



OVERVIEW

School Details

Grades : 6-8

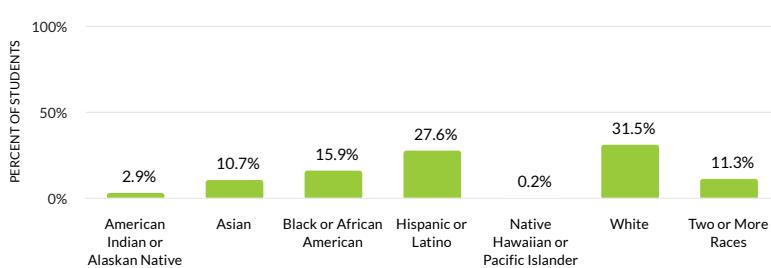
Enrollment : 591

Percent open enrollment : 0.8%

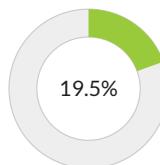
Franklin Middle School is the only authorized public IB Middle Years Programme (IB MYP) in Northeast Wisconsin. This program provides students unique and rigorous instruction wrapped in global awareness and authentic learning opportunities. Students who study in the IB MYP are well prepared for high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

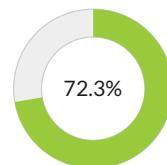
Student Groups



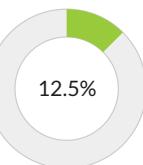
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



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

43.6

Fails to Meet Expectations

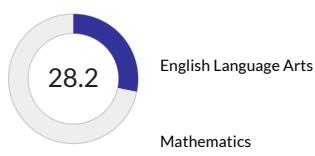


PRIORITY AREA WEIGHTS

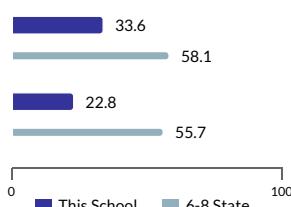


Priority Area Scores

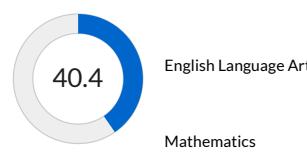
ACHIEVEMENT



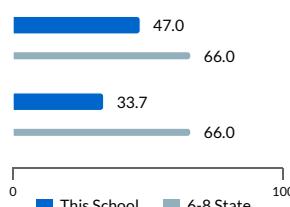
Subject Area Scores



GROWTH



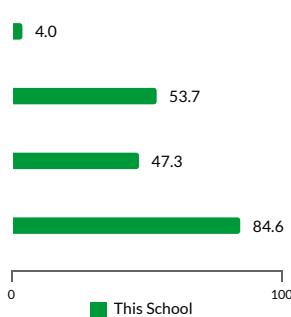
Subject Area Scores



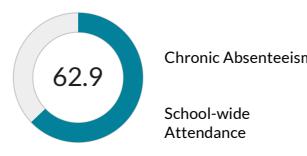
TARGET GROUP OUTCOMES



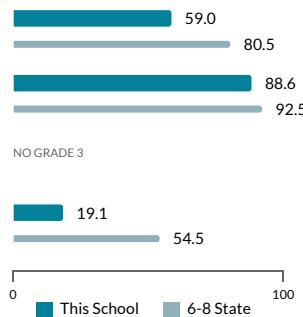
Group Scores



ON-TRACK TO GRADUATION



Area Scores





ACHIEVEMENT

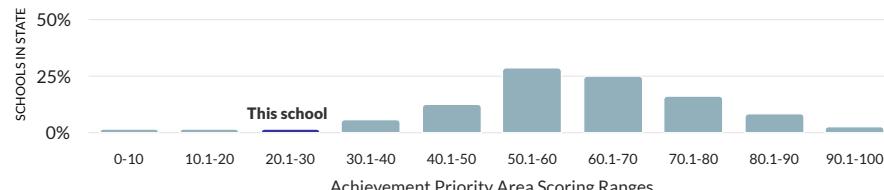
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 33.6
Mathematics Score: 22.8

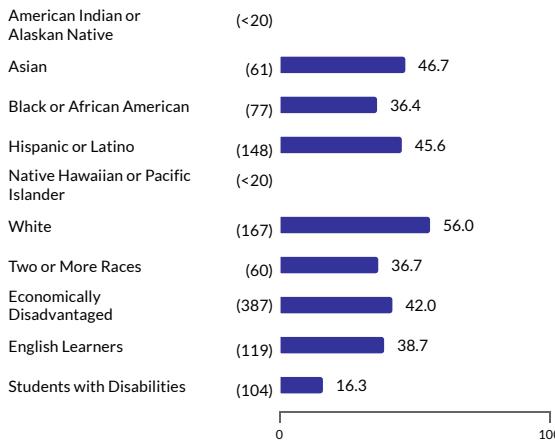
■ This school's score was the same or higher than 2.6% of 6-8 schools in the state.



