

Franklin High School

<http://franklin.livoniapublicschools.org>



2017-2018 Annual Education Report



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



Andrew Pesci, Principal



May 23, 2018

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 2016-17 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 2016-17 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. 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.

The significant challenge for our school is to have lower academically performing students, and especially our minority populations and those with learning disabilities, to perform at academic levels that more closely mirror that of the rest of our student body. Our focus on reading and writing and our initiatives to enhance teacher/student relationships are intended to accelerate the achievement levels of those subgroups, as well as positively impact the entirety of our student population.

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

- We are expanding our multi-disciplinary focus on reading and writing. Targeted populations are involved in daily reading sessions and are testing on their progress through the i-Ready Reading Assessments.
- We are emphasizing the intentional use of depth of knowledge, inquiry-based, and open-ended questioning techniques.
- Each core department has developed intentional vocabulary building strategies to build a word-rich environment.
- Teachers have been exposed to professional development regarding close reading strategies.

- In step with the district's climate goal, we are teaching soft-skill traits and character elements to develop a more well-rounded student.

Our partnership with parents and our collaborative efforts among staff help to make our students achieve at higher levels.

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).

MISSION STATEMENT

The Franklin High School community is guided by a commitment to provide the best learning-focused culture for our students. Our culture is one of collaboration and continuous improvement. We are data driven, but we treat our students with individualized care and concern. The staff of Franklin High School works as a professional learning community and our mission statement helps us to answer the question, "Why do we exist?" Our mission statement reads:

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

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

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 1,500 and there are over 70 faculty members. Our total staff numbers over 130. 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 85% of our students are classified racially as white and 34% of our students are economically disadvantaged. Approximately ninety percent of our students will attend two or four year colleges and universities, with the majority of our graduates attending Schoolcraft Community College.

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 on-line 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 2016-17 school year are described below:

1. 65% of our students will show proficiency in reading.
2. 60% of our students will show proficiency in writing.
3. 36% of our students will show proficiency in mathematical fluency.
4. All teachers will demonstrate the behavior of integrating technology in the classroom.

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; vocational study 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 at Western Wayne Skill Center 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 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 2016-2017 school year, 318 students were enrolled in 8 different Advanced Placement (AP) courses taught at Franklin High School. This is 21.8% 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	
	2016-2017	2015-2016	2016-2017	2015-2016
Total AP Students Testing	244	221	65,198	62,774
Number of Exams	400	334	109,654	103,980
AP Students with Scores 3+	168	152	42,299	40,376
% of Total AP Students with Scores 3+	68.9%	68.8%%	64.9%	64.3%

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)
2016-2017	26	1.79%
2015-2016	28	1.72%

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
2016-2017	8	29	4.0%	10
2015-2016	8	48	6.4%	9

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 2015: 815 students or 54% of our students were represented.
 Spring 2016: 526 students or 35% of our students were represented.

Fall 2016: 735 students or 50% of our students were represented.
 Spring 2017: 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 – 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 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

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 teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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

The link <https://goo.gl/NDtWGT> will take you to the reports provided by the Michigan Department of Education for Franklin High School. The reports are also printed on the following pages.

