



Franklin High School 2007 Annual Report

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www.seattleschools.org/area/main/ShowSchool?sid=013

GRADE LEVELS: 9 - 12

VISION: Franklin High School provides an inclusive, safe, and academically challenging environment for all students.

MISSION STATEMENT: To graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society.

Because we want to develop all students' artistic, academic, athletic and social capabilities we:

- ★ Provide a safe, stable learning environment
- ★ Teach, counsel and educate all students
- ★ Maintain high academic standards
- ★ Enhance self-esteem
- ★ Increase motivation to reach short and long-range goals
- ★ Maintain high academic standards
- ★ Honor, celebrate and respect all members of our diverse community
- ★ Offer curricula which encourage student success in a technologically rich world
- ★ Help children develop and achieve

GOALS:

- Continue to establish a performance-based academic environment for all students emphasizing personalization through learning communities
- To articulate and align behavioral expectations/conditions of all students, staff and parents/guardians for successful student performance and implement the Franklin handbook for Scholars
- To increase the percentage of students passing the Reading WASL from 47% to 61.5 %
- To increase the percentage of students meeting Math WASL standards from 24.7% to 43.6 %
- To increase the percentage of students meeting the Writing WASL standard from 54.8% to 65%

For more detailed information regarding Franklin's Transformation Plan, please see our school based website.

<http://www.seattleschools.org/schools/franklin/>

ACCELERATED ACADEMIC ACHIEVEMENT PLAN GOALS:

In order to increase student performance for those not meeting standards we have implemented a 9th grade summer reading and math program through the support of GEAR UP. We will continue ongoing support for all students in math, reading and writing through tutoring programs and focused curriculum.

DESCRIPTIONS OF PROGRAMS AND OFFERINGS:

Courses are designed to meet state high school graduation and college entrance requirements. Employment and Information Technology skills are integrated throughout the curriculum. Each student has the opportunity to leave Franklin High School with Foundation Skills (reading, writing, math, thinking, problem-solving, personal qualities), and Workplace competencies (where graduates can productively use: Resources; Interpersonal Skills; Information Systems and Technology). To this end studies are offered in the following subject areas: Art, Business Education, Family and Consumer Science, Language Arts, Mathematics, performing Arts, physical Education and Health, Science, Social Studies, technology Education and World Languages.

Specific offerings and programs include:

Advanced Placement Studies in: Art, Calculus, French, Biology, and Spanish.

Honors Courses: – Students may earn honors credit in Socials Studies and Language Arts at all grade levels in addition to the advanced placement courses listed above.

Small Learning Communities: All 9th graders participate in our 9th grade Academy program which included cohort-based instruction in Language Arts, Social Studies and Science. At the 10th grade level students will choose to participate in our theme-based academies that include Humanities, Public Service, Finance, Health and Health Sciences, Textile and Design and CREATE. Many students will choose to continue on with those academies throughout their 11th and 12th grade year.

OUTDOOR EDUCATION PROGRAM:

ROPES Courses – Rock Climbing Weekend Camping/Bike Trip-Snow Camping Trip-Project CARE (50 students go weekend camping to the ocean) – Project FAMILY (50 students investigate similarities and differences within ethnic communities).

STUDENT SERVICES:

Urban Scholars involves 24 Franklin students (sponsored by PIPE and Alliance for Education). Also, 46 college and career seminars, TEAM READ 105 Franklin coaches PARTICIPATED, 150 WORK EXPERIENCE, 10 Bank of America Youth Program. Student Intervention Team for student academic and social assistance – College Financial Aid Information held in October – 9th grade orientation held in late August – C.A.P.E. (coalition for AIDS Peer Education) – Teen Health Center established 1995: 476 students currently enrolled – PASS program.

PARENT AND COMMUNITY SUPPORT:

150+ member PTSA; 11 grants totaling \$2,333 awarded to staff – Franklin Arts Foundation \$15,000 funds raised – Annual Festival of the Arts fundraiser – 15,000+ volunteer hours served in classrooms and offices – Group Health Co-op printed 150,000 copies of our PTSA newsletter – Site Council meets monthly to collaboratively decide academic, disciplinary and community issues – Alumni association strong and involved.

USE OF OUR LEARNING IMPROVEMENT ALLOCATION:

Franklin currently has 5 computer labs in addition to internet connectivity in each classroom whereby technology of all sorts is infused into the curriculum. The newest lab addition to FHS includes preparation of pre-engineering skills including CAD. The newly renovated Franklin library also has internet access.

