

ANNUAL REPORT

2020-21



MATCH COMMUNITY DAY (PK-5)

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REPORT SUBMITTED JULY 30, 2021

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INTRODUCTION TO OUR SCHOOL

| MATCH CHARTER PUBLIC SCHOOL | | | |
|--|---|---|------------------------|
| Type of Charter | Commonwealth | Location of School | Boston |
| Regional or Non-Regional? | Non-Regional | Chartered Districts in Region | N/A |
| Year Opened | 2000 | Year(s) in which the Charter was Renewed | 2005, 2010, 2015, 2020 |
| Maximum Enrollment | 1,250 | Enrollment as of 10/1/2020 | 1,213 |
| Chartered Grade Span | PK-12 | Current Grade Span | PK-12 |
| # of Instructional Days per School Year | # Chartered Days: 180 | Students on Waitlist as of 3/15/21 | 1,832 |
| # of Instructional Days during the 2020-21 School Year | 170 | | |
| School Hours | Elementary: 7:40 a.m. – 3:45 p.m. (Fridays: 7:40 a.m. – 12:00 p.m.) Middle: 7:30 a.m. – 4:15 p.m. (Fridays: 7:00 a.m. – 12:00 p.m.) High: 8:25 a.m. – 3:40 p.m. (Fridays: 8:25-1:44) | Age of School as of 2020-21 School Year | 21 years |
| Mission Statement: The mission of the Match Charter Public School is to prepare students to succeed in college and beyond; in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English Language Learners. | | | |

Letter to the Reader of our 2020-21 Annual Report

Thank you for taking the time to read our Annual Report. Through this report, we aim to highlight our successes as well as areas where we continue to seek improvement. The goal of this report is to provide clear and candid information about our charter public school.

Due to the COVID-19 pandemic, we began the 2020-21 school year with fully remote learning. When the public health situation in Boston allowed it, we brought our highest needs learners into the school for in-person learning. In March we began to transition to a hybrid program, starting with our youngest students. In April and May, in accordance with DESE guidelines, we began to offer a full-time in-person program, while families were allowed to choose to continue to engage in remote learning if preferred.

While remote and hybrid learning presented unique challenges, we worked to ensure all of our students were given the opportunity to succeed in our academic program. We continued to retain strong connections with students and their families throughout the year. We are proud of our community’s ability to adapt to these challenges and adjustments and to stay focused on our mission of preparing students for success in college. We are pleased to announce 93% of our graduating class of 2021 plan to enroll in college in the fall.

There are always areas for improvement. We are preparing for the 2021-22 school year with eagerness to have students learning in person from the start. We will maintain the flexibility to adapt while prioritizing the health and the social and emotional well-being of our students and staff.

Sincerely,

Mary Wells
Chair, Board of Trustees

Nnenna Ude
Executive Director

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of Match Charter Public School is to prepare students to succeed in college and beyond; in particular, those who would be the first in their families to earn a college degree. We intend this school to serve large numbers of English Language Learners. We have four Key Design Elements that guide our work toward realizing this mission:

- Rigorous college preparatory curriculum
- Intense family communication and involvement
- Personalized academic support through Match Corps
- Enrollment of large numbers of English Language Learners

We continue our work of implementing these Key Design Elements to attain our mission. We work relentlessly to prepare our graduates for the rigors of college. Match students accumulate credits beyond what Massachusetts requires to graduate. Our college preparatory curriculum is taught in a highly supported environment, where all courses are taught at an Honors level and rigorously graded by the Common Core, Next Generation Science and College Board standards. Our teachers are committed to excellence and continually strive to collaborate, share practices and improve their instruction. In addition to a full academic schedule, all students in grades 6-12 – regardless of skill level – have access to Match Corps tutors. Match Corps members are recent college graduates recruited from the nation’s best universities who make a commitment to one year of service at our school. Parents of Match students are contacted frequently by Match staff throughout the school year. Through several parent nights, workshops and more, we work with our parents to ensure that the learning for our scholars doesn't stop when the bell rings at the end of the day. In 2020-21, 18% of Match students were classified as English Learners, which was in the top 12% among the 400 districts in Massachusetts. Multilingual learners, both those currently classified as EL and those with other multilingual backgrounds, receive ongoing support to master English reading, writing, listening and speaking.

Due to the pandemic, we began the school year in a fully remote setting, with a small number of our highest needs students learning in-person. In the spring we were able to transition to a hybrid program and eventually to full-time in-person learning, while allowing families the choice to continue with remote learning. We maintained all Key Design Elements throughout the school year, while being mindful of student well-being and providing extra supports as needed.

Amendments to the Charter

| Date Submitted | Amendment Requested | Pending or Approved? |
|-----------------------|--|-----------------------------|
| 11/6/2020 | Minor amendment request to revise Accountability Plan for 5 th charter term (2020-2025) | Approved |

Access and Equity

Discipline Data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04690000&orgtypecode=5&=04690000&>

| 2019-20 Student Discipline | | | | | |
|-------------------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 1,254 | 81 | 3.1 | 4.5 | 0.0 |
| English Learner | 239 | 15 | 3.8 | 3.8 | 0.0 |
| Economically Disadvantaged | 866 | 54 | 3.0 | 4.3 | 0.0 |
| Students with Disabilities | 294 | 35 | 7.1 | 7.8 | 0.0 |
| High Needs | 1,060 | 70 | 3.3 | 4.6 | 0.0 |
| Female | 653 | 30 | 1.8 | 3.7 | 0.0 |
| Male | 601 | 51 | 4.5 | 5.3 | 0.0 |
| American Indian or Alaska Native | 5 | | | | |
| Asian | 6 | 1 | | | |
| African American/Black | 605 | 50 | 3.8 | 5.8 | 0.0 |
| Hispanic/Latino | 586 | 29 | 2.6 | 3.2 | 0.0 |
| Multi-race, Non-Hispanic/Latino | 29 | 1 | | | |
| Native Hawaiian or Pacific Islander | 3 | | | | |
| White | 20 | 0 | | | |

Our suspension rate has been decreasing in recent years. The rate for out-of-school suspensions (OSS) dropped from 5.4% to 4.5% in the two years from 2017-18 to 2019-20, and the rate for in-school suspensions (ISS) dropped from 4.1% to 3.1%. This reduction could be due, in part, to the impact the COVID-19 pandemic had on the 2019-20 school year; however, we have seen a continuing reduction over the past several years in response to adjustments we have made to our disciplinary policies to allow for quicker interventions and increased support systems. In addition to the goal of ensuring an emotionally and physically safe space for learning through our disciplinary policy, we also aim to build students' capacity to succeed in school through an intentional focus on the social-emotional skills that govern their behavior. The overall focus of our disciplinary practices has shifted to a more therapeutic and supportive approach rather than a punitive one.

Two subgroups—students with disabilities and males—have had higher rates of suspension historically. In 2019-20, we saw a reduction in OSS at Match for both of these groups: for students with disabilities, the OSS rate decreased from 10.5% to 7.8%; for males, OSS decreased from 7.4% to 5.3%. The ISS rate for both of these groups increased slightly. We also saw a small increase in the rate of OSS for African American/Black students, from 5.5% to 5.8%. While the overall reduction in OSS and ISS rates reflects progress, we will monitor our student discipline data for these subgroups as students return to full-time in-person instruction. As we continue to refine our disciplinary approach to support the development of students' social-emotional skills, we trust that we will see a further reduction in these disparities.

