



Franklin  
High School

# ANNUAL REPORT

DIRECTION

PROGRAM

RESULTS

DATA MEASURES



2024  
2025

# CONTENTS



## DIRECTION

**03** Letter from the Founder  
Who We Are

**04** School Goals

**05** Our Vision  
Our Mission  
Our Sponsor  
Our Board

**06** Safe Environment  
Equal Opportunity  
& Non-Discrimination

## PROGRAM

**07** Learning By All Means  
Mastery Learning

**08** Career Readiness  
Experiences  
Credit Flex Learning

**09** Arts & Movement  
Program

**10** 21st Century Youth  
Development Program

**11** All Students Learning  
Core Curriculum  
Interventions  
Student Wellness  
Special Education  
Supports  
Child Find Services  
Section 504  
Participation

**12** Supports for Families  
Family Education Rights  
Missing Children  
Clearinghouse  
Resource Center

## RESULTS

**13** School Data  
One Plan

**14** Prepared for Success

**15** College Credit Plus  
2025 Graduation

## DATA MEASURES

**16** Enrollment  
Projections

**17** Student & Faculty  
Demographic Data

**18** Revenues

**19** Expenditures

**20** State Officials  
2025-2026  
FHS Personnel

# DEAR FHS FRIENDS, FAMILIES AND SUPPORTERS

It is with pleasure and pride that I welcome you to review the 2024-2025 Annual Report for Franklinton High School. On behalf of our amazing students, wonderful parents, dedicated staff, and community friends, we believe that you will find within these pages the elements of excellence that have combined together to make Franklinton High School a premier 'school of choice' for young people on the West Side of Columbus and elsewhere throughout the City.

In our 6th year operating out of our permanent home in the heart of historic Franklinton, we are honored to be a vibrant and growing part of Franklinton's revitalization. Our students are the 'heart and soul' of our community and through collaboration, creativity, and understanding, our students and staff are redefining what is possible within a small, community-centered, urban high school.

When asked to identify the elements of excellence that make FHS great, I point to these interconnected components:

- Students and parents eager for a school that cares deeply about them and is invested in clearing away challenges that get in the way of students' achievement, personal growth and development.
- Dedicated and professional teachers who share strong academic content knowledge with a passion for developing trusting relationships with students, families, and each other.
- A commitment to exploring the wide and diverse post-high school options that are available to our students and finding the ones that align with their interests.
- A learning community deeply invested in Restorative Practices as the means for building and sustaining a growth mindset culture that is unmatched anywhere in this city and beyond.
- A diverse and dynamic Arts & Movement Program offering classes taught by community-based artists, dancers, graphic designers, animators, sculptors, music industry professionals, and other creatives, giving our students opportunities to explore and express their creative interests through presentations, portfolios, and performances.
- A 'never enough' attitude of providing our students with all of the opportunities and experiences they deserve while they are learning, engaging, and preparing for life after high school.

All young people everywhere deserve a safe, dynamic, and academically challenging high school that embraces diversity and recognizes that the traditional 'one-size fits all' school model is a thing of the past. At FHS, we tailor our instruction to the individual needs of our students and consequently our students demonstrate high individual academic and person growth. We believe that our students thrive because they are both seen and known by their teachers and their peers. Our commitment to community makes this a reality. Please consider this letter as an open invitation to come see for yourself. FHS is changing lives every day in the heart of Franklinton.

## WHO WE ARE

Franklinton High School is a grade 9 through 12, five days a week, public tuition-free community high school generally serving students from the urban areas of Franklinton, the Hilltop, and the West Side of Columbus, Ohio. Our permanent location in the heart of Franklinton at 89 Avondale Ave. has been renovated from a 1905 community church, into our new location.

FHS begins each day with Morning Meeting. This is a highly valued community and relationship-building school practice that defines us. All students and faculty assemble – standing or sitting – share school news, updates, celebrate birthdays, share sad events, recognize student achievements, and make announcements they want to share with the entire school – sometimes even using this time to ask a date to Prom. During the school day small class sizes in all classes offer opportunities for teachers to actively engage students within the core curriculum, and in the Arts & Movement classes. FHS weekly Advisory Program is focused on identifying and beginning the travel on a career pathway.

The faculty meet twice weekly in Collaborative Planning during the school day to coordinate plans, develop innovative approaches to teaching and learning, and check in on individual student progress. This was our 5th year to receive special funding as an Ohio Department of Education and Workforce identified Quality Community School.



**Martin S. Griffith**  
Founder & Executive Director  
Franklinton High School



# SCHOOL GOALS

<b>01</b>  <b>Maintain a school-wide culture of respect for each student and for their unique talents and strengths.</b>	<b>02</b>  <b>Engage students as active participants in all aspects of school life.</b>	
<b>03</b>  <b>Assure that the school culture and environment are physically and emotionally safe for all students, faculty, and guests.</b>	<b>04</b>  <b>Recruit, hire, train, and retain content area experts who are passionate and relentless about the success of our students.</b>	<b>05</b>  <b>Assure academic learning by preparing students to demonstrate success on state and national tests.</b>
<b>06</b>  <b>Engage all students in one or more career pathways.</b>	<b>07</b>  <b>Honor the public trust through the responsible use of public and private resources.</b>	

# OUR VISION PREPARATION FOR LIFE

This is a tall order that is extremely important to us. It is essential that our students mature into capable adults who can make good decisions for themselves into their futures, and who will be able to support themselves and their families with meaningful living-wage employment.

