



## OVERVIEW

### School Details

Grades : 6-8

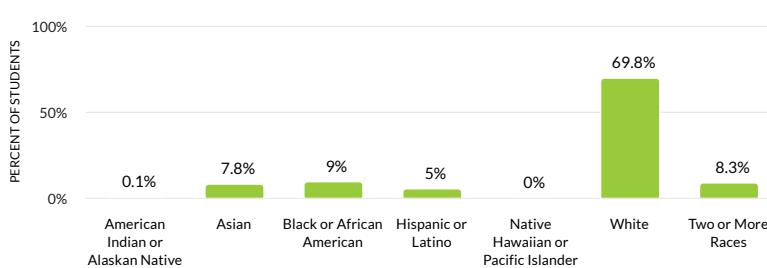
Enrollment : 808

Percent open enrollment : 2.6%

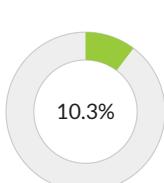
The School District of Menomonee Falls is committed to all students graduating prepared for success. Our relentless pursuit of excellence culminates in exceptional academic achievement and engaging experiences aligned with student passions and pathways. We strive to be a school district of choice where all members of our school community feel they belong, are learning, and improving.

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

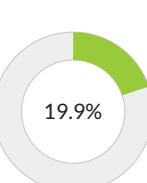
### Student Groups



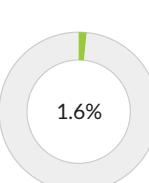
STUDENTS WITH DISABILITIES



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>.

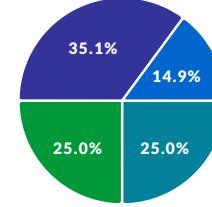
Overall Score

**61.7**

Meets Expectations

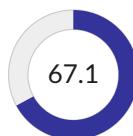


PRIORITY AREA WEIGHTS



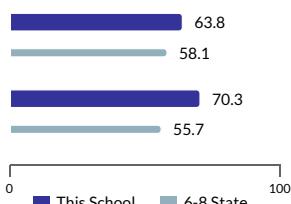
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

Subject Area Scores

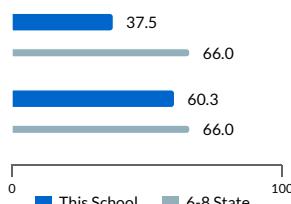


#### GROWTH

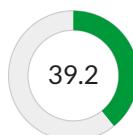


English Language Arts

Subject Area Scores

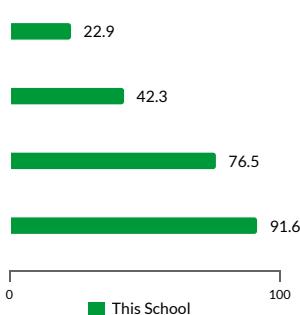


#### TARGET GROUP OUTCOMES

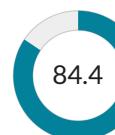


Achievement

Group Scores

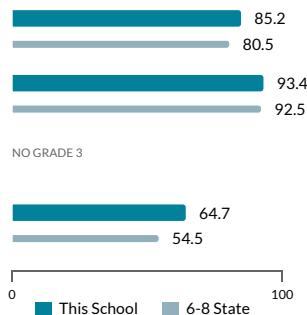


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

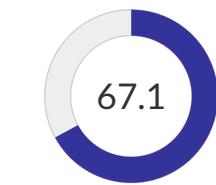




## ACHIEVEMENT

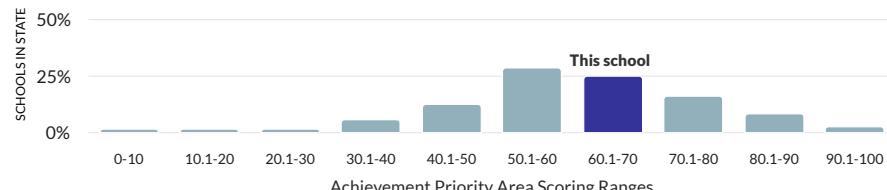
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 63.8  
**Mathematics Score:** 70.3

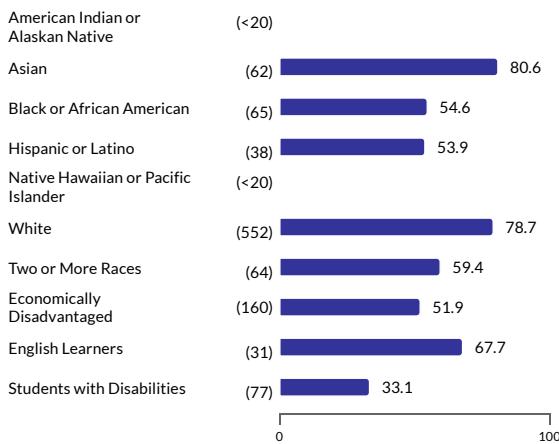
■ This school's score was the same or higher than 69.2% of 6-8 schools in the state.



