

Livonia Public Schools

Franklin High School

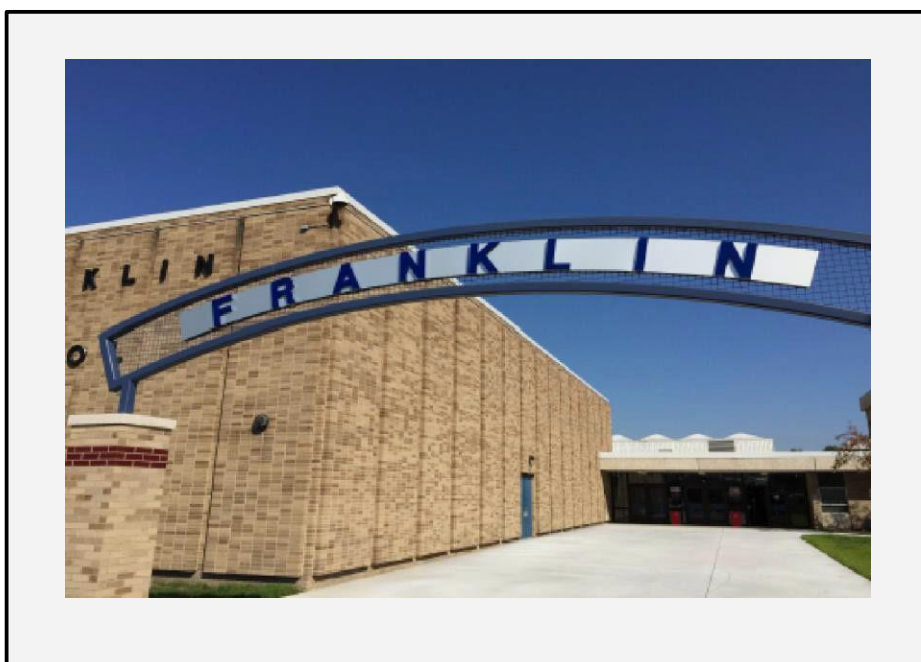


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2024-2025 Annual Education Report



Franklin High School

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Livonia, MI 48150

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Andrew Pesci, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Franklin High School. The AER addresses the complex reporting information required by federal law 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 Andrew Pesci, Principal of Franklin High School, for assistance.

The AER is available for you to review electronically by visiting the following web site [Franklin Website](#) or you may review a copy by contacting the Franklin High School office.

For the 2024-2025 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 2023-2024. 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 2021-2022. 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 2021-2022. Some schools are not identified with any of those 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 and is required to be presented in MDE format. Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

Our ongoing challenge as a school is to ensure all students are performing academically at grade level or higher, including our low-achieving students, our minority populations, and those with learning disabilities. This school year our School Improvement Goals focus on the following:

- Intentional & more frequent use of common formative assessment (CFA) within the PLTs (Professional Learning Teams).
- School-wide approach & commitment to using CFA/CSA* data during school-wide data dives to improve instruction & student learning. (*Common Summative Assessment)
- Continue to share engagement strategies / develop a common understanding of engagement strategies, (i.e. group work vs. collaboration).
- Work in all disciplines with informational text & intentional SAT practice.

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 students who are reading below grade level, students missing the foundational level of mathematics, and/or students who are struggling emotionally and socially.

- Using data and teacher recommendations, we are working closely with 9th, 10th, and 11th grade students who are reading below grade level or who lack foundational concepts in mathematics. These students are placed with teachers who are trained in providing them with ongoing support. Students enrolled in these classes demonstrate their progress by taking assessments created by our district and building based teams as well as standardized assessments.

- To better support our 9th grade students who need more social and emotional assistance, we work closely with these students in our Freshman Transitions course. The general educator who works closely with these students also teams up with our Student Assistant Provider, our Guidance Counselors, other staff, and student leaders to help these students better manage their daily struggles.

- Students who are enrolled in our Academic Success Skills class have an opportunity to relearn course concepts and skills to recover course credit.

- Students who receive Special Education services may be placed in a social emotional support class which runs similarly to our Freshman Transitions class.

- Each core department has developed content-specific strategies to support student learning.

- We continue to meet in district and building level teams as we implement the Professional Learning Community process to ensure all students are learning at grade level or higher.

- In line with the district's climate goal, we continue to put a greater emphasis on understanding our students as individuals and their unique needs.

- We continue to provide students with Tier 2 intervention/enrichment on Tuesdays and Thursdays during the school day.

State law requires that we also report additional information as found in the following pages.

Sincerely,

Andrew Pesci
Franklin 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).

