



OVERVIEW

School Details

Grades : 6-8

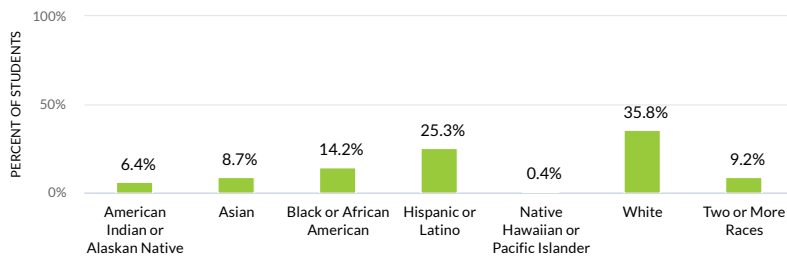
Enrollment : 762

Percent open enrollment : 1.8%

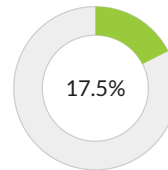
Franklin Middle School is the only authorized public IB Middle Years Programme (IB MYP) in Northeast Wisconsin. This program provides students unique and rigorous instruction wrapped in global awareness and authentic learning opportunities. Students who study in the IB MYP are well prepared for high 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.

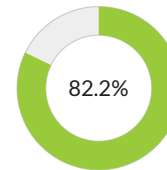
Student Groups



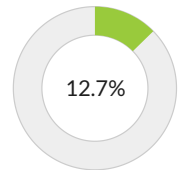
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

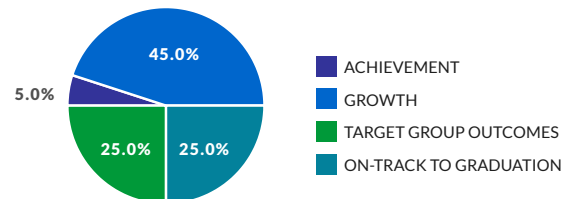
Overall Score

41.1

Fails to Meet Expectations

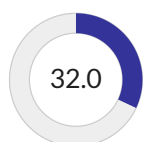


PRIORITY AREA WEIGHTS



Priority Area Scores

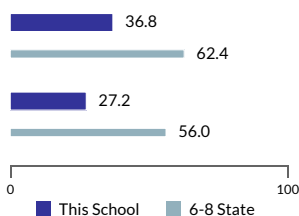
ACHIEVEMENT



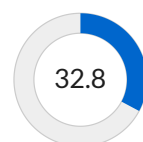
English Language Arts

Mathematics

Subject Area Scores



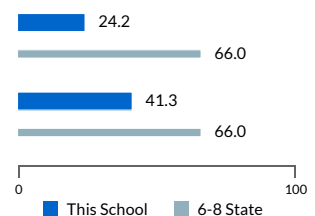
GROWTH



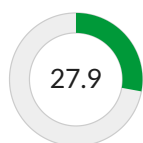
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



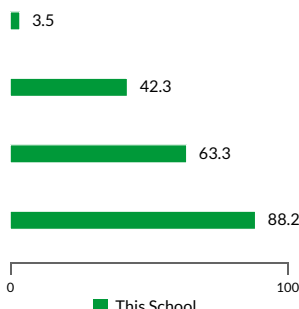
Achievement

Growth

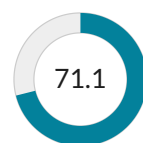
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



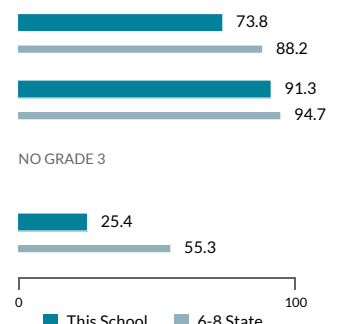
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