## OUR MISSION

To laser-focus our efforts so that all Franklinton High School's students will graduate from high school prepared to be successful in a career by furthering their education at a two or four year college, at a trade school or in an apprenticeship program, or in the military as a training program or as a career.

We believe that our students will thrive into their futures if they have strong relationships with friends, with teachers and school personnel, with mentors and academic advisors, and with those from the community who work with FHS students. Positive relationships are the glue that keeps students in school, showing up every day to focus on their learning, and earning their high school diploma toward being successful members of their communities.

FHS students meet all of Ohio's graduation requirements, including mandatory participation in all state required beginning and ending of the school-year tests, and End-of-Course testing. Standards approved by the Ohio Department of Education and Workforce direct student learning, in addition to standards identified by a variety of career getting and career keeping national and state organizations. Our operating policies, procedures and practices reflect Ohio requirements, and educational best practices that support our unique population.

## OUR SPONSOR

Office of School Sponsorship – Ohio Department of Education and Workforce began as FHS sponsor in January 2023. As a school sponsor they provide educational support and oversight to their community schools. This includes opportunities for professional development, providing technical assistance, assuring compliance with state expectations, and setting performance and accountability standards for its schools relating to academic programs, operational and legal compliance, and finances.

Further, the sponsor is required to monitor and evaluate these areas by attendance at governing board meetings, on-site visits, a thorough review of compliance surveys and monthly financial reports, a review of Ohio School Report Card indicators, and a review of performance against measures listed in the school's community school contract. On at least an annual basis the sponsor submits a written report about the school to the Ohio Department of Education and Workforce, and must make the report available to the parents and students enrolled in our community school.

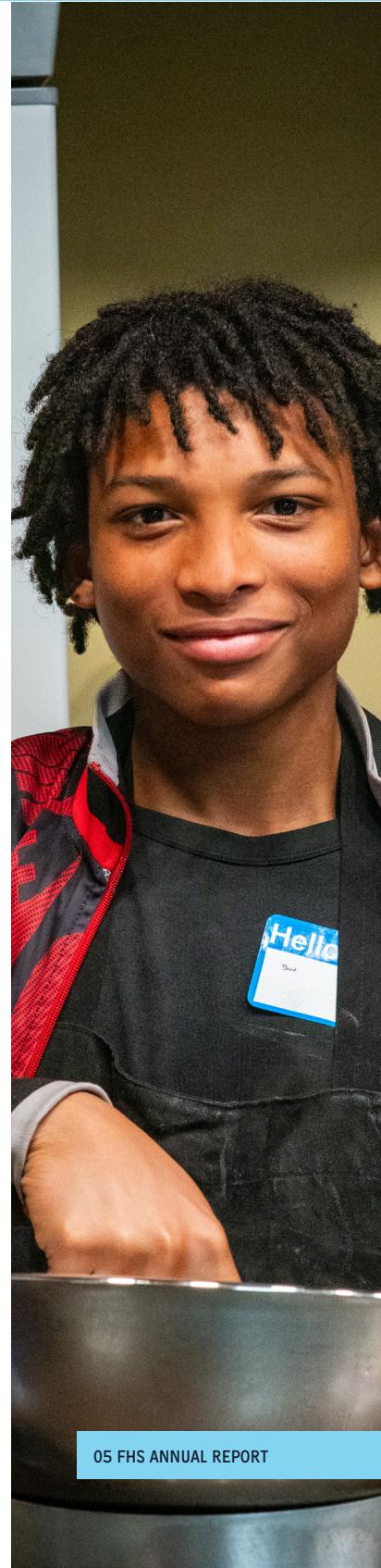
## OUR BOARD

Board members are from the Columbus area and have expressed an interest in supporting the Vision and Mission of FHS.

The Franklinton High School Board meets every six weeks at 83 Avondale Ave. Meetings begin at 5:00pm. Dates are posted on the FHS website. These are meetings held in public according to Ohio's Sunshine laws, and include a public comment period.

Those interested in serving on the Board should submit their interest in writing to Marty Griffith for Board consideration.

The minutes from Board meetings are available for review in the FHS office during regular business hours. Records requests can be made to Anne Hyland.





# SAFE ENVIRONMENT

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FHS is committed to assuring that our school is a physically and emotionally safe environment for all who are part of our programming. This includes students, employees, parents, and visitors.

Our doors are secured when students are in attendance. We practice monthly fire and tornado drills as required. We have emergency plans that direct how we are to protect students in various crisis situations. We followed COVID protocols to keep the school clean and sanitized. We are a bully free, drug free, gang free, smoke free, and weapons free environment. Teachers are trained in child abuse prevention, blood borne pathogen safety, Choking First Aid, Teen Suicide, and Restorative Practices.