Dissemination Efforts

Due to the COVID-19 pandemic, we were unable to honor our usual open-door policy for visitors looking to learn more about our programs. We look forward to a time when we will once again be able to host visitors to our campuses from organizations and schools across the world. Our dissemination efforts in 2020-21 were dramatically reduced as a result of the pandemic. We were able to share our innovative models and best practices with other districts, schools and educators in the following ways:

| Best Practice Shared | Vehicle for Dissemination | Who at the school was involved with the dissemination efforts? | With whom did the school disseminate its best practices? | Result of dissemination |
|---|------------------------------------|---|--|---|
| Curriculum and Instructional Materials | Fishtank Learning | Sharing resources through partnership | <ul style="list-style-type: none"> Teachers and Administrators who visit the website can access the instructional materials we use in our schools | www.fishtanklearning.org |
| Tutoring Program | Video Webinar | Chief Academic Officer, Recruitment Team Members, Match Corps Directors, Tutors | <ul style="list-style-type: none"> Teachers and Administrators who participated in the live webinar or who watch the recording on YouTube | https://www.youtube.com/watch?v=0_eUqm13T_I |
| College and Financial Aid Application Process | Article in <i>Education Post</i> | Director of College and Career Counseling | <ul style="list-style-type: none"> Teachers and Administrators who visit the website | https://static1.squarespace.com/static/543fe0e3e4b0f38ea7930575/t/60d49956fafc074f7f6d3fed/1624545622860/The+Pandemic+Shouldn%E2%80%99t+Stop+Us+From+Getting+Our+Kids+to+College+%28EduPost%29+-+5.10.2021.pdf |
| Tutoring Program | Article in <i>The Boston Globe</i> | Executive Director | <ul style="list-style-type: none"> Anybody who reads the article | https://static1.squarespace.com/static/543fe0e3e4b0f38ea7930575/t/60d61a9f2f7a6605175af4a0/1624644255336/A+time+for+real+education+change+%28Boston+Globe%29+-+5.27.2021.pdf |
| Profile of Valedictorian | Article in <i>The Boston Globe</i> | Various staff from High School | <ul style="list-style-type: none"> Anybody who reads the article | https://static1.squarespace.com/static/543fe0e3e4b0f38ea7930575/t/60f5d6baa8d69b05ff65a094/1626724026578/Kareem+Troncoso+Guerrero+steps+up+to+fight+climate+crisis+%28Boston+Globe%29+-+7.3.2021.pdf |

ACADEMIC PROGRAM SUCCESS

Student Performance

MCAS Data, 2020 School Report Card on DESE Website:

<https://reportcards.doe.mass.edu/2020/DistrictReportcard/04690000>

Academic Program

In the 2020-21 school year, we continued to deliver a rigorous academic program despite the need to constantly adapt to the ongoing pandemic. We began the school year in a primarily remote model with both live online classes and independent work for students, with built-in supports from teachers. In October we began phasing in in-person classes for students with high needs, including those with IEPs and those who were not succeeding remotely. As we transitioned to hybrid and eventually full in-person services, we worked closely with students and families to identify and respond to student needs and offered families choices to meet their needs.

While we continued our focus on our typical grade-level curriculum, we adapted it for remote instruction and therefore covered slightly fewer units than previous years in some courses. School leaders and teaching teams identified the most essential standards, units and content for grade-level mastery to offer in our various school models to maximize student progress during the disrupted year. We maintained a rigorous curriculum by adapting instruction, assessment methods and supports. We added new courses at the elementary level, including computer science modules through Project Lead The Way and performing arts. Based on assessment results and student work, the majority of students made significant progress on grade-level standards.

Meeting the needs of all students, whether in-person or remote, was our focus. In order to ensure that all students had access to our remote program, we distributed Chromebooks or iPads to students as well as hotspots to families as needed. For students with attendance or academic needs we opened learning labs where students could come to school to participate in online courses with the help of an in-person staff member. Our high school moved to a block schedule to provide longer classes with built in support for assignments embedded in every class. Our middle school expanded its advisory block and office hours, as well as held one-on-one meetings with families when students struggled to complete work. In our elementary school we moved to small class sizes during our hybrid phase to respond to in-person and remote needs, utilizing our associate teachers. Throughout the year we offered additional small groups, phone calls and service to students in special populations to ensure they could access and succeed in courses.

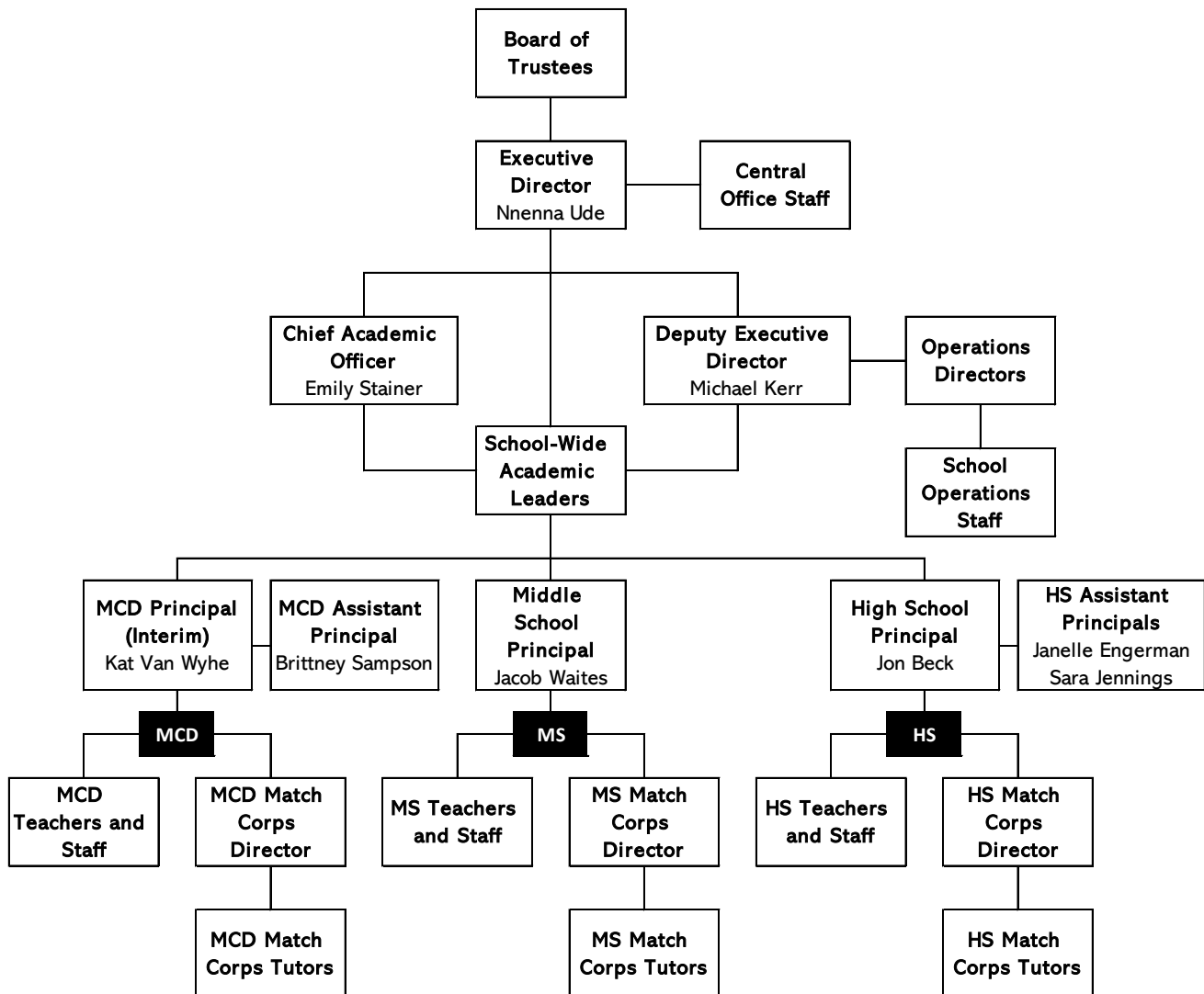
We used a multi-pronged approach to safety for in-person learning, including masking for staff and students, physical distances between students and staff and weekly on-site pooled testing and contact tracing. We added additional sinks and increased cleaning and sanitation at all three campuses. We also made updates to our building HVAC systems to add additional filtration and ionization. All staff and students also did daily at home health screenings and were asked to remain remote when they had any symptoms or close contacts. Once vaccines became available we provided support to staff and older students in finding vaccine locations and offered onsite vaccination clinics for our community members and neighbors.

