

Quincy High School Quincy Community School District

Annual Education Report for 2007-2008

Completing and publicly posting the annual report for Quincy High School is a mandate from the State of Michigan department of education to help ensure that communities have the ability to find out how their schools have been performing and how they plan to continue to improve. Our annual report includes data related to our state accreditation status and school report card, student performance on state and local assessments, graduation and retention rates, parental involvement, as well as some listed points of pride from the school year. Parents are encouraged to read through the report and ask any questions they might have in regards to past performance or plans for the future. It is one of several places that parents and community members can go to learn about the wonderful things happening at Quincy High School.



School Information		District Information	
School Name	Quincy High School	District Name	Quincy Community Schools
Principal	David Spalding	Superintendent	Joseph Lopez
Street	18 Colfax Street	Street	1 Educational Parkway
City,State,Zip	Quincy MI,49082	City,State,Zip	Quincy MI,49082
Phone Number	(517)639-9245	Phone Number	(517)639-7141
Fax Number	(517)639-3701	Fax Number	(517)639-4273
Web Site	www.quincyschools.org	Web Site	www.quincyschools.org
Email Address	spaldingd@quincyschools.org	Email Address	lopezj@quincyschools.org
School Type	Public High School		

Mission

The staff of Quincy High School pledges to create an educational environment that supports students, parents, and staff working together in a commitment to excellence in developing lifelong learners.

Vision

Quincy High School establishes an environment of Quality Living and Quality Learning by giving our best every day.

Section I. Overview of School

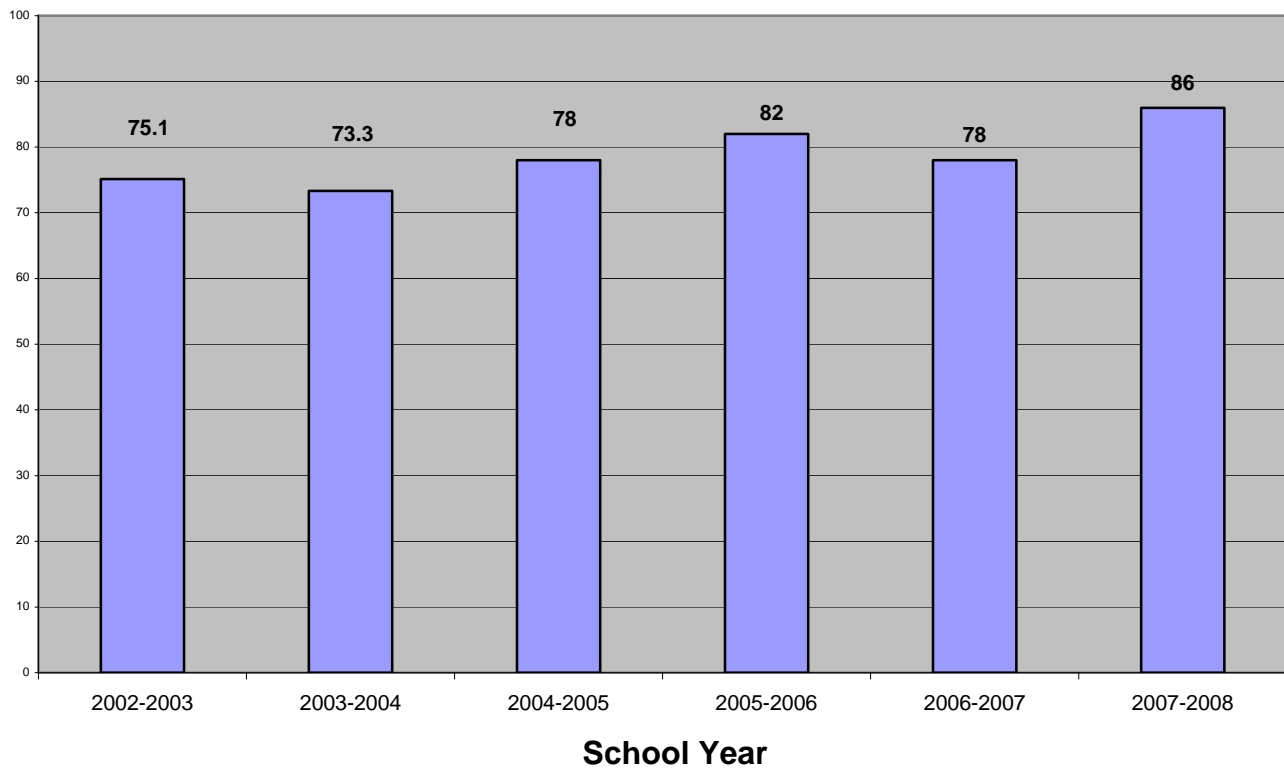
Our school's accreditation status and grade as determined by Education YES!

Quincy High School received an overall grade of B from the Education YES accreditation program and continued to meet AYP in all categories. Quincy High School decided to discontinue its relationship with the NCA accreditation system in the 2006-2007 school year and moved to the internal accountability system set in place by the new indicators of the Michigan School Improvement Framework.

Comparison of the current year's status to last year's status-from 2006-2007.

Quincy High School received a composite grade of a B in the 2007-2008 school year and earned an overall rating score of 86 as compared to a rating score of 78 and a C grade in 2006-2007. Much of this increase in the rating score was due to a increase of performance in the area of ELA and a focused effort on the part of the staff to meet the performance indicators developed by the state. The staff of QHS was very intentional and thoughtful in analyzing the programs and levels at which strategies have been implemented to help plan for improvement in these areas over the next several years.

Education Yes Grade Score



Student attendance and drop out rates for the most current year

The average daily attendance rate for the 2007-2008 school year was 97.4%. The drop out rate for the 2006-2007 school year was 4.44. Drop out rates are always calculated one year behind the current school year.

Comparison of current attendance and drop out rates to the previous year's rates

The average daily attendance rate for the 2007-2008 was 97.4% as compared to the rate of 97.5% in 2006-2007. This maintains an increase as compared to previous years of 95.1% in 2005-2006, 95.6% in 2004-2005, and 96.9 % in 2003-2004. The drop out rate for 2006-2007 was 4.44 while the drop out rate for 2005-2006 was .47%. The increase in drop-out rate was due to a change in the calculation process by the state.

Quincy High School Highlights for 2007-2008

Quincy High School is a class C school with an average annual enrollment of 440 students in grades 9-12, making it the biggest school in its conference. In 2007-2008, QHS implemented a trimester schedule after preparing for the change during 06-07. The trimester schedule is comprised of three 12-week grading periods where students take five classes a day, every day. Students also have an academic assistance period two times a week. The new schedule allows students to take advantage of our many electives while they push themselves to achieve in the more rigorous coursework put in place by the new Michigan Merit Curriculum. Many junior and senior level students also participate in classes at the Branch Area Careers Center in Coldwater or enroll in the dual enrollment opportunities made available to them through the school.

For both the teachers and the students, 2007-2008 was a year full of new experiences and new expectations. The class of 2011 entered the year with the new State mandated Michigan Merit Course Content Expectations and the teachers worked very hard to map our curriculum to validate our guaranteed and viable curriculum. The student council introduced a new year-long spirit point competition between the classes that counted participation and event winners throughout the year. The senior class earned the highest number of spirit points and won a ½ day celebration at the Adventure Zone in Coldwater in May. Student clubs also increased with the addition of a tennis club, a peer listening program, a Green Club (Environmental Awareness and Action), a dance club, and a Teens for Tolerance association.

Our seniors of 2008 capped off their hard work over the last four years by earning their diplomas and over \$610,000 in scholarship money, more than double the amount earned in 2006-2007. The support from the various local and state scholarships was greatly appreciated. Students continued the history of service that has come to be part of the Oriole Spirit. The student council again provided Thanksgiving meals to 20 local families. Occurring again this year were the Christmas giving tree to benefit local children, an international project completed by the Government class, a toy drive, a coat drive, and a highway cleanup project by the varsity club. During the annual community fling activity in May, many local yards were cleaned as well as the local parks while students also performed duties at area shelter houses, collected over 3,100 lbs of food for the needy, and put their energies to use helping the Community Health Center and Tibbits in Coldwater. By completing many of the community projects and others throughout the year, Quincy High School earned the designation of a Michigan Green School as did the middle and elementary schools making Quincy Community Schools the only system in Branch County to earn the district-wide recognition.

The Publications class earned the Spartan Award for the third year in a row and 5 publication students brought home 6 different individual awards from the Michigan Interscholastic Press Association in the spring including a first place finish by Sam Farmer and Kim Warren for their submission in the pro/con category. Emily Bell, Josh Ditton, Sam Haberl, and Rachael Hancz were four of the top 15 academic students in the entire Big 8 conference and were honored at the annual Big 8 conference all-academic team banquet. All four and senior Emily Proctor were also recognized at the Kellogg Celebration of Academic Excellence sponsored by the Kellogg Community College Foundation. Sophomore Krisy Force was the class leadership Hugh O'Brien recipient. This was also the first year for recognizing senior scholars, graduating seniors with high academic achievement at QHS who also performed with a level of excellence on their ACT test. Emily Bell, Josh Ditton, Sam Haberl, Rachael Hancz, and Megan Owens earned this highest academic honor. Finally, at the Tri-State mathematics competition, the team of Josh Ditton, Sam Haberl, exchange student Yuanfei Maiow, and Katie Willard placed third with Yuanfei placing first overall for individual performance.

Fieldtrips were once again a major part of our educational experience in 07-08. The entire freshmen class went to Chicago to see Romeo and Juliet at the Shakespeare Theater. The PDM math classes and Physics classes all went to Cedar Point for a day of learning and gravity defying fun. Our advanced biology and art students went to the Ft. Wayne Zoo and our AP English students made their annual weekend trek to Chicago. In addition,

other local trips were integrated into our classroom instruction and many guest speakers visited QHS throughout the year to bring their expertise into our classrooms.

Our student clubs continued to thrive in 07-08 and brought home many honors and awards. The varsity Quiz bowl team won the Big 8 Conference championship which qualified the team to compete in the State Championships in Lansing where they ended their run with a 3-2 record. The Youth in Government club once again won leadership roles for the conference with freshmen Michael Wilkinson being elected as the freshmen speaker of the house and senior Justin Burge winning the election for Lt. Governor. The Quincy MJP team (a part of the YIG club) dominated in the March Youth in Government (YIG) Spring Conference held from March 7 through March 11 in Lansing and then won the State title which allowed them to qualify for the Nationals expense free. MJP is a mock judiciary program in which teams of four compete against each other as defense and plaintiff attorneys and witnesses. Our QHS Spanish club for the second year in a row brought national touring Argentine singer Justo Lamas to Branch County where over 500 local students had the opportunity to experience an educational, inspiring concert.

The High School Band received the highest ratings this year in both the marching and concert seasons by earning a 1 rating during both seasons. Many students continued to excel in the programs offered through the Branch Area Careers Center in Coldwater. Nick Swallow competed at the DECA State Career Development Conference and was the overall winner in the Retail Merchandising category. In the State Skills USA competitions, Derek Pawloski (Collision Repair), Dan Musgrove (Welding), and the team of Mike Heffner and Nerissa Judd (3-D Animation) all earned State Championships in their categories. In the HOSA State competitions, Catheryn Higbee (Extemporaneous Speaking) and Emily Bell (Job Seeking Skills) also placed first in the State. In addition, Kaitlyn Hard was recognized as the BACC student of the year in the natural resource & agri-science program and Dan Musgrove earned the BACC student of the year in the welding/engineering program. Kaitlyn was also recognized as the top senior of the year in all BACC programs and earned the honor of being named the AgriStar student of the year in the State of Michigan through her involvement in her FFA program. In the area of art, QHS had 6 students create art works that were recognized and displayed at the Community Health Center in Coldwater with Amanda Waligora winning first place overall from all county entries. QHS also again had many authors whose essays, poems, or artwork were published in the annual Branch Bards with exchange student Dong Hwa "Jason" Lee's artwork earning placement on the cover of the publication. In Addition, Twelve students placed at the annual Michigan Industrial and Technology Education Societies Craftsmanship Award Fair in Lansing.

Athletically, 2007-2008 was another fantastic year for our student athletes with over 55% of the student body choosing to participate during the year. The Girls cross country team won the conference championship for the first time since 1995 with freshmen Jenni Summitt setting a new course record of 19:32. The Varsity football team from 2007 earned honorable mention in the academic all-state listings for division 6 for the 10th time in the last 12 seasons. The Boy's Basketball team won the district championship for the second year in a row and the Boy's varsity golf team, Boy's track team, Varsity baseball, and Varsity softball all won conference championships. The 2007 Softball and Baseball teams also were recognized by the Michigan High School Athletic Association with good sportsmanship awards for displaying a high level of sportsmanlike behavior during the MHSAA tournaments. Once again, the boy's athletic teams earned the all-sports trophy in the conference for the 9th time in 10 years while the girl's teams were just two points from earning their conference all-sports trophy.

