Livonia Public Schools

Franklin High School

2025-2026
Annual Education Report



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2025-2026

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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 Franklin High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, 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 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Our commitment to student success is rooted in addressing the unique and diverse learning profiles within our building. We recognize that our students possess a wide range of academic needs, from those who thrive in a traditional classroom setting to those who are more engaged through hands-on, experiential learning. To bridge these gaps, our teachers prioritize building deep, personal rapport with every student, ensuring that each individual feels seen and supported. A critical component of this support is our focus on student attendance. We continue to emphasize its importance, as many families still struggle to navigate the complexities of chronic absenteeism and its significant short- and long-term impacts on a student's life after high school.

To further drive achievement, our teachers provide meaningful, ongoing feedback, which allows students to make significant gains on standardized assessments like the SAT. While not all students arrive with the expected foundational skills, we take great pride in the fact that all of our students continue to show tremendous growth year after year. We are actively expanding our

curriculum, by offering both rigorous Advanced Placement courses and practical, career-relevant electives, to ensure every student sees a path forward.

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

While we are actively expanding our curriculum by offering both rigorous Advanced Placement courses and practical, career-relevant electives, we emphasize that a student's daily commitment to our school community is the true catalyst for their long-term success. This sense of belonging is fostered through our school-wide mentorship program, which pairs incoming 9th graders with 11th and 12th-grade mentors to provide peer guidance throughout the year. Additionally, our staff takes great pride in recognizing students who make positive choices that strengthen our school's climate and culture. Though many students face challenges when they first enter our doors, they consistently make significant academic, emotional, and social gains year after year. This remarkable growth is a direct testament to the unwavering commitment and heart of our entire staff.

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. 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.

MISSION STATEMENT

We are committed to building a learning community that is safe, engaging and inclusive where all individuals have opportunities for success.

BELIEFS

Our shared vision is to team together to develop responsible, compassionate and invested lifelong learners.

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 sixty-plus years, over 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 9 through 12. Our pupil enrollment is approximately 1250 and there are over 75 faculty members. Our total staff numbers are about 125. 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 Caucasian and approximately 34% of our students are classified as economically disadvantaged. Last year, 75% of our students attended either a two- or four-year college or university, 10% 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)

<u>Graduation Requirements</u>

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 work cooperatively to increase student achievement. After an analysis of achievement data, Franklin High School has focused our efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are documenting our progress toward these goals annually. The goals listed below demonstrate how we build upon previous successes as we seek to provide the best possible educational experience for all students.

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.

We continually refine our goals to enhance both student achievement and engagement. The goals outlined below reflect our strategic commitment over the next three school years.

3-Year School Improvement Goals of the 2025-28 school years:

- Intentional and more frequent use of common formative assessments (CFA) within the PLTs (Professional Learning Teams)
- School-wide approach and commitment to using CFA/CSA* data during school-wide data dives to improve instructions and student learning. (*Common Summative Assessments)
- Continue to share engagement strategies while also finding ways to combat student apathy, address trauma concerns, and improve overall student behavior building wide.
- Improve our professional learning opportunities by having regular discussions with Guiding Coalition and Faculty Council to determine building-level professional development topics and be receptive to feedback.
- Students will demonstrate 5 points of growth on the math portion of the PSAT/SAT from year to year, for a total growth of 15 points by June 2028.
- Students will demonstrate 5 points of growth on the EBRW portion of the PSAT/SAT from year to year, for a total growth of 15 point by June 2028.

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.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED, STATE AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created common summative assessment in all core courses.

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

District Common Summative Assessment Percent Proficient (80% or higher)								
	ELA 9			ELA 9- Writing			World History	
	FHS	LPS		FHS	LPS		FHS	LPS
MP1	66%	70%	MP1	46%	61%	MP1	51%	66%
MP2	32%	45%	MP2	42%	65%	MP2	44%	53%
MP3	81%	84%	MP3	52%	72%	MP3	53%	61%
MP4	67%	73%	MP4	65%	80%	MP4	60%	67%
	ELA 10			ELA 10 - Writing			US History	
MP1	57%	63%	MP1	77%	78%	MP1	53%	51%
MP2	62%	68%	MP2	69%	78%	MP2	42%	55%
MP3	63%	67%	MP3	69%	78%	MP3	60%	59%
MP4	65%	73%	MP4	73%	80%	MP4	52%	57%
	ELA11			ELA 11 - Writing			Economics	
MP1	75%	73%	MP1	49%	68%	MP1	77%	73%
MP2	67%	66%	MP2	54%	72%	MP2	38%	51%
MP3	79%	79%	MP3	71%	77%	MP3	66%	64%
MP4	66%	68%	MP4	*	*	MP4	73%	70%
	ELA 12			ELA 12 - Writing			Government	
MP1	68%	68%	MP1	54%	76%	MP1	66%	69%
MP2	84%	82%	MP2	69%	70%	MP2	59%	63%
MP3	33%	41%	MP3	46%	57%	MP3	65%	74%
MP4	61%	58%	MP4	51%	58%	MP4	72%	68%
	Humanities			Humanities - Writing				
MP1	36%	52%	MP1	73%	78%			
MP2	84%	84%	MP2	56%	78%			
MP3	22%	39%	MP3	69%	85%			
MP4	*	85%	MP4	70%	66%			

District Common Summative Assessment Percent Proficient (80% or higher)					
	Algebra 1			Biology/Adv Bio	
	FHS	LPS		FHS	LPS
MP1	49%	55%	MP1	37%	35%
MP2	20%	34%	MP2	61%	70%
MP3	30%	37%	MP3	35%	48%
MP4	11%	34%	MP4	35%	39%
	Geometry			Chemistry/Adv Chem	
MP1	44%	57%	MP1	32%	35%
MP2	36%	50%	MP2	48%	44%
MP3	37%	48%	MP3	18%	35%
MP4	16%	27%	MP4	*	*
	Acc Geometry			Physics	
MP1	30%	53%	MP1	31%	52%
MP2	17%	26%	MP2	63%	75%
MP3	50%	51%	MP3	64%	76%
MP4	56%	63%	MP4	42%	68%
	Algebra 2				
MP1	38%	39%	MP1		
MP2	36%	34%	MP2		
MP3	62%	63%	MP3		
MP4	41%	33%	MP4		
	Acc. Algebra 2				
MP1	77%	75%	MP1		
MP2	73%	75%	MP2		
MP3	91%	87%	MP3		
MP4	89%	83%	MP4		

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 2025	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Franklin	386	497	416	83.7%
State	65,906	118,219	87,695	74.2%
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	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
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)
2024-2025	73	6%
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		
2025	Evidence Based Reading & Writing	Mathematics
Franklin	63.4%	24.7%
District	71.5%	37.9%
2024	Evidence Based Reading & Writing	Mathematics
Franklin	61%	29%
District	69%	44%
PSAT 10 Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Franklin	57.8%	25.5%
District	68.2%	44%
2024	Evidence Based Reading & Writing	Mathematics
Franklin	61%	24%
District	70%	38%
SAT Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Franklin	56.7%	27.6%
District	65.2%	38.5%
2024	Evidence Based Reading & Writing	Mathematics
Franklin	52%	27%
District	57.9%	33.7%

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 three falls is outlined below:

Fall 2025: 278 of our families or 20.2% of our total student population attended Parent/Teacher conferences.

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

FAMILY ENGAGEMENT September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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.