



## OVERVIEW

### School Details

Grades : 9-12

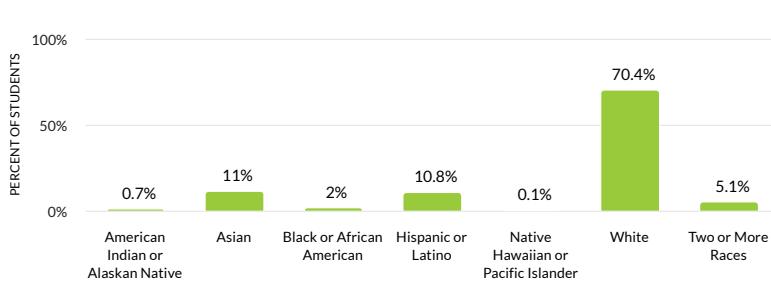
Enrollment : 1,606

Percent open enrollment : 8.5%

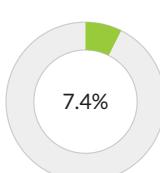
Franklin High School provides a robust 9th-12th grade learning program focused on helping all students become college, career, and life ready. FHS offers a diverse array of course offerings, including over 30 college credit courses. FHS offers a large selection of athletics and activities to assist students in developing skills beyond the classroom.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

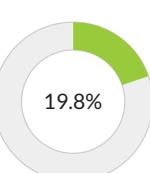
### Student Groups



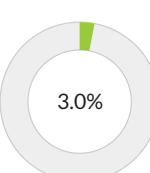
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

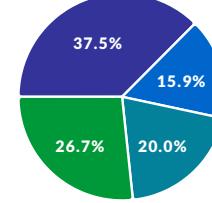
Overall Score

**76.3**

Exceeds Expectations

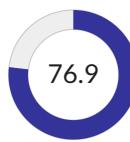


PRIORITY AREA WEIGHTS



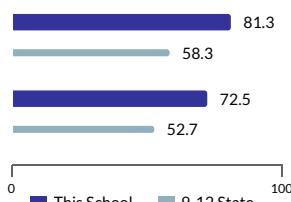
### Priority Area Scores

#### ACHIEVEMENT

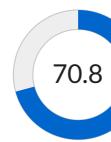


English Language Arts

Subject Area Scores



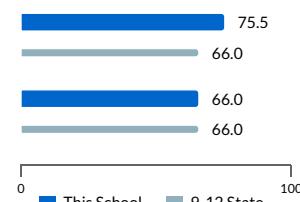
#### GROWTH



English Language Arts

Subject Area Scores

Subject Area Scores

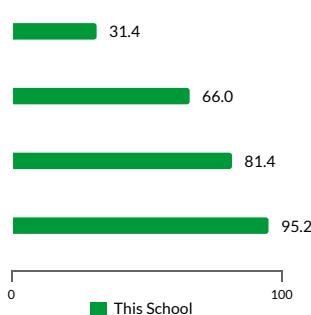


#### TARGET GROUP OUTCOMES



Achievement

Group Scores

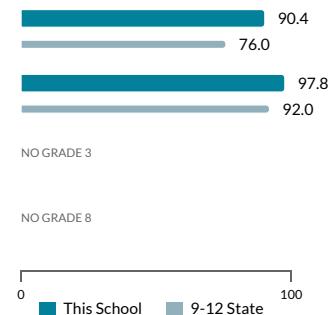


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

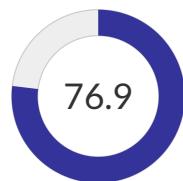




## ACHIEVEMENT

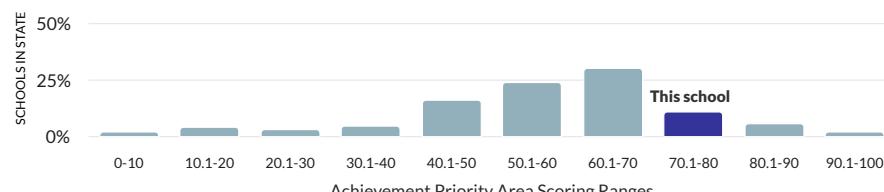
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