STUDENT ACHIEVEMENT PROGRAM FUNDED BY I-728:

- 2006-07 I-728 Allocation \$766,503; 2006-07 Total School Budget \$6,781,466.
- **Amount allocated to each purpose:** class size reduction \$572,522; full day K \$0; extended learning \$193,981; early assistance/pre/K support \$0; professional development \$0; facility improvements/additions \$0.

How I-728 funds benefited students at our school:

Class sizes in early math levels and at the freshman level have been reduced by the use of I-728 funds in order to focus resources at those students in most need of acceleration.

SCHOOL DEMOGRAPHIC SUMMARY

Diversity is a hallmark of Seattle Schools. The ethnic diversity of our school is shown below. Many students receive special services. Special Education is offered to students with identified disabilities who receive specially designed instruction provided or supervised by a qualified special educator. Bilingual services are offered to students who have limited fluency in English.

A variety of highly trained, capable and dedicated staff provides instruction, counseling, and support to all students. Certificated staff have special certificates to allow them to provide direct instruction to students. Classified staff provide many different support services such as instructional assistance and administrative support.

SCHOOL DEMOGRAPHICS (OCTOBER 2007)

STUDENTS

	School		District	
	No.	%	No.	%
American Indian	12	1%	957	2%
Asian	673	51%	10,059	22%
African American	432	33%	9,760	22%
Latino	106	8%	5,280	12%
Caucasian	92	7%	19,220	42%
Total Students	1,315	100%	45,276	100%
Female	645	49%	22,248	49%
Male	670	51%	23,028	51%
Special Education	96	7%	4,201	9%
Bilingual Ed.	149	11%	5,052	11%
Free/Red. Lunch	646	49%	17,657	39%

STAFF

CERTIFICATED

	School		District	
	No.	%	No.	%
American Indian	1	1%	23	1%
Asian	8	11%	247	9%
African American	8	11%	227	8%
Latino	1	1%	77	3%
Caucasian	53	75%	2,240	80%
Total Certificated	71	100%	2,814	100%