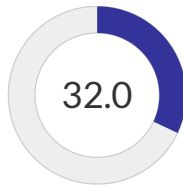




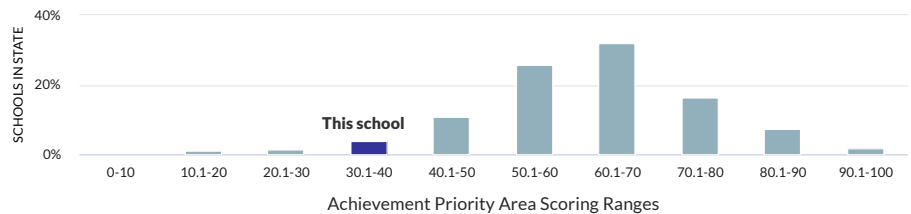
ACHIEVEMENT

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



■ This school's score was the same or higher than 2.9% of 6-8 schools in the state.



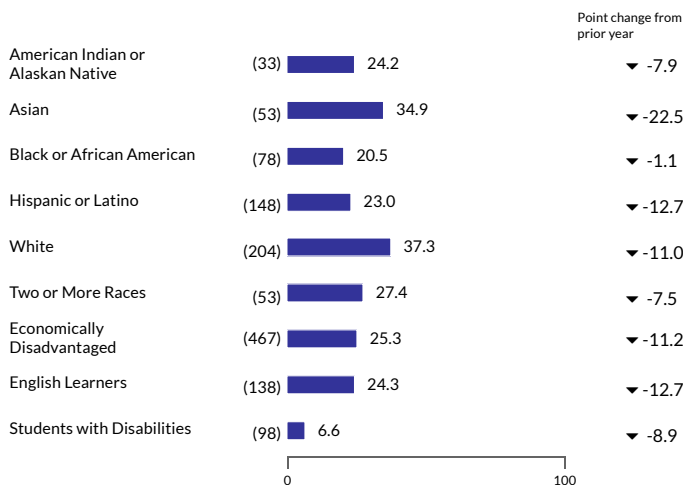
English Language Arts Score: 36.8

Mathematics Score: 27.2

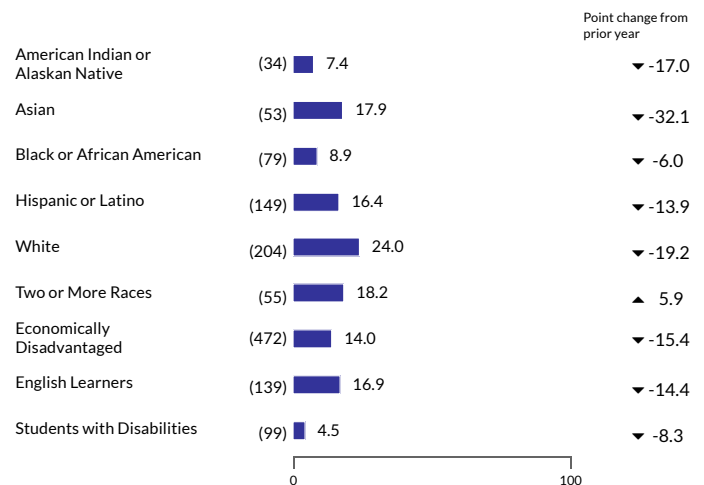
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



