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## School Annual Education Report (AER) Cover Letter

February 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the ACE Academy. 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 Dr. Anna Amato, Chief Administrative Officer, for assistance.

The AER is available for you to review electronically by visiting the following web link, <https://goo.gl/2eEahW>, or you may review a copy in the Main Office at the school. In addition, you may access the AER from our website: [www.aceacademysda.com](http://www.aceacademysda.com). Finally, information on all schools in Michigan may be viewed at the following website: [www.mischooldata.org](http://www.mischooldata.org).

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

ACE Academy is a special alternative school where students are assigned by the courts. In addition, admissions and discharges occur at all times throughout the year and therefore, not in the control of the school team. Due to our special population, most students arrive functioning two or more grade levels below expected proficiency in English Language Arts and Mathematics. Further, the majority of students are short numerous credits for high school graduation. ACE Academy is also reported as having a very low graduation rate. However, once again, the standard graduation calculation cannot be applied to this academy as students are enrolled and discharged throughout the entire year and very few students are ever enrolled for more than 12 months. Similarly, the states standard method of calculating a drop-out rate cannot be applied to this academy.

These unique circumstances should be taken into consideration when reading this report. The main goal for every ACE student is to recover as many educational credits as possible and to improve in core skill areas of reading and math, with their primary focus being that of successfully completing court-ordered treatment for delinquent and behavioral problems.

Despite these differences, ACE Academy is highly successful at assisting students with recovering credits at a pace which helps them return to other schools closer to their age appropriate grade level. In addition, ACE Academy graduated 12 students this past year that happened to be enrolled in their treatment program at a time that coincided closely within their expected graduation timeframe.

State law requires that we also report additional information. The following categories report on data from the past two years.

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

ACE Academy is a strict discipline public school academy and as such, all students are assigned through court-order.

### **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

ACE Academy operates under the guidance of a state-approved School Improvement plan which is updated annually based on an analysis of student achievement and other data important to school operations.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

ACE Academy is a specialized school referred to as a strict discipline academy. As such, it enrolls students only through court order. It operates year-round, serving adjudicated youth who would normally be eligible age-wise, for 6<sup>th</sup> through the 12<sup>th</sup> grades. The vast majority of ACE students are between 14 and 18 years of age.

ACE Academy provides each student with a highly customized, Personal Education Path (PEP) plan, based on a comprehensive assessment of academic achievement and ability levels, as well as a thorough review of past school performance in prior settings, including the number and types of subjects and courses completed. The primary goal is for students to successfully recover as many lost credits and core academic information as possible during their short stay at ACE.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

A copy of the Academy's core curriculum can be found at the following website:  
[www.ACEAcademySDA.com](http://www.ACEAcademySDA.com)

Supplementary programs and curriculum can be reviewed at the following website:  
<http://www.connectionslearning.com/connections-learning/curriculum/courses/>.

The curriculum is implemented on a year-round and highly individualized basis since students enroll and exit the Academy continuously throughout the year. There are no variances from the state's model.

**4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Reporting aggregate achievement results for a single year for ACE Academy is quite different than reporting achievement results for regular schools where primarily, the same group of students take a test at one time of the year then take a similar test at another time. Instead, ACE students take a test when they enroll and then 24 weeks later, followed by a third test 24 weeks later again, but only if still enrolled. Discharge can happen at any time over an eight to twelve month period, based on a court order. Aggregate testing results are therefore reported based on the average number of students who improve from their first test to their last test.

# 2014-2015 ACE NWEA Student Growth Data – Math

ZOOM IN (Click+Plus)



