# U.S. Department of Education
# *2015 National Blue Ribbon Schools Program*

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [X] Charter    [X] Magnet    [ ] Choice

Name of Principal Mr. Daniel G. Casey
      (Specify: Ms., Miss, Mrs., Dr., Mr., etc.)  (As it should appear in the official records)

Official School Name Benjamin Franklin High School
      (As it should appear in the official records)

School Mailing Address 2001 Leon C. Simon Drive
      (If address is P.O. Box, also include street address.)

City New Orleans      State LA      Zip Code+4 (9 digits total) 70122-3525

County Orleans Parish      State School Code Number* 15LA416PU

Telephone 504-286-2600      Fax 504-286-2642

Web site/URL http://www.bfhsla.org      E-mail cread@bfhsla.org

Twitter Handle      Facebook Page
http://www.twitter.com/bfhsfalcons   http://www.facebook.com/bfhsfalcons   Google+ N/A

                                   Other Social Media Link
YouTube/URL N/A      Blog N/A      N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                  Date
(Principal's Signature)

Name of Superintendent* Dr. Henderson Lewis, Jr.
      (Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)      E-mail:

District Name Orleans Parish      Tel. 504-304-3520
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                  Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Seth Bloom, N/A
      (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                                  Date
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

# PART I – ELIGIBILITY CERTIFICATION

**Include this page in the school's application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district      <u>11</u> Elementary schools (includes K-8)
   (per district designation):             <u>0</u> Middle/Junior high schools
                                           <u>8</u> High schools
                                           <u>1</u> K-12 schools

                                           <u>20</u> TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>7</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-------|-----------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 111 | 122 | 233 |
| 10 | 109 | 150 | 259 |
| 11 | 78 | 134 | 212 |
| 12 | 83 | 107 | 190 |
| **Total Students** | 381 | 513 | 894 |

5.  Racial/ethnic composition of     1 % American Indian or Alaska Native
    the school:     17 % Asian
        33 % Black or African American
        0 % Hispanic or Latino
        0 % Native Hawaiian or Other Pacific Islander
        45 % White
        4 % Two or more races
        **100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6.  Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| **Steps For Determining Mobility Rate** | **Answer** |
|---|---|
| (1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year | 0 |
| (2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year | 14 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 14 |
| (4) Total number of students in the school as of October 1 | 878 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.016 |
| (6) Amount in row (5) multiplied by 100 | 2 |

7.  English Language Learners (ELL) in the school:     1 %
        1 Total number ELL
    Number of non-English languages represented:     1
    Specify non-English languages: Vietnamese

8.  Students eligible for free/reduced-priced meals:     26 %

    Total number students who qualify:     231

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 29 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9.  Students receiving special education services:   <u>3</u> %
    <u>28</u> Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

    | | |
    |---|---|
    | <u>0</u> Autism | <u>2</u> Orthopedic Impairment |
    | <u>0</u> Deafness | <u>14</u> Other Health Impaired |
    | <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
    | <u>5</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
    | <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
    | <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
    | <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | **Number of Staff** |
|---|---|
| Administrators | 4 |
| Classroom teachers | 53 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 0 |
| Paraprofessionals | 0 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 20 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1     <u>17:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Daily student attendance | 97% | 96% | 97% | 96% | 97% |
| High school graduation rate | 99% | 99% | 99% | 99% | 99% |

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| Post-Secondary Status | |
|---|---|
| Graduating class size | 179 |
| Enrolled in a 4-year college or university | 99% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 1% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes X          No

    If yes, select the year in which your school received the award.        2009

15.  Please summarize your school mission in 25 words or less:   The mission of Benjamin Franklin High School is to prepare students of high academic achievement to be successful in life.

# PART III – SUMMARY

Since 1957, Benjamin Franklin High School, a city-wide, public charter, coeducational, college preparatory school, has educated students of superior intellectual potential. Franklin fosters a tradition of excellence in all of its students, who go into the world fully prepared for life in higher education and beyond. More than 200 prestigious college and university representatives recruit our students each year, and 100% of them are accepted at universities throughout the country winning on average $24,205,212.00 in scholarships.

