OVERVIEW

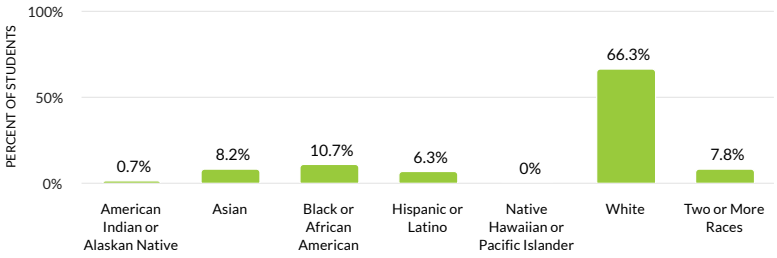
School Details

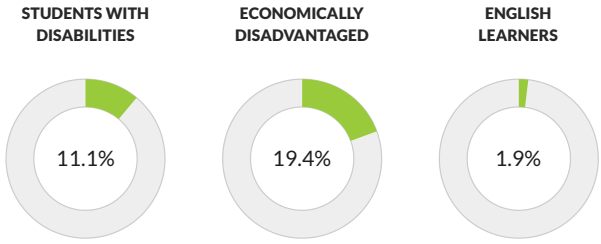
Grades : 9-12
Enrollment : 1,216
Percent open enrollment : 5.7%

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.

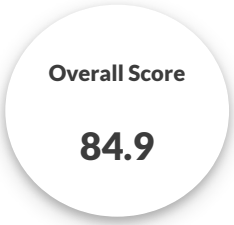
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