## Student Growth Summary Report

Aggregate by School

Term: Spring 2014-2015  
District: ACE Academy

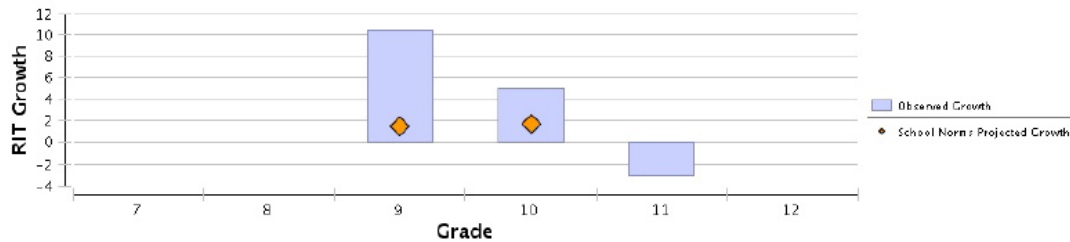
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2014 - Spring 2015  
Weeks of Instruction: Start - 4 (Fall 2014)  
End - 32 (Spring 2015)  
Grouping: None  
Small Group Display: Yes

### ACE Academy

Mathematics

Grade (Spring 2015)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2014			Spring 2015			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	0	**			**			**					**			
8	0	**			**			**					**			
9	4	207.5	11.9	1	218.0	13.3	6	10.5	4.1	1.5	3.92	99	4	3	75	77
10	2	213.5	16.3	5	218.5	19.1	10	5.0	2.0	1.7	1.23	89	2	1	50	59
11	1	192.0		1	189.0		1	-3.0					0			
12	0	**			**			**					**			

### Mathematics



# 2014-2015 ACE NWEA Student Growth Data – Reading



## Student Growth Summary Report

Aggregate by School

Term: Spring 2014-2015  
District: ACE Academy

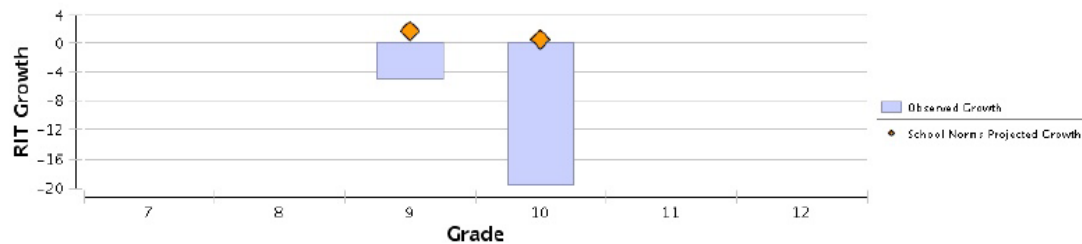
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2014 - Spring 2015  
Weeks of Instruction: Start - 4 (Fall 2014)  
End - 32 (Spring 2015)  
Grouping: None  
Small Group Display: Yes

### ACE Academy

Reading

Grade (Spring 2015)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2014			Spring 2015			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	0	**			**			**					**			
8	0	**			**			**					**			
9	4	212.5	12.9	14	207.5	12.7	3	-5.0	2.5	1.8	-2.91	1	4	0	0	22
10	2	223.0	12.7	62	203.5	3.5	2	-19.5	6.5	0.6	-7.28	1	2	0	0	3
11	1	187.0		1	187.0		1	0.0					0			
12	0	**			**			**					**			

### Reading



# 2015-2016 ACE NWEA Student Growth Data – Math



## Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016  
District: ACE Academy

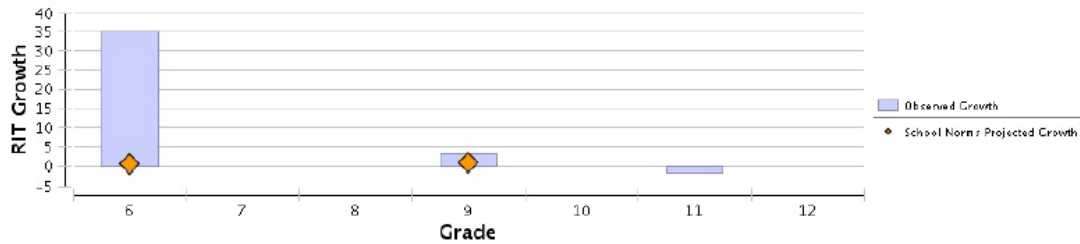
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)  
Grouping: None  
Small Group Display: Yes