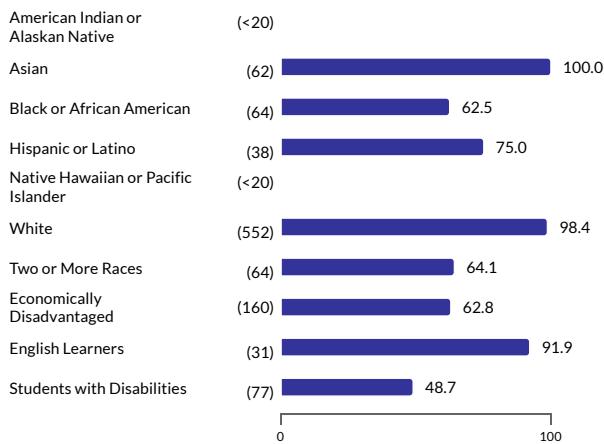
### Student Group Achievement, 2023-24 (for information only)

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



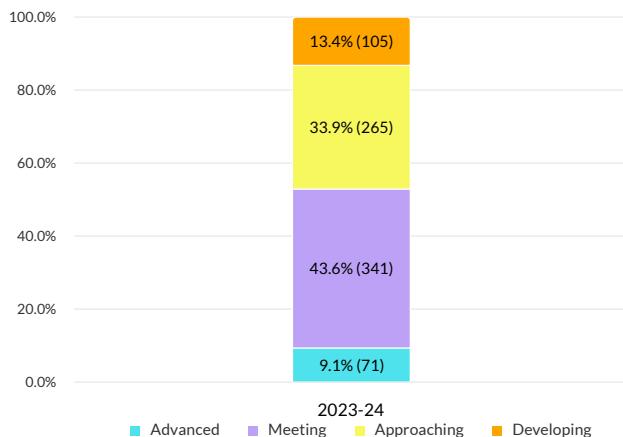
#### MATHEMATICS



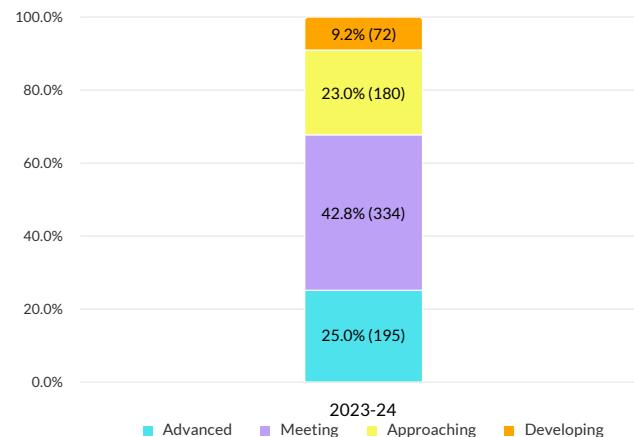
### Performance Levels by Year

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: Students with Disabilities
99.0%	94.1%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.9%	94.1%

### 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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	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	811	5.9%	29.2%	40.0%	24.9%	816	9.2%	30.6%	40.7%	19.5%	782	9.1%	43.6%	33.9%	13.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	73	12.3%	30.1%	30.1%	27.4%	65	13.8%	23.1%	41.5%	21.5%	62	17.7%	40.3%	27.4%	14.5%
Black or African American	54	3.7%	27.8%	35.2%	33.3%	66	3.0%	31.8%	37.9%	27.3%	65	1.5%	32.3%	40.0%	26.2%
Hispanic or Latino	36	5.6%	33.3%	25.0%	36.1%	38	7.9%	23.7%	36.8%	31.6%	38	7.9%	23.7%	36.8%	31.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	577	6.1%	29.6%	42.8%	21.5%	576	9.5%	33.3%	40.3%	16.8%	552	9.8%	47.6%	32.8%	9.8%
Two or More Races	69	0.0%	23.2%	37.7%	39.1%	68	7.4%	17.6%	50.0%	25.0%	64	1.6%	35.9%	42.2%	20.3%
Economically Disadvantaged	194	2.1%	20.1%	36.1%	41.8%	161	3.1%	19.9%	44.1%	32.9%	160	3.8%	26.9%	38.8%	30.6%
English Learners	27	3.7%	11.1%	33.3%	51.9%	26	0.0%	23.1%	30.8%	46.2%	31	19.4%	29.0%	19.4%	32.3%
Students with Disabilities	95	0.0%	10.5%	20.0%	69.5%	84	1.2%	7.1%	35.7%	56.0%	77	1.3%	14.3%	33.8%	50.6%

