



Nicholas A. Russo, Ed.S., Superintendent

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February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for the John M. Schultz Educational Campus (ACE). 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 ACE Academic Administrator, Chad Zwolinski for assistance.

The AER is available for you to review electronically by visiting the MI School Data web page, [https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISD%20Name%20\(ISD%20Code\):Oakland%20Schools%20\(63\)&_Entity-District%20Name%20\(District%20Code\):Rochester%20Community%20School%20District%20\(63260\)&_Entity-School%20Name%20\(School%20Code\):John%20M.%20Schultz%20Educational%20Campus%20\(07103\)&](https://www.mischooldata.org/annual-education-report/?PageName:Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISD%20Name%20(ISD%20Code):Oakland%20Schools%20(63)&_Entity-District%20Name%20(District%20Code):Rochester%20Community%20School%20District%20(63260)&_Entity-School%20Name%20(School%20Code):John%20M.%20Schultz%20Educational%20Campus%20(07103)&), or you may review a copy in the ACE main office.

School Labels

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22.

Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a universal support.

Challenges

ACE, or the Alternative Center for Education, is a Tier III intervention program that enrolls students from the district high schools. Students are referred to ACE when they struggle academically or socially within the traditional school environment. 11th and 12th grade students are eligible to be referred to ACE and can return to their home school once certain criteria is achieved. Students can begin the school year at ACE or transfer at semester.

The mission and vision of the RCS Alternative Center for Education (ACE) is to cultivate opportunities for students to personalize their learning pathway that will not only lead to a high school diploma but will also provide a springboard for their post-secondary goals. Whether it is credit recovery, credit acceleration, or simply a smaller learning environment, each student experience is customized in partnership with the team of the referring high school.

Students at ACE have access to a customized learning path that includes a learning strategies course. The program also employs a counselor, social worker, and special education teacher.

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 and may be assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Status of the 3 -5 year school improvement plan

We continue to monitor, analyze, and adjustment as needed to work towards our goals of increasing proficiency for all students in the areas of literary and math. District committees monitor the implementation of strategies identified in our school improvement plan.

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>.

Aggregate Student Achievement Results for Nationally Normed Achievement Tests

School Year:	Test taken:	Percent of students meeting the benchmark score:
2023-2024	SAT	Reading and Writing: Less than 50% of students met or exceeded the benchmark score Math: Less than 50% of students met or exceeded the benchmark score
	MSTEP	Less than 50% of students were considered proficient
2024-2025	SAT	Reading and Writing: Less than 50% of students met or exceeded the benchmark score Math: Less than 50% of students met or exceeded the benchmark score
	MSTEP	Less than 50% of students were considered proficient

Students Represented by Parents at Parent-Teacher Conferences

School Year:	Number of students represented:	Percent of students represented:
2023-2024	12	25%
2024-2025	15	50%

Students with Postsecondary (Dual) Enrollment

School Year:	Number of students enrolled:	Percent of students enrolled:
2023-2024	1	2%
2024-2025	0	0%

College Equivalent Courses Offered (AP/IB)

School Year:	Number of courses:
2023-2024	0
2024-2025	0

Students Enrolled in College Equivalent Courses (AP/IB)

School Year:	Number of students enrolled:	Percent of students enrolled:
2023-2024	0	0%
2024-2025	0	0%

Students Receiving A Score Leading to College Credit

School Year:	Number of students earning credit:	Percent of students earning credit:
2023-2024	0	0%
2024-2025	0	0%

We are proud of our students at ACE for continuing their education and taking advantage of this alternative pathway to graduation. We are proud to be a part of such a supportive community and district where the dedication to students shows in the efforts of our staff, parents, and community.

Sincerely,



Chad Zwolinski
ACE Academic Administrator