Franklin is diverse racially, religiously, economically, and culturally. Franklin's diversity continues through its feeder schools: public, private, parochial, and home schools. All students who live within Orleans Parish (county), whose applications are received by a publicized deadline and who meet the academic criteria are offered placement. The academic criteria are measured via a matrix. There are 4 criteria used: grades and the national percentiles in reading, language, and math from the Iowa Achievement Test.

Compared to high schools across the nation, Franklin produces an outstanding number of National Merit Semi-Finalists, last year boasting 25 National Merit Semi-Finalists, 17 National Merit Finalists with 14 National Achievement Semi-Finalists, and 3 National Hispanic Scholars, 15 Commended Students and one special corporate scholarship finalist.

A spirit of excellence infuses all aspects of the school from academics to the arts and athletics. All students participate in the AP program—not only excelling in a particular subject area and not only the upper-class students. In 2014 over 69 Franklin ninth-graders took the Human Geography exam, with 81% scoring 3 or above. Most juniors and seniors take their core courses from the 23 college-level AP courses available at Franklin, and students test in 24 subject areas. The total number of AP tests taken has risen from 578 in 2009 to 821 in 2014. Despite Franklin's following College Board's philosophy to give all students access to college-level work while in high school, the percentage of students scoring 3 or higher on AP exams went from 71% in 2008 to 87.4% in 2014, and last year 172 students were named AP Scholars by the College Board.

Franklin's success stems from an extraordinary and diverse learning environment. The Franklin experience encourages expression in visual and media arts, vocal and instrumental music, and dramatic arts as well as involvement in an abundant array of extracurricular activities. Evidence of the expanding curriculum include a Media Arts program, increased partnership with NOCCA and UNO (dual enrollment classes), implementation Khan Academy, consistently acclaimed Gold Crown winning literary magazine: Riverbend Review. Franklin students are deeply committed to their school, their community, their world. Many of them have turned this commitment into action including raising money for Wounded Warriors, raising over $16,000 for the St. Baldricks Foundation. Franklin's Green Society led our effort to make Franklin a greener school such as initiatives like Earth Love Week, a school-wide competition for recycling; an energy audit; and other energy savings which led to $150,000 of in-kind donations to move the school toward reducing our carbon footprint.

Student successes are not limited to the classroom. Franklin fields 20 athletic teams with a record of 4 state champions and 3 state runner ups since 2009. More than 36% of our student body competes in a sports. The following teams have qualified for State Playoffs every year since 2009: Volleyball, boys and girls teams for Cross Country, swimming, soccer, track, tennis, golf. The girls' soccer team has been undefeated state champions for the past three years. The boys' soccer team was state champions last year and runners-up this year. Franklin teams have earned 13 district championships since 2009. We currently have over 60 clubs and organizations. Franklin students regularly receive local, state, and national recognition in Speech and Debate, Mu Alpha Theta (mathematics), science fair competitions, Academic Games, Mock Trial, Science Olympiad, Engineering Fair, Robotics, etc. as well as regional and state literary rallies. Student musicians collect "superior" ratings from the Louisiana Music Educators Association and drama students stage high-quality plays. Through all of these athletic teams and organizations, Franklin students develop leadership skills, compete in local, state, and national competitions, and experience our Global Classroom Program traveling all over the world.

Our increasingly active Franklin Alumni have collaborated with faculty/ staff, students and other donors to enhance the learning environment at Franklin, including the new 50th Class Reunion gifts. So far their collaborative efforts with staff, students and donors have added an entrance gate, improved the athletic fields, created movable art exhibit walls for student and alumni art exhibitions, planted a diversity garden of varied native plants to reflect our diversity, returned Franklin's International Festival to our campus. Franklin actively pursues collaborations with other schools in educational endeavors such as Green School Challenge, as well as opening its doors to other community organizations and schools needing meeting space they do not have.

## PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

The curriculum of Benjamin Franklin High School includes honors, gifted, and Advanced Placement courses. All students must successfully complete four year of English, science, mathematics and social studies, as well as three years of foreign language. Development of abstract reasoning and problem-solving skills are achieved through class discussion, technology-based activities, and performance and presentations, in addition to traditional teacher-centered instruction.

