OVERVIEW

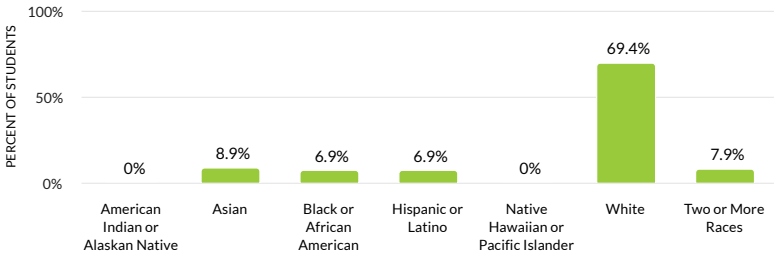
School Details

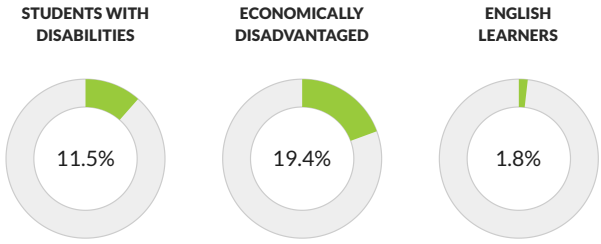
Grades : 6-8
Enrollment : 785
Percent open enrollment : 2.3%