We collaborate with fire and police departments to assure a safe school. We have a working relationship with Children's Hospital to support health and wellness issues, and with OSU College of Social Work to support mental health concerns. We are serious about supporting our Anti-Harassment, Anti-Bullying, Anti-Discrimination Policy.

FHS received an Innovation Linking Grant through the Ohio Attorney General's Office that links the school and first responders by providing immediate camera access to the school's interior and exterior should there be a school emergency.

# EQUAL OPPORTUNITY AND NON-DISCRIMINATION

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In the year-end student survey:

**90.5%**

of students reported that they have a positive relationship with the adult staff at FHS.

**97.6%**

of students reported that they are treated with respect by the staff at FHS.

**94%**

of students reported that FHS is a safe place for them.

**88%**

of students reported they have positive relationships with classmates at FHS.

**88%**

of students believe they show respect for others, even if they are different from themselves.

**Franklin High School assures:**

- All school related learning, working, and transportation environments will be free from all forms of discrimination and harassment, including bullying. This full policy is posted on the school website.
- All students have equal educational opportunities. Any limitations to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.
- Equal opportunities for employment, retention, and advancement of all personnel.
- These protections are in effect regardless of race, color, national origin, ethnicity, citizenship status, immigration status or status of parents or guardians, limited English skills, religion, gender identity, sexual orientation, economic status, homeless status, migrant status, age, marital status, pregnancy, or disability/handicap.

# LEARNING BY ALL MEANS MASTERY LEARNING

FHS is committed to assuring that every student will graduate from high school and will be able to demonstrate the skills and abilities needed to obtain and keep employment now and into their future. This means that students **MUST** demonstrate mastery of important content, whether this takes a long time or a short time. Students are assigned to courses they need to meet graduation requirements, regardless of what "grade" they may be in. FHS is focused on learning, not seat time.

Students work toward well-defined learning objectives. Teachers provide whole group and small group instruction, and one-to-one tutoring. Specific and frequent feedback to students is essential. Students participate in direct instruction, cooperation with classmates, or are engaged in independent learning. Students show evidence of their learning against expected learning objectives.

Here is an example of a mastery project. Following instruction in Financial Literacy course on credit debt, students were given information about a person who had three high debt credit cards, had car payments to make, rent to cover, food to be purchased, some medical expenses to pay, a job that paid a certain amount of money each month, and a desire to go to school to get needed training for a better paying job. The task was to plan out a repayment plan for all the debt in the shortest amount of time possible.

At the FHS End-of-Year Student Awards Assembly 23 Academic awards were presented, 25 "Grit" Awards recognized students who demonstrated perseverance, 18 Internship students were recognized and 4 Firebird recipients were named. These are students who have consistently demonstrated character, scholarship, leadership, and service to the school community. This recognition went to Winston Dehart, Miana McMeans, Lilly Dehart, and Victoria Guterres.



*"FHS is a welcoming school with really good people and friends that care about our school and our community as a whole."*

**FHS Supporter**

*"My favorite thing about FHS is that we are like a big family. We care about each other like family cares about each other."*

**Kathleen Watson**  
Science Teacher



# LEARNING BY ALL MEANS CAREER READINESS EXPERIENCES

As part of Advisory, teachers and students develop a digital Student Success Plan for each student that includes personal strengths and challenges, post-graduation aspirations, an individual learning plan designed for success, all course credits earned, state test scores, and samples of exemplary student work. This becomes the student's road map toward high school graduation and their career options.

In meeting our central mission of high school graduates who are prepared to be successful in their pathway to a career, we focus on developing learning and work essential practices. In addition to paying attention to solid academic skills, FHS students participate in experiences that are career entry points.

A weekly advisory class includes researching career choices, completing applications, resume development, and interpersonal skill development and career readiness, including identification of training that may be required beyond high school to prepare for meaningful employment.

Last year's activities included in and out of school internships, some of these over the summer in paid positions, at Other World. Four students participated in Columbus Neighborhood Design Center summer paid internships that culminated in a redesign of the exterior of a local business. FHS partnered with National Center for Urban Solutions that supports FHS students, and parents, to receive hands-on training and industry credentials.



## CREDIT FLEX LEARNING

Franklin High School includes opportunities in its educational program for students to learn and to earn high school graduation credit both within the classroom, and beyond the traditional classroom, school day, and/or school year. These options are the procedures used by students to self-design their own purposeful learning experiences. High school credit earned is flexible in that it is specified in the student's plan, and is based entirely on mastery demonstration of learning.

The Credit Flexibility Plan documents the learning to be demonstrated and the criteria for the evaluation of learning. The actual learning is the responsibility of the student, whereas the evaluation of the learning is the responsibility of an appropriate staff member. The Plan serves as a record of the established agreements.

# ARTS AND MOVEMENT PROGRAM

## ABOUT THE PROGRAM

At Franklinton High School, we define arts literacy as a blend of knowledge, inspiration, language, skills, and tools. This holistic approach empowers students to discover their unique voices through artistic expression, offering them the chance to explore and refine their talents. Our program dedicates 25% of the school day to creative endeavors, allowing students to immerse themselves in two artistic disciplines each semester.

