

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

**Annual Report
2002-2003 School Year**

www.matcheschool.org

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TABLE OF CONTENTS

Page 3	Mission
Page 4	Executive Summary
Page 6	School Performance
Page 7	Letter from the Board Chair and the Executive Director
Page 9	School Performance and Accountability
Page 17	School Program
Page 28	Financial Statements
Page 31	Trustees, Governance, and Staff
Page 37	Student Characteristics
Appendix	
Page 39	Parent Survey Results

m a t c h

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 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. Student-created media projects help 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 2002-03

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 2002-03 by the Numbers

Our first MCAS Results were released in September 2002. Led by excellent teachers, MATCH students outperformed each of the other 22 public, non-exam schools in Boston which serve grades 9 to 12 – on both math and English.

In 2000, our entering 8th grade students had failed their MCAS at an 82% rate. After two years at MATCH, our fail rate on the 10th grade exam by these same students was down to 18%. By December 2002, after the first retake opportunity, the failure rate was 0%.

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

Daily absenteeism was 5%. This was not statistically difference from the rate in our first and second years 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 2003:

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

In a telephone survey of 52 parents, parent overall satisfaction with the school was

m a t c h

measured at 8.9 on a scale of 1 to 10. This was statistically indistinguishable from the prior year's results. In comparison, our parents rated their children's various former Boston middle schools as 6.7 on a scale of 1-10. A 50-page report documenting these results is attached.

Parents reported receiving an average of 2.9 phone calls home per month from the principal and 2.3 phone calls home per month from teachers.

Demand for Admission rose: ratio of applicants-to-slots has risen over the past three years: 3-to-1 in 2000-01 to 5-to-1 in 2001-02 to 10-to-1 in 2002-03.

Failure (Retention) Rate Fell: The number of students who were not promoted to the next grade was 20%, down from our first year's rate of 40% and our second year rate of 28%. We do not, however, see this necessarily an improvement. An important goal of the school in 2003-04 is to establish clearer benchmarks of passing. 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 to over 10,000 in 2002-03.

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Background

MATCH 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. Our 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 slightly higher than the sending district

*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.

Bridging the Digital Divide. Technology is not taught as a separate subject, but directly integrated into math, English, science, history.

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 colleges (M.I.T. and Boston University) and nonprofits (Home For Little Wanderers, MetroLacrosse). We are supported both by individual executives from local companies and by charitable foundations (Mifflin Foundation, Nellie Mae 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, and a special ed coordinator.

Extended School Day and Year. For example, our 2003 Summer Academy, sponsored by M.I.T. and the Nellie Mae Foundation, pairs 65 M.I.T. tutors with 80 at-risk students.

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Letter from the Board Chair and the Executive Director

To the Reader of our Third 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 third year of operation, we accomplished many goals. On MCAS, we outperformed every one of the 22 open-admissions Boston school which serve grades 9-12; furthermore, each junior has passed MCAS. By attending to thousands of details, our staff created a safe, stable, warm, disciplined environment. Our parents were, by every possible measure, pleased. We moved to our permanent home, which has allowed us to further leverage college students as tutors: we think we provide more hours of tutoring per student than any other public school in the Commonwealth.

We intend to continue our progress during our coming **fourth 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. We go out of our way to recruit all Boston teenagers directly, and many come from public middle schools classified as “failing” by federal guidelines.

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 6% 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 precisely to create that life-altering experience to ensure our students actually succeed in college.

How?

2000-01 Culture

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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.

2001-02 Stability

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.

2002-03 MCAS and Curriculum

We needed to support strong traditional instruction in the core of math, English, science, and history. According to the DOE site visit report in Spring 2002, MATCH needed to build a clear curriculum scope and sequence. This is now in place, according to the DOE report of Spring 2003. Our MCAS success, along with other measures, validates the work our staff has done to date.

2003-04 College Admission and Core Improvement

This coming year, we need to improve our core: with better collaboration by subject teachers to improve day-to-day teaching, especially a push towards subject “mastery”; with additional 1-on-1 opportunities, both in writing and math, and in technology projects; and better data analysis.

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

Sincerely,

Eric Parker
Chairman of the Board

Sincerely,

Alan Safran
Executive Director

A. School Performance 2002-03

Student Performance Objective 1: Reading Improvement as measured by DRP

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

The Degree of Reading Power (DRP) test was used to measure reading ability so that the school could better meet students' educational needs.

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.

Among our first class of students, the first test was administered in December 2000; follow-ups were given in June 2001, June 2002, and June 2003.

Among our second class of students, the first test was administered in May of 2001; follow-up tests were administered in June of 2002 and June of 2003.

Among our third class of students, the first test was administered in October of 2002; a follow-up test was administered in June of 2003.

In order to ensure a measure of individual student progress over the course of a year, each year's data only includes students who took the test at the beginning and the end of the period described. This explains changes in student average from year to year (as absences and attrition slightly changed the sample each year).

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. This represents roughly 2 years of reading growth.

From June 2001 – June 2002

m a t c h

The average gain of an incoming MATCH student was 6.4 Independent Level Points in a school year, from 49 to 55.4. This represents roughly 2.5 years of reading growth.

The average gain of a second-year MATCH student was 5.6 Independent Level Points in 12 months, from 57.7 to 63.2. This represents roughly 3 years of reading growth.

From June 2002-June 2003

The average gain of incoming MATCH students was 5.8 Independent Level Points in 9 months, from 51.5 to 57.3. This represents roughly 2 years of reading growth.

The average gain of a second-year MATCH student was 5.1 Independent Level Points in 12 months, from 57.1 to 62.2. This represents roughly 3 years of reading growth.

The average gain of a third-year MATCH student was 1.3 Independent Level Points in 12 months, from 63.8 to 65.1. This represents roughly 1.5 years of reading growth.

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.

m a t c h

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

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Student Performance Objective 2: English and math improvement as measured by MCAS

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 2002-03

Our first MCAS results were released in September 2002.

Before arriving at MATCH, 82% of our students had failed either or both of their 8th grade MCAS tests. On their first try as 10th graders after less than two full years at MATCH, the class of 2004 achieved the following results:

82% passed math

94% passed ELA

The average scaled score for ELA was 240 (Proficient); the average scaled score for math was 233 (Needs Improvement)

Six MATCH students in the Class of 2004 took the re-test of MCAS in December. Of those six, two were retaking both math and ELA; four were retaking math only. The results of the retests were:

m a t c h

100% passed math

100% passed ELA

As a result, MATCH has a pass rate of 100% on MCAS for the Class of 2004. According to state data, there are five other districts/charters in the state (of 390) with a 100% pass rate for the students of the Class of 2004.

Goal for 2003-04

We need to push more students not just to pass the MCAS, but to achieve proficiency on the exam. In our first class, 33% achieved proficiency on math and 54% achieved proficiency on English. This compares favorably with the non-exam public schools in Boston (roughly 8% and 12% proficiency, respectively), but poorly with neighboring suburban Brookline (70% and 75% proficiency, respectively).

School Performance Objective 1

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 5 of 6 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 2002-03

20% of students were not promoted to the next grade, compared to 28% of students who weren't promoted in the previous year. This higher pass rate may indicate better remediation or an increase in grade inflation. In 2003-04 we will work to better map clear exit standards for each grade.

School Performance Objective 2

Provide specific, useful, timely information to **parents** about their children's academic

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improvement, strengths, and weaknesses.

Measurement

Annual surveys of parents, where they rate their satisfaction with the school on a 1-10 scale.

Outcome for 2002-03

Parents rated MATCH as 8.9 on a 1-10 scale. This was a 0.4 point decline from satisfaction in 2001-02 – though this decline was not statistically significant. For a detailed analysis of parent satisfaction, please read the appended 45 page report.

School Performance Objective 3

Create an ideal environment for learning. These would include: five or fewer fights all year; no weapons, drugs, vandalism; 95% daily attendance.

Measurement

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

Outcome for 2002-03

0 fights between students

0 weapons by students

2 minor vandalism violations

0 drugs, alcohol or tobacco violations by students on campus

(1 drug incident by students off-campus)

95% attendance

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

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4 minor vandalism violations

No drugs, alcohol, tobacco violations

95.5% daily attendance

Summary of official complaints received by the Board of Trustees:

None

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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

445 for 45 spots for 2003-04

Student Turnover Data for 2002-03

We had 15 students withdraw during the academic year (10% of the student body), less as a proportion than the 18 who withdrew in Year 2 (out of 110) and the 13 in Year 1.

1 moved out of Boston or out of state

5 withdrew after continued misconduct/repercussions cycle

1 withdrew after vandalism incident at Summer Academy

1 withdrew after court-order caused her to change residence

5 withdrew after repeated academic failure, in order to be promoted in a regular BPS

2 withdrew for personal reasons (to be with friends in another h.s.)

Comparison: Student turnover data for 2001-02

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

Comparison: Student turnover data for 2000-01

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

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B. School Program: General Information

Media and Technology Charter High (MATCH) School
1001 Commonwealth Avenue
Boston MA 02215
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info@matchschool.org
www.matchschool.org

The MATCH School served 9th and 10th grade and 11th grade students in its third year of operation, 2002-03. 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 2003, overseen by the principal of another Boston public school, Jerry Howland. Only Boston students currently in 8th grade were eligible to apply for 9th grade for the 2002-03 school year. For final 9th grade admission into the MATCH School in September 2003, each student must have successfully completed 8th grade. We do not accept new 10th grade students.

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Lottery Process

Each name was written on an index card and pulled at random from a covered container. All cards were drawn. The first 45 students selected were considered “admitted” and were called immediately. All other students were placed in order on a waiting list, posted on our website.

In mid-May and mid-August the MATCH School called every admitted student to confirm their expected attendance in September. In May 2003 there was 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.

m a t c h

Curriculum, pedagogy and support

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?

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- 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.

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.

2002-2003 Media/Technology Update:

The 9th grade Media and Technology classes focused on the development of skills which aid students in their ability to use technology effectively and to be analytical and intelligent consumers of media. As such, the technology curriculum involved is not necessarily based on the content of work, but rather on how to use equipment (computers, a/v equipment, digital cameras, etc.), common computer programs (Word, Excel, PowerPoint, HTML and Internet Explorer), and how to use the internet effectively (productive searches, citations, and privacy). We encourage the core disciplines to incorporate the use of some of these skills into students' coursework and the course requires curriculum collaboration for major media projects (for example, students choose essays they have written in their humanities classes and present them visually by designing a web page and Power Point presentation.) The journalism component is a general media/literacy curriculum that focuses on identifying the media and its role in society, teaches basic journalism and writing skills, news values, interviewing, note taking and critical thinking skills.

m a t c h

2002-2003 College Counseling Update:

Throughout the academic year all MATCH students were engaged in the college planning process—the process starts when students enter ninth grade. The college counselor hosted several college programs to help familiarize parents and students with the college planning process—Parent College Night Program (grades 9-12); Financial Aid Night (students and parents); College Night for Juniors (parents/guardian).

Juniors participated in mock college interviews during the months of October and November. Gayle Plato, a MATCH School volunteer, conducted individual mock interviews and provided immediate and written feedback to the students. Later in the year, juniors and sophomores started formal testing in preparation for college admissions. All 10th and 11th graders took the PSAT in October 2002. During second semester a sixteen-week SAT Princeton Review course was offered to juniors. In addition to four hours a week of course work, students took four diagnostic tests as part of the Princeton Review Course. In May 2003 juniors took the SAT for the first time—all students are encouraged to take the test a second or third time during the fall of their senior year.