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





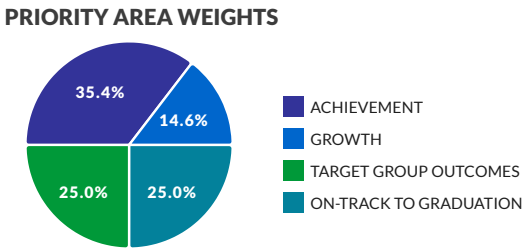
Score Summary

Overall Score

73.7

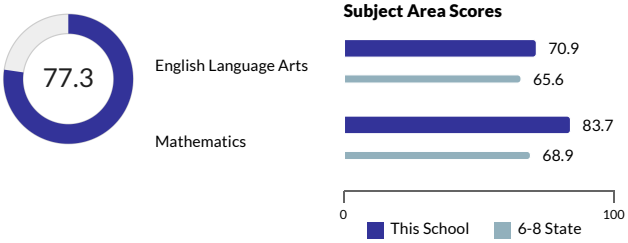
Exceeds Expectations

★★★★

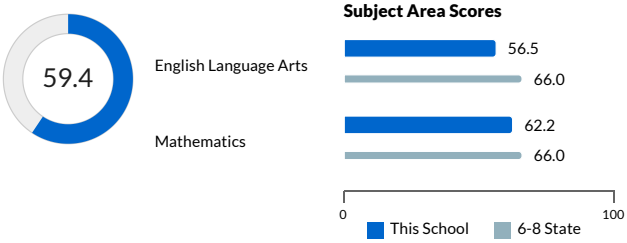


Priority Area Scores

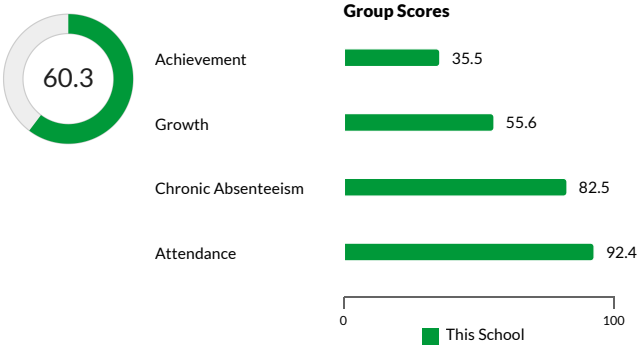
ACHIEVEMENT



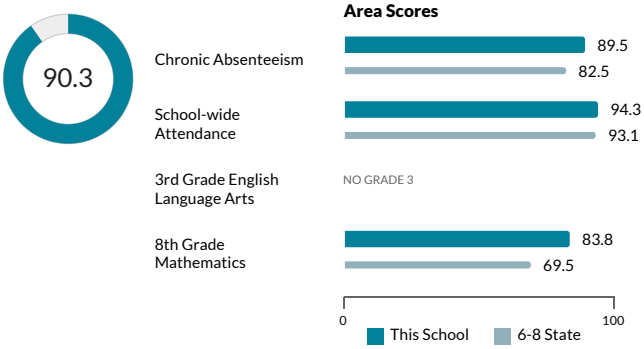
GROWTH



TARGET GROUP OUTCOMES



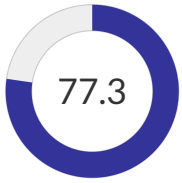
ON-TRACK TO GRADUATION



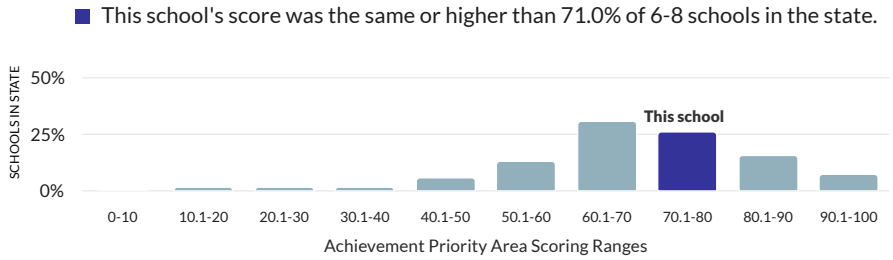
ACHIEVEMENT

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: 70.9
Mathematics Score: 83.7



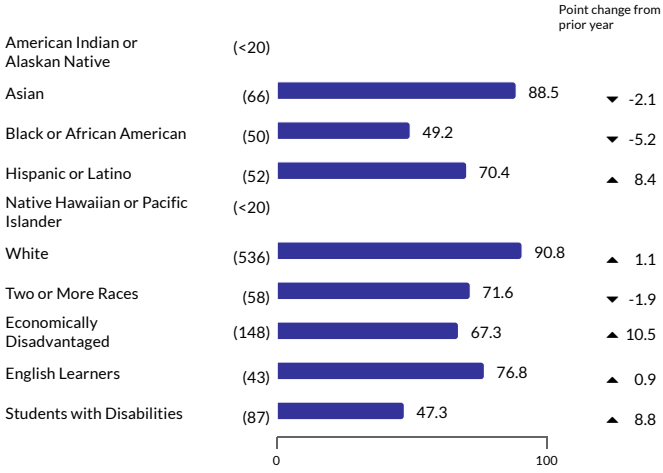
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



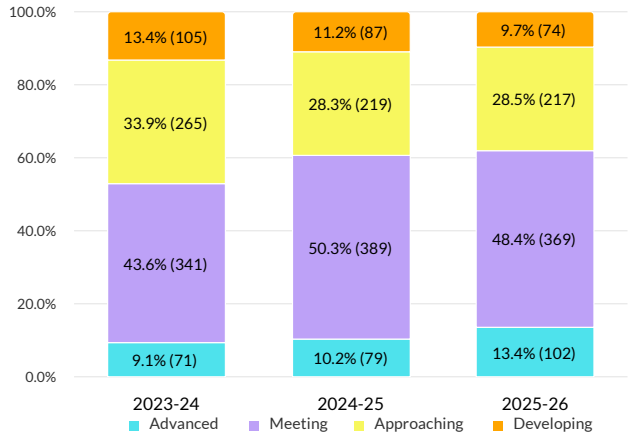
MATHEMATICS



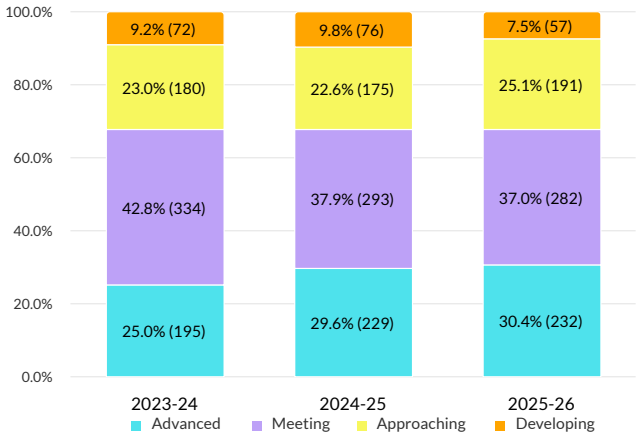
Performance Levels by Year

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, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.0%	95.8%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.0%	95.8%