Guided by professional community artists and aligned with Ohio Arts Education standards, the Arts and Movement Program ensures that students engage with a wide variety of creative forms, including painting, dance, theatre, photography, martial arts, yoga, and more. These courses not only help students uncover hidden talents but also fulfill graduation requirements, blending the joy of learning with practical skill development.

Arts Literacy at Franklinton High School is focused on the practical application of knowledge, encouraging students to create tangible products and performances that showcase their skills. From murals to performances, students are continually inspired to express their ideas while developing a love for the arts. This environment fosters creativity and joy, making learning a rewarding experience.

In addition to daily classes, the program offers students opportunities to publicly showcase their talents, whether at school awards assemblies or other performance events. With the support of community artists, students participate in projects like the 2023 mural installation funded by the Greater Columbus Arts Council, as well as digital design ventures, including sticker sales at the Small Press and Alternative Comics Expo.

The Arts and Movement Program at FHS exemplifies what it means to be a well-educated person, combining academic achievement with creative exploration, ensuring that students leave with both knowledge and confidence in their artistic abilities.

At FHS we are pleased and grateful to add more organizations to partner with, including: BalletMet, CAPA, Columbus Children's Theatre, and Short North Stage. Adding to our fold are also a phenomenal group of professional artists who engage FHS students in this exciting program that incorporates photography, painting, digital design, animation, dance, yoga, martial arts, cooking, beauty, sculpture, and audio design for our own FireBird Records.



*"The majority of my foundation, morals and beliefs as a person were developed from the arts education I received as a young and growing scholar and artist. We take artistic growth seriously here at FHS as, I truly believe, learning to be a good artist is learning how to be a good person. The opportunity for our students to learn and grow from within this space with artistic community leaders within our city is one I am thankful I get to witness and help further develop and guide."*

**Myles Lawson**  
Arts and Movement Director



# 21ST CENTURY YOUTH DEVELOPMENT PROGRAM

## ABOUT THE PROGRAM

During 2024-2025 FHS completed its second year of participation in a highly competitive 21st Century grant. This is the second five year beyond the school day programming grant the school has received. 47% of the school population participated in the school-year activities that were designed to: develop youth in the building of background knowledge, improve reading and mathematics skills, broaden student perspectives on career readiness including college experiences, earn students Ohio Means Jobs Readiness Seals needed as part of graduation requirements, and engage parents with their young persons. Activities were shared on social media and on the FHS web-site.

Homework help desk opportunities were available before the start of the school day and also after-school where students received learning assistance in reading, writing, and mathematics. A number of Clubs were developed to respond to student identified areas of interest. These included pottery, media recording, fitness, yoga, guitar, and video-game club. Students visited Otterbein University, Ohio State University, and Ohio University.

Last year's activities included multiple career fairs held in the building, college campus visits, skilled industry hands-on exhibitions in several Columbus locations, and interviews with Columbus Convention Center staff.



## SUMMER PROGRAM

24% of FHS participated in a 6 weeks summer program that was able to offer extended day programming. Science week included daily experiments, and trips to COSI, the Columbus Zoo, and glacier created Kelly's Island. Art week produced impressive pieces of two dimensional art and a visit to the Columbus Museum of Art. Weekly cooking classes focused on easy to make family meals and a published cook book. Students also visited Zoombezi Bay, Cedar Point, Vets Memorial, played Top Golf, and enjoyed the Trampoline Park and the ZipLine Park.

*"We are privileged to have received this federal grant that allows us to provide an extensive after-school program for FHS students. Our after-school program allows us to expand our learning opportunities and involve students in significant experiences that prepare them to be successful in their learning and working future."*

**Dr. Anne Hyland**  
FHS Superintendent



# ALL STUDENTS LEARNING

## CORE CURRICULUM INTERVENTIONS

All FHS students will learn, but not always in the same way or at the same time. All teachers pay attention to student needs and goals, and are constantly adjusting teaching patterns to assure student learning. For example, teachers present information in multiple formats, students can select projects of interest to them, various presentation formats are available for student projects, group work is included frequently, study guides are provided, and a variety of assessment patterns are used. Explicit practice and coaching are provided for high-stakes tests. Ongoing communication and outreach for parent involvement is also an important component for all students. The Federal Title I fund helps to support these ongoing core curriculum interventions for all students.

## STUDENT WELLNESS

Nationwide Children's Hospital community bus visits FHS monthly to support student medical needs including physical examinations for job and athletic participation, and conducting small group medical issue counseling. FHS has two school social workers on staff, and OSU College of Social Work interns to address the needs of students and families.

Using CASEL's five domains as a framework, the Wellness Team facilitated social/ emotional learning development lessons in advisory and in groups to teach students how to manage their emotions and behaviors, how to build and sustain healthy relationships, how to set and achieve goals, and how to make decisions. The FHS team responded to student emotional needs on an individual basis, created intervention plans to help students with behavioral needs, and worked to repair and restore damaged relationships using Restorative Practices, all focused on promoting overall student wellness.

