OVERVIEW

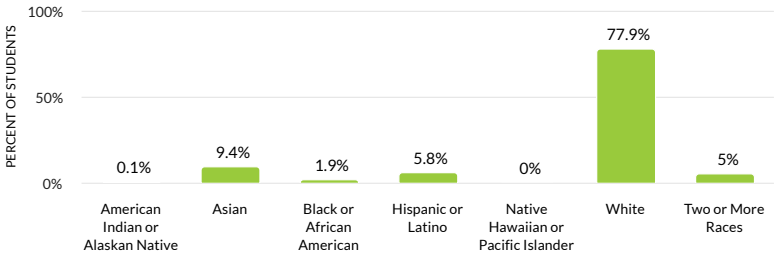
School Details

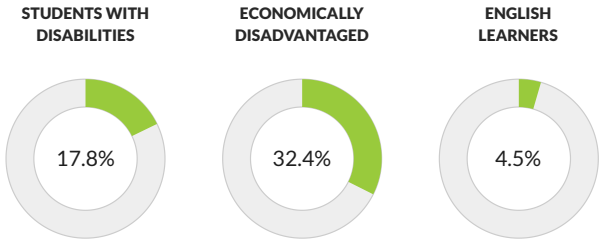
Grades : 9-12
Enrollment : 968
Percent open enrollment : 3.6%

