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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Avondale 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 Principal Sharon Hyde at Sharon.Hyde@AvondaleSchools.org for assistance.

The AER is available for you to review electronically by visiting the [MI School Data website](#), or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

State law requires that we also report additional information.

1. **Process for Assigning Pupils to the School:** During the 2017-2018 and 2018-2019 school years, students of Avondale High School were assigned based on residence/district boundaries. In addition, a limited amount of Schools of Choice students were selected to identified programs as students at Avondale High School.
2. **Status of the 3-5 Year School Improvement Plan:** At the conclusion of the 2017- 2018 and 2018-2019 school year, Avondale High School completed a school improvement plan which is aligned with the district strategic plan and improvement goals.
3. **Description of School:** Avondale High School is a 9-12 building with a student population of approximately 1,040 students. Avondale High School is in Auburn Hills, a small suburban community north of Detroit.
4. **Core Curriculum:** The core curriculum, description of its implementation, and an explanation of the variances from the State of Michigan model is available for review in the Avondale High School Core Curriculum Guide provided to all students upon entrance to Avondale High School. Parents may request to review these materials by contacting us directly at 248-537-6100.
5. **High School Data:**
 - Two hundred sixteen (216) students completed the Scholastic Aptitude Test (SAT) during the 2017-2018 school year.
 - The SAT mean score for the evidence-based reading and writing was 505.6. The SAT mean score for the mathematics was 503.6. The SAT mean score for both evidence-based reading and writing and math was 1009.2.

- Two hundred sixteen (216) students were assessed on the social studies M-Step. The M-STEP social studies data illustrated 58% of our students were advanced or proficient in the area of social studies. Two hundred and sixteen students were assessed in this area.
- Two hundred thirty-three (233) students completed the Scholastic Aptitude Test (SAT) during the 2018-2019 school year.

The proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, SAT, and MI-Access assessments. The proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, SAT, and MI-Access assessments.

- Our building overall had 74.22% of our student demonstrate proficiency in English Language Arts.
- Our building overall had 62.68% of our students demonstrate proficiency in Math.
- Our building overall had 68.45% of students demonstrate proficiency in English and Math.

6. Parent-Teacher Conference Data: Avondale High School provides our parents with an opportunity to meet with staff regarding the academic performance and progress of their staff at two parent teacher conferences. Parent attendance at conferences reached 36% in the 2017-2018 school year. Parent attendance at conferences reached 35% in the 2018-2019 school year.

7. High Schools report on the following:

- **Number and percent of postsecondary enrollments (Dual Enrollment):**
 - a. For the 2017-2018 school year the number of students dually enrolled was thirteen (13) or 1 percent. For the 2017-2018 school year the number of students' dual enrolled and Early College students was thirty-seven or 4 percent. For the 2018-2019 school year the number of students dually enrolled was eight (8) or .008%. For the 2018-2019 school year the number of students dual enrolled and Early College students was thirty-six or 4%.
 - b. **Number of College Equivalent Courses Offered (AP/IB):** Avondale High School offered thirteen (13) Advanced Placement courses during the 2017-2018 school year and eleven (11) Advancement Placement courses in the 2018-2019 school year.
 - c. **Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB):** Three hundred twenty-five (325) seats were occupied in our Advanced Placement courses resulting in thirty-three percent of our students enrolled in Advanced Placement Courses in the 2017-2018 school year. Two hundred twenty-five (225) seats were occupied in our Advance Placement course resulting in twenty-three percent of our students enrolled in Advanced Placement Courses in 2018-2019.
 - d. **Number and Percentage of Students Receiving a Score Leading to College Credit:** One hundred seventy-five (175) tests were completed resulting in forty-one percent of the students earning college credit on the 2017-2018 test. One hundred forty-eight (148) tests were completed resulting in forty percent of our students earning college credit with a three (3) or higher on the Advanced Placement Test on the 2018-2019 test.

At Avondale High School we continue to provide a rigorous curriculum to accelerate student growth in each of our courses as well as in the Advanced Placement courses. In addition, we are actively working to close our persistent gaps in education. We also currently have an Early College Partnership with Rochester College University and currently have students enrolled. We are providing math skills courses in addition to Algebra Skills to promote higher levels of student academic achievement. In addition, we are increasing the amount of special education students being integrated into the general education courses by providing co-taught classrooms to increase student academic achievement. Furthermore, we have implemented a ninth-grade transition course to support the social, emotional, and academic needs of our students as they transition from middle to high school.

Sincerely,

Sharon Hyde Ed.S
Principal
Avondale High School