Section II. Student Improvement Plan

Current year goals and objectives

Explanation of how data led our SIP team to select the current improvement goals and objectives in the core academic curriculum.

During the 2007-2008 school year, the staff of QHS worked hard to implement and map the newly defined courses under the Michigan Merit Curriculum. After analyzing the results of the EXPLORE test given to all freshmen, the PLAN test which was given to all sophomores, common assessments, and the MME given to all juniors, the staff was able to easily identify the skill development areas of writing and reading comprehension as goals for the new school year. Each discipline has its own plan for improving the performance of students in the area of specific benchmarks and to also continue the development of proficient readers, writers, and cognitive learners.

Implementation plan for the core academic improvement objectives identified in your school improvement process.

a. Overall Curricular Implementation Plan

All teachers in all classrooms have integrated the use of reading and writing strategies to help ensure the support needed for school-wide improvement. Teachers are also using thinking maps across all disciplines with the goal of students better understanding their own thinking process. Teachers will continue to maintain a cumulative writing folder of their classroom writings to be used to analyze the improvement in skills over the course of the school year. Every classroom teacher is also making revised goals for the 2008-2009 school year in regards to the development of the identified skills.

b. English/Language Arts Implementation Plan

Four members of the English Department met in the summer of 2007 to plan and work on the new 9th and 10th grade courses, shifting to state mandated integrated language arts courses (reading, writing, speaking, and listening) that all are used to teach the state directed dispositions, *Interrelationships and Self-Reliance* in 9th grade and *Critical Response and Stance* in 10th grade. Pairs of teachers went to Macomb ISD for Literacy for Life training in regard to the new 9th grade, 10th grade, 11th, and 12th grade curriculum. One department member also took part in the CISD 10th grade assessment project. Within the district, the English department engaged in curriculum mapping, with three classes completed. Our goal for 2008-09 is to use professional development monies (for two department members) to have release time to work on the two new 11th grade classes. Release time will be determined as to what is most cost efficient. Department meeting time will be time to dialogue about the new 10th grade class and reflect for improvement as we have done with 9th grade this year. As with the rest of the high school, we are also focusing daily on specificity with support in writing. A goal for the English Department will be to analyze MME and Plan Test data and increase the levels of proficiency on the ELA portion of the assessments to meet the increased level of proficiency necessary in 2008-2009 to meet AYP.

c. Mathematics Implementation Plan

The Math Department has completed the first year of the trimester schedule and will evaluate the pacing of the courses and make adjustments where necessary. The opt-out test for Geometry has been completed and the opt-out test for Advanced Algebra will be created next year with the help of the Calhoun Intermediate School District. As with Algebra 1 and Geometry in the two previous years this will help insure our curriculum is aligned with the Michigan Course Content Expectations from the state. The QHS Math department is going to continue to work with Joe Liberato on creating activities to increase proficiency in the areas of reading and writing in the content area of mathematics. We are also planning to work with Joe Liberato on helping to integrate the depth of knowledge concepts discussed in the Lenses on Learning classes we attended in 2006-2007 into our classrooms. This will also include training in the concept of response to interventions and the

integration of technology into classroom instruction. The department also intends to attend the Chicago Series roll out training that will occur in November of 2008 to help evaluate the next steps needed in replacing the current geometry books. The math department is considering a move to include 6th through 12th grades as one department in order to provide the best possible continuity for Quincy Community School students.

A goal for the Mathematics Department will be to analyze MME and Plan Test data and increase the levels of proficiency on the Mathematics portion of the assessments to meet the increased level of proficiency necessary in 2008-2009 to meet AYP.

d. Science Implementation Plan

During the 2007-2008 school year, the Science Department focused on writing effective assessment questions. Two members of the department received training in this area and collaborated on writing questions in Physical Science and Biology. These questions were then incorporated into exams given in the third trimester. In the upcoming school year, we will continue to write and incorporate the ACT type questions into more exams and subject areas. Once all exams have been modified, data (MME and ACT testing results) can be collected over several years to determine if exposure to this type of assessment questions is effective. The Department would also like to revise the assessment questions on labs. This may require further training. The Science Department developed new pacing guides and course outlines for the 2007-2008 school year. These guides will need to be revised for next year to better align with the trimester schedule. The department also needs to develop common unit assessments, which can test over specific CCE's, then data can be collected on the progress of individual students and their level of understanding. The focus goal for the Science Department next year is to have students develop aptitude in using a variety of measurement tools and methods (technology) to obtain, record, and process quantitative information. Students should be able to manipulate tools and materials in group or individual investigations, practice calculations of numbers, record and chart/graph data, and interpret data from graphs/charts provided. Instructors will provide instruction in specific techniques and calculations and provide opportunities for exploration in alternative methods of obtaining, displaying and using quantitative data. A pre and post assessment will be developed to test skills at the beginning and end of each trimester for core science classes. This may allow for collaboration with mathematics teachers and a need for professional development time. The Science Department will continue to work on the district goal of writing, focusing on the use of supportive details in their writing. A goal for the Science Department will be to analyze MME and Plan Test data and increase the levels of proficiency on the Science portion of the assessments to meet the increased level of proficiency necessary in 2008-2009 to meet AYP and the improvement rate required based on the Michigan School Report Card system of accountability.

e. Social Studies Implementation Plan

The State of Michigan released the new HSCS during 2007-2008. The Social Studies Department started the curriculum mapping process in order to ensure that the standards are being met. During the year, the department continued to support the school wide focus on writing by asking students to include more support in their essays. The department also continued to focus on asking students to utilize graphs and tables to interpret information. In addition, the department included document based questions that required students to apply their prior knowledge to answer questions. With the implementation of the trimester schedule, teachers were responsible for creating common assessments in order to ensure that students received similar instruction so there were no gaps when students changed teachers each trimester. The goals for the 2008-09 year include creating essential questions and for all teachers to use Marzano's method to teach vocabulary. They will continue to support the school-wide writing improvement goal. Teachers in the Social Studies Department would like to engage in professional development on using data to guide instructional practice. Two teachers from the department will also be attending professional development for U.S. History and World History in order to devise instruction that will purposefully integrate geography into the classes as required under the new HSCS. Another goal for the Social Studies Department will be to analyze MME and 9th grade MEAP data and increase the levels of proficiency on the Social Studies portion of the assessments to meet the increased level of proficiency necessary in 2008-2009 to meet AYP and the improvement rate required based on the Michigan School Report Card system of accountability.

Progress of the School Improvement Plan in doing what it set out to do, including the evaluation process that led to this conclusion.

In 2007-2008, curriculum mapping was initiated in all freshmen level courses with an emphasis on documenting a guaranteed and viable curriculum. This process will be expanded in 2008-2009 to help teachers identify powerful standards and central questions that will be evaluated by common assessments. The data from the MME testing was evaluated to help assess the progress being made in regards to the writing comments that supported the need to improve in the area of writing with supporting details and examples. This one year analysis revealed that the focus for 2008-2009 needs to continue to be in the same area. The school also performed a school-wide writing sample to help evaluate the current performance of the students. In 2008-2009 these samples will be completed by departments to help assess the pre and post level skills of students in each trimester. This increase in frequency of data collection will help the school better monitor the effectiveness of strategies being integrated into each classroom.

How the evaluation of data and the current year's school improvement process led the School Improvement Team to select the school's improvement goal and objectives in the core academic curriculum for the next school year.

The department specific building level content area teachers analyzed data from several sources and created improvement plans. The data helped to solidify the content specific goals and the departments revised their implementation plans regards to curriculum, assessments, and instructional practices.

This year's school improvement process compared to last year's process

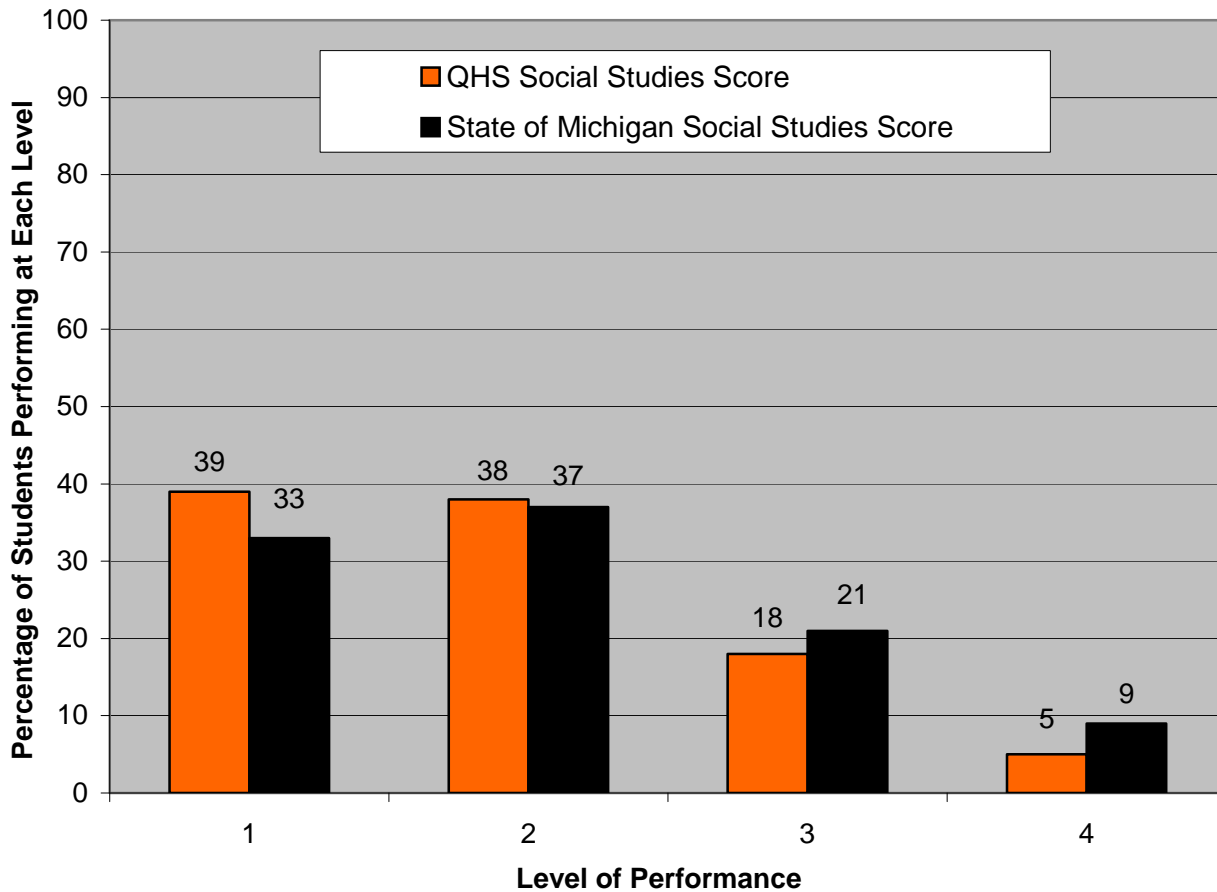
Throughout the 2007-2008 school year, teachers implemented the courses that were planned for in 2006-2007 based on the new State standards. Departments worked closely together to map the curriculums of the freshmen level courses and will do the same in 2008-2009 for the 10th and 11th grade required courses. The frequency of data collection, discussions, and decision making around the data was highly increased as departments considered how to better represent a student's performance on the objectives rather than just earning a grade.

a. Aggregated school analysis of MEAP data in the four core academic curriculum areas.

Description should include: achievement by performance level (Level 1, Level 2, Level 3 and Level 4); comparison of performance of the school with the district and the state; comparison of school performance this year to performance last year; and percentage of students not tested.

On the following pages are the performance comparisons for the areas of Writing, Reading, Mathematics, Science, and Social Studies. The class of 2007 was the last class of students to take the MEAP tests so that data has been removed from this report and replaced by the comparison data from the ACT, MME, and PLAN tests.

Class of 2011 Meap Social Studies Test Comparison (110 test takers)



Performance Comparison on the 9th grade social studies MEAP assessment.

QHS does not have any subgroup populations of 30 or greater students beyond gender. Below is the gender comparison data for the class of 2011 social studies assessment and the disaggregated analysis in the four performance levels.

Class of 2011 had 110 test taking students

Gender	Number of students tested	%Met (Level 1 and 2)	% Level 1	% Level 2	% Level 3	% Level 4
Male	56	79	43	36	18	4
Female	54	76	35	41	19	6

b. Disaggregated school analysis of MME data in the four core academic curriculum areas.

