



OVERVIEW

School Details

Grades : 6-8

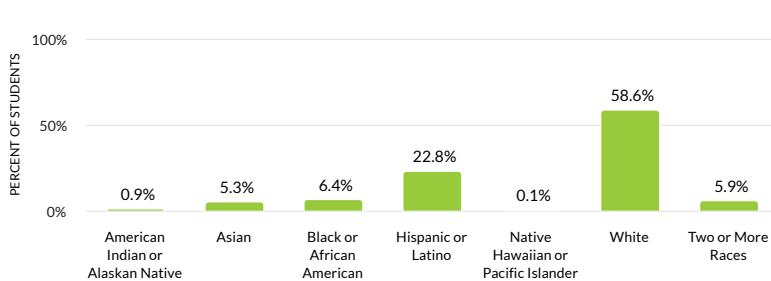
Enrollment : 676

Percent open enrollment : 8.9%

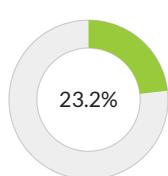
The Menasha Joint School District believes in reaching every student every day. All staff share a commitment to equity and inclusive instructional practices to ensure that all students achieve academic success and develop emotional intelligence. We believe that student success is not determined or limited by race, family income, native language, gender, disability, or area of residence.

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

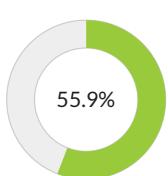
Student Groups



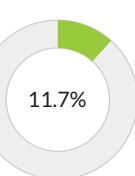
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

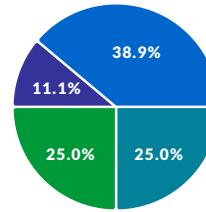
Overall Score

65.3

Meets Expectations

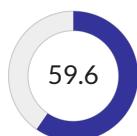


PRIORITY AREA WEIGHTS



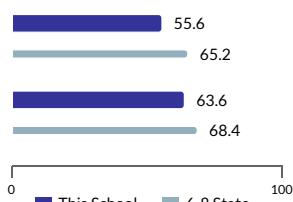
Priority Area Scores

ACHIEVEMENT

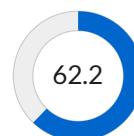


English Language Arts

Subject Area Scores

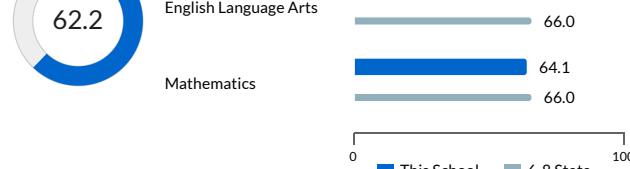


GROWTH

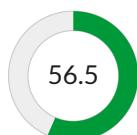


English Language Arts

Subject Area Scores

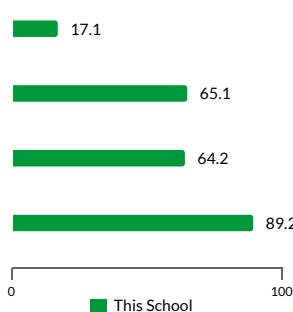


TARGET GROUP OUTCOMES

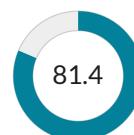


Achievement

Group Scores

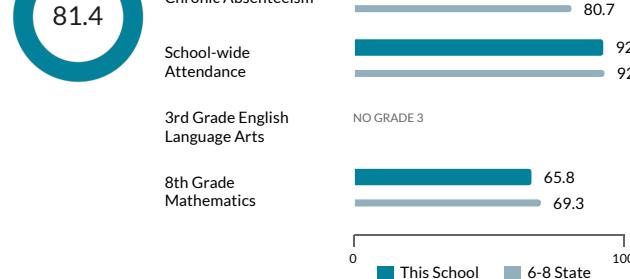


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

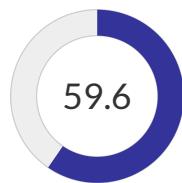




ACHIEVEMENT

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: 55.6

Mathematics Score: 63.6

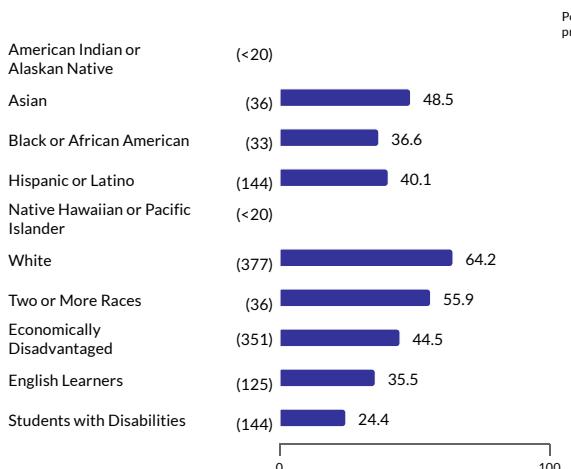
■ This school's score was the same or higher than 21.1% of 6-8 schools in the state.



Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



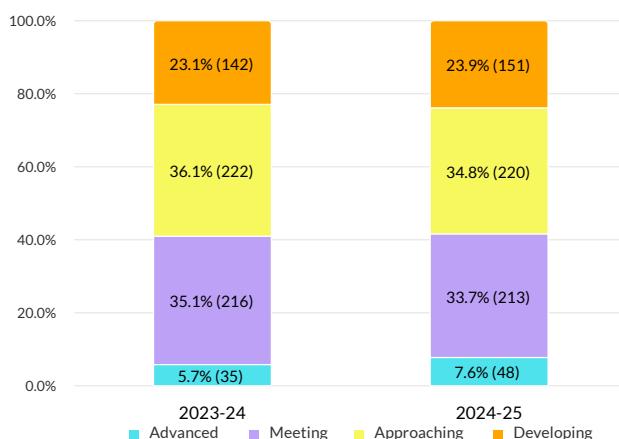
MATHEMATICS



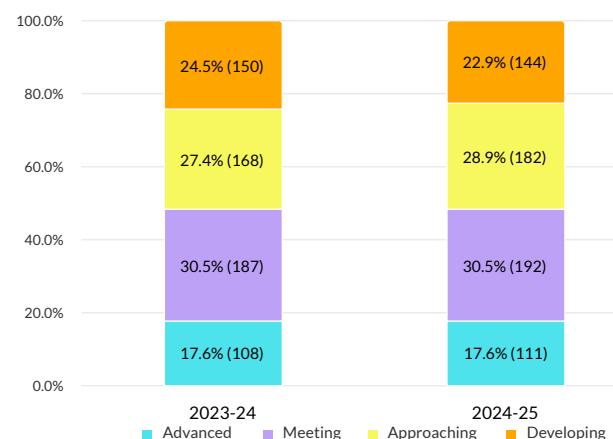
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
99.4%	97.4%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
98.6%	96.8%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,443	11.5%	39.7%	30.2%	18.5%	177,905	12.3%	40.5%	29.0%	18.2%
All Students	615	5.7%	35.1%	36.1%	23.1%	632	7.6%	33.7%	34.8%	23.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	32	3.1%	25.0%	46.9%	25.0%	36	8.3%	27.8%	27.8%	36.1%
Black or African American	38	2.6%	10.5%	36.8%	50.0%	33	0.0%	18.2%	45.5%	36.4%
Hispanic or Latino	124	1.6%	25.0%	45.2%	28.2%	144	1.4%	22.9%	39.6%	36.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	372	7.5%	42.5%	32.8%	17.2%	377	10.9%	39.5%	32.1%	17.5%
Two or More Races	44	6.8%	31.8%	29.5%	31.8%	36	5.6%	36.1%	36.1%	22.2%
Economically Disadvantaged	367	3.0%	27.0%	38.7%	31.3%	351	3.4%	24.8%	39.6%	32.2%
English Learners	112	0.9%	17.0%	45.5%	36.6%	125	2.4%	19.2%	33.6%	44.8%
Students with Disabilities	137	0.7%	16.1%	30.7%	52.6%	144	0.0%	11.8%	30.6%	57.6%

MATHEMATICS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,277	20.1%	32.4%	26.2%	21.3%	177,765	21.6%	31.0%	27.6%	19.7%
All Students	613	17.6%	30.5%	27.4%	24.5%	629	17.6%	30.5%	28.9%	22.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	32	21.9%	21.9%	28.1%	28.1%	36	11.1%	25.0%	30.6%	33.3%
Black or African American	38	5.3%	10.5%	18.4%	65.8%	32	9.4%	6.3%	28.1%	56.3%
Hispanic or Latino	123	6.5%	28.5%	35.0%	30.1%	143	7.0%	26.6%	35.7%	30.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	371	22.6%	35.6%	24.0%	17.8%	376	22.9%	35.6%	26.1%	15.4%
Two or More Races	44	15.9%	20.5%	38.6%	25.0%	36	19.4%	19.4%	33.3%	27.8%
Economically Disadvantaged	365	9.3%	25.8%	32.1%	32.9%	348	9.8%	26.1%	33.0%	31.0%
English Learners	111	6.3%	21.6%	33.3%	38.7%	124	7.3%	25.0%	30.6%	37.1%
Students with Disabilities	136	7.4%	16.9%	22.1%	53.7%	143	5.6%	14.0%	27.3%	53.1%



