

Franklin School District
SAU #18

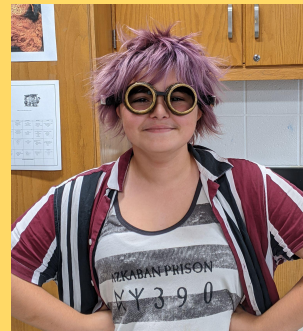


District Report Card 2021-2022



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Administrative Team

Dan LeGallo, Superintendent
Jefferson Braman, Business Administrator
Jule Finley, Curriculum Coordinator
Rebecca Butt, Special Education Director
Barbara Slayton, Coordinator of School Wellness
Susan Blair, PSS Principal
Ken Darsney, FMS Principal
Carrie Charette, FHS Principal
Timothy Westphal, FHS Assistant Principal
Jason Trafton, FMS Assistant Principal
Nicole Mazze, PSS Assistant Principal
Robyn Dunlap, IT Director
Dan Clark, Facilities Director
Brenda Petelle, Food Service Director
Danny Sylvester, Athletic Director



Presented to Franklin School Board on April 18, 2022

Tim Dow, School Board Chair
Delaney Carrier, Vice School Board Chair
Deborah Brown, Treasurer
Maureen Aube
Cecile Cormier
Paul Doucette
Christie Martin
David Testerman
Laurie Cass

Superintendent's Message by Daniel LeGallo

It is hard to believe another year has almost passed and I am reporting out to you the 2021-2022 Franklin School District Annual Report Card. As you know, this has been a unique year as we welcomed the students back to school full time while continuing to manage the COVID-19 pandemic. Thankfully, as I prepare this report, the impact of the pandemic has lessened and we are operating with some sense of “normalcy” for the first time since March of 2020.



The purpose of this report is to share with you key indicators including academic, financial, and anecdotal data to measure how we are doing in our improvement efforts. It should be noted that the academic data shared for this year is from the spring of 2021 when the students just returned to school after the 15 month disruption from the pandemic. Our intent is to use this data as a baseline to measure student learning loss during the pandemic and measure our recovery efforts moving forward.

As we closed out the 20-21 school year we were pleased to be able to have our typical high school and middle school graduation ceremonies. Students, parents, and staff enjoyed the ability to celebrate in a traditional way.

Over the summer we ran an extended 6 week summer school program at all 3 schools in the District, specifically targeting student learning loss. This was new to the high school and we were pleased with the results as over 100 credits were recovered by the students. This program proved successful in helping to lower the dropout rate which was priority one for the high school.

We made some major changes in the District heading into the 21-22 school year. We flipped the school start and end times at all 3 schools so that the elementary students would start school earlier and the middle and high school students would start later. The purpose of the change was driven by the research that suggests the extra sleep for our middle and high school students yields positive academic improvement outcomes for students which is our primary goal. We will continue to track achievement data to measure the success of this change.

At the high school, we changed to a 5 period alternating day schedule. This change was implemented to slow down the pace of instruction, provide more opportunities for students to recover, and allow for more flexibility with student schedules to take advantage of course offerings and internship opportunities. We also solidified our relationship with NH Forward and Lakes Region Community College implementing 4 college credit manufacturing courses at the high school. Additionally we added a Computer Teacher and an Extended Learning Opportunities (ELO) Coordinator at the high school to bolster our course offerings, electives, and off campus opportunities. This, partnered with our Portrait of a Graduate work, has moved us forward with the redesign of our high school.

Other improvements include the addition of an Assistant Principal and an Art Teacher at the elementary school, a Health teacher at the middle school, and a Technology Integration Specialist District-wide. I anticipate the addition of a Reading Specialist in the District for school year 22-23 to continue to support our learning recovery for students.

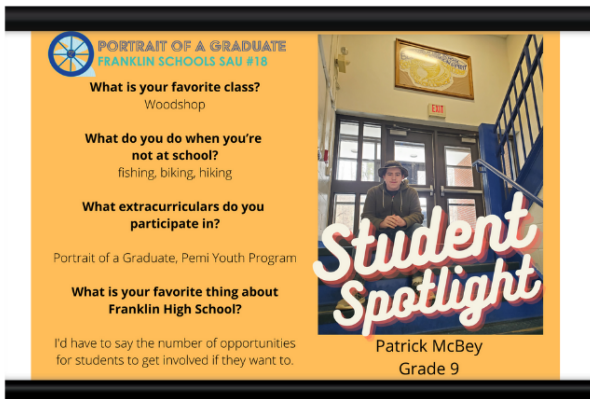
Financially, we are fortunate to have received 9 million dollars in federal relief funding to support our efforts due to the pandemic. With community input, we have published a Use of Funds plan on our website detailing the use of these funds through September of 2024. Our primary focus has been hiring more teachers, offering tutoring, and improving our technology to assist students in recovering from learning loss. We also anticipate a window replacement project at the high school as well as potential air handling ventilation projects at the schools supported by these funds.

I take great pride in the collaboration of our staff, families, and community in how we have responded to the pandemic. It hasn't been easy for any of us, including the students, but I could not have asked for better support than what I have experienced by our Franklin community. Together we have “weathered the storm,” and better times are ahead!

In 2019, Franklin School District received a grant from the Barr Foundation to begin a Portrait of a Graduate Process. In 2021, Franklin received an additional \$250,000 to continue the journey. We named this year a Year of Joyful Play as students, staff and community members tried out new ideas and instructional strategies in an effort to improve student outcomes. Lessons learned this year will be used to make additional improvements this year and beyond.

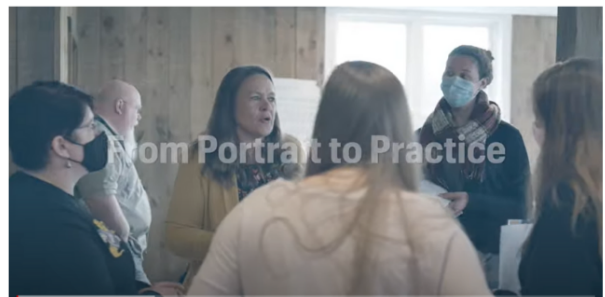


Portrait of a Franklin Graduate



Our Student Spotlight highlights Franklin students for just being them!

Sarah Stanley talks to Franklin educators during the November Professional Development Day which was held at Mojalaki. Check out our video series on our website which highlights the learning from the day and the many community members involved in the process.



Students participated in various activities in the community this year which introduced them to community members and businesses in Franklin.

Teachers read and participated in a year long Book Chat using The Make of Break Year.



Franklin High School: Principal's Report by Carrie Charette

Franklin High School is the Home of the Golden Tornadoes, with 272 enrolled in grades 9-12. The school is under its 6th year of leadership by Principal Carrie Charette along with Assistant Principal, Tim Westphal, who is in his second year. We had a very successful summer school program where over 100 credits were earned and we planned additional support during our school year to address learning loss. Our 2021-2022 academic year has been operating under a new schedule to support student learning in new creative ways. Classes that were previously a semester are now year long, which means students will have their core classes throughout the year instead of focusing on just one semester. Students now have time during the school day to participate in internships, Extended Learning Opportunities, community service, or have academic support in a learning lab. This year we also changed the start time of our school day from 7:40 am to 8:30 am to align with research about how sleep impacts young adult learning. Additional support for struggling students includes our continued after school homework den and newly offered, before and after school tutoring offered by our teaching staff.

Our administrative team along with the school counseling team continues to address the areas of attendance and struggling students. The creation of the Pupil Assistant Team from 2020-2021 school continues to collaborate with students, families, and teachers to intervene when students are not being successful. Our Attendance Team diligently continues to address concerns about attendance and create interventions with students and families. It is imperative that students are engaged with their education and through our school supports and court system we continue to send the message that school is important to ensure future success even after graduation. This year we offered Freshman Academy, a course designed to help with the transition from middle school to the high school for 9th grade success.



FHS was excited to offer other new classes this year in Computer Science and Manufacturing. We also added an Extended Learning Opportunity (ELO) Coordinator position so that our students can design and participate in ELOs and internships. The ELO Coordinator attends school counseling meetings, and assists with finding community partners who align with student interests. Through these new programs and positions, we had students intern with PCC Structural, attend sessions with NH Forward, learn Python Coding, web design, cybersecurity, and Advanced Placement (AP) Computer Science Principles. Additional courses will be running next year as we continue to grow these programs.

Additionally we continue to offer Dual Enrollment opportunities with Lakes Region Community College (LRCC) including options in English, Spanish, Culinary Arts, Manufacturing, and Math. Our juniors and seniors can also take classes at LRCC to fulfill their requirements towards their diploma and earn college credits at the same time. The agricultural Center at Winnisquam High School and Laconia's HUOT Technical Center provide additional opportunities for hands-on learning in various trades and skills for our grade 10-12 students.

The Portrait of a Graduate Grant continued to be our focus this year and we are working to include more students in the change process. FHS continued its commitment to wellness with Mental Health First Aid Training for staff and Youth to Youth Suicide Prevention Training. All students receive breakfast and lunch at no cost and we have a food pantry on campus for all to access. Karma Korner continues to be run by our FIRST Robotics Team and offers free of charge to all students new clothing, toiletries, school supplies, and shoes. Many of our

students participate in athletics, theater, student council, class office, robotics, clubs, and are members of the National Honor Society, Student Leadership Athletic Team, and our Youth to Youth Suicide Prevention Team.

Franklin Middle School: Principal's Report by Ken Darsney

Franklin Middle School, in its fourth year under the leadership of Ken Darsney, Principal, and Jay Trafton, Assistant Principal, has had a very successful year, despite the continuing challenges of the Pandemic. The 2020-2021 school year was dominated by over 7 months of very successful Hybrid Instruction, with some students in-person 2 days per week and others remote. Simultaneous live instruction was delivered both in the classrooms and remotely on Zoom. On April 19, 2021, the Governor mandated that we make full-time in person instruction available to all students. About $\frac{2}{3}$ of our students returned to school in person to finish the year.