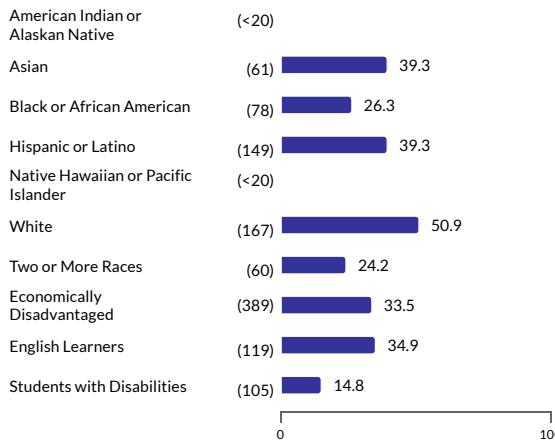
Student Group Achievement, 2023-24 (for information only)

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



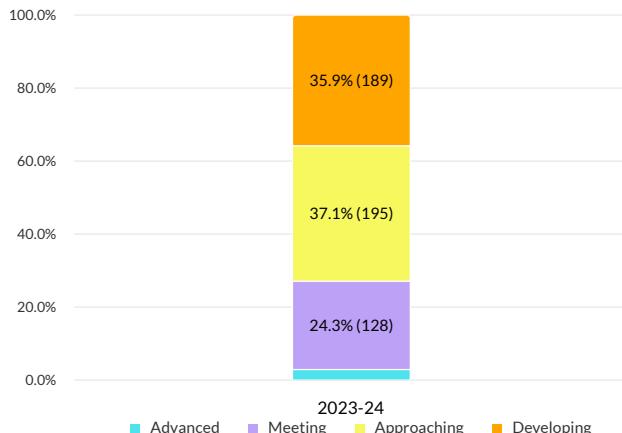
MATHEMATICS



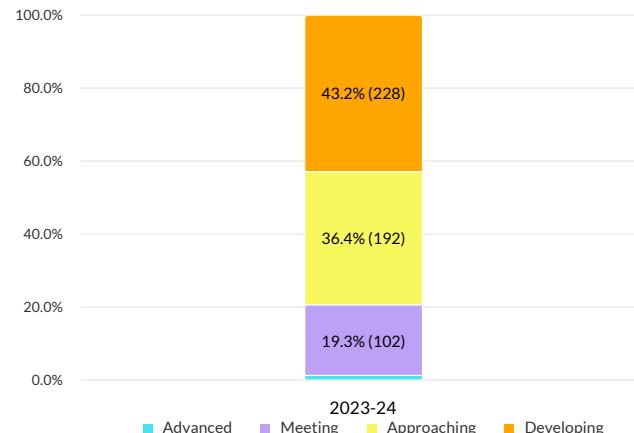
Performance Levels by Year

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: Hispanic or Latino 99.1%
98.1%	