In the 2021-22 we will continue our focus on grade-level course offerings and content to keep students on a college pathway. We will institute screeners for mental health and academic needs. We will use this data, along with assessments and surveys from last year, to add additional supports for students to ensure they can access grade-level content and master any missing skills from previous grades, as well as heal from the collective trauma of this experience. We will continue to gather data and feedback from students, families and staff in the coming year to adjust our curriculum and instruction to ensure all students make progress towards grade-level.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

In 2020-21 our organizational structure remained unchanged. The Board of Trustees supervises the Executive Director. The Executive Director and Deputy Executive Director oversee the central office as well as all three campuses. Principals oversee all aspects of their individual campuses.



Multiple Campus Organizational Structure

There were no changes to our multiple campus organizational structure in the 2020-21 school year. We operate three separate campuses, one for elementary grades (PK-5), one for middle school grades (6-8) and one for high school grades (9-12). We do not have any campuses that serve the same grade levels.

Budget and Finance

Statement of Revenues, Expenses, and Changes in Net Assets For the Twelve Months Ended June 30, 2021 *Preliminary and Unaudited*

| Revenue | |
|---|---------------------|
| Tuition | \$25,825,441 |
| In-kind MTRS pension | 6,406,247 |
| In-kind transportation from City of Boston | 941,000 |
| Federal and state grants | 3,258,397 |
| Contribution from The Match Foundation | 74,074 |
| Federal bond interest subsidy | 368,404 |
| Nutrition | 127,910 |
| Collaboration fees | 175,163 |
| Rental income | 31,155 |
| Interest | 42,092 |
| Miscellaneous | 44,234 |
| Total revenue | <u>37,294,117</u> |
| Expenses | |
| <i>Personnel and related costs:</i> | |
| Salaries | 16,330,752 |
| In-kind MTRS pension | 6,406,247 |
| Payroll taxes and employee benefits | 1,854,003 |
| <i>sub-total, personnel and related costs</i> | <u>24,591,002</u> |
| Rent and debt service | 1,324,148 |
| Instructional and pupil services | 1,665,595 |
| Depreciation and amortization | 1,653,116 |
| Operation and maintenance of plant | 1,397,594 |
| Administration | 800,053 |
| Fringe benefits | 94,413 |
| Insurance | 177,604 |
| Professional development | 51,643 |
| Student transportation | 1,095,584 |
| Total expenses | <u>32,850,750</u> |
| Change in unrestricted net position | <u>4,443,367</u> |
| Net position, July 1 | 11,828,499 |
| Net position, June 30 | <u>\$16,271,866</u> |

Statement of Net Assets
June 30, 2021
Preliminary and Unaudited

Assets

Current Assets

| | |
|-------------------------------|--------------|
| Cash | \$18,124,289 |
| Grant and other receivables | 142,309 |
| Due from affiliates (net) | |
| Prepaid expenses and deposits | 281,887 |
| total current assets | 18,548,484 |

Non-Current Assets

| | |
|--|------------|
| Bond proceeds restricted to capital projects | 129,805 |
| Facility capital lease, net of accum. Amort. | 25,274,453 |
| Capital assets: | |
| Land and buildings | 23,902,958 |
| Building improvements | 2,409,089 |
| Computers and equipment | 55,447 |
| Furniture and fixtures | 289,870 |
| | 26,657,366 |
| less: accumulated depreciation | -7,104,624 |
| Capital assets, net | 19,552,742 |
| total non-current assets | 44,957,000 |

Total assets

\$63,505,484

Liabilities and Net Position

Current Liabilities

| | |
|--|-----------|
| Accounts payable | \$431,526 |
| Accrued expenses (except interest) | 614,834 |
| Due to affiliates (net) | 115 |
| Deferred revenue and other liabilities | 335,219 |
| total current liabilities | 1,381,694 |

| | |
|---------------|------------|
| Capital lease | 22,855,135 |
| Notes payable | |
| Bonds payable | 22,996,789 |

Total liabilities

47,233,616

Net assets

16,271,870

Total liabilities and net position

\$63,505,484

Approved School Budget for FY22
Approved by the Board of Trustees on June 2, 2021

| | |
|--|--------------------|
| Revenue | |
| Per-pupil tuition | \$ 26,591,120 |
| Grants and contracts – govt and other | 4,349,696 |
| Rental income | 17,955 |
| Collaboration fees | 184,878 |
| Total operating revenue | <u>31,143,649</u> |
| Expenses | |
| Personnel and related costs: | |
| Salaries | 18,526,485 |
| Payroll taxes & employee benefits | 1,995,986 |
| Total personnel & related costs | <u>20,522,471</u> |
| Direct student costs: | |
| Food | 928,015 |
| Contracted services | 436,029 |
| Office & classroom supplies | 880,886 |
| Student activities & parent involvement | 459,840 |
| Academic support | 402,485 |
| Transportation & travel | 218,723 |
| Total direct student costs | <u>3,325,978</u> |
| Occupancy: | |
| Debt service, net of interest subsidy | 1,312,798 |
| Facility maintenance, utilities, minor furniture | 1,785,688 |
| Capital budget items | 1,650,000 |
| Capital Lease | 925,897 |
| Total occupancy | <u>5,674,383</u> |
| Other operating expenses: | |
| Professional fees | 262,864 |
| Professional development | 200,796 |
| Insurance | 186,458 |
| Miscellaneous | 1,258,873 |
| Dues & subscriptions | 71,043 |
| Recruitment | 165,250 |
| Postage | 21,563 |
| Total other operating expenses | <u>2,166,847</u> |
| Total operating expenses | 31,689,679 |
| Changes in net position from operations | -546,030 |
| Non-operating items | |
| Interest income | 46,032 |
| Total non-operating items | <u>46,032</u> |
| Changes in net cash | \$ -499,998 |

| FY22 Enrollment Table | |
|--|-------|
| Number of students pre-enrolled via March 15, 2021 submission | 1,230 |
| Number of students upon which FY22 budget tuition line is based | 1,220 |
| Number of expected students for FY22 first day of school | 1,230 |
| <i>We are doing everything we can to ensure we will have 1,230 students on the first day of school; however, we have based our budget on a conservative estimate of the number of students we will enroll in the fall.</i> | |

Capital Plan for FY22

In FY22 we will begin an extensive HVAC upgrade project at our middle school campus in order to improve indoor air quality by increasing the number of air turnovers per hour and by maintaining proper temperature and humidity in the building during both hot and cold seasons. We are currently commissioning a study conducted by HVAC engineers to determine the scope of upgrades that will be necessary to meet COVID safety recommendations. The construction project is currently estimated to be completed in the summer of 2022. The estimated cost of the project is \$1,500,000 and we have been approved to cover the full cost with Elementary and Secondary Education Emergency Relief II (ESSER II) funding. We have not established a capital project reserve account for this project since it will be covered in full by ESSER II funds.

APPENDIX A, ACCOUNTABILITY PLAN PERFORMANCE 2020-21

Faithfulness to Charter

| | 2020-21 Performance | Evidence |
|--|------------------------------|---|
| Objective 1: Large numbers of English Learners will enroll at Match, and those students will be quickly equipped with the English language tools necessary to succeed in our rigorous college preparatory curriculum. | | |
| Measure 1: Each year, the percentage of enrolled students classified as English Learners (EL) will be within 10 points of the percentage of Boston Public School students classified as EL. | Not Met | The percentage of enrolled students classified as EL in 2020-21 at Match was 11.1 percentage points lower than that of Boston Public Schools: Match: 18.1% BPS: 29.2% |
| Measure 2: Each year, at least 80% of students who enrolled at Match in K1, K2 or 1 st grade and were classified as EL at any point while attending Match will be eligible to be FELd by the end of their 5 th grade year based on ACCESS scores. | Met | Among the cohort of students who completed 5 th grade in 2020, 98% of those who enrolled at Match in K1, K2 or 1 st grade and were classified as EL at any point while attending Match were eligible to be FELd by the end of their 5 th grade year. |
| Objective 2: Student and parent satisfaction with the school will remain high as a result of strong relationships between school and home and consistent family involvement. | | |
| Measure 1: We participate annually in the Boston Compact Family Survey, through which families of our students are encouraged to complete an online survey to rate their experiences with our school. | A. Not Met B. Not Met | A. 24.7% of families completed the survey. B. The mean overall rating for this question was 8.5 out of 10. |

