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Media and Technology Charter High School 2003-2004 School Year Annual Report

School Mission Statement

The 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.

School Address/Contact Information

Media and Technology Charter High (MATCH) School
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Executive Summary

In our fourth year of operation, we accomplished many goals and celebrated our first graduating class of seniors.

College Admissions

All members of our first graduating class of 2004 plan to enroll in college during the 2004-05 school year. As of July 2004, all but one (who plans to apply in January) had been admitted to at least one university (with an average of 3 acceptances per student). Together they received approximately \$1.2 million in four-year need-based grants scholarships and \$400,000 in four-year loan commitments. Their selections included Northeastern, Trinity, Boston College, Virginia State and Brown.

MCAS: 2 Years in a Row, 100% Pass MCAS

Guided by excellent teachers, MATCH students again outperformed each of the other 24 public, open-enrollment schools in Boston that serve grades 9 to 12 – on both math and English in Competency.

In 2000, only 18% of our incoming 9th grade students had passed their 8th grade MCAS. Yet, after just two years at MATCH, our pass rate on the 10th grade exam by these same students was up to 82%. By December 2002, after the first retake opportunity, the pass rate was 100%.

Our second MCAS results, released in September 2003, were similar. This time 89% of our class passed both math and English on their first try. By May 2004, 100% of that cohort had passed both tests.

Moreover, despite the fact that just 4% of our students had scored in the top two MCAS levels (called “proficient” and “advanced”) in math before coming to MATCH in 2001, after 2 years here, 73% of these same students scored “proficient” or “advanced” in math in grade 10 in 2003. This was a higher percentage than at most suburban districts across Massachusetts.

Expansion of Tutoring

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 to over 20,000 in 2003-04.

Daily absenteeism 5%

This was not statistically different from the rate in our first, second and third 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%.

Report from the Massachusetts Department of Education

Our application for our charter renewal was submitted in December 2003, followed by an thorough, week-long school visit in April 2004 by the Department of Education’s contractor, Schoolworks. We are currently awaiting the results of this visit and a scheduled vote this fall on the renewal of our charter for

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early 50%). This was the identical methodology to the 2002-2003 school year parent survey, when 52 parents participated (representing 35% of the students).

On a scale of 1-10, with 10 being the highest score, parents gave MATCH an overall mean rating of **8.8** points. The median score was 10 out of 10. This was statistically the same as 2003-2003, with an **8.9** mean and median score of 10.

In comparison, our parents rated their children's various **former** Boston middle schools as 5.65 on a scale of 1-10. A 90-page report documenting these results is available. The results are summarized in this Annual Report.

Admissions

The ratio of applicants-to-slots remains persistently high. The number of applicants in FY04, 442, nearly matched the number of applicants in FY03, 445.

Failure Rate

The number of students who were not promoted to the next grade was 24%. This compares to 20% in 02-03; 28% in 01-02; 40% in 00-01.

Our school's faculty sees failure rate as a complex statistic. 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 our 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 many other local public schools. We worked hard in this past school year to clarify these standards so that they align with future college success.

U.S. Department of Education Honors

In October 2003, MATCH was chosen as one of two schools nationwide for the Advanced Placement initiative – an effort to bolster AP participation among minority and low-income students.

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background

MATCH opened September 7, 2000. Our innovative approach to education has been chronicled by media outlets including CNN, NPR, the *Wall Street Journal*, *Boston Globe*, *Boston Phoenix*, *The New York Times*, *Boston Business Journal*, and *Boston Globe Magazine*.

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 on connecting with each student as an individual.

Diversified Collaborations. We partner with local universities (M.I.T., Boston University, Boston College, Harvard) and are supported both by individual executives from local companies and by charitable foundations (Mifflin Foundation, Nellie Mae Foundation, Boston Foundation, and others.)

Extended School Day and Year. The median MATCH student attended weekend tutoring sessions (roughly 50 four-hour sessions per year) and our five-week 2003 Summer Academy, sponsored by M.I.T. and the Nellie Mae Foundation.

Student Demographics

Our student body:

is 64% African-American, 28% Hispanic, 5% white and 3% Asian

75% qualify for free/reduced price lunches – a rate slightly higher than the district of Boston

is roughly 56% female and 44% male

Comes from at least 24 different nations of origin

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).

Grades and Age Levels

The MATCH School served 9th, 10th, 11th and 12th grade students in its fourth year of operation, 2003-2004. Students range in age from 14 to 18. New students are only accepted into the 9th grade.

All students are given free MBTA "T" subway and bus passes; the school is across the street from a Green Line stop.

Total number of student applications received:

10 for 80 spots for 2000-01

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Enrollment Process

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

- 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

For final 9th grade admission into the MATCH School in September 2004, each student must have successfully completed 8th grade. We do not accept new 10th grade students.

Lottery Process

The most recent Lottery was held in March 2004, overseen by a religious official acting in a lay capacity. Only Boston residents currently in 8th grade were eligible to apply for 9th grade for the 2004-05 school year. Each application was pulled at random from a covered container. All applications were drawn and placed in order. The first 10 accepted students were siblings of current MATCH students, accepted as per Massachusetts law. The next 60 students selected were also considered "admitted" and were called immediately. All other students were placed in order on a waiting list, posted on our website.

In mid-May the MATCH School called every admitted student to confirm their expected attendance in September; follow-up phone calls will be made again in August. In May 2004 there was also an orientation for new students which included diagnostic tests. (NOTE: These are not entrance or admission tests but are used for academic evaluation for tutoring in MATCH Summer Academy.) 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 have no further special standing.

Parents from the waiting list who have declined an offered slot, and later decide they want to enroll their child in the school, can add their name to the *end* of the current waiting list, and will be treated like any other eligible parent, as above. New students will be accepted off of the waiting list during the first semester of school in the fall.