## SPECIAL EDUCATION SUPPORTS

Relevant programming is developed for each identified student by our licensed Intervention Specialists. Students are served in an inclusive academic setting with accommodations and modifications embedded in the regular classroom supported by two IS teachers. Daily one-to-one and/or small group instruction is provided for pre-teaching, re-teaching, and extended practice and feedback. Pull-out services are scheduled for speech/ language therapy, fine motor skill therapy, and periodic testing. 27.8% of FHS students received special education services. The state average is 15%.

## CHILD FIND SERVICES

All schools in Ohio are required to provide appropriate services to students with disabilities at no cost to families. Sometimes there are students with disabilities who are not attending school because they are not aware of available services. Conditions that may go unidentified are hearing, visual, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive disabilities, other health impairments, physical impairments, autism, and traumatic brain injury.

If you are aware of a high school aged student through age 21 who may fit one of these descriptions, and who is not attending school, please contact Principal Jennifer Griffith for additional information. Once our school is notified, we collaborate with parents to let them know about programs and services available. These can be modified to meet each student's learning needs. We maintain confidentiality and we help parents develop an educational plan at no cost to the parents.

## SECTION 504 PARTICIPATION

Section 504 of the Rehabilitation Act of 1973 provides that "No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

"Disabled person" means any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. For further information about Section 504 accommodations please contact Anne Hyland at Franklinton High School, 614-427-1012.

# SUPPORTS FOR FAMILIES

## REQUESTS TO FAMILIES

Family support of their children is an important factor in student attendance, achievement, and in student future goal setting. All students are assigned to an advisory group. One role of the advisor is to facilitate communication between home and school so that all are informed. FHS is grateful to have support from our families, and appreciates the help provided. Many of the projects coordinated as part of the 21st Century program included parents in planning and community out-reach. Parents attend student performances and parent-teacher engagement days.

- Please call the school office, 614-427-1012, if your child will be out of school for any reason.
- Please provide the most up-to-date address for students, including if there is a new address during the school year.
- Let the school office know if there are allergies, including food allergies, of which school personnel should be aware.
- The school office will secure medications for students if provided in original containers, and have a physician's order as to the proper dosage. Any remaining will be returned to parents at the end of the school year.
- The school office routinely provides basic antiseptics for cuts or abrasions, band aids, non-aspirin medication, and over-the-counter allergy medication. Please let us know if these procedures are not acceptable for your child.

## FAMILY EDUCATION RIGHTS

FHS has adopted policies and procedures for maintaining the security of student information ensuring compliance with FERPA legislation.

- Parents may request information on the professional qualifications of classroom teachers who provide instruction to students. Requests should be made to Anne Hyland.
- Student information, except for general directory information, is not shared without parental permission.
- Requests for records can be made to Marty Griffith or Anne Hyland.
- FHS Policy JO: Student Records is included in the School Policies section on the FHS Website.

## MISSING CHILDREN CLEARINGHOUSE

Missing child clearinghouses are organizations at the national level and in each state that provide resources for missing children, their families and the professionals who serve them. In Ohio, the Missing Persons Unit aid in searches for missing children and adults using social media, public records, law enforcement databases, and other resources.

The national clearing house information is available at: [www.missingkids.org/home](http://www.missingkids.org/home)

Information specific to Ohio is available at: [www.ohioattorneygeneral.gov/missingkids](http://www.ohioattorneygeneral.gov/missingkids)

## RESOURCES

Contact Ohio PIRC to identify resources about state and federal supports for schools, and other resources available on parenting: [www.ohiopirc.org/](http://www.ohiopirc.org/); or 1-888-647-4729

The Ohio Department of Education and Workforce provides resources and information about Ohio schools including parent specific resources: [www.education.ohio.gov/parents](http://www.education.ohio.gov/parents)

The State Library of Ohio has electronic links to resources of interest to parents: [www.library.ohio.gov](http://www.library.ohio.gov)

FHS posts on its website various family resources, and school policies that may be of interest to parents including Non-Discrimination, Anti-Bullying, Progressive Self-Governance, and Prohibited Forms of Discipline.

Lead Paint Info: Homes built before 1978 may have lead paint—contact your local health department for testing. Check [www.cpsc.gov](http://www.cpsc.gov) for current toy and jewelry recalls.

# SCHOOL DATA

Annually the Ohio Department of Education and Workforce publishes a report card for every school. The following data is from the ODEW Secure Data Center and/ or the Local Report Card for the 2024-2025 school year.

## Graduation Rate

The Graduation Rate considers all the students who were expected to meet all Ohio graduation requirements and would graduate within four years. The records are kept by cohort and any students who dropout of school (leave FHS and do not enroll in another school) are considered FHS non-graduates. FHS graduation rate is higher than ANY of the area community schools on Columbus' west side, and higher than the Columbus City high schools located in the FHS general attendance area (Briggs, West, East, South)

**The Graduation rate for FHS for 2024 was 77.8%.**

**The Graduation rate for FHS for 2025 is 84.2%**

## Progress Rate

Student progress in academic achievement is collected in several ways. Pre and post achievement data is collected each year using the required Renaissance STAR assessments in reading and mathematics. Additionally, the past three years of achievement on all state assessments is used to develop a predicted achievement level. Students are expected to show at least one year of improved learning for every year they are in school.