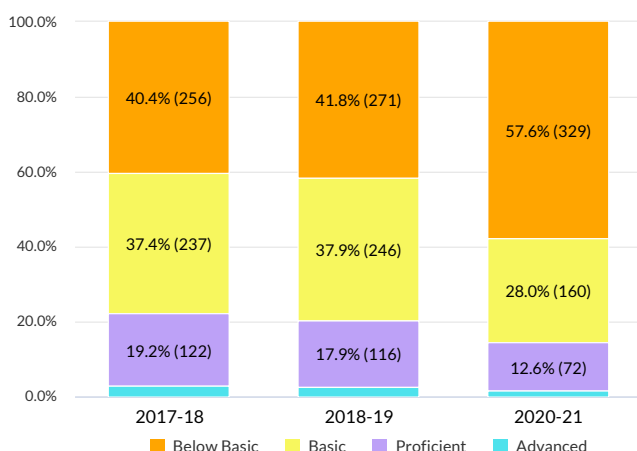
MATHEMATICS



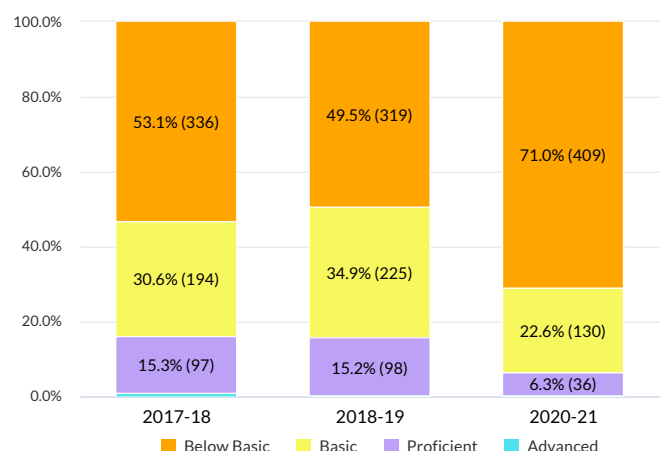
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
79.7%	70.8%

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
80.3%	72.9%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	634	3.0%	19.2%	37.4%	40.4%	649	2.5%	17.9%	37.9%	41.8%	571	1.8%	12.6%	28.0%	57.6%
American Indian or Alaskan Native	43	0.0%	14.0%	41.9%	44.2%	42	4.8%	11.9%	26.2%	57.1%	33	0.0%	12.1%	24.2%	63.6%
Asian	58	5.2%	22.4%	46.6%	25.9%	61	6.6%	19.7%	55.7%	18.0%	53	1.9%	9.4%	45.3%	43.4%
Black or African American	95	0.0%	8.4%	27.4%	64.2%	95	0.0%	6.3%	30.5%	63.2%	78	0.0%	12.8%	15.4%	71.8%
Hispanic or Latino	130	3.8%	13.8%	40.8%	41.5%	133	0.8%	15.0%	39.1%	45.1%	148	0.7%	7.4%	29.1%	62.8%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	265	4.2%	27.2%	34.7%	34.0%	264	3.4%	25.0%	36.4%	35.2%	204	3.4%	18.1%	27.9%	50.5%
Two or More Races	43	0.0%	11.6%	48.8%	39.5%	53	0.0%	13.2%	43.4%	43.4%	53	1.9%	9.4%	30.2%	58.5%
Economically Disadvantaged	479	1.7%	15.7%	37.8%	44.9%	495	1.8%	15.2%	37.2%	45.9%	467	1.5%	9.2%	27.6%	61.7%
English Learners	138	0.0%	15.9%	43.5%	40.6%	142	2.1%	11.3%	45.1%	41.5%	138	0.7%	7.2%	31.9%	60.1%
Students with Disabilities	127	0.0%	7.1%	14.2%	78.7%	113	0.0%	8.0%	15.0%	77.0%	98	0.0%	3.1%	7.1%	89.8%