In 2021-2022 we returned to full-time in person instruction, shifting our school day later. Starting our day an hour later has proven very successful for our Middle Schoolers, many of whom have trouble getting out of bed or hit their peak alertness in mid-afternoon when it would be time to go home! This year's COVID challenges, in many ways, were considerably more problematic



than the previous year with more student and staff cases resulting in thousands of days of student absences due to illness or quarantine and hundreds of days of lost staff instructional time for the same reason.

FMS Academy Instructional Model: During the 2020-2021 school year we transitioned to an “Academy” model, with students separated into either “Winni” or “Pemi” Academies. Fourth through sixth grade students are downstairs in the “middle” wings, while seventh and eighth graders are upstairs in the “prep” wings. Each wing operates multi-aged classrooms to facilitate learning at the individualized level. One student might be working at the fifth grade level in math, but sixth grade in social studies. That student is grouped with students of similar learning levels, regardless of assigned grade. This model allows students and teachers to work together for 2-3 years, forming stronger relationships which in turn enhance the learning experience. All students continue to leave their wings for allied arts classes.

FMS Shared Leadership: The main reason for our success lies in the way decisions and implementation happen at our school. Since the beginning of the current administration, the faculty has been divided into teams of teachers and other professional staff to represent our 4 academic teams (Winni and Pemi, Middle and Prep) Allied Arts (Art, PE, Computer, Music and Health) Title 1, Counseling, and Special Education. Each team has a Leader selected by team members and administration. Jule Finley, District Curriculum Coordinator, Joyce Baca, Office Manager, Jay Trafton, Assistant Principal, and I also serve on the team. All decisions regarding scheduling, events, discipline, student and family issues, and countless other topics are addressed at twice-monthly meetings, where we also review agendas for upcoming staff meetings. Information regarding school issues flows in and out of the teams who meet weekly during one of their daily Common Planning Times. Every member of the staff under this “**Shared Leadership Model**” has the power to raise a concern or make a suggestion for improvement and problems, when they arise, are solved collaboratively with all parties having an equal say in the solution and implementation.



Looking forward to 2022-2023 we are welcoming a new principal and hoping to fill a few staff vacancies, as we continue in service to our students, their families, and the Franklin community.

Principal's Report: Paul Smith Elementary School by Susan Blair

It has been an honor to serve the students and families of Paul A. Smith School for the past five years. This annual report will be my final report as Principal of Paul A. Smith School. Words can not express the pride felt as I think about what we have accomplished in five short years. Our students have a safe, healthy and clean school environment to learn, play and grow in. Our motto **"Kids First"** helps us to stay focused on all that encompasses promising practices for our students.

Our enrollment data shows us maintaining a student population of approximately three hundred (300) students. In September, we opened our doors with a population of two hundred, eighty-six (286) students. As this report is being written, our transiency rate is twenty-two percent (22%). We have had thirty students leave our school and thirty-six children join us.

I would be remiss not to mention the impact of COVID on our youngest learners. As an early childhood staff, we were surprised by the needs of our students as they transitioned back to school. So many little ones struggled with the skills associated with coming to school on a daily basis, learning how to make friends and sustaining for the long day associated with school. To support our youngest learners, we focused on the developmental needs of all our children and Maslow's Hierarchy of Needs.

Paul A. Smith School continues its designation as a schoolwide Title I school. This designation has supported our curriculum resource needs and at risk student instruction. The impact of COVID on our students' academic progress is evident. Each trimester we progress monitor our students' performance levels in reading and math. Through tiered instruction we are able to support our students utilizing small group instruction. This instruction not only supports skill acquisition, but it also provides extra time and extra practice. As students experience success they develop confidence in their abilities, which promotes a healthier self-esteem.

Our House model and instructional programming continues to evolve and strengthen. As the 2021-2022 school year began our curriculum resources include Fountas & Pinnell Classroom for English Language Arts, ZEARN for mathematics, Handwriting without Tears to promote fine motor control and handwriting, and Responsive Classroom and Fly Five for building community and social/ emotional growth. Discovery Education continues to be our resource for social studies and science. This online tool provides students with the opportunity to experience through video clips some of the historical facts associated with social studies. In addition, discovery activities are the methodology which promote scientific exploration.

For at risk students, we have a team of four Title I teachers who provide secondary instruction to students who are performing below expectations in both reading and mathematics. The students who receive this level of support are identified through progress monitoring and our trimester assessments. Our special education staff continues to support and instruct our children who struggle in specific areas of learning, as well as behavioral needs. During the 2021-2022 school year, special education staff includes four case managers and eleven paraprofessional staff members.



It is wonderful to see and experience a school full of children again with global strategies and protocols in place to support the health and continued learning of our children during these difficult and trying times of the pandemic. None of this could have been achieved without the dedication of the exceptional staff who always put **"Kids First"**.

Curriculum, Instruction, Assessment by Jule Finley

Franklin School District continues to work on structures and vertical alignment K-12 for our schools and for our students. Creating those learning progressions and consistently using the same tools and methods for collecting data will strengthen common language and provide support for all of our students as they progress through their own individual learning experience.

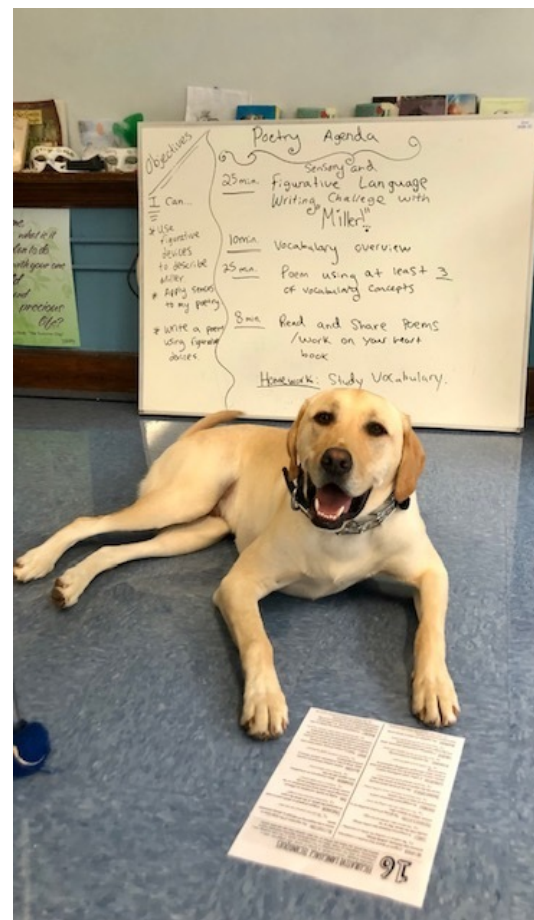
We spent two weeks in the summer providing over twenty-five k-12 staff with intense professional development and the opportunity to work collaboratively. We had focused work on competencies, vertical alignment and instructional tools. This work was organized and led by Jule Finley and Carisa Corrow with the background of Portrait of a Graduate. Teachers were introduced to numerous tools that they participated in themselves as learners and could then take back to their classrooms in the fall.

Luckily, this year we were able to reinstate our Curriculum Cycle. After its initial implementation, it was interrupted by covid in March of 2020. Due to so many other pressing issues, we backed off all of last year and were thrilled to be able to bring those curriculum teams back together this year to begin and continue valuable discussions. Our English language arts (ELA) team consisted of six staff members (two representatives from each school). Our math team had five members as did our science and social studies teams. Next year, those committees will continue their work and we will add our allied arts team.

The conversations that occurred during our three half day meetings ranged from competency discussions, vertical alignment discussions, tightening and structuring the use of technology in the classrooms, tools and resources that some members have used successfully, sharing of positive learning experiences with students and beginning to look at common assessments and data collection. Our ELA team worked on creating common writing rubrics and establishing a writing assessment plan for the high school that we intend to branch into our middle and elementary schools. We also created documents and drives to house all of the curriculum materials needed for each department as well as being looking at common unit planning templates.

In Paul Smith and Franklin Middle School, the implementation of common ELA and math programming continues. Our staff had two full days of Fountas and Pinnell training at the start of the school year to support their work in using that program with fidelity. Our discussions with math continue using Zearn and Engage New York, and we also implemented Aims Webb as a targeted data collection tool. Online intervention tools continue to be utilized and our new Tech Integrator has been an incredible asset in helping all teachers understand how to use these tools and how to make the learning effective and beneficial to all students.

As we come closer to the end of 2021-2022, we will continue to look forward and discuss what other changes and improvements we need to make surrounding curriculum, instruction and assessment. We are truly hoping that these initiatives and efforts will continue to support our students and help support the learning gaps that were exacerbated by COVID.