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino 99.3%
98.8%	

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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	612	1.0%	13.6%	34.5%	51.0%	562	1.8%	15.3%	36.8%	46.1%	526	2.7%	24.3%	37.1%	35.9%
American Indian or Alaskan Native	28	0.0%	3.6%	46.4%	50.0%	22	0.0%	9.1%	27.3%	63.6%	<20	*	*	*	*
Asian	66	0.0%	16.7%	43.9%	39.4%	74	0.0%	9.5%	50.0%	40.5%	61	0.0%	26.2%	41.0%	32.8%
Black or African American	92	0.0%	9.8%	35.9%	54.3%	89	1.1%	11.2%	27.0%	60.7%	77	3.9%	15.6%	29.9%	50.6%
Hispanic or Latino	162	0.0%	13.0%	27.2%	59.9%	153	2.0%	16.3%	36.6%	45.1%	148	2.7%	20.9%	41.2%	35.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	205	2.9%	16.6%	32.7%	47.8%	169	3.0%	21.3%	38.5%	37.3%	167	3.6%	32.3%	36.5%	27.5%
Two or More Races	57	0.0%	12.3%	43.9%	43.9%	54	1.9%	11.1%	35.2%	51.9%	60	1.7%	16.7%	35.0%	46.7%
Economically Disadvantaged	468	0.0%	11.5%	34.0%	54.5%	433	1.2%	14.3%	35.3%	49.2%	387	1.8%	20.9%	36.7%	40.6%
English Learners	161	0.0%	9.9%	33.5%	56.5%	144	1.4%	8.3%	37.5%	52.8%	119	0.8%	16.8%	41.2%	41.2%
Students with Disabilities	112	0.0%	2.7%	19.6%	77.7%	89	0.0%	4.5%	16.9%	78.7%	104	0.0%	7.7%	17.3%	75.0%

MATHEMATICS

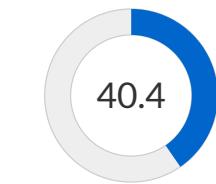
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	616	0.0%	5.7%	26.0%	68.3%	562	0.0%	7.8%	31.7%	60.5%	528	1.1%	19.3%	36.4%	43.2%
American Indian or Alaskan Native	28	0.0%	3.6%	14.3%	82.1%	22	0.0%	0.0%	31.8%	68.2%	<20	*	*	*	*
Asian	66	0.0%	6.1%	30.3%	63.6%	74	0.0%	5.4%	33.8%	60.8%	61	0.0%	19.7%	39.3%	41.0%
Black or African American	91	0.0%	3.3%	19.8%	76.9%	89	0.0%	2.2%	19.1%	78.7%	78	0.0%	14.1%	24.4%	61.5%
Hispanic or Latino	168	0.0%	4.8%	25.6%	69.6%	153	0.0%	8.5%	30.1%	61.4%	149	0.0%	18.1%	42.3%	39.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	204	0.0%	8.8%	27.9%	63.2%	169	0.0%	13.6%	39.1%	47.3%	167	3.6%	26.9%	37.1%	32.3%
Two or More Races	57	0.0%	1.8%	31.6%	66.7%	54	0.0%	3.7%	31.5%	64.8%	60	0.0%	10.0%	28.3%	61.7%
Economically Disadvantaged	469	0.0%	4.9%	23.2%	71.9%	433	0.0%	6.0%	29.3%	64.7%	389	0.3%	16.7%	32.9%	50.1%
English Learners	166	0.0%	4.2%	25.9%	69.9%	144	0.0%	4.2%	27.1%	68.8%	119	0.0%	15.1%	39.5%	45.4%
Students with Disabilities	111	0.0%	0.0%	7.2%	92.8%	89	0.0%	1.1%	13.5%	85.4%	105	0.0%	3.8%	21.9%	74.3%



GROWTH

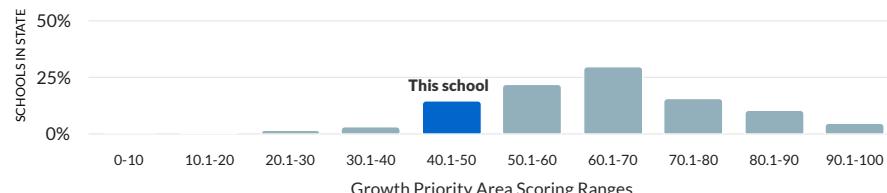
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 47.0
Mathematics Score: 33.7