MATHEMATICS

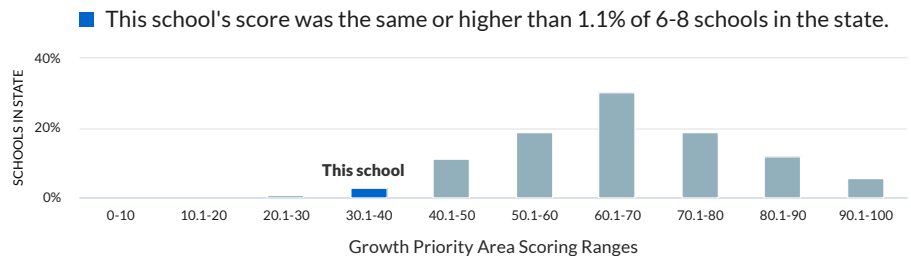
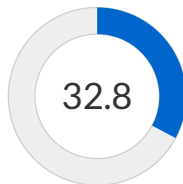
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	633	0.9%	15.3%	30.6%	53.1%	645	0.5%	15.2%	34.9%	49.5%	576	0.2%	6.3%	22.6%	71.0%
American Indian or Alaskan Native	42	0.0%	9.5%	33.3%	57.1%	41	0.0%	12.2%	24.4%	63.4%	34	0.0%	0.0%	14.7%	85.3%
Asian	58	1.7%	15.5%	37.9%	44.8%	61	0.0%	27.9%	44.3%	27.9%	53	0.0%	3.8%	28.3%	67.9%
Black or African American	95	0.0%	3.2%	15.8%	81.1%	94	0.0%	1.1%	27.7%	71.3%	79	0.0%	1.3%	15.2%	83.5%
Hispanic or Latino	130	1.5%	7.7%	30.8%	60.0%	132	0.8%	12.9%	32.6%	53.8%	149	0.0%	6.7%	19.5%	73.8%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	265	1.1%	24.9%	33.6%	40.4%	263	0.8%	21.3%	41.4%	36.5%	204	0.5%	9.8%	27.0%	62.7%
Two or More Races	43	0.0%	11.6%	32.6%	55.8%	53	0.0%	3.8%	17.0%	79.2%	55	0.0%	5.5%	25.5%	69.1%
Economically Disadvantaged	478	0.4%	11.7%	28.5%	59.4%	491	0.4%	12.8%	32.0%	54.8%	472	0.0%	3.4%	21.2%	75.4%
English Learners	138	0.0%	8.0%	28.3%	63.8%	142	0.0%	14.1%	34.5%	51.4%	139	0.0%	5.0%	23.7%	71.2%
Students with Disabilities	127	0.0%	3.9%	11.8%	84.3%	113	0.0%	4.4%	16.8%	78.8%	99	0.0%	2.0%	5.1%	92.9%



