

# Queen City Career Prep High School

## Annual Progress Report 2022-2023

### OUR MISSION

We Provide Students the Academic & Life Skills Needed for Post-Graduation Success by Incorporating Research-based Best Practices in an Innovative and Safe Learning Environment.

### OUR VISION

To ensure our students leave the School proud of their accomplishments and hopeful about their future; equipped with the academic and practical skills for lifelong success.

We will:

- Identify each student's learning styles, academic placement, and degree progress.
- Deploy multiple teaching strategies that support academic course completion.
- Provide career and academic options after high school.
- Support each student's job-readiness.
- Create an environment that is safe and focused on learning.
- Treat every student as the most important student.

### Our Program

The School offers its students a standards based, computer assisted learning environment where teachers guide and support our drop out recovery students as they work toward a high school diploma. Our team of Properly Licensed Teachers engage students in the curriculum and provide an engaging classroom where students succeed. Students can work at their pace to accelerate or get critical additional support for credit completion.

As a student enters the School they participate in a critical evaluation of their academic abilities and learning skills designed to create a tailored plan for learning. Past credits are included in the student's learning plan as are STAR Renaissance Scores and other pertinent data so they see a clear roadmap to their diploma completion. Our curriculum is mapped to the Ohio's Learning Standards for all core required courses. In addition, the School uses supplemental curriculum materials, Ohio Means Jobs, and other career-based curriculum and experiences that support each student's life after graduation. Instructional Time and Student Volunteer Hours  
Our school was open for 164 days, equal to 984 hours of instructional time for the 2022-2023 Academic Year.

### Additional Instructional Programs

The School is committed to providing quality educational services for all students enrolled in our school. The delivery of special education services is aligned with the charter school's mission and goals: The team at the School works collaboratively with General Education personnel to prepare each student to reach their fullest potential, and to become a contributing, successful member of their community. We direct students to achieve academic skills while facilitating social and emotional development, with a goal of becoming lifelong learners.

The School provides special education staff to meet the individual needs of students with disabilities. Students with disabilities and other special needs are served cross-categorically and in a variety of settings with varying levels of support based on the student's individual need.

Staff development is a priority at the School.

The Special Education Team meets on a regular basis to discuss IEP development, district, state and federal policies and procedures, progress monitoring and skill enhancement to best meet the needs of each individual student. In addition, the MTSS Team holds training sessions for the entire staff and support services personnel to ensure greater participation and understanding in the intervention and referral process.

We recognize that all of our students with disabilities are general education students first. We strive to work with staff and stakeholders to develop and implement supplementary aids and services in the general education classroom. The majority of students spend the greater part of the school day within the regular classroom. The school is committed to the inclusionary model of special education service delivery.

Collaboration among classroom faculty and Intervention Specialists is an ongoing process. Planning time is made

available so that weekly lesson plans, IEP goals modification, teaching strategies and student evaluations can be discussed on a regular and time sensitive basis. The effectiveness of this special education service delivery plan is continuously monitored and evaluated. Data is analyzed to compare student progress and program effectiveness on an on-going basis.

The School goes beyond core curriculum instruction and individualized learning with our career programs. The school offers life skills and job readiness training to all students as part of the required coursework and helps connect students with employment and volunteer opportunities. These programs and opportunities offered our students broad experiences including job-seeking techniques, interviewing skills, resume writing, and character education. For the students personal well-being, we help them understand consumer credit and insurance, how to find a place to live, budgeting, buying a car and dealing with employment issues.

The School experience provides more than a high school diploma. We measure our success not just in terms of academic achievement, but also by our students personal and professional growth. We inspire students to do their best – in the classroom and in the community. The individual achievements of our students become successes for our communities, as our graduates enter the workforce as educated, civic-minded, and productive members of society.