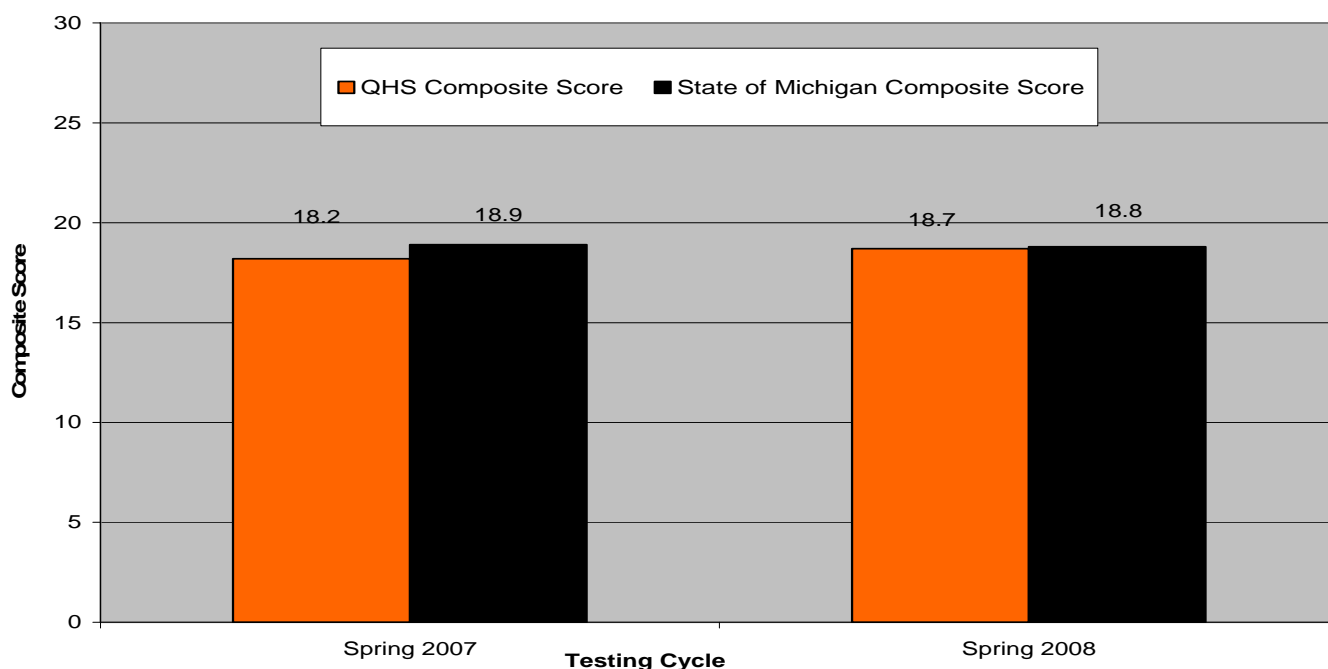
QHS does not have any subgroup populations of 30 or greater students beyond gender. Gender comparison data is generated by using the scores earned by junior level students on the MME tests taken in March of 2008.

Gender and Test	Number of students tested	% Met levels 1 and 2	% Level 1	% Level 2	% Level 3	% Level 4
Male Writing	48	23%	4%	19%	71%	6%
Female Writing	52	56%	2%	54%	40%	4%
Male Reading	48	54%	0%	54%	31%	15%
Female Reading	52	73%	0%	73%	21%	6%
Male Mathematics	48	46%	2%	44%	23%	31%
Female Mathematics	52	54%	2%	52%	23%	23%
Male Science	48	63%	2%	60%	23%	15%
Female Science	52	69%	2%	67%	13%	17%
Male Social Studies	48	92%	42%	50%	4%	4%
Female Social Studies	52	90%	48%	42%	10%	0%

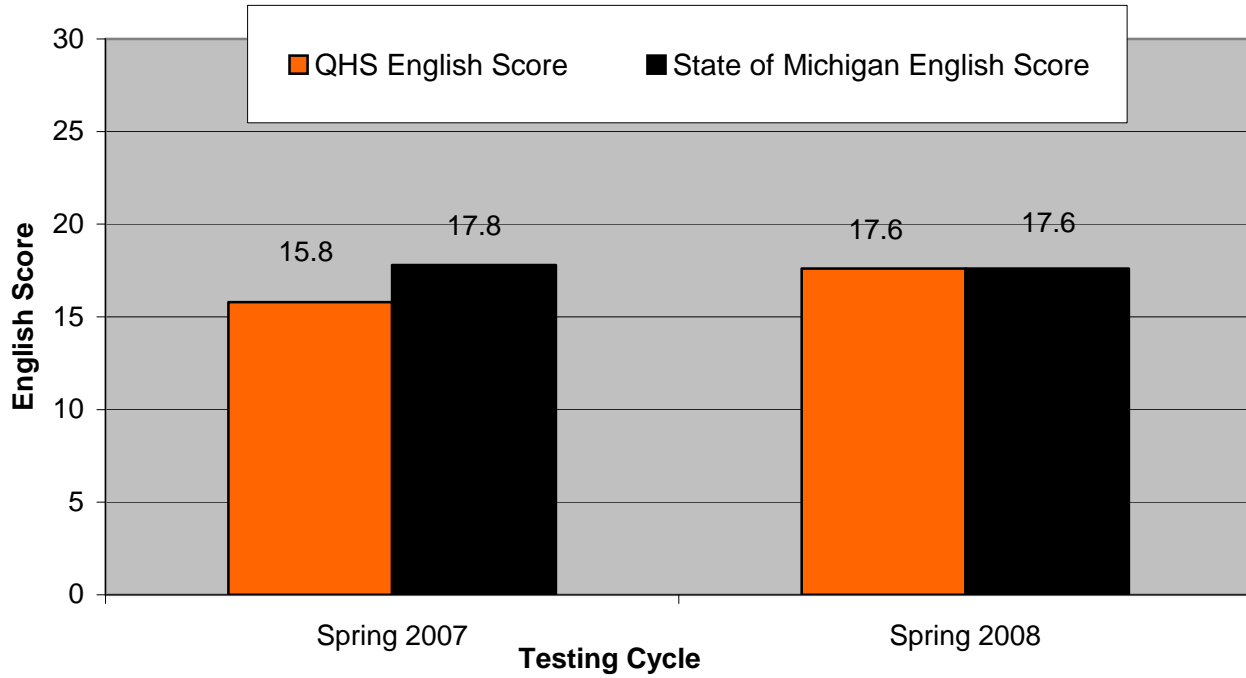
C. Performance on national achievement tests.

The American College Test (ACT) is required for admission purposes at most colleges and universities. The highest composite score possible on the ACT is 36. Starting in the spring of 2007, all juniors now take the ACT as part of the Michigan Merit Exam. The data presented in this section of the annual report reflects the performance of the junior class on the ACT test that is taken as part of the State mandated testing cycle in March of each school year. The following graphs represent the ACT comparison data between QHS and the State of Michigan. The summarized data is sent to schools in August for the previous testing cycle.