### Priority Area Score



**English Language Arts Score:** 81.3  
**Mathematics Score:** 72.5

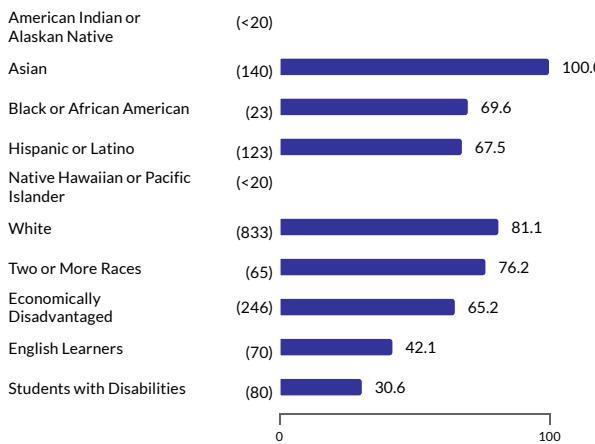
■ This school's score was the same or higher than 89.5% of 9-12 schools in the state.



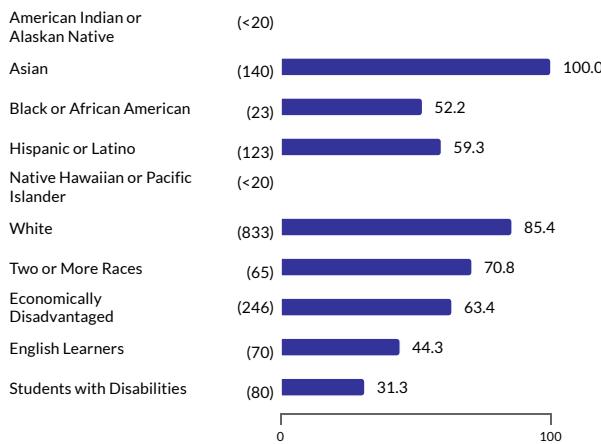
### Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