| | | | | |
|---|--|---|-------------------------------|---------------|
| <p>A. Each year, at least 50% of families will complete the survey.</p> <p>B. Each year, in response to the question, “On a scale of 1-10, with 10 being the highest score, how happy are you with Match High/Middle/Community Day school?”, the mean overall rating will be at least 9.</p> | | | | |
| <p>Measure 2: On average, the family of each Match student will receive contact from the school at least twice each month from September through June. The target for the percentage of students that Match staff will contact at least twice each month will increase each year of the charter:</p> <ul style="list-style-type: none"> • 2020-21: 80% • 2021-22: 85% • 2022-23: 90% • 2023-24: 95% • 2024-25: 100% | Not Met | <p>9% of students were contacted by Match staff at least twice every month from September 2020 through June 2021.</p> <p><i>Our parent contact in the 2020-21 school year was actually quite high. However, this goal of reaching each student at least twice per month is new to us, and it is an area of improvement for our school. We are developing systems for tracking the data and holding staff accountable. In the 2021-22 school year we will be closely monitoring family contact trends and will be working to bring this percentage up to target.</i></p> | | |
| <p>Measure 3: Each school campus will hold a family council meeting during each month of each school year (September-June).</p> | <p>MCD: Not Met MS: Not Met HS: Not Met</p> | <p>MCD: 6 out of 10 months MS: 4 out of 10 months HS: 5 out of 10 months</p> | | |
| <p>Objective 3: The school will maintain a rigorous academic program focused on preparing students for college success.</p> | | | | |
| <p>Measure 1: 90% of graduating seniors each year will enroll in a two- or four-year college the following school year.</p> | Not Met | 82% of the Class of 2020 enrolled in a 2- or 4-year college during the 2020-21 school year. | | |
| <p>Measure 2: Annually, average scores for the SAT taken in 11th grade will rise 50 points per subject (Evidence-Based Reading (ERW) and Mathematics) and 100 points overall from the PSAT taken in 10th grade.</p> | <p>ERW: Not Met Math: Not Met Overall: Not Met</p> | <p>Class of 2022 average increase from 10th grade PSAT to 11th grade SAT: ERW: 35 points Math: 25 points Overall: 60 points</p> | | |
| <p>Measure 3: Annually, average SAT scores (of 11th graders) will be within 30 points of or exceed the national average for each subject (Evidence-Based Reading and Writing (ERW) and Mathematics).</p> | <p>ERW: Not Met Math: Not Met Overall: Not Met</p> | | National Average ¹ | Match Average |
| | | ERW | 528 | 444 |
| | | Math | 523 | 489 |
| | | Overall | 1051 | 933 |

¹ The College Board’s most recently published national average is from 2020: <https://reports.collegeboard.org/pdf/2020-total-group-sat-suite-assessments-annual-report.pdf>.

| | | |
|--|---------------------------------|--|
| <p>Measure 4: Most Match students take at least one AP course in 11th grade and another in 12th grade.</p> <p>A. Each year, 80% of graduating seniors will have taken at least one AP course while in high school.</p> <p>B. Each year, the percentage of students earning a passing score of 3 or higher will meet or exceed the national passing rate for at least one AP course offered.</p> | <p>A. Met</p> <p>B. Not Met</p> | <p>A. 84% of students in the graduating Class of 2021 took at least one AP course.</p> <p>B. The passing rate for our students did not exceed the national passing rate for any AP courses offered at Match in 2020-21.</p> <p><i>See Attachments for details about AP exam performance.</i></p> |
| <p>Objective 4: Students will receive personalized academic support to meet students where they are throughout the PK-12 experience.</p> | | |
| <p>Measure 1: All students in our middle school (grades 6-8) receive tutoring for math. Each year, at least 80% of students in our middle school will pass their math class with 70% or higher.</p> | <p>Not Met</p> | <p>79.1% of students in grades 6-8 passed their math class with a score of 70% or higher.</p> |
| <p>Measure 2: Each year, all PK-8 students participate in an intervention block as a part of their school day where they receive the support to meet them where they are academically. As a result of this support, 98% of our PK-8 students will meet all criteria for promotion to the next grade the following year.</p> | <p>Met</p> | <p>All PK-8 students participated in small group intervention blocks in 2020-21. 99% of PK-8 students met the criteria for promotion to the next grade the following year.</p> |

Dissemination

| | 2020-21 Performance | Evidence |
|--|---------------------|---|
| <p>Objective 1: The school will disseminate information about programs and best practices.</p> | | |
| <p>Measure 1: Each year, the school will host at least 100 visitors (in person or virtual) looking to learn about our programs.</p> | <p>Not Met</p> | <p>We virtually hosted 10 representatives from Boston University to participate in monthly career discussions with our 9th and 10th grade students.</p> |
| <p>Measure 2: We will maintain a partnership with Match Fishtank to share the Curriculum and Instructional Materials used in our schools with teachers and administrators from around the world.</p> | <p>Met</p> | <p>We continued our partnership with Match Fishtank, now Fishtank Learning, to share Curriculum and Instructional Materials, which can be accessed here: https://www.fishtanklearning.org/</p> |
| <p>Measure 3: Each year, members of the Match community collaborate with other Boston-area schools in a variety of ways to share best practices in the areas of curriculum and instruction, finance and operations.</p> | <p>Met</p> | <p>School staff in the areas of curriculum and instruction, operations and finance all collaborated with other Boston-area schools throughout the 2020-21 school year to share best practices.</p> |

APPENDIX B, RECRUITMENT AND RETENTION PLANS

Recruitment Plan

| |
|--|
| School Name: Match Charter Public School |
|--|

| |
|---------------------|
| Date: July 30, 2021 |
|---------------------|

2020-21 Implementation Summary

In the 2020-21 school year we implemented all recruitment activities as set out in the recruitment plan. We participated in the Boston Charter School Application, and information about that common application was mailed in home languages to families of all students enrolled in Boston Public Schools (BPS). We disseminated information about our school virtually through social media, and other online methods due to the COVID-19 pandemic. In addition, all of our recruitment and application materials are posted on our website.

We work to ensure the percentage of EL students we serve stays high. Due to a decrease in the percentage of EL students enrolled at Match in 2020-21, we executed a virtual city-wide recruitment campaign that targeted multilingual families. The campaign included high-quality, eye-catching images and text. The campaign included text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic and was used in both social media, and in general google advertising. We plan to continue these activities in 2021-22, and to resume our in-person recruiting activities and physical advertising.

We did not encounter any challenges in implementing the Recruitment Plan. We anticipate our incoming class of students, as captured in the October 2021 SIMS report, will meet the comparison index.

General Recruitment Activities for 2021-22

- Mail recruitment and application materials to all families currently enrolled in Boston Public Schools, with a particular focus on families who speak languages other than English.
- Conduct information sessions throughout the city and online.
- Make school information available in community newspapers throughout Boston and other similar online resources.
- Make recruitment and application materials available on the school's website.

