



**ACE High School
2012-2013
Annual Education Report (AER) Cover Letter**

2012-2013

Susan Demeniuk, Principal

August 20, 2013

Rochester Community Schools

Dear ACE High School Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2012-2013 educational progress for ACE High School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Susan Demeniuk for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.rochester.k12.mi.us/pages/46012/secondary-annual-reports> or you may review a copy from Susan Demeniuk's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap between the highest performing students and the lowest performing students within a single school building. A Focus school label does not necessarily imply low achievement for a school as a whole. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. The majority of schools in Michigan did not receive any of these specific labels.

Our school has not been given one of these labels.

Three key challenges for ACE are attendance, students graduating on time, and evidence of growth on standardized tests. Progress reports are sent home weekly showing grades in every subject area and attendance records for the week and for the quarter. Communication with families occurs weekly by this report called the Successful Student Rubric (SSR), along with phone calls and meetings as part of the intervention process of the SSR. Initiatives in place to improve student growth have been to begin a student mentor program in an effort to assist new students as they acclimate to a new school, calls home as soon as attendance is taken to inform parents of the absence early which occasionally results in students coming to school that day, and changes in preparation for standardized testing which has resulted in increased ACT composite scores.

ACE MISSION STATEMENT

The mission of ACE High School is to intervene when students are at-risk of not fulfilling their graduation requirements by offering a unique atmosphere to nurture credit recovery and empower them to move into the mainstream of society. ACE High School follows the RCS core curriculum with a condensed offering of electives while utilizing relevant instruction and relationship building. Students will gain necessary skills to increase their employability and receive post secondary counseling and planning.

Process for Assigning Pupils to the School

Students are assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Students are identified and referred to ACE High School through the District's intervention model for struggling high school students.

Status of the 3-5 Year School Improvement Plan

ACE High School is accredited by North Central Association (NCA). To earn and maintain accreditation ACE must meet seven standards that describe conditions necessary for schools to achieve quality performance and organizational effectiveness. In addition, ACE is required to engage in continuous school improvement focusing on student performance. To demonstrate quality performance and maintain accreditation, ACE is required to have an internal and external audit.

During 2009-2010 ACE High School hosted a Quality Assurance Review Team for the external audit. Through interviews with ACE teachers, students, parents and community members, classroom observations, and a review of school documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The QAR contained commendations and required actions. ACE did quite well and only two areas were cited: develop a comprehensive assessment system and communicate more clearly your academic expectations in the classroom. ACE was responsible for addressing each.

During the 2010-2011 school year, ACE High School worked to respond to the QAR and fulfill the recommendations requested by NCA. It did so and has since received notice that both citations have been addressed and are completed.

During the 2011-2012 school year, ACE continued with school improvement by using the professional learning community's model. Teachers carefully evaluate the students' weaknesses and research effective practices to redefine the school improvement plans (SIP). The ACE SIP goals increased from one to three goals. Additional goals include not only having all students be proficient in reading but also in writing and mathematics. All three goals were met with a strong emphasis on a three phase implementation: modeling/explicit training, guided practice, and independent practice.

For the 2012-2013 school year, ACE worked on the three goals of math improvement, reading improvement and writing improvement each with measurable growth. Strategies were put in place for all goals and were implemented by all teachers across the curriculum. To assess the progress of the goals, students were assessed using multiple source data including modules from E2020, Work Keys, common assessments, MME, PLAN and pre-post assessments. NCA is scheduled to evaluate the progress of the SIP at the beginning of the 2014-2015 school year. The ACE High School staff continues to be committed to continuing their effort to improve education for each and every student.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the Michigan Department of Education's *Michigan Curriculum Framework* and the Grade Level Content Expectations (GLCE's) in grades K-8 and Course Content Expectations (CCE's) in grades 9 – 12. Teachers have met throughout the year to

continue aligning the curriculum to the Common Core State Standards. Our teachers have worked in collaboration with Oakland Schools to develop sample units of study in ELA and Math.