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





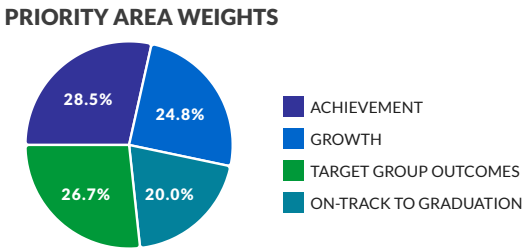
Score Summary

Overall Score

66.8

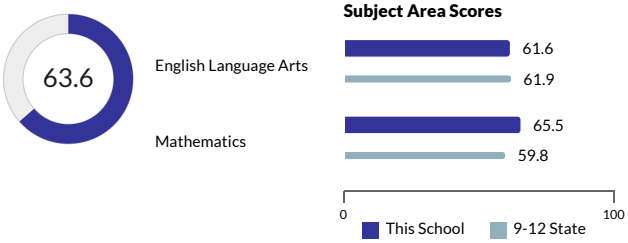
Meets Expectations

★★★

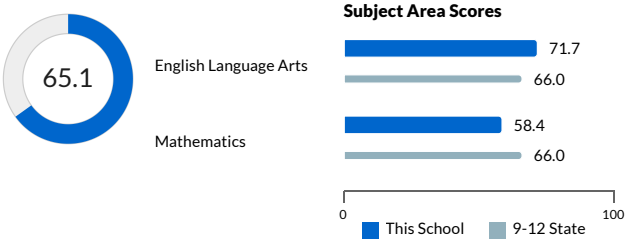


Priority Area Scores

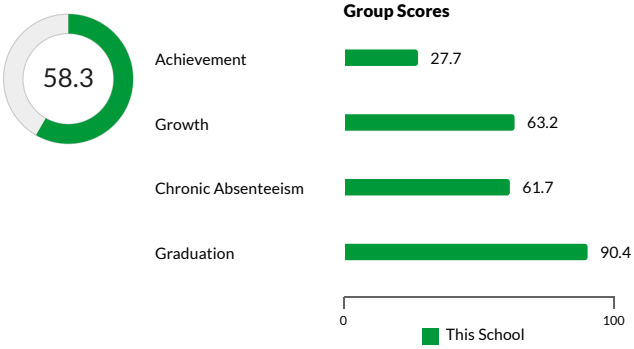
ACHIEVEMENT



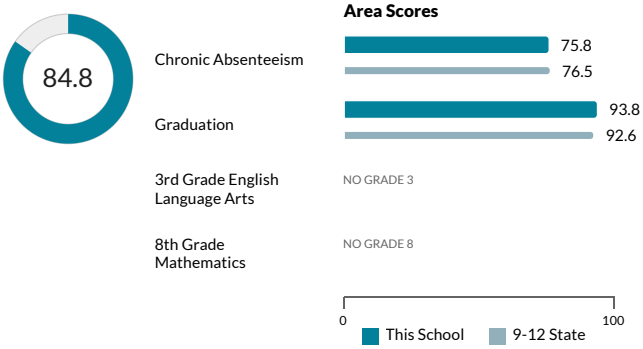
GROWTH



TARGET GROUP OUTCOMES



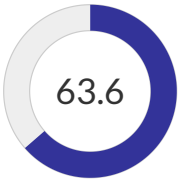
ON-TRACK TO GRADUATION



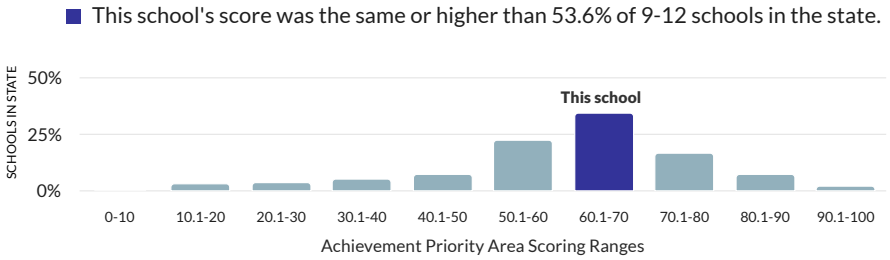
ACHIEVEMENT

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



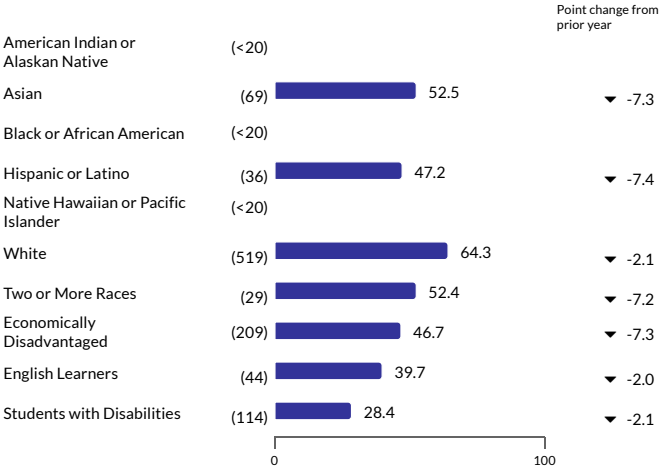
English Language Arts Score: 61.6
Mathematics Score: 65.5



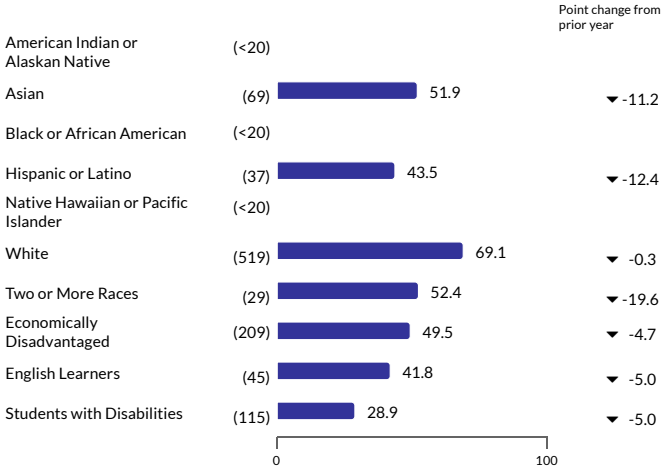
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