Students had several opportunities to visit college campuses. During the spring vacation week, twenty-nine juniors and three adults participated in a three-day college tour. The group visited Providence College, Trinity College, Sarah Lawrence, Rutgers and Howard University. During the school year smaller groups of students visited Emerson, Boston University, Suffolk, Northeastern, Boston College and Emmanuel College. College admissions counselors from the following colleges visited MATCH: Tufts, Art Institute at Lesley; Boston University, University of South Carolina, Lesley College and Emerson.

The MATCH School's profile has been written, edited and is now ready for minor adjustments, layout and printing. The profile will accompany student's college applications, transcripts, and recommendations.

Code of Conduct

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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 – stealing, 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.

m a t c h

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!

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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.

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

m a t c h

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 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 2002-03:

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.

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Student/FTE 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

2002-03

September 6 – June 30

185 Instructional Days

8.30am – 5pm Monday, Tuesday, Wednesday, Thursday

8.30am – 12.30pm Friday/Staff meetings from 12.30pm – 3.30pm

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 required tutoring programs on nights and weekends.

MATCH SCHOOL: Unaudited P and L	
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July 2002 through June 2003 Operations	
Audit to be completed by October 2003	
Only for preliminary analysis	
INCOME	
Bank Interest	843
Donations	205,000
Grants-Private-Restricted	92,830
Grants-Private-Unrestricted	125,850
MA DOE SPED Grants	23,065
MA DOE Title I, II, V	99,840
MA DOE Grant 533 Facilities	20,116
MA DOE School Reading Grant	9,675
MA DOE Per Pupil Payment	1,574,062
MA DOE Student Meals Reimbursement	21,870
MA DOE Eisenhower Math	1,070
MA DOE Acad. Support Staff	5,500
Total Income	2,179,721
EXPENSE	
Booktrips	25,000
Building Operations	72,626
Curriculum	31,524
Benefits and Payroll Tax	117,280
Fundraising and Governance	4,767
Furniture and Fixtures below \$1000	13,837
Health Insurance	52,282
Insurance	40,102
Legal and Accounting	28,467

m a t c h

MCSA	275
Media and Technology (including many one-time costs)	35,000
Net Rent after QZAB	400,000
Contracted Services	116,005
Payroll	1,069,242
Professional Development	12,747
Recruiting & Special Events	15,588
Student Meals Expense	38,241
Summer Academic	11,384
Community Culture; Clubs; Sports; Miscellaneous	42,523
Supplies and Postage	31,435
Transportation	14,728
Total Expense	2,173,053
Net Income	6,668

m a t c h

MATCH School		
Operating Budget 2003-04		
MATCH School REVENUE		
Per-pupil income		9,200
	<i>Average Daily Enrollment</i>	175
Aggregate Per-pupil income		1,610,000
Subtotal Other Gov't Grants		196,100
Food Reimbursement		20,000
Student Meals Payments		3,000
Transport Reimbursement		10,000
Fundraising		350,000
TOTAL INCOME		2,385,200
EXPENSES		<i>FY 04</i>
MATCH School EXPENSE		Budget
	Bank and Account Charges	100
	Benefits and Payroll Tax	110000
	Booktrips	18,500
	Building Total Expenses	73,000
	Community Culture Fund Total	33,000
	Curric., Conference, Contr. Svs, Deprec.	76,000
	Fundraising, Insurance, Materials	32,500
	Media & Tech Total	35,000
	Pay Exp: Total Payroll for July 1 - June 30	1,400,000
	Supplies and Postage	30,000
	Professional Development	14,000
	Professional Services Total	29,000
	Net Rent	400,000
	Student Meals and Expenses	40,500
	Summer Academy Materials and Costs	5,000
	Transportation Total	14,000
	Wireless Store/Entrepreneurship Academy	-
SubTotal		2,310,600
reserve at 2%		46,212
TOTAL		2,356,812

m a t c h

D. MATCH School Board of Trustees Report

10 members met on the third Monday of every month.

Denise Blumenthal is 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 2004

James Earl Brown, III (Treasurer), is the former 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 is the former 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.

m a t c h

Term: February 1999 – January 2004

Michael Goldstein (ex-officio) is CEO 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

Kevin McGuire is a private real estate investor, operating through his Lexington based company, Kane Investments, Inc. Kane invests in a variety of commercial and residential property in the Boston metropolitan area. He grew up in Lowell and holds an undergraduate degree from Boston College and a MBA in Finance from Babson College. Kevin retired from John Hancock in 1999 after a 30 year career in its Mortgage and Real Estate Group. He had a variety of responsibilities during his time with Hancock, including oversight of its equity real estate operations throughout the U.S. He also is a member of the Board of Directors and serves as the head of the Investment Committee of Dana Home, a retirement home in Lexington, where he lives with his two sons. McGuire is the Treasurer of the MATCH Board of Trustees and leads the Board in overseeing the school's finances.

Term: September 2001 – August 2005

Eric Parker (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 2004

m a t c h

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 2005

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 2005

Bridgitt Evans serves on the boards of the West Suburban YMCA in Newton and of Second Step, a non-profit serving battered women. In the Newton schools, she has served as co-president, Pierce Elementary parent/teacher organization; as a member of the Citywide School Council; and as a member of the Equity Committee. She is a former portfolio manager and director for Aldrich, Eastman & Waltch. Married with four children, she enjoys racquet sports, skiing, golfing, fly-fishing and hiking. She has a BS in Business Administration from Miami University and an MBA from Harvard.

Term February 2003 – January 2006

Summary of Board of Trustees Major Actions 2002-03

The MATCH Board met once every month, beginning with a 6-hour September retreat, and continuing with 2-hour meetings thereafter. In addition, the Finance Subcommittee met roughly once per month as well.

m a t c h

The main purpose of each meeting was to review: ongoing academic operations, ongoing institutional operations, new projects and challenges, finance and fundraising.

Board analyzed “Overview of MATCH Curriculum,” MCAS results, and grade distributions to reconcile against Accountability Plan.

Board analyzed DOE site visit report.

Board reviewed CEO.

Board created ad-hoc subcommittee to explore real estate issue of how to maximize value of building’s third floor; this subcommittee continues to meet; issue remains unresolved.

Board reviewed and approved Strategic Plan and Budget for 2003-04

Board approved new Trustee Bridgitt Evans.

Board approved two financial transactions:

That the Media and Technology Charter High School (“MATCH”) enter into a First Amendment to Loan Agreement (the “Amendment to Loan Agreement”), amending the Loan Agreement dated as of June 1, 2001, among the Massachusetts Development Finance Agency (“MDFA”), The MATCH School Foundation, Inc. and MATCH

That the Corporation enter into a First Amendment to Loan Agreement (the “Amendment to Loan Agreement”) amending the Loan Agreement dated as of June 1, 2001 among the Massachusetts Development Finance Agency (“MDFA”), the Corporation and the Media and Technology Charter High School (the “School”), pursuant to which Amendment to Loan Agreement the Corporation will borrow \$665,000 (the “Loan”) expected to be funded from the proceeds of Qualified Zone Academy Revenue Bonds issued by MDFA having a face value of \$665,000.00 (the “QZAB Bonds”).

m a t c h

m a t c h

E. Staff

Charles Sposato, Principal

Kathy Vetiac, Business Manager

Michael Goldstein, CEO

Alan Safran, Executive Director

During 2002-03

100% of 12 FTE teachers were certified

78% had master's degrees

Average years of experience: 6

Departing Teachers

3 full-time teachers are not returning to MATCH for the 2003-04 school year. One moved to Florida to attend to an ill family member. Another left teaching entirely to pursue a media career. A third accepted an offer in a suburban school and higher pay.

m a t c h

F. Student Characteristics: 2002-2003

1. Number of students enrolled: 165 on Day One, 150 on Final Day; average daily enrollment of 155.
2. Student Demographics:
 - 64% African-American and Caribbean-American, 28% Hispanic, and 5% white and 3% Asian
 - 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: 10%

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

Average daily attendance rate: 95%

Average membership rate: 155

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.

m a t c h

Most student received free or reduced price breakfast and lunch, either off-campus or contracted through a private vendor.

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

Over 10,000 hours of service by over 60 volunteers, tutors, mentors, up from 6,000 hours in our first year of operation.

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.

m a t c h

Appendix: Parent Survey 2002-03

MATCH School Annual Parent Survey
Compiled August 5, 2003
For the 2002-03 School Year

Methodology

This survey was conducted by phone by Clara Gabriel, Megan Moylan, Anne Grier, Claire Sammon, and Julia Chafetz, volunteers who approached the MATCH School and were given the opportunity to assist in completing the annual parent survey project.

The volunteers called the parents of all 149 students in grades 9-11 for the 2002-03 school year. Out of all parents called, 52 were available for interviews. This was the identical methodology to the 2001-02 school year parent survey, when 53 parents participated.

The 52 interviewees are a representative sample of the entire MATCH parent population with regards to race, gender, class status, and academic standing of child, among other variables. Parents were urged to not just narrowly answer questions, but to voice any thoughts or concerns, so as to better capture their opinions. This report includes all of that narrative. Exact phrasing of the interview questions is also provided.

Summary of Results

Overall Parent Satisfaction

On a scale of 1-10 parents gave MATCH School an overall mean rating of 8.9 points out of a possible 10.

Comparison of Overall Parent Satisfaction to Last Year

In 2001-02, the MATCH School scored an overall mean rating of 9.3 points out of a possible 10. This year's mean score represents a decline in satisfaction of 0.4 points. The median score fell

m a t c h

from 10 out of 10 in 2001-02 to 9 out of 10 in 2002-03.

Comparison of Overall Parent Satisfaction with Child's Former Middle School

In addition to satisfaction with MATCH School, parents were also asked to rate their child's former middle school. Parent satisfaction with their children's former middle schools averaged 6.7 out of a possible 10. This was almost identical to the same question in the previous year, where the rating was 6.8 out of a possible 10.

The average improvement of MATCH School over the student's middle school is 2.2 points. Eight parents out of 52 (15%) rated MATCH School *lower* than their child's former middle school, versus five parents out of 53 (10%) in 2001-02.

Apples-to-Apples: 11 parents who were part of both surveys in 01-02 and 02-03

The average parents satisfaction among these 11 parents was 9.3 in 01-02 and 9.4 in 02-03.

Parent Perception of Teaching

Again on a scale of 1-10, parents were asked to rate MATCH School on its teaching quality. On average they gave it a score of 9.2 points – identical to the previous year. Also, the 9.2 score compared to a 6.5 score when parents were asked to evaluate the of the child's former middle school. MATCH School's improvement is 2.7 points. Only two parents out of 52 (4%) thought that the quality of teaching at MATCH School was worse than that of their child's middle school. No parent of the 52 surveyed rated MATCH School below 7 points.

Parent Satisfaction with Communication

When asked "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?"...50 out of 51 respondees (98%) said that they feel comfortable and there are sufficient channels. Most respondents used the phrase "very comfortable."

Out of 50 responding parents, 45 (90%) said that they receive the Friday letter from the principal twice a month. Parents report that they receive an average of 2.9 calls per month from the principal

m a t c h

and 2.4 calls per month from teachers. This is roughly the same as the previous year: 2.8 calls and 2.2 calls per month from the principal and the teachers, respectively.