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Franklin High School (01302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	All Students	2015-16	33.0%	40.1%	35.1%	12.3%	22.9%	29.7%	35.1%
Science	11th Grade Content	All Students	2016-17	33.6%	38.4%	28.9%	11.2%	17.7%	33.5%	37.6%
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2016-17	26.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	56.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2016-17	52.8%	50.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	10.8%	10.0%	0.0%	10.0%	13.3%	76.7%
Science	11th Grade Content	Black or African American	2016-17	8.4%	12.0%	12.5%	4.2%	8.3%	29.2%	58.3%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	21.3%	22.7%	13.6%	9.1%	31.8%	45.5%
Science	11th Grade Content	Hispanic of Any Race	2016-17	19.8%	38.3%	22.2%	5.6%	16.7%	27.8%	50.0%
Science	11th Grade Content	Two or More Races	2015-16	29.7%	35.0%	36.4%	18.2%	18.2%	36.4%	27.3%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Two or More Races	2016-17	31.5%	47.4%	31.3%	12.5%	18.8%	37.5%	31.3%
Science	11th Grade Content	White	2015-16	38.7%	43.9%	38.2%	12.8%	25.3%	30.7%	31.1%
Science	11th Grade Content	White	2016-17	39.4%	40.2%	29.8%	11.8%	18.0%	34.1%	36.1%
Science	11th Grade Content	Female	2015-16	29.8%	38.1%	34.3%	12.4%	21.9%	29.8%	36.0%
Science	11th Grade Content	Female	2016-17	30.9%	38.0%	28.3%	9.2%	19.1%	36.4%	35.3%
Science	11th Grade Content	Male	2015-16	36.3%	42.1%	36.0%	12.2%	23.8%	29.6%	34.4%
Science	11th Grade Content	Male	2016-17	36.3%	38.9%	29.5%	13.4%	16.1%	30.2%	40.3%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	27.8%	24.0%	5.0%	19.0%	25.0%	51.0%
Science	11th Grade Content	Economically Disadvantaged	2016-17	17.9%	20.8%	21.0%	6.7%	14.3%	30.5%	48.6%
Science	11th Grade Content	English Learners	2015-16	4.2%	0.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2016-17	3.9%	5.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	10.0%	7.7%	5.1%	2.6%	7.7%	84.6%
Science	11th Grade Content	Students With Disabilities	2016-17	8.0%	5.1%	0.0%	0.0%	0.0%	11.5%	88.5%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	All Students	2015-16	43.1%	55.8%	49.6%	13.4%	36.2%	44.4%	6.0%
Social Studies	11th Grade Content	All Students	2016-17	46.0%	60.6%	51.1%	14.6%	36.5%	41.5%	7.4%
Social Studies	11th Grade Content	American Indian or Alaska Native	2015-16	35.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2016-17	37.5%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	75.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2016-17	62.4%	73.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	18.6%	16.7%	0.0%	16.7%	66.7%	16.7%
Social Studies	11th Grade Content	Black or African American	2016-17	17.8%	28.7%	36.0%	4.0%	32.0%	52.0%	12.0%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	48.9%	31.8%	18.2%	13.6%	63.6%	4.5%
Social Studies	11th Grade Content	Hispanic of Any Race	2016-17	32.8%	46.8%	11.1%	5.6%	5.6%	77.8%	11.1%
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	52.5%	45.5%	9.1%	36.4%	54.5%	0.0%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Two or More Races	2016-17	44.6%	71.1%	56.3%	18.8%	37.5%	37.5%	6.3%
Social Studies	11th Grade Content	White	2015-16	49.3%	59.7%	53.4%	14.2%	39.2%	41.2%	5.4%
Social Studies	11th Grade Content	White	2016-17	52.6%	63.8%	54.1%	14.9%	39.2%	38.8%	7.1%
Social Studies	11th Grade Content	Female	2015-16	39.1%	51.0%	42.7%	11.8%	30.9%	52.8%	4.5%
Social Studies	11th Grade Content	Female	2016-17	41.8%	57.0%	49.1%	10.4%	38.7%	46.8%	4.0%
Social Studies	11th Grade Content	Male	2015-16	47.1%	60.5%	56.1%	14.8%	41.3%	36.5%	7.4%
Social Studies	11th Grade Content	Male	2016-17	50.2%	64.5%	53.3%	19.3%	34.0%	35.3%	11.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	41.3%	36.0%	8.0%	28.0%	52.0%	12.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	28.1%	44.4%	42.5%	10.4%	32.1%	44.3%	13.2%
Social Studies	11th Grade Content	English Learners	2015-16	9.2%	5.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Learners	2016-17	10.2%	21.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	23.3%	15.4%	5.1%	10.3%	74.4%	10.3%
Social Studies	11th Grade Content	Students With Disabilities	2016-17	15.5%	20.3%	3.8%	0.0%	3.8%	57.7%	38.5%