The English Department strives to create an appreciation of language through interaction with a variety of texts.  All early course work is designed to prepare students for AP English Language and Composition as well as AP English Literature and Composition. Electives coursework in:  Publications (Newspaper and Yearbook) and Creative Writing (Riverbend Review), our award winning literary publication, which also fosters interdepartmental collaboration with student's artists on graphic components of the magazine. The editorial staff participates annually in the Columbia Scholastic Press Association's convention in conjunction with the National Council of Teachers of English and the American Scholastic Press Association.

The Foreign Language Department offers four years of instruction in Chinese, French, German, Latin and Spanish. Courses develop listening, reading, writing and speaking skills, using a state of the art language lab. Students in Advanced Placement French, Latin, Spanish and German also study literature in its original language. Global Learning with travel to many parts of the world and student exchange programs are now options for all students. Three credits must be earned in foreign language, two of which must be in the same language.

The Mathematics Department curriculum enhances and develops computational proficiency, problem-solving techniques, critical-thinking skills, and a conceptual understanding of the language and science of mathematics. The program is enhanced through individualized instruction and technological tools such as: Graphing Calculators, the CBL, and computers.  Additionally My Math Lab and Khan Academy have become integral components in the students' mathematics preparation. Additionally, a large percentage of pre-calculus students participate in the dual enrollment program with the University of New Orleans. Those students who exhaust our math curriculum continue their study of math with course work at the University.

The Science Department makes extensive use of laboratory facilities and state of the art technology. A bridge is built between the science and mathematics through statistical data analysis, computer applications, and quantitative explanations for natural phenomena. Recently, the science curriculum sequence was changed to physics, chemistry, biology, and science elective. Elective options include earth science honors, AP Biology, AP Chemistry, AP Environmental Science and AP Physics. Each student is required to design and execute an independent research project (IRP) by the end of the junior year that is independently assessed by university researchers. Armed with this original research, many students compete and succeed further the state, national, and even international science fairs.

Social Studies courses offer an array of AP opportunities where student gain a better understanding of themselves, their society, and the world in which they live. All social studies courses require research and writing and the use of primary source materials.  Elective courses currently include AP Macro Economics, Psychology Honors, Sociology Honors, Twentieth Century History Honors, Russian History Honors, Greek and Roman History Honors, and AP Psychology. All students are encouraged to take the AP exam at the end of the course, including freshmen taking AP Human Geography.

Physical Education/Health includes activities in volleyball, basketball, golf, hockey, physical/motor fitness, cabbage ball, soccer and track and field. Level III and IV are for student athletes and include weight training in addition to practice in their individual sports. All students take health, a separate semester class which focuses on wellness through exercise, weight control, nutrition, cardio respiratory conditioning, basic physiology, stress control, and making healthy choices in and out of school.

The Arts engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-confidence, and instill respect for other cultures. They enrich our students' lives through self-expression and the study of world art. One credit of fine arts is required for graduation, but many students pursue multiple years of the discipline. Choices include AP Art History, AP Studio Art, Talented in Art and Theatre, studio art, media arts (with a dual enrollment option) instrumental music (band and orchestra), AP Music Theory, and music in media.

### 2. Other Curriculum Areas:

Physical Education/Health includes activities in volleyball, basketball, golf, hockey, physical/motor fitness, cabbage ball, soccer and track and field. Levels III and IV are for student athletes and include weight training in addition to practice in their individual sports. All students take health, a separate semester class which focuses on wellness through exercise, weight control, nutrition, cardio respiratory conditioning, basic physiology, stress control, and making healthy choices in and out of school.

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The school is working to update all technology available at the school site. Currently we have 1000 users, including 894 students and 75 staff members. Franklin has a rich wireless network and phone system controlled by Hunt Technologies. We additionally partner with a company named ICT to provide network support for our servers and switches. All teacher classrooms are equipped with an Elmo, LCD Projector, laptop, 2 desk tops PCs and a printer. There are two computer labs primarily equipped with desktop computers. Most classrooms have whiteboards with Active Inspire technology. Each student is allowed to register their devices on our independent network. We provide intra-office email and teacher/student website support via the educational platform entitled "ED-Line." Our technology department comprises three individuals who maintain our hardware- and software-related issues on campus. We also train seven student helpers to address basic troubleshooting out in the field as needed. We offer Computer Science I and AP Computer Science to all interested students. After-school enrichment in technology includes the computer science club, robotics club, and computer gaming club.