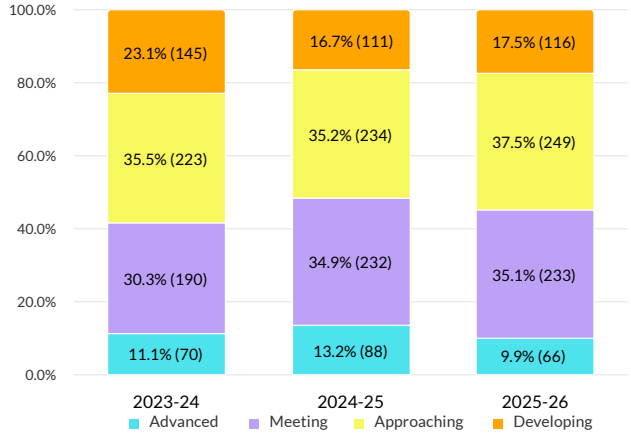
MATHEMATICS



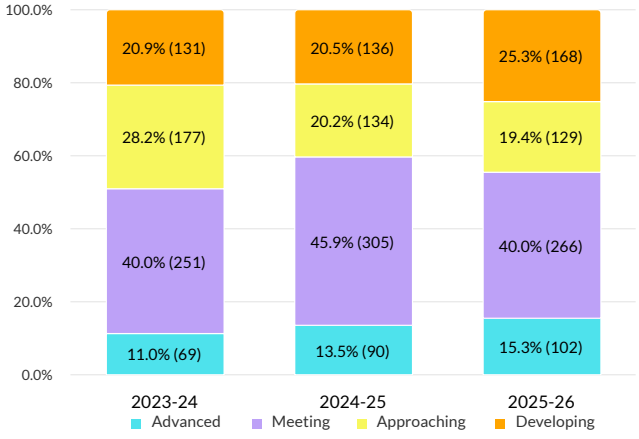
Performance Levels by Year

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: Hispanic or Latino
95.7%	90.5%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.9%	92.1%

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	628	11.1%	30.3%	35.5%	23.1%	665	13.2%	34.9%	35.2%	16.7%	664	9.9%	35.1%	37.5%	17.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	56	3.6%	30.4%	35.7%	30.4%	68	8.8%	29.4%	48.5%	13.2%	69	2.9%	27.5%	53.6%	15.9%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	33	9.1%	27.3%	30.3%	33.3%	36	5.6%	33.3%	38.9%	22.2%	36	0.0%	27.8%	50.0%	22.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	500	12.4%	30.2%	35.4%	22.0%	517	14.1%	36.4%	33.7%	15.9%	519	11.8%	37.2%	34.3%	16.8%
Two or More Races	30	10.0%	36.7%	36.7%	16.7%	36	16.7%	25.0%	33.3%	25.0%	29	10.3%	24.1%	37.9%	27.6%
Economically Disadvantaged	217	5.1%	22.6%	37.8%	34.6%	217	6.0%	30.9%	41.0%	22.1%	209	3.3%	26.3%	41.6%	28.7%
English Learners	40	0.0%	7.5%	37.5%	55.0%	44	0.0%	11.4%	70.5%	18.2%	44	0.0%	18.2%	52.3%	29.5%
Students with Disabilities	83	0.0%	10.8%	27.7%	61.4%	94	0.0%	10.6%	46.8%	42.6%	114	1.8%	10.5%	36.8%	50.9%

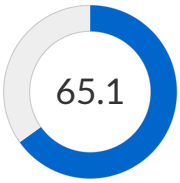
MATHEMATICS

	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	628	11.0%	40.0%	28.2%	20.9%	665	13.5%	45.9%	20.2%	20.5%	665	15.3%	40.0%	19.4%	25.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	56	10.7%	26.8%	33.9%	28.6%	68	8.8%	39.7%	35.3%	16.2%	69	5.8%	33.3%	31.9%	29.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	33	3.0%	27.3%	36.4%	33.3%	36	8.3%	38.9%	22.2%	30.6%	37	5.4%	24.3%	32.4%	37.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	500	11.8%	42.0%	27.2%	19.0%	517	14.1%	47.8%	17.4%	20.7%	519	17.5%	42.8%	16.6%	23.1%
Two or More Races	30	6.7%	50.0%	26.7%	16.7%	36	16.7%	41.7%	27.8%	13.9%	29	10.3%	31.0%	24.1%	34.5%
Economically Disadvantaged	217	4.1%	31.3%	31.8%	32.7%	217	6.9%	38.7%	23.0%	31.3%	209	6.7%	34.9%	20.6%	37.8%
English Learners	40	2.5%	7.5%	45.0%	45.0%	44	0.0%	27.3%	50.0%	22.7%	45	2.2%	31.1%	24.4%	42.2%
Students with Disabilities	83	1.2%	12.0%	31.3%	55.4%	94	1.1%	21.3%	29.8%	47.9%	115	4.3%	13.0%	25.2%	57.4%