FHS has met or exceeded this expectation in all subjects for each of the last 3 years. Students at FHS are moving forward with their learning.

## Attendance

Students will learn and meet graduation expectations when they are in school. Students who are Chronically Absent are missing more than 10% of their instructional school time. Over the past four years students across Ohio improved their chronic absenteeism rate by 5% points. All FHS students, including all student groups, have improved their chronic absenteeism rate by 27% points. FHS still needs to improve by 34% more points in order to meet the state expectation of 26.8%.

**FHS overall attendance rate is 84%.**



## One Plan

The Ohio Department of Education and Workforce has developed a ONE PLAN program that enables educational entities to efficiently and effectively assess needs, and to create a single plan that will leverage federal, state, and local funds to prepare students for a successful future. Each school identifies and develops goals that it believes will strategically move the school forward.

FHS identified two goals. The first is to reduce chronic absenteeism to meet the state rate within the next three years. Data is collected daily and reviewed by a school committee weekly. Phone calls and conferences with students and parents are made to determine if there are family supports that the school can provide that would help get students to attend school on a regular basis.

The second is to focus on classroom instruction that has been proven to improve learning by all students. This includes increasing reading and writing literacy in every classroom, attention to numeracy, understanding graphs and charts, discussions to discover meaning in text materials, and real-world applications as evidence of learning. These strategies are reviewed weekly by teacher teams who also examine student work to identify needs and successes.

The complete Plan and Strategies is posted on the FHS website under Official Reports and Grants in the lower banner.

# PREPARED FOR SUCCESS



Ohio high schools are focused on student success during high school by meeting curriculum and competency assessment requirements. In addition, students must show they are ready for success in their next steps beyond high school graduation.

There are multiple measures available that FHS can use to gauge student success toward these goals.



## DUAL CREDIT ENROLLMENT

Last year FHS Juniors earned 33 college credits, and Seniors earned 64 college credits at Columbus State Community College. These courses also met high school credit requirements.

## INDUSTRY CREDENTIALS

These are evidence of passing either state or national career assessments. FHS offered courses through NCUS-Tec in Retail Industry Fundamentals, and Customer Service & Sales. 15 students successfully completed these courses and passed the required exams.

## ACT PARTICIPATION

FHS hosted a six-week ACT preparation workshop. 11 students participated in ACT testing. The highest composite score was 22. The average composite score for all test takers was 14.3. The Ohio State average is 19.

## READINESS SEALS

These are evidence of meeting state and local success indicators in various career pathways. FHS graduates earned a total of 140 Seals in Citizenship, Community Service, Fine Arts, Industry Credentials, Military Enlistment, Science, Student Engagement, Technology, and Dual-credit college enrollment.

## FURTHER EDUCATION ENROLLMENT

FHS students have been accepted into and are currently attending University of Akron, Central State University, Columbus State Community College, Miami University, Ohio State University, Ohio University, Ohio Wesleyan University, Wilberforce University, and US Marine Corps enlistment.



## COLLEGE CREDIT PLUS

FHS participated with Columbus State Community College to provide College Credit Plus experiences for students. Credits earned at CSCC also meet high school graduation credit requirements. There is no cost to students for these college courses or text books.

11 individual students took a total of 13 courses, totaling 26 college credits. This cost FHS \$10,242 plus textbook costs. Students took courses in English, Biology, Psychology, Sociology, Geology, Math, and Intro to College. All courses were typical Freshman level college courses. None were remedial courses. 1 student was male and 7 were female. 4 students were black and 5 students were white. 11 students were listed as low income students. 1 student received special education services.

## 2025 GRADUATION

6

140

14

\$2,000

Seniors earned multiple college credits from Columbus State Community College.

Badges were worn by students representing the career readiness benchmarks each student had completed.

Seniors earned GPA's of 3.0 or higher.

in scholarships were awarded by Dr. Frederic Bertley, Interim CEO of NVMM and CEO and President of COSI, to Anthony Moss and Ezra Jameson.

# ENROLLMENT PROJECTIONS

2024-2025

**54**

Freshmen  
Students

2025-2026

**68**

Freshmen  
Students

2026-2027

**50**

Freshmen  
Students

**37**

Sophomore  
Students

**47**

Sophomore  
Students

**45**

Sophomore  
Students

**26**

Junior  
Students

**34**

Junior  
Students

**47**

Junior  
Students

**32**

Senior  
Students

**18**

Senior  
Students

**34**

Senior  
Students

**149**

Total  
Students

**167**

Total  
Students

**176**

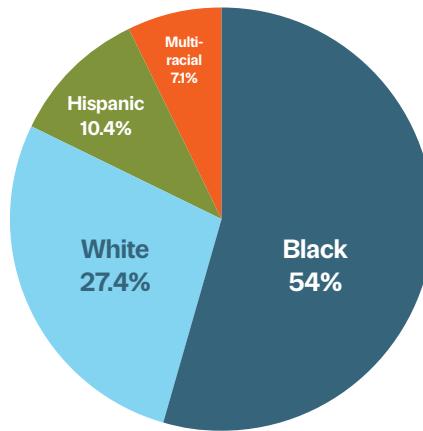
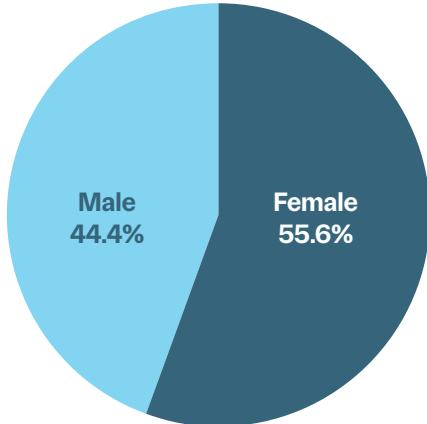
Total  
Students