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					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,378	11.5%	39.7%	30.2%	18.5%	177,820	12.3%	40.5%	29.0%	18.2%	177,924	12.8%	41.2%	28.0%	18.1%
All Students	782	9.1%	43.6%	33.9%	13.4%	774	10.2%	50.3%	28.3%	11.2%	762	13.4%	48.4%	28.5%	9.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	62	17.7%	40.3%	27.4%	14.5%	64	14.1%	50.0%	23.4%	12.5%	66	12.1%	47.0%	33.3%	7.6%
Black or African American	65	1.5%	32.3%	40.0%	26.2%	65	0.0%	43.1%	38.5%	18.5%	50	0.0%	34.0%	40.0%	26.0%
Hispanic or Latino	38	7.9%	23.7%	36.8%	31.6%	54	9.3%	31.5%	38.9%	20.4%	52	7.7%	46.2%	26.9%	19.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	552	9.8%	47.6%	32.8%	9.8%	528	11.4%	54.0%	25.6%	9.1%	536	16.2%	50.9%	25.7%	7.1%
Two or More Races	64	1.6%	35.9%	42.2%	20.3%	62	6.5%	43.5%	37.1%	12.9%	58	5.2%	41.4%	39.7%	13.8%
Economically Disadvantaged	160	3.8%	26.9%	38.8%	30.6%	159	3.8%	33.3%	41.5%	21.4%	148	6.1%	38.5%	34.5%	20.9%
English Learners	31	19.4%	29.0%	19.4%	32.3%	41	14.6%	29.3%	39.0%	17.1%	43	9.3%	44.2%	30.2%	16.3%
Students with Disabilities	77	1.3%	14.3%	33.8%	50.6%	86	3.5%	16.3%	25.6%	54.7%	87	5.7%	18.4%	34.5%	41.4%

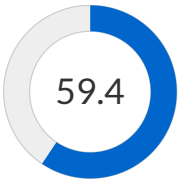
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,288	20.1%	32.4%	26.3%	21.3%	177,761	21.6%	31.0%	27.6%	19.7%	177,939	22.8%	30.1%	27.5%	19.5%
All Students	781	25.0%	42.8%	23.0%	9.2%	773	29.6%	37.9%	22.6%	9.8%	762	30.4%	37.0%	25.1%	7.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	62	35.5%	35.5%	24.2%	4.8%	63	36.5%	39.7%	14.3%	9.5%	66	37.9%	27.3%	30.3%	4.5%
Black or African American	64	9.4%	32.8%	31.3%	26.6%	65	7.7%	32.3%	33.8%	26.2%	50	10.0%	24.0%	32.0%	34.0%
Hispanic or Latino	38	18.4%	31.6%	31.6%	18.4%	54	14.8%	33.3%	27.8%	24.1%	52	19.2%	36.5%	26.9%	17.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	552	27.9%	47.1%	18.8%	6.2%	528	34.5%	38.3%	21.0%	6.3%	536	34.1%	39.2%	22.6%	4.1%
Two or More Races	64	7.8%	29.7%	45.3%	17.2%	62	16.1%	43.5%	29.0%	11.3%	58	15.5%	39.7%	34.5%	10.3%
Economically Disadvantaged	160	13.1%	25.0%	36.3%	25.6%	159	11.3%	30.2%	32.7%	25.8%	148	17.6%	33.1%	31.8%	17.6%
English Learners	31	29.0%	32.3%	32.3%	6.5%	40	32.5%	22.5%	27.5%	17.5%	43	27.9%	23.3%	41.9%	7.0%
Students with Disabilities	77	5.2%	26.0%	29.9%	39.0%	86	14.0%	9.3%	25.6%	51.2%	87	12.6%	16.1%	35.6%	35.6%