For the first time this coming year, all incoming 9th graders will be required to attend MATCH Summer Academy for the entire 5 weeks prior to the beginning of school in September 2004.

Summary of Educational Philosophy

Curriculum, pedagogy and support

In math, all students learn algebra, geometry, statistics, and trigonometry; beginning in 2004-05, many will study calculus as well. In science, students learn biology, chemistry, and physics. Students master English

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The unrelenting focus of teachers is to build individual relationships with students and parents, and leverage those collective relationships to engage students in challenging work – especially students who do very little schoolwork in middle school. Traditional teaching methods, homework, and exams are implemented with 1-on-1 tutoring and media projects. Technology is simply a tool to help students master core subjects essential to college success, not an end unto itself.

At the MATCH School, a good-faith effort is acknowledged but standards aren't lowered. *A poor result is labeled 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. To achieve our mission of college success, we can't sugarcoat results.

MATCH School Code of Conduct

The entire MATCH School Code of Conduct is located in the MATCH School Student Handbook which is available on our website. Below are the three major rules and the MATCH “non-negotiables.”

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 walkman), etc. Our goal is to stop repeat offenses.

MATCH School Non-Negotiables

1. Attend school daily on time, and be in their first period class – seated, and doing the Do-Now by the time the bell rings at 8:30 am.
2. Respect all members of the MATCH community.
3. Be focused on learning,
4. Be on time for all classes – seated and doing the Do-Now by the time the bell rings.
5. Follow the dress code,
6. Be prepared to work every day.
7. Know and do all assigned homework.
8. Respect the building and all community and personal property.
9. Turn off and put away all electronic devices before entering school.
10. Always have a pass in the hallway.

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Letter from the MATCH Board Chair and the Executive Director

July 15, 2004

To the Reader of our Fourth Annual Report:

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

In our fourth year of operation, we accomplished many goals. Our charter renewal application was submitted, followed by an intense and thorough, week-long site visit. We anticipate a vote this fall by the Massachusetts Board of Education to renew our charter through June 2010. All members of our first graduating class of 2004 plan to enroll in college during 2004-05, and all but one have been admitted. Together they've received approximately \$1.2 million in four-year scholarships and need-based grants. Their selections include Northeastern, Trinity, Boston College, Virginia State, and Brown. During the school year, each senior enrolled as an auditor in regular humanities classes (2) at Boston University or Boston College, where they faced all of the same exams and requirements of the BU and BC freshman students; this was meant to prepare them for what college is "really" like. (This program is unique in Massachusetts). The non-partisan think tank Mass Inc named MATCH as one of nine high-performing, high-poverty high schools in the state.

The grade 10 MCAS results we received in September 2003 showed that we outperformed each of the 24 open-enrollment Boston schools which serve grades 9-12: our first-time pass rate was 89%, compared to 82% in September 2002. Our math proficiency level, in particular, was extraordinarily high: 73% (compared to just 4% of those same students who were proficient on math MCAS as 8th graders, before enrolling at our school). In this, our students eclipsed many of the suburban high schools across Massachusetts. For two consecutive years, our pass rate for 10th graders after re-takes is 100%.

We intend to continue our progress as we approach our **fifth 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, and discrimination. Despite it all, many are 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

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00-01 Build a Positive Culture

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 parents about what school is, and impressed upon them the importance of learning.

01-02 Work Towards Stability

We achieved institutional stability as measured by balanced budgets, acquisition of a permanent facility, continued learning 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.

02-03 Clarify Curriculum

According to the DOE site visit report in Spring 2002, MATCH needed to build a clearer curriculum scope and sequence. The 2002-03 school year focused precisely on that goal – with success, according to a DOE site visit report of Spring 2003. Our high MCAS scores validated the work our staff has done to date but we do not feel that passing MCAS correlates with likely college success; only MCAS proficiency, a higher standard, does.

03-04 Raise Standards Yet Reduce Attrition

We faced two competing challenges. First, we wanted to **raise** our academic **standards**; by many measures, we included that these were far above those of other Boston public schools, but well behind those of highly competitive suburban schools like Brookline. Without change, we feared some students could make great strides but still be unprepared for college success, which is our mission. Second, we faced **attrition**: since our school is considered much more challenging than other Boston public schools, students who fail at MATCH may elect to transfer to a regular district high school, where they are promoted irrespective of their failing grades. That is, MATCH students held back in 10th grade are essentially offered “Get Out of Jail Free” cards by other schools willing to enroll them in 11th grade. We chose to focus on the first problem with teacher-led process to make academic requirements even more challenging, with the short-term consequence of exacerbating our attrition. We so dramatically expanded our after-school and weekend tutoring program, providing all 9th and 10th graders up to 10 hours of one-on-one tutoring. (The median was 150 hours per student.)

04-05 A.P. For All and MATCH Corps

Our goals this year are to further bolster academic achievement and concurrently reduce attrition. To do this, each student will receive 2 hours of tutoring each day, through a new program called MATCH Corps, where recent college graduates tutor at our school full-time in exchange for room and board. In addition, the U.S. Department of Education has chosen MATCH as one of two schools nationwide for an Advanced Placement grant, so that all students will be required to study AP American History as juniors, and AP Calculus, Biology, or English as seniors.

Please join our students, parents, staff and Trustees in our effort to realize this plan.

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Summary of Performance Relative to Accountability Plan Objectives

Student Performance Objective 1: All students will read at or above grade level by the end of their junior years. This is a special, urgent goal. We will prioritize resources – tutors, time, books, funds – to attain this goal.