Annual Education Report
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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Total Score	All Students	1016.7	N/A	153	41.6%	215	58.4%	368
Franklin High School	2016-17	Total Score	All Students	1030.6	N/A	130	40.2%	193	59.8%	323
Franklin High School	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2016-17	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2016-17	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2015-16	Total Score	Black or African American	858.0	N/A	<10	13.3%	26	86.7%	30
Franklin High School	2016-17	Total Score	Black or African American	962.6	N/A	<10	26.1%	17	73.9%	23
Franklin High School	2015-16	Total Score	Hispanic of Any Race	975.5	N/A	<10	27.3%	16	72.7%	22
Franklin High School	2016-17	Total Score	Hispanic of Any Race	935.6	N/A	<10	16.7%	15	83.3%	18
Franklin High School	2015-16	Total Score	Two or More Races	998.2	N/A	<10	54.5%	<10	45.5%	11
Franklin High School	2016-17	Total Score	Two or More Races	1060.0	N/A	<10	50.0%	<10	50.0%	16

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Total Score	White	1033.5	N/A	133	44.8%	164	55.2%	297
Franklin High School	2016-17	Total Score	White	1039.5	N/A	108	42.2%	148	57.8%	256
Franklin High School	2015-16	Total Score	Female	1026.2	N/A	80	44.7%	99	55.3%	179
Franklin High School	2016-17	Total Score	Female	1044.0	N/A	77	44.8%	95	55.2%	172
Franklin High School	2015-16	Total Score	Male	1007.7	N/A	73	38.6%	116	61.4%	189
Franklin High School	2016-17	Total Score	Male	1015.3	N/A	53	35.1%	98	64.9%	151
Franklin High School	2015-16	Total Score	Economically Disadvantaged	941.8	N/A	30	30.0%	70	70.0%	100
Franklin High School	2016-17	Total Score	Economically Disadvantaged	991.3	N/A	32	29.9%	75	70.1%	107
Franklin High School	2015-16	Total Score	Not Economically Disadvantaged	1044.6	N/A	123	45.9%	145	54.1%	268
Franklin High School	2016-17	Total Score	Not Economically Disadvantaged	1050.0	N/A	98	45.4%	118	54.6%	216
Franklin High School	2015-16	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2016-17	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2015-16	Total Score	Not English Learners	1019.2	N/A	152	42.1%	209	57.9%	361

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2016-17	Total Score	Not English Learners	1035.2	N/A	129	41.1%	185	58.9%	314
Franklin High School	2015-16	Total Score	Not Migrant	1016.7	N/A	153	41.6%	215	58.4%	368
Franklin High School	2016-17	Total Score	Not Migrant	1030.6	N/A	130	40.2%	193	59.8%	323
Franklin High School	2015-16	Total Score	Students With Disabilities	784.1	N/A	<10	<5%	39	>95%	39
Franklin High School	2016-17	Total Score	Students With Disabilities	787.7	N/A	<10	<5%	26	>95%	26
Franklin High School	2015-16	Total Score	Students Without Disabilities	1044.3	N/A	153	46.5%	176	53.5%	329
Franklin High School	2016-17	Total Score	Students Without Disabilities	1051.9	N/A	130	43.8%	167	56.2%	297
Franklin High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Franklin High School	2015-16	Total Score	Not Homeless	1017.3	N/A	153	41.7%	214	58.3%	367
Franklin High School	2016-17	Total Score	Not Homeless	1030.6	N/A	130	40.2%	193	59.8%	323
Franklin High School	2015-16	Evidence-Based Reading and Writing	All Students	507.8	480	224	60.9%	144	39.1%	368
Franklin High School	2016-17	Evidence-Based Reading and Writing	All Students	513.5	480	207	64.1%	116	35.9%	323

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Franklin High School	2016-17	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Franklin High School	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Franklin High School	2016-17	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Franklin High School	2015-16	Evidence-Based Reading and Writing	Black or African American	424.0	480	<10	26.7%	22	73.3%	30
Franklin High School	2016-17	Evidence-Based Reading and Writing	Black or African American	476.5	480	13	56.5%	10	43.5%	23
Franklin High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	487.7	480	10	45.5%	12	54.5%	22
Franklin High School	2016-17	Evidence-Based Reading and Writing	Hispanic of Any Race	473.9	480	<10	44.4%	10	55.6%	18
Franklin High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	490.0	480	<10	63.6%	<10	36.4%	11
Franklin High School	2016-17	Evidence-Based Reading and Writing	Two or More Races	532.5	480	12	75.0%	<10	25.0%	16