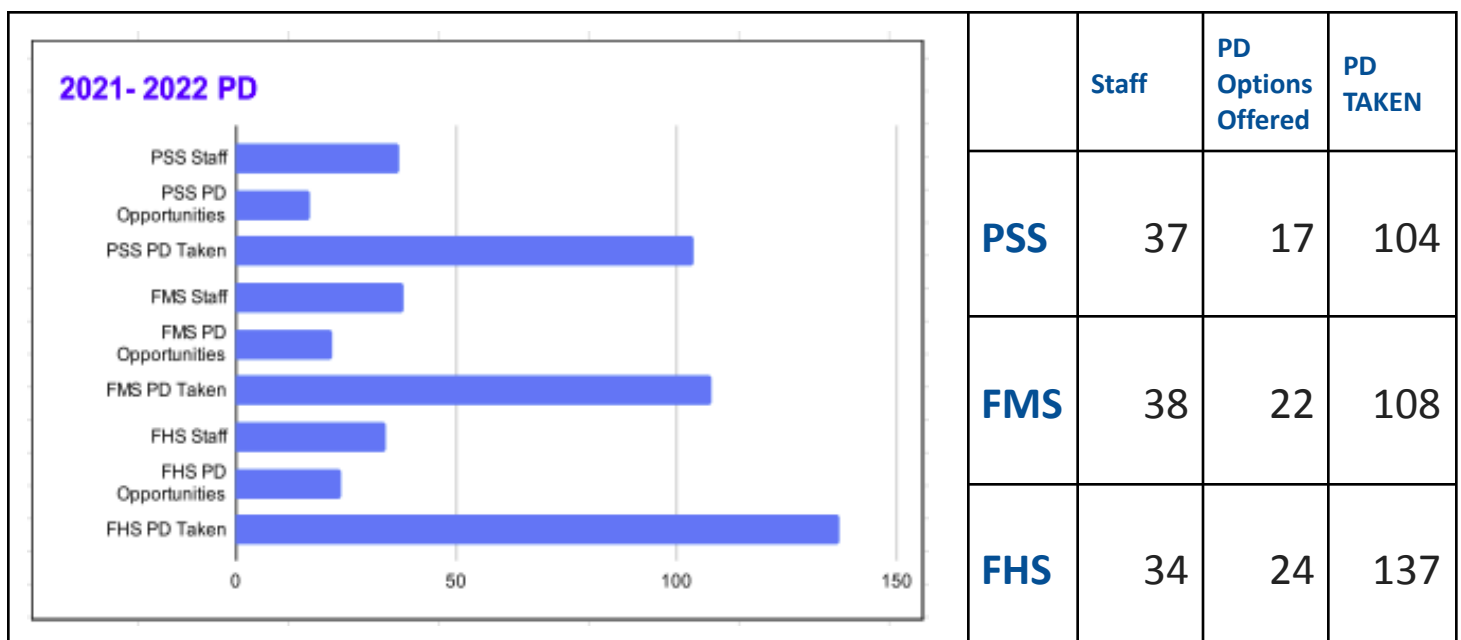
Professional Development by Jule Finley

Our staff have been able to participate in numerous professional development trainings, both in person and online, throughout the school year. We spent two weeks in the summer providing over 25 staff K-12 with intense professional development and the opportunity to work collaboratively. We had focused work on competencies, vertical alignment and instructional tools. This work was organized and led by Jule Finley and Carisa Corrow with the background of Portrait of a Graduate. Teachers were introduced to numerous tools that they participated in themselves as learners and could then take back to their classrooms in the fall.

At the start of the school year, the elementary and middle school ELA staff were provided two full training days to work with representatives from Fountas and Pinnell to ensure that our new program is being implemented with fidelity. The remaining middle school staff and all of our high school staff had the two days for vertical work and focused activities on Portrait of a Graduate. The overwhelming response of gratitude for time to work and talk together as district teachers was extremely positive.

In November, the entire middle and high school staff were treated to a professional day at Mojalaki with a full lunch and lots of time for collaboration and creativity. In the continued desire to build and strengthen connections between the school and community, a number of community members were invited in to talk with staff about opportunities they can provide for students. After the community presentations, staff were able to meet individually with them and brainstorm ideas and projects that they could connect to their classrooms. Teachers were also given an activity that allowed them to freely think outside the box and create unique classroom experiences for students. The hope is that some of those incredible ideas actually become realities.

Outside of those planned days, there were numerous free and grant funded opportunities for staff to experience professional learning. The various activities ranged from specific topics such as math or reading, to social emotional support and behavioral support. We offered over 80 different webinars, in person training or off site training for all staff. The overall data is shared below.





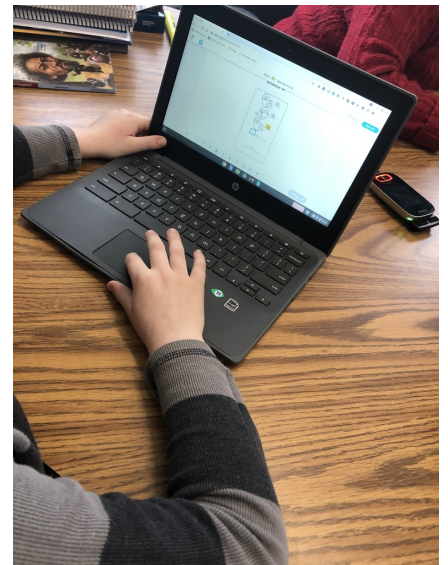
With the start of a new school year came wonderful changes in the district. The IT Department was thrilled to be working with the district's new Technology Integrator, David Cole! With his help and insight as a previous teacher within the district, we have been able to organize and compound the tools our teachers are using, allowing the same or even better levels of tools available to teaching staff! In addition, he has been a huge help to the teaching staff in showing the many ways we can use the tools teachers already had available to them, and giving them support when things go astray!

We also introduced a new software system for managing student resources, known as Clever. With the introduction of Clever came some incredibly useful tools, both for teachers and students! Using Clever, teachers have a single pooled resource, with links to students' lessons and tools for the day's learning all together in one place. For students, this means not needing to remember different usernames and passwords for all their resources, just needing to access their Clever page to get to everything they need!

In addition to the better application of software, we have been emphasizing the infrastructure of the district's network. We have spent much of the year working to assess the current systems, where upgrades need to be made, and have been making small changes needed to prepare for it. We are hopeful that by the time students return at the start of the new school year, our network will have gone through its entire upgrade.

We have continued to fine-tune and improve our security systems and training platforms, and are pleased with the current layout and the success we have seen this year. With the upgrades to our network also comes the ability to have a much finer level of control over our network, which gives us access to new security tools and options with the coming school year. This means that at the start of the 2022-23 school year, our network will be both the fastest, and the safest, it has ever been.

Finally, with the new school year, we plan to have upgraded the remainder of the student chromebooks, officially retiring some of the older models we were using previously. This means that many students will return to school next year to find a new chromebook waiting for them! We have also purchased cases for those chromebooks, and look forward to the start of another year!





The special education department is pleased to share information related to the 2021-22 school year. Returning to in-person instruction this school year after a full year and a half of remote and hybrid learning has been both a learning curve and interesting. It was evident that despite best efforts of staff and students alike, replicating a traditional learning setting, whether it be hybrid or fully remote, was challenging. Reacclimating students to full days of instruction and behavioral expectations therein

has taken time. Students and families are to be commended for enduring during these unpredictable times and circumstances. The special education department is grateful to the regular educators, special educators, paraprofessionals, related service providers, behavior support teams, custodial staff and fellow administrators for their continued efforts in working to support all learners.

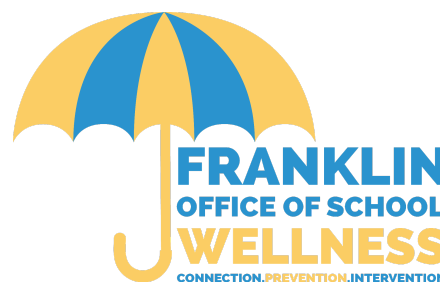
As a result of mandated school closure and hybrid instruction, the special education department has adopted new, beneficial practices that have increased parent participation with the Individualized Education Plan (IEP) process. Firstly, parent/guardian attendance at team meetings related to the special education process, such as annual IEP review, extended school year, and evaluation and eligibility, have greatly increased. When fully remote, teams were forced to meet via Zoom or telephone, instead of in person, and parent participation increased substantially. These practices remain in effect, and parent attendance continues to be positively impacted. Moreover, prior to the pandemic, all paperwork was sent via mail, or parents would come into the buildings to sign documents. In response to mandated school closure, the district began the practice of obtaining electronic signatures for special education documents. As with meeting participation, timely parent consent to proposals related to the special education process have also improved substantially.

In continued response to increased needs, including behaviors associated with students with disabilities, the district instituted a second full-time behavior support program at the Franklin Middle School. The program is staffed with a full-time Applied Behavior Analyst (ABA) and overseen by a Board Certified Behavior Analyst (BCBA). The same was instituted at the onset of the 2019-20 school year at Paul Smith School and the programming has proved invaluable. This support allows for students previously placed out of district to return to their home school with their peers, and has mitigated behaviors associated with higher needs students.

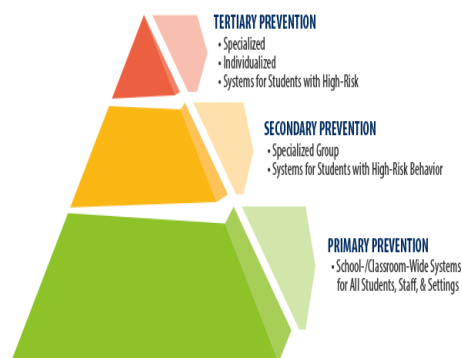
Positively, on July 9th 2021, the district received notification that the district met all the requirements of the Individuals with Disabilities Education Act (IDEA). State performance indicators (4B, 9, 10, 11, 12, 13, 7, and Coordinating Early Intervention Services) measure how the district performs in key areas. Meeting the requirements set forth by IDEA speaks to the continued efforts of special education team members.



The Office of School Wellness was formed through a Project AWARE grant, with the objective of increasing the social and emotional wellness of staff, students, and the greater community. Current funding is a blend of district budget, state, and federal grants. In addition to school counselors at all buildings, Intervention Counselors (school social workers) provide counseling and clinical case management as needed. A Student Assistance Program counselor focuses on substance use prevention, counseling, and referral.



All initiatives fall within a **Mutli-Tiered System of Support for Behavior (MTSS-B)**, which uses data to drive interventions at all levels. The **Community Management Team**, composed of over 20 community agencies and family partners, provides oversight and collaboration to support these goals. Our MTSS-B model allows us to target resources where they are most needed, as 80% of students will respond to universal systems in place. Approximately 15% will need more targeted interventions, and about 5% will need individualized services, often through our community partners.