#### MATHEMATICS

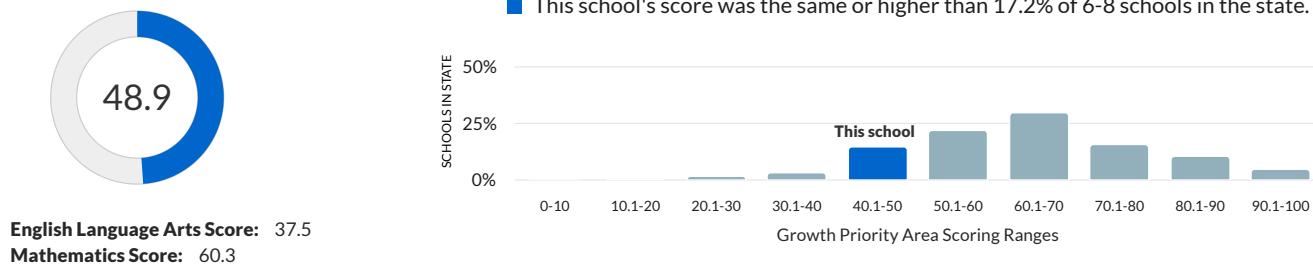
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	810	6.4%	40.9%	29.4%	23.3%	816	8.8%	39.1%	34.4%	17.6%	781	25.0%	42.8%	23.0%	9.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	73	20.5%	31.5%	28.8%	19.2%	65	10.8%	41.5%	32.3%	15.4%	62	35.5%	35.5%	24.2%	4.8%
Black or African American	54	1.9%	31.5%	33.3%	33.3%	66	0.0%	28.8%	40.9%	30.3%	64	9.4%	32.8%	31.3%	26.6%
Hispanic or Latino	35	8.6%	34.3%	28.6%	28.6%	38	5.3%	26.3%	47.4%	21.1%	38	18.4%	31.6%	31.6%	18.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	577	5.7%	44.4%	29.3%	20.6%	576	10.8%	42.5%	31.4%	15.3%	552	27.9%	47.1%	18.8%	6.2%
Two or More Races	69	0.0%	33.3%	26.1%	40.6%	68	0.0%	26.5%	47.1%	26.5%	64	7.8%	29.7%	45.3%	17.2%
Economically Disadvantaged	193	1.6%	30.1%	28.0%	40.4%	161	3.1%	23.6%	41.0%	32.3%	160	13.1%	25.0%	36.3%	25.6%
English Learners	27	7.4%	18.5%	44.4%	29.6%	26	7.7%	34.6%	30.8%	26.9%	31	29.0%	32.3%	32.3%	6.5%
Students with Disabilities	95	1.1%	9.5%	18.9%	70.5%	84	1.2%	10.7%	26.2%	61.9%	77	5.2%	26.0%	29.9%	39.0%