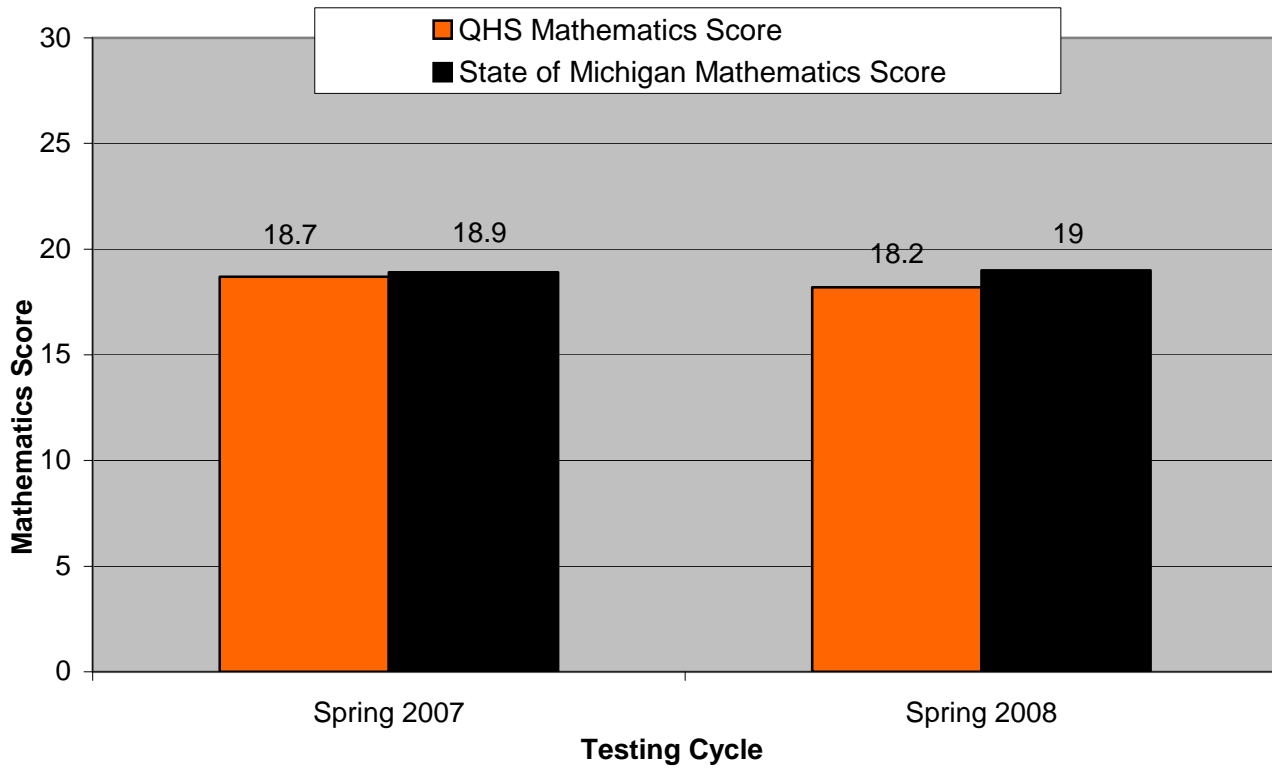
Junior ACT Composite Score Comparison



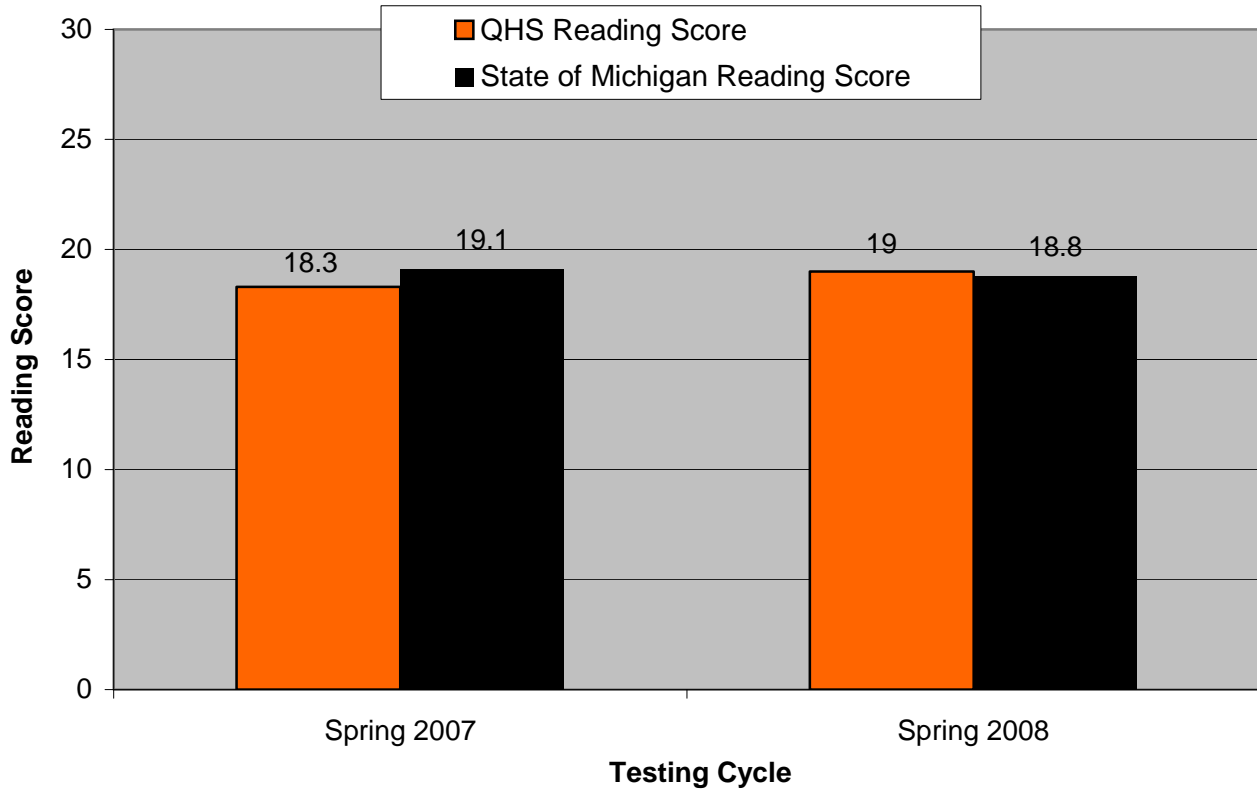
Junior ACT English Score Comparison



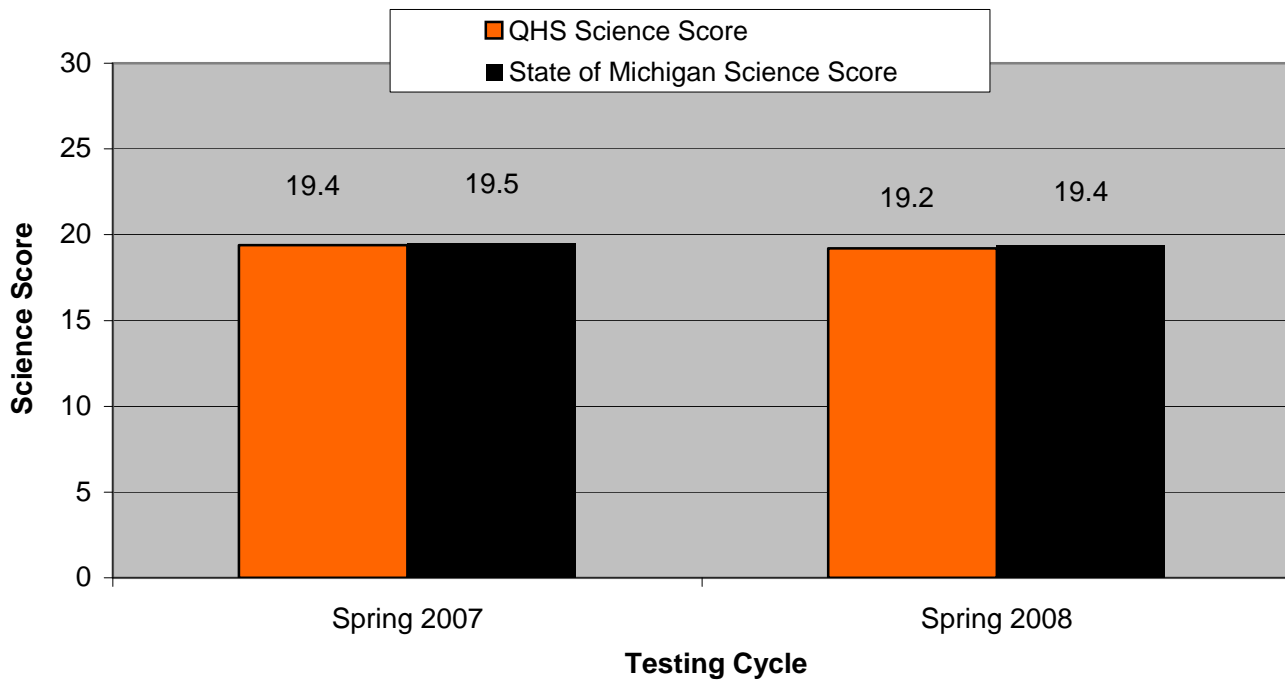
Junior ACT Mathematics Score Comparison



Junior ACT Reading Score Comparison

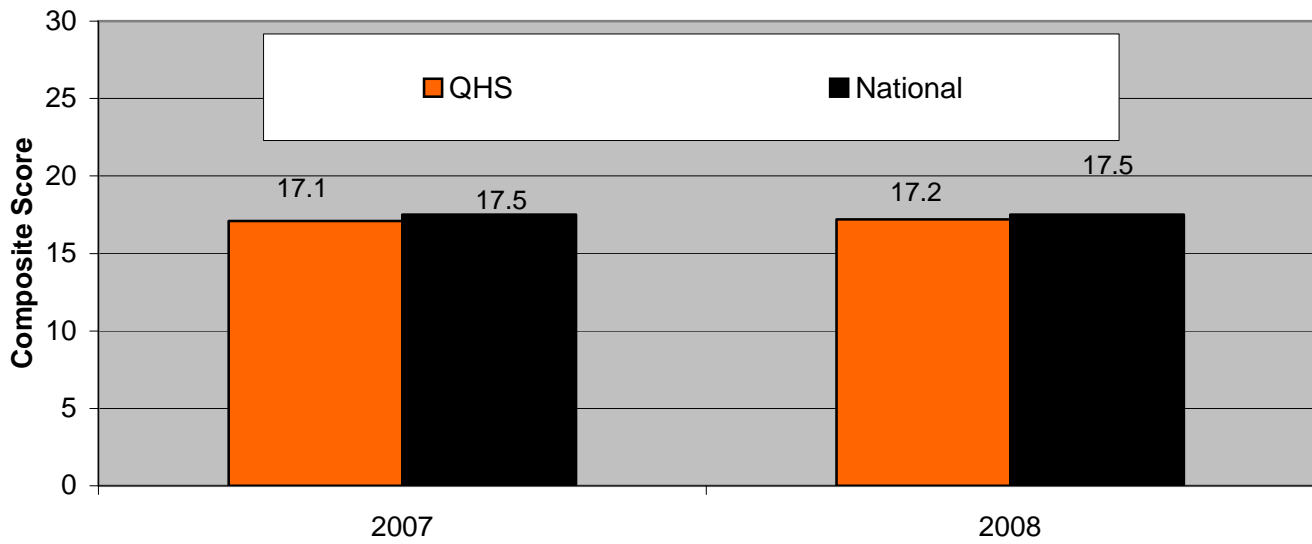


Junior ACT Science Score Comparison

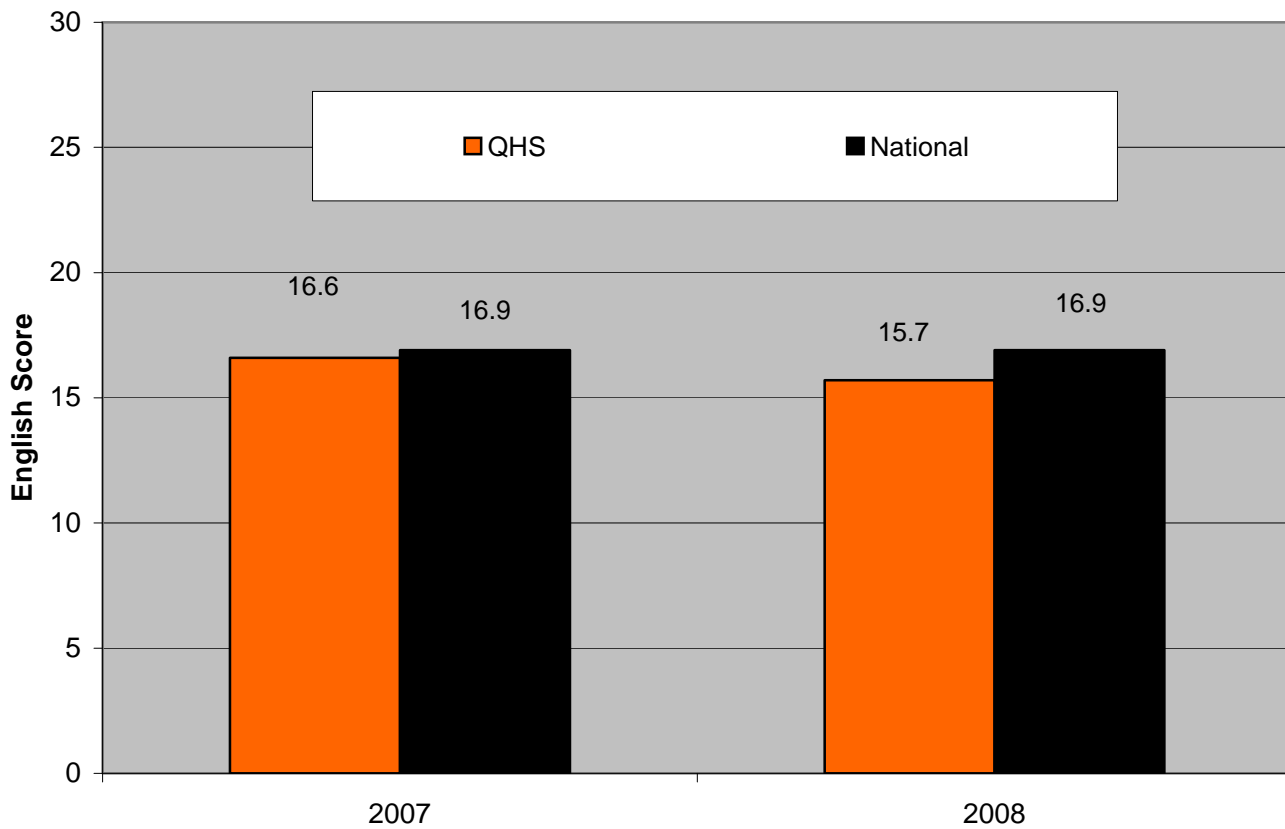


All sophomore students took the PLAN test in the fall of 2008. This was the second time that all sophomore students took the test. Composite and content specific data compared to the national averages are as follows.