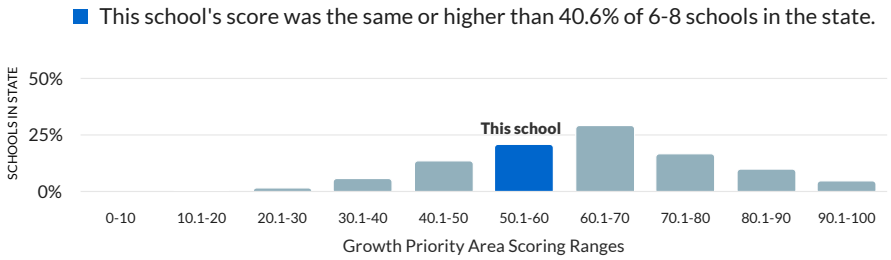
GROWTH

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



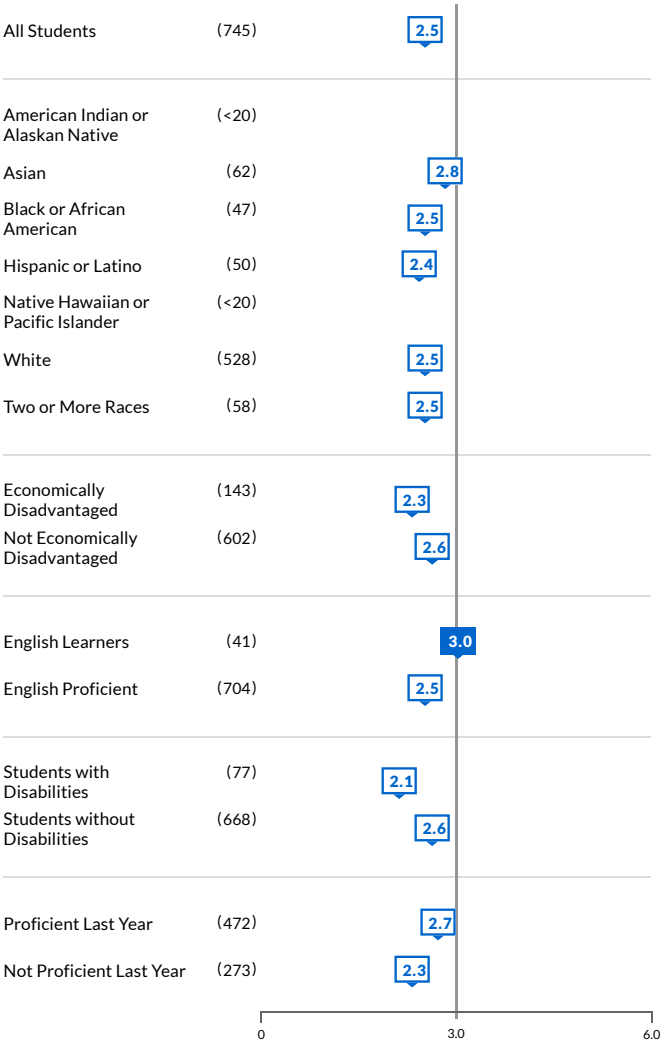
English Language Arts Score: 56.5
Mathematics Score: 62.2