### 3. Instructional Methods and Interventions:

Benjamin Franklin High School aims to provide a variety of quality support systems for students. Based upon our belief that every student who enters the school can succeed and thrive, we aim to offer support systems accessible by all students. We provide 3 types of tutoring: teacher office hours, departmental tutoring, and peer tutoring. Additionally, Franklin's English department opened a writing lab this year. The writing lab provides a wonderful structure for students to mentor other students in writing for English classes, lab reports, personal statements, and research-based writing.

Our team of 3 counselors and 1 social worker is available to meet with students and families. These meetings address personal, social, family, and academic concerns. Students can meet regularly with an academic counselor to work on executive functioning skills such as time management, organization, study habits, and self-discipline. As a new intervention for freshmen, we offer supportive study halls. In a small group environment, students struggling to transition into Franklin are taught basic study habits, offered peer and teacher tutoring, and have access to a teacher and counselor for regular academic monitoring.

Another new initiative is the Gateway program. Gateway is an outreach program using the Khan Academy approach, targeting low SES students in the 8th grade at surrounding middle schools. Designed as early intervention, Gateway is a blended learning program hosted on Saturday mornings. Franklin teachers offer student support aimed at preparing the students for a rigorous high school math curriculum. As an offshoot of this program, Franklin students also tutor these 8th grade students after school in a virtual environment.

# PART V – INDICATORS OF ACADEMIC SUCCESS

1.  **Assessment Results Narrative Summary:**

The assessment data demonstrate continual growth in student performance on End of Course testing over the last five years.  100% of our students pass the required tests; therefore, we as a school focus on raising the percentage of students scoring in the highest category.  The percentage of students scoring excellent has increased steadily over the last five years.  The school has used data tracking test software to empower every teacher to get real time data on student performance on state standards that align with the tests.The EOC test system is a computer-based three hour exam that assesses student improvement based on state standards.  In order to administer these exams in now six different subjects without losing instructional time in other classes, we have divided the exam over two days.  Our data analysis reveals that some of the variance in the performance data may be due in part to administrative logistics related to finding the best juncture for dividing the test to ensure students perform their best.

No subgroup has more than a 10% achievement gap but as we examine our results we do see economically disadvantaged students performing consistently lower than the average for the school. This data trend correlates to data trends found in other school performance indicators.  Rather than just accept the reality that this sub-group typically underperforms at public schools, we have consciously addressed closing the gap over the last three years. In the 2012-13 we started small group interventions embedded into 9th grade study halls.  The first year we followed a curriculum mainly focused on teaching study skills and executive function skills. However, in our evaluation of this program at the end of the first year, student and teacher feedback prompted a shift to a new program, Mind Sets based on research that establishes a correlation between achievement and a student's mindset. Teaching a growth mindset instead of fixed ability creates motivation and productivity. A teacher small learning group this year has continued to reform the targeted assistance program at the school based on the Mind Sets research.

2.  **Assessment for Instruction and Learning and Sharing Assessment Results:**

Ben Franklin high school stakeholders have a multitude of student performance indicators.  The school issues grades reports every four weeks with constant live-time grade book access for parents and students.  Regular grade reports are sent home and participation in extra curricular activities is limited to students passing all classes with an average above a 2.0 weighted.  We utilize Naviance to track student performance on national exams.  School course grades and national normalized exams are tracked by teachers, counselors and students.

Teachers use several different programs to track student progress through the curriculum.  USA Test Prep is used as a data tracker and test preparation tool.  The math department uses

The school improvement team meets quarterly to shape and adjust classroom activities to maximize student growth and performance.

AP data analysis, teacher study group, workshops are all part of the analysis process.

# Part VI School Support

### 1. School Climate/Culture

Preparing students of high academic achievement to be successful in life is at the core of how Franklin engages and motivates students. What unites the diverse Franklin teachers, the "keepers of Franklin's culture of rigor," is their shared goal of launching students successfully. The best example of this success is how many students often "catch" the passion and enthusiasm of their teachers. Teachers are supported at the school by tuition reimbursement for pursuing advanced degrees and by stipends for workshops so teachers can upgrade their knowledge and skill set for engaging students effectively. Franklin teachers are not just skilled communicators of their content; they strive to engage students every day in higher level thinking skills such as analysis, application, and evaluation as seen through their lab experiments, simulations, debates, Socratic seminars, project-based learning, media arts, etc.