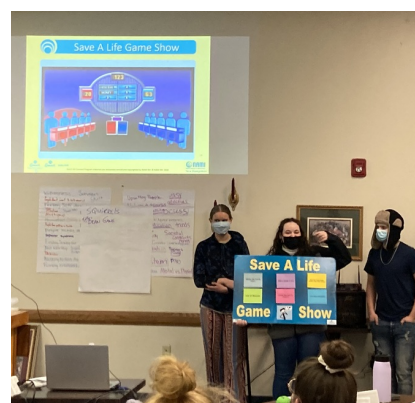
Tier 3 examples: facilitated referrals to Rverbend, Health First, Merrimack County Diversion

Tier 2 examples: social skills groups, Coping Cat (group to help children manage symptoms of anxiety)

Tier 1 examples: Youth Mental Health First Aid for all staff, peer-to-peer substance use prevention efforts, Fly Five

When experiencing a behavioral health crisis, students may require more support than can be provided in the school setting. **We are currently using our US Department of Justice STOP (Student, Teachers, Officers Preventing School Violence) grant to establish Behavior Intervention Teams in collaboration with our community partners.** The core team is creating a structure using evidence-based tools to better assess the needs of students and match them with appropriate and individualized interventions in order to prevent escalation of risk factors. Team members are getting specialized training in violence risk assessment, suicide ideation screening, and policy and procedure review.

High School Students from Franklin, Newfound, and Interlakes spent February 16, 2022 together learning about Suicide Prevention using NAMI NH's CONNECT Peer to Peer model. They will bring this message of mental health awareness and suicide prevention back to their school communities. This project was funded through a NH Department of Education Promising Futures Grant that supports development of MTSS-B models.



Athletic Director's Report: by Danny Sylvester

The Franklin Middle and High School athletic programs are under the leadership of 8th year Athletic Director Dan Sylvester who is in his 21st year in the district. FMS and FHS had a total of 352 athletes participate in 2021-2022.

I'd like to thank all of the student athletes at the middle school and the high school for enduring an incredibly difficult time in navigating school and sports through the pandemic. The participation numbers were down, but those that remained did a fabulous job and I can't be more proud of our athletes and coaches for their efforts. I'd like to thank the parents as well for their support of our constantly changing guidelines and protocols as well as the plethora of emails that were sent their way. Our Administration deserves kudos as well for their quality and timely communication with me as the athletic administrator, which gave me what I needed to properly communicate to everyone else. "It takes a village" as they say and I'm proud to say that I am part of this village. The highlight of the Winter season was playing basketball games in our high school gymnasium for the first time in 30 years!



Our participation numbers have climbed back up for Spring 2022 sports at both FMS and FHS. It's been nice to see the athletes get back outside and breathing some fresh air again. Our middle school teams continue their competition against other Lakes Region schools and our high school teams are settling in nicely to Division 4 competition, which is made up of the other small schools in the state of NH. We are currently playing in the Southern Conference of Division 4.

Our focus will continue to follow our FSD athletic philosophy that athletics are an essential and integral part of the overall educational experience. We will strive to develop and build positive character in each athlete and team by displaying good sportsmanship, work ethic, competitive spirit, as well as team, school and community pride and loyalty.

Let's go Hurricanes and Tornadoes!!



I'd like to thank Al's Village Pizza for their continued sponsorship of our FHS Athlete Of The Week (AOTW) program. We name a female and a male varsity AOTW for each week of each sports season. So, we usually end up with approximately 55 athletes of the week by the end of the school year. Each athlete gets a formal Certificate from the Athletic Director and a \$10 gift certificate from Al's Village Pizza.

District Data

Population Trends

School Year	Enrollment	Free/Reduced Lunch Rate		Special Education Rate	
	Franklin	Franklin	State	Franklin	State
2020-21	920	49.02%	21.55%	26.09%	18.6%
2019-20	942	61.59%	24.77%	21.98%	18.72%
2018-19	949	60.70%	27.16%	21.92%	18.14%
2017-18	1020	54.51%	26.36%	19.12%	17.19%
2016-17	1088	58.70%	27.30%	17.83%	16.57%



Teacher Retention Rates

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
93.0%	73.4%	92.0%	93.2%	84.0%

Attendance Rates

School Year	Attendance Rate		Dropout Rate	
	Franklin	State	Franklin	State
2020-21	86.0%	93.1%	4.78%	1.34%
2019-20	93.9%	95.1%	8.33%*	0.92%
2018-19	89.1%	94.1%	4.67%	1.02%
2017-18	92.5%	94.4%	4.63%	1.05%
2016-17	93.2%	94.7%	3.76%	1.12%

*revised after 2019-2020 report was published



SAT Scores

Year	FHS Math	State Average Math	FHS English, Reading & Writing (ERW)	State Average ERW	FHS Total Mean Averages	State Total Mean Averages
2021	460	510	479	518	939	1027
2020	493	512	516	528	1009	1039
2019	442	508	447	516	889	1024
2018	454	515	467	523	921	1038
2017	461	518	495	525	956	1043
2016	464	511	492	524	956	1035
Possible points	200-800	200-800	200-800	200-800	400-1600	400-1600

Student Data: Statewide Testing Comparisons

English Language Arts/Reading: Percent Proficient

	Smarter Balanced				SAS					
	2015-2016		2016-2017		2017-2018		2018-2019*		2020-2021**	
Grade	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH
3	46%	56%	45%	54%	30%	54%	23%	52%	23%	44%
4	45%	57%	34%	56%	43%	55%	27%	55%	23%	49%
5	32%	63%	38%	61%	47%	61%	33%	57%	27%	54%
6	49%	59%	39%	57%	42%	55%	41%	56%	32%	51%
7	68%	62%	53%	61%	46%	60%	33%	57%	25%	51%
8	25%	62%	58%	58%	46%	58%	25%	53%	37%	49%

Mathematics: Percent Proficient

	Smarter Balanced				SAS					
	2015-2016		2016-2017		2017-2018		2018-2019*		2021-2021**	
Grade	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH
3	44%	57%	48%	55%	46%	55%	25%	57%	20%	45%
4	27%	51%	19%	51%	34%	53%	27%	52%	10%	41%
5	29%	48%	21%	47%	22%	45%	16%	43%	2%	33%
6	32%	47%	24%	46%	16%	46%	14%	47%	11%	35%
7	59%	52%	35%	50%	26%	48%	17%	47%	13%	34%
8	27%	47%	42%	45%	35%	47%	17%	45%	20%	33%

Science: Percent Proficient

	2015-16		2016-17		2017-18		2018-19*		2020-2021**	
Grade	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH
5	District-wide 16%	36%	District-wide 21%	37%	30%	43%	20%	38%	17%	35%
8					26%	42%	17%	39%	20%	34%
11					20%	41%	18%	41%	16%	43%

* 2019-2020 no testing due to COVID

**2020-2021 students returned to full time in person learning on 4/19/21 and were tested in May

Franklin High School: Achievement and Outcome Data

Learning Beyond the Traditional Classroom: Enhanced by community partnerships and student initiative

Year	Took Running Start Courses	Took LRCC Courses	Took HUOT Tech Courses	Took Advanced Placement Level Courses	Extended Learning Opportunity or Internship
Class of 2018	36%	13%	11%	21%	21%
Class of 2019	19%	21%	18%	21%	32%
Class of 2020	42%	10%	26%	28%	3%*
Class of 2021	40%	19%	23%	19%	21%*
*Fully Remote learning and COVID restrictions impacted opportunities					

Post High School Outcomes

Senior Exit Survey Data	4 Year College	2 Year College	Military	Work Force	Other
Class of 2018	43.4%	20.8%	3.0%	17%	15.1%
Class of 2019	53.8%	12.8%	2.6%	20.5%	10.3%
Class of 2020	42.9%	11.9%	7.1%	11%	19%
Class of 2021	48.1%	13.0%	1.9%	20.4%	16.7%



Earned NH Scholars Status: Students who complete a rigorous course of study throughout their four years at Franklin High School will receive the designation of “New Hampshire State Scholar”. This designation is recognized nationally and could entitle the bearer to additional financial aid for his/her post-secondary education. To be eligible for NH Scholars all required courses must be passed with a minimum GPA average of no less than a 3.2 or better. Students are also eligible to receive the designation of NH Scholars Course of Study designation in either Core, STEM, or Arts. For more information please visit <http://www.nhscholars.org/>



		Distinction Scholars			
	Original	STEM	ART	BOTH	TOTAL
2017	3	3	1	0	7
2018	0	9	1	1	11
2019	2	5	2	0	9
2020	4	1	0	2	7
2021	0	0	5	3	8