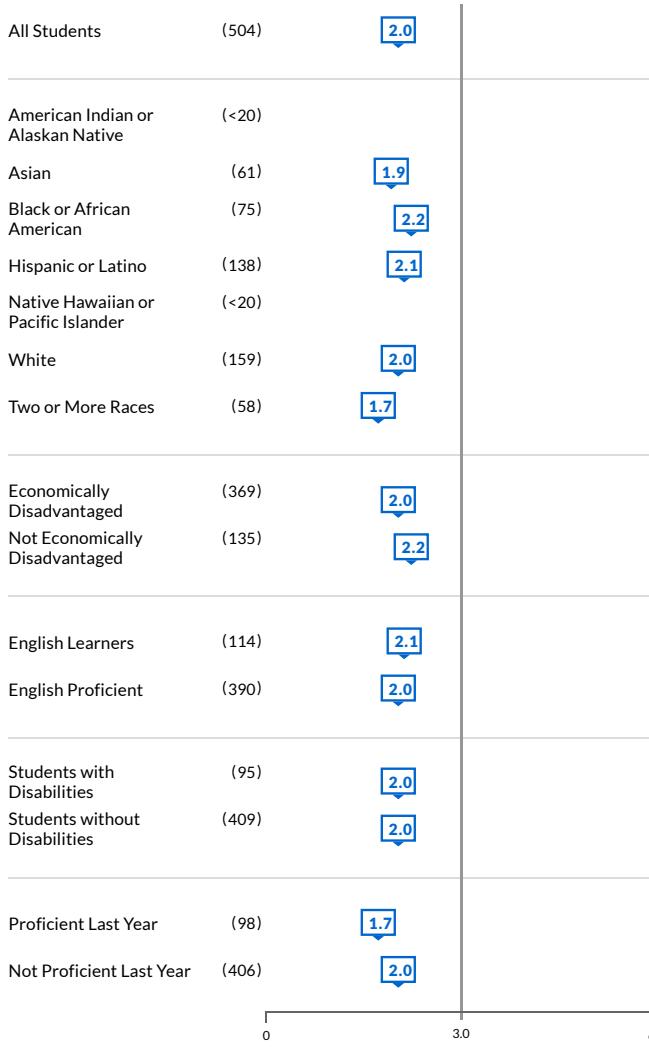
■ This school's score was the same or higher than 5.3% of 6-8 schools in the state.



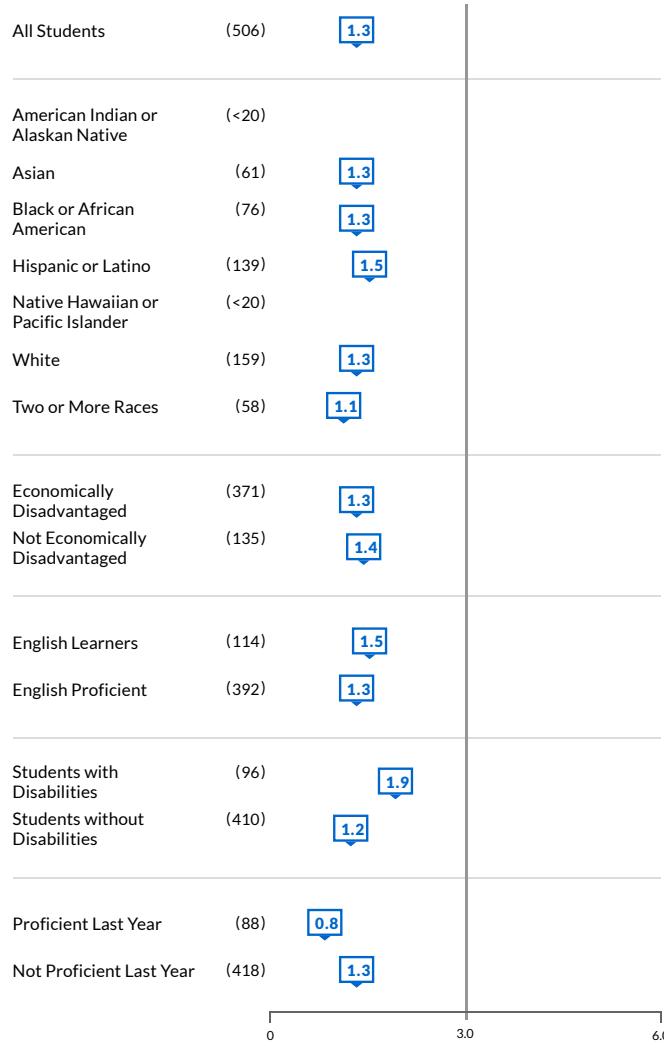
Student Group Value-Added (for information only)

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





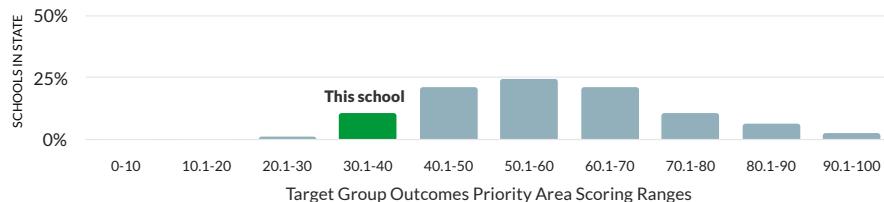
TARGET GROUP OUTCOMES

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 5.2% of 6-8 schools in the state.