Franklin fosters student social growth by encouraging them to develop clubs or interest groups, the result of which is more than 60 clubs/activities, most of which were started by a student's dream or passion. Students are encouraged to reinforce their learning through academic competitions (Mu Alpha Theta, Speech and Debate, Robotics, Science Fair, Science Olympiad, Academic Games, Mock Trial, etc.) as well as creative endeavors in the arts. To foster social and emotional growth, Franklin has a "no-cut" policy in athletics; so all interested students can play and learn team work. Our Peer Assistance Team students meet regularly to tutor students, and plan events like Red Ribbon Week, their annual anti-drug initiative. Our Big Brother/ Big Sister Program fosters positive relationships between seniors and freshmen. We celebrate diversity through varying clubs and activities including every February alternating Black Culture Club presentations with Asian-Pacific Cultural performances. In our efforts to create a safer emotional environment for our students we have adopted the "Safe Space" Program, the Olweus Anti-Bullying Program, and the "Day of Silence" program to celebrate all genders.

Our school supports the academic success of all students through programs such as Franklin Prep, an academic summer camp of "rigorous fun" for all incoming students to facilitate their making a successful transition to high school; our Writing Center is led by trained student consultants who serve as reflective listeners for students seeking to improve their writing. Our tutoring programs reach out to students in a variety of ways: teacher and peer tutoring every day, 9th grade study skills study halls, and regular Saturday teacher-led tutoring.

### 2. Engaging Families and Community

Franklin engages families before they enter the school through a program called Falcon Prep Day. It is when parents and students learn about our curriculum, support services, and extracurricular activities. All members of the Franklin Community help conduct the program. Students also attend our Franklin Prep Program for two weeks in the summer. New students get to experience some of what Franklin is like on a daily basis. They are encouraged to be problem solvers through science experiments, group activities and service projects. This bonding experience allows new students to feel part of the "Franklin Family" on the first day.

Franklin began an initiative of outreach to Vietnamese and Spanish speaking communities by hiring individuals from those communities to help make sure parents receive clear communications about their child's progress and school events.

The fact that Franklin is located on the University of New Orleans campus allows our students access to their library for research. UNO faculty team teach classes at Franklin. Also, Tulane University students tutor Franklin students. Student research has improved.

We have an outreach program with the Urban League that helps them provide information to the African American Community on educational opportunities.

Franklin has promoted the Khan Academy Program to our students and members of the larger community by instituting the Gateway Math Program for eighth graders. This has resulted in higher achievement.

Franklin began a Green Initiative called Green Build. Through student research Franklin became more environmentally friendly. Electricity and paper use were analyzed by our students which resulted in changes to school practices. Water fountains were changed to allow reusable bottles. St. Gobain, Sloan and Lowe's provided Franklin with grants and materials through this initiative, which resulted in some classroom windows becoming energy efficient, ecofriendly restrooms, and reduced water usage. Franklin is the Louisiana High School Green Build School of the year. We expanded our initiative into a communitywide recycling program.

Teachers promote service learning through our Youth Rebuilding New Orleans Program, Key Club, Interact Club, Schoolyard Vegetable Garden, and Columbia University's Disaster Relief initiative. Each of these programs involves students interacting with community members to help with anything from building homes, tutoring or growing community food.

Finally, our Peer Assistance Program allows peers to help fellow students with issues they encounter. The PAT provides outreach with programs on alcohol abuse and texting while driving.

### 3. Professional Development

The BFHS Professional Development Program has had a common theme for the past 5 years "Educators working to help students achieve at ever-higher levels." The professional development sessions (over 93 hours from 2011 to 2015) have had a substantial impact on the capacity of teachers to teach and student learning in all areas of the curriculum. The program has evolved around the following progression of training sessions starting in 2011 and continuing to 2015: The teachers established an instructional curriculum map for each course that addresses each class lesson, resulting in the completion of a conceptual curriculum. The administration continued to provide training and feedback concerning the proper use of the higher level components of Bloom's Taxonomy during in-class lectures/discussions and on all student assessments. This included training to improve the use of Essential Classroom Questioning Techniques in every classroom. The entire faculty in each learning area worked in vertical and horizontal teams to explore interdisciplinary options to enhance instruction and student leaning. Training moved forward to "Student Centered Classrooms" and extensive training on Bullying/Harassment which involved all teachers and our students.