GROWTH

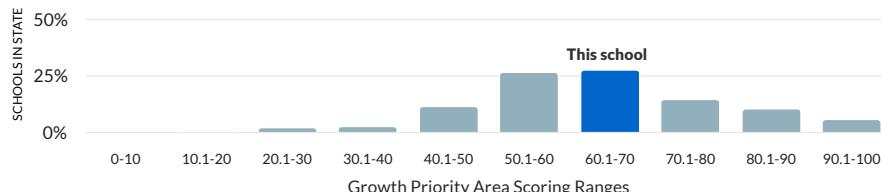
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 60.3
Mathematics Score: 64.1

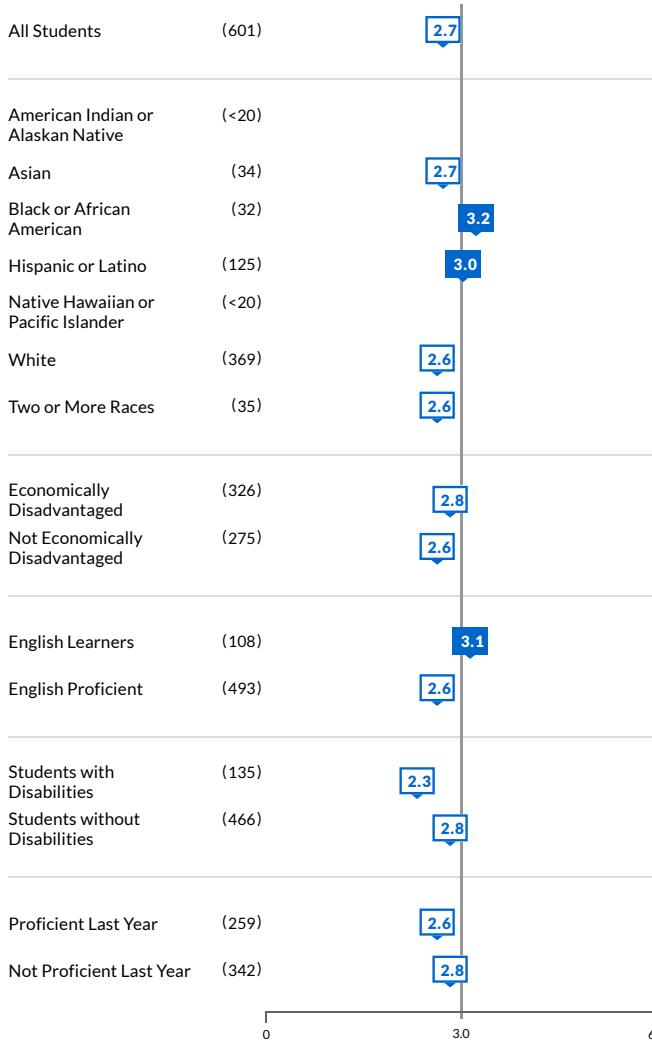
■ This school's score was the same or higher than 50.3% of 6-8 schools in the state.



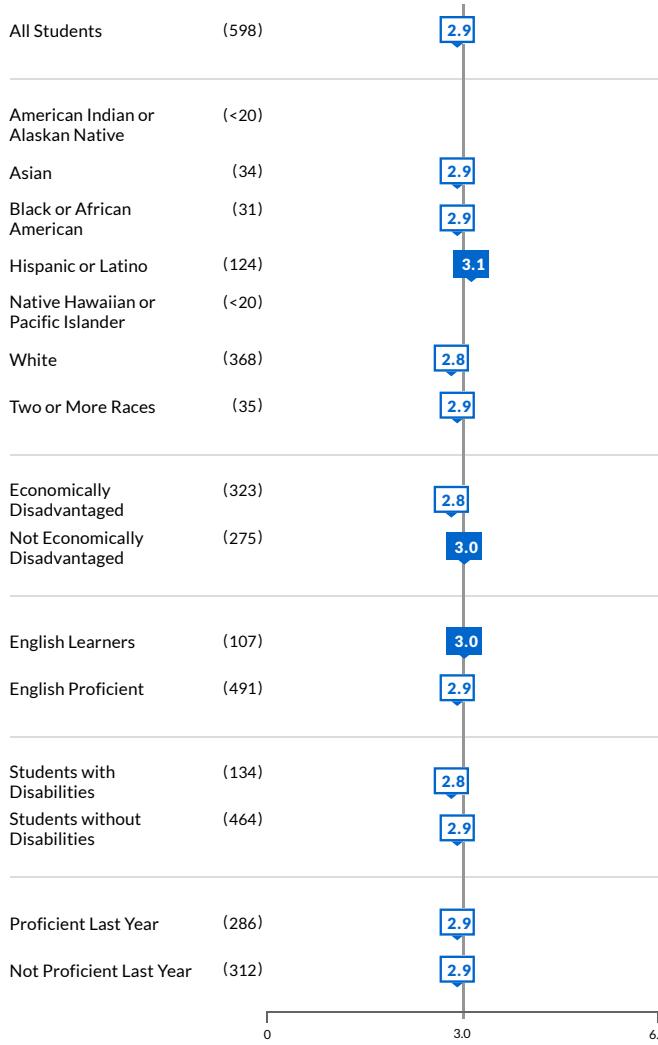
Student Group Value-Added (for information only)

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. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 32.9% of 6-8 schools in the state.