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Evidence-Based Reading and Writing	White	517.2	480	191	64.3%	106	35.7%	297
Franklin High School	2016-17	Evidence-Based Reading and Writing	White	517.7	480	167	65.2%	89	34.8%	256
Franklin High School	2015-16	Evidence-Based Reading and Writing	Female	519.8	480	120	67.0%	59	33.0%	179
Franklin High School	2016-17	Evidence-Based Reading and Writing	Female	524.4	480	123	71.5%	49	28.5%	172
Franklin High School	2015-16	Evidence-Based Reading and Writing	Male	496.5	480	104	55.0%	85	45.0%	189
Franklin High School	2016-17	Evidence-Based Reading and Writing	Male	501.2	480	84	55.6%	67	44.4%	151
Franklin High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	464.7	480	46	46.0%	54	54.0%	100
Franklin High School	2016-17	Evidence-Based Reading and Writing	Economically Disadvantaged	496.2	480	63	58.9%	44	41.1%	107
Franklin High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	523.9	480	178	66.4%	90	33.6%	268
Franklin High School	2016-17	Evidence-Based Reading and Writing	Not Economically Disadvantaged	522.1	480	144	66.7%	72	33.3%	216

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Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Franklin High School	2016-17	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Franklin High School	2015-16	Evidence-Based Reading and Writing	Not English Learners	509.9	480	222	61.5%	139	38.5%	361
Franklin High School	2016-17	Evidence-Based Reading and Writing	Not English Learners	515.8	480	204	65.0%	110	35.0%	314
Franklin High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	507.8	480	224	60.9%	144	39.1%	368
Franklin High School	2016-17	Evidence-Based Reading and Writing	Not Migrant	513.5	480	207	64.1%	116	35.9%	323
Franklin High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	390.0	480	<10	10.3%	35	89.7%	39
Franklin High School	2016-17	Evidence-Based Reading and Writing	Students With Disabilities	395.4	480	<10	<5%	26	>95%	26
Franklin High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	521.8	480	220	66.9%	109	33.1%	329
Franklin High School	2016-17	Evidence-Based Reading and Writing	Students Without Disabilities	523.9	480	207	69.7%	90	30.3%	297

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Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Franklin High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	508.0	480	224	61.0%	143	39.0%	367
Franklin High School	2016-17	Evidence-Based Reading and Writing	Not Homeless	513.5	480	207	64.1%	116	35.9%	323
Franklin High School	2015-16	Mathematics	All Students	508.9	530	170	46.2%	198	53.8%	368
Franklin High School	2016-17	Mathematics	All Students	517.1	530	144	44.6%	179	55.4%	323
Franklin High School	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Franklin High School	2016-17	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Franklin High School	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Franklin High School	2016-17	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Franklin High School	2015-16	Mathematics	Black or African American	434.0	530	<10	23.3%	23	76.7%	30
Franklin High School	2016-17	Mathematics	Black or African American	486.1	530	<10	34.8%	15	65.2%	23

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Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Mathematics	Hispanic of Any Race	487.7	530	<10	31.8%	15	68.2%	22
Franklin High School	2016-17	Mathematics	Hispanic of Any Race	461.7	530	<10	22.2%	14	77.8%	18
Franklin High School	2015-16	Mathematics	Two or More Races	508.2	530	<10	54.5%	<10	45.5%	11
Franklin High School	2016-17	Mathematics	Two or More Races	527.5	530	<10	50.0%	<10	50.0%	16
Franklin High School	2015-16	Mathematics	White	516.4	530	146	49.2%	151	50.8%	297
Franklin High School	2016-17	Mathematics	White	521.7	530	119	46.5%	137	53.5%	256
Franklin High School	2015-16	Mathematics	Female	506.4	530	85	47.5%	94	52.5%	179
Franklin High School	2016-17	Mathematics	Female	519.7	530	81	47.1%	91	52.9%	172
Franklin High School	2015-16	Mathematics	Male	511.2	530	85	45.0%	104	55.0%	189
Franklin High School	2016-17	Mathematics	Male	514.1	530	63	41.7%	88	58.3%	151
Franklin High School	2015-16	Mathematics	Economically Disadvantaged	477.1	530	34	34.0%	66	66.0%	100
Franklin High School	2016-17	Mathematics	Economically Disadvantaged	495.1	530	36	33.6%	71	66.4%	107
Franklin High School	2015-16	Mathematics	Not Economically Disadvantaged	520.7	530	136	50.7%	132	49.3%	268

