



OVERVIEW

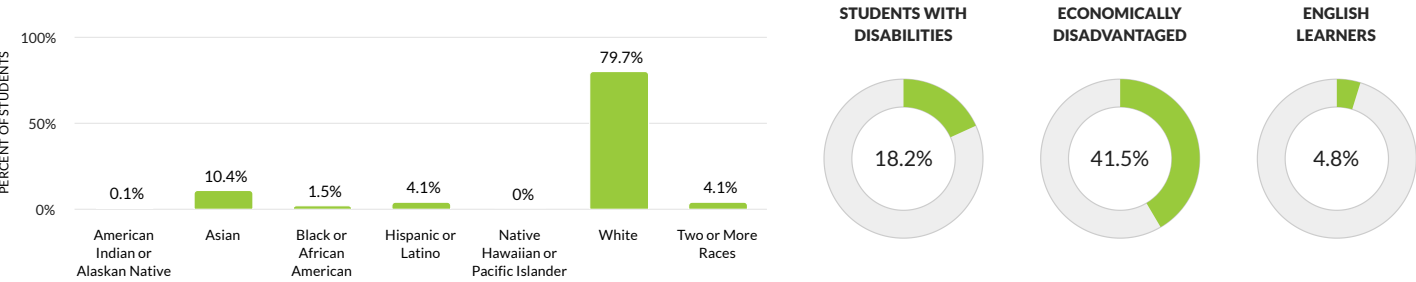
School Details

Grades : 6-8
Enrollment : 730
Percent open enrollment : 1.9%

The School District of the Menomonie Area (SDMA) is dedicated to preparing ALL students to become lifelong learners, caring individuals, and responsible citizens. The data included within this report represents one of the many ways student growth and achievement are measured within the SDMA. Students are provided access to a wide range of instructional programming to prepare them for their future.

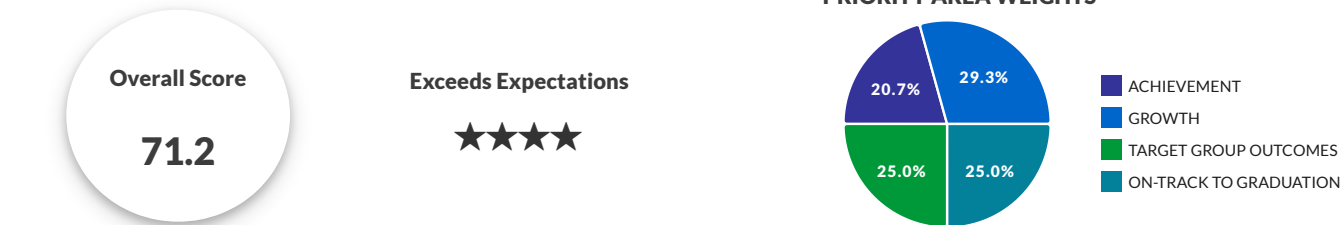
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI

Student Groups



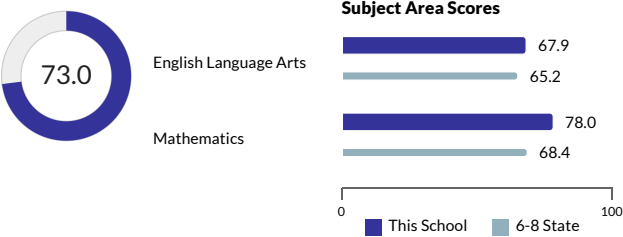
Score Summary

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>.