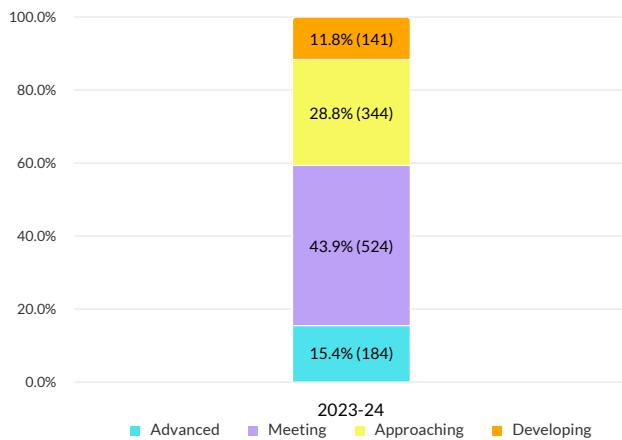
#### MATHEMATICS



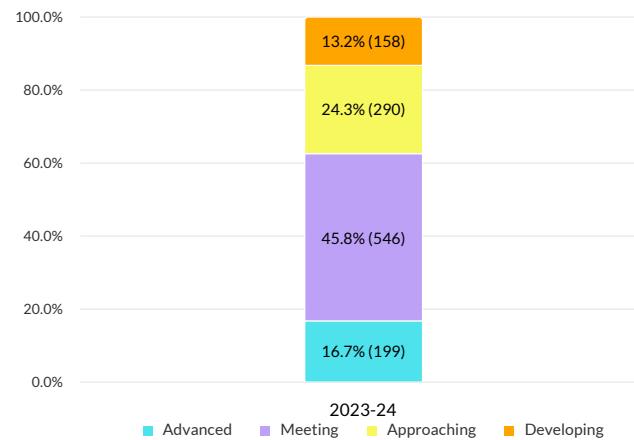
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.1%	94.4%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.1%	94.4%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,150	16.0%	45.2%	26.6%	12.2%	1,160	14.5%	42.2%	31.4%	11.9%	1,193	15.4%	43.9%	28.8%	11.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	119	25.2%	47.1%	19.3%	8.4%	119	22.7%	45.4%	21.0%	10.9%	140	32.9%	41.4%	18.6%	7.1%
Black or African American	26	7.7%	26.9%	30.8%	34.6%	24	20.8%	16.7%	50.0%	12.5%	23	13.0%	30.4%	39.1%	17.4%
Hispanic or Latino	110	10.9%	40.9%	30.0%	18.2%	118	9.3%	40.7%	32.2%	17.8%	123	6.5%	39.0%	37.4%	17.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	840	16.1%	46.0%	27.3%	10.7%	831	13.8%	43.1%	32.0%	11.1%	833	13.7%	45.9%	29.4%	11.0%
Two or More Races	47	8.5%	48.9%	21.3%	21.3%	57	15.8%	35.1%	33.3%	15.8%	65	16.9%	40.0%	21.5%	21.5%
Economically Disadvantaged	159	5.7%	35.2%	32.7%	26.4%	187	5.3%	32.6%	40.6%	21.4%	246	10.6%	31.3%	36.2%	22.0%
English Learners	57	3.5%	17.5%	36.8%	42.1%	61	0.0%	14.8%	44.3%	41.0%	70	1.4%	21.4%	37.1%	40.0%
Students with Disabilities	74	4.1%	6.8%	28.4%	60.8%	75	2.7%	10.7%	28.0%	58.7%	80	0.0%	15.0%	31.3%	53.8%

#### MATHEMATICS

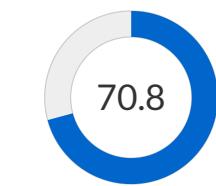
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,150	21.4%	31.3%	28.2%	19.1%	1,161	14.0%	34.3%	32.7%	19.0%	1,193	16.7%	45.8%	24.3%	13.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	119	33.6%	32.8%	21.0%	12.6%	119	28.6%	33.6%	25.2%	12.6%	140	33.6%	40.0%	20.0%	6.4%
Black or African American	26	7.7%	11.5%	26.9%	53.8%	24	4.2%	29.2%	29.2%	37.5%	23	4.3%	26.1%	39.1%	30.4%
Hispanic or Latino	109	11.9%	30.3%	31.2%	26.6%	118	7.6%	23.7%	38.1%	30.5%	123	4.1%	35.0%	36.6%	24.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	841	21.3%	32.3%	29.1%	17.2%	832	13.2%	36.2%	33.1%	17.5%	833	16.2%	49.3%	23.4%	11.0%
Two or More Races	47	19.1%	25.5%	27.7%	27.7%	57	12.3%	28.1%	38.6%	21.1%	65	15.4%	38.5%	18.5%	27.7%
Economically Disadvantaged	159	8.8%	19.5%	34.6%	37.1%	188	9.0%	23.4%	37.2%	30.3%	246	8.1%	36.6%	29.3%	26.0%
English Learners	58	5.2%	17.2%	32.8%	44.8%	61	1.6%	18.0%	36.1%	44.3%	70	2.9%	22.9%	34.3%	40.0%
Students with Disabilities	73	2.7%	9.6%	19.2%	68.5%	75	1.3%	4.0%	32.0%	62.7%	80	0.0%	13.8%	35.0%	51.3%



## GROWTH

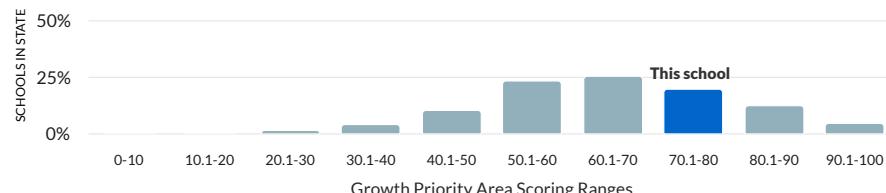
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 75.5  
Mathematics Score: 66.0

