of music, poetry and creative writing that reflected positive images of themselves.

Overview:

Student	Absences	Planning Room	GAF	IEP	Tutor mentor	passing
Female 16	17	3		No	Both	No
Female 16	1	2		No	Both	yes

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Evaluations:

Clinicians use the GAF and the CAFAS as tools for measurements, although in addition the goals in which are created with client family and clinician are also assessed for progress on a quarterly basis. Upon discharge or at the end of the school year, the clinician often has a conversation with each client in regards to their own assessment of their progress in their school.

On a scale of 1-5

The 18 students at the match school did fill out an evaluation rating counseling services on a scale from 1-5, 5 being the highest.

Here are some responses:

- 1. Counseling was helpful to me in school:**
 - All students rated between 4-5
- 2. Counseling had an impact on my ability to focus more on schoolwork**
 - All students rated between 3-4
- 3. Counseling provided me with strategies and coping mechanisms to deal with my behavior and feelings within school.**
 - An average rate of 3
- 4. I understand more about myself as a result of participating in counseling this year.**
 - Students rated average of 5.

Comments included things such as:

**“It helped me because I didn’t get so angry as before, it changed my temper.”
-9th grade male**

“I like it because if I was having a problem in school I could go right to the counselor and she would help me solve it. I got through a lot of things that I couldn’t have gotten through or discussed with my friends because some of the issues involved them” – 10th grade female

“Counseling gave me a chance to express my feelings and talk about my problems. It helped to calm my nerves and understand my behavior.”- 10th grade female

**“I got through my problems and learned how to work out others on my own”
-9th grade female**

**“Counseling helped me to better understand myself and find ways to be calm in school.”
-9^x male**

A few notes...

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Through looking at this year, it was notable how many difficult life situations were presented to families of students who were in counseling. Many families were low income, single parents, fathers and mothers who were incarcerated, mothers who were hospitalized, parents who passed away and two families who were reported due to abuse and neglect issues.

Physical Abuse By Families

This year the school filed five reports with DSS on behalf of the child for physical abuse issues. All cases were reported by the student to a teacher and/or another adult within the school. Two students were in counseling at the school; others had outside resources. In each case, the Department of Social Services did substantiate the allegations; meaning there was factual information that the child was in fact being abused. In addition, DSS was in close contact with the school social worker with each case and responded well to any concern or inquiries in regards to the family and or student. We praise DSS for their cooperation.

Because most parents are highly satisfied with MATCH, we were able to leverage their trust to maintain strong relationships with the offending parents. Despite our filing of the DSS reports, in fact, the school-parent relationship actually improved. The school worked closely with these families and DSS to assist in getting resources, and extra support. As a result of the close contact with all parties, families saw the report a means of getting services as opposed to a “judgment” of their parenting. This made it easier for them to work with the Department of Social Services and improve their relationship with the child.

Despite the challenging life situations off all students who were in counseling, families did their best to keep in contact with their child’s clinician and attend school meetings on more than one occasion on the behalf of their child. Almost all of these children had never been in any type of long-term outpatient therapy before. This is worth noting because, in most cases, families were limited in their ability to fully help their child in regards to emotional and or academic support on an on going basis. The particular students did find a way to cope, attend school, complete homework and function to the best of their ability on their own this year at The Media and Technology Charter High School.