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2016-17	Mathematics	Not Economically Disadvantaged	527.9	530	108	50.0%	108	50.0%	216
Franklin High School	2015-16	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Franklin High School	2016-17	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Franklin High School	2015-16	Mathematics	Not English Learners	509.3	530	168	46.5%	193	53.5%	361
Franklin High School	2016-17	Mathematics	Not English Learners	519.4	530	143	45.5%	171	54.5%	314
Franklin High School	2015-16	Mathematics	Not Migrant	508.9	530	170	46.2%	198	53.8%	368
Franklin High School	2016-17	Mathematics	Not Migrant	517.1	530	144	44.6%	179	55.4%	323
Franklin High School	2015-16	Mathematics	Students With Disabilities	394.1	530	<10	<5%	39	>95%	39
Franklin High School	2016-17	Mathematics	Students With Disabilities	392.3	530	<10	<5%	26	>95%	26
Franklin High School	2015-16	Mathematics	Students Without Disabilities	522.5	530	170	51.7%	159	48.3%	329
Franklin High School	2016-17	Mathematics	Students Without Disabilities	528.0	530	144	48.5%	153	51.5%	297
Franklin High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Franklin High School	2015-16	Mathematics	Not Homeless	509.3	530	170	46.3%	197	53.7%	367
Franklin High School	2016-17	Mathematics	Not Homeless	517.1	530	144	44.6%	179	55.4%	323

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2016-17	83.0%	81.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	63.2%	68.8%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	51.1%	43.8%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2016-17	47.7%	43.8%	<10	<10	<10	<10
ELA	11th Grade Content	White	2016-17	87.9%	83.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2016-17	70.2%	66.7%	<10	<10	<10	<10
Science	11th Grade Content	White	2016-17	60.7%	58.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2016-17	55.7%	50.0%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2016-17	83.3%	90.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2016-17	66.3%	80.0%	<10	<10	<10	<10
Science	11th Grade Content	Male	2016-17	53.8%	50.0%	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2016-17	50.7%	50.0%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2016-17	83.0%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	63.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2016-17	51.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	47.5%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	86.5%	89.5%	87.5%	68.8%	18.8%	12.5%
ELA	11th Grade Content	All Students	2016-17	69.6%	58.3%	70.0%	40.0%	30.0%	30.0%
Mathematics	11th Grade Content	All Students	2015-16	86.7%	84.2%	81.3%	56.3%	25.0%	18.8%
Mathematics	11th Grade Content	All Students	2016-17	73.7%	50.0%	50.0%	20.0%	30.0%	50.0%
Science	11th Grade Content	All Students	2015-16	68.7%	57.9%	50.0%	18.8%	31.3%	50.0%
Science	11th Grade Content	All Students	2016-17	71.4%	58.3%	70.0%	30.0%	40.0%	30.0%
ELA	11th Grade Content	Black or African American	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2016-17	66.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	87.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2016-17	72.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	64.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2016-17	74.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2015-16	91.7%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	Two or More Races	2015-16	91.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	83.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	86.3%	84.6%	80.0%	60.0%	20.0%	20.0%
ELA	11th Grade Content	White	2016-17	69.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	85.3%	76.9%	70.0%	40.0%	30.0%	30.0%
Mathematics	11th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	70.0%	46.2%	30.0%	20.0%	10.0%	70.0%
Science	11th Grade Content	White	2016-17	69.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	89.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2016-17	69.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2016-17	74.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	70.7%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	Female	2016-17	70.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	85.1%	93.3%	91.7%	66.7%	25.0%	8.3%
ELA	11th Grade Content	Male	2016-17	69.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	85.4%	86.7%	83.3%	58.3%	25.0%	16.7%
Mathematics	11th Grade Content	Male	2016-17	73.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	67.4%	60.0%	50.0%	16.7%	33.3%	50.0%
Science	11th Grade Content	Male	2016-17	71.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	91.7%	90.9%	72.7%	18.2%	9.1%
ELA	11th Grade Content	Economically Disadvantaged	2016-17	74.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	83.3%	81.8%	63.6%	18.2%	18.2%
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	77.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	69.3%	58.3%	54.5%	9.1%	45.5%	45.5%
Science	11th Grade Content	Economically Disadvantaged	2016-17	75.3%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	English Learners	2015-16	72.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Learners	2015-16	88.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2015-16	52.0%	<10	<10	<10	<10	<10