2021 Graduate Achievements



★ 36 Honor Cords

★ 30 National Honor Society

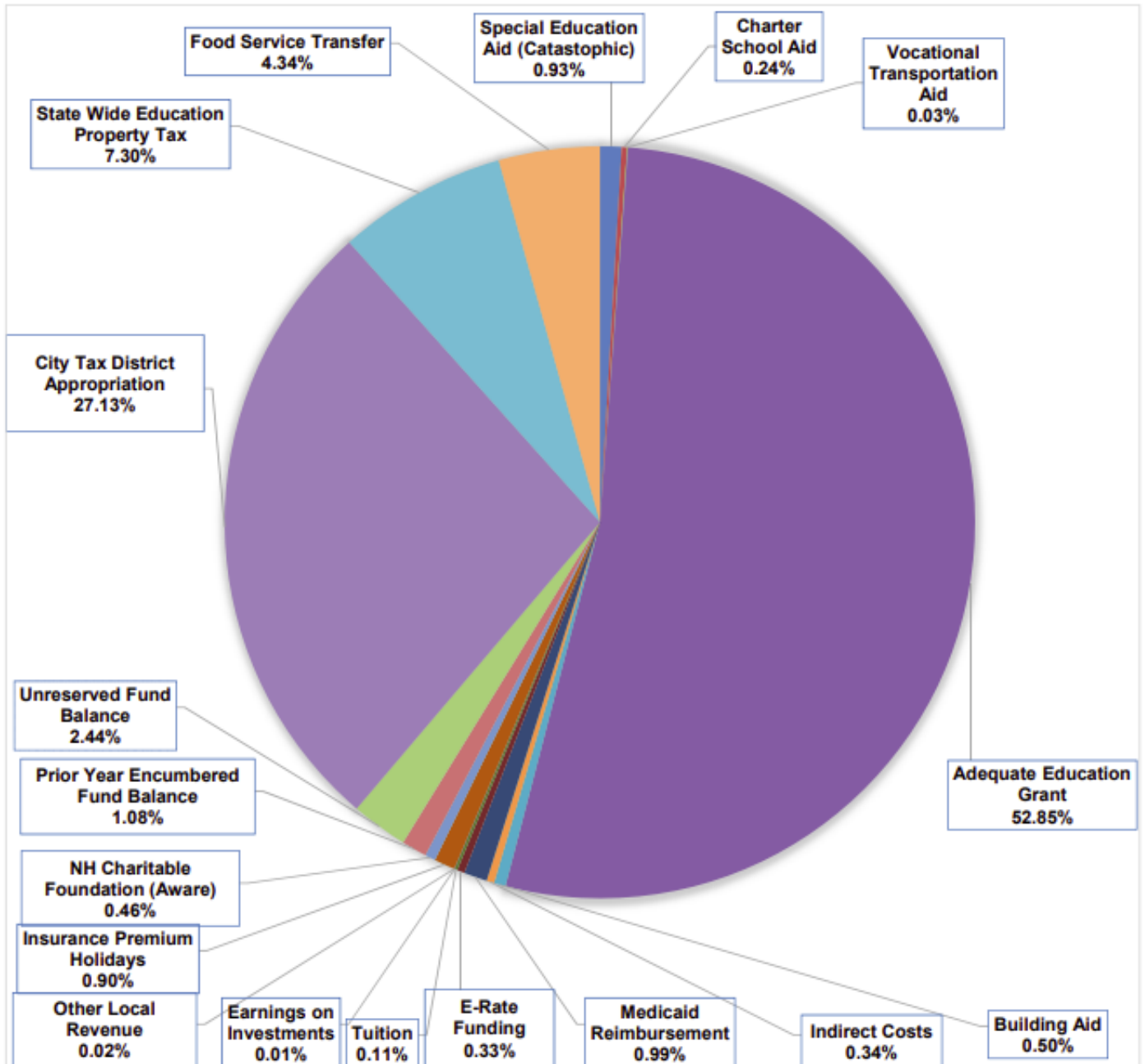
★ 36 GOLDEN Graduates

★ 96% earned more than 21.5 credits

★ 34% earned 25-29 credits

★ 42% earned more than 30 credits

Financial Data: Revenues



Financial Data: 2020-2021 Revenues, continued

General Fund:		
Revenue from State Sources		
	Special Education Aid (Catastrophic)	\$152,885.28
	Charter School Aid	\$39,603.92
	Vocational Transportation Aid	\$5,122.03
	Adequate Education Grant	\$8,701,824.36
	Building Aid	\$81,944.00
	Indirect Costs	\$55,850.44
Revenue from Federal Sources		
	Medicaid Reimbursement	\$162,931.81
	E-Rate Funding	\$54,062.40
Local Revenue Other than Taxes		
	Tuition	\$18,293.49
	Earnings on Investments	\$2,083.65
	Other Local Revenue	\$2,552.96
	Insurance Premium Holidays	\$148,271.68
	Athletic Receipts	\$0.00
	NH Charitable Foundation (Aware)	\$75,000.00
	Prior Year Encumbered Fund Balance	\$177,567.57
	Unreserved Fund Balance	\$402,418.00
Total Revenues and Credits		\$10,080,411.59
	City Tax District Appropriation	\$4,467,353.00
	State Wide Education Property Tax	\$1,201,740.00
Total General Fund		\$5,669,093.00
	Food Service Transfer	\$715,157.28
Total Revenues		\$16,464,661.87



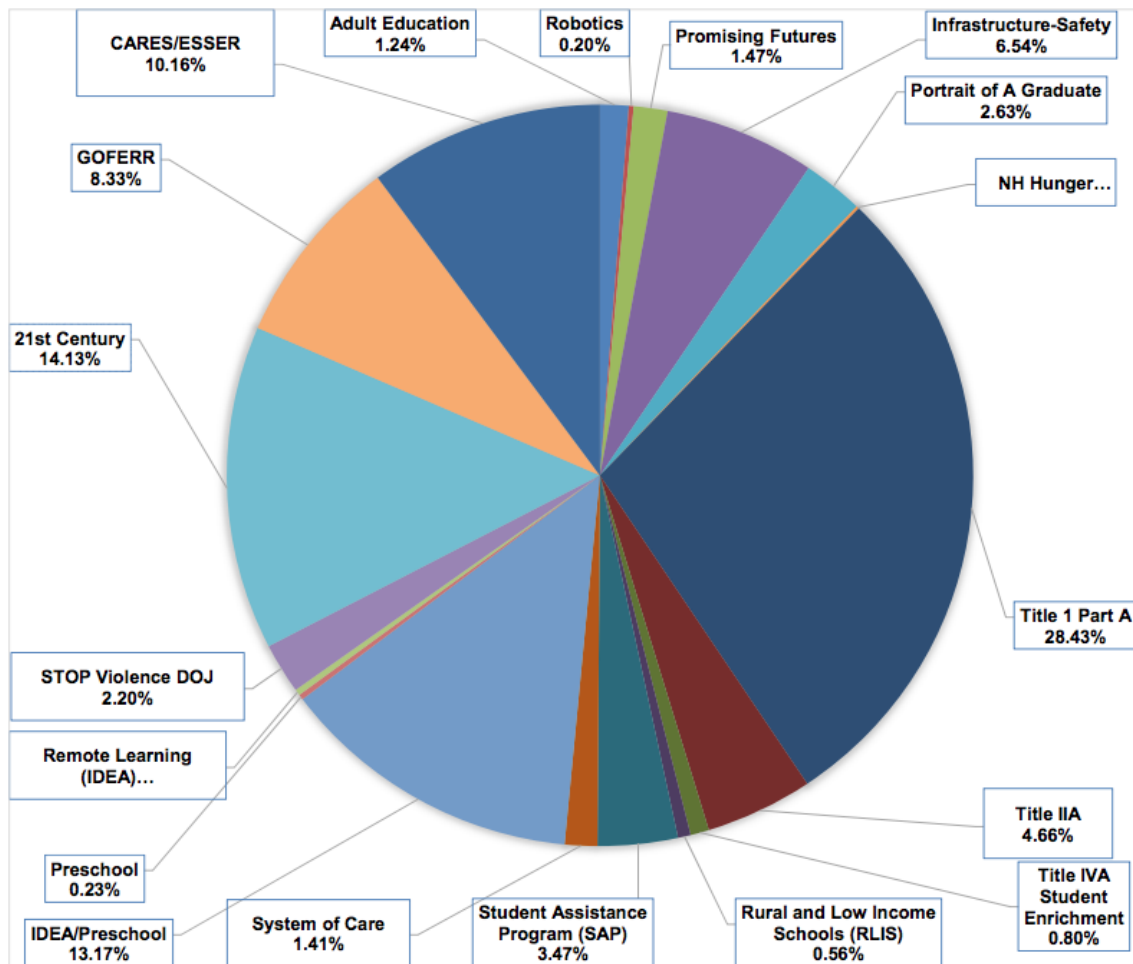
**FMS celebrates Teachers of the Week;
here, Kaitlyn Bailey-Ellis**

Financial Data: Revenue and Expenditure History, including Fund Balance

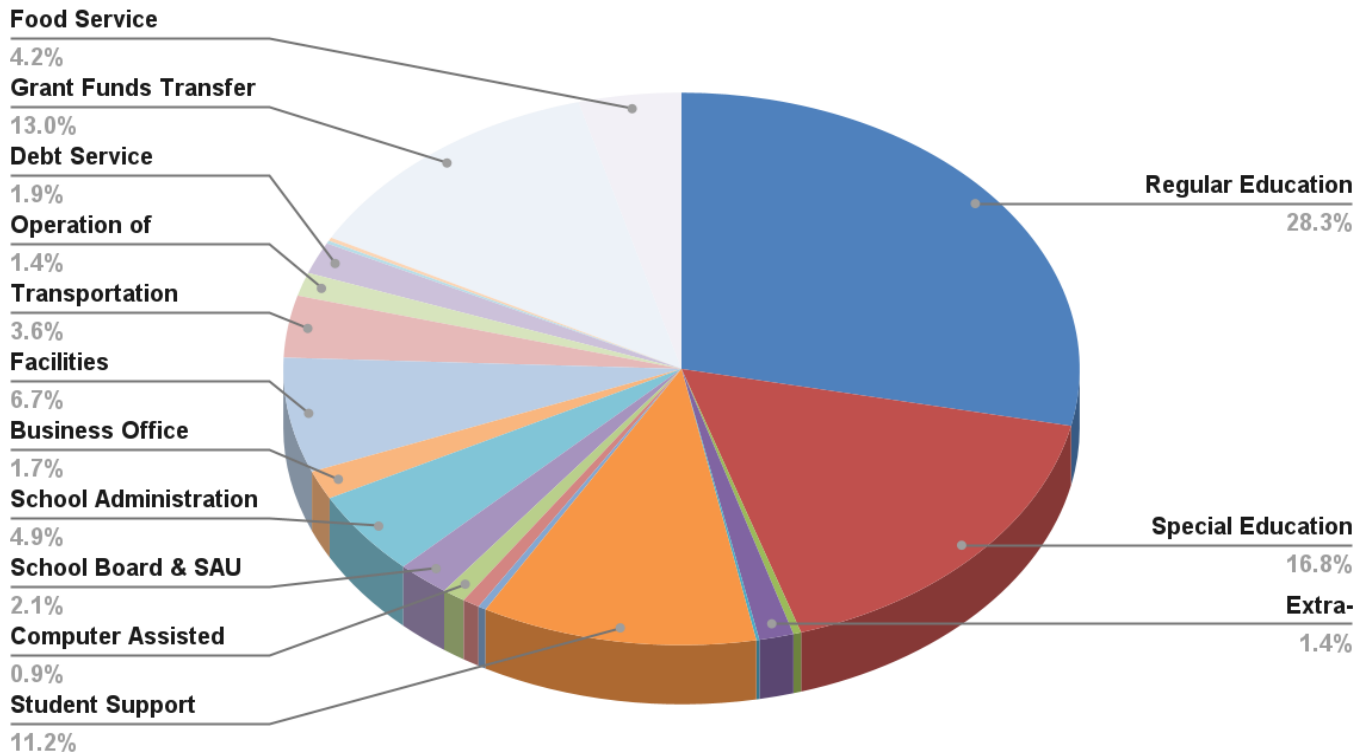
Fiscal Year	Expenditures	Revenues
2015/2016	\$15,007,345.14	\$15,065,287.87
2016/2017	\$14,422,435.34	\$14,528,766.59
2017/2018	\$14,261,954.30	\$15,031,039.38
2018/2019	\$13,976,916.49	\$15,184,163.27
2019/2020	\$15,188,611.56	\$15,768,596.94
2020/2021	\$14,941,391.46	\$16,464,661.87