Recruitment Plan – 2021-22 Strategies

Special education students/students with disabilities

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 22.3%</p> <p>GNT percentage: 17.3%</p> <p>CI percentage: 17.5%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p> | <p align="center">(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • All materials mailed to BPS students say explicitly in the languages spoken by the families that “children with special needs are welcome at our school.” • At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students with IEPs and who otherwise have or will have special needs. • To retain and well serve children with special needs, we employ 20+ special education teachers to address the range of needs of our students. • We aim to maintain a Special Education enrollment rate within 5 percentage points of or above the median Special Education enrollment rate of BPS. |
| | <p align="center">(c) 2021-22 Additional Strategy(ies), if needed</p> <p><i>Not Applicable</i></p> |

Limited English-proficient students/English learners

| | |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 18.1%</p> <p>GNT percentage: 18.2%</p> <p>CI percentage: 21.8%</p> <p>The school is <u>below</u> GNT percentage and <u>below</u> CI percentage</p> | <p align="center">(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT: no enhanced/additional strategies needed • Make recruitment materials and simple applications in at least five target languages for LEP student recruitment: Spanish, Haitian Creole, Cape Verdean Creole, Vietnamese, Somali, Portuguese and Arabic. • Activate in-person recruitment network with community centers, cultural organizations, religious organizations, and daycare providers that serve immigrant families, refugee families, and non- and limited-English speaking families. Match staff and student and family ambassadors will personally work with staff from organizations in our network to inform families of the school and application process. • Activate families of enrolled LEP students to act as ambassadors in the community. |
| | <p align="center">(c) 2021-22 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed • In 2019-20 we executed a city-wide recruitment campaign that targeted neighborhoods where multilingual families reside that included full size bus shelter advertisements at MBTA bus stops. Due to the COVID-19 pandemic, in 2020-21 we converted to a virtual city-wide recruitment campaign in social media and in Google advertising that targeted multilingual families and included high-quality eye-catching images and text in Spanish, Haitian Creole, Vietnamese, Somali, Portuguese and Arabic. We plan to utilize and expand these strategies and to resume and expand our physical advertising in 2021-22 and beyond. We plan to |

| | |
|--|---|
| | <p>roughly double our student recruitment budget in 2021-22 to increase the reach of our student recruitment materials in terms of the number of advertisements posted in the community, and in terms of the duration of our recruiting campaign (e.g. advertisements up for 8 weeks instead of 4). We will target newly-created MBTA subway and bus advertisements to routes that are centered in neighborhoods with a high percentage of multilingual families, based on census data. Further, we will work strategically with community-based organizations and businesses to post flyers and informational materials in strategic locations (e.g. grocery stores) to attract additional multilingual families. Finally, we will increase our communication with Match’s current multilingual families to encourage and promote Match’s application to their networks.</p> |
| Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged) | |
| <p>(a) CHART data</p> <p>School percentage: 69.2%</p> <p>GNT percentage: 55.0%</p> <p>CI percentage: 58.3%</p> <p>The school is <u>above</u> GNT percentage and <u>above</u> CI percentage</p> | <p style="text-align: center;">(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> ☒ Met GNT/CI: no enhanced/additional strategies needed • At information sessions emphasize orally and in writing that all students are welcome at and will be served at our school, very much including students who are low income/Economically Disadvantaged. • We aim to maintain an Economically Disadvantaged rate within 10 percentage points of or above the median rate of BPS. • Using the new Economically Disadvantaged metric, we aim to enroll a percentage of economically disadvantaged students within 5 percentage points of that of BPS. <p style="text-align: center;">(c) 2021-22 Additional Strategy(ies), if needed</p> <p><i>Not Applicable</i></p> |
| <p><u>Students who are sub-proficient</u></p> | <p style="text-align: center;">(d) 2021-22 Strategies</p> <ul style="list-style-type: none"> • At information sessions throughout the city emphasize orally and in writing that all students are welcome at and will be served at our school, regardless of academic skills. • Match works intensively with all families of our students, communicating with them at least weekly by phone. Close family relationships enable more effective problem solving and retention of students in our school, especially those who may be struggling. |
| <p><u>Students at risk of dropping out of school</u></p> | <p style="text-align: center;">(e) 2021-22 Strategies</p> <ul style="list-style-type: none"> • At information sessions throughout the city emphasize that Match provides a small, safe, caring environment where students feel a part of a community and where all students are held to high academic and behavioral expectations. |
| <p><u>Students who have dropped out of school</u></p> | <p style="text-align: center;">(f) 2021-22 Strategies</p> <ul style="list-style-type: none"> • At Match we backfill students through 9th grade and do not accept any new students after that point. Since students are required to be at least 16 years old to drop out of school, Match would generally not be an option for those students looking to return to school. We will maintain communication with the Boston re-engagement center in case a dropout |

| | |
|---|---|
| | might be eligible to enter the lottery to enter Match at one of our entry points. |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | (g) 2021-22 Strategies <ul style="list-style-type: none"> At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education and supports. |

Retention Plan

| 2020-21 Implementation Summary |
|--|
| In the 2020-21 school year, we implemented all retention activities as set out in our retention plan. Our annual goal for student retention is that students who begin their school career at Match will remain at the school through their 12 th grade year, and only transfer in the case of family relocation. We do not propose any changes to the plan for the 2021-22 school year, but plan to continue our work towards reducing all attrition due to reasons other than family relocation. See attachments for our historical attrition data. |

| Overall Student Retention Goal | |
|--|-----|
| Annual goal for student retention (percentage): | 91% |

| Retention Plan –Strategies | |
|---|---|
| Special education students/students with disabilities | |
| <p>(a) CHART data</p> <p>School percentage: 7.0%</p> <p>Third Quartile: 13.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Employ 20+ special education teachers, plus additional instructional aides to address the range of needs of our students • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. • Safe school environment upheld by a strong discipline system • Strong consistent communication of college success mission • Behavioral and socio-emotional support for all students and counseling as needed <p style="text-align: center;">(c) 2021-22 Additional Strategy(ies), if needed</p> <p style="text-align: center;"><i>Not Applicable</i></p> |
| Limited English-proficient students/English learners | |

| | |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 6.6%</p> <p>Third Quartile: 14.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. • Safe school environment upheld by a strong discipline system • Strong consistent communication of college success mission • Behavioral and socio-emotional support for all students and counseling as needed <hr/> <p>(c) 2021-22 Additional Strategy(ies), if needed</p> <p><i>Not Applicable</i></p> |
| <p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p> | |
| <p>(a) CHART data</p> <p>School percentage: 6.8%</p> <p>Third Quartile: 14.0%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2020-21 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. • Safe school environment upheld by a strong discipline system • Strong consistent communication of college success mission • Behavioral and socio-emotional support for all students and counseling as needed <hr/> <p>(c) 2021-22 Additional Strategy(ies), if needed</p> <p><i>Not Applicable</i></p> |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) 2021-22 Strategies</p> <ul style="list-style-type: none"> • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. • Safe school environment upheld by a strong discipline system • Strong consistent communication of college success mission • Behavioral and socio-emotional support for all students and counseling as needed |
| <p><u>Students at risk of dropping out of school</u></p> | <p>(e) 2021-22 Strategies</p> <ul style="list-style-type: none"> • Work intensively to learn about and understand each student's academic and school history and build a system that supports each student's individual needs and gaps in learning. • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. |

| | |
|--|--|
| | <ul style="list-style-type: none">• Safe school environment upheld by a strong discipline system• Strong consistent communication of college success mission• Behavioral and socio-emotional support for all students and counseling as needed |
|--|--|

| | |
|--|---|
| <p><u>Students who have dropped out of school</u></p> | <p align="center">(f) 2021-22 Strategies</p> <ul style="list-style-type: none"> • Work intensively with all families of our students, communicating with them at least biweekly by phone. Close family relationships enable more effective problem solving and retention of children in our school. • Safe school environment upheld by a strong discipline system • Strong consistent communication of college success mission • Behavioral and socio-emotional support for all students and counseling as needed |
| <p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p align="center">(g) 2021-22 Strategies</p> <ul style="list-style-type: none"> • At Match we strongly believe all students can succeed, and we work to ensure that all students are held to high academic and behavioral expectations, regardless of background. The above subgroups are our major targets for eliminating the achievement gap, but all students receive the same high-quality education. |

APPENDIX C, SCHOOL AND STUDENT DATA

Department of Elementary and Secondary Education School Profile

<http://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04690000&orgtypecode=>

5

Student Demographic and Subgroup Information

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS | |
|--|-------------|
| Race/Ethnicity | % of School |
| African American | 48.2% |
| Asian | 0.5% |
| Hispanic | 46.7% |
| Native American | 0.4% |
| White | 1.3% |
| Native Hawaiian, Pacific Islander | 0.2% |
| Multi-race, non-Hispanic | 2.6% |
| Selected Populations | % of School |
| First Language not English | 56.9% |
| English Language Learner | 18.1% |
| Students with Disabilities | 22.3% |
| High Needs | 83.6% |
| Economically Disadvantaged | 69.2% |

