

# Franklin High School

<http://franklin.livoniapublicschools.org>



## 2018-2019 Annual Education Report



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3100 Joy Road  
Livonia, MI 48150  
734-744-2655



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Andrew Pesci, Principal



April 11, 2019

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key about the continuous improvement goals and educational progress of Franklin High School students based on 2017-18 assessment results. 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 me, Andrew Pesci, Principal of Franklin High School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://franklin.livoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-18 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. 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.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

Our ongoing challenge as a school is to have all student perform at higher academic levels, including our low-achieving students, our minority populations, and those with learning disabilities. This school year our School Improvement Goals focus on the following: improving reading and writing, creating positive teacher/student relationships, and encouraging redos of assignments and retakes of assessments to ensure students are learning. These strategies positively benefit our subgroups as well as our entire student population.

Our school improvement efforts have multiple avenues and levels of attack:

- We have expanded our targeted support for our at-risk population, which includes our students who are reading below grade or who struggle emotionally and academically. Students who are enrolled in our Transitions I and II classes are involved in daily reading sessions and are tested on their progress through the i-Ready Reading Assessments. Students who are enrolled in our Academic Success Skills class have the opportunity to relearn course to recover course credit. Students who receive Special Education services may receive a Study Skills class as an additional support.
- Each core department has developed content-specific strategies to support student learning.

- Teachers have been exposed to Rick Wormeli's *Fair Isn't Always Equal*, and more specifically, his philosophy behind redos and retakes. We have a focus group looking more closely at this concept as well as standards-based grading.
- In step with the district's climate goal, we are putting a greater emphasis on understanding our students as individuals with unique needs.

Our partnership with parents and our collaborative efforts among staff helps our students take academic risks.

Sincerely,

Andrew Pesci  
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

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## MISSION STATEMENT\*

The mission of Franklin High School is to nurture analytical and creative 21<sup>st</sup> Century problem solve who are compassionate and contributing members of a global community.(September 2011)

\*Before the end of the 2018-19 school year, the staff will begin working on revising our mission statement.

## VISION STATEMENT\*

The Franklin High School Shared Vision statement is a collection of written and oral statements, as well as, visual images that capture our common beliefs, the imagination of what we hope to become, and where we want to take our students. They are our blueprint for continuous improvement and the benchmarks by which we will evaluate our progress. Among the elements of our Vision are included:

- The Livonia Public Schools Shared Vision Statement...
- That we recognize and accept our role as front-line combatants against ignorance and apathy...
- Our front entrance signage encouraging students to ask 'Why' and 'What if...'
- That our students need to become college and career ready...
- Our school motto to 'Take Care of Yourself, Take Care of Others, and to Take Care of this Place'...

- That we are a place that values student responsibility over student obedience...
- The Character Iceberg which provides a metaphor for our students to live by moral standards and uphold their honor and integrity...
- Our collective goals to score above the state average on all portions of the MME...
- Our efforts to provide transitional programs and additional resources to ninth grade students who are generally our most fragile students...
- That we collaborate with each other, that we are known as a caring place, that we collect and analyze data, and that no matter our designation or rank order, we strive for continuous improvement...
- That we instill in our students the concept that 'Smart is something you can get'...
- The Flowering Head which provides a metaphor for our students to think critically and creatively...
- That we see ourselves involved in a cause above ourselves...
- That we touch the future.

Approved by the School Improvement Team in March 2012

\*Similar to the Mission Statement, the staff will begin working on revising the Vision Statement so it more accurately reflects the evolving School Improvement Goals and initiatives.

## **SCHOOL PROFILE**

Franklin High School has long served as a cultural and learning center for both the Livonia and Westland communities. Our doors first opened in 1962 and we celebrated our first graduating class in 1964. During the past fifty-plus years, over 25,000 students and hundreds of staff members have connected to provide a rich and vibrant history.

Franklin High School is a comprehensive high school that services students in grades nine through twelve. Our pupil enrollment is approximately 1450 and there are over 100 faculty members. Our total staff numbers over 140. We operate on a traditional school schedule of six class periods that meet every day. The student daily schedule currently runs from 7:25 a.m. to 2:20 p.m. There are also a few limited opportunities for students to take an optional seventh period class.

The strength of Franklin High School rests within the people that make up the Franklin community. We have a highly competent, caring, and professional staff and our students earn all types of academic, athletic, artistic, and leadership awards. In 2009, Franklin High School earned the prestigious status as an International Baccalaureate World School. Co-curricular programs play a significant role in our educational experience. Also counted among our strengths are the commitment and dedication of our wonderfully supportive parent community.

Approximately 81% of our students are classified racially as white and 36% of our students are economically disadvantaged. Last year, 86% of our students attended two or four year colleges and universities, and another 6% of our students attended a program that offered technical training.

## **GRADUATION REQUIREMENTS**

The Board of Education has established a specific core curriculum that requires 23 units in grades 9-12.

### Graduation Requirements for Classes 2016 and Beyond:

4.0 units in language arts; 4.0 units in mathematics; 3.0 units in science; 3.0 units in social studies; 1.0 unit in physical education and health; 1.0 unit in visual performing and/or applied arts; 2.0 units in World Language; 20 hours of online experience provided in core courses; 7.0 units in electives.