## 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.

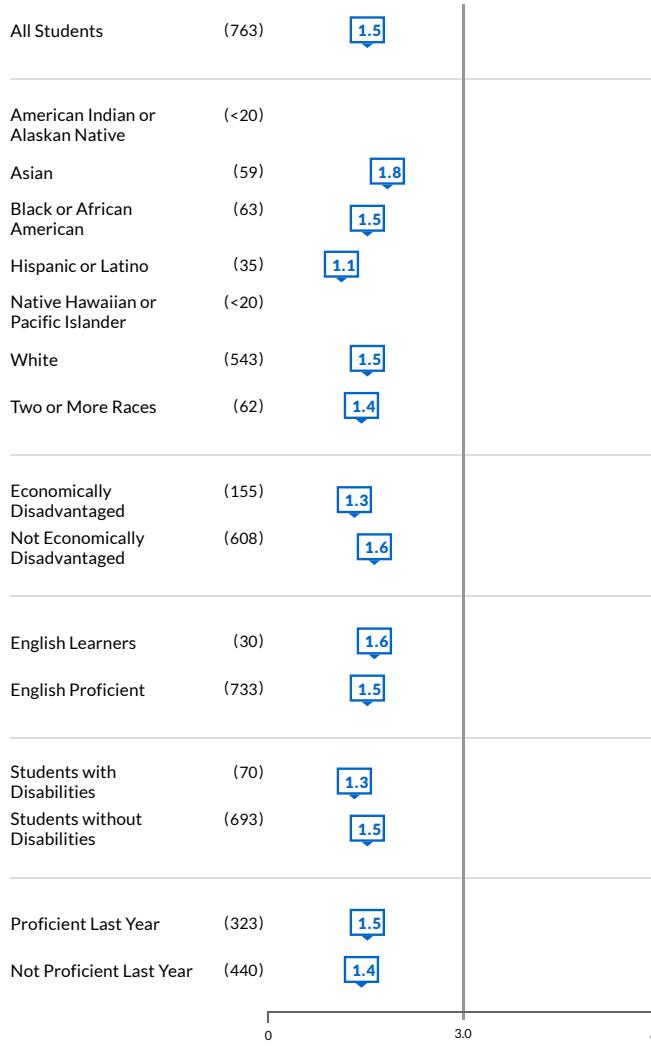
### Priority Area Score



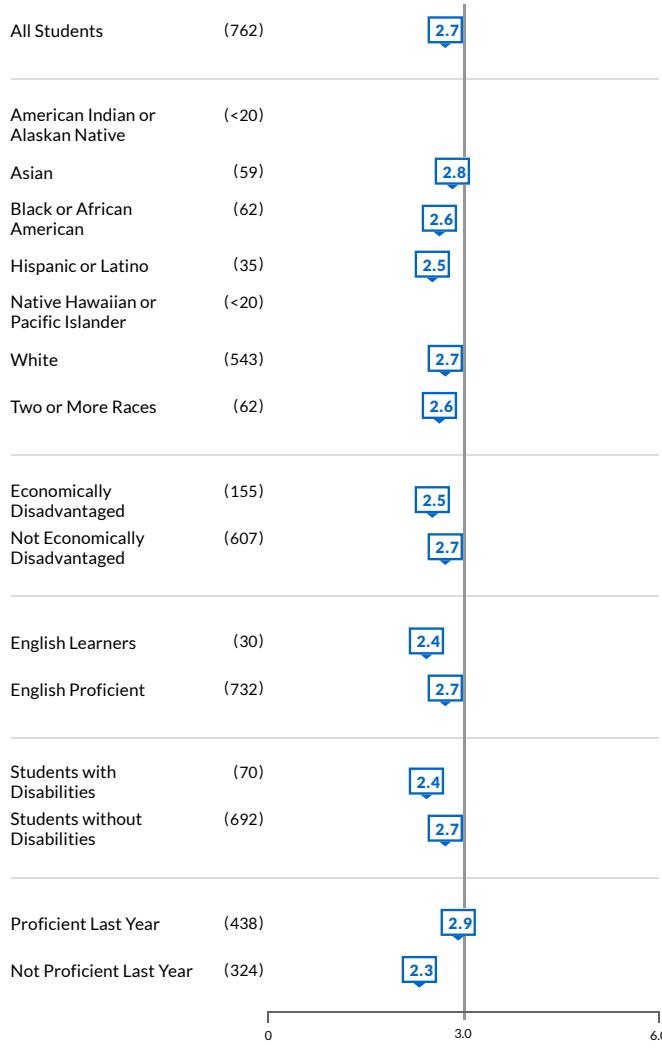
### Student Group Value-Added (for information only)

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





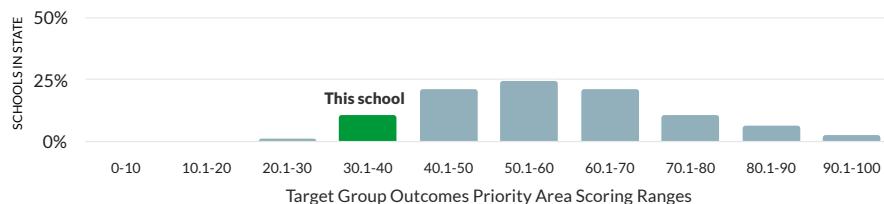
## TARGET GROUP OUTCOMES

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 11.0% of 6-8 schools in the state.

