



OVERVIEW

School Details

Grades : 6-8

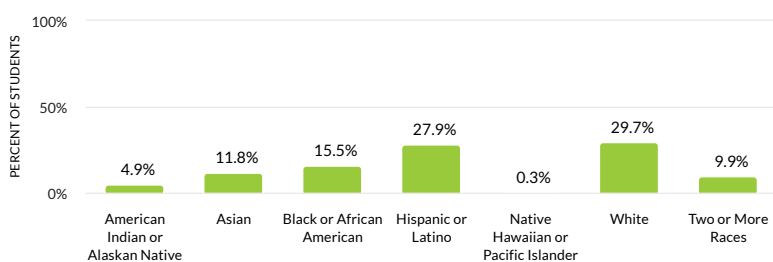
Enrollment : 659

Percent open enrollment : 1.5%

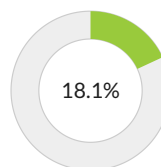
Franklin Middle School is the only authorized public IB Middle Years Programme (IB MYP) in Northeast Wisconsin. This program provides students unique and rigorous instruction wrapped in global awareness and authentic learning opportunities. Students who study in the IB MYP are well prepared for high school, advanced coursework, and have a solid foundation for post-secondary education.

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

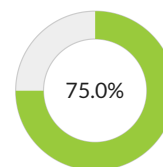
Student Groups



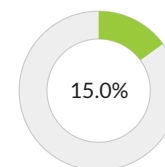
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.

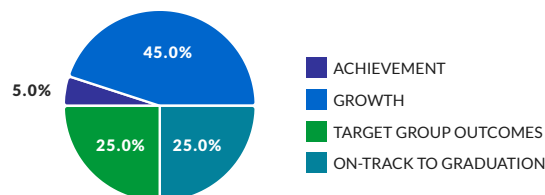
Overall Score

43.0

Fails to Meet Expectations

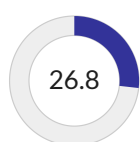


PRIORITY AREA WEIGHTS



Priority Area Scores

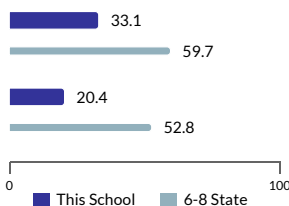
ACHIEVEMENT



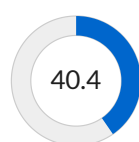
English Language Arts

Mathematics

Subject Area Scores



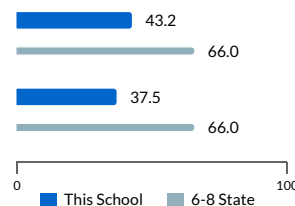
GROWTH



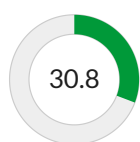
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



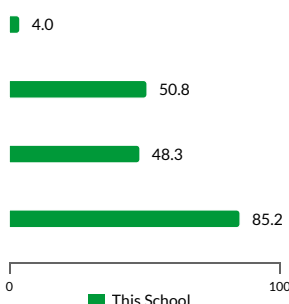
Achievement

Growth

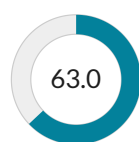
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



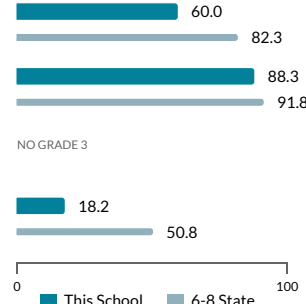
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