The professional development training has reached a point where in 2014-15 teachers formed their own "Faculty Study Groups" which included: Mind Set Research Study Group, Digital Learning Study Group, Expanding the Research Project (IRP) Study Group, AP Exam Participation Study Group, Edline Parent/Student Communications Capacity Study Group as well as ELA/SS Horizontal Curriculum Integration Study Group and Math/Science Horizontal Curriculum Integration Study. These study groups made their reports and recommendations to the faculty on March 3, 2015. We believe that teachers not unlike students, are most motivated when they take ownership over the direction of their own learning and have seen increased devotion to significant change while empowering teachers. In addition, all new teachers each year have chosen a veteran teacher from their department to serve as a mentor for the school year which allows them to understand the learning culture of excellence at BFHS.

The effect on student achievement can be observed on the steady growth of the AP College Board Advanced Placement scores, student scores on the State of Louisiana (EOC) End of Course testing scores and the continued high scores the teachers are receiving on the State of Louisiana COMPASS Teacher Evaluation Instrument.

### 4. School Leadership

Benjamin Franklin High School operates under a distributive leadership model, where Faculty, staff and parents are actively engaged in the life of the school. The Leadership Council, for example, meets bi-

weekly and is composed of Department Chairs, teachers and Administrators. This group has the responsibility of guiding the academic inter-workings of the school, which range from curricular sequencing, assessments, disaggregation of data, scheduling, policy interpretation and the maintenance of a vibrant school culture.

The Administrative Council is another group that meets monthly and whose foci include the smooth management and functioning of the school, calendar organization, community and parent involvement as well as general operations that support instruction. This body is composed mostly of, but not limited to, non-teaching staff who have high contact with parents, students, faculty and the general community.

As a charter school, we are governed by an independent board which consists of a President, Secretary/Treasurer, and 11 members who are elected using a matrix format which identifies and matches their talents with the needs of the school. The board has five subcommittees: Finance, Audit, Facilities, Development, and Nominating. The Principal/CEO, faculty/staff, parents, alumni and community members also populate these committees.

The Principal/CEO is responsible for planning, organizing, and implementing all activities and reports to the Board President. There are three Assistant Principals, a Chief Financial Officer, Director of Development, and Director of Admissions who report directly to the Principal/CEO. The Academic Assistant Principal is responsible for the academic program, data management and scheduling; the Assistant Principal of Operations focuses on student management and the physical maintenance of the facility as well as extra-curricular activities; the Advanced Placement Assistant Principal focuses on the development and enrichment of our Advanced Placement program as well as teacher supervision and professional development; the Chief Financial Officer oversees the fiscal health of the school; the Director of Development is responsible for parent and alumni giving programs as well as soliciting foundations and corporations for external support. The Director of Admissions promotes the school to the community and ensures that all state, federal, and local guidelines are followed throughout the admissions process.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

| Subject: Math | Test: Geometry EOC |
|---|---|
| All Students Tested/Grade: 10 | Edition/Publication Year: N/A |
| Publisher: LA Department of LA | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 99 |
| Mastery and Above | 87 | 85 | 84 | 83 | 72 |
| Number of students tested | 223 | 237 | 161 | 164 | 141 |
| Percent of total students tested | 25 | 30 | 22 | 25 | 23 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 97 |
| Mastery and Above | 79 | 80 | 72 | 75 | 72 |
| Number of students tested | 67 | 91 | 36 | 52 | 39 |
| **2. Students receiving Special Education** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 79 | 69 | 77 | 75 | 67 |
| Number of students tested | 78 | 78 | 39 | 48 | 42 |
| **6. Asian Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 85 | 91 | 93 | 89 | 78 |
| Number of students tested | 39 | 44 | 27 | 28 | 40 |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| **7. American Indian or Alaska Native Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 98 |
| Mastery and Above | 95 | 94 | 84 | 88 | 75 |
| Number of students tested | 88 | 86 | 80 | 75 | 57 |
| **10. Two or More Races identified Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |

**NOTES:** EOC tests are linked to courses not grades and this data represents some 9th and some 10th grade students.  Excellent=mastery Excellent, good, fair= basic and above

# STATE CRITERION--REFERENCED TESTS

| | | |
|---|---|---|
| **Subject:** Math | **Test:** End of Course Test Algebra I | |
| **All Students Tested/Grade:** 9 | **Edition/Publication Year:** N/A | |
| **Publisher:** LA Department of Education | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 83 | 61 | 79 | 71 | 41 |
| Number of students tested | 115 | 109 | 110 | 87 | 80 |
| Percent of total students tested | 13 | 14 | 15 | 15 | 14 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 81 | 58 | 75 | 68 | 43 |
| Number of students tested | 53 | 48 | 53 | 34 | 40 |
| **2. Students receiving Special Education** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 80 | 60 | 73 | 66 | 31 |
| Number of students tested | 61 | 52 | 40 | 32 | 35 |
| **6. Asian Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 81 | 80 | 91 | 86 | 53 |
| Number of students tested | 21 | 20 | 32 | 21 | 19 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 89 | 45 | 79 | 69 | 46 |
| Number of students tested | 27 | 22 | 28 | 26 | 26 |
| **10. Two or More Races identified Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |

**NOTES:** EOC Tests are linked to courses not grade level.  All students in Algebra I took the EOC.  Mastery % reported correspond to excellent rating.  Tests are rated Needs improvement, fair, good and excellent with only NI considered not passing.

# STATE CRITERION--REFERENCED TESTS

| Subject: Reading/ELA | Test: English II End of Course Exam |
|---|---|
| All Students Tested/Grade: 10 | Edition/Publication Year: N/A |
| Publisher: LA Department of Education | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | May | May | May | May | May |
| **SCHOOL SCORES\*** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 99 |
| Mastery and Above | 94 | 92 | 91 | 91 | 87 |
| Number of students tested | 209 | 203 | 184 | 163 | 163 |
| Percent of total students tested | 24 | 26 | 25 | 25 | 27 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 88 | 84 | 82 | 88 | 89 |
| Number of students tested | 58 | 70 | 45 | 51 | 53 |
| **2. Students receiving Special Education** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 91 | 94 | 89 | 87 | 83 |
| Number of students tested | 70 | 62 | 47 | 54 | 52 |
| **6. Asian Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 100 |
| Mastery and Above | 91 | 81 | 79 | 90 | 89 |
| Number of students tested | 35 | 43 | 34 | 39 | 44 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | 100 | 98 |
| Mastery and Above | 97 | 96 | 94 | 95 | 89 |
| Number of students tested | 87 | 71 | 84 | 65 | 63 |
| **10. Two or More Races identified Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |

**NOTES:** Excellent=mastery and excellent, good and fair = Basic and above

# STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| **Subject:** Reading/ELA | **Test:** End of Course Exam English III |
| **All Students Tested/Grade:** 11 | **Edition/Publication Year:** N/A |
| **Publisher:** LA Department of Education | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| Basic and Above | 100 | 100 | 100 | | |
| Mastery and Above | 89 | 89 | 81 | | |
| Number of students tested | 191 | 185 | 156 | | |
| Percent of total students tested | 22 | 23 | 21 | | |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | | |
| Mastery and Above | 83 | 86 | 69 | | |
| Number of students tested | 52 | 43 | 45 | | |
| **2. Students receiving Special Education** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | | |
| Mastery and Above | 87 | 86 | 68 | | |
| Number of students tested | 54 | 44 | 47 | | |
| **6. Asian Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | | |
| Mastery and Above | 83 | 79 | 74 | | |
| Number of students tested | 42 | 34 | 35 | | |
| **7. American Indian or Alaska Native Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
| --- | --- | --- | --- | --- | --- |
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| Basic and Above | 100 | 100 | 100 | | |
| Mastery and Above | 92 | 95 | 93 | | |
| Number of students tested | 73 | 80 | 67 | | |
| **10. Two or More Races identified Students** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| Basic and Above | | | | | |
| Mastery and Above | | | | | |
| Number of students tested | | | | | |

**NOTES:** The state transitioned to End of Course Testing with phased in testing.  English III or 11th grade testing started in 2011-12.  Excellent=mastery  fair, good and excellent= basic and above