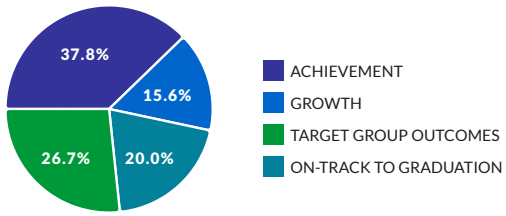
Score Summary



Significantly Exceeds Expectations

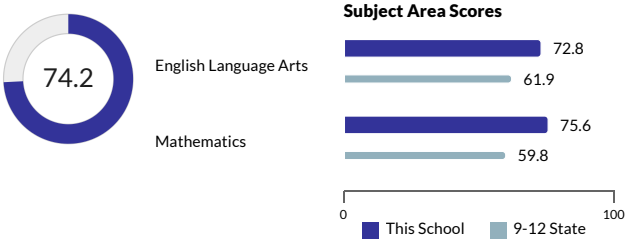
★★★★★

PRIORITY AREA WEIGHTS

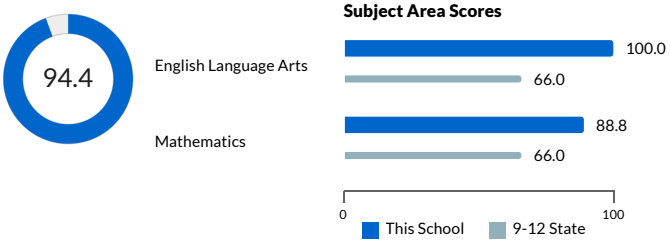


Priority Area Scores

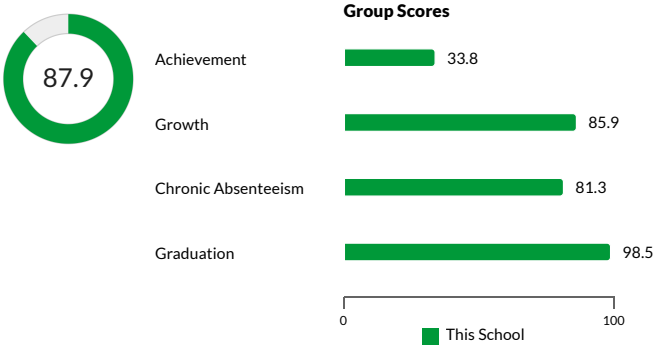
ACHIEVEMENT



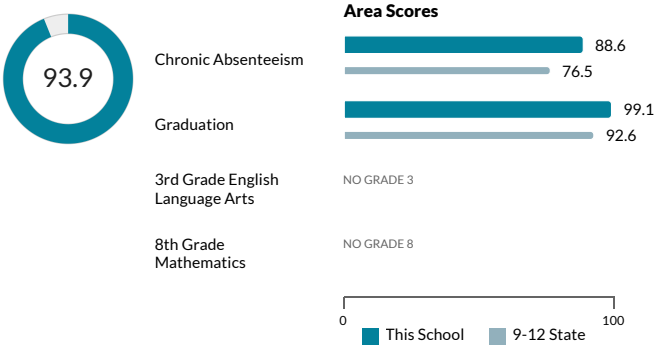
GROWTH



TARGET GROUP OUTCOMES



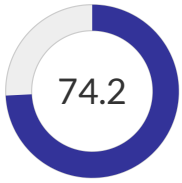
ON-TRACK TO GRADUATION



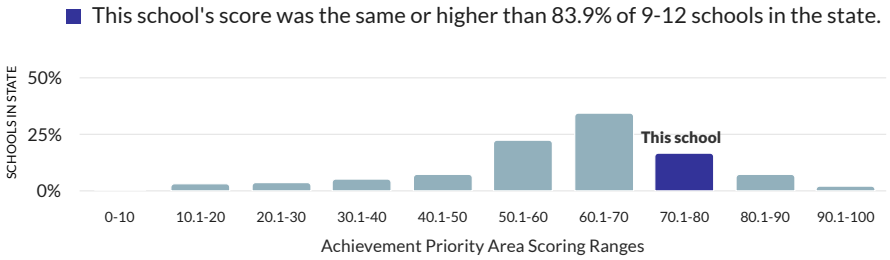
ACHIEVEMENT

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



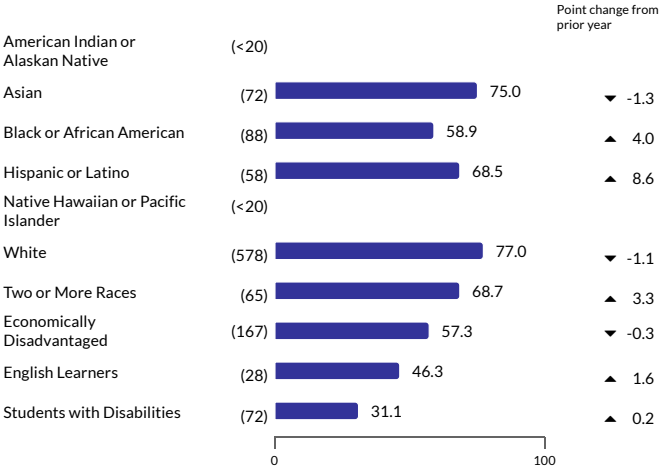
English Language Arts Score: 72.8
Mathematics Score: 75.6



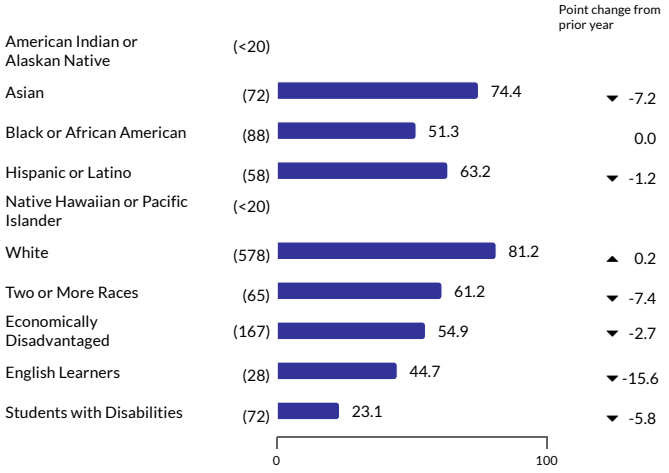
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