Parent Willingness to Volunteer for Saturday Academy

Out of the 51 parents who responded to this question, 34 (67%) said that they would be willing to make a once per month commitment for a Saturday Academy. Seven indicated that it was a possibility, but could not commit at the time of the survey.

m a t c h

Part I: Overall Rating of MATCH School

This represents an unedited transcript of parent comments.

1. 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?

8. They keep me informed basically. (Yvette Sheers)

10. Because it's a good school because they contact you when the student doesn't go to school or when there's a problem. (Maria Sabio - translated)

9. (Carly Manuel)

9. (Jose Vega)

9. My daughter is there and she got good grades. They help the students. (Lucia Pena)

10. The time and effort the teachers put in with the students. (Sonya Owens)

5. I was told that you have 140 students and 70 students did not pass (who got a D or lower and therefore had to attend summer school). And the last 2 semesters was when I received an advisement that my daughter was failing. (Rosalia Diaz)

10. I think it's a wonderful school. They call me to let me know what's going on with her. They keep me informed and I like that. And they do things for the kids. I know all the teachers personally; it's more personal with the teachers. I love it. The principal seems to know all the kids there. It's just a wonderful school. I have no complaints about anything and I think she's learning a lot. (Louvenia Bell)

I would say 8. The first thing is my child's attitude and the support that he's given. I truly love

m a t c h

this school and I would give a 10 if it weren't for the lapses around some of his special needs and they're well aware of that. The other thing that I can say is a plus is expectations. The school that he came from provided all the special needs resources, but they didn't expect much of the students. So I would say high expectations are a real plus. The other thing is Charlie Sposato. What a wonderful person. His level of accessibility is remarkable. Compassion is a trait I would say is found there. My son was diagnosed with some severe medical disorders and Mr. Sposato is very compassionate. The downside is the lack of formal special needs programs. And when my son missed a lot of school it was hard for him to catch up, the school didn't provide much there. Hopefully that will improve this year. I consider myself and my son fortunate that he goes to this school. (Karen "Fauna" Rosenbloom)

10. (Nilsa Santiago - translated)

9. Because the faculty watch out for the kids and take care of them. It's a small school with little problems. (Ibadao Bitti - translated)

10. Because it is a smaller school with not a lot of students. The teachers are good. The principal takes care of all the students. (Altagracias Arias)

8. Teachers calling and being very supportive, good curriculum, high standards. I don't like the location though. (Sheryl Royster)

10. Because they really make sure he does everything he's supposed to do. (Louise Burke)

8. One concern is that it says Media and Technology in the name and it doesn't have as much Technology at I thought it would. I thought there would be more with computers. It's more in the academic side like other public schools. (Ruby East)

3. We had a communication break down this year. The principal calls often, but not the teachers. (Lisa Beasley)

m a t c h

10. (Mohd Chowdhury)

9. The children are at school for long days so they can't get into trouble. (Marie Cazil)

8. They work with the kids and have after school programs. (Michelle Comeau)

9. It's a good school. I would like it if they were more encouraging of with my son. (Marie Clerveaux)

7. I give it a 7 because they have more positive than negative, but they don't know the kid's history when they come to the school, like Special Ed. If they do have a Sp. Ed. Need it's hard to get it addressed. (Sherry Warren)

6. The grading policy is not fair compared to regular Boston public schools. (Too hard). (Doreen Couch)

7. (Mary DeRosa)

10. It's a very good school. (Adelina Filip)

10. Because they have given my special needs son a lot of extra help and the tutoring really has helped him too. (Odessa Stewart)

9. (Ernesta Hernandez)

10. They really help the students. (Margot Vazquez)

10. They have good programs. (Edward Gilman)

9. It's a very good school but doesn't have all the services of a larger school. (Sarah Correia)

m a t c h

10. It's the best school in Boston. (John Banks)

9 - 10. I'm very satisfied with the school. I have to be honest; I'm concerned with some of the principles of the school. Just of late, for example, if you flunk your final, you cannot go on to the next grade. I have my masters and I have never heard of this kind of policy. I think it's creating some resistance with the students. Even Boston public schools, if they've passed all of their classes, but freeze on an exam, they will pass. It creates animosity. (Marjorie Perkins)

8. Because, ... I can't say, Rachel tells me and how she works. (Jocelyn Charlot)

8. I think it's a good school. I like the fact that they are college oriented. (Janice Cumberbatch)

7. Well a lot of the teachers actually call and talk to us. Communication from school to family is important. She rarely tells us what goes on in school, so it's nice that teachers and the principal are in contact with us. (Sina Lam)

10. It's geared towards education. The school feels like a family. I feel like, including the staff with the students and the student body, it's a family. If the school, or Schakila, or I have a problem, I can call them. No one feels as though they're at each others throats. (Sonia Clarke)

10. I like that school. It's a good school. I think it's one of the best schools in Boston for now. Loris has improved a lot. I have another son and I hope they take him there as well. (Julia Gallard)

10. I like the teachers I love the principal to death. At one of my other schools, they wouldn't let you know nothing. At the MATCH School, they don't sit and hold on it, they'll call you right away. Boston public schools will wait a week and then call you. (Lisa Pryor)

10. The MATCH School is good because they give a lot of help with the education. (Louise Roache)

m a t c h

10. I come in there in the morning, the principal or someone is standing at the door making sure the kids are dressed right, and they know what their mission is. I like that. They take their jobs seriously at the MATCH School. (Daphne Weeks-Gale)

8. I think it's challenging for the children. I have two daughters there. One is challenged but could be pushed a little harder. I'm satisfied with the school. (Melody White)

10. Mr. Sposato really keeps in contact with me and lets me know everything that's going on. (Agnola Thomas)

9. My daughter's education. She has calmed down a lot. She actually likes going to school, which is just great, you know. (Carol Lynch)

10. I like it. My daughter doesn't like it but I do. She says there's too much homework, and sometimes she's stressed. She used to have a bad temper, but after she started school, she's doing better. The headmaster calls me all the time and tells me she's doing good. (Monica Acevedo Lara)

10. Very good with the kids. (Yves Bogard)

10. I'm very satisfied with it. The caring of the teachers and the principal – he's one in a million. (Celestine Bala)

9. I'm thinking of the help the children receive, and the books they need. I think they would learn better if they had books. (Veronica Burton)

10. It's because they keep in contact with me and let me know how my son is doing. I could call the time at any time to talk to anyone so that I can know exactly if he is doing good or bad or whatever. (Monica Dickson)

8. I guess how strict the school is and the rules. (Maria Breu)

m a t c h

10. The staff and the teachers and their support for the students. (Miriam Palmarin)

8. I think the concept of the whole school is there, but the wrinkles haven't been ironed out. (Marilyn Hawkins)

10. Because of the dedication of the principal and I can see all the work that's being done academically. And I think it's much more beneficial than sports or whatnot. (Priscilla Jones)

10. Caring. They care about my daughter just as much as I do. And that's important to me. Not just on a professional level, but on an individual level also – personal level. (Christine Bebee)

11. The MATCH School helps kids out by keeping them after school with their homework, calling with their progress. I am very satisfied with the MATCH School. (Yves Bogard)

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

4. Basically the same answer I gave. The classes are small enough that they get the individualized attention, the teachers are wonderful. (Christine Bebee)

Not very. Because I feel they're learning something. She was in private school but the quality of the school had gone down. (Priscilla Jones)

Oh...like a 3. I just feel like she wasn't learning anything at her middle school, I just thought that it was too – I don't want to say easy, but she wasn't really challenged, it was just like pass them and get them through. (Marilyn Hawkins)

10. It was good, I liked them. I liked everyone there. (Miriam Palmarin)

9. I guess academic expectations. (Maria Breu)

m a t c h

8. Because they really get to know the kids, talk with the kids, and try to teach the kids the best they know how and try to get the kids the help they need so that they can progress. (Monica Dickson)

10. They don't go lower than a C in grading; at the public school they will make D as a passing grade. That's why students don't want to work. (Veronica Burton)

8. Very satisfied. The old school was different. It was a parochial school. Middle school is different than high school; they go into more intense work. There are some things high school has that middle school doesn't have, like biology and sports that middle school doesn't have. (Celestine Bala)

5. I didn't like it. I had a lot of problems with the old school. She couldn't get help. Now when she has problems, she calls her teacher. I like it very much. (Monica Acevedo Lara)

3. The students, the teachers, all of it was worse than the quality of the MATCH School. The teachers let them do what they wanted; they didn't care about the students. I hated that school. (Carol Lynch)

9. Um, it's not worse, but I wouldn't say it's better. There was lot of rules that I didn't agree with. It was their rule although most of the parents that were against it. (Agnola Thomas)

6. Well they prepared them for most of the things they went on to do. Well I thought it was, well they had the same teacher. I thought they gave them things that they weren't prepared for and I had to pay for them to go to school. (Melody White)

2. Um, lack of structure, a bunch of things but structure, not enough parent contact, those stand out in my mind. (Daphne Weeks-Gale)

9. Because they [The MATCH School] provide more help there with the kids in terms of tutoring. Also I've seen a lot of improvement with my child there than at the middle school.

m a t c h

(Louise Roache)

0. I just didn't like it. They didn't take time with the kids. They didn't really care about the kids, or give them their time or attention. (Lisa Pryor)

10. Um the MATCH School I like because they have a plan, a goal for the students that's why I like it because if they plan something, they do it. That's what I like the plan the behavior, the education, everything. (Julia Gallard)

10. I feel as satisfied with her middle school as with MATCH, except that, you know, MATCH is a higher level of education. I had a good rapport with the teachers and principal at her middle school. Schakila did quite well there. The counselors there were very good too. (Sonia Clarke)

3. It's better than her middle school. The teachers there weren't as competitive. They didn't have the knowledge to progress kids. It was too easy. It's a smaller school, there's a high standard. A good amount of kids so there's better communication because there are fewer kids. (Sina Lam)

7. Because there was a few things about Thalia that they didn't let me know about it until graduation. I thought they brought this to me too late. (Janice Cumberbatch)

I have no idea about that. (Jocelyn Charlot)

10. I was satisfied with the parochial school even though it's not as disciplined as the MATCH School. (Marjorie Perkins)

8. The MATCH School is more interested in the students. (John Banks)

8 for one child and 2 for my other child. MATCH is smaller and they get more attention. (Sarah Correia)

8. The MATCH School is better because of the interaction between the students and teachers and

m a t c h

the small classes. (Edward Gilman)

6. (Margot Vazquez)

9. The MATCH School is better. (Ernesta Hernandez)

2. (Odessa Stewart)

Not good, there is no comparison with the MATCH School. (Adelina Filip)

8. They get more help with class work. (Mary DeRosa)

9. There was more camaraderie between the parents and teachers at my daughter's former middle school. (Doreen Couch)

9. I like both schools. (Marie Clerveaux)

8, too. It was a catholic school and very strict with homework. The MATCH School is nicer because you don't have to pay for it. (Michelle Comeau)

10. But MATCH is better. (Marie Cazil)

9. (Mohd Chowdhury)

10. They received awards at the Middle School. (Lisa Beasley)

3. I wasn't. They didn't help much, didn't work with me or my kids. (Ruby East)

0. Everything about the MATCH School is better, it's a God send. Andrew picked out the school himself. (Louise Burke)

m a t c h

0. Everything. (Sheryl Royster)

Middle school good, but higher school better because in HS she gets only A's. (Altagracias Arias)

6. It was a big school and there were a lot of troubles. It wasn't like a small community like MATCH School. (Ibadao Bitti - translated)

8. The attention the teachers give the kids, they help them, they're responsible. (Nilsa Santiago - translated)

It was ok. I know MATCH is a charter school. When she was in middle school her grades were pretty much up there. But there was a lack of communication like there is now. I didn't get called in if there was a problem. And the classroom size was larger. (Louvenia Bell)

MATCH is better because they have good control with the students in terms of the time they come in and when they come out, when they are absent or late, the dress code, all that stuff. (Rosalia Diaz)

I would say 8. And again I would say the teachers' time and effort. (Sonya Owens)

10. Because they help the student if they are confused, like tutoring. (Lucia Pena)

9. Because they show me that they care about the kids. They call every week. (Carly Manuel)

5 or 6. I wasn't that satisfied with it. The expectations make it better. I think the people there ran the school more to get points with the city than to serve the kids' needs. (Karen "Fauna" Rosenbloom)

8. They worry more for their kids. MATCH is better because they care more for their kids and they have interest in their student's education. (Maria Sabio - translated)

m a t c h

I wasn't satisfied with the middle school at all. Like I said, a lot of keeping contact with what's going on with my daughter. With a single parent that's great for me because I work a lot. (Yvette Sheers)

8 or 9. (Jose Vega)

5. MATCH is better in a sense that as a HS it's smaller and... because it's new and smaller more emphasis is put on the kids in a sense. They get more time, I guess. (Sherry Warren)

3. 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?