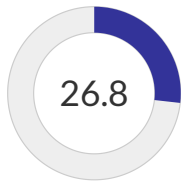




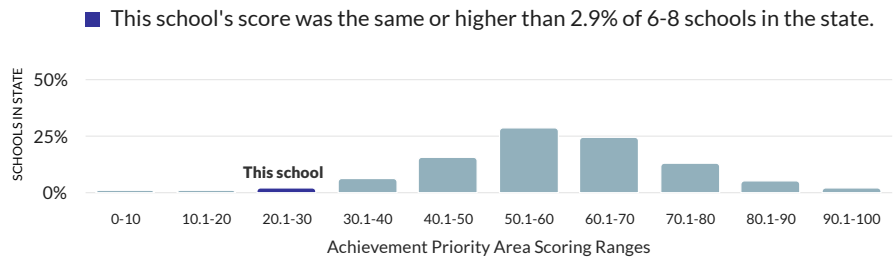
ACHIEVEMENT

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

Priority Area Score



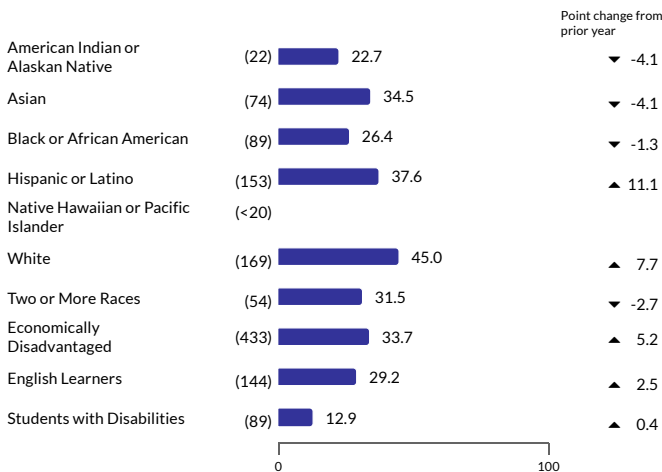
English Language Arts Score: 33.1
Mathematics Score: 20.4



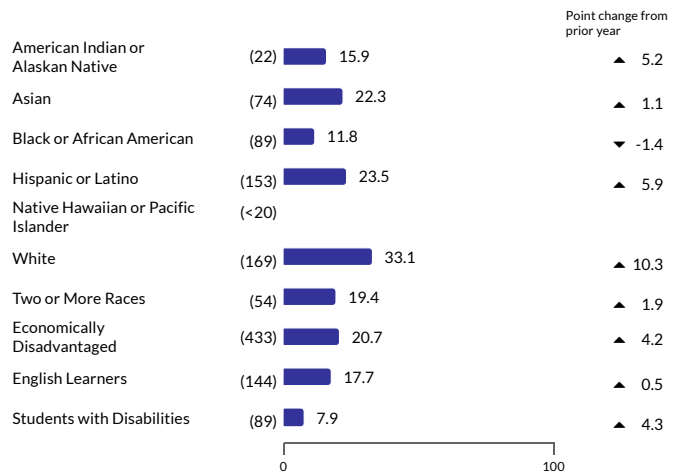
Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