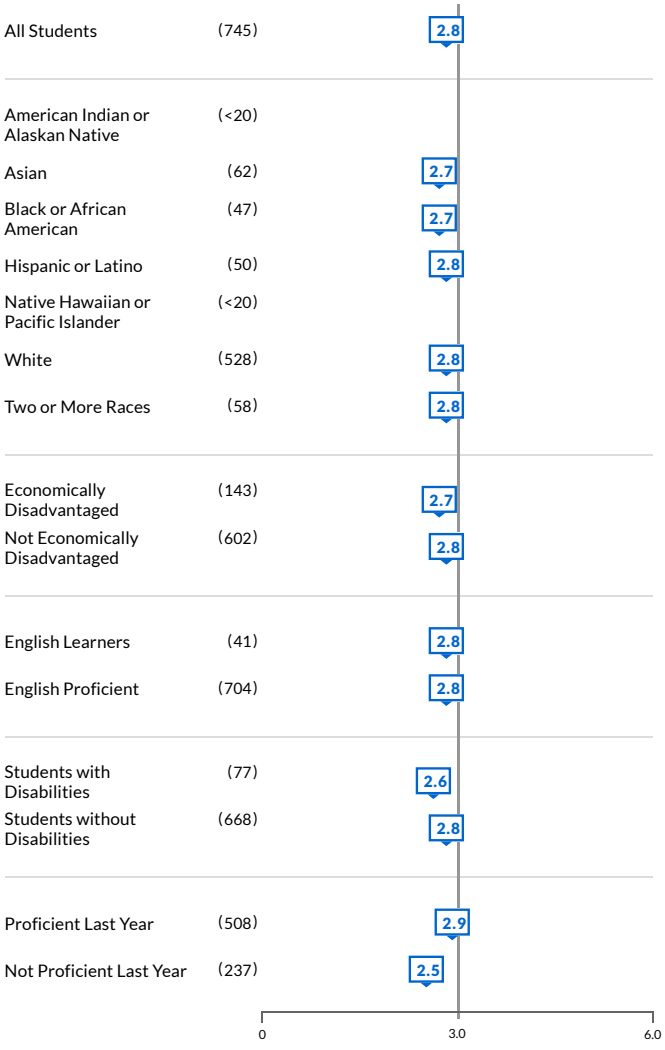
Student Group Value-Added (for information only)

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



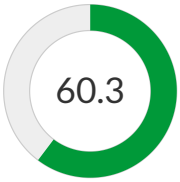
MATHEMATICS

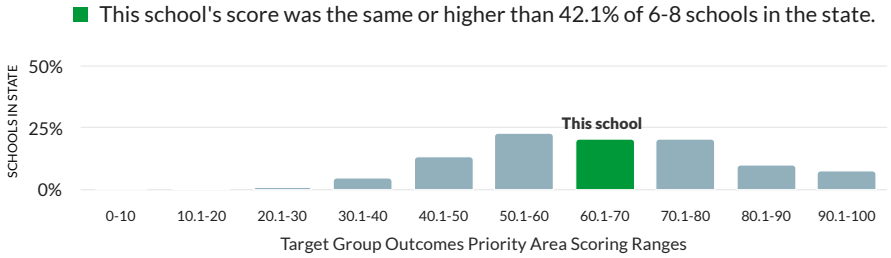


TARGET GROUP OUTCOMES

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





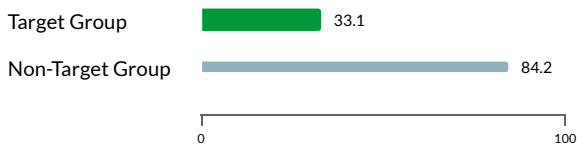
Component Scores

ACHIEVEMENT

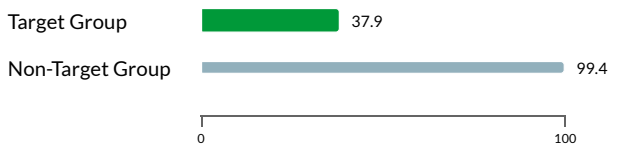
Score: 35.5

Average points-based proficiency rates.