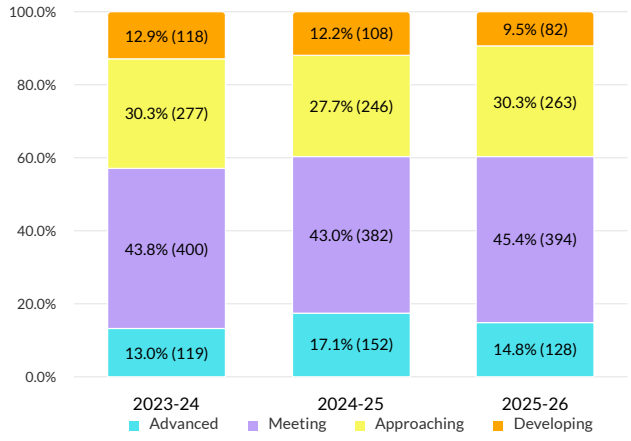
MATHEMATICS



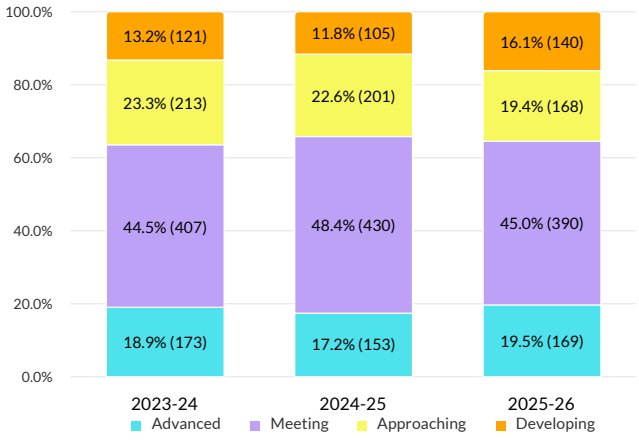
Performance Levels by Year

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
97.1%	81.8%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.1%	81.8%

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: 9-12 State	187,666	10.6%	36.3%	33.2%	19.9%	185,350	12.1%	36.0%	31.7%	20.2%	182,095	11.2%	36.1%	32.0%	20.6%
All Students	914	13.0%	43.8%	30.3%	12.9%	888	17.1%	43.0%	27.7%	12.2%	867	14.8%	45.4%	30.3%	9.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	86	15.1%	37.2%	34.9%	12.8%	76	22.4%	35.5%	32.9%	9.2%	72	15.3%	43.1%	36.1%	5.6%
Black or African American	100	8.0%	29.0%	41.0%	22.0%	88	8.0%	34.1%	30.7%	27.3%	88	4.5%	39.8%	38.6%	17.0%
Hispanic or Latino	50	8.0%	44.0%	26.0%	22.0%	50	12.0%	34.0%	30.0%	24.0%	58	12.1%	43.1%	31.0%	13.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	599	14.9%	47.9%	27.9%	9.3%	600	18.8%	46.2%	26.0%	9.0%	578	16.8%	47.2%	27.7%	8.3%
Two or More Races	72	4.2%	37.5%	34.7%	23.6%	69	11.6%	39.1%	33.3%	15.9%	65	10.8%	43.1%	35.4%	10.8%
Economically Disadvantaged	194	6.7%	33.5%	34.0%	25.8%	163	5.5%	41.1%	30.1%	23.3%	167	6.0%	33.5%	43.1%	17.4%
English Learners	27	0.0%	14.8%	37.0%	48.1%	20	0.0%	25.0%	50.0%	25.0%	28	3.6%	17.9%	57.1%	21.4%
Students with Disabilities	87	5.7%	10.3%	34.5%	49.4%	87	4.6%	8.0%	39.1%	48.3%	72	2.8%	8.3%	44.4%	44.4%