***State law requires that we report the following additional information.***

## **ASSIGNING PUPILS TO THE SCHOOL**

The Livonia Public Schools District is a closed school district and does not accept students outside of its designated geographical boundaries. Students are assigned to Franklin High School based upon their residency within the District boundaries. Those school boundaries are determined by the Board of Education. Transfers from within the school district must be approved through central office authorities.

## **SCHOOL IMPROVEMENT**

School Improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making regarding formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using researched-based strategies and activities are developed for each improvement goal and progress toward the achievement of those goals is documented annually.

Our goals for the 2018-19 school year are described below:

1. All students will either move toward or reach proficiency in reading.
2. All students will either move toward or reach proficiency in writing.
3. All students will either move toward or reach proficiency in mathematical fluency.
4. Allowing students to redo assignments and retake assessments in order to ensure all students are learning. Currently, we have departmental commitments in regards to this initiative as we work toward more clearly defining this policy.
5. Creating a positive culture with staff and students to further improve the overall building climate.

Our goals for the 2017-18 school year are described below:

1. All students at Franklin High School will become proficient in mathematical literacy.
2. All students at Franklin High School will become proficient readers.
3. All students at Franklin High School will become proficient writers.

The Livonia Public Schools School District earned District Level accreditation through AdvancED. Through the district accreditation process, Franklin High School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school-level improvement efforts.

## **SPECIALIZED SCHOOLS OR PROGRAMS**

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern Program; CTE courses at the Livonia Career Technical Center; International Baccalaureate (IB) program at Franklin; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program Western Wayne Skill Center at Garfield Community School and the Livonia Transition Program (LTP) at Schoolcraft College. Other special education programs for high school students are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at [www.livoniapublicschools.org](http://www.livoniapublicschools.org).

## **CORE CURRICULUM**

The core curriculum at Franklin High School provides learning experiences in art, business, computer instruction, family life, world language, health, industrial technology, all areas of language arts (reading, writing, speaking, listening), mathematics, physical education, science, social studies, vocal and instrumental music, vocational education, and career and educational planning.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society.

As a result of a sound K-12 education, based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment
- Communicate effectively
- Know how to learn and work productively
- Acquire and process information
- Use critical and creative thinking to make decisions and solve problems
- Work and participate independently and cooperatively
- Acquire a core of understandings and competencies within the content areas

A copy of the core curriculum may be obtained from the district's Academic Services Department.

## ENROLLMENT IN AP/COLLEGE LEVEL COURSES

During the 2017-2018 school year, 219 students were enrolled in 12 different Advanced Placement (AP) courses taught at Franklin High School. This is 15.2% of the building enrollment.

The following chart shows two years of data at the school and state levels. Listed are the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher (demonstrated college-level achievement through AP courses and exams).

AP EXAMS				
	Franklin		State	
	2017-1018	2016-2017	2017-2018	2016-2017
Total AP Students Testing	219	244	66,317	65,198
Number of Exams	374	400	110,817	109,654
AP Students with Scores 3+	132	168	43,002	42,299
% of Total AP Students with Scores 3+	60.3%	68.9%	64.98%	64.9%

The following chart shows the number of students enrolled in post-secondary courses in local colleges as well as the percentage as related to the total building enrollment tables.

DUAL ENROLLMENTS		
Franklin	Post-Secondary (Dual Enrollment)	% Post-Secondary (Dual Enrollment)
2017-2018	26	1.8%
2016-2017	26	1.79%

INTERNATIONAL BACCALAUREATE (IB) Eleventh and Twelfth Grade Students				
Franklin	Number of IB Courses Offered	Number of Students Enrolled in IB Courses	% of Students Enrolled in IB Courses	Number of Students Graduating with IB Diploma
2017-2018	8	26	4.0%	5
2016-2017	8	29	4.0%	10

## **PARENT TEACHER CONFERENCES**

Parent/Teacher conferences provide a wonderful opportunity for parents to have a short, personal conference session with their child's teachers. Two conference dates are designated during the school year with the first semester session usually held in October and second semester session usually held in March. We strongly encourage parents to attend these opportunities to consult with our faculty. Our percentage of students represented by their parent(s) at Parent/Teacher conferences over the last two years is outlined below:

Fall 2018: 449 students or 30.9% of our students were represented.

Spring 2019: 279 students or 19.5% of our students were represented.

Fall 2017: 735 students or 50% of our students were represented.

Spring 2018: 395 students or 27% of our students were represented.

## **PARENT INVOLVEMENT**

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

# **BOARD POLICY**

**IDD**

## **INSTRUCTIONAL PROGRAM PARENT INVOLVEMENT**

**JUNE 20, 2011  
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

## DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

### **Student Assessment Data**

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 11, compared to state averages for all students as well as subgroups of students.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

### **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

### **Civil Rights Data**

- Provides information on school quality, climate and safety.

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The link <http://bit.ly/2H8uNI5> will take you to the reports provided by the Michigan Department of Education for Franklin High School.