MISSION STATEMENT

The mission of Franklin High School is to ensure all students receive an authentic, engaging, and relevant education that prepares them to successfully meet lifelong challenges:

BELIEFS

Our shared vision is to provide a safe and supportive environment where we develop positive connections with our students. We will ensure all students have an ongoing opportunity to learn accountability for their education and become involved in the community, as they strive to achieve their greatest academic, emotional, social, and civic potential.

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, nearly 27,000 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 1300 and there are over 80 faculty members. Our total staff numbers are about 120. This school year we continue to implement the six-period day dedicating 60 minutes of learning time per period on Mondays, Wednesdays and Fridays. On most Tuesdays and Thursdays, we provide students with 35 minutes of academic support time, Patriot Time. Doing so, reduces our instructional minutes by about 5 minutes in each of the six periods.

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. 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 community.

Approximately 76% of our students are classified racially as white and around 31% of our students are economically disadvantaged. Last year, 71% of our students attended either a two- or four-year college or university, 11% of our students attended a program that offered technical training and less than 1% enlisted in the armed forces.

GRADUATION REQUIREMENTS

The Board of Education has established a specific core curriculum that requires 23 units in grades 9- 12.(one unit equals one credit)

Graduation Requirements

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; 7.0 units in electives. Core courses will provide the State required 20 hours of on-line experience.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Franklin High School based upon attendance within the geographic boundaries of the school as well as participation in magnet programs.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school, work cooperatively to improve student achievement. An analysis of student achievement data led Franklin High School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

3-Year School Improvement Goals for the 2022-25 school years:

The percent of students “not-proficient” on SAT math will decrease by 3% each year for the next three years on the PSAT 9-10 and SAT.

The percent of economically disadvantaged students “not-proficient” on SAT math will decrease by 3% each year for the next three years on the SAT.

The percent of students “not-proficient” on SAT EBRW will decrease by 3% each year for the next three years on the PSAT 9-10 and SAT.

The percent of economically disadvantaged students “not-proficient” on SAT EBRW will decrease by 3% each year for the next three years on the SAT.

Our goals for the 2023-2024 school year are described below:

- Increase student engagement in each course and in turn reduce student absences in each course.
- Ensure all students are moving towards or reach proficiency in reading informational text.
- Ensure all students are moving towards or reach proficiency in writing.
- Ensure all students are moving towards or reach proficiency in mathematical fluency.
- Moving towards allowing students to redo assignments and retake assessments in order to ensure all students are learning.
- Continue to increase the number of AP and Capstone courses we offer.
- Implement a systematic multi-tiered system of support to reach the academic and social-emotional needs of all of our students.
- Continue to create a positive culture with staff and students to further improve the overall building climate.

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; 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.

CORE CURRICULUM

The core curriculum at Franklin High School provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

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 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 understanding 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 COURSES

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				
Percent of Students with one or more score of 3 or higher				
Spring 2024	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Franklin	253	443	331	74.7%
State	63,053	110,901	77,381	69.8%
Spring 2023				
Franklin	230	386	263	68%
State	56,885	97,589	63,726	65.3

ENROLLMENT IN COLLEGE LEVEL COURSES

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)
2023-2024	63	5%
2022-2023	72	5.5%

STUDENT ACHIEVEMENT ON STATE AND NATIONAL ASSESSMENTS

STATE ASSESSMENTS

The PSAT 8/9, 10 and SAT are part of the College Board's "SAT Suite of Assessments" and is offered to eighth through eleventh grades. The tests measure the same skills and knowledge in ways that make sense for different grade levels. The tests keep pace with student progress, matching the scope and difficulty of work in the classroom. All students take PSAT 8/9, 10 and SAT as a part of the State of Michigan's assessment system (MME).

This data can also be found on [MiSchool Data – Franklin](#)

PSAT 9 Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Franklin	61%	29%
District	69%	44%
2023	Evidence Based Reading & Writing	Mathematics
Franklin	56%	26%
District	67%	46%
PSAT 10 Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Franklin	61%	24%
District	70%	38%
2023	Evidence Based Reading & Writing	Mathematics
Franklin	54%	32%
District	65%	44%
SAT Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Franklin	52%	27%
District	57.9%	33.7%
2023	Evidence Based Reading & Writing	Mathematics
Franklin	56%	34%
District	60%	45%

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 past two falls is outlined below:

Fall 2024: 346 of our families or 27.6% of our total student population attended Parent/Teacher conferences.

Fall 2023: 307 of our families or 24% of our total student population attended Parent/Teacher conferences.

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 child 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) 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 THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 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.

This link: [MiSchool Data-Franklin](#) will take you to the reports provided by the Michigan Department of Education for Franklin High School.