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: 9-12 State	188,164	10.8%	36.1%	29.3%	23.8%	185,848	10.4%	38.5%	26.5%	24.6%	182,390	12.8%	36.5%	21.7%	29.1%
All Students	914	18.9%	44.5%	23.3%	13.2%	889	17.2%	48.4%	22.6%	11.8%	867	19.5%	45.0%	19.4%	16.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	86	20.9%	43.0%	23.3%	12.8%	76	19.7%	47.4%	28.9%	3.9%	72	19.4%	45.8%	16.7%	18.1%
Black or African American	100	7.0%	28.0%	32.0%	33.0%	88	2.3%	36.4%	35.2%	26.1%	88	4.5%	37.5%	26.1%	31.8%
Hispanic or Latino	50	12.0%	38.0%	26.0%	24.0%	50	16.0%	32.0%	32.0%	20.0%	58	13.8%	39.7%	20.7%	25.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	599	22.9%	48.7%	20.7%	7.7%	601	19.6%	51.9%	18.8%	9.7%	578	23.4%	47.2%	17.5%	11.9%
Two or More Races	72	5.6%	36.1%	33.3%	25.0%	69	13.0%	43.5%	27.5%	15.9%	65	10.8%	38.5%	27.7%	23.1%
Economically Disadvantaged	194	10.8%	32.5%	30.4%	26.3%	163	7.4%	38.7%	29.4%	24.5%	167	7.2%	38.3%	24.6%	29.9%
English Learners	27	3.7%	33.3%	37.0%	25.9%	20	0.0%	45.0%	45.0%	10.0%	28	3.6%	39.3%	10.7%	46.4%
Students with Disabilities	87	4.6%	18.4%	31.0%	46.0%	87	2.3%	11.5%	34.5%	51.7%	72	1.4%	12.5%	22.2%	63.9%

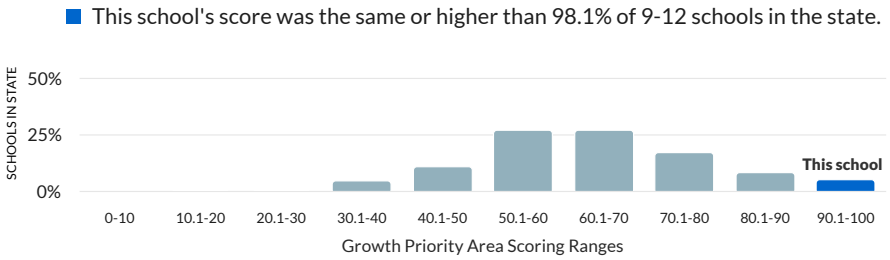
GROWTH

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



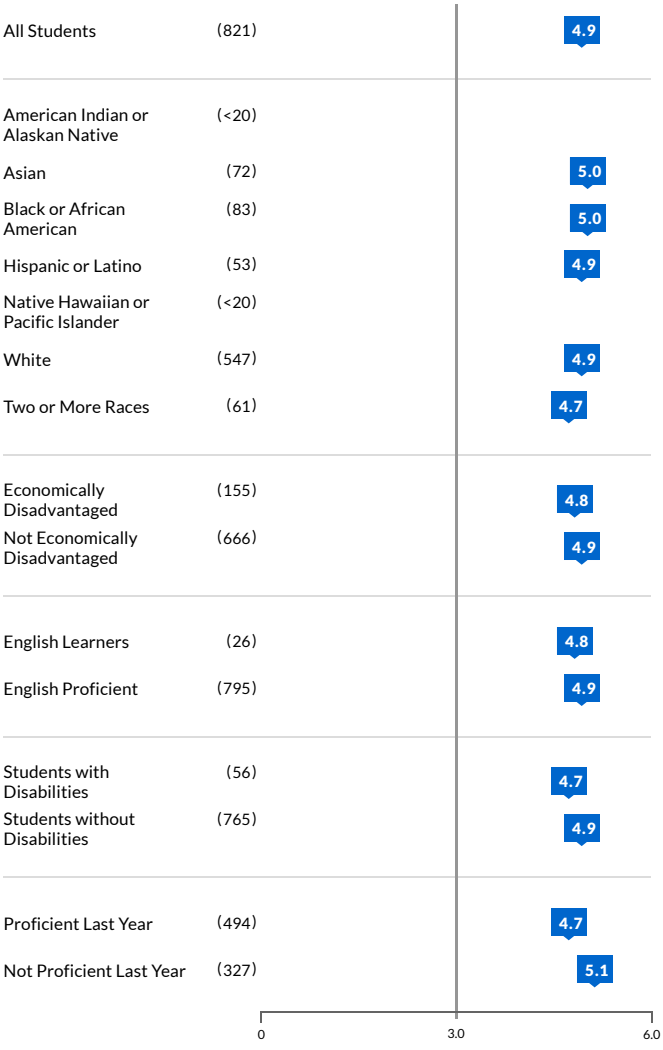
English Language Arts Score: 100.0
Mathematics Score: 88.8