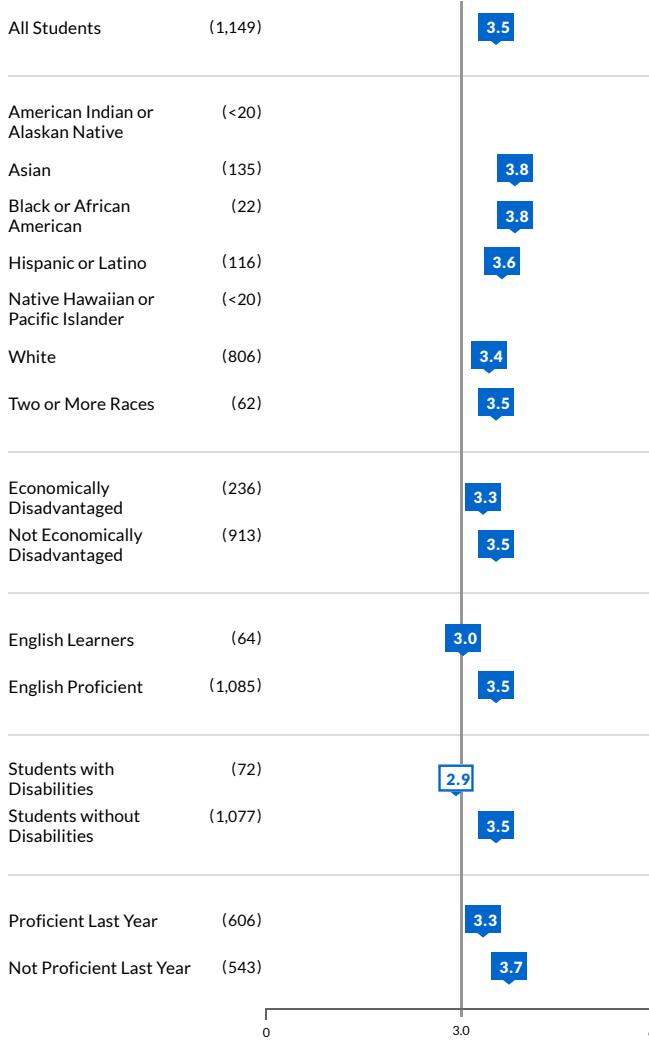
■ This school's score was the same or higher than 67.1% of 9-12 schools in the state.



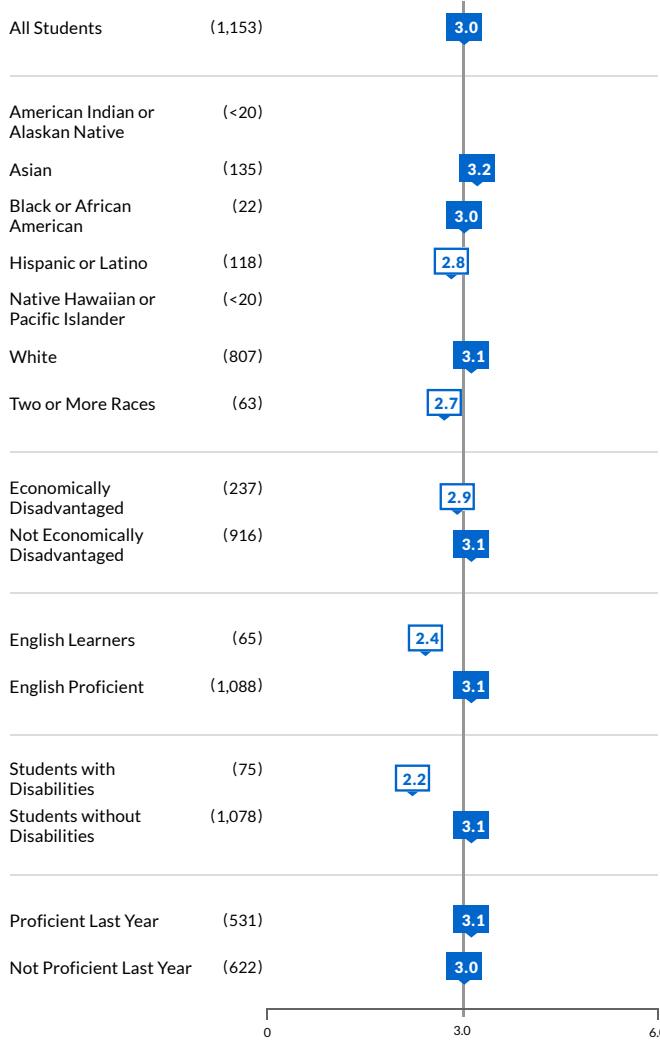
### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