Financial Data: 2020-2021 Grant Revenues

Grant Revenue from State/Local Sources		Grant Revenue from Federal Sources	
Adult Education	\$27,566.76	Title 1 Part A	\$632,277.83
Robotics	\$4,477.04	Title IIA	\$103,649.96
Promising Futures	\$32,682.39	Title IVA Student Enrichment	\$17,730.51
Infrastructure-Safety	\$145,436.75	Rural and Low Income Schools (RLIS)	\$12,397.49
Portrait of A Graduate	\$58,411.04	Student Assistance Program (SAP)	\$77,100.27
NH Hunger Solutions	\$2,606.32	System of Care	\$31,249.74
		IDEA/Preschool	\$292,895.15
		Preschool	\$5,162.51
		Remote Learning (IDEA)	\$6,000.00
		STOP Violence DOJ	\$48,874.56
		21st Century	\$314,253.55
		GOFERR	\$185,200.00
		ESSER/CARES	\$225,894.50
TOTAL STATE/LOCAL	\$271,180.30	TOTAL FEDERAL	\$1,952,686.07
GRAND TOTAL GRANT REVENUE \$2,223,866.37			

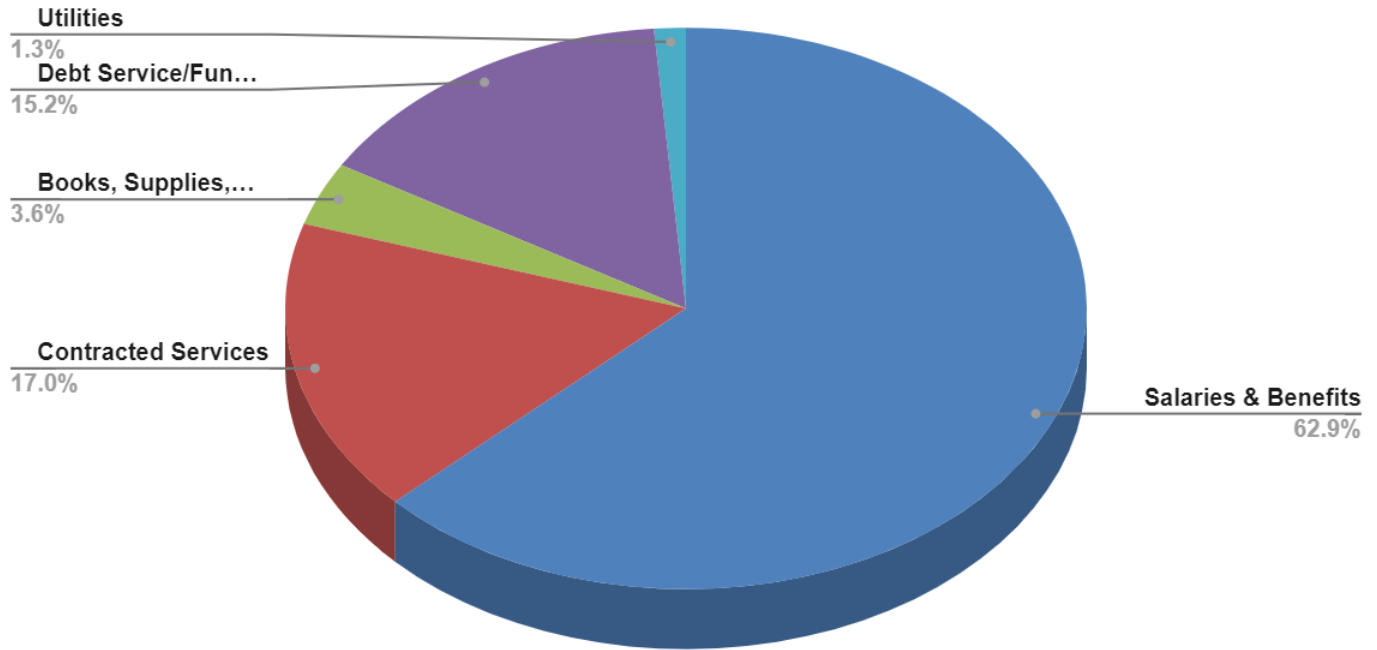


Financial Data: 2020-2021 Operating Expenditures by Function



EXPENDITURES BY FUNCTION			
Regular Education	\$ 4,859,486	Business Office	\$ 289,305
Special Education	\$ 2,889,912	Facilities	\$ 1,153,748
Vocational	\$ 54,737	Transportation	\$ 621,830
Extra-Curricular/Athletic	\$ 240,342	Operation of Information Systems	\$ 236,138
Adult Education	\$ 21,473	Debt Service	\$ 318,724
Student Support Services	\$ 1,921,891	General Fund Transfer	\$ 29,087
Curriculum	\$ 55,877	Food Service Fund Transfer	\$ 34,638
Library and Media Services	\$ 120,238	Grant Funds Transfer	\$ 2,223,866
Computer Assisted Instruction	\$ 163,066	Capital Reserve Transfer	\$ -
School Board & SAU Services	\$ 368,411	Special Education Reserve	\$ -
School Administration	\$ 847,332	Food Service	\$ 715,157
	<i>cont. next column</i>	TOTAL	\$ 17,165,258

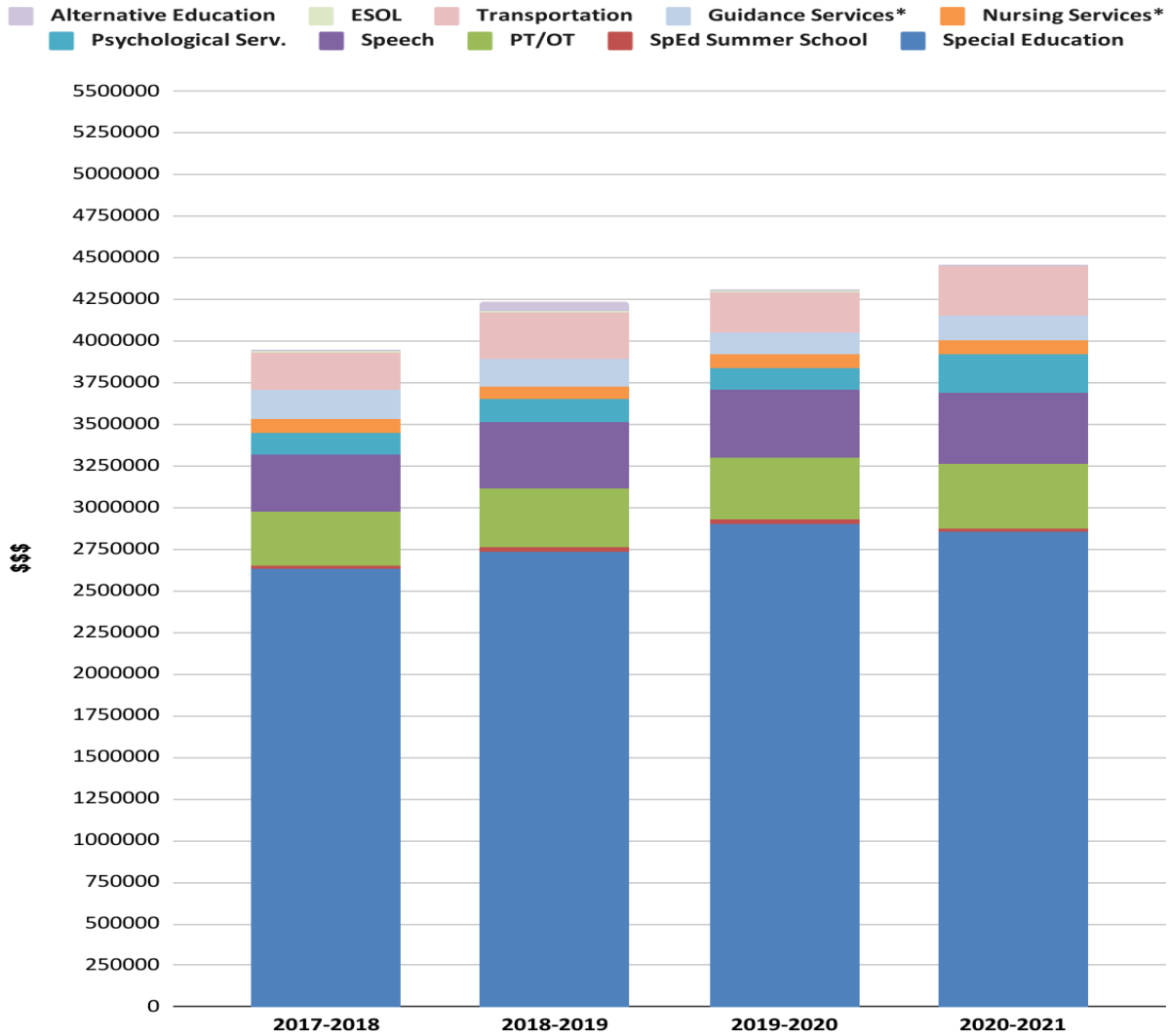
Financial Data: 2020-2021 Operating Expenditures by Object