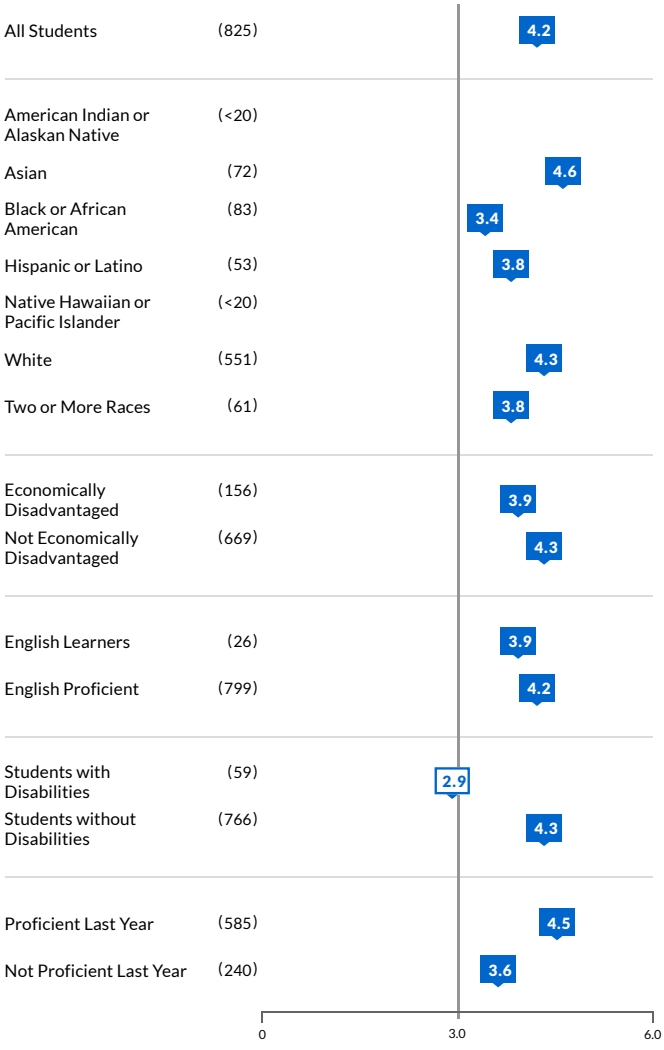
Student Group Value-Added (for information only)