Measurement of Student Performance Objective 1:

In past years, reading improvement had been measured by the Degree of Reading Power (DRP) Test. We continued to use this test for students in Grades 10 and 11.

This year we changed, based on recommendations received at a Department of Education literacy grant training, to the Group Reading Assessment and Diagnostic Evaluation (GRADE) test for new 9th graders

Why Change?

In addition to measuring overall reading comprehension, GRADE offers diagnosis of relative strengths and weaknesses in several categories. This diagnostic information has allowed tutors to focus on each student's individual reading needs, be they in:

- Listening comprehension
- Vocabulary
- Sentence comprehension
- Passage comprehension

The GRADE test also offers reproducible curricular materials for skill-building in each subcategory noted above. These materials have been used and adapted by tutors to meet their students' reading needs. The GRADE, while a relatively new test, is more highly regarded than the DRP by both the Massachusetts DOE and an independent test evaluation service (<http://www.unl.edu/buros/>).

Among our fourth class of students, the GRADE was administered to incoming students before they began their MATCH school year in 2003. It was then administered in April and June of 2004.

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.

The average gain of an incoming MATCH student was 14.1 Grade Scale Value (GSV) points, from 478.6 to 492.7. This represents roughly 2.9 years of reading growth, from 7.7 to 10.6 grade equivalent, according to GRADE tables.

DRP Results of Grades 10 and 11 from June 2003 to June 2004

The average gain of a second-year MATCH student was 4.4 Independent Level Points in 12 months, from 56.9 to 61.3. This represents roughly two years of reading growth. This compares to 5.1 Independent

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Student Performance Objective 2: Math and English achievement

In math, all MATCH students will learn algebra, geometry, trigonometry and statistics.

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 to both obtain information and to communicate.

Measurement of Student Performance Objective 1:

1. All students will pass the 10th grade math and English MCAS exams
2. Proficiency as measured by internal MATCH reading, writing and math exams.

MCAS: 2 Years in a Row, 100% Pass MCAS

Guided by excellent teachers, MATCH students again outperformed each of the other 24 public, open-enrollment schools in Boston that serve grades 9 to 12 – on both math and English in Competency.

In 2000, only 18% of our incoming 9th grade students had passed their 8th grade MCAS. Yet, after just two years at MATCH, our pass rate on the 10th grade exam by these same students was up to 82%. By December 2002, after the first retake opportunity, the pass rate was 100%.

Our second MCAS results, released in September 2003, were similar. This time 89% of our class passed both math and English on their first try. By May 2004, 100% of that cohort had passed both tests.

Moreover, despite the fact that just 4% of our students had scored in the top two MCAS levels (called “proficient” and “advanced”) in math before coming to MATCH in 2001, after 2 years here, 73% of these same students scored “proficient” or “advanced” in math in grade 10 in 2003. This was a higher percentage than at most suburban districts across Massachusetts.

MATCH internal proficiency exams:

WRITING

Writing Proficiency Exam: 67% of 9th graders passed our internal writing proficiency exam by June 2004. All failing students attend Summer Academy at M.I.T.

MATH

In the 2003-04 year, MATCH math teachers collaborated on developing a new requirement for all 9th graders. By the end of the year, in addition to passing their two math courses, they would have to score 90% on a math basic proficiency exam. The 65 question exam included adding, subtracting, multiplying, and dividing of fractions, decimals, and negative numbers.

Of 55 ninth graders, just 11% passed the test on the first try in December 2003. (This was slightly surprising. What if only a few more kids reached the 90% threshold? Would we hold back almost all the

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and after another 6 weeks, another 18% hit the “90% correct” passing threshold on the fourth version of the test towards the end of June.

Therefore, as of this writing, just 45 of 55 students (82%) met the 9th grade math proficiency. Those who did not will attend Summer Academy at MIT.

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 of School Performance Objective 1

- ★ Do not promote any student who has not passed at least 5 of 6 core classes with a “C” average (“D” does not count as passing at MATCH) and the 3 MATCH proficiency exams.
- ★ Communicate high standards to parents all year so that no parent is surprised by a failure of their child to be promoted (as per measured per parent survey).

Measurement of School Performance Objective 1	03 - 04	02 - 03	01 - 02
Percentage of students NOT promoted to the next grade.	24%	20%	28%

In the 2003-2004 school year we have worked hard to create rigorous criteria for students in each grade level and map clear exit standards for each grade.

School Performance Objective 2: Provide specific, useful, timely information to parents about their children’s academic improvement, strengths and weaknesses.

Measurement of School Performance Objective 2: Annual Parent Survey. Parents participate in an annual survey where they rate their satisfaction with the school on a 1-10 scale.

Outcomes

Measurement of School Performance Objective 2	03-04	02 - 03	01 - 02
Parents rating of MATCH School (Mean/Median) on a 1 - 10 scale	8.8 / 10	8.9 / 9	9.3 / 9

For a detailed analysis of parent satisfaction for the 2003-2004 school year, please read the separate report attached, data in Appendix A and a synopsis in the Executive Summary of the Annual Report on page 6.

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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.

<i>Measurement of School Performance Objective 3</i>	03-04	02-03	01-02
fights between students	2	0	0
weapon possession by students	1	0	0
minor vandalism violations	2	2	4
drugs, alcohol or tobacco violations on campus	2 tobacco	1 incident off-campus	0
attendance	95%	95%	95.5%

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Summary of External Standardized Tests

Our second MCAS results were released in September 2003. This time 89% of our class of 2005 passed both math and English on their first try. By May 2004, after the second retake opportunity, 100% of the class of 2005 passed both tests. Moreover, despite the fact that just 4% of our students had scored in the top two MCAS levels (called "proficient" and "advanced") in math before coming to MATCH in 2001, after 2 years here, 73% scored "proficient" or "advanced" in 2003. On MCAS, in 2002 and 2003, we were 1 of 22 open-admissions high schools in Boston, and we were the top predominantly African-American high school in the state.