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MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	72.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2016-17	61.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	58.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	58.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	56.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2016-17	60.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	64.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2016-17	65.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	60.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2016-17	58.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	71.4%	<10	<10	<10	<10	<10

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MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	White	2015-16	55.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	54.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2016-17	65.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2016-17	62.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2016-17	66.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	58.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	55.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	71.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2016-17	60.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	61.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	60.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	60.1%	<10	<10	<10	<10	<10

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	Economically Disadvantaged	2016-17	59.2%	<10	<10	<10	<10	<10

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.4%	58.3%	96.6%	63.9%
All Students	Mathematics	98.7%	39.1%	99.3%	51.9%	96.6%	44.7%
All Students	Science	97.9%	24.9%	99.0%	30.4%	96.0%	30.7%
All Students	Social Studies	97.8%	33.7%	99.2%	42.5%	96.8%	50.2%
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	3.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.7%	N/A	1.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.6%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	<30	<30
Asian	ELA	99.1%	70.5%	99.3%	72.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	99.3%	75.3%	<30	<30
Asian	Science	99.1%	41.4%	97.6%	34.5%	<30	<30
Asian	Social Studies	98.9%	51.9%	98.5%	51.2%	<30	<30
Black or African American	ELA	97.6%	25.0%	98.2%	35.1%	87.2%	59.4%
Black or African American	Mathematics	97.5%	14.2%	98.2%	25.0%	87.2%	40.6%
Black or African American	Science	96.0%	7.0%	97.7%	12.8%	87.2%	28.1%
Black or African American	Social Studies	95.9%	11.2%	98.5%	19.0%	90.0%	<30
Hispanic of Any Race	ELA	98.6%	36.9%	99.7%	54.4%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.2%	44.5%	<30	<30

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	27.0%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.3%	33.3%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	98.8%	55.1%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	98.4%	45.9%	<30	<30
Two or More Races	Science	97.7%	21.9%	98.2%	33.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	98.2%	42.2%	<30	<30
White	ELA	98.9%	56.1%	99.5%	60.4%	98.1%	65.1%
White	Mathematics	99.0%	45.6%	99.5%	54.2%	98.1%	46.4%
White	Science	98.4%	29.7%	99.2%	32.1%	97.8%	30.8%
White	Social Studies	98.3%	39.7%	99.3%	44.9%	98.1%	53.5%
Economically Disadvantaged	ELA	98.2%	33.5%	99.2%	42.3%	96.7%	59.8%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	34.7%	96.7%	35.9%
Economically Disadvantaged	Science	97.2%	13.0%	98.5%	17.8%	95.0%	25.2%
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.4%	28.1%	95.6%	42.6%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	99.7%	33.7%	<30	<30
English Learners	Mathematics	99.0%	23.0%	99.0%	38.1%	<30	<30
English Learners	Science	98.4%	5.0%	98.0%	8.0%	<30	<30
English Learners	Social Studies	98.2%	7.8%	97.8%	13.8%	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	97.5%	30.3%	90.7%	23.1%
Students With Disabilities	Mathematics	97.9%	20.7%	97.6%	25.8%	90.7%	20.5%
Students With Disabilities	Science	96.9%	15.8%	97.7%	20.1%	90.7%	25.6%
Students With Disabilities	Social Studies	95.9%	14.2%	96.2%	15.6%	90.3%	<30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.14%	87.99%
American Indian or Alaska Native	66.57%	75.00%	100.00%
Asian	90.20%	96.97%	100.00%
Black or African American	67.36%	82.30%	76.67%
Hispanic of Any Race	72.60%	91.49%	85.71%
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	92.31%	77.78%
White	83.38%	93.13%	89.54%
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	82.62%	74.36%
English Learners	72.11%	95.45%	100.00%
Students With Disabilities	55.35%	55.88%	50.91%
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	89.20%	86.98%

* All data based on students enrolled for a full academic year.

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Franklin High School	80.02	89.94	86.62	N/A	86.22	97.55	100.00	86.08

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	74	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	4.3%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0