8. Because sometimes the course changes in the middle of the year, like the course is one and then it changes to another, it's kind of confusing. And sometimes the director is the teacher too, so how personal is that? Do they have enough teachers? You have to consider the fact that they are a new school. (Sherry Warren)

10. (Jose Vega)

8... 9. The homework lab, she was going to the lab and not really doing the work. I wish there was follow up to make sure she was doing what was required. (Yvette Sheers)

9. (Maria Sabio - translated)

9. First thing that comes to mind is that my son is finding that he can do math. People know his weaknesses and they're really working to address them. And his attitude has changed so he's putting more into it. On the downside, they don't offer a language. And I would love to see, like, a choir or individual music lessons offered as well. (Karen "Fauna" Rosenbloom)

m a t c h

8. Sometimes they spend too much time in school these days. I'm worried about them coming in at 8 o'clock or so. (Carly Manuel)

10. Because a teacher calls many times to talk about my daughter, how proud they are or how they help her. (Lucia Pena)

10. My son's score on the MCAS and SAT. (Sonya Owens)

8. What I said before, when the students are failing, even if it's just for a semester then the parents should know and the teachers should get in touch with the parents. My daughter wasn't turning in her homeworks but the teachers didn't call until the last 2 semesters. The teachers should call at least every month. (Rosalia Diaz)

I'm very satisfied. When it comes to her learning I have nothing bad to say about the school. You're not going to get anything negative about the school from me. So I would say 10. (Louvenia Bell)

10. Because it's always good. (Nilsa Santiago - translated)

10. Because of the opportunities in MATCH like the faculty's teaching style and how they set the students up with other colleges like MIT. (Ibadao Bitti - translated)

10. Because I saw the homework that my daughter has. I think that the classes that they give her is for that grade, no lower and no higher. (Altagracias Arias)

10. (Sheryl Royster)

10. (Louise Burke)

10. It's just that I expected more technology. (Ruby East)

m a t c h

7. The small classes. (Lisa Beasley)

10. Highly satisfied. (Mohd Chowdhury)

10. The discipline and everything is better. (Marie Cazil)

8. If they don't do their homework, they call and tell you. (Michelle Comeau)

10. They are very strict and make them work hard, I like that. (Marie Clerveaux)

7. My daughter says when she doesn't understand things the teachers are hard to get in touch with for help. (Doreen Couch)

9. (Mary DeRosa)

10. Everything is better at the MATCH School, I feel sorry for my daughter that she had to go to another school. (Adelina Filip)

9. (Odessa Stewart)

10. (Ernesta Hernandez)

10. (Margot Vazquez)

10. (Edward Gilman)

10. (Sarah Correia)

10. (John Banks)

7. That makes it difficult to score because... I can't say all, but I'd say 7. Some of the courses

m a t c h

that students should have taken in 9th grade are being crammed into the schedule at the last minute. Also, some classes are pass fail, and that's not good. Whatever they should have gotten to begin, it should be spread out. Also, some of the teachers, not all of them, have set their own policies that I have not seen written anywhere and I have had to challenge it by going to the principal. I believe in children being disciplined, but never treated unfairly. (Marjorie Perkins)

7. Because, well, I don't know. (Jocelyn Charlot)

9. A lot of times if a child is having difficulties, they'll let the parents know and give the children help and the teachers make you abreast of what is going on with their child, which I think is good. (Janice Cumberbatch)

8 - 9. From what I've heard, the academics are good. I've heard of a really good English teacher. The books that they were reading were advanced. There was one teacher that really stands out as being a great teacher, he was young, but I don't remember his name. (Sina Lam)

9. Because I haven't attended any parent teachers meetings because of work. She's made great grades and has been a good student. If she was not attentive in class, you would know and it was great to know that if anything was going on, a teacher would call and let me know. I don't have a problem with her high school work. (Sonia Clarke)

10. Because they prepare the students very nice, and I like the system, wearing uniforms, they respect each other. (Julia Gallard)

10. They motivate them. They push them to do the best they can. If she don't understand something, she will go to a teacher and they will explain. She knows that she can call a teacher and they'll explain. She has the phone numbers of all of her teachers. I don't believe that. It's wonderful that they are willing to help her at any time. (Lisa Pryor)

9. Because the teachers will call you to come in and explain about the kids and what they're doing in their education and if they're failing you'll know. The principal also is very good and

m a t c h

dedicated to the kids. (Louise Roache)

9. If they have a problem or no homework is done, I get a phone call no matter where I am and that's why I like the school. (Daphne Weeks-Gale)

9. I'm very pleased with it. I like the wrap around information. The reason I'm not giving it a 10, is because they don't have their own books. If there was a committee I would be happy to work on it for fundraising. That's not reflective on the teachers. (Melody White)

10. Um the teachers put themselves out to really help the students. They really very interested in the students learning abilities and help the students the best they can. (Agnola Thomas)

9. Like I said, she loves learning. She loves the challenge, and they give her a good challenge. (Carol Lynch)

10. For everything. They keep her interested. She didn't do her homework before, but now she does it 100% of the time. I give it a 20! I like the school a lot. (Monica Acevedo Lara)

10. Very good academics. My son is happy with it. (Yves Bogard)

10. Very satisfied. The kids – the work they are doing when they don't get a problem the teachers are there to help, they stay later than the normal school day to make sure that the kids understand. (Celestine Bala)

7. When students ask for help and the teacher says they don't have time or they don't give a good reason not to be there. The teachers don't care like they used to when the school first opened. It would keep parents and children informed on what needs to be don't and isn't getting done. (Veronica Burton)

10. Well, my son, even though he's pretty good for the last few months, he sometimes needs help. Academically they are trying to teach him the best they know, and teach them so that they

m a t c h

can be the best that they can. (Monica Dickson)

8. Because I guess I feel like he's not doing as well as I wanted him to. Or maybe – I shouldn't say that, I should say – I expected him to get more help. He's not getting as much as I expected him to get. (Maria Breu)

Well I'm not a student so I don't know. I think my son needs help in some things but that's up to him. I think they're doing a fabulous job, so I would give them a 10. (Miriam Palmarin)

I'd say like a 7. Um...I don't know. I – well, my daughter's kind of a difficult student, but I don't know if it's being reinforced to her, you know, like the lessons and stuff. (Marilyn Hawkins)

I would say a 10. Because they're there in the afternoons, they're there in the evenings; they have homework labs for those who have a tendency of not doing homework at home. And they insist on you learning. (Priscilla Jones)

10. She's learning things that I didn't learn in the 12th grade let alone in the ninth grade, and she's understanding them. (Christine Bebee)

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

4. Because they did not challenge her. They taught her what she needed to learn to get by. (Christine Bebee)

Like I said, I feel that the quality of the school had gone down. And the teaching – I had to have one teacher fired. I felt another teacher had asked their opinion about something and gave a grade on it. And how can you grade on opinion? There were several things I was really not happy about. (Priscilla Jones)

m a t c h

Um, maybe like – I’d say a 2. I think the teachers definitely care more at the MATCH School. (Marilyn Hawkins)

I won’t give them a 10, but I guess they were okay. I don’t know, I just – I can’t say ‘cause I really don’t know. He’s more secure there. There’s more academic ...classes. And there’s – people are more involved. At the other one there was – there was people involved, and there was academic and stuff, but it was just – I can’t place it, I just – this school is good to him. It was good, I mean, he needs to learn to write better, and he needs to practice more on his writing and stuff, how to write better. I’m not talking about grammar, but I’m talking about just how to write so people can understand it. I don’t know if that matters – his spelling. I think something like that. They wouldn’t have had more points in that and when he went to high school he would have been able to write better. [If he had gotten more help from the middle school.] (Miriam Palmarin)

I guess the same score. 9. The extra help that he was getting at his middle school. [And not here.] (Maria Breu)

A 6. As I say, they try to explain and try to get the kids the help they need, they go the extra mile. (Monica Dickson)

8. Very satisfied. It’s going back a few years, let me remember. They were pretty good. I have been involved with that school a long time. I don’t want to put them down because it was a good school. MATCH School is better because the teachers are willing to go the extra mile for kids. They don’t just call when kids get detention. They call when the kids are doing okay or before it gets too late. Before it’s the end of the school year and they are going to get a bad grade. (Celestine Bala)

5. Not very satisfied. For the same reasons. (Yves Bogard)

0. No, I didn’t like it. When she had a problem or didn’t do well, they didn’t pay attention to the students. Here when they have problems, they find a way to help them. (Monica Acevedo Lara)

m a t c h

3. Well they didn't care. At the MATCH they do care. (Carol Lynch)

10. Very good. Very pleased. They were the same when it comes to teaching and academics. (Agnola Thomas)

8. Um, it was a little bit less than the MATCH, but they had textbooks, but the teacher thought he was teaching college students, and they only had one teacher teaching all their academics, but at the MATCH they get more of a chance because they have lots of teachers with lots of teaching styles. When you have one teacher with the same teaching style, it's harder to cater to all kids. (Melody White)

2. They didn't follow up as far as how often the kids did their homework. They didn't ever keep in contact with the parents. Even if a parent called, they didn't have anyone to speak with him or her directly. (Daphne Weeks-Gale)

8. Because the middle school, you know, had more kids and the teachers had more to do and I think at the MATCH School they get more help and the principal tries to get as much help to the kids as he can with their education. (Louise Roache)

3. Nothing they did satisfied me. I don't mean to be badmouthing them or ignorant, but they never did anything to impress me. Very poor. Actually, she had one math teacher who was the only one who took up time. He was very sweet. That's the only reason I even give them a three. (Lisa Pryor)

9. Because they do a great job, but it's public, and if I could afford it, I would have sent him to private. When they know you pay, they take it more seriously. In public school, they skip school, and don't care. (Julia Gallard)