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



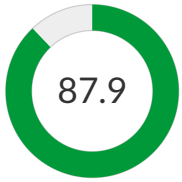
MATHEMATICS

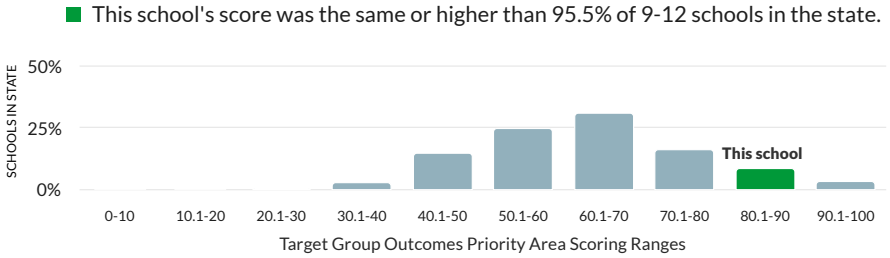


TARGET GROUP OUTCOMES

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





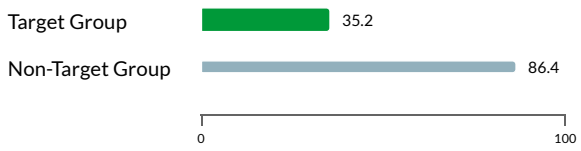
Component Scores

ACHIEVEMENT

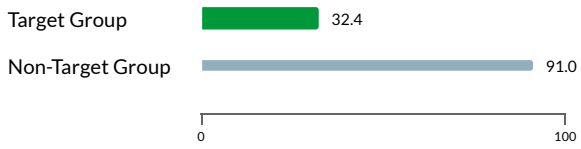
Score: 33.8

Average points-based proficiency rates.

English Language Arts



Mathematics

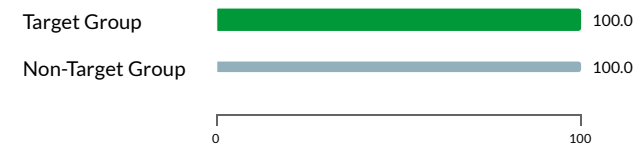


GROWTH

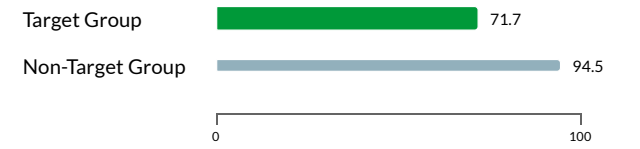
Score: 85.9

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

English Language Arts



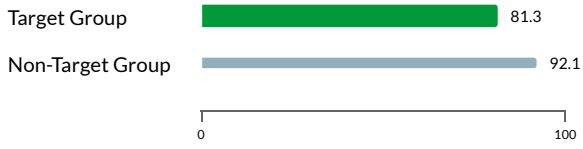
Mathematics



CHRONIC ABSENTEEISM

Score: 81.3

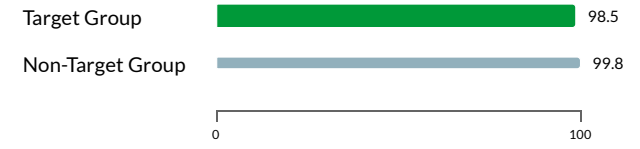
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.5

Average of 2024-25's 4- and 7-year cohort rates.

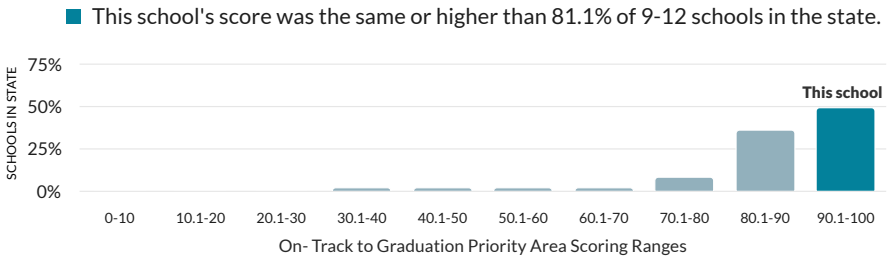


ON-TRACK TO GRADUATION

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



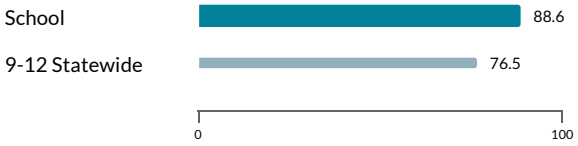


Component Scores

CHRONIC ABSENTEEISM

Score: 88.6

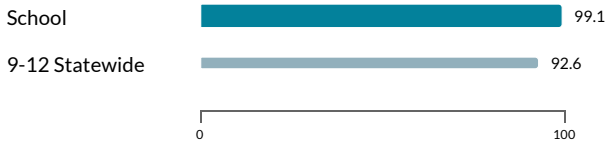
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 99.1