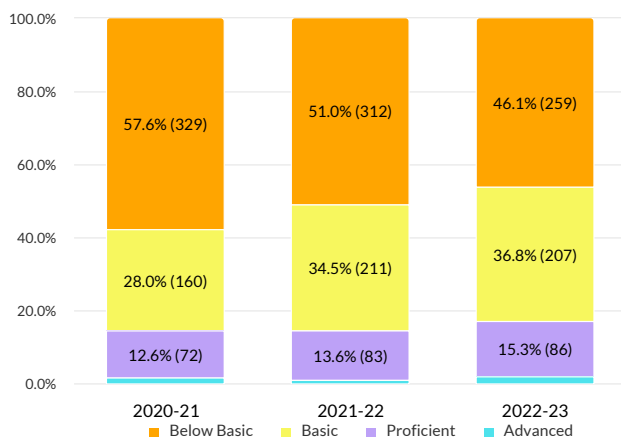
MATHEMATICS



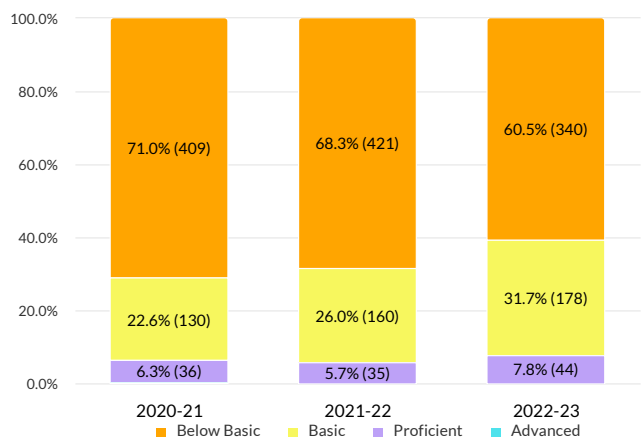
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.7%	95.2%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.7%	95.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,480	8.0%	30.7%	36.2%	25.1%	183,057	7.2%	29.0%	35.8%	28.0%	180,604	8.7%	30.4%	34.8%	26.1%
All Students	571	1.8%	12.6%	28.0%	57.6%	612	1.0%	13.6%	34.5%	51.0%	562	1.8%	15.3%	36.8%	46.1%
American Indian or Alaskan Native	33	0.0%	12.1%	24.2%	63.6%	28	0.0%	3.6%	46.4%	50.0%	22	0.0%	9.1%	27.3%	63.6%
Asian	53	1.9%	9.4%	45.3%	43.4%	66	0.0%	16.7%	43.9%	39.4%	74	0.0%	9.5%	50.0%	40.5%
Black or African American	78	0.0%	12.8%	15.4%	71.8%	92	0.0%	9.8%	35.9%	54.3%	89	1.1%	11.2%	27.0%	60.7%
Hispanic or Latino	148	0.7%	7.4%	29.1%	62.8%	162	0.0%	13.0%	27.2%	59.9%	153	2.0%	16.3%	36.6%	45.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	204	3.4%	18.1%	27.9%	50.5%	205	2.9%	16.6%	32.7%	47.8%	169	3.0%	21.3%	38.5%	37.3%
Two or More Races	53	1.9%	9.4%	30.2%	58.5%	57	0.0%	12.3%	43.9%	43.9%	54	1.9%	11.1%	35.2%	51.9%
Economically Disadvantaged	467	1.5%	9.2%	27.6%	61.7%	468	0.0%	11.5%	34.0%	54.5%	433	1.2%	14.3%	35.3%	49.2%
English Learners	138	0.7%	7.2%	31.9%	60.1%	161	0.0%	9.9%	33.5%	56.5%	144	1.4%	8.3%	37.5%	52.8%
Students with Disabilities	98	0.0%	3.1%	7.1%	89.8%	112	0.0%	2.7%	19.6%	77.7%	89	0.0%	4.5%	16.9%	78.7%

MATHEMATICS

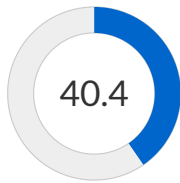
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,357	4.8%	28.3%	33.1%	33.8%	183,365	5.3%	28.6%	30.6%	35.5%	181,027	5.9%	29.7%	31.1%	33.3%
All Students	576	0.2%	6.3%	22.6%	71.0%	616	0.0%	5.7%	26.0%	68.3%	562	0.0%	7.8%	31.7%	60.5%
American Indian or Alaskan Native	34	0.0%	0.0%	14.7%	85.3%	28	0.0%	3.6%	14.3%	82.1%	22	0.0%	0.0%	31.8%	68.2%
Asian	53	0.0%	3.8%	28.3%	67.9%	66	0.0%	6.1%	30.3%	63.6%	74	0.0%	5.4%	33.8%	60.8%
Black or African American	79	0.0%	1.3%	15.2%	83.5%	91	0.0%	3.3%	19.8%	76.9%	89	0.0%	2.2%	19.1%	78.7%
Hispanic or Latino	149	0.0%	6.7%	19.5%	73.8%	168	0.0%	4.8%	25.6%	69.6%	153	0.0%	8.5%	30.1%	61.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	204	0.5%	9.8%	27.0%	62.7%	204	0.0%	8.8%	27.9%	63.2%	169	0.0%	13.6%	39.1%	47.3%
Two or More Races	55	0.0%	5.5%	25.5%	69.1%	57	0.0%	1.8%	31.6%	66.7%	54	0.0%	3.7%	31.5%	64.8%
Economically Disadvantaged	472	0.0%	3.4%	21.2%	75.4%	469	0.0%	4.9%	23.2%	71.9%	433	0.0%	6.0%	29.3%	64.7%
English Learners	139	0.0%	5.0%	23.7%	71.2%	166	0.0%	4.2%	25.9%	69.9%	144	0.0%	4.2%	27.1%	68.8%
Students with Disabilities	99	0.0%	2.0%	5.1%	92.9%	111	0.0%	0.0%	7.2%	92.8%	89	0.0%	1.1%	13.5%	85.4%