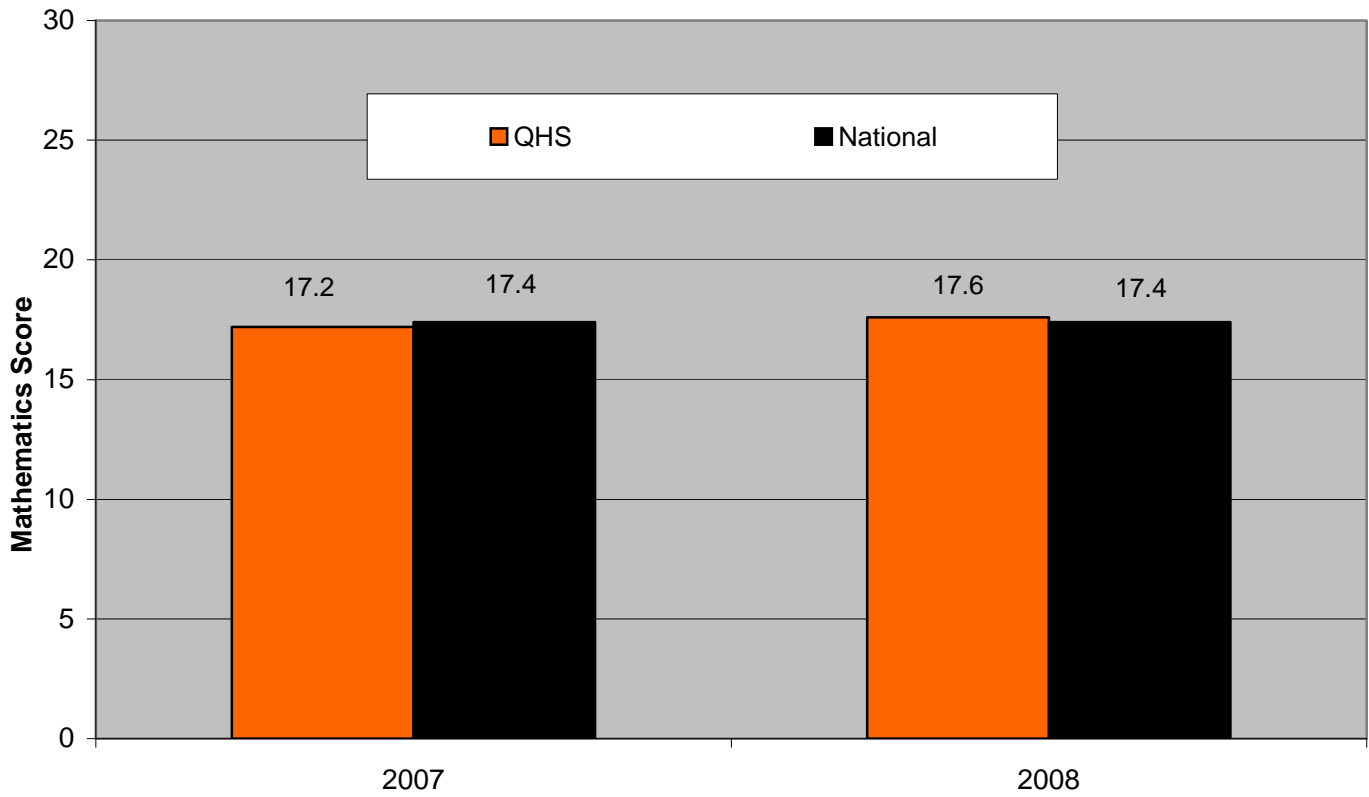
PLAN Composite Score Comparison



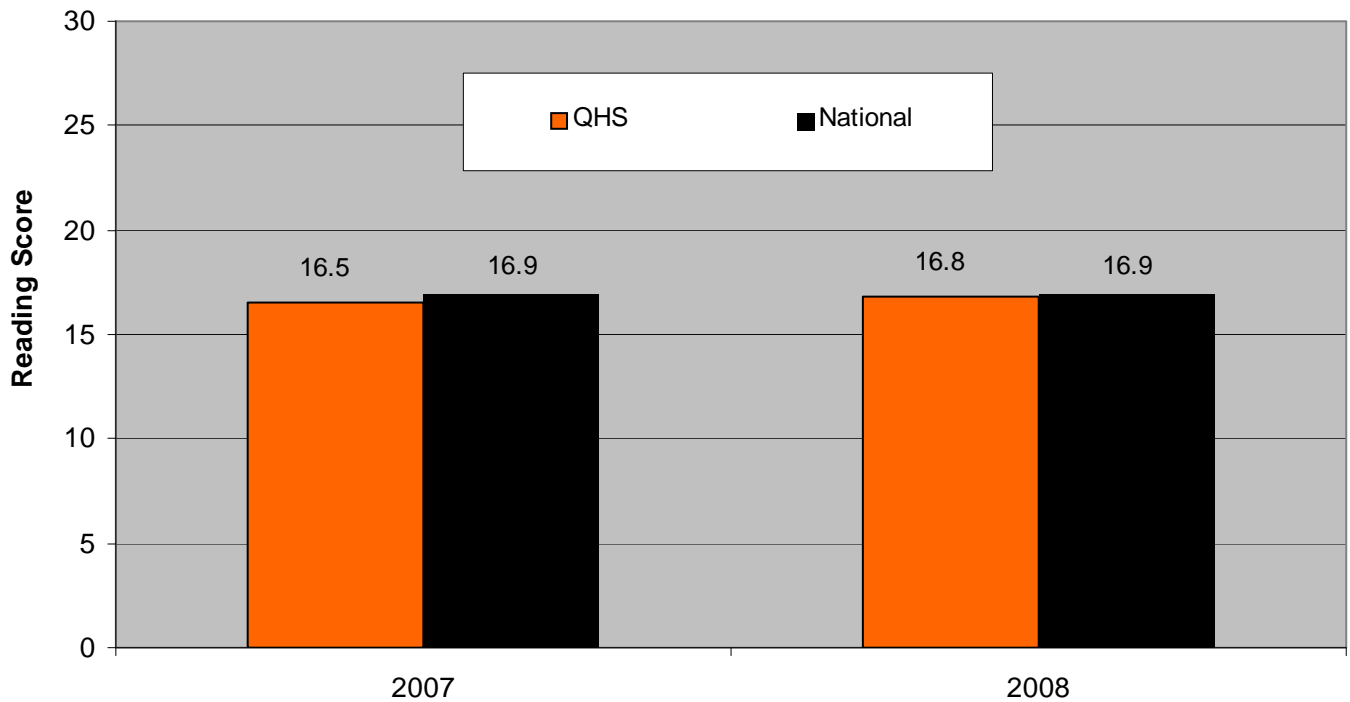
PLAN English Score Comparison



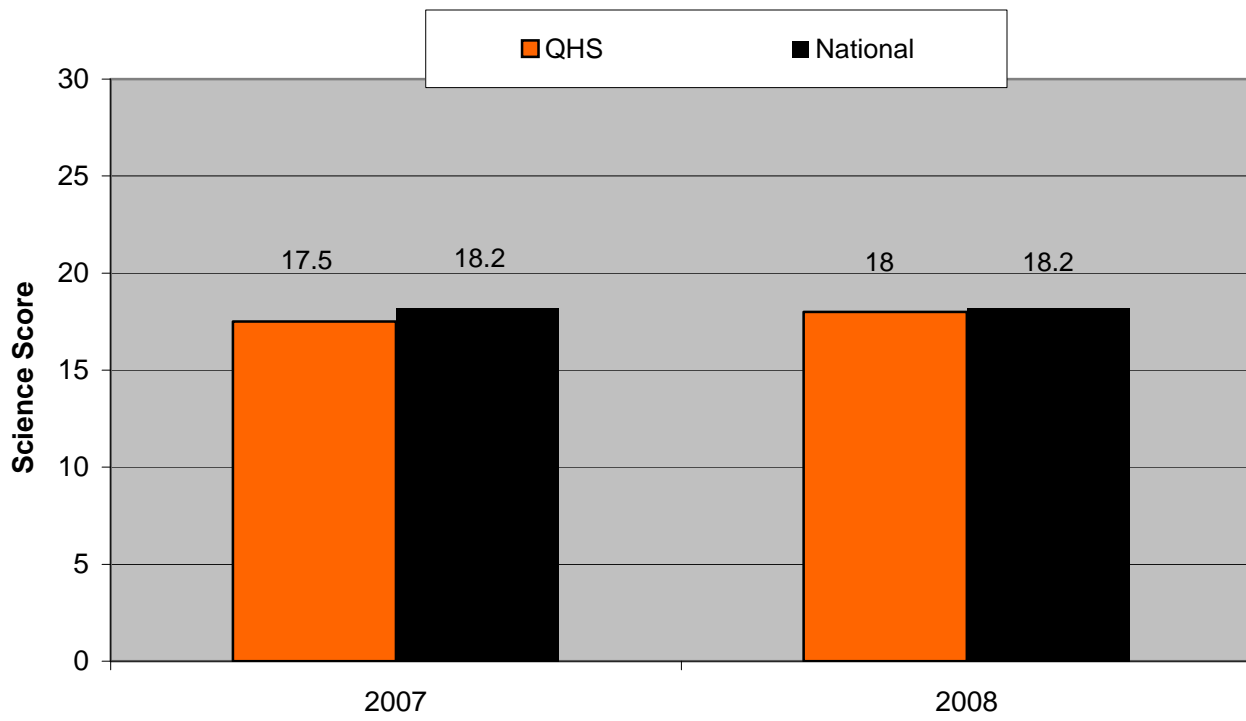
PLAN Mathematics Score Comparison



PLAN Reading Score Comparison



PLAN Science Score Comparison



Section III. Adequate Yearly Progress Data

Adequate Yearly Progress (AYP) status in each of the core academic areas.

Must include whether school is identified for Improvement based on this data and how long it has been identified.

Quincy High School is not identified for improvement in any area and met AYP standards based on the following junior class performance data from the Michigan School Report Card website.

1. English/Language Arts

AYP was met in the English Language Arts area based on the following junior class data:

QHS Percent Assessed in 2007-2008 = 100% (State AYP Goal = 95%)

QHS Percent Proficient in 2007-2008 = 49%

For 2007-2008, 49% of the class of 2009 were proficient and QHS received an ELA achievement status (and adjusted) score of 72.3 for a grade of C.

2. Mathematics

AYP was met in the Mathematics area based on the following junior class data:

QHS Percent Assessed in 2006-2007 = 100% (State AYP Goal = 95%)

QHS Percent Proficient in 2006-2007 = 50%

For 2007-2008, 50% of the class of 2009 were proficient and QHS received a Mathematics achievement (and adjusted) status score of 74.3 for a grade of C.

3. Science

For 2007-2008, 66% of the class of 2009 were proficient and QHS received a Science achievement status (and adjusted) score of 81.7 for a grade of B.

4. Social Studies

For 2007-2008, 91% of the class of 2009 were proficient and QHS received a Social Studies achievement status (and adjusted) score of 90.6 and for a grade of A.

Performance on the Junior Level Michigan Merit Exam

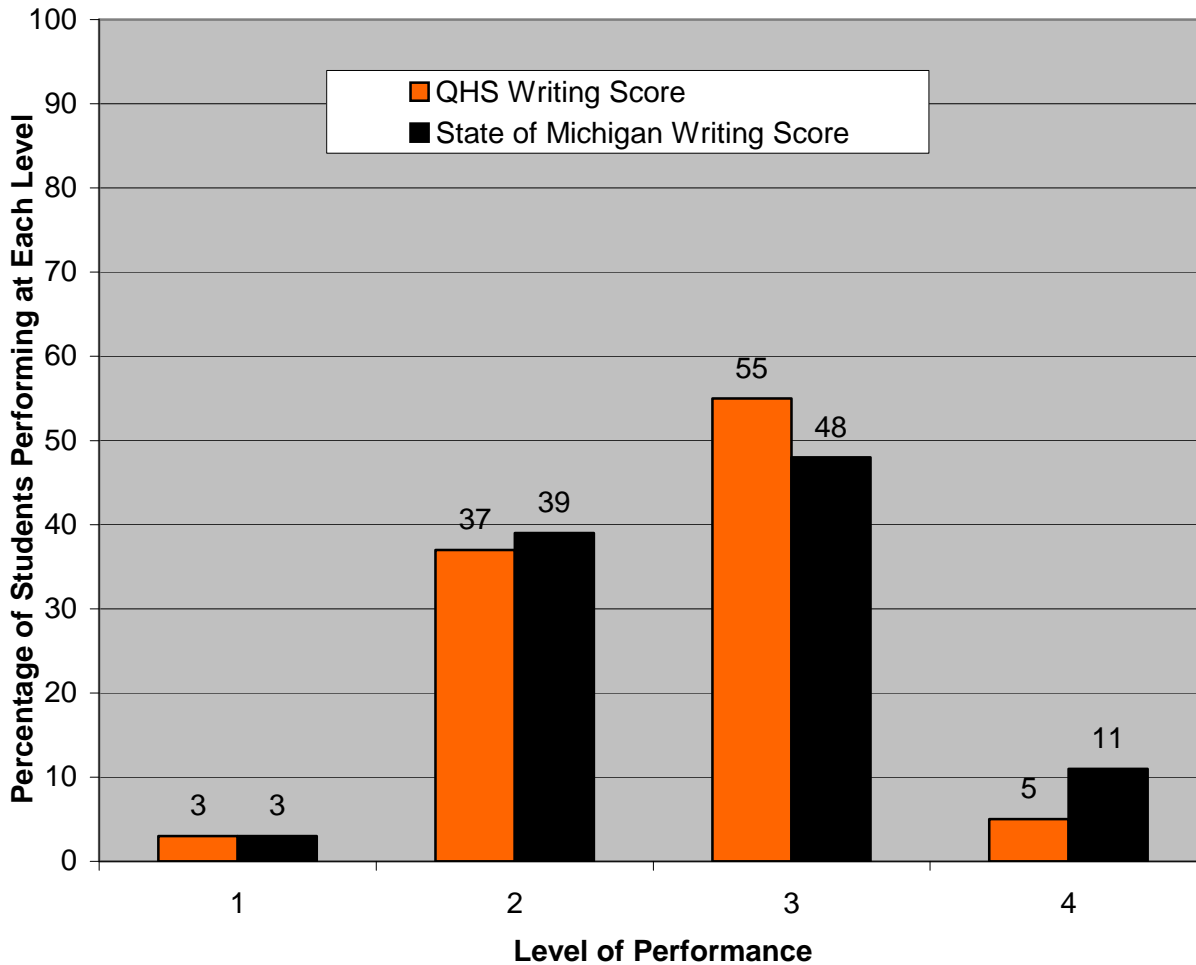
In 2006-2007, the State of Michigan changed the assessment used to measure the academic performance of all juniors to the Michigan Merit Exam (MME). The MME is a combination of the national ACT test, the mathematics and reading for information WorkKeys assessments, and additional Michigan Math, Science, and Social Studies tests. The test was given to all junior level students in March of 2008 with the following results.

1a. English/Language Arts – MME Writing

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Writing** MME.