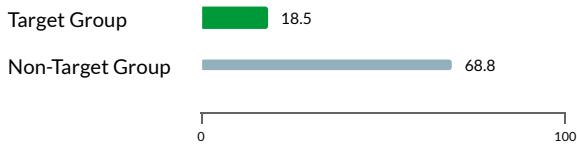


Component Scores

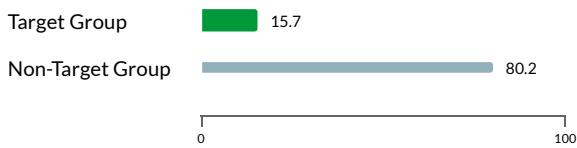
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

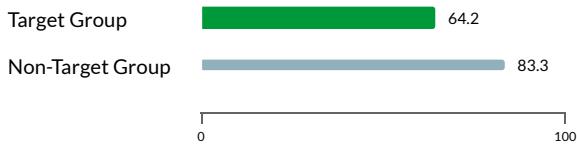


Mathematics



CHRONIC ABSENTEEISM

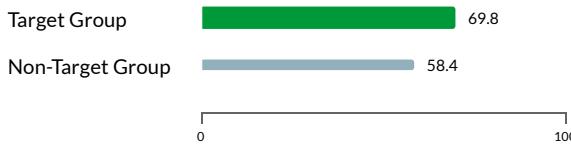
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



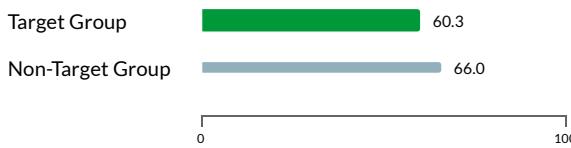
GROWTH

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

English Language Arts



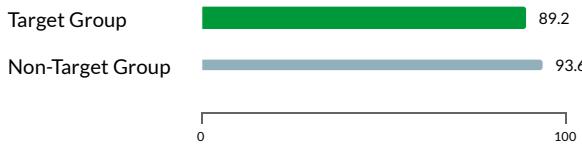
Mathematics



ATTENDANCE

Score: 89.2

This score is the overall attendance rate for the target group in 2023-24.

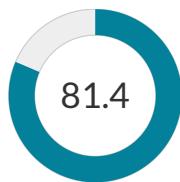




ON-TRACK TO GRADUATION

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 18.5% of 6-8 schools in the state.

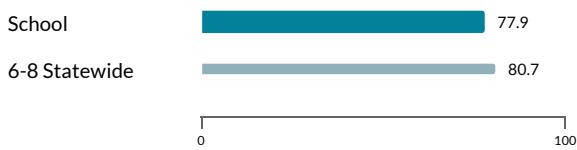


Component Scores

CHRONIC ABSENTEEISM

Score: 77.9

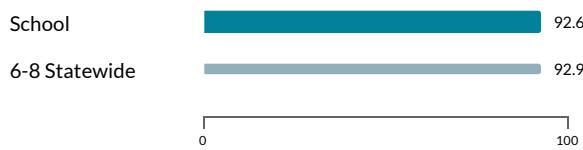
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.6

This score is the overall attendance rate for the school in 2023-24.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

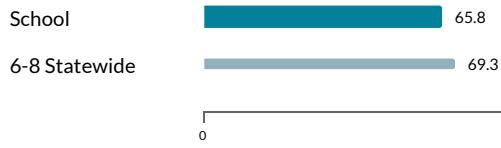
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 65.8

Multi-year average points-based proficiency rates.



3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3



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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	190,135	22.5%	187,110	19.0%	185,364	17.3%
All Students	745	24.6%	728	24.0%	654	18.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	41	14.6%	39	10.3%	35	8.6%
Black or African American	49	32.7%	53	43.4%	43	51.2%
Hispanic or Latino	168	32.1%	163	29.4%	144	27.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	431	19.7%	422	20.1%	379	11.1%
Two or More Races	54	37.0%	48	29.2%	48	27.1%
Economically Disadvantaged	438	31.7%	450	31.1%	397	26.7%
English Learners	162	24.1%	155	23.2%	129	27.1%
Students with Disabilities	125	34.4%	147	35.4%	138	29.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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