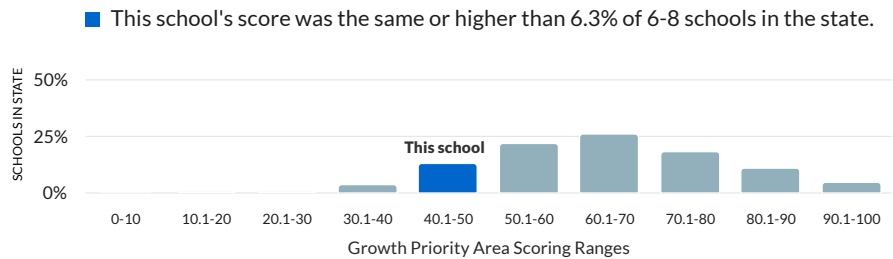
GROWTH

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: 43.2
Mathematics Score: 37.5



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

All Students	(523)	1.8
American Indian or Alaskan Native	(20)	1.2
Asian	(69)	1.8
Black or African American	(83)	2.1
Hispanic or Latino	(139)	1.9
Native Hawaiian or Pacific Islander	(<20)	
White	(161)	1.7
Two or More Races	(50)	1.6
Economically Disadvantaged	(403)	1.7
Not Economically Disadvantaged	(120)	2.1
English Learners	(133)	1.7
English Proficient	(390)	1.8
Students with Disabilities	(77)	2.0
Students without Disabilities	(446)	1.7
Proficient Last Year	(103)	1.5
Not Proficient Last Year	(420)	1.8

MATHEMATICS

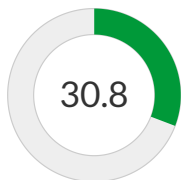
All Students	(523)	1.5
American Indian or Alaskan Native	(20)	1.3
Asian	(69)	1.2
Black or African American	(83)	1.4
Hispanic or Latino	(139)	1.8
Native Hawaiian or Pacific Islander	(<20)	
White	(161)	1.4
Two or More Races	(50)	1.1
Economically Disadvantaged	(403)	1.4
Not Economically Disadvantaged	(120)	1.7
English Learners	(133)	1.7
English Proficient	(390)	1.4
Students with Disabilities	(77)	1.8
Students without Disabilities	(446)	1.4
Proficient Last Year	(76)	1.2
Not Proficient Last Year	(447)	1.4



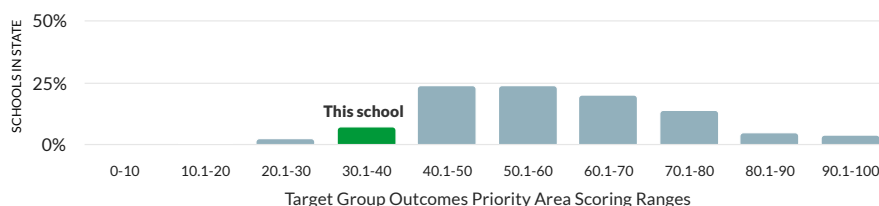
TARGET GROUP OUTCOMES

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 3.3% of 6-8 schools in the state.



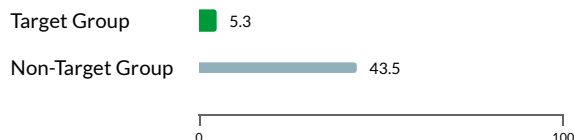
Component Scores

ACHIEVEMENT

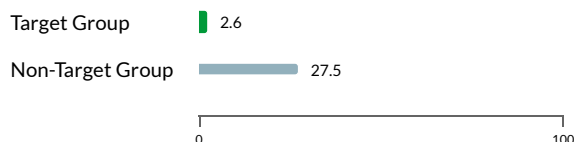
Score: 4.0

Average points-based proficiency rates.