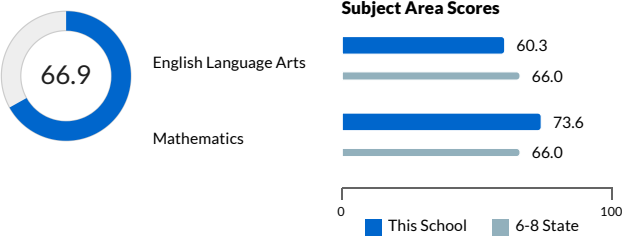


Priority Area Scores

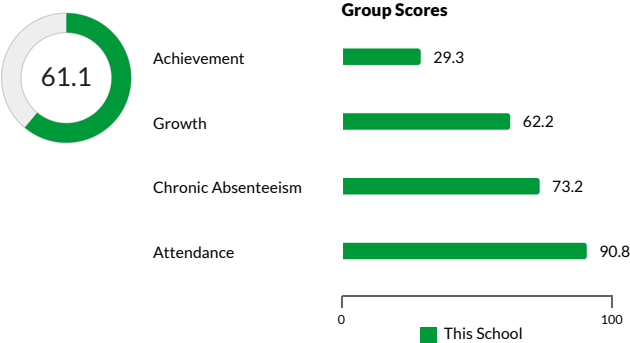
ACHIEVEMENT



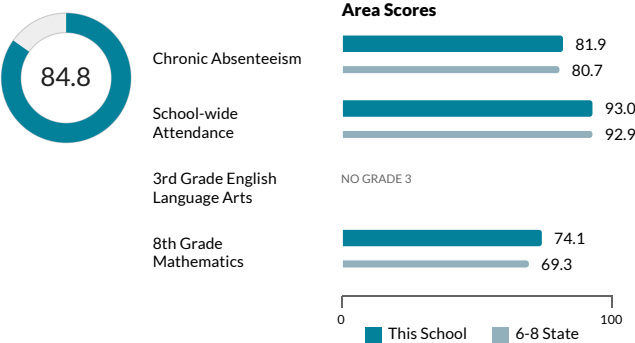
GROWTH



TARGET GROUP OUTCOMES



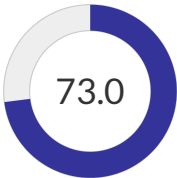
ON-TRACK TO GRADUATION



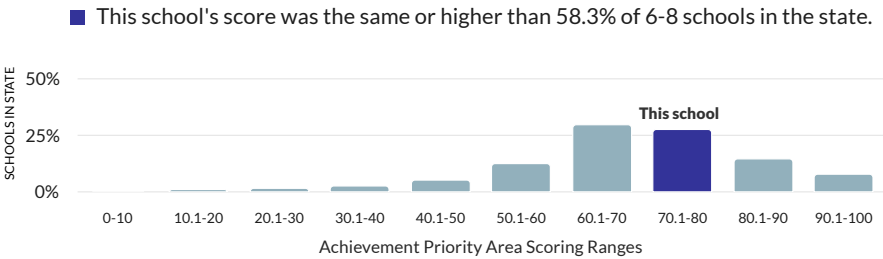
ACHIEVEMENT

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: 67.9
Mathematics Score: 78.0