Component Scores

ACHIEVEMENT

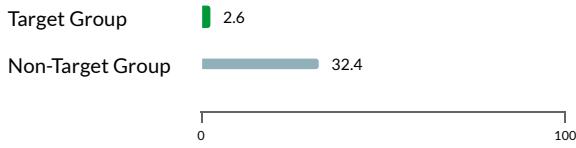
Score: 4.0

Average points-based proficiency rates.

English Language Arts



Mathematics

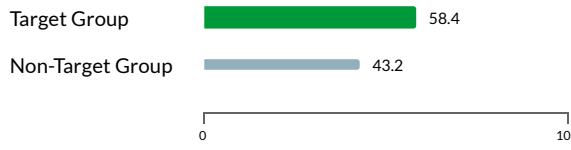


GROWTH

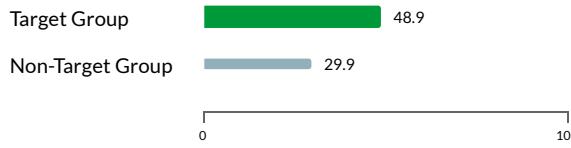
Score: 53.7

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

English Language Arts



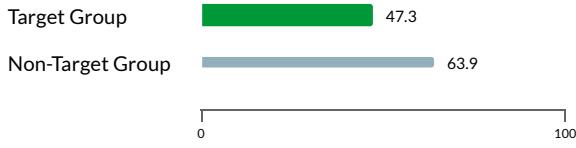
Mathematics



CHRONIC ABSENTEEISM

Score: 47.3

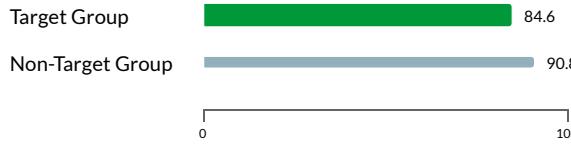
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 84.6

This score is the overall attendance rate for the target group in 2022-23.





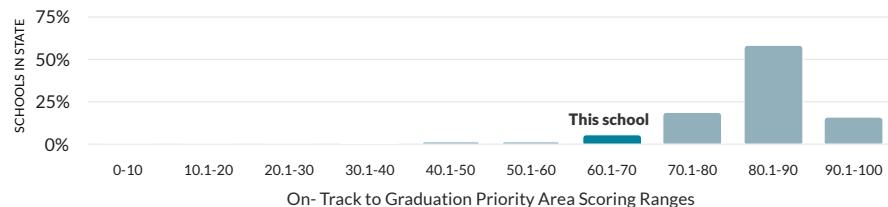
ON-TRACK TO GRADUATION

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 3.4% of 6-8 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: 59.0

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.

This School  59.0

6-8 Statewide  80.5

0  100

SCHOOL-WIDE ATTENDANCE

Score: 88.6

This score is the overall attendance rate for the school in 2022-23.

This School  88.6

6-8 Statewide  92.5

0  100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 19.1

Multi-year average points-based proficiency rates.

This School  19.1

6-8 Statewide  54.5

0  100



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: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%
All Students	753	55.8%	693	36.4%	646	33.7%
American Indian or Alaskan Native	49	75.5%	35	74.3%	27	51.9%
Asian	66	42.4%	67	19.4%	80	7.5%
Black or African American	106	70.8%	98	48.0%	102	52.9%
Hispanic or Latino	190	56.8%	201	34.3%	179	31.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	268	46.6%	227	30.8%	192	32.3%
Two or More Races	70	61.4%	62	38.7%	65	36.9%
Economically Disadvantaged	620	61.8%	521	41.3%	502	39.0%
English Learners	170	50.0%	185	22.2%	159	13.8%
Students with Disabilities	134	62.7%	124	40.3%	118	40.7%

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.

This school does not have a 12th grade