Administrative Roster for the 2020-21 School Year

| Name, Title | Brief Job Description | Start date | End date |
|--|--|-------------------|-----------------|
| CENTRAL OFFICE | | | |
| Nnenna Ude, Executive Director | Overseeing all aspects of charter | November 2017 | |
| Michael Kerr, Deputy Executive Director | Overseeing all aspects of charter | November 2017 | |
| Emily Stainer, Chief Academic Officer | Overseeing all academics | November 2017 | |
| HIGH SCHOOL | | | |
| Jon Beck, Principal | Overseeing academic aspects of the high school | July 2019 | |
| Sara Jennings, Assistant Principal | Overseeing academic aspects of the high school | July 2019 | |
| Janelle Engerman, Assistant Principal | Overseeing academic aspects of the high school | July 2020 | |
| MIDDLE SCHOOL | | | |
| Jacob Waites, Principal | Overseeing academic aspects of the middle school | June 2020 | |
| Lucille Germain, Assistant Principal | Overseeing academic aspects of the middle school | July 2020 | February 2021 |
| ELEMENTARY SCHOOL | | | |
| Katharine Van Wyhe, Interim Principal | Overseeing academic aspects of the elementary school | July 2020 | June 2021 |
| Alice Mitchell, Principal | Overseeing academic aspects of the elementary school | July 2021 | |
| Brittney Sampson, Assistant Principal | Overseeing academic aspects of the elementary school | July 2020 | |

Teacher and Staff Attrition for the 2020-21 School Year

| | Number as of the last day of the 2020-21 school year | Departures during the 2020-21 school year | Departures at the end of the school year | Reason(s) for Departure |
|-------------|---|---|--|--|
| Teachers | 115 | 6 | 22 | Non-renewal of employment contract: 7 Employee chose to end employment: 21 |
| Other Staff | Tutors/ Associate Teachers: 53 Other Staff: 91 | Tutors/ Associate Teachers: 6 Other Staff: 3 | Tutors/ Associate Teachers: 38 Other Staff: 5 | Tutors/Associate Teachers Completion of one year of service: 38 Employee chose to end employment: 6 Other Staff Non-renewal of employment contract: 1 Employee chose to end employment: 7 |

Board of Trustees

| | |
|--|----|
| Number of commissioner-approved board members as of August 1, 2021 | 7 |
| Minimum number of board members in approved by-laws | 5 |
| Maximum number of board members in approved by-laws | 18 |

| BOARD MEMBERS FOR THE 2020-21 SCHOOL YEAR | | | | |
|---|------------------------------|-------------------------------|--|--|
| Name | Position on the Board | Committee affiliation(s) | Number of terms served | Length of each term |
| Stesha Emmanuel Laborde | Trustee | Governance | 3 rd year of 1 st term | -Elected on 5/9/19 -1 st term expires on 5/9/22 |
| Ray Hammond | Trustee and Vice Chair | Community & Family Engagement | 3 rd year of 4 th term | -Re-elected to 4 th term on 12/5/18 -4 th term expires on 12/5/21 |
| Eric Leslie | Trustee and Clerk | Academic | 2 nd year of 1 st term | -Elected on 9/24/19 -1 st term expires on 9/24/22 |
| JeanNate Lowe | Trustee | Academic | 1 st year of 1 st term | -Elected on 9/29/20 -1 st term expires on 9/29/23 |
| Elaine Saint | Trustee | Community & Family Engagement | 1 st year of 1 st term | -Elected on 9/29/20 -1 st term expires on 9/29/23 |
| Katharine Schmitt | Trustee | | 1 st year of 3 rd term | -Re-elected to 3 rd term on 6/2/21 -3 rd term expires on 6/2/24 |
| Mary Wells | Trustee, Chair and Treasurer | Finance | 1 st year of 2 nd term | -Re-elected to 2 nd term on 10/27/20 -2 nd term expires on 10/27/23 |

| BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-22 SCHOOL YEAR | |
|--|--|
| Date/Time* | Location |
| September 16, 2021 4:30-6:00 p.m. | https://zoom.us/j/99366070440?pwd=T1l6RnBrYWw4S3VseVhneWNlY2pmZz09 Meeting ID: 993 6607 0440 Passcode: 022760 |
| October 21, 2021 4:30-6:00 p.m. | https://zoom.us/j/97348533065?pwd=NUszRVhYYjVUbWFiR241K004VTMxdz09 Meeting ID: 973 4853 3065 Passcode: 367151 |
| December 9, 2021 4:30-6:00 p.m. | https://zoom.us/j/95459225053?pwd=dmp1S1ArK0R0Q3AwdmtVQkhhU0FuUT09 Meeting ID: 954 5922 5053 Passcode: 114584 |
| *The remaining meeting dates for the 2021-22 school year will be scheduled in November and will be published on our website: https://www.matcheschool.org/about/board-of-trustees . | |

| COMMITTEE MEETING SCHEDULES FOR THE 2021-22 SCHOOL YEAR | | |
|---|-----------|----------|
| Name of Committee | Date/Time | Location |
| Finance Committee | TBD* | |
| Academic Committee | TBD* | |
| Community & Family Engagement Committee | TBD* | |
| *Committee meetings will be scheduled in August and will be published on our website: https://www.matcheschool.org/about/board-of-trustees . | | |

ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

| Position | Name | No Change/New/ Open Position |
|---------------------------------------|-----------------|---------------------------------|
| Board of Trustees Chairperson | Mary Wells | No change |
| Charter School Leader | Nnenna Ude | No change |
| Assistant Charter School Leader | Michael Kerr | No change |
| Special Education Director | Dan Turco | No change |
| MCAS Test Coordinator | Nnenna Ude | No change |
| SIMS Coordinator | Ashley Danoff | No change |
| English Language Learner Director | Jocelyn Goodwin | No change |
| School Business Official | Richard Dragon | No change |
| SIMS Contact | Ashley Danoff | No change |
| Admissions and Enrollment Coordinator | Rachel Johnson | No change |

Facilities

We have not relocated or acquired a new facility in 2020-21.

Enrollment

| Action | 2021-22 School Year Dates |
|------------------------------|--|
| Student Application Deadline | February 28, 2022 |
| Lottery | <i>Early March 2022, exact date to be determined in conjunction with the Boston Charter Alliance</i> |

Conditions

We have not been placed on any conditions by the Commissioner or Board of Elementary and Secondary Education.

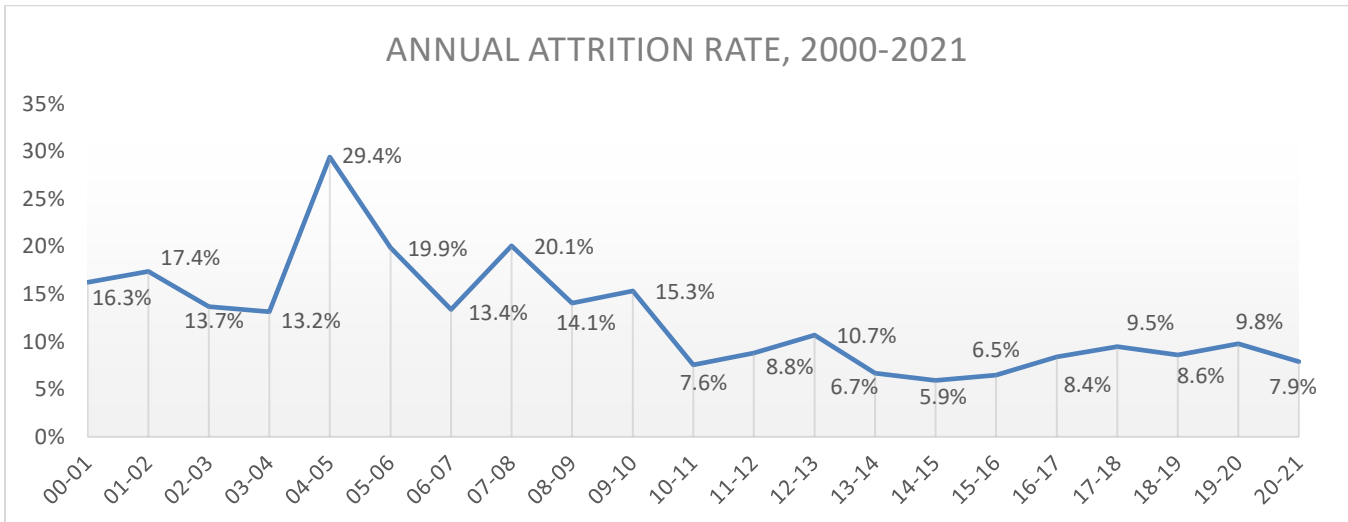
Complaints

There were no official complaints received by the Board of Trustees in the 2020-21 school year.