8. Because we're from Barbados and the standard of education in her middle school was far behind that in Barbados. I can't compare because one is high school and the education level is different. (Sonia Clarke)

m a t c h

4.5. I mean she had one specific teacher that helped her out, but not well rounded. (Sina Lam)

7. They didn't let me know that she was having trouble until too late. (Janice Cumberbatch)

No. (Jocelyn Charlot)

5. I found once they went into the MATCH that it was low (middle school), then I found that it didn't even meet the standards of Boston Public school. I realized that children were not prepared nearly as well as they should have been. (Marjorie Perkins)

10. The MATCH School is more strict and demanding of the students. (John Banks)

7. MATCH is better because of the smaller classes. (Sarah Correia)

8. The MATCH School is better because I always get reports on how my daughter is doing. (Edward Gilman)

Not good, MATCH is a lot better, now she has better grades. They give her a lot of support with things outside of school work. When her father was sick they were very supportive. (Margot Vazquez)

8. The MATCH School is more concerned with the students and the small classes are better and the principal is really good. (Ernesta Hernandez)

5. Everything about the MATCH School is better. (Odessa Stewart)

Not good either. (Adelina Filip)

9. (Mary DeRosa)

m a t c h

9. I had no problems with her middle school. (Doreen Couch)

10. They recommended the MATCH School. (Marie Clerveaux)

8. (Michelle Comeau)

9. (Marie Cazil)

10. Very nice. (Mohd Chowdhury)

7. The staff was better at the Middle School. (Lisa Beasley)

5. They didn't help with special needs. (Ruby East)

0. (Louise Burke)

1. The MATCH School is better again because of the high standards of academics, high expectancy of the children, parents are more involved and not just brushed off. (Sheryl Royster)

9. Very good. It was good school. The classes good too. (Altagracias Arias)

6. Because the teachers weren't concerned and many kids were lacking discipline. There was little to learn there. (Ibadao Bitti - translated)

8. They're responsible. (Nilsa Santiago - translated)

Again I want to say the sizes of the classrooms. And in her middle school I didn't appreciate them keeping her after school without me knowing about it. I didn't get to talk to any of the teachers or principal unless it was something bad. This school they call me about good things as well as bad. (Louvenia Bell)

m a t c h

No good. I didn't like it. The teaching is ok, what is not ok is that students who come from another school they think it's a game. The teachers in that first year should be in better communication with the parents. I would love to say more but I can't. (Rosalia Diaz)

8. And I would say that the academics are a lot more challenging for my son. (Sonya Owens)

10. Because sometimes the child needs the teacher to be like family almost. They help a lot. I am satisfied with the school all the time. (Lucia Pena)

MATCH they care about the kids, they want the kids to learn. They spend time with the kids and they want them to learn. So MATCH I think is better than the other school. (Carly Manuel)

MATCH has real consequences for not performing. About a 6. Because it was a sped school I don't think that was their focus. There were very few options for extra help. And again, it's expectations. One of the first meetings I went to at the MATCH School one of the parents said that they always complain about the child being motivated and Mr. Sposato said to leave motivation up to them. It's great to have the school willing to take care of motivation instead of putting it on the parents, which is hard. And at this school, the students are motivated. (Karen "Fauna" Rosenbloom)

7. MATCH is a better school because they tutor you when you don't understand something or when you're failing something you have to attend homework lab after school. (Maria Sabio - translated)

The middle school was like... you could give it all zeroes. There was one person in the middle school that kept me informed only if there was trouble. I think because it's a smaller school they stay on top of things a little better. (Yvette Sheers)

8. (Jose Vega)

I'm thinking about 2 children. I didn't like the public school that they both went to. I give it a 6.

m a t c h

They did try to address their needs, but they didn't have the resources. One of my kids came into MATCH with a learning disability and it may have caused him to be kept back. They don't look for it in the school. I wish they didn't have the label. And I wish they would address the match with the tutor. One of my son's didn't have a good match. I wish we could be asked if we could change. I didn't know until the end of the year that my son didn't like his tutor and I wish I had known earlier to let them know I wanted to switch. (Sherry Warren)

m a t c h

Part II: Communication

5. 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?

Yeah. If there's concern you can voice it. (Sherry Warren)

About 7. (Jose Vega)

Very comfortable. I spoke with Mr. Sposato very often and he was very open to whatever I had to say. (Yvette Sheers)

She feels very comfortable because she cares. (Maria Sabio - translated)

Yes. Usually Mr. Sposato is the one I contact. But I am very comfortable. Sometimes I leave a voicemail for someone and realize they don't check their voicemail. Some of the communication around technology isn't as efficient as it should be. But I can always contact Mr. Sposato and he's always very responsive. (Karen "Fauna" Rosenbloom)

Yes, I'm ok with the principal. I just go over there and talk to them about it. I think they are open to listen to parents. (Carly Manuel)

I never call the school, but they call me. I like them. (Lucia Pena)

10 and Yes. (Sonya Owens)

I always go to the school and see the principal and the teachers. Yes. Every time I go to speak with the teachers and the principal they are all together doing a good job. What I don't understand is that if they are doing this and they work so hard, why do so many students fail? (Rosalia Diaz)

m a t c h

I have no problem calling the school. I'm very comfortable. If I have any concerns or questions I can always call and get them answered. (Louvenia Bell)

Good. (Nilsa Santiago - translated)

100%. If you have questions Mr. Sposato always answers them. (Ibadao Bitti - translated)

I think the school is excellent school. (Altagracias Arias)

Very comfortable. (Sheryl Royster)

10, very comfortable, there are no problems at all talking with anyone at the school. (Louise Burke)

Very, a 10. (Ruby East)

Very comfortable. (Lisa Beasley)

Very comfortable to talk to principal. He calls back after 5 minutes or half hour when I call there. (Mohd Chowdhury)

Very comfortable. (Marie Cazil)

Very comfortable. You can reach the principal right away and if he doesn't know the answer he'll find the teacher who does and they'll call you. (Michelle Comeau)

Very comfortable. They are very good. They call you before you call them with. (Marie Clerveaux)

Comfortable to a 10. Sometimes there are conflicts with schedules. (Doreen Couch)

m a t c h

Comfortable. (Mary DeRosa)

Very comfortable. (Adelina Filip)

Very comfortable, they always call me right back when I call them. (Odessa Stewart)

Yes. (Ernesta Hernandez)

Yes. (Margot Vazquez)

Yes, everything is very accessible. (Edward Gilman)

Yes. (Sarah Correia)

Very. (John Banks)

10. No problem whatsoever with advocating, sharing. Mr. Sposato, all the teachers, I have no problem. I speak to them any time have a problem and they listen. They have no choice, I make them listen. (Marjorie Perkins)

No problem, because I usually call the school. I always talk to someone. When I call there is always someone to talk to. (Jocelyn Charlot)

Well, I'm very comfortable raising it with the school. The principal is the easiest guy to talk to. He does call on a regular basis. (Janice Cumberbatch)

Yes, I'm very comfortable talking to the teachers or even the principal. (Sina Lam)

I don't have a problem I feel very comfortable communicating with anyone in the school. The staff is very attentive and they're always willing to listen. They're always giving feedback. You know, you'll get a call and they're really concerned about whatever is going on with Schakila.

m a t c h

(Sonia Clarke)

Everything is comfortable for me. If they can't take my call, I leave a message and they call me back. (Julia Gallard)

I'm very comfortable I have no hesitation calling with any question or problem. There is always someone to talk to when I have a problem or a question. (Lisa Pryor)

I feel happy about the MATCH School because if I have a problem I will call the principal or come and see a teacher. I have no problem calling the teachers or the principal. (Louise Roache)

Very comfortable. Yes, there are enough channels. (Daphne Weeks-Gale)

Very comfortable. The principal has my number in his cell phone and I have his in mine. I feel very comfortable with the teachers and staff. The homework thing on the computers, that should be up and running. That's one suggestion. I heard that they were trying to start a computer program so that if a child missed a day of school or needed help with their homework, they could go on the computer and get help. They should get that up and running. (Melody White)

Very comfortable. Yes, there are enough channels. (Agnola Thomas)

Totally comfortable. Yes there are sufficient channels. (Carol Lynch)

It's a problem because I don't speak English well. When they come to me, it goes very well. But because I don't feel comfortable going there and speaking, I don't go. (Monica Acevedo Lara)

Very comfortable. (Yves Bogard)

Very comfortable, yes. (Celestine Bala)

Very comfortable. (Monica Dickson)

m a t c h

I feel very comfortable. Yes. (Maria Breu)

I have a big mouth, I will raise it. There's no – there's um....I don't know, I just call and tell them if there's a problem, but I let them, you know what's going on anyways. I don't really know what's going on, and I don't really instigate and figure it out, I just let them know if something's wrong. (Miriam Palmarin)

Very. Yes. (Marilyn Hawkins)

I go straight to the teachers and I ask them. Yes, you can go to the teachers, you can go the principal, you can go to the parent advisory board. (Priscilla Jones)

Very comfortable. I was speaking with Mr. Sposato this morning! (Christine Bebee)

6. The principal has a letter to parents two or so times a month on a Friday. Do you receive them?

Yes. (Christine Bebee)

Yes. (Priscilla Jones)

Yes. (Marilyn Hawkins)

Every month. (Miriam Palmarin)

Yes. Sometimes. Because it's – it's not because of the school, it's because of the way the kids handle my mail. (Maria Breu)

Yes. (Monica Dickson)

m a t c h

Yes. Sometimes my son doesn't give them to me, but when I talk to the principal he e-mails me a copy. (Celestine Bala)

Yes. (Yves Bogard)

No. (Monica Acevedo Lara)

Yes, I do. (Carol Lynch)

Yes I do. I have them in a folder from the beginning to the end. Every letter every meeting, all in one folder. (Agnola Thomas)

I receive a lot of mail from the MATCH School. I don't know when, but I do receive these letters. (Melody White)

Yes. (Daphne Weeks-Gale)

Oh, yes, I receive letters to let me know what's going on with the school. (Louise Roache)

Yes, I receive all the letters they send to me. (Lisa Pryor)

No. If you have it you can send it to me. (Julia Gallard)

I'm not even sure. I've gotten lots of different letters from the school. I would know if you told me specifically which letter you mean, but I read all of the letters that I get from the school. (Sonia Clarke)

Yes. (Sina Lam)

Yes. (Janice Cumberbatch)

m a t c h

Yes. I think so. (Jocelyn Charlot)

There was one particular time when I apologized because I did not see one of the letters. It was about a holiday and I had not seen it so I sent my kids to school. Other than that one time, I've read each of them. (Marjorie Perkins)

Not sure. (John Banks)

Yes. (Sarah Correia)

Yes. (Edward Gilman)

No. (Margot Vazquez)

No. (Ernesta Hernandez)

Yes. (Odessa Stewart)

Yes. (Adelina Filip)

No. (Mary DeRosa)

Yes. (Doreen Couch)

Yes. (Marie Clerveaux)

Yes. (Michelle Comeau)

Yes. (Marie Cazil)

m a t c h

Yes. (Mohd Chowdhury)

Yeah. (Lisa Beasley)

Yes. (Ruby East)

Yes, when my son remembers to give it to me. (Louise Burke)

Yes. I read them and have volunteered myself because of the letter. (Sheryl Royster)

Yes. (Altagracias Arias)

She always receives all the information. Thank you for keeping us in touch with what's going on in school. (Ibadao Bitti - translated)

Yes. (Nilsa Santiago - translated)

I receive quite a few letters from there. I can't tell you how many times a month, but I do get letters from the school. (Louvenia Bell)