Level 1	State 2008 (3%)	QHS 2008 (3%)	State 2007 (2%)	QHS 2007 (0%)
Level 2	State 2008 (39%)	QHS 2008 (37%)	State 2007 (38%)	QHS 2007 (28%)
Level 3	State 2008 (48%)	QHS 2008 (55%)	State 2007 (50%)	QHS 2007 (61%)
Level 4	State 2008 (11%)	QHS 2008 (5%)	State 2007 (10%)	QHS 2007 (11%)

Class of 2009 (March 2008) MME Writing Test Comparison

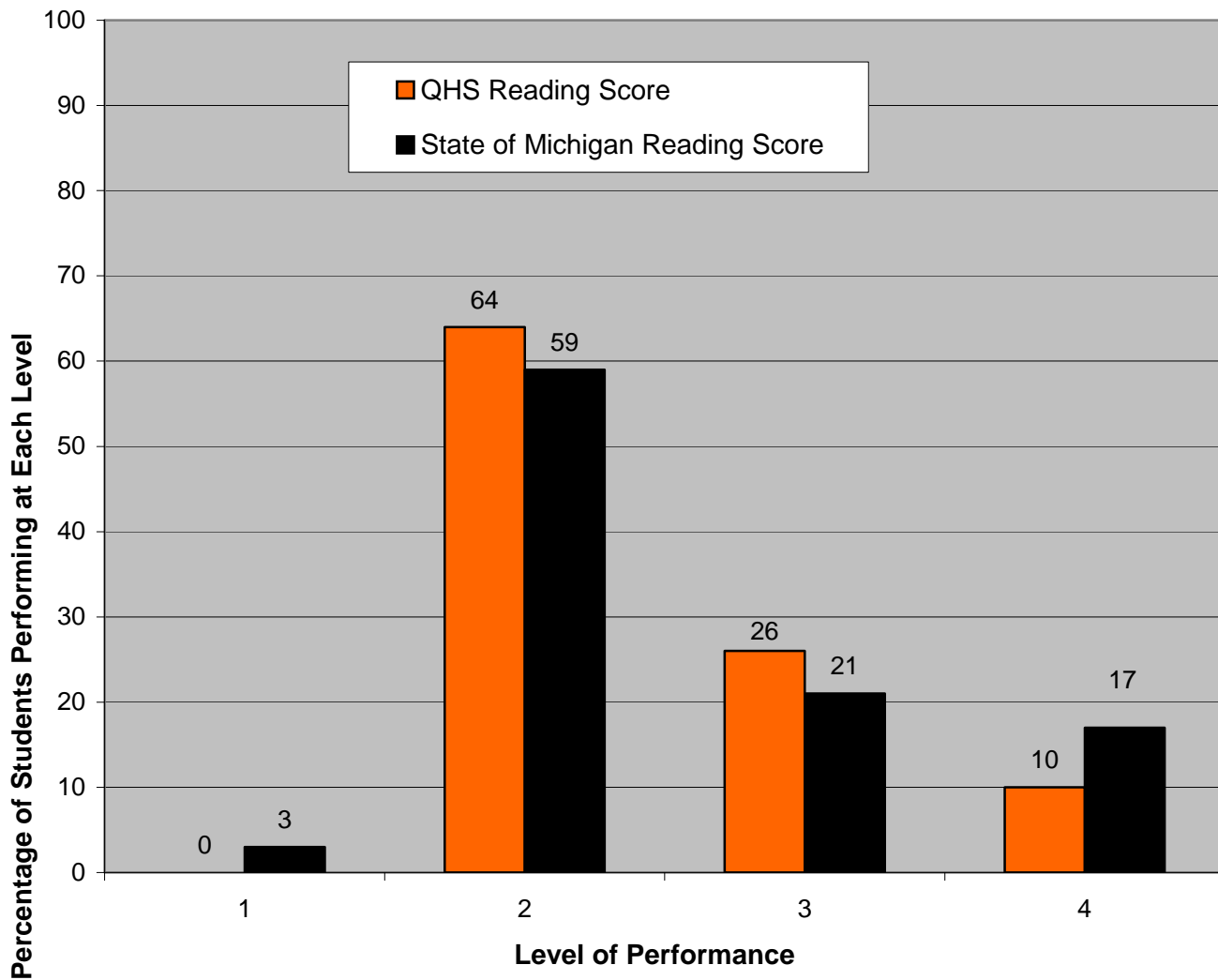


1b. English/Language Arts – MME Reading

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Reading** MME.

Level 1	State 2008 (3%)	QHS 2008 (0%)	State 2007 (2%)	QHS 2007 (2%)
Level 2	State 2008 (59%)	QHS 2008 (64%)	State 2007 (58%)	QHS 2007 (52%)
Level 3	State 2008 (21%)	QHS 2008 (26%)	State 2007 (24%)	QHS 2007 (26%)
Level 4	State 2008 (17%)	QHS 2008 (10%)	State 2007 (17%)	QHS 2007 (20%)

Class of 2009 (March 2008) MME Reading Test Comparison

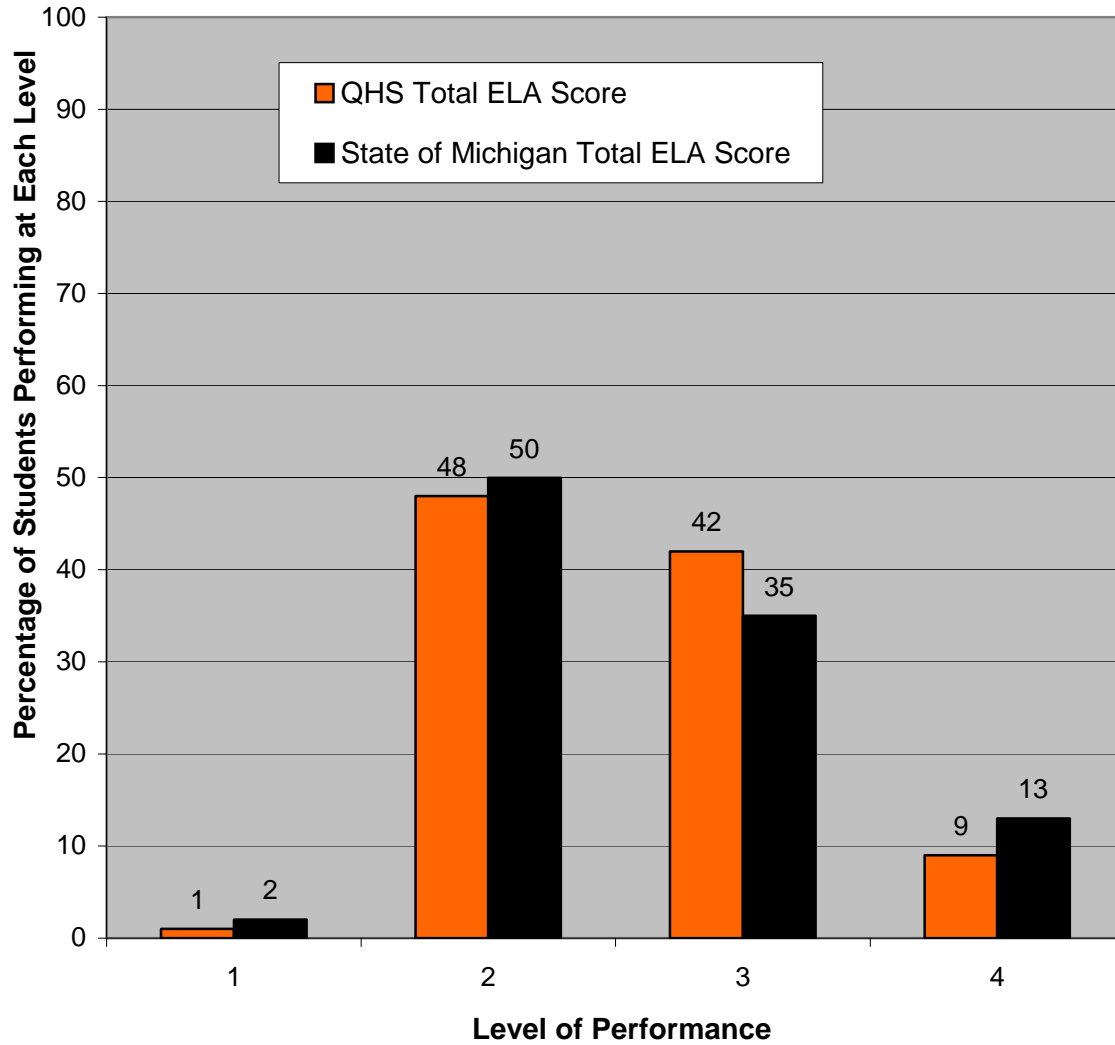


1c. English/Language Arts – MME Total ELA

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Total ELA MME**.

Level 1	State 2008 (2%)	QHS 2008 (1%)	State 2007 (2%)	QHS 2007 (1%)
Level 2	State 2008 (50%)	QHS 2008 (48%)	State 2007 (49%)	QHS 2007 (41%)
Level 3	State 2008 (35%)	QHS 2008 (42%)	State 2007 (37%)	QHS 2007 (45%)
Level 4	State 2008 (13%)	QHS 2008 (9)	State 2007 (12%)	QHS 2007 (14%)

Class of 2009 (March 2008) MME Total ELA Test Comparison

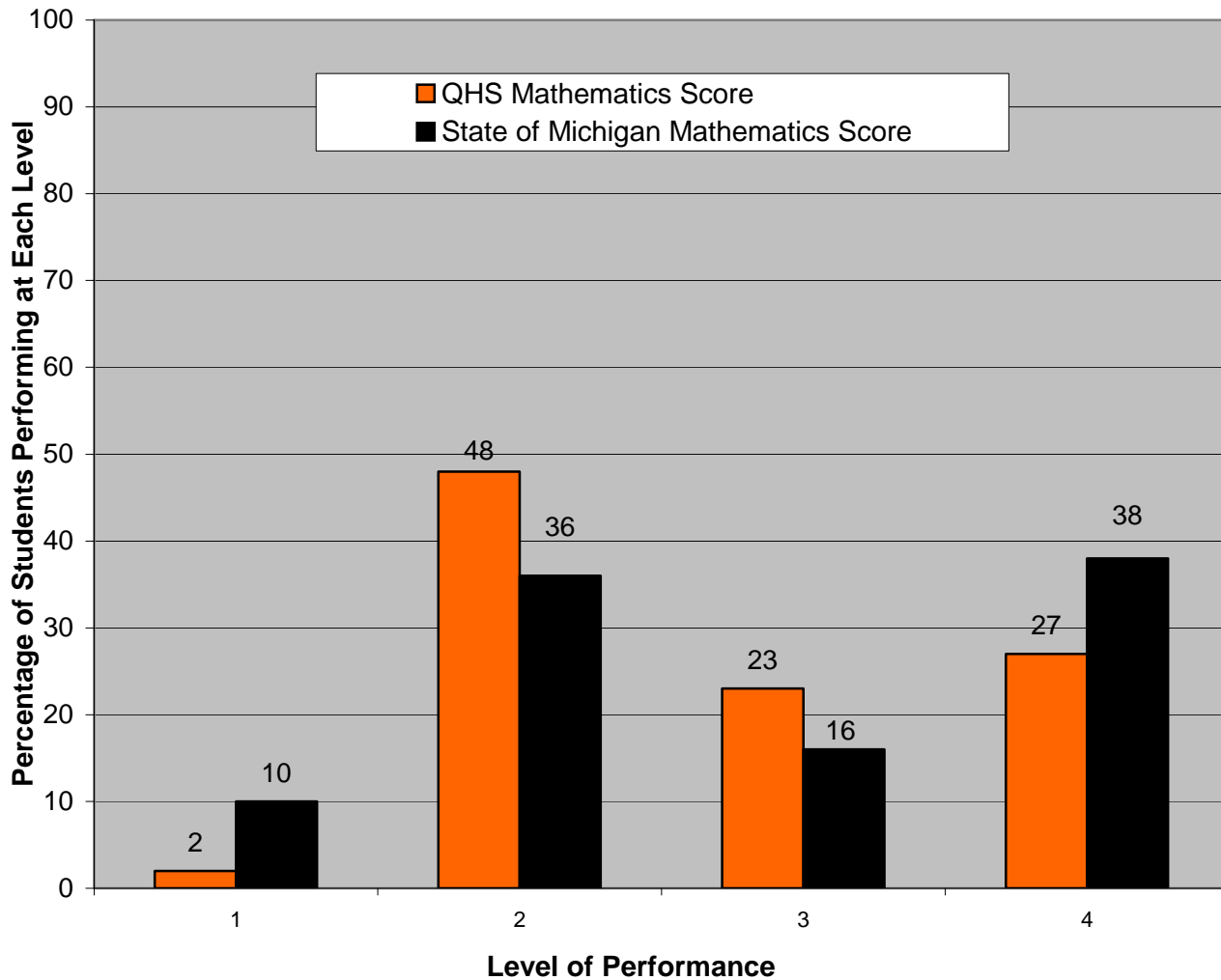


2. MME Mathematics

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Mathematics MME**.