ATTACHMENTS

Attrition

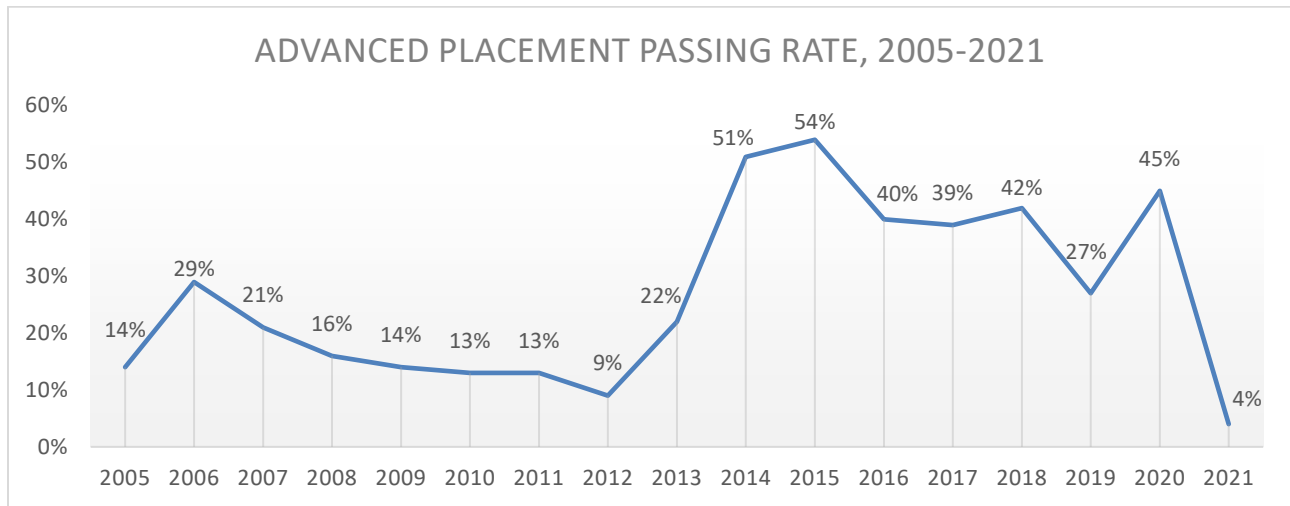
| School Year | Total # of Students Enrolled | Summer Withdrawals | | | | | | School Year Withdrawals | | | | | | Total Annual Attrition |
|-------------|------------------------------|-------------------------|------|---------------|-----|-------------|-----|-------------------------|----|---------------|-----|-------------|-----|------------------------|
| | | Elementary School (MCD) | | Middle School | | High School | | Elementary School (MCD) | | Middle School | | High School | | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | |
| 2020-21 | 1320 | 32 | 5% | 23 | 7% | 20 | 6% | 16 | 2% | 8 | 3% | 5 | 1% | 7.9% |
| 2019-20 | 1343 | 34 | 5% | 29 | 9% | 30 | 9% | 17 | 3% | 15 | 5% | 7 | 2% | 9.8% |
| 2018-19 | 1331 | 36 | 6% | 18 | 7% | 21 | 7% | 18 | 3% | 16 | 6% | 6 | 2% | 8.6% |
| 2017-18 | 1343 | 33 | 5% | 31 | 11% | 23 | 7% | 15 | 2% | 12 | 4% | 14 | 4% | 10.4% |
| 2016-17 | 1186 | 12 | 3% | 20 | 5% | 20 | 6% | 13 | 3% | 23 | 6% | 12 | 4% | 8.4% |
| 2015-16 | 1115 | 4 | 1% | 20 | 5% | 18 | 6% | 10 | 2% | 12 | 3% | 9 | 3% | 6.5% |
| 2014-15 | 944 | 6 | 2% | 23 | 8% | 9 | 3% | 4 | 1% | 7 | 2% | 7 | 2% | 5.9% |
| 2013-14 | 851 | 3 | 1% | 15 | 6% | 14 | 5% | 2 | 1% | 11 | 4% | 12 | 4% | 6.7% |
| 2012-13 | 756 | 1 | 0.5% | 31 | 11% | 15 | 6% | 2 | 1% | 20 | 7% | 12 | 5% | 10.7% |
| 2011-12 | 612 | | | 13 | 5% | 10 | 4% | 2 | 2% | 14 | 5% | 15 | 6% | 8.8% |
| 2010-11 | 463 | | | 7 | 3% | 9 | 4% | | | 8 | 4% | 11 | 5% | 7.6% |
| 2009-10 | 417 | | | 10 | 6% | 17 | 7% | | | 18 | 10% | 19 | 8% | 15.3% |
| 2008-09 | 355 | | | | | 28 | 11% | | | 10 | 10% | 12 | 5% | 14.1% |
| 2007-08 | 249 | | | | | 24 | 10% | | | | | 26 | 10% | 20.1% |
| 2006-07 | 224 | | | | | 14 | 6% | | | | | 16 | 7% | 13.4% |
| 2005-06 | 196 | | | | | 15 | 8% | | | | | 24 | 12% | 19.9% |
| 2004-05 | 231 | | | | | 46 | 20% | | | | | 22 | 10% | 29.4% |
| 2003-04 | 190 | | | | | 1 | 1% | | | | | 24 | 13% | 13.2% |
| 2002-03 | 168 | | | | | 8 | 5% | | | | | 15 | 8% | 13.7% |
| 2001-02 | 115 | | | | | 2 | 2% | | | | | 18 | 16% | 17.4% |
| 2000-01 | 80 | | | | | | | | | | | 13 | 16% | 16.3% |



Advanced Placement Scores

2021 AP Score Distribution by Subject

| | Calculus AB | Computer Science A | English Language | Environmental Science | Spanish Language | Spanish Literature | U.S. Gov. & Politics | U.S. History | World History: Modern | TOTAL |
|------------------|-------------|--------------------|------------------|-----------------------|------------------|--------------------|----------------------|--------------|-----------------------|-------|
| 1 | 21 | 16 | 16 | 11 | 3 | 5 | 15 | 35 | 39 | 161 |
| 2 | 8 | 0 | 11 | 1 | 5 | 0 | 5 | 4 | 18 | 52 |
| 3 | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 2 | 2 | 9 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PASS RATE | 0% | 0% | 7% | 0% | 0% | 29% | 5% | 5% | 3% | 4% |