Results for the spring 2004 MCAS will not be available until August 2004.

Summary of Internal Assessment Results

9th Grade:

MATCH School 9th graders are now required to pass 3 proficiency exams in order to proceed to the 10th grade. Upon detailed analysis, we found that students with good grades were being promoted into higher grades even though their skills were not sufficient or at grade level. Therefore, it is now required for all 9th graders to pass a proficiency exam in math, reading and writing in order to be promoted to the 10th grade.

These internal tests are given frequently in order to address students' weaknesses more quickly and address any academic gaps that they might have.

Consequently, all 9th graders that are scheduled to advance to the 10th grade are at or above grade level in their reading, writing and math skills.

MATCH School uses the GRADE test to assess reading levels and internal assessment exams to determine writing and math skills.

GRADE Results: *Please see outcomes mentioned earlier.*

Writing Proficiency Results: *Please see outcomes mentioned earlier.*

Math Proficiency Exam: *Please see outcomes mentioned earlier.*

10th Grade:

MAP Results: *Please see outcomes mentioned earlier.*

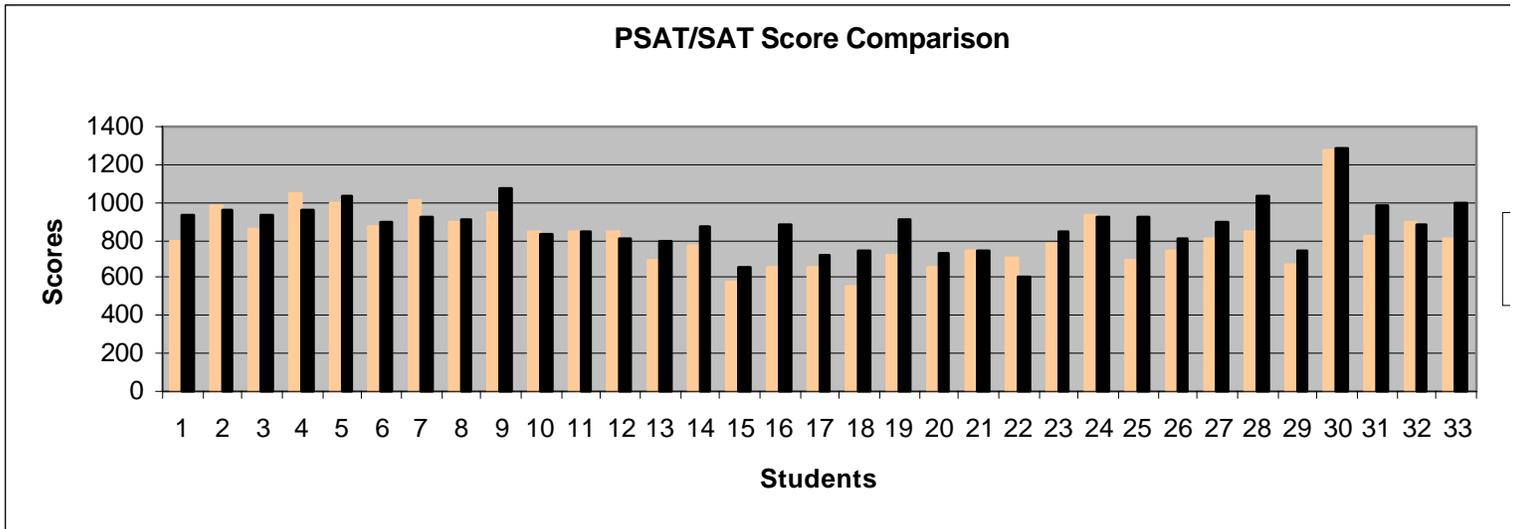
MCAS Preparation: This year's 10th graders were required to have 8 hours of one-on-one tutoring each

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11th Grade:

PSAT to SAT gains of 33 students.

Beginning in January, 31 11th graders received small group SAT preparation three times a week for an hour during their school day from Kaplan Test Prep. Five students had private SAT tutoring during the same time. After 10 weeks of tutoring, the range of change in the scores of all 11th graders from the PSAT to the SAT went from -100 to +220 points, with a mean combined verbal and math gain of 64 points among those in the Kaplan program and a combined mean gain of 87.5 points by the students in the private tutoring. 80% of the 34 students that took the SAT test in the spring increased their scores significantly from the PSAT's taken in grade 10. The scores had a 680-point range.



MCAS scores.

By May 2004, 100% of the Class of 2005 passed both the English and math MCAS tests. Moreover, despite the fact that just 4% of our students had scored in the top two MCAS levels (called "proficient" and "advanced") in math before coming to MATCH in 2001, after 2 years here, 73% scored "proficient" or "advanced" in math in 2003.