Yes. Always. (Rosalia Diaz)

Yes. (Sonya Owens)

Yes. (Lucia Pena)

Yes. (Carly Manuel)

Yes. Do I read them? Yes. Do I memorize them? No. (Karen "Fauna" Rosenbloom)

Yes. (Maria Sabio - translated)

m a t c h

I hope that I receive most of them. Cause I stay pretty much informed on everything. But if anything went to long I got a call. (Yvette Sheers)

Yes, I do. (Jose Vega)

I guess so. (Sherry Warren)

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

No. But the report card should let you know if you pass or not. It should be more obvious looking at it without having to read all the policies. It gets confusing. (Sherry Warren)

How my child is doing in the school. What's the progress of what she's doing in the school? (Jose Vega)

I think they do a good job right now. Personally I don't need more than what they're doing right now. (Yvette Sheers)

No. (Maria Sabio - translated)

I think this is past tense. When Nicholas was ill this past June he missed a lot of school. There was tutoring to help him catch up but I never really knew how that was going. What was missing was that my son needs that extra help. Missing school made it even more necessary and I never really had a complete sense of how that was going. My son can't be the first child in the history of education who has suddenly become sick and missed a lot of school. There has to be some kind of plan in place to deal with that so it isn't new every time. I feel that there has to be some kind of remediation for kids who have unforeseen circumstances and miss a lot of school. There has to be some options that people can pull out of a hat to say we can do this. Sort of a repertoire of options and there really wasn't one. (Karen "Fauna" Rosenbloom)

m a t c h

Last time I went to a teaching about how to apply to college. I think they need to focus on that to help them better to get scholarships and pick a good college and everything. Having a meeting to work with both the kids and the parents for applying to college. (Carly Manuel)

They give a lot of information. They write a lot of letters. They do everything for the parents. (Lucia Pena)

Not really. I find them to be really informative, so no, not offhand. (Sonya Owens)

No. Everything is fine. I think they're doing a good job, I just don't understand why so many students fail. My daughter is not planning to go there next year because she failed so Mr. Sposato said it was better for her to go to a public school. For out of 135 students for 70 to fail then something is wrong with the system. Every time the students are failing the parents should know in time so we can help them out. When we ask the children they just say everything is ok, but it wasn't. I wish the teachers would have let me know. That's all I can say, but it is a nice school and I'm happy that they are working hard. (Rosalia Diaz)

I think they provide me with pretty much everything that I feel that I need to know as a parent. (Louvenia Bell)

No. Not right now. (Nilsa Santiago - translated)

She doesn't have any more information to try to get. She's satisfied with all the information that MATCH has given out and she doesn't have any questions. (Ibadao Bitti - translated)

I think is good. The gym, they don't have. I think it's good. (Altagracias Arias)

No, I find out about everything. (Sheryl Royster)

As far as I know they provide all the information and we can always call them. They are always

m a t c h

willing to help with any problems or concerns. (Louise Burke)

No, so far if there is a problem, there is communication. (Ruby East)

No, nothing right now. (Lisa Beasley)

No, I attend meetings and know what is going on. (Mohd Chowdhury)

No, I'm all set with them right now. The parent meetings are good. (Marie Cazil)

Not really. We have parent meetings and learn everything. (Michelle Comeau)

No. (Marie Clerveaux)

No. (Doreen Couch)

No. (Mary DeRosa)

I'd like to know how my daughter did on her SAT test. (Adelina Filip)

They just about do everything. I always get phone calls or am able to get in touch with them.
(Odessa Stewart)

No. (Ernesta Hernandez)

No, but would like to know about the letter that I didn't get. (Margot Vazquez)

They already provide a lot of information. (Edward Gilman)

No, the kids tell me everything else. (Sarah Correia)

m a t c h

Keep me updated on my child's work. (John Banks)

I get sufficient information, and if not, I will contact the school. It's not happened that frequently [that I haven't received needed information], but if there's a problem, I'll call the teachers. (Marjorie Perkins)

I think that they're ok. (Jocelyn Charlot)

Not really. (Janice Cumberbatch)

No, I don't think so. (Sina Lam)

I think it's a bit hard for me to say, but for the most part I am happy with the information that the school provides me with. (Sonia Clarke)

No. (Julia Gallard)

Nope. (Lisa Pryor)

No. (Louise Roache)

I'm up there basically all the time so I'm straight as far as communication goes. If there's something that I need to know, I will find out myself. (Daphne Weeks-Gale)

Um, no, I get everything. I get a lot of mail. I have two kids so I get everything double, and that could stop. (Melody White)

Not at this time. (Agnola Thomas)

Um, no. I get phone calls that keep me up to date so that's good and helpful. (Carol Lynch)

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When they know that they parents don't speak English, they should send someone that speaks Spanish that can help parents to translate. There are times I'd like to call about some little thing, but I don't because of the language. (Monica Acevedo Lara)

No. They basically give us all the information we need to know. (Yves Bogard)

No, just continue to do what you are doing. The only problem is finding parking when I have to come to the school for a parent meeting or something. It's a great school. I have my son's cousin and niece trying to get in. I like it that the teachers are willing to go the extra mile for the kids. They care. It makes it different than every other school. That you get a call from the principal on a Saturday afternoon – he goes the extra mile. At this point I would say the extra 100 miles! (Celestine Bala)

No because as I said before, they always send us the information and I can always call to get any information I need, which I do. Or my son will come home and one of his teachers will call. (Monica Dickson)

I don't think so, no. (Maria Breu)

Um, the school gives me everything I really need to know. If there is anything I did need to know, I call and ask them, they tell me everything I need to know. And if they don't know they give me information about how to get it, but to this point I haven't had any problems with that. But they really are a good school. Both schools are really good – there's a difference that's because one's private and one's public, but it's a charter school so they have longer days and take more time with the kids than the public schools. He gets the same things as a private school. In a public school they don't give as much support. The public school's got a lot of good stuff, but.... School, it depends on the parent, it depends on everybody, and the student if they want to learn. As long as they go to school that's what matters. If they get in there and they learn. If they do their homework and pass their testing. He needs more work on homework, more effort on studies and getting information to the classes. They're fabulous; they tell them what they need to know. (Miriam Palmarin)

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No, I've been pretty please with that part. The communication is great. (Marilyn Hawkins)

No. It's kind of hard for me to answer since I'm there every day. (Priscilla Jones)

They keep me very well informed. I enjoy the letter that Mr. Sposato sends out that keeps us abreast of what's going on. Parent teacher conferences, they're calling me all the time. Y'all do a good job! (Christine Bebee)

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

Not at all. And another thing that I forgot is the progress reports that we get. We get one right in the middle of the semester, and then we get the regular report card. Teachers are on the phone telling me good things *and* bad things. They're catching her before she slips. I love it! (Christine Bebee)

I don't think you can improve it anymore because they're constantly calling, they're constantly sending notices, parent advisory board meetings are advertised – I really don't think you can get in touch with them any more than they're doing except to live with them. (Priscilla Jones)

No, I'm pretty pleased with that, the whole cell phone thing, and when you call you always get a response back. I'm pretty pleased with that. (Marilyn Hawkins)

For now I don't think so. For me as a parent, I don't know about the other parents, if they call me when anything happens and there are reports every month about the schedule of the month, everything about the school. I hadn't had a problem, if there was it was because I didn't put an effort into it. They always manage to inform the parents what was going on. If I didn't it was my fault. They have a monthly schedule, and the meetings, parents meetings and all that stuff. I'm not involved in that stuff because I don't want to be, but they did inform me what was going on with

m a t c h

the student. (Miriam Palmarin)

Mm mm, no. (Maria Breu)

Right now they have the parents have all the numbers, and we have their emails and phone numbers at home so we can get in contact with them. You can't get any better than that. At most schools you don't get that, you can see the teachers outside the school when you're dropping your kids off usually, but we can call them at any time as long as it's at a reasonable hour. You can't get any better than that. (Monica Dickson)

No, I think you are doing a good job. (Celestine Bala)

The school is doing a great job keeping me in touch with my kid's progress. (Yves Bogard)

Same. They should have someone to speak Spanish. (Monica Acevedo Lara)

No, I think they're doing a great job now. (Carol Lynch)

Well I am on the school committee, and I think they did a very good job getting information out to the parents. I think we tried every channel for getting the parents involved, but it's hard, you know, because parents have to work. I know a lot of them try to be involved but it's harder for some than it is for others. (Agnola Thomas)

No because they're doing a good job right now. I don't know if it's because of timing. I would like to attend the parents committees, because I'm in school. If they could have it at a different time I would like information because I would like to be more involved in those meetings. (Melody White)

One thing I didn't like was that we could never get enough parents to come out to the meetings in the evenings. We need more parents to support the school and the principal. There just aren't enough parents that just pop into the school to find out how their kids are doing. We're (the

m a t c h

parents who are on the committee) going to talk to the parents on school night in august, whenever that is, to encourage them to be more involved with the school. (Daphne Weeks-Gale)

Uh, I think they are doing good because if there is a question, the teachers will call the parents. (Louise Roache)

No, I think they do a good job. (Lisa Pryor)

No. But transportation is an issue. It's hard for me because my daughter and other son go to school in different places and Loris goes to school too far. (Julia Gallard)

No suggestions. They are great at communicating with the parents. (Sonia Clarke)

Well phone calls are a huge thing, better than meetings because a lot of parents don't have much time. Also, talking to older siblings because they can many times communicate better with the teachers. Of course my parents don't know much English. I want there to be more programs and events for families to be involved in. (Sina Lam)

No I think they're doing a great job. (Janice Cumberbatch)

I think they're fine. Letters and things are good. (Jocelyn Charlot)

Yes, well, I think that parents need to start being more communicative with the school. Parents need to take initiative, and I think they should be aware of their responsibility to contact the school. (Marjorie Perkins)

I'm satisfied. (John Banks)

I've always had good luck with them. (Sarah Correia)

Everything is good. (Edward Gilman)

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They should have a cafeteria in the school. (Margot Vazquez)

Someone who can translate meetings if you don't speak English. (Ernesta Hernandez)

I'm on the parent council and that is one problem we have and try to address but I don't know. (Odessa Stewart)

They call when the child is not there and when there are problems, which is all good. And the also e-mail which is good. (Adelina Filip)

More frequent calls or letters would be good. (Mary DeRosa)

No. (Doreen Couch)

They communicate well with parents. Maybe if the parents knew the teachers a little better that might be helpful. It's good but it could improve. (Marie Clerveaux)

No. (Michelle Comeau)

No. (Marie Cazil)

The teachers should call more. Charlie does all the work himself. I feel sorry for him that his staff doesn't help out as much as they should. (Lisa Beasley)

No. (Ruby East)

No, they are always willing to listen. (Louise Burke)

No. (Sheryl Royster)

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I think it's very good. (Altagracias Arias)

One of the ways you could make it better is that if there's anything to let her know they should always contact her as soon as they can. (Ibadao Bitti - translated)

No. (Nilsa Santiago - translated)

I don't. They have their meetings for the parents and different times for the kids with student of the month and stuff and the phone calls back and forth. So I don't have any suggestions. (Louvenia Bell)

I just said it. (Rosalia Diaz)

I don't know, maybe sometimes how they have the parents meetings because sometimes the time isn't convenient so if there was a call like how you're calling and doing a survey so if there was a call after that. But I do find that he kind of puts things in the letter, I really don't know. (Sonya Owens)

Yeah. They improve communication with the parents. They call; no matter if it's Sunday or Saturday they call to the house to give information about the child. (Lucia Pena)

They have the phone number so they call. Maybe use the email address sometimes. That would be another way to contact parents, easy way. So that would be better for me sometimes cause when I'm not home sometimes they call and I don't get it, but I mostly check my email every day. (Carly Manuel)

I think the letter... I'm on the parent council and continually hearing about people not reading the letter. I think that on the parent numbers list there should be a place where parents could voice certain concerns that might not be specific to a certain teacher. Also, the homework line is often out of date. And you can't loop back once you've selected a teacher to select another teacher. So make the homework line more user-friendly and keep it current. I think they need to work on

m a t c h

getting their phone communication system with the homework line current and easier to navigate. And it wouldn't hurt to have the latest parent info an option on the phone menu. (Karen "Fauna" Rosenbloom)

No, it's good. (Maria Sabio - translated)

I don't think so. I think that all the numbers I gave as back up were utilized so I think they do a good job. (Yvette Sheers)

I like the school to contact me with any changes in the child's behavior and how the child is doing over there. (Jose Vega)

I just found out that they have an academic advisor. Maybe they have all the notes on the child. Maybe they should contact the parents more. But it's a teacher; there are a lot of double roles in the school. (Sherry Warren)

9. 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?