Percentage of AP Scores in Each Score Range by Subject

| Score | Calculus AB | | | | | | | | | | | | | | | | | AVG |
|-------------------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
| 1 | 63% | 0% | 33% | 38% | 30% | 63% | 46% | 63% | 25% | 5% | 0% | 0% | 0% | 0% | 26% | 12% | 72% | 28% |
| 2 | 13% | 27% | 8% | 28% | 39% | 6% | 14% | 22% | 25% | 0% | 5% | 5% | 18% | 30% | 30% | 35% | 28% | 20% |
| 3 | 13% | 64% | 33% | 28% | 13% | 25% | 27% | 6% | 25% | 45% | 35% | 19% | 27% | 37% | 19% | 18% | 0% | 26% |
| 4 | 0% | 0% | 17% | 3% | 4% | 6% | 14% | 9% | 25% | 25% | 15% | 38% | 32% | 26% | 15% | 32% | 0% | 15% |
| 5 | 13% | 9% | 8% | 3% | 13% | 0% | 0% | 0% | 0% | 30% | 45% | 38% | 23% | 7% | 11% | 3% | 0% | 12% |
| PASS RATE | 26% | 73% | 58% | 34% | 30% | 31% | 41% | 16% | 50% | 95% | 95% | 95% | 82% | 70% | 42% | 53% | 0% | 52% |
| # of test takers | 8 | 11 | 12 | 32 | 23 | 32 | 37 | 32 | 20 | 20 | 20 | 21 | 22 | 27 | 27 | 34 | 29 | 24 |
| AVG SCORE | 1.9 | 2.9 | 2.6 | 2.1 | 2.3 | 1.8 | 2.1 | 1.6 | 2.5 | 3.8 | 4 | 4.1 | 3.6 | 3.1 | 2.5 | 2.8 | 1.3 | 2.6 |

| Score | Computer Science A | | |
|-------------------------|--------------------|------|-----|
| | 2020 | 2021 | AVG |
| 1 | 38% | 100% | 69% |
| 2 | 31% | 0% | 16% |
| 3 | 15% | 0% | 8% |
| 4 | 15% | 0% | 8% |
| 5 | 0% | 0% | 0% |
| PASS RATE | 31% | 0% | 16% |
| # of test takers | 13 | 16 | 15 |
| AVG SCORE | 2.1 | 1 | 1.6 |

| Score | English Language | | | | | | | | | |
|-------------------------|------------------|------|------|------|------|------|------|------|------|-----|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2016 | 2018 | 2020 | 2021 | AVG |
| 1 | 39% | 53% | 38% | 39% | 23% | 46% | 24% | 20% | 55% | 37% |
| 2 | 53% | 41% | 55% | 44% | 32% | 28% | 44% | 37% | 38% | 41% |
| 3 | 8% | 4% | 7% | 14% | 36% | 15% | 29% | 29% | 7% | 17% |
| 4 | 0% | 2% | 0% | 3% | 7% | 7% | 2% | 10% | 0% | 3% |
| 5 | 0% | 0% | 0% | 0% | 2% | 4% | 0% | 5% | 0% | 1% |
| PASS RATE | 8% | 6% | 7% | 17% | 45% | 26% | 32% | 44% | 7% | 21% |
| # of test takers | 38 | 51 | 29 | 36 | 44 | 54 | 41 | 41 | 29 | 40 |
| AVG SCORE | 1.7 | 1.5 | 1.7 | 1.8 | 2.3 | 1.9 | 2.1 | 2.4 | 1.5 | 1.9 |

| Score | Environmental Science |
|-------------------------|-----------------------|
| | 2021 |
| 1 | 92% |
| 2 | 8% |
| 3 | 0% |
| 4 | 0% |
| 5 | 0% |
| PASS RATE | 0% |
| # of test takers | 12 |
| AVG SCORE | 1.08 |

| Score | Spanish Language | | | | | | | | | |
|-------------------------|------------------|------|------|------|------|------|------|------|------|-----|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2020 | 2021 | AVG |
| 1 | 0% | 17% | 0% | 0% | 0% | 0% | 18% | 3% | 38% | 8% |
| 2 | 0% | 50% | 17% | 10% | 64% | 31% | 29% | 3% | 63% | 30% |
| 3 | 75% | 17% | 50% | 30% | 27% | 46% | 24% | 33% | 0% | 34% |
| 4 | 25% | 17% | 33% | 60% | 0% | 8% | 29% | 43% | 0% | 24% |
| 5 | 0% | 0% | 0% | 0% | 9% | 15% | 0% | 17% | 0% | 5% |
| PASS RATE | 100% | 33% | 83% | 90% | 36% | 69% | 53% | 93% | 0% | 62% |
| # of test takers | 4 | 6 | 12 | 10 | 11 | 13 | 17 | 30 | 8 | 12 |
| AVG SCORE | 3.3 | 2.3 | 3.2 | 3.5 | 2.5 | 3.1 | 2.6 | 3.7 | 1.63 | 2.9 |

| Score | Spanish Literature | | | | | | | | | |
|-------------------------|--------------------|------|------|------|------|------|------|------|------|-----|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2021 | AVG |
| 1 | 43% | 0% | 50% | 56% | 0% | 67% | 45% | 57% | 71% | 43% |
| 2 | 43% | 0% | 50% | 11% | 73% | 17% | 45% | 29% | 0% | 30% |
| 3 | 14% | 100% | 0% | 33% | 27% | 17% | 9% | 14% | 29% | 27% |
| 4 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 5 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| PASS RATE | 14% | 100% | 0% | 33% | 27% | 17% | 9% | 14% | 29% | 27% |
| # of test takers | 7 | 1 | 4 | 9 | 11 | 6 | 11 | 7 | 7 | 7 |
| AVG SCORE | 1.7 | 3 | 1.5 | 1.8 | 2.3 | 1.5 | 1.6 | 1.6 | 1.57 | 1.8 |

| Score | U.S. Government and Polit. | | |
|-------------------------|----------------------------|------|-----|
| | 2020 | 2021 | AVG |
| 1 | 31% | 71% | 51% |
| 2 | 24% | 24% | 24% |
| 3 | 31% | 5% | 18% |
| 4 | 10% | 0% | 5% |
| 5 | 3% | 0% | 2% |
| PASS RATE | 45% | 5% | 25% |
| # of test takers | 29 | 21 | 25 |
| AVG SCORE | 2.9 | 1.33 | 2.1 |

| Score | U.S. History | | | | | | | | | | | | | |
|-------------------------|--------------|------|------|------|------|------|------|------|------|------|------|------|------|------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2014 | 2017 | 2018 | 2019 | 2020 | 2021 | AVG |
| 1 | 65% | 35% | 55% | 51% | 51% | 47% | 67% | 0% | 7% | 52% | 14% | 56% | 85% | 45% |
| 2 | 25% | 43% | 35% | 35% | 38% | 39% | 29% | 50% | 50% | 20% | 32% | 26% | 10% | 33% |
| 3 | 5% | 17% | 6% | 11% | 11% | 11% | 2% | 50% | 14% | 12% | 36% | 12% | 5% | 15% |
| 4 | 5% | 4% | 4% | 3% | 0% | 3% | 2% | 0% | 14% | 12% | 18% | 6% | 0% | 5% |
| 5 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 14% | 4% | 0% | 0% | 0% | 1% |
| PASS RATE | 10% | 21% | 10% | 14% | 11% | 14% | 4% | 50% | 43% | 28% | 55% | 18% | 5% | 22% |
| # of test takers | 20 | 23 | 51 | 37 | 45 | 36 | 45 | 2 | 14 | 25 | 22 | 34 | 41 | 30 |
| AVG SCORE | 1.5 | 1.9 | 1.6 | 1.7 | 1.6 | 1.7 | 1.4 | 2.5 | 2.8 | 2 | 2.6 | 1.7 | 1.2 | 1.9 |

| Score | World History: Modern | | | | | | | | | | | |
|-------------------------|-----------------------|------|------|------|------|------|------|------|------|------|------------|--|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | AVG | |
| 1 | 84% | 49% | 13% | 0% | 10% | 8% | 0% | 12% | 24% | 66% | 27% | |
| 2 | 13% | 35% | 26% | 47% | 31% | 38% | 32% | 50% | 39% | 31% | 34% | |
| 3 | 3% | 14% | 39% | 35% | 46% | 46% | 36% | 27% | 29% | 3% | 28% | |
| 4 | 0% | 3% | 4% | 12% | 13% | 8% | 28% | 12% | 5% | 0% | 9% | |
| 5 | 0% | 0% | 17% | 6% | 0% | 0% | 4% | 0% | 3% | 0% | 3% | |
| PASS RATE | 3% | 16% | 61% | 53% | 59% | 54% | 68% | 38% | 37% | 3% | 39% | |
| # of test takers | 38 | 37 | 23 | 17 | 39 | 26 | 25 | 26 | 37 | 59 | 33 | |
| AVG SCORE | 1.2 | 1.7 | 2.9 | 2.8 | 2.6 | 2.5 | 3 | 2.4 | 2.2 | 1.4 | 2.3 | |