12th Grade:

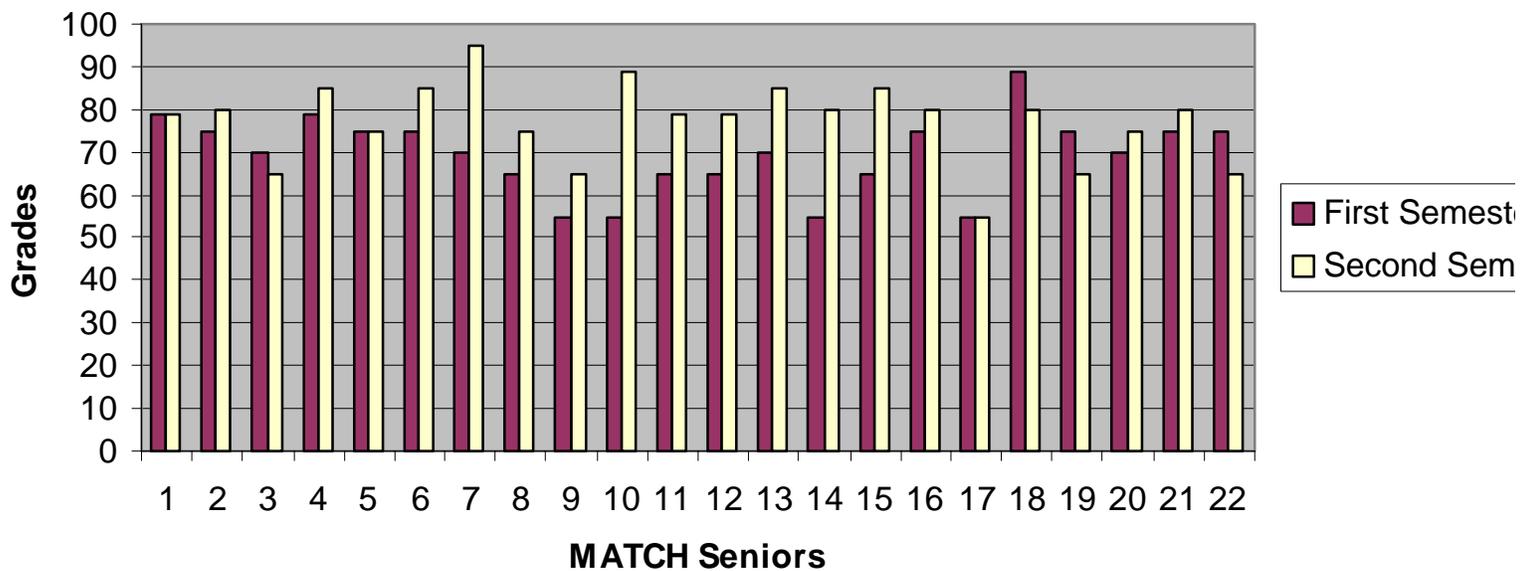
College Classes

In the 2003-2004 school year, MATCH requested space in freshman classes at Boston University and Boston College for all of our senior class to audit a class each of the two semesters. Nearly all classes were in the Departments of Arts and Sciences; nearly all were pure humanities classes such as British Literature

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The first semester was difficult for many MATCH students unused to the college load. However, one of our students received the highest grade in the freshman British Lit class at Boston College. With additional tutoring and hard work, MATCH student college grades increased by one full grade on average from the first to the second semester. Our students felt better prepared for college academic expectations.

MATCH Seniors' College Class Grades



College Admissions

On average, seniors were accepted to three colleges. All members of our first graduating class of 2004 plan to enroll in college during the 2004-05 school year. Together, they received approximately \$1.2 million in four-year scholarships and \$400,000 in four-year loan commitments.

The first graduating class of MATCH seniors will be attending the following colleges:

Boston College
Brown University
Eastern Nazarene College
Birmingham State College
Lesley University
St. Ida College
Northeastern University

Oakwood College
Pine Manor College
Regis College
Trinity College
University of Massachusetts Lowell
University of Tampa
Virginia State University

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Number of Instructional Days

In the 2003-2004 MATCH School year, there were 190 days of instruction.

School began on September 4, 2003 and ended on June 29, 2004.

2003-04

September 4 – June 29

190 Instructional Days *

7:30 am–3:00 pm and 3:30–5:00 Homework Lab/Tutorials Monday, Tuesday, Wednesday

7:30 am- 3:00 pm Thursday (3:30 – 7:30 Tutoring for 9th and 10th graders)

7:30 am – 12:40 pm Friday (1:30 – 5:30 Tutoring for 9th and 10th graders)

2002-03

September 6 – June 30

185 Instructional Days *

7:30 am – 5:00 pm Monday, Tuesday, Wednesday, Thursday

7:30 am – 12:30 pm Friday/Staff meetings from 12:30 to 3:30 pm

2001-02

September 6 – June 28

180 Instructional Days *

7:30 am – 4:30 pm Monday, Wednesday, Thursday

7:30 am – 3:00 pm Friday

7:30 am – 12:30 pm Tuesday/Staff development and meetings from 12:30 – 4:00 pm

2000-01

September 7 – June 30

180 Instructional Days *

7:30 am – 4:30 pm Monday, Wednesday, Thursday

7:30 am – 3:00 pm Friday

7:30 am – 12:30 pm Tuesday/Staff development meetings from 12:30 – 4:00 pm

Note: The majority of MATCH School students also participate in Summer Academy that runs for 5 weeks during July and August. Also, all 9th and 10th graders participate in required tutoring programs after school and on weekends and all students participate in after school Homework Labs and tutorials.

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Student Data 2003-2004

Number of students enrolled:

Year One – 184

Final Day – 165

Average Daily enrollment: 173

Average Daily attendance: 95%

Number of students classified as Limited English Proficient (LEP): 0

Percentage of students classified as Limited English Proficient (LEP): 0%

Number of students who are linguistic minorities: 33

Percentage of student who are linguistic minorities: 19%

Number of special needs students (those with formal IEP's in place) by special education prototype: 16

Percentage of special needs students by special education prototype: 9%

Number of students qualifying for free and reduced price meals: 129

Percentage of students qualifying for free and reduced price meals: 75%

Student Turnover data

We had 19 students withdraw during the academic year (11% of the student body), less as a proportion than withdrew in 2002-03, in 2001-02 and in year one of the MATCH School.