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



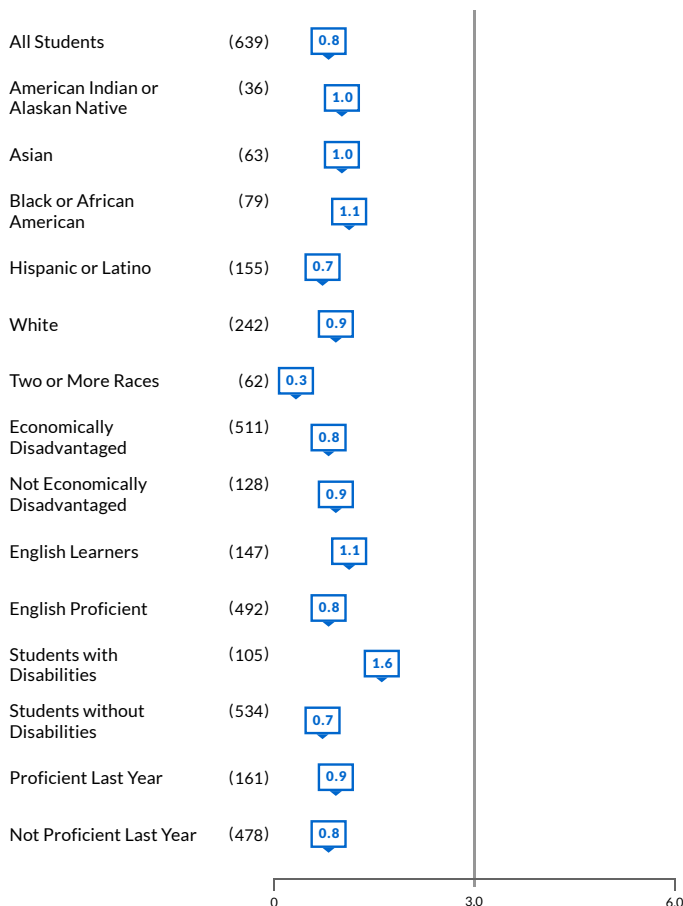
English Language Arts Score: 24.2

Mathematics Score: 41.3

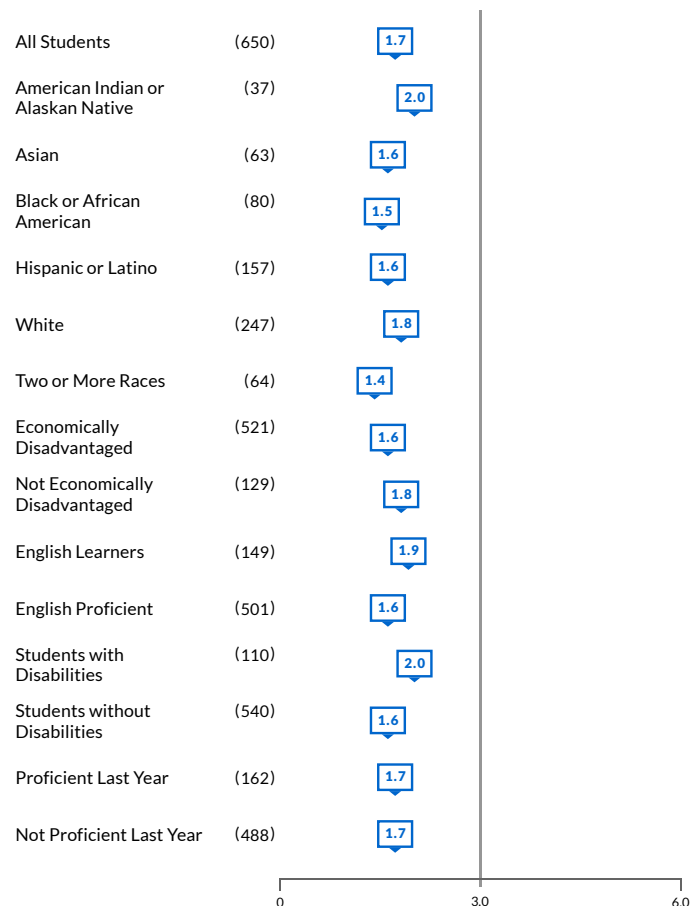
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

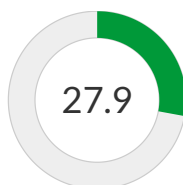




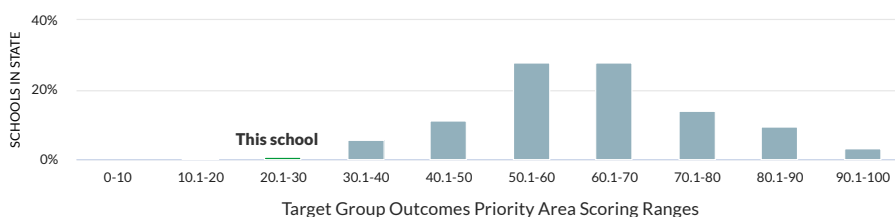
TARGET GROUP OUTCOMES

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 0.8% of 6-8 schools in the state.



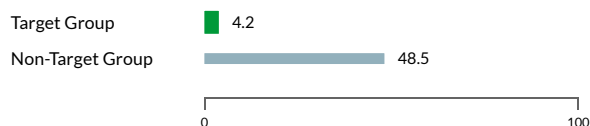
Component Scores

ACHIEVEMENT

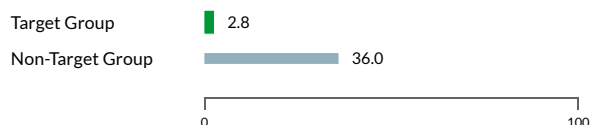
Score: 3.5

Average points-based proficiency rates.