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



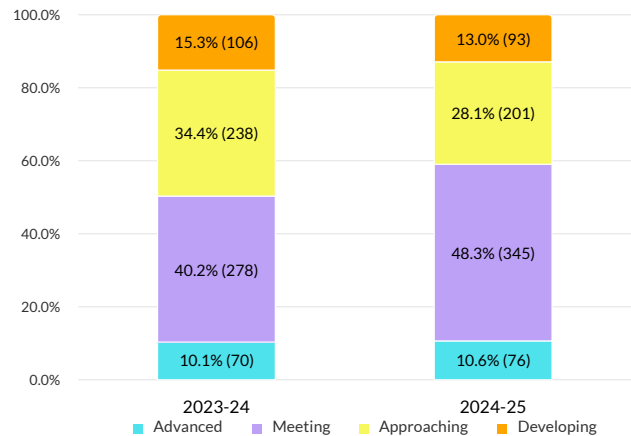
MATHEMATICS



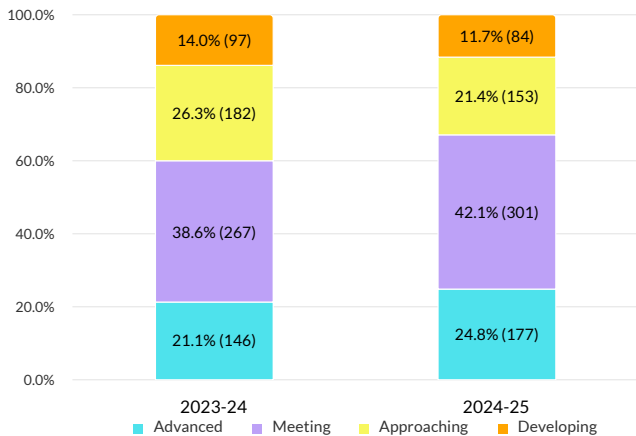
Performance Levels by Year

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
99.5%	96.8%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
99.5%	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	692	10.1%	40.2%	34.4%	15.3%	715	10.6%	48.3%	28.1%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	72	6.9%	36.1%	41.7%	15.3%	72	4.2%	38.9%	44.4%	12.5%
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	27	0.0%	33.3%	40.7%	25.9%	30	3.3%	46.7%	40.0%	10.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	557	11.0%	42.5%	32.9%	13.6%	572	12.1%	50.7%	24.3%	12.9%
Two or More Races	28	10.7%	14.3%	46.4%	28.6%	30	0.0%	36.7%	46.7%	16.7%
Economically Disadvantaged	294	4.8%	32.3%	37.8%	25.2%	303	5.0%	35.3%	38.6%	21.1%
English Learners	54	1.9%	22.2%	53.7%	22.2%	60	3.3%	30.0%	50.0%	16.7%
Students with Disabilities	139	0.7%	11.5%	39.6%	48.2%	125	1.6%	14.4%	32.8%	51.2%

MATHEMATICS

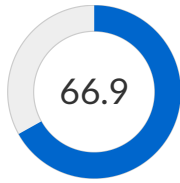
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,277	20.1%	32.4%	26.2%	21.3%	177,765	21.6%	31.0%	27.6%	19.7%
All Students	692	21.1%	38.6%	26.3%	14.0%	715	24.8%	42.1%	21.4%	11.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	72	18.1%	34.7%	33.3%	13.9%	72	15.3%	43.1%	33.3%	8.3%
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	27	3.7%	25.9%	48.1%	22.2%	30	6.7%	43.3%	30.0%	20.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	557	23.0%	41.1%	23.7%	12.2%	572	28.0%	43.0%	18.9%	10.1%
Two or More Races	28	10.7%	17.9%	35.7%	35.7%	30	10.0%	23.3%	33.3%	33.3%
Economically Disadvantaged	294	11.2%	34.7%	31.6%	22.4%	303	10.9%	38.9%	31.4%	18.8%
English Learners	54	7.4%	29.6%	46.3%	16.7%	60	6.7%	41.7%	38.3%	13.3%
Students with Disabilities	139	3.6%	13.7%	30.2%	52.5%	125	4.8%	16.8%	31.2%	47.2%



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.