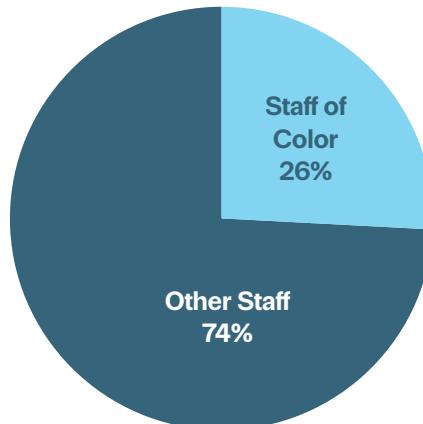
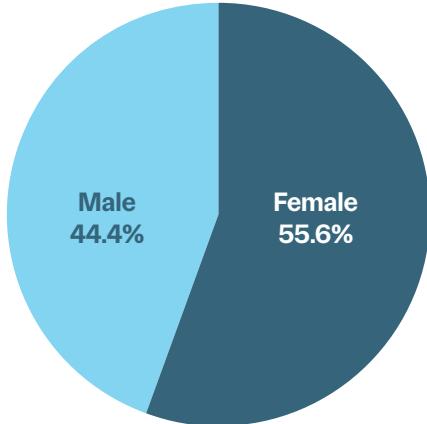
# STUDENT AND FACULTY DEMOGRAPHIC DATA

This is the fifth year of operation for Franklinton High School. Classes began August 23, 2024, with an initial enrollment of 157 students. FHS graduated 39 (out of 46) Seniors. Averaged enrollment for the year was 149.

STUDENTS



FACULTY



2024-2025 Employees

Certified Full-Time-Equivalent Teaching Staff, Including Arts & Movement 10.3

Student to Teacher Ratio 14.4:1

Support Staff (Includes 2.5 Mental Health Professionals) 6.5

Administrators 3.2

OVERALL STUDENT ATTENDANCE

**86.1%**

87.7% Male Students  
85.2% Female Students

CHRONIC ABSENTEEISM RATE

**61%**

% of students who missed 10% or more school days (State Rate is 25.6%)

MOBILITY

**23.9%**

% of students who didn't spend a majority of the school year at FHS

MET POVERTY STANDARDS

**96.4%**

State Rate: 55.3%

SPECIAL EDUCATION

**28%**

State Rate: 17%

# REVENUES

Annual audit reports are available at [auditor.state.oh.us](http://auditor.state.oh.us); FHS has received clean audits each year. FHS contracts for food service, tech support, special education, and data systems. The Ohio Department of Education and Workforce sponsors FHS.