	03-04	02-03	01-02	00-01
Student Turnover	19	15	18	13

left to pursue a recording contract and music career

moved out of state and/or out of the country

) transferred to Boston Public Schools. All were surveyed. Reasons student cited as why they transferred include: to attend easier classes; because "D" grades count as passing at other schools; because enforcement of rules is lax.

withdrew for personal reasons

was expelled for misconduct

withdrew for misconduct

Number of students in out-of-school suspension: 22

Number of students placed on in-school suspension: 20

Attendance Rate for the 2003-2004 school: 95%

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list of Board of Trustees

Denise Blumenthal is Director of Educational Programming at WGBH. She has more than twenty years of 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 began: February 1999

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 began: March 2000

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 began: October 2000

Christine Ridgitt 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 began: February 2003

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

Charlotte Hart is a retired technology executive who helped grow a Cambridge-based software development company, Programart, from less than \$2M to \$50M in revenue and from 10 to more than 22 employees. Prior to entering the high-tech industry, Hart taught Science and Math in the Brookline and Newton Public School Systems. She holds a B.A. in Chemistry from Agnes Scott College, and a M.Ed. in Science Education and M.A. in Computer Science from Boston University. She also sits on the boards of Camp Fire USA, the Boston Club, and her local United States Power Squadron.
Term began: July 2001

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 Mortgage and Real Estate Group. 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

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and Chicago, and those of the Gates Foundation to replicate high-achieving small high schools. Previously was VP and General Manager of Amazon.com; CEO and Founder of Exchange.com; assistant principal of St. Mark's School in Harlem, NY; and a consultant to McKinsey & Co. He has a JD and an MBA from Harvard University and a BA from Princeton University. Term began: September 2003

James Mobley is the President and Chief Executive Officer of @stake, Inc., a leader in digital security consulting. Prior to @stake, Mobley spent more than 20 years in the high technology sector with IBM, Digital Equipment Corporation (HP) and Compaq Computer Corporation (HP). He is a graduate of the Ross School of Business at Southern Methodist University. Term began: April 2004

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, Barr Scheer, has provided countless hours of pro-bono service to the MATCH School. www.parkerscheer.com Term began: February 1999

Earl 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 began: October 2000

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 began: July 2000

Summary of Board of Trustees Major Actions 2003-04

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

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

The major board of trustees' decisions made during the 2003-2004 school year:

- Board analyzed "Charter Renewal Application," MCAS results and grade distributions to reconcile against Accountability Plan.
- Board analyzed DOE charter renewal visit site report

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- Board authorized CEO to extend contract with Principal.
- Board voted to approve launch of MATCH Corps program and use of third floor.
- Board reviewed and approved Strategic Plan and Budget for 2004-05
- Board approved new Trustee James Mobley, CEO of At Stake, and accepted resignation of Mike Duffy, who became executive director of City on a Hill Charter School.
- Board explored refinancing of debt through New Market Tax Credit program; met with National Cooperative Bank; hopes to execute transaction in 2004-05.

Summary of official complaints

In the 2003-2004 school year, there were no official complaints made to the MATCH School Board of trustees.

Summary of classroom teacher qualifications

The MATCH School's education staff includes 14 teacher FTEs, a college counselor, a social worker, and director of special education. MATCH School teachers average 5 years teaching of experience and each is taught in urban public schools. All but three staff have graduate degrees in education (those three have a master's in journalism from Berkeley, a degree in economics from Dartmouth, and a degree in nuclear engineering from M.I.T., respectively). 100% of the full-time faculty is designated as Highly qualified according to NCLB legislation.

The MATCH School provided more 1-on-1 tutoring in FY04 than any other public school (to the best of our knowledge in Massachusetts). Two tutoring coordinators supported a team of over 100 work-study college students and volunteers who give at least 100 hours per year of service to the school.

Teacher turnover

No MATCH School teachers left during the 2003-2004 school year, although one was out for 4 months on an extended maternity leave for the birth of her twins.

Five full-time teachers, however, will not be returning in the fall of 2004. One has accepted the position of Assistant Dean at MIT, one has moved out of state, one has chosen to teach middle school art rather than English, one is leaving teaching in order to have a baby and work on curriculum development, and one is taking some time off from teaching.

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This will be sent to other small school and charter school leaders in Massachusetts and nationwide. The booklet is an outline and thorough overview of the tutoring program that the MATCH School has developed. The booklet provides details for program replication and best practices used at MATCH. MATCH School has also arranged for a training session/meeting for school leaders in the fall of 2004 in order to further disseminate this information to the public.

MATCH School has also disseminated information to the public in the following ways:

- ★ □ At the National Title I Conference in New Orleans, Louisiana in February 2004, selected from a competitive applicant pool, to present information on effective tutoring programs. (Please see presentation, “Megadoses of One-on-One Tutoring for Urban High School Students” on our website, www.matcheschool.org.)
- ★ □ At the State Title I Conference in Hyannis, Massachusetts in May 2004, to present information on effective tutoring programs.
- ★ □ At the National Charter School Conference in June 2004, to make presentations on Effective Communication with Parents and School Financing.
- ★ □ News articles in The Boston Globe, The Scholastic Administrator, The New York Times, Princeton Alumni Weekly, etc. Please see the press section on our website for a complete list of articles, published at www.matcheschool.org.

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MATCH School Annual Parent Survey

Completed July 12, 2004

for the 2003-2004 School Year

Executive Summary (90-page report available at www.matchschool.org)

Methodology

This survey was conducted by phone by Katherine Dawson, Luna Acharya, and Charlotte Sinclair, college student tutors at the MATCH school who were given the opportunity to assist in completing the annual parent survey project.

The tutors called the parents of all 166 students in grades 9-12 for the 2003-2004 academic year. Out of the parents called, 77 were available for interviews, representing 81 students at the school. This was the identical methodology to the 2002-2003 school year parent survey, when 52 parents participated.

