

April 1st 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Quincy High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Joseph Wright for assistance.

The AER is available for you to review electronically by visiting the following [web site](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Quincy High School continues to strive for closing the achievement gaps. One strategy that is used is the continuation of two classes that are designed to increase students reading levels and math abilities. The two classes are Ramp-Up ELA (followed by Literature Navigator) and Ramp-Up Algebra. Both classes are designed to take students who are performing below grade level and increase by more than a year's growth within the school year. QHS also utilizes our 31-A Para pros and lessons designed for small group instruction as well as one to one instruction to help decrease individual students achievement gaps.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Quincy High School is the only high school in the Quincy Community School District. Students are enrolled in classes based on needs and to balance the course load.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: in the 2017-2018 school year, the new 5 year goals and plans were created. The goals are focused in the areas of Reading, Writing, Mathematics, Science, Social Studies, and Culture/Climate

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Quincy High School prepares all students to be successful through the delivery of the State's Michigan Merit Curriculum. In addition, QHS works with Branch Area Career Center to provide career and technical education for our student body.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM: Core Curriculum can be obtained through the district website, or by contacting the high school office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:
SAT results for the past two years indicate a decrease in the mean score from 16-17 to 17-18 testing years. Mean scores for the '16-'17 school year was 1035.2 and went to 971.1 in '17-'18. 37.8% met or exceeded on the '16-'17 exam compared to 30.9% in '17-'18.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: In the 2017-2018 school year, 117 out of 399 students (29.3%) were represented at conferences. In the 2016-2017 school year, 97 out of 380 (25.5%) students were represented at conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): In 2017- 2018 school year 102 students (25.5%) were enrolled in a dual enrollment course. In 2016-2017 school year 71 students (18.6%) were enrolled in a dual enrollment course.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): For the 2017-2018 school year, QHS offered 3 AP courses: AP Calculus, AP English, and Advanced Chemistry. In the 2016-2017 school year QHS offered AP Calculus, AP English, Advanced Biology and Advanced Chemistry

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE

EQUIVALENT COURSES (AP/IB): 21 total students were enrolled in AP course in the 2017-2018 school year and a total of 52 students were enrolled in AP courses in the 2016-2017 school year.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: During the 2017-2018 school year, 16 students took 22 AP exams. Of those 22 exams taken, nine of the test scores earned college credit with a score of 3 or higher. 56.3% of students enrolled in AP courses received college credit. During the 2016-2017 school year, 16 students took 22 AP exams. Of those 22 exams taken, seven of them earned college credit with a score of 3 or higher. 43.8% of students enrolled in AP courses received college credit.

Sincerely,
Joseph Wright
QHS Principal