English Language Arts



Mathematics

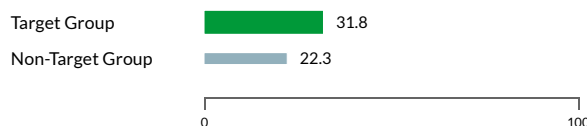


GROWTH

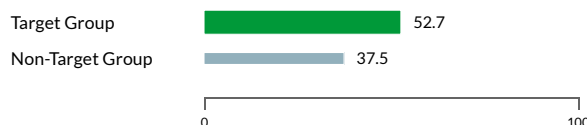
Score: 42.3

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

English Language Arts



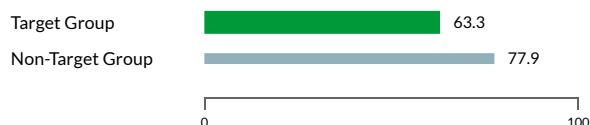
Mathematics



CHRONIC ABSENTEEISM

Score: 63.3

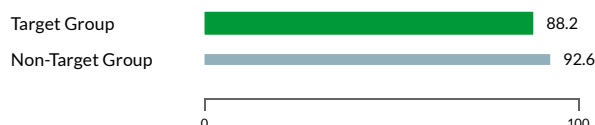
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 88.2

This score is the overall attendance rate for the Target Group in 2019-20.

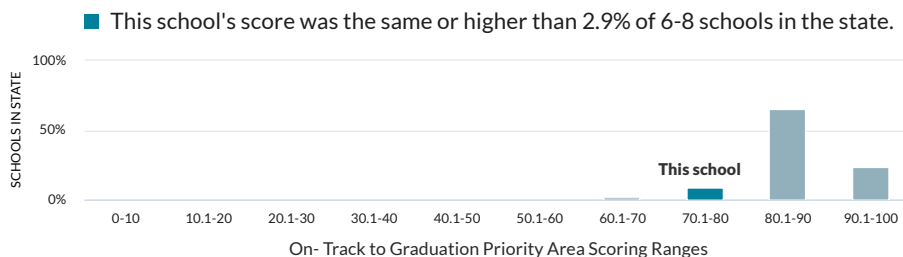




ON-TRACK TO GRADUATION

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

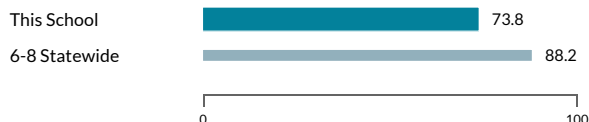


Component Scores

CHRONIC ABSENTEEISM

Score: 73.8

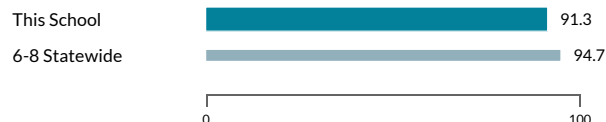
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.3

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

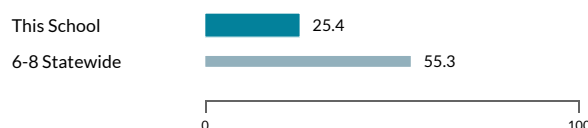
Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 25.4

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,299	11.9%
All Students	688	25.3%	706	28.8%	726	24.7%
American Indian or Alaskan Native	49	34.7%	49	46.9%	39	33.3%
Asian	62	4.8%	64	12.5%	65	3.1%
Black or African American	107	33.6%	114	36.0%	105	26.7%
Hispanic or Latino	142	30.3%	146	31.5%	166	23.5%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	275	22.2%	275	22.9%	280	26.1%
Two or More Races	53	26.4%	57	38.6%	68	32.4%
Economically Disadvantaged	526	28.9%	546	33.7%	539	26.7%
English Learners	151	17.9%	153	19.6%	147	12.2%
Students with Disabilities	134	31.3%	124	38.7%	136	34.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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

Wisconsin Department of Public Instruction
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Madison, WI 53707-7841
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November 2021



WISCONSIN DEPARTMENT OF
Public Instruction

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