Salaries & Benefits	\$ 10,793,494	62.92%
Contracted Services	\$ 2,909,792	16.96%
Books, Supplies, Equipment, etc.	\$ 626,151	3.65%
Debt Service/Fund Transfers	\$ 2,606,316	15.19%
Utilities	\$ 219,683	1.28%
	\$ 17,165,258	100.0%



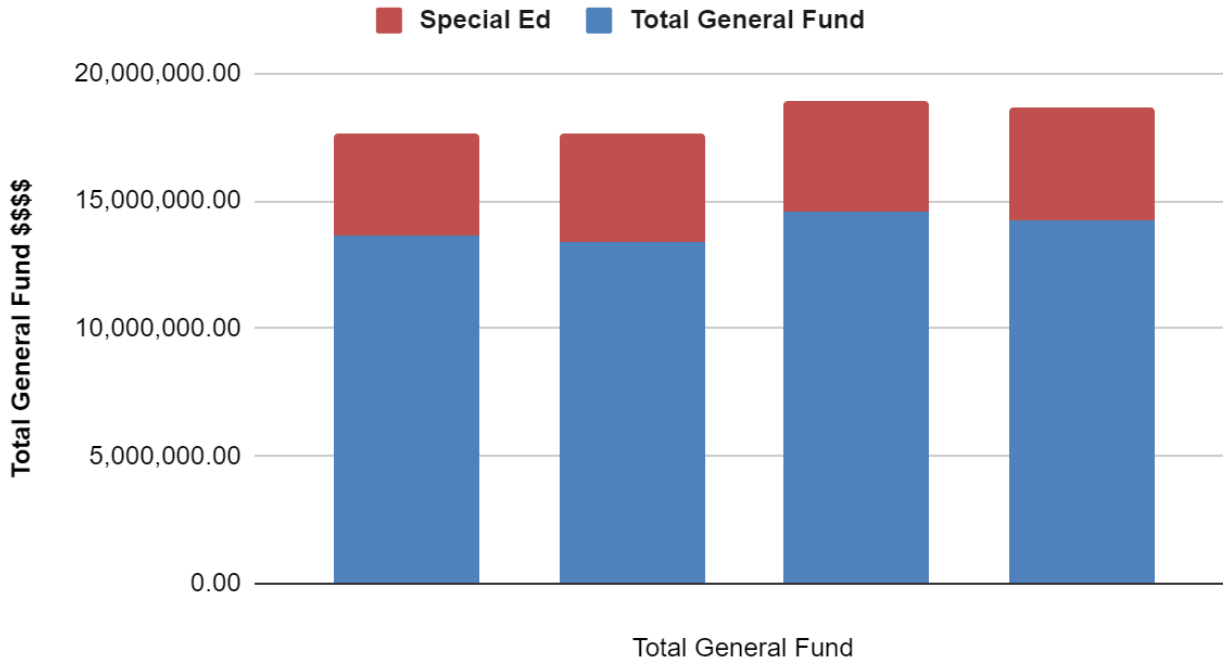
Financial Data: Special Education Cost Comparisons



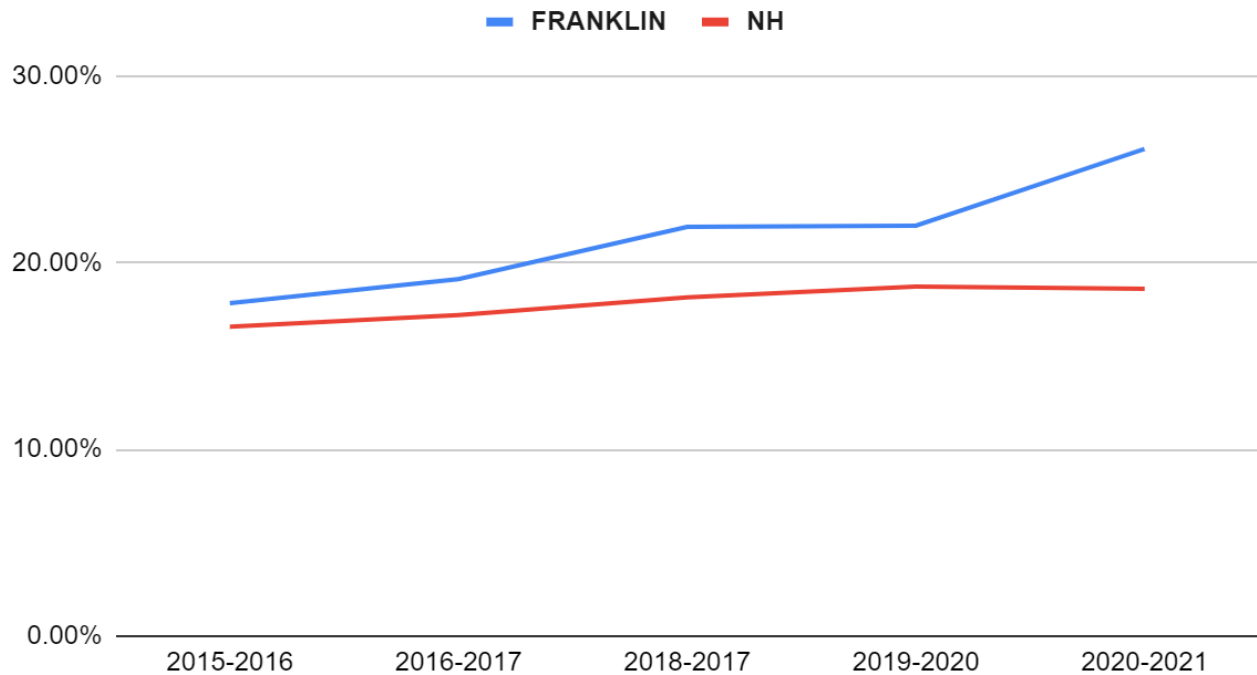
	2017-2018	2018-2019	2019-2020	2020-2021
Special Education	2,628,152	2,731,495	2,900,229	2,854,521
ESOL	4,534	4,572	7,524	1,212
SpEd Summer School	26,101	29,516	29,223	22,940
Alternative Education	10,838	59,078	9,448	11,240
PT/OT	323,393	354,114	366,574	382,317
Speech	340,355	397,898	413,859	429,353
Psychological Serv.	134,872	135,069	124,850	232,863
Nursing Services*	74,892	75,150	82,836	80,807
Guidance Services*	180,058	174,739	131,175	154,693
Transportation	226,349	276,050	247,489	289,019
Special Ed Total	3,949,543	4,237,680	4,313,206	4,458,964
Increase over last year		7.30%	1.78%	3.38%
Increase over last year		288,137	75,526	145,758
* Health & Guidance 40% of total cost is special ed related				

Financial Data: Special Education Cost Comparisons

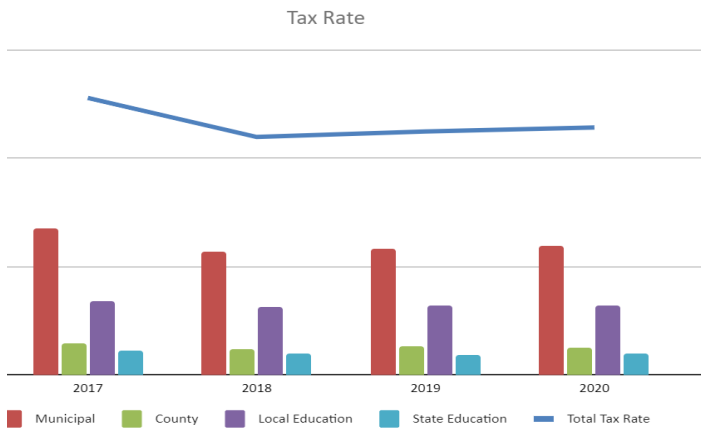
Special Ed vs. Total General Fund



Special Education Rates across time



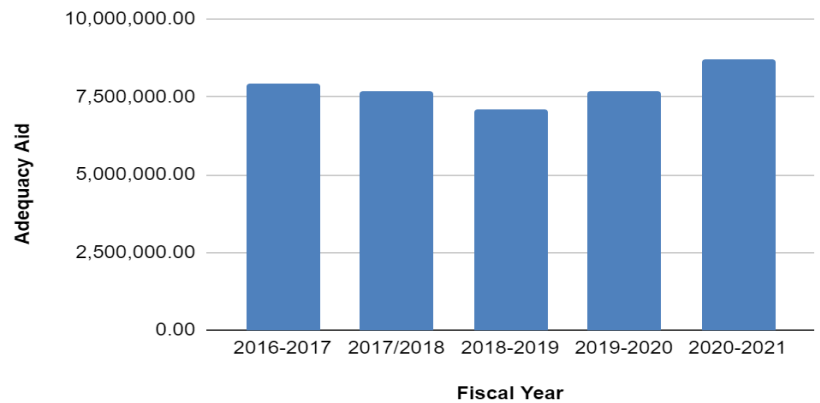
Financial Data: City of Franklin Tax Rate History