### ACE Academy

#### Mathematics

Grade (Spring 2016)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	1	166.0		1	201.0		1	35.0		0.6	16.25	99	1	1	100	0
7	0	**			**			**					**			
8	0	**			**			**					**			
9	5	188.6	22.7	1	191.6	28.6	1	3.0	7.5	0.9	0.79	79	5	2	40	23
10	0	**			**			**					**			
11	2	210.5	2.1	1	209.0	11.3	1	-1.5	6.5				0			
12	0	**			**			**					**			

#### Mathematics



# 2015-2016 ACE NWEA Student Growth Data – Reading



## Student Growth Summary Report

Aggregate by School

Term: Spring 2015-2016  
District: ACE Academy

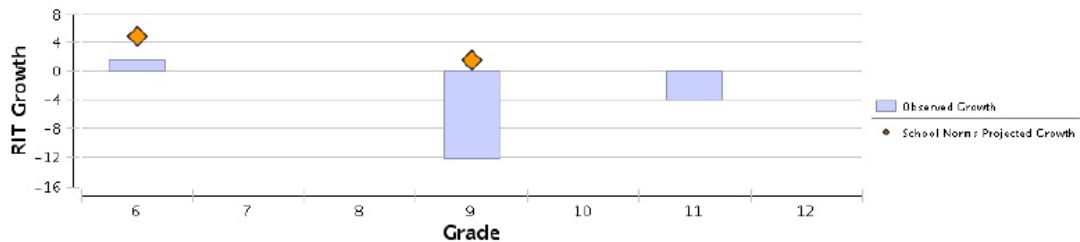
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2015 - Spring 2016  
Weeks of Instruction: Start - 4 (Fall 2015)  
End - 32 (Spring 2016)  
Grouping: None  
Small Group Display: Yes

### ACE Academy

#### Reading

Grade (Spring 2016)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	2	170.5	19.1	1	172.0	21.2	1	1.5	1.5	4.9	-1.51	7	2	0	0	17
7	0	**			**			**					**			
8	0	**			**			**					**			
9	6	196.8	17.7	1	184.7	27.8	1	-12.2	9.6	1.6	-4.94	1	6	1	17	5
10	0	**			**			**					**			
11	2	207.5	6.4	2	203.5	4.9	1	-4.0	1.0				0			
12	0	**			**			**					**			

#### Reading



## **5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

As parents/guardians "in locus," every student at ACE Academy is assigned to a primary therapist. Therefore, for the past two years, 100% of our students are represented at teacher-therapist-student conferences, which occur at regular 12-week intervals throughout the year.

## **6. HIGH SCHOOLS ONLY**

Due to being a special alternative school all of the following data points will always be zero for ACE Academy: For the past two years these criteria do not apply to ACE Academy students.

- a.** The number and percent of post-secondary enrollments (dual enrollment): 0
- b.** The number of college-equivalent courses offered (AP/IB): 0
- c.** The number and percentage of students enrolled in college-equivalent courses (AP/IB): 0
- d.** The number and percentage of students receiving a score leading to college credit: 0

ACE Academy is a highly specialized school which serves a very unique population. Though only enrolled for a short period of time, the majority of our students are able to achieve successful results, both personally and academically, through individualized attention coupled with a tremendous amount of collaboration between Spectrum Juvenile Justice Services, the Academy Board of Directors, and the edtec central team.

You can find more information about ACE Academy and its programs, including additional detailed reports, at the school's website: [www.ACEAcademySDA.com](http://www.ACEAcademySDA.com). Information is also available about ACE Academy at the following site: [www.mischooldata.org](http://www.mischooldata.org).

It is a pleasure to continue to serve the youth and families of ACE Academy. We look forward to continued growth and new ways in which to serve you.