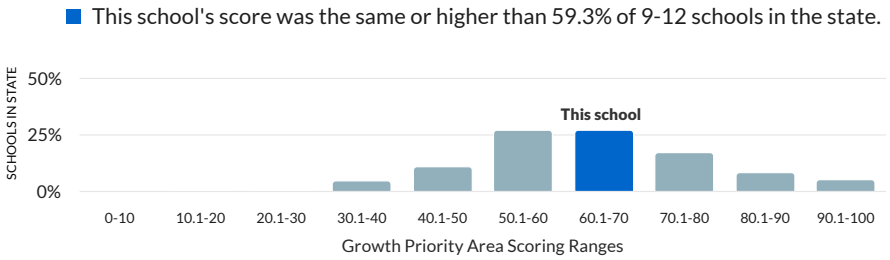
GROWTH

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



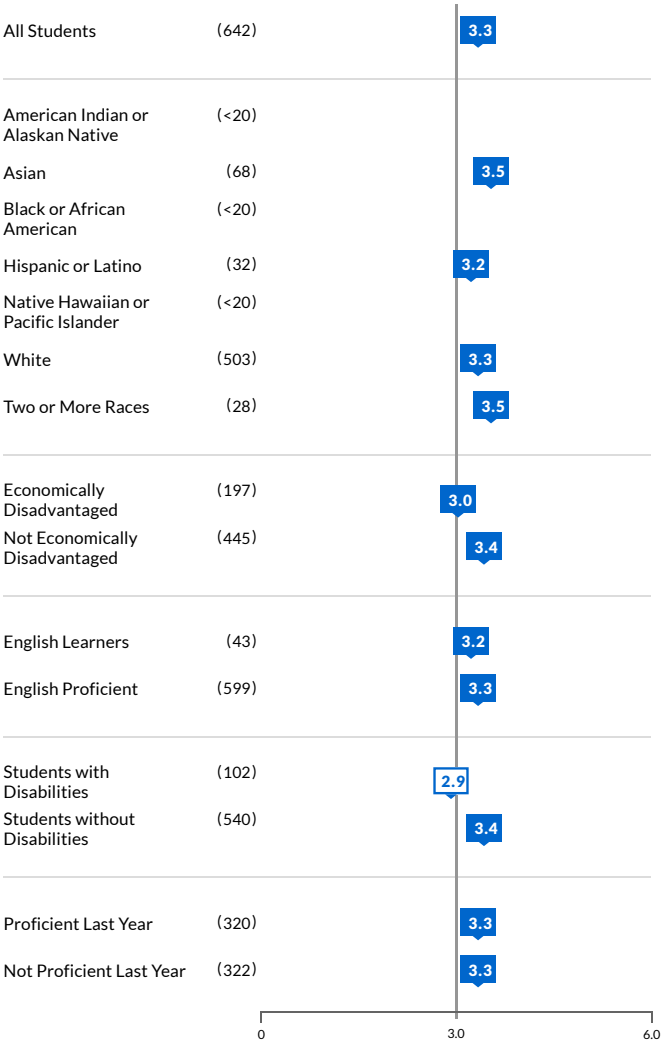
English Language Arts Score: 71.7
Mathematics Score: 58.4



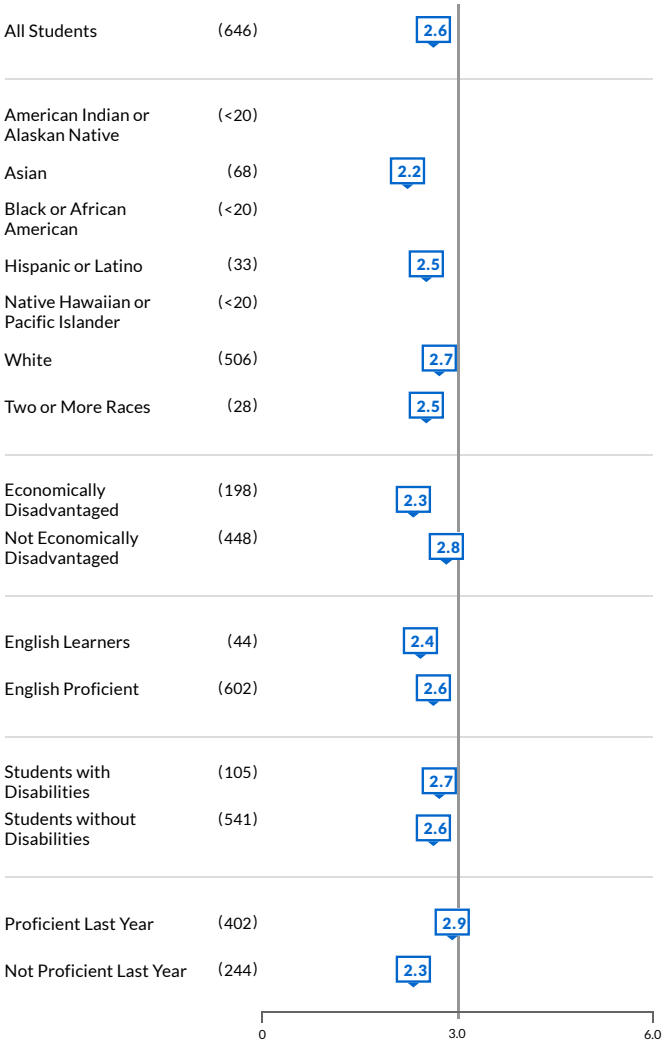
Student Group Value-Added (for information only)