If my child is out, I'll get a call. Maybe 8 times a term. When they're sick or something we get a call. (Sherry Warren)

Maybe once or twice when the child don't go to school on time. When they have to keep the child after classes for some reason. (Jose Vega)

If I didn't receive a call then her aunt did, or her grandmother. If there was something for me to get information then it was received. (Yvette Sheers)

It depends if she's doing good, he doesn't really call that much. (Maria Sabio - translated)

m a t c h

When he can get through... I bet he tries half a dozen times at least. But he gets through several times a month. (Karen "Fauna" Rosenbloom)

Sometimes he doesn't call me. I have 2 girls in school. He calls often; I don't know much cause I'm not home much. (Carly Manuel)

I think that he calls here when my daughter's absent or something's happening at the school, like some activity that they have. (Lucia Pena)

I'm not sure, he calls all the time. I find him to be really great. He calls not just if your child has done something but just to say hi or check up on them. I've never had a principal who was as much for the kids as he is. (Sonya Owens)

My daughter was a good student. She didn't give me no problems so they didn't need to call that many times. I'm talking about her conduct and behavior, not grades. (Rosalia Diaz)

I can't go by the month. I think I spoke to him probably during the school year probably about 3 or 4 phone calls. Or one every other month. (Louvenia Bell)

Like 2. (Nilsa Santiago - translated)

About 2 or 3 times a month. (Ibadao Bitti - translated)

One time. (Altagracias Arias)

I get a call at least once a month. (Sheryl Royster)

He likes to call Fridays. Sometimes every Friday, sometimes every other or once a month depending on problems Andrew is having. (Louise Burke)

At least 1 time per month. (Ruby East)

m a t c h

1-2 times a month depending on what they're doing. (Lisa Beasley)

When he needs to call, he calls to resolve things. (Mohd Chowdhury)

1-2 times per month. (Marie Cazil)

Depends if something happens. (Michelle Comeau)

1-2 times per month. He always calls about positive things. (Marie Clerveaux)

2-3 times per month. (Doreen Couch)

2-3 times a month. (Mary DeRosa)

Not sure the numbers but he's a very nice man and cares a lot about the kids no matter what their race or religion. He's a very good principal. (Adelina Filip)

He calls very often just to see how we are doing. He's an excellent principal. (Odessa Stewart)

Sometimes every weekend. (Ernesta Hernandez)

2 or more times depending if there are specific things. (Margot Vazquez)

3 times a month. (Edward Gilman)

2 times a month. (Sarah Correia)

2-3 times a month. (John Banks)

Mr. Sposato calls me on a weekly basis. Yes, I would say weekly, more than three times a month

m a t c h

or so. We need more of Mr. Sposato. (Marjorie Perkins)

Only when she doesn't go to school, which is not very often, the principal will call to find out where she is. (Jocelyn Charlot)

Probably more than once a month, but definitely once a month. (Janice Cumberbatch)

I think two or three times a month, but not sure whether it's from the principal or the teachers. (Sina Lam)

If I don't get a call from the principal, I get one from someone in the school. Once a month, depending. He really is concerned. (Sonia Clarke)

3 times a month. (Julia Gallard)

He called every week. He called every week just to say hi; to tell me that she's doing a good job. It makes me feel like I got her somewhere that's going to make her do better. It's wonderful to hear good things about your child, you know? (Lisa Pryor)

I don't really keep track, but any time they need to get in touch with the parents, they'll leave me a message... more than once a month. (Louise Roache)

I don't know. I hear from Charley every week or so just to find out what's going on as far as the school is concerned. (Daphne Weeks-Gale)

A lot towards the end because my daughter was having problems with another girl. I speak to him more than I would want to. I only say that because he will call right away if there is any kind of problem with one of my daughters and, you know, I'd prefer for them to be no problems. But I appreciate the calls either way. He's called like once every other week. He and my husband had a lot of communication too. (Melody White)

m a t c h

I pick my daughter up from school so I see him almost every day. If he has a concern or I have a concern, we will talk about it then. (Agnola Thomas)

I would say twice a month at least. (Carol Lynch)

Two weeks, but there are times when it's every week. There are times when they call a lot when my daughter isn't doing well. (Monica Acevedo Lara)

Not so often. Only if my son does something wrong. (Yves Bogard)

2-3 calls. (Celestine Bala)

Well, sometimes once or twice a month, or if I call they let me know how he's doing. (Monica Dickson)

I'd say once a month, or more if something is going on. (Maria Breu)

I got one call and it was telling me that he's doing fabulous and great and they love him there, he's a great student, we're happy he's in the MATCH School. One was that he needs to improve in math assignments that he needs to improve in his – something like that. But those are the only times and if there was a problem – I don't think there's a problem with other things, but they do get in contact with me. But it's great, the principal himself called – that was the best. The teachers are great, but if the principal calls your house and tells you they love him as a student, you can't ask for more than that – that was like an award. If the teachers called me it was because of homework or something. I always let him know to call back the teacher and find out what was going on. I let them figure it out. (Miriam Palmarin)

Maybe like three. (Marilyn Hawkins)

I laugh at that one because he calls me every day. It's difficult because I'm right there. I work alongside him on a lot of things. (Priscilla Jones)

m a t c h

I can't even count! Because if Jessica – say she's not in school one day. She missed a day of school last week – he called here two times to check up on her. Too numerous to count. It really is. He's calling over wonderful things, he's calling here when she's sick. I can't even count. She had some discipline problems on Friday; he called Saturday *and* Sunday to talk to her. I can't even count. (Christine Bebee)

10. 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?

Teachers – it's really – they're calling me more than him. They call me a lot and I love it, I feel like she doesn't even fart and I don't know it! I love it. (Christine Bebee)

None of them really have called me. But I do – I question – I go to them. And ask them questions. I think they feel that because I'm there, I'm acceptable, and maybe they forget to call. (Priscilla Jones)

2 to 3 times I think. It's been different ones. (Marilyn Hawkins)

Not a lot. He made an award, student of the month or something. But he's doing well at the school, and the teachers show appreciation and the teachers' appreciation, he's a good student, he gets along well with others, and when it doesn't work out he's on his own. The teachers haven't – just the homework or if he needs to um, if they need to tell me about when they did. Something like the Washington DC – they went to Washington DC, and they told the parents about the candy, how much candy they should do. Or they called me about an improvement he needs to do, that's it. I have no problem with the teachers. (Miriam Palmarin)

I – that's one thing, I usually don't. I usually have to chase them, I feel like I'm the one having to chase them. And sometimes I feel – even then I don't get them. I think it's something they can improve. I mean, if a child is not doing well, I think that they should – I call and I don't get return

m a t c h

calls right away, I have to call a few times. I – well, I wouldn't say all of the teachers because not all of them had reason to call me or I had reasons to call them. But one of the teachers I think – one or two times it happened but I couldn't say that one teacher specifically. It's just a general thing. (Maria Breu)

About the same, once or twice a month. (Monica Dickson)

Once a month, and sometimes more often if there's a problem. But overall on a monthly basis to see how he's doing – if he had a bad day, they call to see if he's okay, if he got home okay. You don't find that at other schools. I basically hear from all of the teachers, especially if they are concerned and they think we should talk. The only teacher I think I haven't heard from is the tech teacher. (Celestine Bala)

I get a call from my son's teacher every other day, which is great because it keeps me up to date with my son's progress. I hear from the teachers of most of his subjects: Math, Science, English.... (Yves Bogard)

Weekly, sometimes two times. I know they call a lot, but I don't remember their names right now. (Monica Acevedo Lara)

Once a month. Mr. Hill. I'm pretty sure. I've talked to him a few times. (Carol Lynch)

I do get to see most of the teachers too. If there is an issue I will go to the school to see them. Um, all of them. Each one of the teachers is open to talking with me and/or meeting with me. (Agnola Thomas)

Every week. Like I said, I have two girls, so if there was any problem or concern with homework or behavior, I would get a call. The reading teacher, he's very enthusiastic, hyper, the science teacher Mrs.Cheng, the media and technology teacher always calls too. Any time there's an issue they'll call. Sometimes they call with good news as well. (Melody White)

m a t c h

When she misses work or misbehaves, they'll call. Mr. Cook especially. He kept in contact with me to let me know how she's doing. (Daphne Weeks-Gale)

You know... depends on what the teacher needs. Like if my son is failing a subject, the teacher will call me and we will meet to discuss it. But if he's not failing, the teacher doesn't need to call. I remember I went in just before vacation to meet with his algebra teacher, I don't remember her name. She was very nice and she explained about his grade and if he would need a tutor to improve. (Louise Roache)

3 times a month. Ms. Bancock, Mr. Dexter, Mrs. Carter, even Mr. Hall, and I don't even think he's one of her teachers. Probably all of them call and I just don't remember. (Lisa Pryor)

Once a week. They call me when they need something or need him in school. They called me for a project because they need for him to stay more hours in school because of some project Monday through Thursday. (Julia Gallard)

Once a month, but it's rare. Mrs. Wrestler, a Chinese lady, Mrs. Dover, they'll call to find out if I'm satisfied with how she's doing in class. All of her teachers have called me at least once. (Sonia Clarke)

There was an incident about someone losing something, and we got a call about that right away. We thought that was great. (Sina Lam)

Once a month. I don't recall specific teacher's names. (Janice Cumberbatch)

I have never gotten a call from a teacher. (Jocelyn Charlot)

These teachers I'm speaking of have been very supportive academically to the children. On Saturdays there was a tutor who didn't show. Mr. Safran is wonderful if there's a problem with a tutor, he'll make it happen. Very understanding. They're great, wonderful. Care about the students, not just a paycheck. I communicate whether it be good, bad, or indifferent, I'm in

m a t c h

communication. (Marjorie Perkins)

2-3 times a month. No teacher in particular. (John Banks)

2 times a month. Most of the teachers call. (Sarah Correia)

Once a month. No one teacher, just any teacher that needs to talk to us. (Edward Gilman)

Sometimes 2 times a week. They will call to tell me if she missed an assignment. (Margot Vazquez)