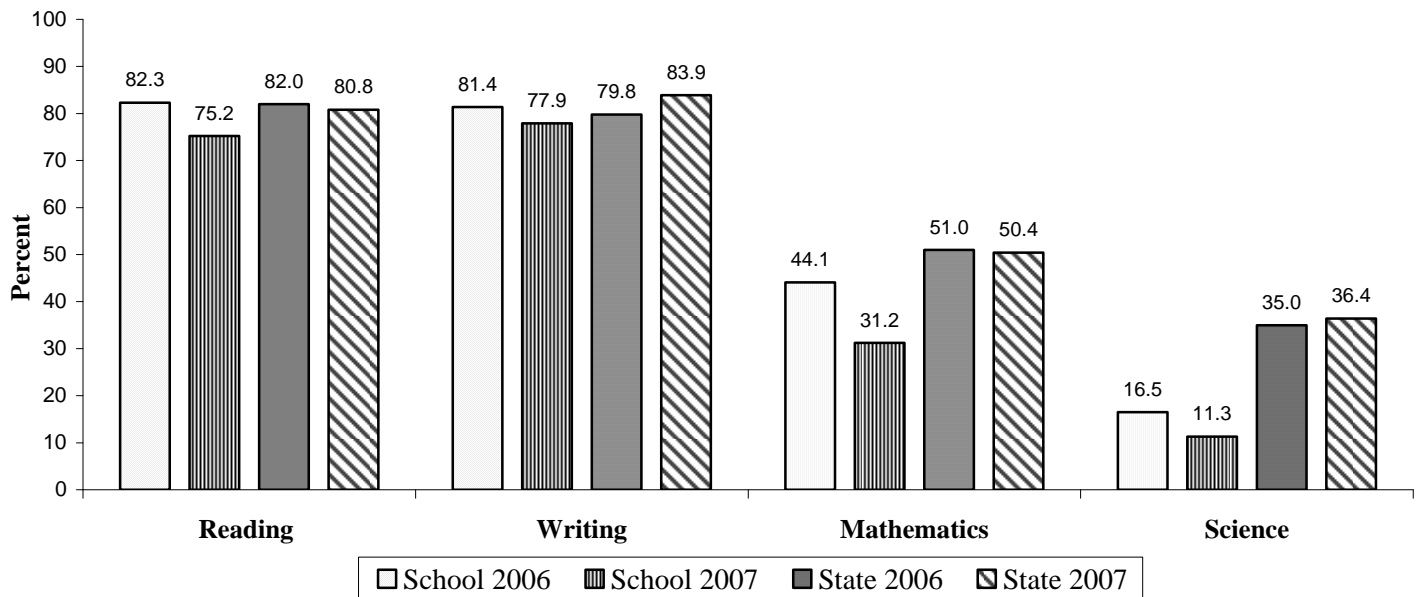
CLASSIFIED

	School		District	
	No.	%	No.	%
American Indian	0	0%	11	1%
Asian	9	28%	199	16%
African American	14	44%	260	21%
Latino	1	3%	86	7%
Caucasian	8	25%	688	55%
Total Classified	32	100%	1,244	100%

**ACADEMIC ACHIEVEMENT IN CORE SUBJECT AREAS
TENTH GRADE WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)**

Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessment teachers normally perform, tenth grade students were evaluated on whether they met standards of performance established by the State of Washington in reading, writing, mathematics and science. Below we show the percent of our students who met the State's standards based on assessments in April of 2006 and March of 2007. Data are not shown if enrollment is less than 10 students.

Percent Meeting State Standards



More extensive breakdowns of WASL scores that comply with the School Report Card requirements of the Federal Elementary and Secondary Education Act of 2002/No Child Left Behind can be found at <http://reportcard.ospi.k12.wa.us/default.aspx>.

DISCIPLINARY ACTIONS

We believe that a safe and positive school environment is important to both a student's learning and academic achievement and to his or her growth as a citizen. We seek to maintain a safe and secure learning environment. While there are many measures of success in this area, we have included data related to suspensions and expulsions.

<u>School Year</u>	<u>SUSPENSIONS</u>				<u>EXPULSIONS</u>			
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2004-2005	143	9.5%	3,308	7.1%	2	0.1%	49	0.1%
2005-2006	143	9.5%	2,918	6.4%	2	0.1%	45	0.1%
2006-2007	109	7.6%	2,808	6.2%	0	0.0%	34	0.1%

Note: Percents are based on October 1 student enrollment for that school year.

CUMULATIVE GRADUATION AND DROPOUT RATES
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Completion of high school in order to pursue higher education or enter the work world is a very important goal. We show, as of June 2007, the total number and percent of dropouts and graduates in the classes of 2005, 2006 and 2007 from our school compared to all Seattle public high schools. Early (class of 2008) and late (before class of 2005) graduates are not shown. The "adjusted number in class" includes all students who enrolled since September 2002 who were expected to graduate in 2005, 2006 or 2007 minus confirmed transfers to other schools.

<u>Class of</u>	<u>Adjusted Number in Class</u>	DROPOUTS				GRADUATES			
		Our School		District		Our School		District	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2005	356	54	15.2%	1,126	29.2%	302	84.8%	2,707	70.1%
2006	357	48	13.4%	1,101	28.2%	303	84.9%	2,693	69.0%
2007	350	49	14.0%	1,138	28.1%	259	74.0%	2,561	63.3%

SAT SCORES

Juniors and Seniors can take a college entrance exam called the Scholastic Aptitude Test (SAT) during their last two years of high school. Some students elect not to take this test. Average scores are shown here for college-bound seniors in 2005-2006 and 2006-2007.

	<u>Number</u>	<u>Verbal</u>	<u>Math</u>	<u>Writing</u>
2005-2006:	212	457	475	442
2006-2007:	177	465	470	442

POLICY

The Seattle Public Schools is an equal opportunity employer. The Seattle Public Schools provides equal employment opportunities to all applicants and employees without regard to race, creed, color, national origin, age, gender, sexual orientation, religion, pregnancy, marital status, or disability, except as may be necessary to meet a bona fide occupational qualification.

The Seattle Public Schools also provides equal educational opportunities for all students without regard to race, creed, color, national origin, gender, sexual orientation, religion, pregnancy, marital status, disability, economic status, previous arrest, or previous incarceration.

The Director of Equity and Race Relations is responsible for monitoring and ensuring internal compliance with non-discrimination laws. To request an accommodation or to file an internal discrimination complaint, contact Caprice D. Hollins, Director of Equity and Race Relations, P.O. Box 34165, Seattle, WA 98124. Phone: (206) 252-0138.

Further information concerning this annual report is available at the school.

Principal's Name: Jennifer Wiley