English Language Arts



Mathematics

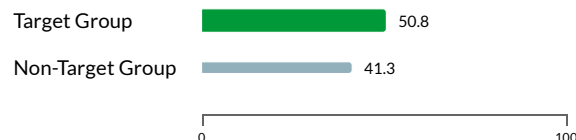


GROWTH

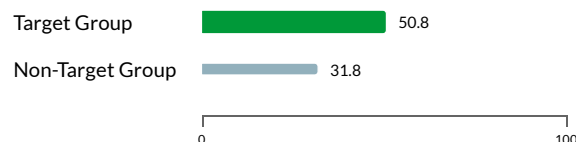
Score: 50.8

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

English Language Arts



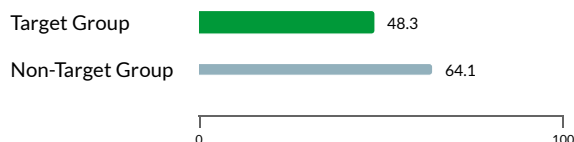
Mathematics



CHRONIC ABSENTEEISM

Score: 48.3

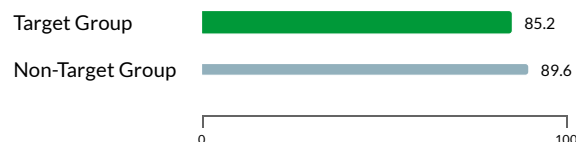
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 85.2

This score is the overall attendance rate for the Target Group in 2021-22.

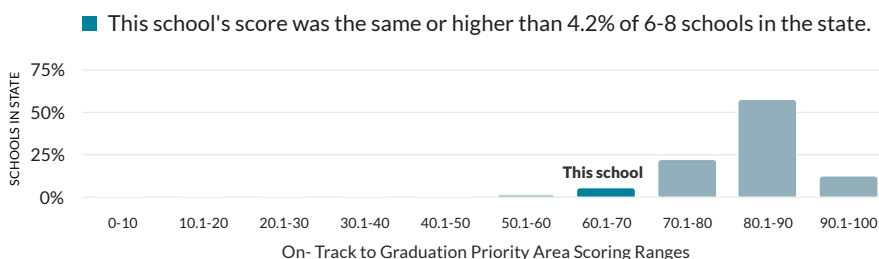




ON-TRACK TO GRADUATION

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

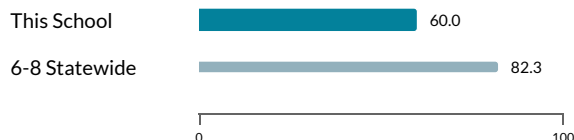


Component Scores

CHRONIC ABSENTEEISM

Score: 60.0

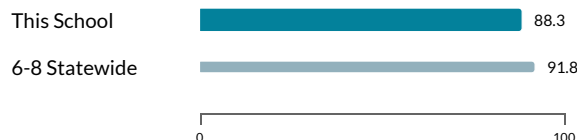
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 88.3

This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

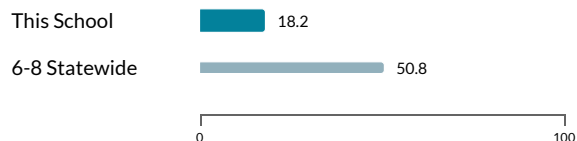
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 18.2

Multi-year average points-based proficiency rates.





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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	196,299	11.9%	191,976	16.6%	189,972	22.5%
All Students	726	24.7%	753	55.8%	693	36.4%
American Indian or Alaskan Native	39	33.3%	49	75.5%	35	74.3%
Asian	65	3.1%	66	42.4%	67	19.4%
Black or African American	105	26.7%	106	70.8%	98	48.0%
Hispanic or Latino	166	23.5%	190	56.8%	201	34.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	280	26.1%	268	46.6%	227	30.8%
Two or More Races	68	32.4%	70	61.4%	62	38.7%
Economically Disadvantaged	539	26.7%	620	61.8%	521	41.3%
English Learners	147	12.2%	170	50.0%	185	22.2%
Students with Disabilities	136	34.6%	134	62.7%	124	40.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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.

This school does not have a 12th grade