Level 1	State 2008 (10%)	QHS 2008 (2%)	State 2007 (10%)	QHS 2007 (5%)
Level 2	State 2008 (36%)	QHS 2008 (48%)	State 2007 (37%)	QHS 2007 (46%)
Level 3	State 2008 (16%)	QHS 2008 (23%)	State 2007 (16%)	QHS 2007 (13%)
Level 4	State 2008 (38%)	QHS 2008 (27%)	State 2007 (38%)	QHS 2007 (35%)

Class of 2009 (March 2008) MME Mathematics Test Comparison

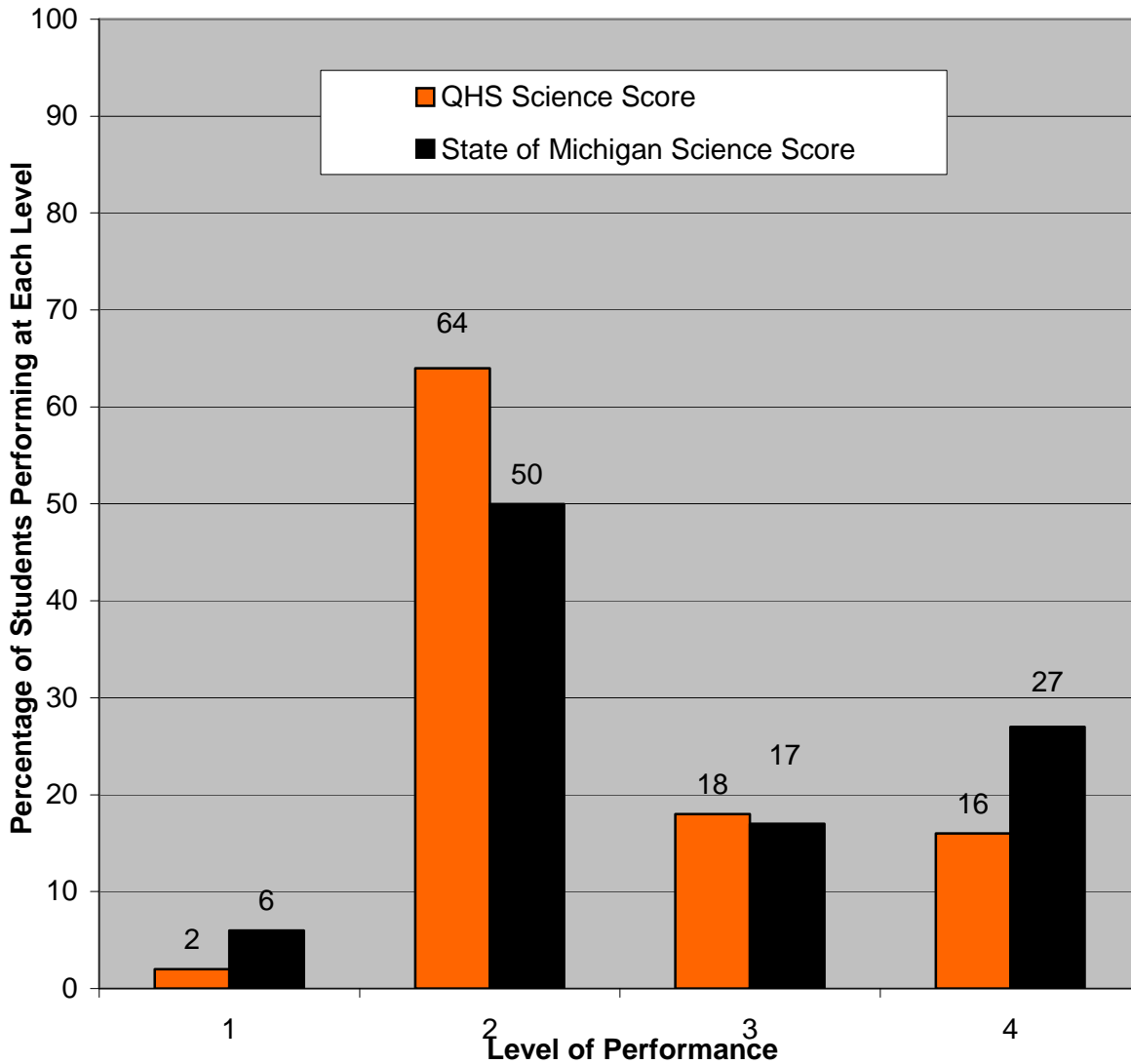


3. MME Science

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Science MME**.

Level 1	State 2008 (6%)	QHS 2008 (2%)	State 2007 (6%)	QHS 2007 (3%)
Level 2	State 2008 (50%)	QHS 2008 (64%)	State 2007 (50%)	QHS 2007 (57%)
Level 3	State 2008 (17%)	QHS 2008 (18%)	State 2007 (16%)	QHS 2007 (19%)
Level 4	State 2008 (27%)	QHS 2008 (16%)	State 2007 (28%)	QHS 2007 (21%)

Class of 2009 (March 2008) MME Science Test Comparison

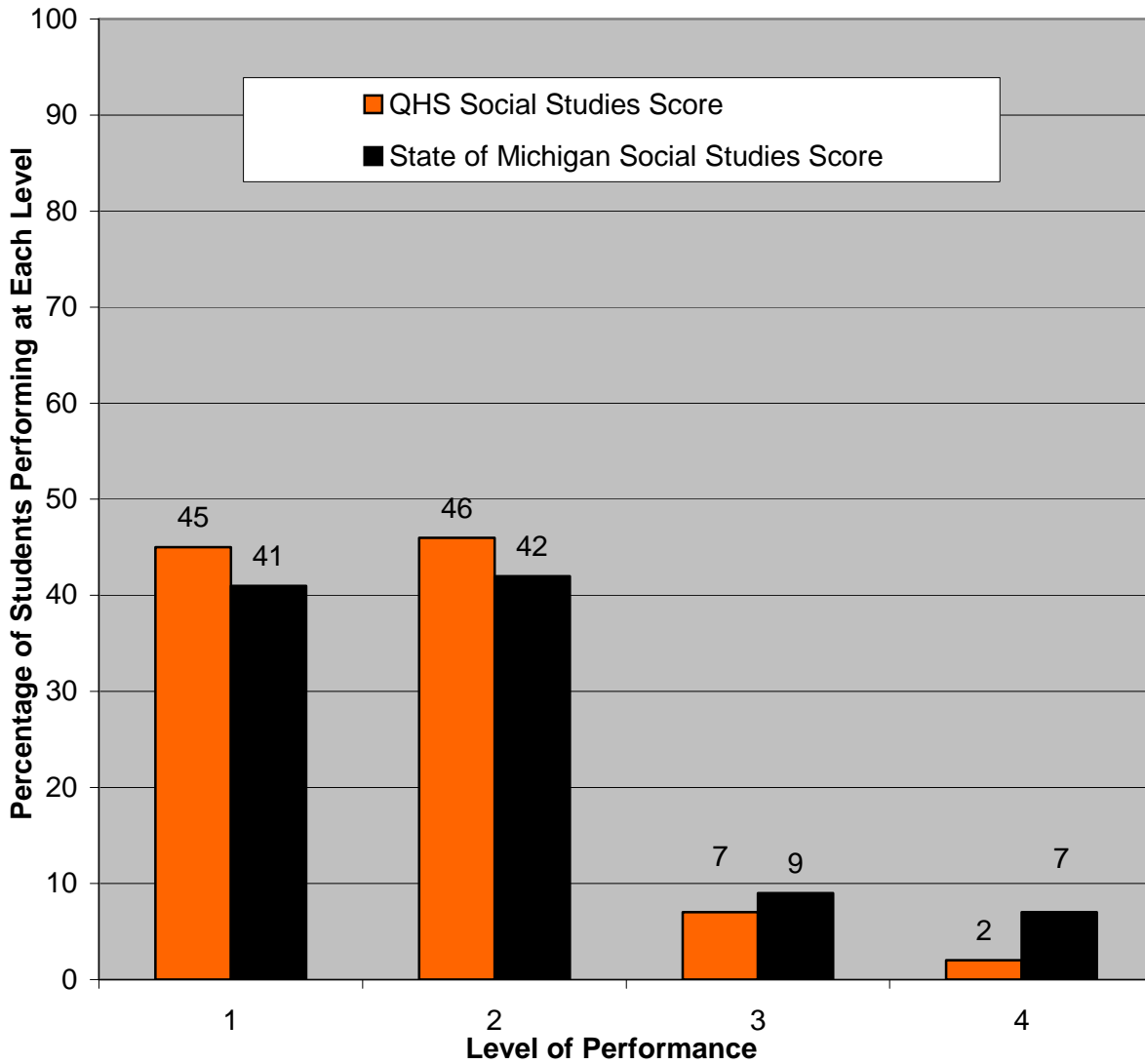


4. MME Social Studies

100% of the class of 2008 students participated in taking the MME assessments. The percentages listed represent the percentage of test takers who scored at the designated levels of achievement on the **Social Studies** MME.

Level 1	State 2008 (41%)	QHS 2008 (45%)	State 2007 (41%)	QHS 2007 (50%)
Level 2	State 2008 (39%)	QHS 2008 (46%)	State 2007 (42%)	QHS 2007 (39%)
Level 3	State 2008 (13%)	QHS 2008 (7%)	State 2007 (9%)	QHS 2007 (7%)
Level 4	State 2008 (7%)	QHS 2008 (2%)	State 2007 (7%)	QHS 2007 (4%)

Class of 2009 (March 2008) MME Social Studies Test Comparison



Aggregated graduation rate.

The data provided by the State of Michigan is always based on completed data one year behind the currently reported school year. The State of Michigan reconfigured the calculation methods used to determine the cohort groups and graduation rates for all schools which caused a slight drop in the rate as compared to previous years.

The comparative graduation rate data for Quincy High School is:

Graduation Rate for 2001-2002 = 90.32%
Graduation Rate for 2002-2003 = 95.22%
Graduation Rate for 2003-2004 = 98.84%
Graduation Rate for 2004-2005 = 99.17%
Graduation Rate for 2005-2006 = 97.93%
Graduation Rate for 2006-2007 = 93.33%

QHS met AYP in regards to its graduation rate as the required Graduation Percentage Rate for the State of Michigan is 80%.

Disaggregated graduation rate

QHS does not have any subgroup populations of 30 or greater students beyond gender. Gender comparison data is generated by using the data from the class of 2008 graduates. In the class of 2008, after successfully completing summer school programs, 100% of all students earned their high school diploma.

Section IV. Parent Involvement

School's parent involvement policy.

Parents are encouraged to participate in all school activities and in the classroom at any time. A monthly newsletter is sent home from the principal to inform parents of upcoming events, program changes, parent meetings, and to invite their involvement. Post cards are also sent to remind parents of conferences or meeting dates. The school policy for Quincy Community Schools is:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (Opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the District shall provide the opportunity for parents to review curriculum and instructional materials and to visit the school to observe the instructional process.

With regard to student behavior, during school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

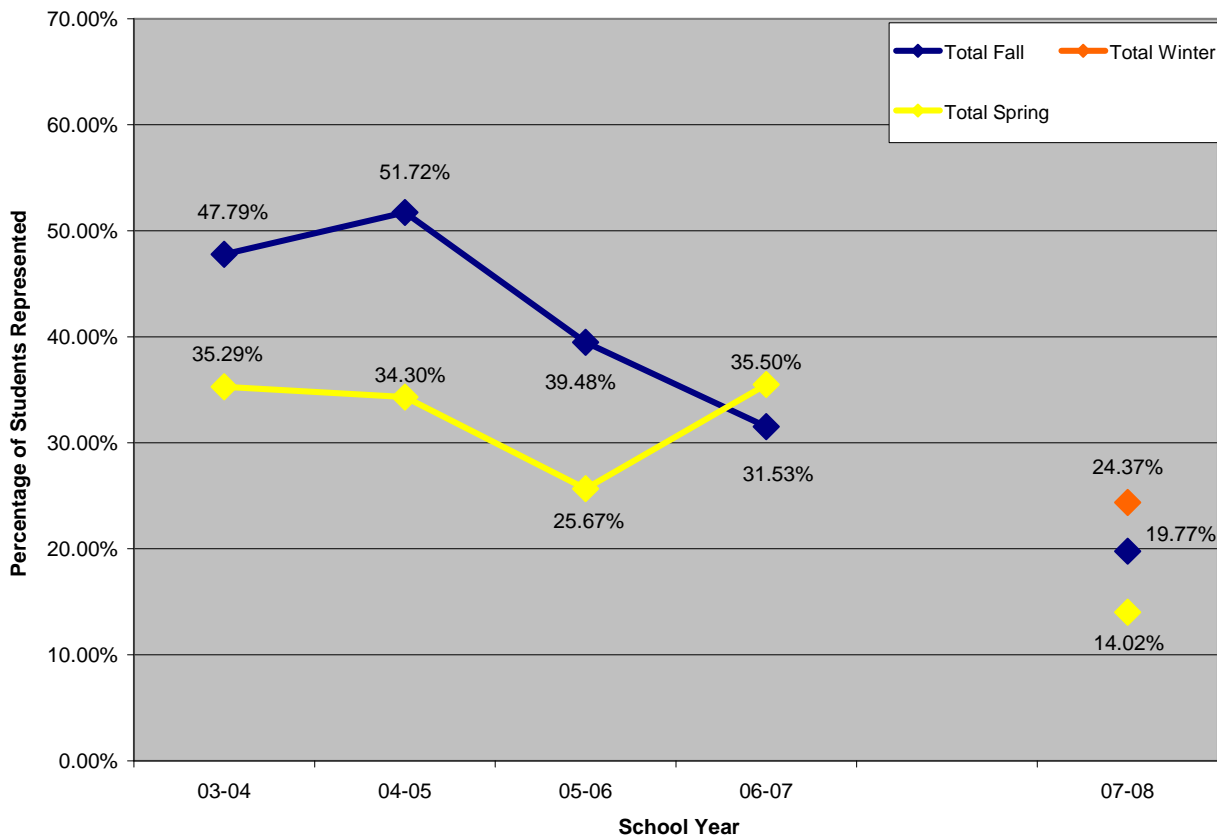
- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

Number and percent of parents/guardians attending parent/teacher conferences.