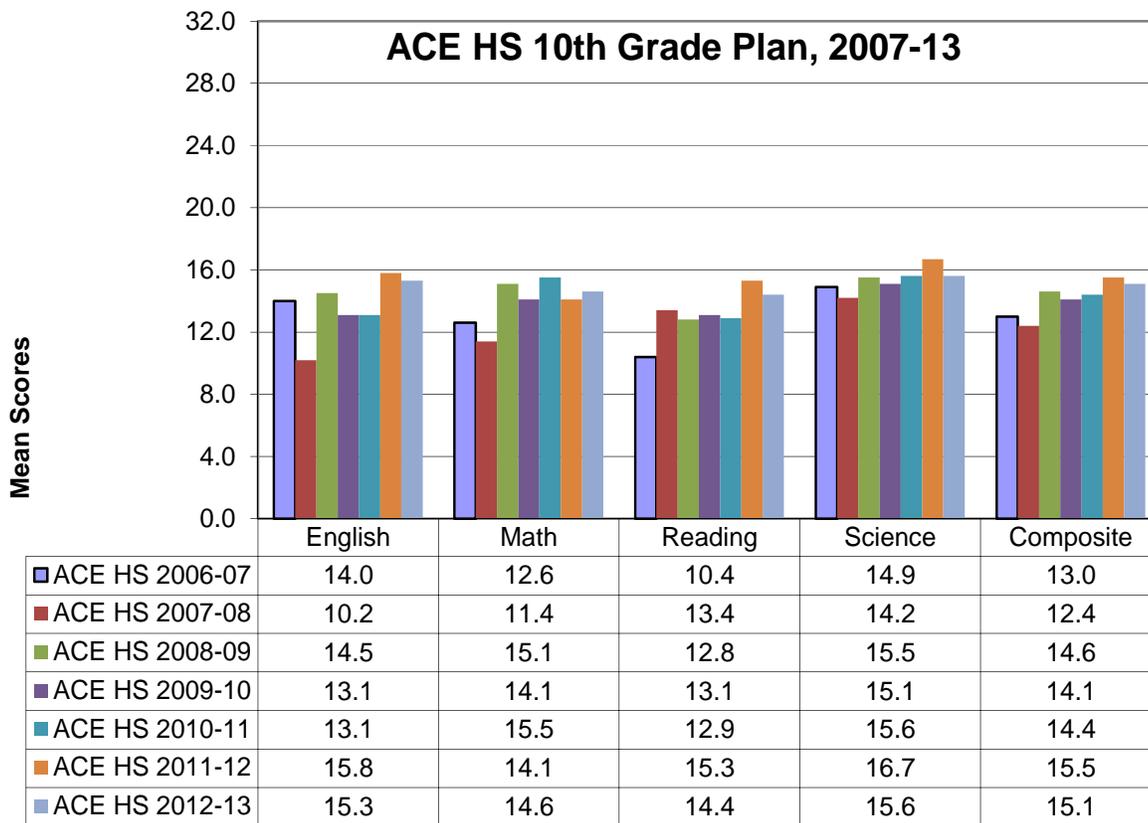
During the 2012-2013 school year the curriculum department continued to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students, and providing more flexible time for student learning beyond the traditional school day.

Elementary teachers continued to implement strategies for effective literacy instruction, and several district professional development in-services focused on assessment within the reading/writing workshop format. 3rd through 5th grades began using a word study program that includes materials and activities for spelling, grammar and vocabulary instruction. In Math, professional learning experiences for 4th and 5th grade teachers centered on differentiation and assessment using their new online tools. Kindergarten, 1st and 3rd grades received materials for inquiry-based Science units of study along with workshops presented by their grade-level peers to support the implementation. In Social Studies, Kindergarten through 2nd grade teachers implemented the units of study from the Michigan Citizenship Collaborative Curriculum. 2nd and 4th grade teachers also met for workshops at the Rochester Hills Museum to prepare for their students' visits to the site.

At the secondary level middle school math and language arts teachers continue to align their curriculum and pacing guides to the Common Core State Standards (CCSS). In addition, *Seventh Grade Accelerated Pre-Algebra* and *Seventh Grade Advanced Language Arts* were implemented this school year. The curriculum department refined the selection process to identify the appropriate students for these accelerated and advanced courses. Middle school science and social studies teachers added activities to their curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing because the Next Generation Science and Social Studies standards have not been approved, to date. High school math teachers have been meeting to review the CCSS for math and aligning them to their instructional resources. High school language arts continue to refine their units of study as they align their curriculum to the CCSS for English language arts. High School science and social studies teachers continue to integrate the literacy standards into their units of study as they wait for a final decision about the adoption of their new standards. Eighth graders were given an opportunity to sign up for a class that will be field tested next year called *Big History*. This course addresses the content expectations for world history, while integrating other disciplines, such as science into the units. At the building level, teachers continue to analyze Explore, Plan and ACT scores. This work will be ongoing. *Introduction to College Math* was developed and field tested at Rochester and Stoney Creek High Schools this past school year and will be running in all three high schools in the 2013-2014 school year.

Additional Information about the District's Core Curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

Student Achievement Results from Local and/or Nationally Normed Tests



Parent Involvement

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment to the educational success of their student. Rochester Community Schools administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported

- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	28	31%
Winter Conferences	24	24%
Early Spring Conferences	25	23%
Spring Conferences	7	6 %

Dual Enrollment and Advanced Placement

Dual Enrollment and AP	Number of Students	Percent of Students
Dual Enrollment	0	N/A
College Equivalent Courses (AP)	0	N/A
Students Enrolled in College Equivalent Courses (AP)	0	N/A
Students Receiving a Score Leading to College Credit	0	N/A

Points of Pride

Certified by AdvanceED Accreditation Commission and Board of Trustees and accredited by the North Central Association Commission on Accreditation and School Improvement - expiration date June 30, 2014.

Friend’s of Rachel (FOR) Club with over thirty members actively engaged in making the world a better place

Successful Seat-Time Waiver program that students’ individual and academic needs can be met in a full time, on-line, academic program in the home environment

Leader in the RCS District for using on-line classes for credit recovery and ‘blending’.

**Rochester Community Schools
Executive Staff**

Superintendent – Dr. Robert Shaner
Assistant Superintendent for Instruction
Assistant Superintendent for Business – Daniel Romzek
Chief Human Resource Officer – Elizabeth Davis

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2012-13**

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