The 77 interviewees are a representative sample of the entire MATCH parent population with regards to race, ethnicity, gender, class status, and academic standing of child, among other variables. Parents were urged not to 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 as Appendix B.

Please note that because of language difficulty or understanding of the questions, or some other circumstance, a small number of parents in this survey did not respond to all of the questions asked during the interview. All percentages are based on the number of parents who did respond to the question.

Summary of Results

Overall Parent Satisfaction

On a scale of 1-10, with 10 being the highest score, parents gave MATCH an overall mean rating of 8.8 points. The median score was 10 out of 10.

Comparison of Overall Parent Satisfaction to Last Year

In 2003-2003, MATCH scored an overall mean rating of 8.9 out of 10. The median score was 9 out of 10 in 2002-2003. These are not statistically significant differences.

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

In addition to satisfaction with MATCH, parents were also asked to rate their child's **former middle school** on a scale of 1-10 with 10 being the highest score. Parent satisfaction with their children's former middle schools averaged 5.65 out of a possible 10. In the previous year, the rating was 6.7 out of a possible 10. The average improvement of MATCH over the student's middle school is 3.15 points.

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Apples to Apples: 21 parents who were part of both surveys in 02-03 and 03-04

The average parent satisfaction among these 21 parents was 9.6 in 02-03, and 9.2 in 03-04. Again, these are not statistically significant differences.

Parent Perception of Teaching

Again on a scale of 1-10, parents were asked to rate MATCH on its teaching quality. On average they gave a score of 8.9 points. The previous year, the teaching quality at MATCH scored a 9.2.

This 8.9 score compares to the 6.5 score that the parents assigned when rating the quality of teaching at their child's ***former middle school***. MATCH's improvement over the middle school is 2.4 points.

Only one parent out of all parents interviewed thought that the quality of teaching at MATCH was worse than that of their child's former middle school.

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?" ...73 out of 75 interviewees (97%) claimed that they are comfortable reaching out to the school and that yes, there are sufficient channels to do so. Most interviewees used the phrase "very comfortable."

When asked if there is any other information the parents would like to receive, most parents (69%) replied that no, the information provided by the school was already enough. Comments and suggestions made by parents can be seen in the unedited responses that follow this summary.

When asked if they had any suggestions as to how MATCH could improve its communication with parents, 64% replied that they had no suggestions on how MATCH could improve its overall communication. Comments and suggestions made by these and other parents can be seen in the unedited responses that follow this summary.

Out of 75 responding parents, 98% said that they receive the letters issued by the principal twice a month. Parents in this study report that they receive an average of 1.6 calls per month from the principal and 1.67 calls per month from teachers. In the previous year, parents averaged 2.9 calls per month from the principal and 2.4 calls per month from teachers.

Parent Perception of Student Hours Spent on Homework; Parent Satisfaction with Child's Individual Academic Performance; and Parent-Child Discussion of College

Parents were asked how many **hours per day** their child spends doing homework. The average number of hours that a student of any grade level at MATCH spends on homework each day is 2.32 based on the numerical responses given by these students' parents. Only 3 parents claimed that their children spend none at home on homework. This question was not asked in 02-03. (We do not think the parents' perception aligns with the **teachers'** perception; this is a future area of investigation).

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CLB School Report Card - Media and Technology Charter School

School Report Card generated by the MATCH School and the Massachusetts Department of Education in February 2004.

Media and Technology Charter School (04690505)
Charles P Sposato, School Principal
Mailing Address: 1001 Commonwealth Avenue
Boston, MA 02215
Phone: (617) 232-0300
Fax: (617) 232-2838
Website: <http://www.matcheschool.org>

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2002 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Mission Statement:

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. We implement 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.

Grades Offered: 09, 10, 11, 12

Additional Teacher Information:

Our class size average is 18 but we have a significant one-to-one after school and weekend tutoring program.

Enrollment - 2004			
	School	District	State
Race/Ethnicity			
African American	66.5 %	66.5 %	8.8 %
Asian	6.5 %	6.5 %	4.7 %
Hispanic	21.8 %	21.8 %	11.5 %
Native American	0.0 %	0.0 %	0.3 %
White	5.3 %	5.3 %	74.6 %
Gender			
Female	97.1 %	97.1 %	51.5 %

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low-income	72.9 %	72.9 %	27.1 %
Special Education	8.8 %	8.8 %	15.6 %
Migrant	0.0 %	0.0 %	0.2 %
TOTAL COUNT	170	170	980,842

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School Report Card - Media and Technology Charter School Grade 10 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	5	100				
SEX						
Female	23	100		48	48	4
Male	14	100	14	57	21	7
RACE/ETHNICITY						
African American/Black	23	100	4	61	26	9
Asian or Pacific Islander	5	100				
Hispanic	4	100				
White	5	100				
LOW INCOME						
	30	100	7	43	43	7
ALL STUDENTS						
003	37	100	5	51	38	5
002	50	98	6	48	40	6
DISTRICT						
003	37	100	5	51	38	5
002	50	98	6	48	40	6
CITY						
003	69607	99	20	40	28	12
002	65669	96	20	40	27	13

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



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School Report Card - Media and Technology Charter School Grade 10 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	5	100				
SEX						
Female	23	100	26	35	26	13
Male	14	100	57	36		7
RACE/ETHNICITY						
African American/Black	23	100	39	30	17	13
Asian or Pacific Islander	5	100				
Hispanic	4	100				
White	5	100				
LOW INCOME	30	100	30	40	20	10
ALL STUDENTS						
003	37	100	38	35	16	11
002	50	98	8	26	46	20
DISTRICT						
003	37	100	38	35	16	11
002	50	98	8	26	46	20
CITY						
003	70263	100	24	27	28	21
002	66674	97	20	24	31	25