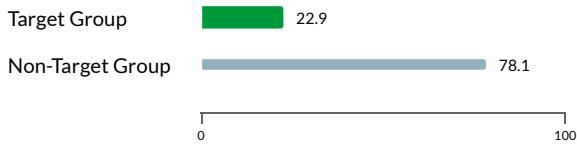


### Component Scores

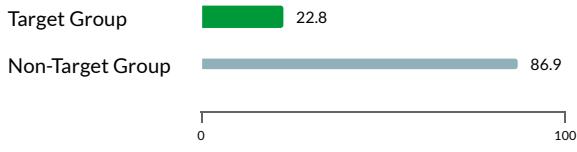
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

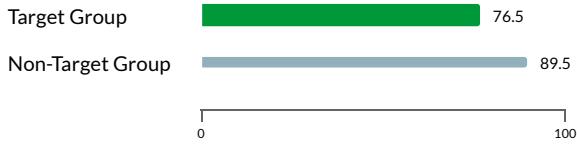


##### Mathematics



#### CHRONIC ABSENTEEISM

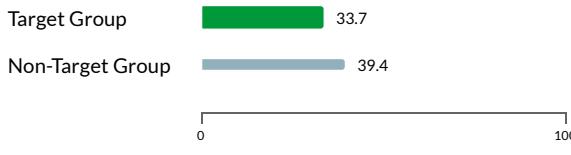
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



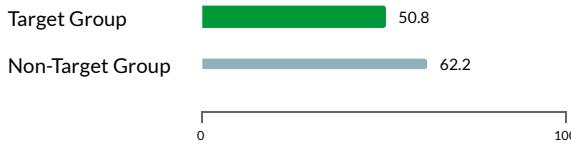
#### GROWTH

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

##### English Language Arts



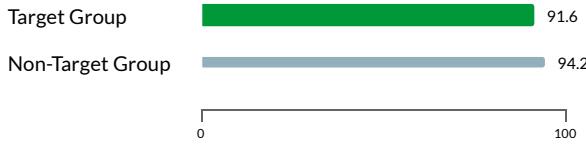
##### Mathematics



#### ATTENDANCE

Score: 91.6

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

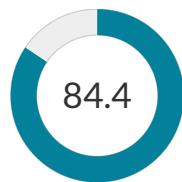




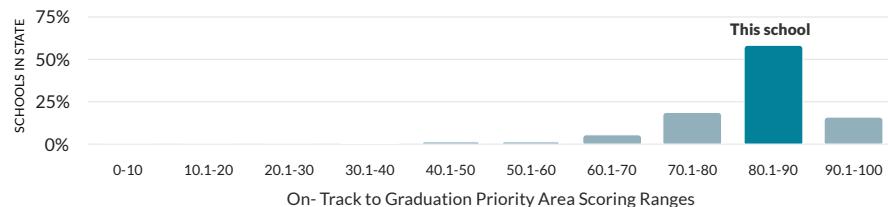
## ON-TRACK TO GRADUATION

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 52.1% of 6-8 schools in the state.

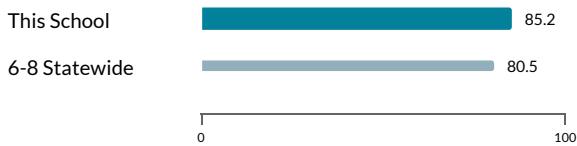


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 85.2

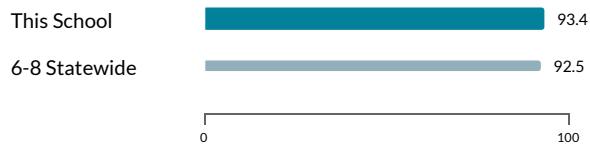
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 93.4

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



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 64.7

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

	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	853	18.1%	840	15.1%	839	12.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	86	14.0%	76	9.2%	66	9.1%
Black or African American	64	29.7%	57	15.8%	71	22.5%
Hispanic or Latino	41	24.4%	41	39.0%	43	34.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	590	14.7%	590	13.1%	585	9.6%
Two or More Races	67	37.3%	73	23.3%	71	14.1%
Economically Disadvantaged	202	34.2%	205	32.2%	167	26.3%
English Learners	37	16.2%	29	13.8%	27	22.2%
Students with Disabilities	102	41.2%	103	29.1%	88	22.7%

### 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