English Language Arts



Mathematics

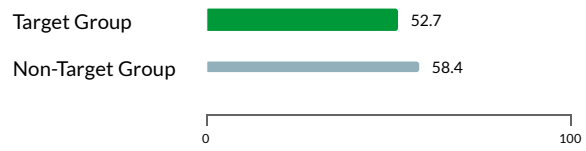


GROWTH

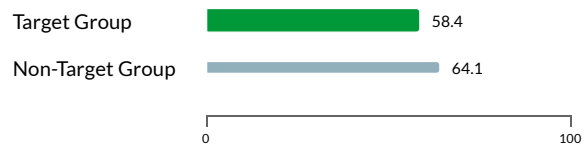
Score: 55.6

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

English Language Arts



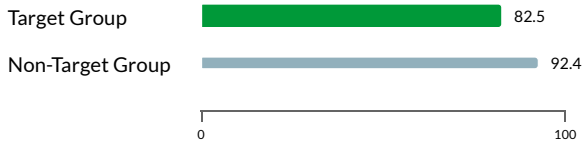
Mathematics



CHRONIC ABSENTEEISM

Score: 82.5

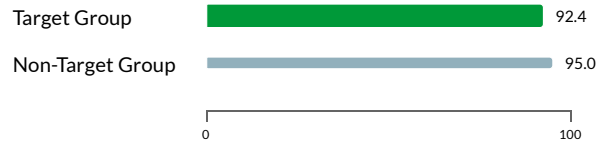
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 92.4

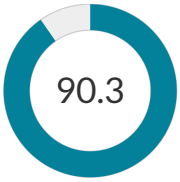
This score is the overall attendance rate for the target group in 2024-25.

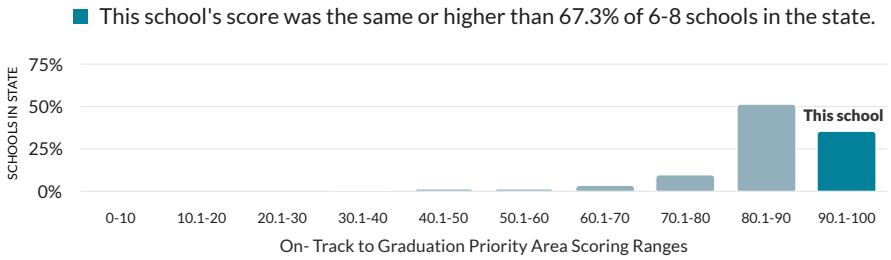


ON-TRACK TO GRADUATION

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



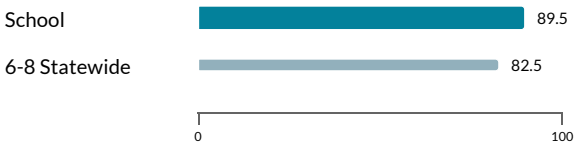


Component Scores

CHRONIC ABSENTEEISM

Score: 89.5

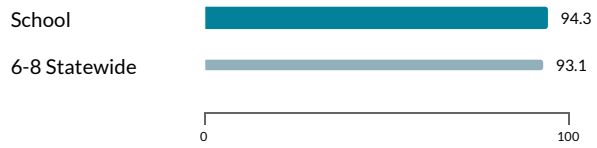
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.3

This score is the overall attendance rate for the school in 2024-25.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

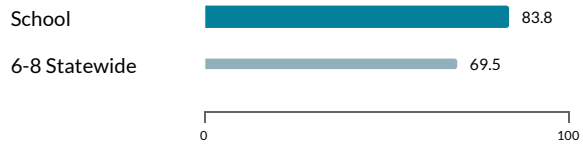
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 83.8

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	187,113	19.0%	185,414	17.3%	184,384	16.8%
All Students	839	12.3%	802	9.4%	800	10.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	66	9.1%	64	1.6%	69	1.4%
Black or African American	71	22.5%	72	23.6%	68	22.1%
Hispanic or Latino	43	34.9%	39	23.1%	55	21.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	585	9.6%	561	7.5%	542	8.7%
Two or More Races	71	14.1%	65	9.2%	65	10.8%
Economically Disadvantaged	167	26.3%	166	21.1%	166	22.3%
English Learners	27	22.2%	33	9.1%	44	4.5%
Students with Disabilities	88	22.7%	74	20.3%	87	21.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

November 2026

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.