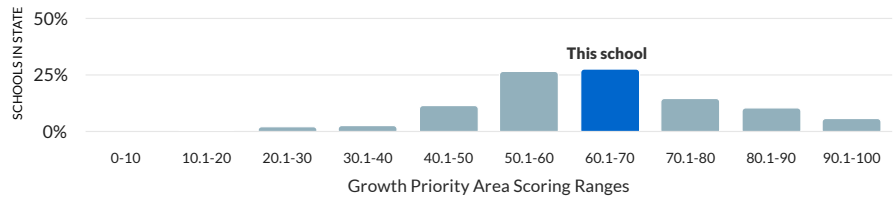
Priority Area Score



English Language Arts Score: 60.3

Mathematics Score: 73.6

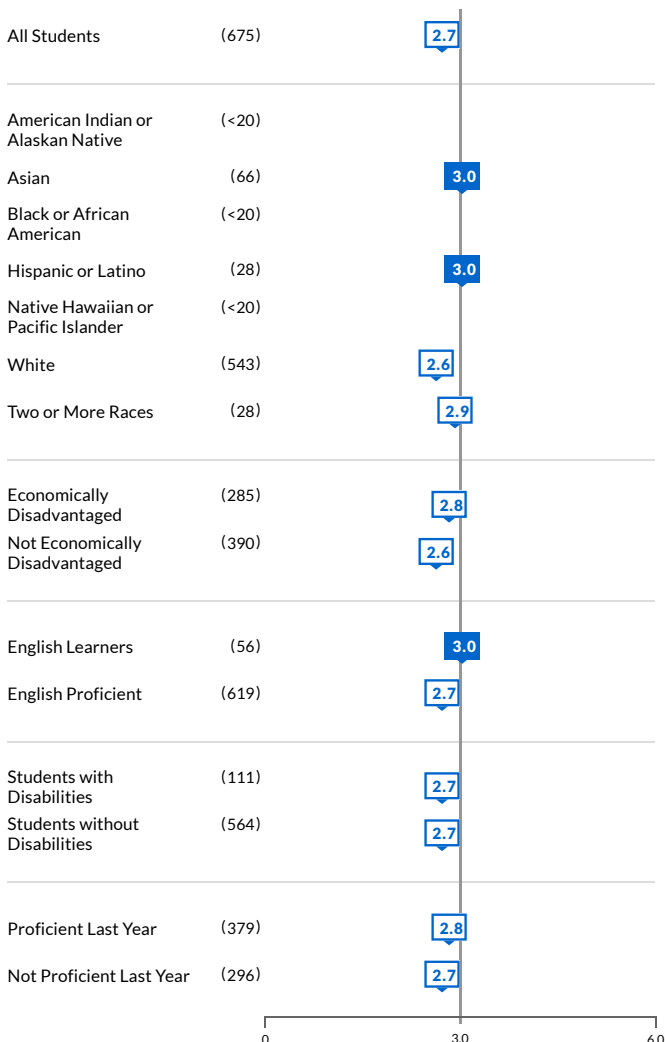
■ This school's score was the same or higher than 60.8% of 6-8 schools in the state.



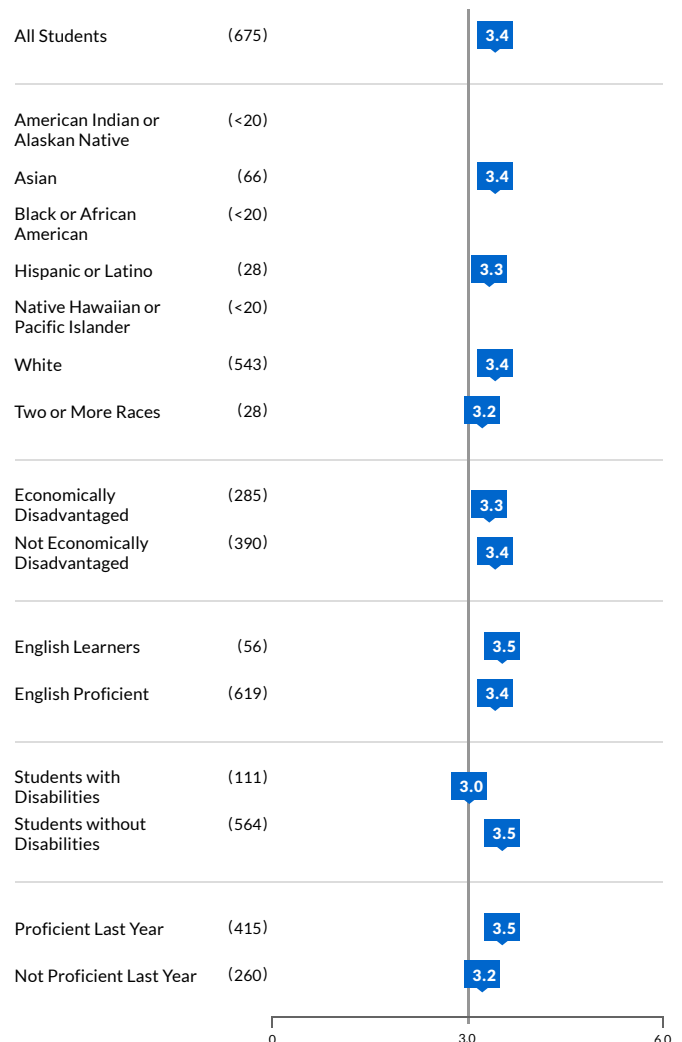
Student Group Value-Added (for information only)