Sincerely,



Anna M. Amato, Ph.D.  
Chief Administrative Officer  
ACE Academy

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	All Students	2015-16	45.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	42.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	8th Grade Content	All Students	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	41.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	31.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	11th Grade Content	All Students	2014-15	28.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	24.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	11th Grade Content	All Students	2014-15	29.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	33.0%	16.7%	16.7%	0.0%	16.7%	16.7%	66.7%
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	16.7%	16.7%	0.0%	16.7%	16.7%	66.7%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	<10	<10	<10	<10	<10	<10

02/15/2017

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	All Students	2015-16	29.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	33.3%	33.3%	8.3%	25.0%	25.0%	41.7%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	33.3%	33.3%	8.3%	25.0%	25.0%	41.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	27.3%	27.3%	0.0%	27.3%	27.3%	45.5%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

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**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
ACE Academy (SDA)	2015-16	Total Score	All Students	812.9	N/A	<10	7.1%	13	92.9%	14
ACE Academy (SDA)	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	Male	812.9	N/A	<10	7.1%	13	92.9%	14
ACE Academy (SDA)	2015-16	Total Score	Economically Disadvantaged	793.8	N/A	<10	<5%	13	>95%	13
ACE Academy (SDA)	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	Not English Language Learners	824.6	N/A	<10	7.7%	12	92.3%	13
ACE Academy (SDA)	2015-16	Total Score	Not Migrant	812.9	N/A	<10	7.1%	13	92.9%	14
ACE Academy (SDA)	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Total Score	Students Without Disabilities	835.0	N/A	<10	10.0%	<10	90.0%	10

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**SAT**

ACE Academy (SDA)	2015-16	Total Score	Not Homeless	812.9	N/A	<10	7.1%	13	92.9%	14
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	All Students	412.1	480	<10	28.6%	10	71.4%	14
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Male	412.1	480	<10	28.6%	10	71.4%	14
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	403.1	480	<10	23.1%	10	76.9%	13
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	414.6	480	<10	30.8%	<10	69.2%	13
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Not Migrant	412.1	480	<10	28.6%	10	71.4%	14



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**SAT**

ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	419.0	480	<10	30.0%	<10	70.0%	10
ACE Academy (SDA)	2015-16	Evidence-Based Reading and Writing	Not Homeless	412.1	480	<10	28.6%	10	71.4%	14
ACE Academy (SDA)	2015-16	Mathematics	All Students	400.7	530	<10	14.3%	12	85.7%	14
ACE Academy (SDA)	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	Male	400.7	530	<10	14.3%	12	85.7%	14
ACE Academy (SDA)	2015-16	Mathematics	Economically Disadvantaged	390.8	530	<10	7.7%	12	92.3%	13
ACE Academy (SDA)	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	Not English Language Learners	410.0	530	<10	15.4%	11	84.6%	13

**SAT**

ACE Academy (SDA)	2015-16	Mathematics	Not Migrant	400.7	530	<10	14.3%	12	85.7%	14
ACE Academy (SDA)	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
ACE Academy (SDA)	2015-16	Mathematics	Students Without Disabilities	416.0	530	<10	20.0%	<10	80.0%	10
ACE Academy (SDA)	2015-16	Mathematics	Not Homeless	400.7	530	<10	14.3%	12	85.7%	14

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Participation**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	<30	<30	<30	<30
All Students	Mathematics	98.6%	62.1%	<30	<30	<30	<30
All Students	Science	98.1%	50.0%	<30	<30	<30	<30
All Students	Social Studies	98.1%	59.3%	<30	<30	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	<30	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A	N/A	N/A



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	<30	<30	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	<30	<30	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	<30	<30	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	N/A	<30	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	N/A	<30	N/A



**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30





**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	N/A	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	N/A	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

\* All data based on students enrolled for a full academic year.



## MI School Data

### Annual Education Report ACE Academy (SDA)

02/15/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	97.77%	97.77%

\* All data based on students enrolled for a full academic year.

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
ACE Academy (SDA)	Green	2	Green	2	Green	2	Green	2	Green	10



**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	6	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

**Teacher Quality - Class**

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	16.7%



# MI School Data

## Annual Education Report ACE Academy (SDA)

02/15/2017

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report ACE Academy (SDA)

02/15/2017

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



**MI School Data**  
**Annual Education Report**  
**ACE Academy (SDA)**

02/15/2017

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

*# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.*





**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



# MI School Data

## Annual Education Report ACE Academy (SDA)

02/15/2017

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**MI School Data**  
**Annual Education Report**  
**ACE Academy (SDA)**

02/15/2017

**NAEP Grade 12 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0