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

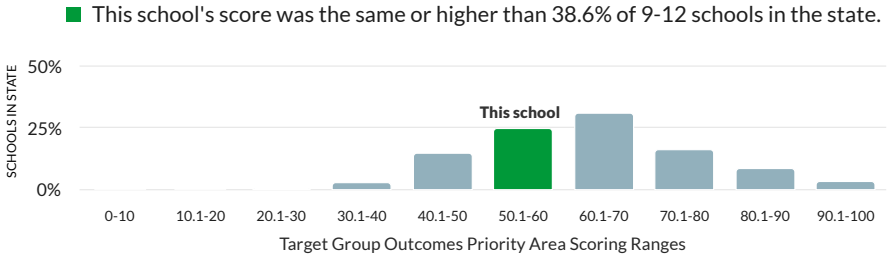


TARGET GROUP OUTCOMES

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





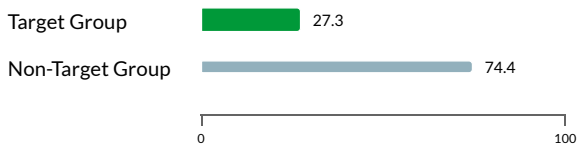
Component Scores

ACHIEVEMENT

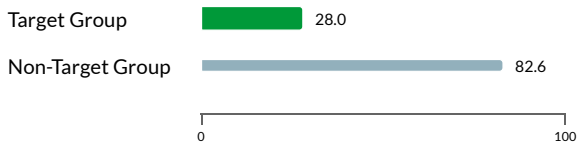
Score: 27.7

Average points-based proficiency rates.

English Language Arts



Mathematics

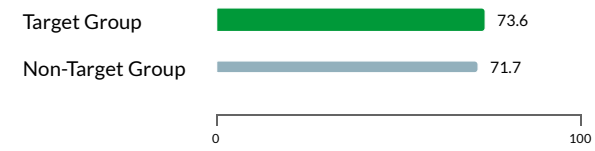


GROWTH

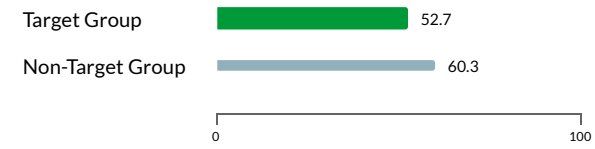
Score: 63.2

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

English Language Arts



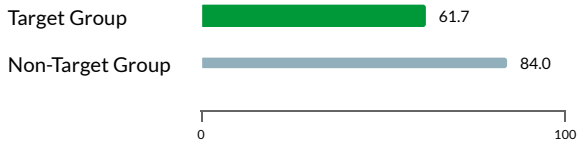
Mathematics



CHRONIC ABSENTEEISM

Score: 61.7

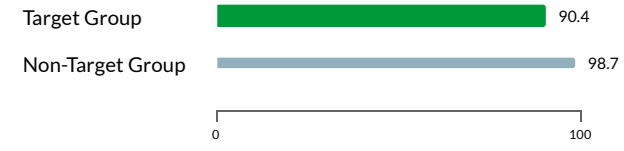
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.4

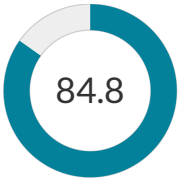
Average of 2024-25's 4- and 7-year cohort rates.