Parents are encouraged to confer from time to time with teachers and other school personnel through appointments and scheduled parent teacher conferences. In 2007-2008, due to the new trimester schedule, three conferences were held. The data below represents the comparison data from the past several years.

2004-2005 school year	October 2004	51.7%	March 2005	34.3%
2005-2006 school year	October 2005	39.5%	March 2006	25.7%
2006-2007 school year	October 2006	31.3%	March 2007	35.5%
2007-2008	1 st Trimester	19.77%	2 nd Trimester	24.37%
			3 rd Trimester	14.02%

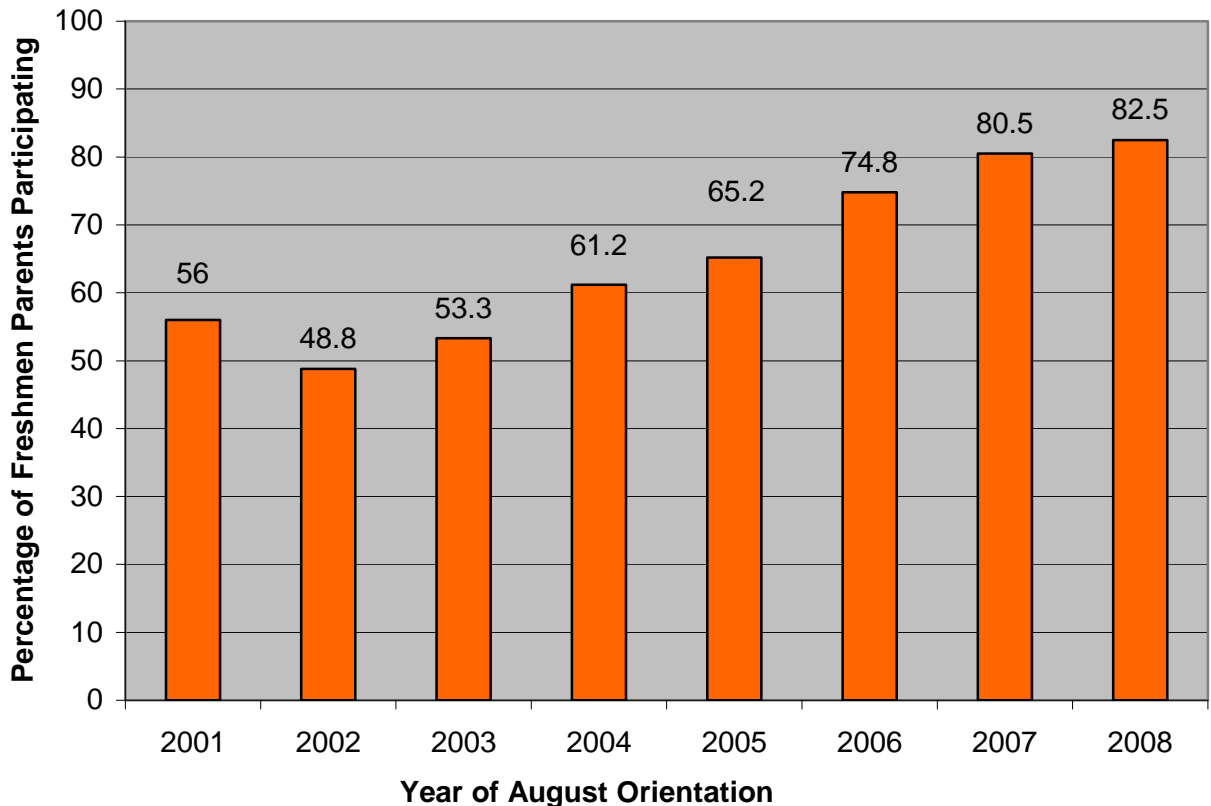
**Attendance Trend Data for QHS Parent Teacher Conferences
Trimester Conferences Began in 07-08 with Fall, Winter, and Spring**



Types of parental involvement opportunities in the school.

In August of 2007, 80.5% of parents attended the high school freshmen orientation meeting which was an increase from 74.8% in 2006. Below is a graph of the increased parental involvement in the orientation program over the past seven years. Orientation was held from 6:00 – 7:30 in coordination with the other open house times in the district. The elementary ran their open house from 4 – 6, the middle school from 5 – 7, and QHS from 6 – 7:30. This staggering of the open house and orientation night activities may have contributed to the increase in attendance.

Freshmen Orientation Night Attendance Comparison



Two adult groups work to support students and their activities: Quincy Band Boosters and Quincy Athletic Boosters. Parent involvement is also enhanced by electronic access including Target Vision, which updates school activities and events on the district web page and in the lobbies and common area of the buildings. The Destiny Library automation allows parents access to annotated book lists, including alignments with state benchmarks and Accelerated Reader.

A new parent software system called ParentConnect was placed on the district web site in January of 2006 that allows parents access to student demographic, attendance, assignment, and lunch program data. By the end of 2007-2008, 87 high school families were actively using the access site compared to 102 families by the end of 2006-2007. A similar access point called StudentConnect was created for all students in the spring of 2006 and was used to help students schedule courses for 2008-2009.

Parents and students also attended a college night sponsored by the local schools and a financial aide night as well. Approximately 35 people attended the college night and 25 students were represented by their parents at the financial night presentation.

Section V. Advanced Placement and Additional Required High School Criteria for Current Year and Previous Year

Number and percentage of students who received college credit through dual enrollment for this year and the previous year.

Of the 203 eligible students for dual enrollment in the 2007-2008 school year, 11 students (5.4%) took advantage of the program and 100% of those students earned QHS credit but elected to not earn college credit in a total of 12 courses. In the 2006-2007 school year, 19 students (9.5%) took advantage of the program and 100% of those students earned college credit in a total of 34 courses.

Number and description of college equivalent courses (i.e., AP courses) OFFERED this year and the previous year.

AP is a national program organized by The College Board to test high school students at the college level. With the appropriate grade, determined by individual colleges, students earn college credit for this test. Quincy High School offered AP Government and AP English, which were both also offered in the 2005-2006 school year,

Advanced Placement English is taught as a college preparatory course/freshman college English course. The test is not required, and many students take the course to practice their writing skills before they go to college. Using standard world literature, students continue their critical study of authors' styles, philosophies and efficacy, writing frequently on these authors and others in-class. Students should leave the class with the ability to write a meaningful, concise and masterful essay on a specific given topic in a limited time period. They will also leave with practice in recognized collegiate activities such as note-taking and small group discussion. The works studied are all Western in orientation, hence the values of the literature are Judeo-Christian and Greek; students are also exposed to the work ethic, quality recognition, self-control, delayed goal acquisition, time management, differences acceptance, compromise, the American Dream, Justice, equality and truth. Students become aware of real world participation as they write essays for college applications and scholarships; it is understood that the true test of their abilities is on the AP Exam or in college. AP is an excellent change for students to take the risk of a college course in the high school curriculum; the teacher must balance the high standard required with the recognition that these are still teenagers.

The Advanced Placement U.S. Government and Politics course is designed to meet the needs of students who want an intensive and academically challenging study of American government. Students are expected to read from a wide variety of sources, not only the required textbook. Each unit contains required reading for all class members. Students are expected to report and analyze resources. The course work is substantive and demanding. Students are engaged in daily course activities including organizing and reviewing notes daily. The students gain analytical insights to the workings of government and politics and acquire usable writing skills. Several writing formats are part of the classroom instruction. Class members complete a Civic Participation Activity that fosters their involvement in state, county or local government. As a result of this course students will be involved through participation in local and area government. This course prepares students for the U.S. Government and Politics AP exam.

An Advanced Chemistry course is also being taught as an equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Emphasis is placed on chemical calculations, mathematical formulation of principles, and higher order laboratory experiences.

Number and percentage of pupils enrolled in and completing college level equivalent courses (i.e., AP courses), disaggregated by grade for this year and the previous year.

In 2007-2008, 19 seniors (19% of senior class) took the AP Government course as compared to 10 seniors (11.1% of senior class) in 2006-2007. In 2007-2008, 22 seniors (22% of senior class) took the AP English course compared to 21 seniors (23% of senior class) in 2006-2007. In 2007-2008, 14 seniors (14% of senior class) took the Advanced Chemistry course while 8 seniors (8.9% of senior class) took the course in 2006-2007. All students enrolled in the various AP course offerings completed and earned high school credit in the courses.

Number and percentage of pupils who took a college level equivalency exams and those who achieved a score to receive college credit this year and the previous year.

In 2007-2008, 17 students took 31 AP exams. The following chart lists the number taken of each test and the number of students receiving a passing grade to earn college credit:

AP Test	No. of Students Taking Test	No. of Students Receiving College Credit	% Receiving Coll. Credit
Calculus	1	1	100%
Chemistry	2	1	50%
English Language/Comp.	4	2	50%
English Lit./Comp.	14	6	43%
Gov't/Pol. Sci. US	10	8	80%

In 2006-2007, 4 out of 4 (100%) students taking the AP Government assessment and 4 out of 6 (67%) students taking the AP English assessment earned college credit for their performance on the tests.

Section VI. Core Curriculum

Explanation of how the Michigan Curriculum Framework in English/Language Arts, Math, Science and Social Studies is implemented.

1. The process for development.

The Michigan Department of Education has recommended its academic core curriculum, including standards and benchmarks, for all students, DK-12. The QHS faculty has aligned its core curriculum with that model in all curricular areas. The curriculum offered to Quincy High School students includes language arts, mathematics, social studies, science, health and physical education, art, instrumental and vocal music, computer use, business, foreign languages, communications, technology education, and vocational education. Many courses arrange visitations to various businesses and field trips to enhance classroom learning. Career and educational planning is done with the assistance of counselors using the Educational Development Plan (EDP) process. A curriculum for career planning and employment skills is integrated within English and social studies classes as a part of the EDP. Drug prevention education is integrated into health, biology, and social studies classes in an appropriate manner.

2. The process for curriculum alignment.

At the building level: K-12 curricula is reviewed and revised annually by horizontal and vertical grade/department level teams facilitated by the department chair(s). Principals meet regularly with building department chairs. All curriculum, instruction and assessment grade/department level recommendations go to the building school improvement team for review before being presented to the district school improvement committee. At the district level: The district curriculum coordinator leads quarterly curricula leadership meetings with principals and department chair vertical teams and provides ongoing support to staff. Approved

building level curricula recommendations are reviewed by the district school improvement team that acts as a recommending body for curriculum, instruction and assessment to the superintendent. The superintendent takes curricula recommendations to Board Of Education for approval. The district curriculum coordinator electronically annually updates and posts the K-12 course syllabi and curriculum maps to a shared network.

The variances, if any, from the Michigan Curriculum Framework.

No variations from the Michigan Curriculum Frameworks have been recommended. The required Earth Science content standards proposed by the State are taught in the 8th grade.

Section VII. Teacher Qualification

Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.

Percentages of teachers in the school who hold the different types of teaching certificates and advanced degrees.

For the 2007-2008 school year, the percentages of teachers at Quincy High School who hold the different types of teaching certificates and advanced degrees are as follows:

Teaching Certificate Types

Provisional = 11%

Continuing = 54%

Professional = 29%

Permanent = 7%

Advanced Degree Types

Bachelor = 14%

Bachelor +20 = 25%

Masters = 32%

Masters +20 = 29%

Percentage of teachers teaching with emergency or provisional credentials.

No teachers are teaching with emergency or provisional credentials.

Percentage of classes NOT taught by highly qualified teachers.

At this time, 100% of the classes taught at Quincy High School are taught by teachers who are classified as Highly Qualified.

Parent notification of 'parents right to know' provision of NCLB and the district's point of contact.

A full review of all teaching credentials and course work continues annually to validate the status of all high school teachers. This summary report can be found in the central administration office.