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



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School Report Card - Media and Technology Charter School Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS

Student Group	Participation				Performance		Improvement			Attendance		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target
Aggregate	37	37	100	Yes	37	79.7	Yes	-2.3	No	94.9	-0.5	Yes
Am. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-
Spec. Ed.	5	5	-	-	5	-	-	-	-	-	-	-
Free Lunch	30	30	100	Yes	30	75.8	Yes	-4.2	No	94.5	-0.8	Yes
Fr. Amer./Black	23	23	100	Yes	23	81.5	Yes	-0.1	Yes/SH	95.3	-0.3	Yes
Asian or Pacif. Isl.	5	5	-	-	5	-	-	-	-	-	-	-
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	5	5	-	-	5	-	-	-	-	-	-	-

MATHEMATICS

Student Group	Participation				Performance		Improvement			Attendance		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target
Aggregate	37	37	100	Yes	37	85.8	Yes	20.8	Yes	94.9	-0.5	Yes
Am. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-
Spec. Ed.	5	5	-	-	5	-	-	-	-	-	-	-
Free Lunch	30	30	100	Yes	30	85.0	Yes	22.1	Yes	94.5	-0.8	Yes
Fr. Amer./Black	23	23	100	Yes	23	82.6	Yes	23.0	Yes	95.3	-0.3	Yes
Asian or Pacif. Isl.	5	5	-	-	5	-	-	-	-	-	-	-
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-
White	5	5	-	-	5	-	-	-	-	-	-	-

Adequate Yearly Progress History

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Approved School Budget for 2004-2005

2004-05 Draft Budget:	
MATCH School	
Income	
Per Pupil Income From DOE	9,500
Average Daily Enrollment	175
Total Per Pupil Income	\$1,662,500
Unfunded Government Entitlements	\$200,000
Charitable Foundations	\$325,000
Annual Fund Contributions from MATCH Fndn	\$125,000
Totals	\$2,312,500
Expenses	
Personnel and Benefits	\$1,330,000
Building: Parking, Utilities, Custodial, Etc.	\$103,000
Curriculum, Contracted Services, Professional Development	\$73,000
Community Culture Fund	\$33,000
Supplies, Printing, Materials, Insurance	\$64,500
Weekend and Summer Work-Study Tutoring	\$150,000
Technology	\$27,500
Transportation	\$14,000
Professional Services	\$43,600
Leases	\$30,000
Bookstore and Magazine Pleasure Reading	\$19,000
Miscellaneous	\$20,000
Net Rent	\$400,000
Totals	\$2,307,600
MATCH Corps project separately funded	

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Financial Statement for 2003-2004

ATCH SCHOOL: Unaudited P and L
July 2003 through June 2004 Operations
only for preliminary analysis

INCOME

Grants-Private-Unrestricted	\$ 321,000.00
DOE SPED GRANTS	\$ 29,236.00
DOE Title I,II, V, VI and Academic Support	\$ 135,880.00
DOE School Reading Grant	\$ 29,175.00
DOE Per Pupil Payment	\$1,661,095.00
DOE Student Meals Reimbursement	\$ 17,895.98
Medicaid Reimbursement	\$ 6,973.74
Charter School Dissemination	\$ 70,286.00
Federal Building Grant	\$ 87,143.00
Charter School Start Up	\$ 27,266.00
Misc Income	\$ 29,568.00
Student Meals Payments	\$ 5,265.83
Lease-Rental Income	\$ 18,025.00
Total Income	\$2,438,809.55

EXPENSE

Development Expense	\$ 3,624.83
Benefits and Payroll Taxes	\$ 159,197.31
Bank Charges	\$ 469.90
Book Trips	\$ 13,991.08
Building	\$ 145,986.12
Furniture and Fixtures	\$ 9,460.72
Community Culture Fund	\$ 36,660.23
Clubs and Electives	\$ 7,238.34
Conferences and Contracted Serv	\$ 33,247.28
Fundraising and Governance	\$ 4,108.96
Insurance	\$ 22,047.35
Materials and Printing	\$ 10,220.85
Media and Technology	\$ 44,871.45
Net Rent after QZAB	\$ 350,000.00
Payroll	\$1,402,571.42
Professional Development	\$ 21,409.98
Professional Services	\$ 43,531.06
Student Meals Expense	\$ 44,624.27
Summer Academic	\$ 22,728.75

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Balance sheet setting forth assets, liabilities and fund balances or equities

Statement of Net Assets - June 30, 2003

Compiled as a part of the annual audit by Daniel Dennis & Company LLP

NOTE: MATCH intends that its cash reserves should always equal 4-6 months of operating expenses, as per standard business practices and guidelines.

Current Assets

Cash and cash equivalents	\$486,644
Funds held in trust	
Accounts receivable	\$52,232
Due from MATCH Foundation	\$592,547
Inventory	\$16,173
Prepaid expenses	
Deferred asset	<u>\$416,496</u>
Total current assets	\$1,564,092

Noncurrent Assets

Contributions receivable	
Capital assets	
Land	
Building	
Furniture and equipment	\$393,484
Less accumulated depreciation	<u>\$91,215</u>
Total noncurrent assets	\$1,866,361
Total assets	

Current Liabilities

Accounts payable	\$42,831
Accrued expenses	\$80,630
Deferred income	\$188,844
Due to MATCH Charter School	
Loans payable - current portion	
Bonds payable - current portion	
Total current liabilities	<u>\$312,305</u>

Noncurrent Liabilities

Deferred income	
Loans payable	
Bonds payable	
Total long term liabilities	
Total liabilities	<u>\$312,305</u>

Net Assets