## Cash Balance

**Beginning Balance** **\$225,183**

July 1, 2024

**Revenue** **\$2,739,032**

**Expenditures** **\$2,554,664**

**Ending Balance** **\$409,551**

June 30, 2025

## Ohio Revenues

**Base Support** **\$1,140,009**

**Targeted Assistance and Low-Income Support** **\$165,135**

**Special Education for 42 Students** **\$348,279**

**Facilities Support** **\$148,840**

**Equity Supplement** **\$96,825**

**Total State Foundation Funds** **\$1,787,064**

## Federal Grants Received

**Title 1** **\$155,298**

Reading & Math  
School-Wide Program

**IDEA** **\$53,973**

Special Education

**Title II A** **\$10,198**

Professional Development

**21st Century** **\$197,930**

**After School Programming**

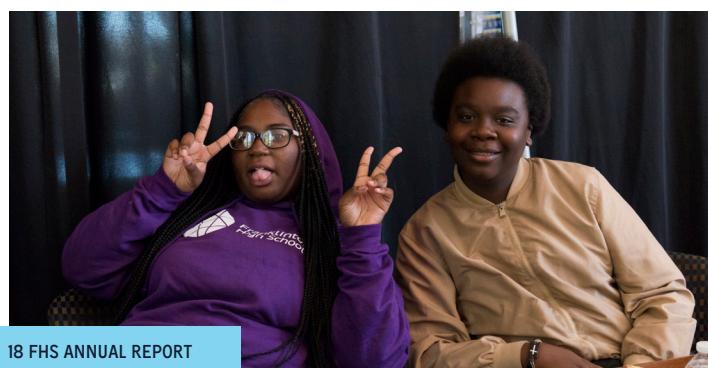
**Title IV-A** **\$10,723**

Student Support

**Total Federal Grants** **\$428,122**

## Additional Funds Received

**Broadband Connectivity, Quality Community School, & Food Service Reimbursement** **\$523,846**



# EXPENDITURES



Expenditure Area	Amount	Percentage of Total Budget
<b>Personnel</b>	<b>\$1,742,107</b>	<b>68%</b>
Salary & Benefits		
<b>Purchased Services</b>	<b>\$425,153</b>	<b>16.6%</b>
Sponsor Fees, Legal Fees, EMIS, Copiers, Property Services, Utilities, Internet & Web Services, Food Service, Technology Support, Field Trip Transportation, COTA Bus Passes, Student Recruitment, Website & Communications, College Credit Plus		
<b>Supplies &amp; Materials</b>	<b>\$116,164</b>	<b>4.5%</b>
Student Chrome Books, Software, Instructional Resources for Classrooms		
<b>Capital Equipment</b>	<b>\$22,320</b>	<b>0.87%</b>
For Classrooms and the Building		
<b>Other</b>	<b>\$248,856</b>	<b>9.7%</b>
Debt Repayment, Bank Fees, Mortgage, Audit Fees, Insurance		
<b>Total</b>	<b>\$2,554,664</b>	<b>100%</b>

If you would like additional information on any of FHS funding programs, or to make suggestions regarding use of our funds, please contact Anne Hyland at 614-427-1012. All funds and grants received for the current school year are posted on the FHS website under Official Reports & Grants linked from the bottom banner.

## Ohio Department of Education and Workforce Spending Report

- 85.1% of Franklinton High School funds were spent on classroom instruction
- 15% of funds were spent on non-classroom expenses
- ODEW is reporting Ohio spending per pupil for Franklinton High School at \$11,993.32
- With the addition of federal grant funding, Franklinton High School spending per student was \$17,145.50



# STATE OFFICIALS

## State Board of Education

Cathye Flory, District 6  
30 West Spring St.  
12th Floor, Columbus, OH 43215  
cathye.flory@sboe.ohio.gov

## State Legislators

Senator Hearcel F. Craig, District 15  
Senate Building – 1 Capital Square  
Second Floor 228  
Columbus, OH 43215  
614-466-5131

Representative  
Dontavius L. Jarrells, District 1  
77th S. High St. 14th Floor  
Columbus, OH 43215  
614-466-5343

## Federal Representative

Representative Mike Carey  
15th Congressional District  
US House of Representatives  
1433 Longworth HOB  
Washington, DC 20515  
202-225-2015

Columbus Office  
140 E. Town St., Suite 1200  
Columbus, OH 43215  
614-927-6902

## Office of School Sponsorship

Ohio Department of Education  
and Workforce  
25 S. Front Street  
Columbus, OH 43215-4183



Franklin  
High School

## Franklin High School

IRN: 019226  
89 Avondale Ave.  
Columbus, OH 43222  
614-427-1012  
[www.franklinhigh.org](http://www.franklinhigh.org)

A monthly schedule  
of school events  
is available at  
[www.franklinhigh.org](http://www.franklinhigh.org)

# FHS PERSONNEL

2025  
2026

## Governing Board

Christiana Moffa  
President  
Tamara Zimmerman  
Vice-President  
Nieme Banks  
Secretary  
Jerome Bruckner  
Clare Krumlauf  
Kelly Malone  
Steve Malone  
Javelin Robinson

## Administrative Support

Martin S. Griffith  
Founder  
[griffith@franklinhigh.org](mailto:griffith@franklinhigh.org)  
Dr. Anne Hyland  
Superintendent  
[hyland@franklinhigh.org](mailto:hyland@franklinhigh.org)  
Todd Johnson  
Treasurer  
[toddjason44@yahoo.com](mailto:toddjason44@yahoo.com)  
Jennifer Griffith  
Principal  
[ladyj@franklinhigh.org](mailto:ladyj@franklinhigh.org)

## Arts & Movement Faculty

Alcantar Ali  
Digital Music  
Arris Cohen  
Art, Painting  
Marya Barrios  
Yoga, Boxing  
John Croke  
Cooking  
D'Andre Curenton  
Drum Line  
Lucy Dillon  
Dance  
Addison Hanna  
Sculpture  
Myles Lawson  
Director  
Persephone Mitchell  
Photography  
Mariah Starliper  
Beauty  
Cody Wood  
Martial Arts, Animation

## Faculty

Ashley Baxter  
School Social Work  
Sarah Baez  
School Psychologist Services  
Noah Campagna  
Intervention Specialist  
Jeff Clark  
Mathematics  
Jason Craig  
Social Studies  
D'Andre Curenton  
Technology  
Josh Davis  
Mathematics  
Abbey Fresco  
Intervention Specialist  
Trillyn Harper  
College & Career  
Brittany Harven  
21st Century Assistant Director  
Justin Jones  
Occupational Therapy Services  
Myles Lawson  
Front Desk Student Support  
Samantha Moody  
English  
Samantha Morelock  
Student Support  
Andrew Pena  
English, Spanish  
Jennifer Rishell  
Intervention Support  
Nikita Rivera  
21st Century Director  
Kathleen Sharp  
Speech Pathology  
Gabby Tylar  
School Social Work  
Kathleen Watson  
Science  
Andre Williams  
Building and Grounds