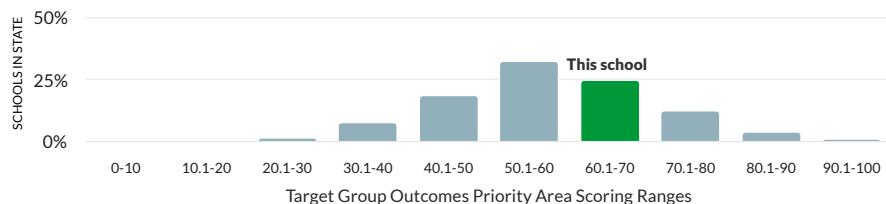
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 73.7% of 9-12 schools in the state.

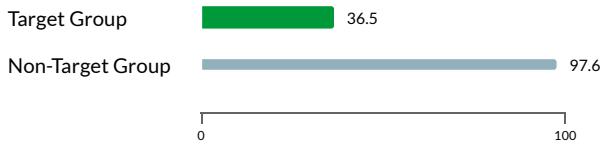


### Component Scores

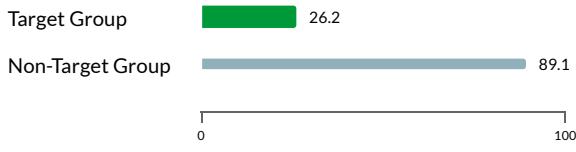
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

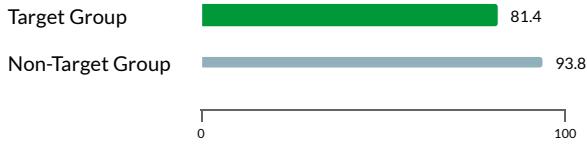


##### Mathematics



#### CHRONIC ABSENTEEISM

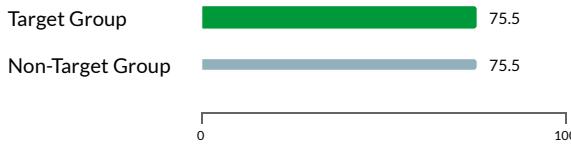
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



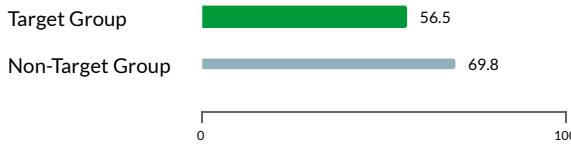
#### GROWTH

Value-added scores converted onto a 0-100 growth scale.

##### English Language Arts



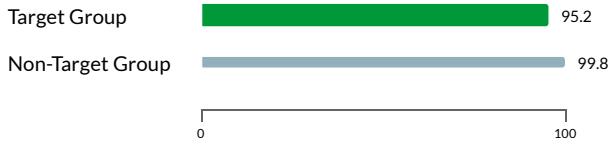
##### Mathematics



#### GRADUATION

Score: 95.2

Average of 2022-23's 4- and 7-year cohort rates.

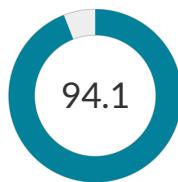




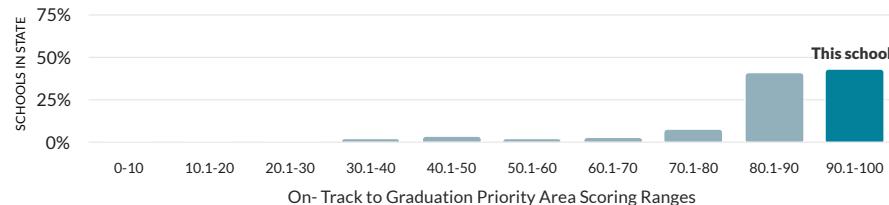
## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



■ This school's score was the same or higher than 85.5% of 9-12 schools in the state.