Average of 2024-25's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

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: 9-12 State	266,662	24.8%	267,057	23.1%	265,273	23.1%
All Students	1,249	13.4%	1,251	11.2%	1,232	10.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	101	7.9%	111	8.1%	110	6.4%
Black or African American	139	18.7%	145	18.6%	133	13.5%
Hispanic or Latino	67	22.4%	68	25.0%	73	15.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	849	11.8%	820	8.2%	814	9.5%
Two or More Races	84	16.7%	96	18.8%	94	12.8%
Economically Disadvantaged	267	24.0%	259	20.8%	231	17.3%
English Learners	31	9.7%	38	13.2%	37	5.4%
Students with Disabilities	152	26.3%	142	23.9%	139	18.0%

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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	330	325	98.5%	358	357	99.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	31	31	100.0%	25	25	100.0%
Black or African American	43	41	95.3%	35	35	100.0%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	209	207	99.0%	252	251	99.6%
Two or More Races	26	25	96.2%	28	28	100.0%
Economically Disadvantaged	68	67	98.5%	66	66	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	28	25	89.3%	40	39	97.5%

POSTSECONDARY PREPARATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

697 (56.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
34.2%	**22.9%**

421 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
38.5%	**25.7%**

474 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
14.4%	**6.8%**

177 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
6.5%	**8.0%**

80 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
All Students	1,232	265,396	34.2%	22.9%	38.5%	25.7%	14.4%	6.8%	6.5%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	110	10,768	39.1%	35.4%	51.8%	28.7%	23.6%	5.7%	5.5%	5.6%
Black or African American	133	25,309	20.3%	14.6%	43.6%	12.4%	6.0%	2.3%	5.3%	3.5%
Hispanic or Latino	73	39,875	30.1%	19.2%	32.9%	21.0%	8.2%	5.1%	5.5%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	814	174,129	38.6%	24.6%	36.9%	28.9%	16.0%	8.0%	6.4%	9.6%
Two or More Races	94	12,550	13.8%	21.0%	35.1%	21.8%	5.3%	5.2%	10.6%	6.3%
Economically Disadvantaged	231	104,318	19.0%	14.0%	35.1%	19.6%	8.2%	4.5%	8.7%	6.0%
English Learners	37	21,806	13.5%	14.5%	45.9%	19.2%	10.8%	3.9%	2.7%	4.3%
Students with Disabilities	139	33,681	5.0%	5.0%	25.2%	15.8%	2.9%	3.6%	0.7%	5.8%

ARTS COURSE INFORMATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)6., report cards are required to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

470 (38.1%) students successfully completed any Arts Course.

ART & DESIGN

School	State
23.9%	27.0%

295 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
20.2%	18.7%

249 students successfully completed at least one music course.

THEATER

School	State
0.1%	1.7%

1 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	1,232	265,396	23.9%	27.0%	0.0%	0.3%	20.2%	18.7%	0.1%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	110	10,768	26.4%	29.7%	0.0%	0.2%	20.9%	19.6%	0.0%	2.6%
Black or African American	133	25,309	24.8%	26.5%	0.0%	0.7%	23.3%	11.8%	0.0%	1.7%
Hispanic or Latino	73	39,875	26.0%	28.1%	0.0%	0.3%	20.5%	13.8%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	814	174,129	23.2%	26.7%	0.0%	0.3%	19.2%	20.9%	0.1%	1.6%
Two or More Races	94	12,550	26.6%	27.1%	0.0%	0.4%	23.4%	18.2%	0.0%	1.7%
Economically Disadvantaged	231	104,318	26.4%	27.9%	0.0%	0.3%	23.8%	15.4%	0.0%	1.7%
English Learners	37	21,806	40.5%	30.3%	0.0%	0.2%	2.7%	11.6%	0.0%	1.2%
Students with Disabilities	139	33,681	28.8%	29.7%	0.0%	0.2%	13.7%	14.7%	0.0%	1.8%

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.8	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.6	Statewide: 0.6

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