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





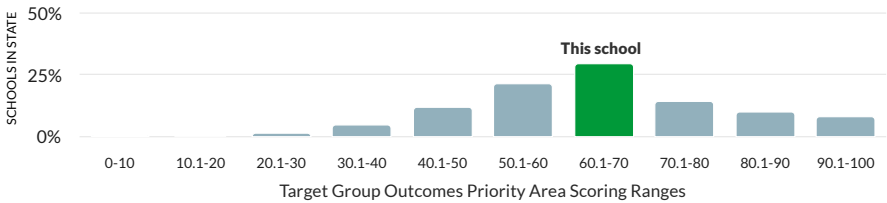
TARGET GROUP OUTCOMES

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 43.9% of 6-8 schools in the state.



Component Scores

ACHIEVEMENT

Score: 29.3

Average points-based proficiency rates.

English Language Arts

Target Group: 26.9

Non-Target Group: 82.6

Mathematics

Target Group: 31.7

Non-Target Group: 94.5

GROWTH

Score: 62.2

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

English Language Arts

Target Group: 56.5

Non-Target Group: 62.2

Mathematics

Target Group: 67.9

Non-Target Group: 75.5

CHRONIC ABSENTEEISM

Score: 73.2

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.

Target Group: 73.2

Non-Target Group: 85.7

ATTENDANCE

Score: 90.8

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

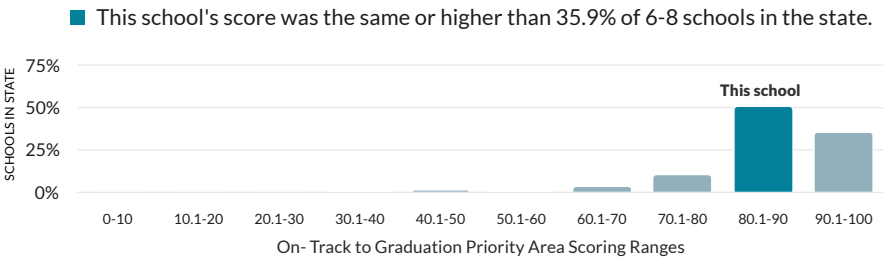
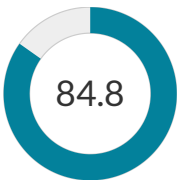
Target Group: 90.8

Non-Target Group: 93.8

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: 81.9

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

6-8 Statewide

81.9

80.7

0

100

SCHOOL-WIDE ATTENDANCE

Score: 93.0

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

School

6-8 Statewide

93.0

92.9

0

100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 74.1

Multi-year average points-based proficiency rates.

School

6-8 Statewide

74.1

69.3

0

100

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	704	14.3%	696	20.3%	717	18.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	64	10.9%	68	20.6%	75	17.3%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	31	25.8%	37	32.4%	30	26.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	552	13.0%	540	18.3%	570	17.2%
Two or More Races	43	20.9%	37	32.4%	31	32.3%
Economically Disadvantaged	297	22.6%	280	30.4%	314	28.0%
English Learners	49	12.2%	58	24.1%	56	19.6%
Students with Disabilities	132	20.5%	141	27.0%	147	25.2%

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