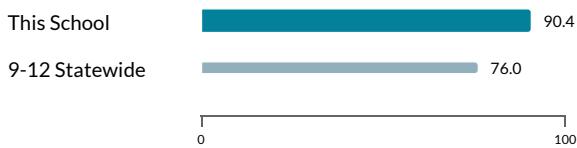


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 90.4

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.8

Average of 2022-23's 4- and 7-year cohort rates.

This School

97.8

9-12 Statewide

92.0



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,541	9.1%	1,580	9.4%	1,548	10.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	153	6.5%	159	5.7%	153	5.9%
Black or African American	23	13.0%	31	22.6%	34	20.6%
Hispanic or Latino	152	11.8%	154	14.3%	164	14.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,146	8.3%	1,153	8.2%	1,109	9.7%
Two or More Races	60	21.7%	72	16.7%	74	14.9%
Economically Disadvantaged	260	21.9%	231	22.1%	257	24.5%
English Learners	66	22.7%	69	14.5%	82	19.5%
Students with Disabilities	106	18.9%	116	16.4%	102	18.6%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	370	360	97.3%	356	350	98.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	32	32	100.0%	33	33	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	37	35	94.6%	34	34	100.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	273	267	97.8%	269	265	98.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	59	56	94.9%	50	50	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	26	22	84.6%	24	22	91.7%



## POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

1,182 (76.4%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>38.0%</b>	<b>21.1%</b>	<b>52.1%</b>	<b>25.7%</b>	<b>20.3%</b>	<b>4.7%</b>	<b>23.1%</b>	<b>8.5%</b>
588 students successfully completed at least one Advanced Placement or International Baccalaureate course.		807 students successfully completed at least one dual enrollment course.		314 students earned at least one industry-recognized credential.		357 students participated in a work-based learning program.	

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
All Students	1,548	266,777	38.0%	21.1%	52.1%	25.7%	20.3%	4.7%	23.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	153	10,367	59.5%	33.4%	65.4%	26.6%	11.1%	3.7%	17.6%	5.6%
Black or African American	34	24,969	23.5%	13.7%	41.2%	8.7%	26.5%	1.3%	20.6%	2.7%
Hispanic or Latino	164	37,682	30.5%	17.6%	49.4%	18.9%	15.2%	3.4%	19.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,109	179,306	37.5%	22.5%	51.3%	29.9%	21.9%	5.7%	24.9%	10.4%
Two or More Races	74	11,456	25.7%	18.9%	45.9%	21.0%	21.6%	3.4%	16.2%	5.8%
Economically Disadvantaged	257	104,283	26.1%	12.3%	45.1%	18.5%	16.7%	3.0%	22.2%	6.1%
English Learners	82	19,116	9.8%	13.9%	51.2%	17.0%	17.1%	2.5%	12.2%	3.6%
Students with Disabilities	102	33,777	1.0%	4.4%	29.4%	15.0%	10.8%	2.3%	15.7%	6.5%



## ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

700 (45.2%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>37.0%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>15.5%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>2.2%</b>
572 students successfully completed at least one art & design course.		No students successfully completed a dance course.		240 students successfully completed at least one music course.		No students successfully completed a theater course.	

### Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	1,548	266,777	37.0%	29.1%	0.0%	0.5%	15.5%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	153	10,367	25.5%	30.3%	0.0%	0.4%	18.3%	19.9%	0.0%	1.6%
Black or African American	34	24,969	47.1%	28.5%	0.0%	0.7%	20.6%	11.7%	0.0%	2.8%
Hispanic or Latino	164	37,682	49.4%	29.1%	0.0%	0.3%	14.0%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,109	179,306	35.2%	29.1%	0.0%	0.5%	14.7%	21.7%	0.0%	2.2%
Two or More Races	74	11,456	54.1%	28.8%	0.0%	0.5%	24.3%	17.8%	0.0%	2.6%
Economically Disadvantaged	257	104,283	38.5%	29.9%	0.0%	0.4%	9.7%	15.4%	0.0%	2.1%
English Learners	82	19,116	47.6%	30.9%	0.0%	0.4%	11.0%	11.8%	0.0%	1.6%
Students with Disabilities	102	33,777	53.9%	30.9%	0.0%	0.5%	15.7%	14.4%	0.0%	2.4%

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