



**ACE High School  
2014-2015  
Annual Education Report (AER) Cover Letter**

2014-2015

Susan Demeniuk, Principal

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Rochester Community Schools

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for ACE 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 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/alternative-center-for-education-ace/pages/45909/annual-report> , or you may review a copy in the main office at your child's school.

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 a student mentor program 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 in the day, 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.

State law requires that we also report additional information.:

**1. Process for Assigning Pupils to the School**

Students continue to be 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.

Struggling high school students are identified by their home school and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

**2. Status of the 3-5 Year District Improvement Plan**

The District Improvement Team works in conjunction with the District Instructional Leadership Team to develop goals in the areas of literacy, mathematics, science, and school culture. The goals, along with the related strategies and activities, focus on student learning and are based on a review and analysis of demographic, achievement, process and perception data. The District Improvement Goals support and align with the School Improvement Goals developed by each school and provide the District with a clear focus and course for continuous improvement.

**3. A Brief Description of Each Specialized School**

Struggling high school students are identified by their home school and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

**4. 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.

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

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>.

**5. Student Achievement Results For Local Competency Tests or Nationally Normed Achievement Tests**

ACE has fully implemented and adhered to the newly adopted state testing system, M-Step. As we continue to process the data and navigate the new requirements, ACE will see an increase in test scores from year to year and will communicate this success to all stake holders.

**6. Parent Teacher Conferences**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>	<b>Percent of Parents</b>
Curriculum Night	10 of 93	11 %
Fall Conferences	23 of 95	24 %
Winter Conferences	24 of 100	24 %
Spring Conferences	21 of 107	20 %

**7. Dual Enrollment and Advanced Placement**

<b>Dual Enrollment and AP</b>	<b>Number of Students</b>	<b>Percent of Students</b>
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

Students attending ACE represent all of the schools in Rochester Community Schools. Students come from each of the three comprehensive high schools, which represent each of the school feeder systems, elementary through high school. Students attending ACE are recommended for enrollment when they become behind in credits or behind in math. Through the multi-tiered intervention/reward system at ACE, numerous students find success and graduate on time with their graduating class from their home high school. Many students find the path to a rewarding future through the ACE program.

Sincerely,

*Susan Demeniuk*

Principal, ACE High School