Ohio department of education overall school rating for the School: Meets Standards

### Demographics

African American: 91.1%  
Caucasian: NC%  
Hispanic: NC%  
Multi Racial: NC%  
SPED: 19%

Attendance Rate: 31.9%

### Board Members

Bishop Ennis Tait  
Takia Johnson  
Michael Roberts  
Jodi Pickering  
John Kropp  
Reginald Brazzile

### Staff Positions

Certified/Instructional: 4  
Administrative/Support Staff: 4

## Graduation Rate

The State of Ohio calculates the number of students who enter the 9th grade for the first time, adjusts for population, and formulates its projection of the number of students who actually earn a diploma four years later in determining a school's graduation rate. The School offers students who are at-risk of dropping out, or who may have already dropped out of traditional high school, the opportunity to re-engage and earn a state-recognized diploma. Students who would otherwise opt for a diploma equivalent have the opportunity to graduate on time. Based on the States calculations the School's 4th, 5th, 6th, 7th and 8th year graduation rates for the 2022-2023 school year are shown below. The School continues to strive to increase that percentage every year and is proud of our results considering these students would not have graduated otherwise.

### Graduation Rate

4 years. . . . .	36.6%
5 years. . . . .	47.6%
6 years. . . . .	50%
7 years. . . . .	48.1%
8 years. . . . .	37%
Weighted Average . . . . .	43.3%

### Fiscal Responsibility

The table below is a summary of the school's financial operations for the year ending June 30, 2023.

Total Assets . . . . .	\$79,605
Total Liabilities . . . . .	\$1,946
Total Operating Expenses . . . . .	\$1,392,479
Total Operating Revenues . . . . .	\$1,383,752
Total Non-Operating Revenues. . . . .	\$582,377

The Ohio Auditor of State has not yet audited the figures presented above. However, the school does receive a regular annual audit performed by the Auditor of State. Released audit reports for the school can be viewed by going to the Auditor's website at <http://www.auditor.state.oh.us> and clicking on "Audit Search."

### Testing - Renaissance STAR

## Renaissance STAR

Reading: Meets Standards

Math: Meets Standards

All Tests: Meets Standards

## Community School Sponsor

St. Aloysius, as the sponsor of this school, is legally mandated to provide oversight, monitoring, and technical assistance. As part of the monitoring process, the performance of the school is assessed and evaluated on each of the required Ohio School Report Card components. Additionally, St. Aloysius has a regular presence at school board meetings where student performance indicators such as attendance, behavior, and academic achievement are tracked and financial and organizational issues that impact student success are reviewed and discussed. Key to the oversight, monitoring, and technical assistance is St. Aloysius' review of the school's Ohio Improvement Process (OIP) plan development and implementation. As a result of our thorough oversight and monitoring, St. Aloysius has determined that this school is substantially compliant with the rules and regulations governing community schools. All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organizational performance, as well as the school's legal compliance with Ohio Revised Code, Ohio Administrative Code, and to the terms of the Community School contract. This report must be made available to parents of students enrolled in the community school by November 30th of each year under OAC 3301-102-05 (A) (3). An Annual Report regarding the performance of this school and other schools under the sponsorship of St. Aloysius will be posted on our website at [www.stalschildren.org/charterschools](http://www.stalschildren.org/charterschools) and [www.charterschoolspec.com](http://www.charterschoolspec.com) no later than November 30, 2023. Parents are urged to review this report, in addition to other monitoring and evaluation reports available through the school or the sponsor for a full understanding of the school's performance.

### Academic Goals

Our goal is to provide all students with the supportive academic, employability, and life skills training they need to earn a high school diploma and succeed in life. The School accomplishes this goal by the following:

- Providing development-level-appropriate academic instruction through state-of-the-art, research-based curricula that meet the educational needs of each student and allow each student to begin at the correct academic level and advance at his or her own pace. Fifty percent of students enrolled in a full academic year and who have 60% in-seat attendance will earn four credits per academic year.
- Providing needed social counseling for students who face significant social barriers to attendance and educational advancement.
- Teaching valuable life skills courses, job readiness training and employment preparation and placement as well as the required basic academics, in order to prepare our students for success in the workplace and in the classroom. One hundred percent of the School's graduates will have completed an employability skills course.

The School is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administration or the Ohio Department of Education. All information contained in this report was accurate to the best of our knowledge at the time of printing.