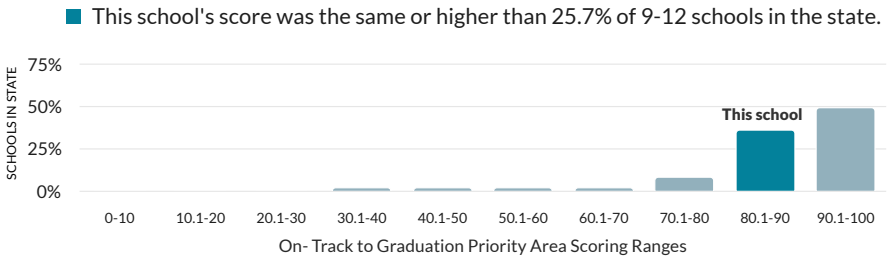


ON-TRACK TO GRADUATION

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



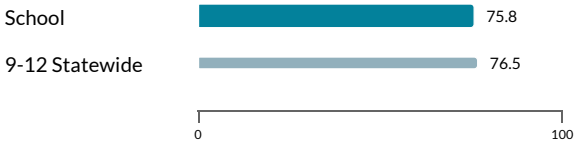


Component Scores

CHRONIC ABSENTEEISM

Score: 75.8

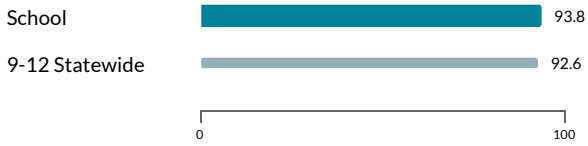
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.8

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	958	31.2%	925	21.6%	937	21.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	80	41.2%	81	27.2%	93	22.6%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	39	35.9%	52	21.2%	57	31.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	776	29.5%	739	20.7%	723	19.6%
Two or More Races	50	38.0%	39	25.6%	52	34.6%
Economically Disadvantaged	340	51.2%	336	36.3%	336	37.2%
English Learners	45	53.3%	51	27.5%	62	30.6%
Students with Disabilities	158	44.9%	143	40.6%	152	46.1%

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	219	204	93.2%	274	258	94.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	21	21	100.0%	23	23	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	175	164	93.7%	227	213	93.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	82	68	82.9%	103	95	92.2%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	27	19	70.4%	36	35	97.2%

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

441 (47.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
12.0%	22.9%

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

DUAL ENROLLMENT

School	State
38.8%	25.7%

364 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
6.7%	6.8%

63 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
5.9%	8.0%

55 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	937	265,396	12.0%	22.9%	38.8%	25.7%	6.7%	6.8%	5.9%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	93	10,768	9.7%	35.4%	39.8%	28.7%	3.2%	5.7%	0.0%	5.6%
Black or African American	<20	25,309	*	14.6%	*	12.4%	*	2.3%	*	3.5%
Hispanic or Latino	57	39,875	5.3%	19.2%	28.1%	21.0%	3.5%	5.1%	1.8%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	723	174,129	13.1%	24.6%	40.7%	28.9%	7.6%	8.0%	7.1%	9.6%
Two or More Races	52	12,550	5.8%	21.0%	28.8%	21.8%	5.8%	5.2%	5.8%	6.3%
Economically Disadvantaged	336	104,318	5.1%	14.0%	31.0%	19.6%	4.8%	4.5%	3.3%	6.0%
English Learners	62	21,806	0.0%	14.5%	30.6%	19.2%	1.6%	3.9%	0.0%	4.3%
Students with Disabilities	152	33,681	0.0%	5.0%	22.4%	15.8%	5.3%	3.6%	3.3%	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

453 (48.3%) students successfully completed any Arts Course.

ART & DESIGN

School	State
26.6%	27.0%

249 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
26.1%	18.7%

245 students successfully completed at least one music course.

THEATER

School	State
3.1%	1.7%

29 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	937	265,396	26.6%	27.0%	0.0%	0.3%	26.1%	18.7%	3.1%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	93	10,768	29.0%	29.7%	0.0%	0.2%	32.3%	19.6%	2.2%	2.6%
Black or African American	<20	25,309	*	26.5%	*	0.7%	*	11.8%	*	1.7%
Hispanic or Latino	57	39,875	33.3%	28.1%	0.0%	0.3%	22.8%	13.8%	5.3%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	723	174,129	25.9%	26.7%	0.0%	0.3%	25.4%	20.9%	3.3%	1.6%
Two or More Races	52	12,550	25.0%	27.1%	0.0%	0.4%	26.9%	18.2%	0.0%	1.7%
Economically Disadvantaged	336	104,318	24.7%	27.9%	0.0%	0.3%	24.4%	15.4%	3.3%	1.7%
English Learners	62	21,806	29.0%	30.3%	0.0%	0.2%	25.8%	11.6%	0.0%	1.2%
Students with Disabilities	152	33,681	25.7%	29.7%	0.0%	0.2%	15.1%	14.7%	2.0%	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	Statewide
0.7	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	Statewide
0.5	0.6

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