	2017	2018	2019	2020
Municipal	13.51	11.43	11.61	11.87
County	2.91	2.39	2.59	2.57
Local Education	6.84	6.22	6.38	6.45
State Education	2.30	1.92	1.89	1.95
Total Tax Rate	25.56	21.96	22.47	22.84

Financial Data: Adequacy Aid History

Fiscal Year	Adequacy Aid	Net Change
2016-2017	7,929,036.26	
2017/2018	7,670,311.12	(258,725.14)
2018-2019	7,080,826.27	(589,484.85)
2019-2020	7,687,744.00	606,917.73
2020-2021	8,701,824.36	1,014,080.36
Total Change Past Six Years		772,788.10



Addendum: The Year in Review March 2021-March 2022

SPRING 2021

Hybrid learning continued through March 2021, with a return to “full in person” learning on April 19, 2021. Events in March and early April continued on ZOOM and other virtual platforms. In person events gradually resumed in April and May. These included:

- ❖ FHS Spring Sports Awards Banquet
- ❖ FHS Theater students participate in an online NHETG Festival
- ❖ Community Theater Production of **The Good Doctor**
- ❖ All teachers completed **One Trusted Adult** Training Series

FHS COUNSELING TEAM ACTIVITIES:

FHS: Paying for College 101
8th Grade Step Up Zoom sessions with Administration and School Counseling

Early College Planning Session

April 19, 2021: in person, five day a week learning resumed per order of Gov. Sununu

STATE OF NEW HAMPSHIRE BY HIS EXCELLENCY
CHRISTOPHER T. SUNUNU, GOVERNOR Emergency
Order #89 Pursuant to Executive Order 2020-04



FMS: Trimester 2
**Educational Success
Awards and Student and
Staff Member of the
week** on the FMS
YouTube Channel



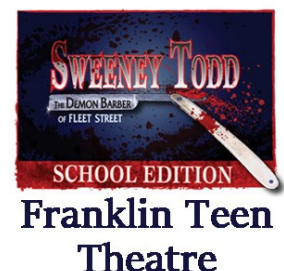
May 7, 2021: FHS
Spring Induction of
National Honor
Society

May 11-14, 2021: Franklin High School students continue tradition of **Youth and Government** week in partnership with City of Franklin and B.P.O.E Lodge #1280



May 20, 2021-May 23, 2021 Grade 7-12 production of Sweeney Todd

Students worked diligently through Covid restrictions and other challenges to stage an amazing show!





FMS continued tradition
of recognizing
**Student/Staff of the
week**, pivoting to Zoom
and YouTube as needed



FHS Class of 2023 hosted **“Sophomore
Sunrise”** with refreshments and activities as a
creative fundraiser. Some motivated staff and
students were treated to this beautiful view.

PSS Title 1 team
hosted **READING
CARNIVAL** activity
with families



Franklin Fire Dept.
brings learning to the
front lawn with the
egg drop challenge at
FMS



TRADITIONS, TRANSITIONS AND CELEBRATIONS

June 1, 2021
GOLDEN GRADUATE DINNER

Held on FHS football field to honor graduates who met
exemplary criteria for attendance, behavior, and academics.
36 Graduates and their families were served a picnic dinner
by faculty and staff.



Officers Miller and
Tracy help FHS
students celebrate
PROM and deliver
scholarships to
graduating seniors





FMS Principal Darsney welcoming incoming fourth grade students and families on a zoom meeting.



PSS Ukulele Club plays at the Fisher Cats Game!



CLASS DAY PARADE RETURNS!!

FHS Students take the traditional route down Central Street, while PSS and FMS forge their own paths. Franklin Fire Department brings back the BBQ!



Franklin Middle School and Paul Smith Elementary School held promotion ceremonies for their Eighth Graders and Kindergarteners

CONGRATULATIONS CLASS OF 2021!

Franklin High School
June 18, 2021



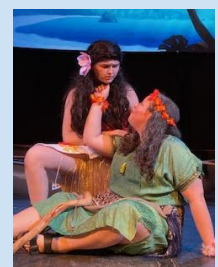
SUMMER OF 2021



FHS Students Alexis Mango and Angelina Parmalee attend Teen Institute Leadership Program, sponsored by **Franklin Mayor's Drug Task Force**



F.A.C.T. stages productions of **Get up and GO!** and **Moana Jr.**





Robust summer school programs allowing for competency recovery and enrichment were held at all three schools over the summer.

Franklin Fire Department visited FMS during this time.



Community Theater Production of Disaster



Franklin Football families met in July to plan for the season ahead

WELCOME BACK TOGETHER August 2021

September 1, 2021 was the first time that district-wide staff could gather since March 2020. Opening day honored the dedication to learning that ALL members of the Franklin School District displayed.



FALL 2021



Meet The Teacher &
Leann Miller
Celebration of Life
kicks off the fall at PSS



Officer Miller helps
judge the coloring
contest.

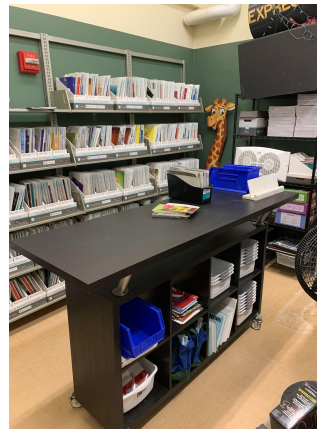


FHS National Honor
Society hosted an
orientation for incoming
Freshmen.

FMS hosted a parent
Meet and Greet.



FMS Continues to honor its
Students and Staff of the
Week, as nominated by any
member of the school
community



Teachers in grades K-6
participate in two full
days of training on the
new language arts
curriculum,
Fountas and Pinnell in
order to increase literacy
and align initiatives



FHS Celebrates Fall
with homecoming
parade, bonfire, and
outdoor dance.

SALT Team Tackles
hunger again.





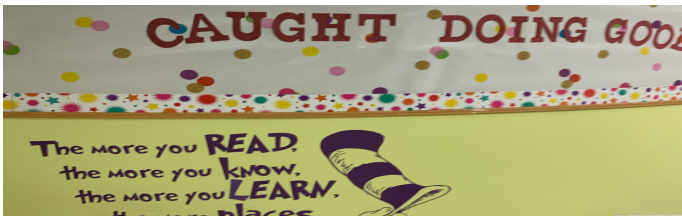
FHS Football team plays "Kaplan Kup" game vs. Bishop Brady, under the lights

Throughout the season, every Friday players honored staff members with "My jersey, your impact" to recognize the positive influence that staff (teacher Molly Horn, and custodian Travis Follansbee, above) has on individuals and the community



PSU's T.I.G.E.R. program returned to PSS and FMS with its anti-bullying message

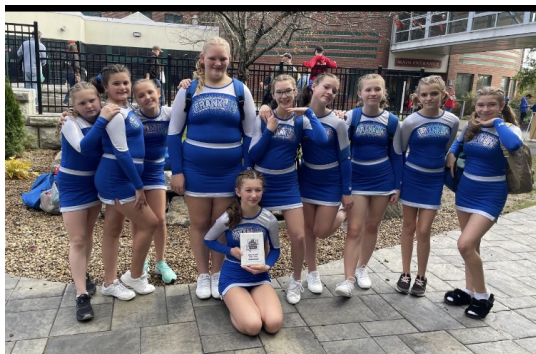
Franklin High School students have been exploring careers in manufacturing, in partnership with Watts and other community businesses. The Inn at Andover hosted this evening for discussion



Students "caught doing good" at PSS by staff and peers are given a ticket to bring to the office with a recognition of the action. Assemblies resumed this year, with students' tickets being drawn, raffle style, for special prizes.



Food service director Brenda Petelle honored as Franklin's Business and Professional Woman of the Year



FMS Middle School Cheer Team wins "Battle in the Capitol"



HALLOWEEN 2021



Audio Body performs at FMS, thanks to Franklin Opera House



FHS's favorite veteran, custodian **Larry Beattie**, honored by Mrs. Chou's class on Veteran's Day



Grades 4-12 Production of **Matilda** staged at Franklin Opera House





November 16, 2021

I AM COLLEGE BOUND/ I APPLIED DAY

held at FHS



November 17, 2017
Portrait of a Graduate
organizes Professional
Development Day at Mojilaki
Country Club, providing
space and opportunity to
reimagine education with
our community partners



WINTER 2021



Community Theater Production of
Elf the Musical

December 3, 2021-December 12, 2021



December 21, 2021
The Polar Express
returns to PSS to pick
up passengers and
transport them on a
magical journey to the
North Pole



December 9, 2021

FHS National Honor Society Winter Induction

WELCOME 2022

January 19, 2022

FHS Counseling holds Info Session for **Winnisquam Agriculture Center** learning opportunities

During the last week of the semester, FHS students had a chance to work on competencies. **Those who were up to date took local field trips to learn about resourcefulness and other key components of POG.** At right, students are shopping at the thrift shop in a fashion challenge. Thanks to ALL the local businesses that supported this first ever effort.



With the much needed addition of an art teacher, PSS students have been able to work on projects like this **Chinese Lunar New Year Celebration**, incorporating competencies across subject areas



FHS hosted a “sold out” **blood drive** to support the community need.



FMS also brought back the “live” music performances from band and chorus



February 15, 2022
PSS celebrates the 100th day of the school year



BRING ON SPRING 2022

FRANKLIN GEAR MAKERSPACE teams up with FMS to offer after school activities to students. Woodworking and Culinary Arts classes are offered.



March 7-11, 2022

PSS celebrates Kindness Spirit Week



March 10, 2022
FHS Winter Sports Awards Banquet



Computer Science Classes were added at FHS this year, and several students were recognized for their accomplishments



Mr. D and Miller await actual spring



FHS Robotics Team awarded "Judges' Cup" for their work in raising mental health awareness



Learning OUTSIDE of the classroom at FMS, in the Library turned ancient Egypt, and doing Flight Simulator training at Manchester Airport thanks to City Councilor Jay Chandler and POG