They don't really call unless there is a meeting. (Ernesta Hernandez)

Mr. Hill calls pretty often. But whether they call or not they often send notes and I'm still satisfied with them. (Odessa Stewart)

Not sure the number but they do call. (Adelina Filip)

2-3 times a month. There are a couple teachers who call frequently. (Mary DeRosa)

Every week we hear from at least one teacher. Mr. Destler calls the most. (Doreen Couch)

1 time a month. (Marie Clerveaux)

They call only when there are problems but they always call again to let you know that the problems are better or worse. (Michelle Comeau)

1-2 times per month depending on what's needed or if there are concerns. (Marie Cazil)

They call to say that he is doing well. (Mohd Chowdhury)

m a t c h

4-5 times a month, but only after Charlie told them we were waiting for them to call. (Lisa Beasley)

Once a month. (Ruby East)

Depends if he's having problems. I can't remember her name, but she called almost every night for awhile when Andrew was having a lot of problems with her class. I like that they call so much. In public school Andrew hadn't been to school in over 6 months before they called to let us know. (Louise Burke)

4-5 times a month. Mr. Destler. (Sheryl Royster)

Once every two months. Not each month. (Altagracias Arias)

Mostly to let her know homework or problems. But rarely, maybe once or twice, but mostly from the principal. (Ibadao Bitti - translated)

Like once. (Nilsa Santiago - translated)

Just the other day I got a call from one of her teachers. I really don't remember her name. And a week or 2 ago, too. I probably get about 2-3 phone calls a month from different teachers, I just can't remember who. (Louvenia Bell)

Not every month. So maybe twice every three months. (Rosalia Diaz)

I don't get calls from teachers often. Mr. Sposato, but not really the teachers. Every now and then Kevin's gotten a couple of calls. (Sonya Owens)

Sometimes they call 2 or 3 times during the month, any teacher calls to my house and they give information on how the child was in the school and sometimes they say thank you for the child. (Lucia Pena)

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I cannot tell. Maybe more than what I know because I'm not home often. (Carly Manuel)

Not as often as the first year, not anymore. Less than once a month. Ms. Ferreira and Ms. Fagan have called, but not much. I've left a number of voicemails with teachers and expect a call back but they don't check their voicemail. (Karen "Fauna" Rosenbloom)

2 or 3 times. (Maria Sabio - translated)

I really can't remember their names but I'd say that someone called every month either to remind her that something needed to be done or something good. So I would say that one of us received a call. (Yvette Sheers)

None, because my wife is the one that takes care of the calls. I don't take the calls so much. (Jose Vega)

Ms. Bettencourt, maybe once. Mr. ___ more often. Mr. Hill, a couple times (for tenth grade). (Sherry Warren)

m a t c h

Part III: Volunteering

11. Next year, we're considering running a Saturday Academy from 9:00 am – 5:30 pm. Would you be willing to make a once per month commitment to volunteer from either 9:00 am – 1:00 pm or 1:00 pm – 5:30 pm?

Yeah. I don't know which one though. (Sherry Warren)

We'll see if we can do it, you know to go at least one Saturday a month. (Jose Vega)

Either or? Yeah, once a month, I could do that. (Yvette Sheers)

It depends if she gets a new job because she works on the weekends. (Maria Sabio - translated)

I would consider it. My son has a program he goes to at MIT on Saturdays from roughly 9-3. Barring unforeseen circumstances I would do it. I'd prefer the first part of the morning. Sure. (Karen "Fauna" Rosenbloom)

Yeah, I'll volunteer but what it would look like, I don't know. But I would like to help. (Carly Manuel)

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I couldn't say. I couldn't make a volunteer because Saturday is my day with the kids, you know. (Lucia Pena)

Yes, but my son would die. I might volunteer, but he probably wouldn't be there cause he would die. Because he does work and he has to do his homework on the weekends. He'd probably go into cardiac arrest. But I probably could volunteer. (Sonya Owens)

After 1pm on Saturdays. (Rosalia Diaz)

I would be willing to do that. But I work from 12 to 8:30 every other weekend. But if it's on my days off then it's fine. (Louvenia Bell)

Yes. (Nilsa Santiago - translated)

She would be more than willing to. (Ibadao Bitti - translated)

Noon to 3pm. (Altagracias Arias)

Yes!! And I'd make others in the family volunteer. (Sheryl Royster)

I'm usually with my daughter on Saturdays so I don't have time. (Louise Burke)

Yeah. If that is going to happen, I'd want to know long before hand. (Ruby East)

No, I don't even know if my child will stay in the school. (Lisa Beasley)

Yes. (Mohd Chowdhury)

I'm not sure. I'm pretty busy. (Marie Cazil)

m a t c h

Yes. (Michelle Comeau)

I don't have time right now, I work on weekends. Maybe I could change my schedule and help.
(Marie Clerveaux)

If the scheduling is right, but right now my daughter is adamant about now returning next year.
(Doreen Couch)

I don't think I can. (Mary DeRosa)

Yes. The MATCH School deserves volunteers. (Adelina Filip)

Sure will. (Odessa Stewart)

I don't have time. (Ernesta Hernandez)

Yes I could. (Margot Vazquez)

Yes, if I have time. (Edward Gilman)

Yes, I should be free on Saturdays. (Sarah Correia)

Sure, if I'm not working. (John Banks)

Yes. I will definitely get involved in that Saturday program. There may be a situation with us having to move, relocate, but as long as my children are still in school there, I will help out where I can. (Marjorie Perkins)

I can't because I go to church on Saturdays. (Jocelyn Charlot)

Saturday is not a good day for me. (Janice Cumberbatch)

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Absolutely. Today's youth is undergoing such a hardship. I would love a chance to reach out.
(Sina Lam)

Yes. Mornings are better. (Sonia Clarke)

One weekend, 9 – 1:00. (Julia Gallard)

I would have to do it in the afternoon, but I have a three year old son, and sometimes it's hard to find a babysitter because he's crazy. You don't understand, girl, this child has more energy than you've ever seen... (Lisa Pryor)

Yeah, I would try but I'm not going to say right now because a lot of times I have to work on Saturdays. But I would try to volunteer if I don't have to work. (Louise Roache)

Yes. Probably mornings. (Daphne Weeks-Gale)

I'll have to find the time or my husband can, or my mother. Being involved is very important to our family. I think there should be a mandate for families to spend time at the school. The way our other school did it, you paid \$200 and had to work it off. If you spend time at the school, it is worth a certain amount and you would get it back. If you don't work it off, they keep your money. (Melody White)

Yes. (Agnola Thomas)

Not really only because I'm going for surgery in the fall. I won't be able to be on my feet. I don't think so because my husband has other. (Carol Lynch)

Just because of the English, I don't think I can. If English doesn't matter, then I could but I can't tell you for sure until then. (Monica Acevedo Lara)

m a t c h

Depends on if I am available. If I am available, yes. (Yves Bogard)

Sure. Anything to help. (Celestine Bala)

Yes. (Monica Dickson)

Well, I could do it maybe once a month or so but not all the time. My schedule is kind of crazy. (Maria Breu)

If I can help I will. They would have to tell me what, but I would volunteer, but they have to tell me what they want me to volunteer for. The students are hard too, the teenagers. But I'm sure I'd be more than happy if they need anything. (Miriam Palmarin)

Yes. (Marilyn Hawkins)

I'm in class on Saturdays, but I'm there five times a week. (Priscilla Jones)

Sure! (Christine Bebee)

Part IV: Additional Comments and Questions

They keep the students very busy, maintaining their interest in school. My daughter has changed a lot. Now she wants to be a business woman, now she is interested in making herself better. I am very happy. It's a 100% change in my daughter. (Monica Acevedo Lara)

I don't think Mr. Sposato really wants us to answer these questions honestly because if he did he would give us anonymous questions. (Maria Breu)

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Anything to add?

Yeah, that Mr. Sposato is wonderful as a principal and stuff. That he's great. That's a positive thing I have about the school. My expectation was a little bit higher, but he's wonderful. If I had a problem I feel comfortable calling him, or a concern, whatever. (Maria Breu)

Is there anything they can do to better meet your expectations?

Well, I – it doesn't matter. Maybe – I don't know. I can't think of one right now. I guess – if they could – you know, make the kids work a little harder. I feel like my son – I don't feel like he's working to his full potential. I think because he feels like it's kind of easy, he doesn't have to put in the effort or doesn't have to put in the work. Which – he's getting bad grades not because he can't do the work, because he says it's easy. And the work piles up and My most positive experience with MATCH is the way Mr. Sposato handles things, and I do feel like if I have a problem I can go to him. I would like to have that relationship with his teachers, which I don't feel as comfortable about. I would like to be comfortable with the teachers too, which right now I'm not. (Maria Breu)

Is there anything MATCH can do to help that?

Yeah, maybe get the – well, the teachers being more involved with the parents. I know with my kids because Mr. Sposato calls me a lot – I said once a month but I get falls from him more than that. Because the school is not as big, I would like more one on one with the teachers like I feel like I have with him. I feel like I can go to him any time, I would like to work more with the teachers, like, this is the expectations I have for my son, can you help him improve with them, that's what I don't have with the teachers. Yeah, a little bit more involved – I guess, I could – I don't feel like I want to push myself on people, I understand they're busy, but I think I'm not feeling like – I want to feel more like I can go to them, I don't want to be a pest bothering them, but you know, I feel okay calling Mr. Sposato and telling him what I think he can be doing and what he's doing well or whatever. I want that with the teachers so I can help them help my son better. Because my daughter, she just graduated from Boston Latin, and even the other school my son was at, the elementary school, I was like that with the teachers. I could go to them, but this year I haven't felt that way. No, Mrs. Dover returned my calls the second that I called her, we

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talked. You know, she's nice – maybe it's me. I still don't feel that comfortable. I want to be as comfortable as I am with Mr. Sposato. You probably are thinking, you just asked me for 20 minutes and now I'm taking all of your time! Overall I'm very happy with the school and everything like that! (Maria Breu)

I love it, it's great, I love everyone there, I'm so happy. Even if there's a problem, I can call and they take care of it without the student knowing. I like that there's confidentiality and privacy. Even if I have my own problems, they take care of it and make sure it doesn't hurt the student. Even better than the private school I had my son in before. And there's no problem and if there was believe me I would tell you. And I trust them, I trust their judgment I trust what they're doing, I trust the staff. I think it depends on the student and the teachers and what they are up to – it works both ways, and I think they are doing a great job. And if I had the money I would give them an award, but I don't have the money. And it was a privilege that they accepted my son, I didn't know what to do with him. I hope he does well and in the future returns the favor, to appreciate and acknowledge what was done for him. If he does that, he will do great in life. (Miriam Palmarin)

Would you like to add anything?

Yeah, I think they're doing a great job. And I hope they're successful in the future with other students as they are with my son. And I hope my son appreciates them and values the success they give him. They do good for him, and they are really good, the teachers are great. I mean, hey, what can you ask for? The teachers are good to the students. What can a parent ask for? (Miriam Palmarin)

I work there, so I'm not sure if this will be kind of one-sided. (Priscilla Jones)

My daughter lives with her dad in Boston, I live in Beverly. I talk to them a lot; I probably talk to them more than her father does. I'm pretty pleased generally, but my daughter could be saying things to me to make herself look better, so I don't want to say anything. I'm definitely pleased with the school, and it's definitely helped her to improve in her school work. (Marilyn Hawkins)

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