



OVERVIEW

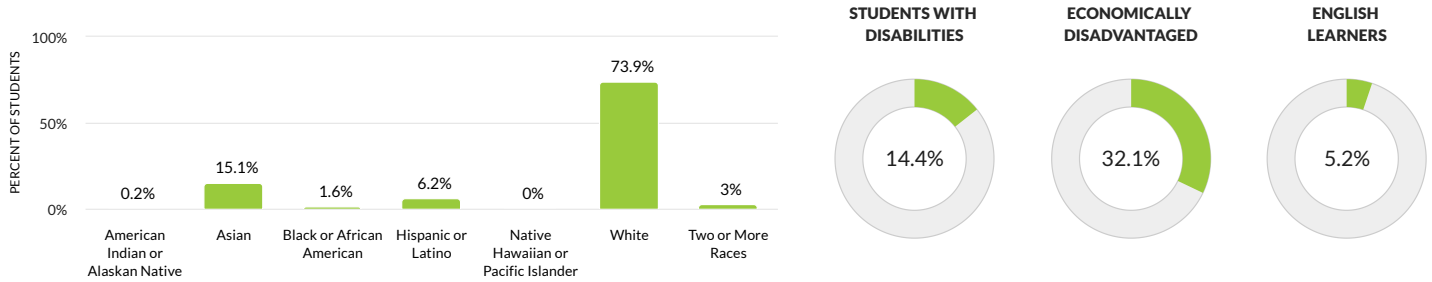
School Details

Grades : 8-9
Enrollment : 872
Percent open enrollment : 6.3%

The D.C. Everest Junior High supports pathways for students to become college, career and lifelong-learner ready. A rigorous core curriculum supports the district aim of all students learning at a high level. A world-class exploratory/elective program aligns with the identification of career clusters that lead to opportunities for all students to participate in community/work-based experiences.

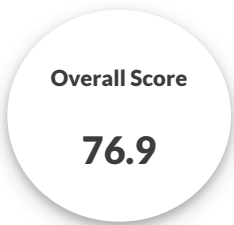
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

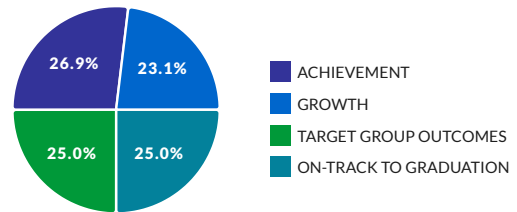
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

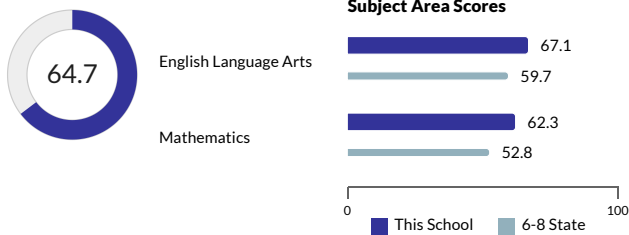


PRIORITY AREA WEIGHTS

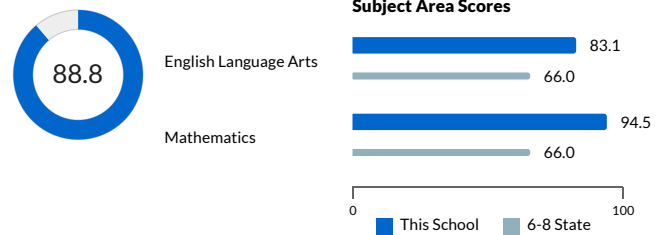


Priority Area Scores

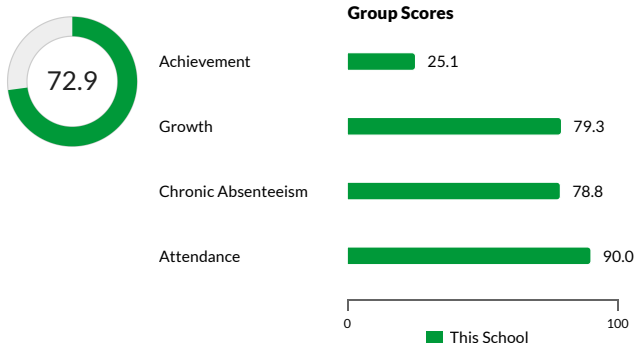
ACHIEVEMENT



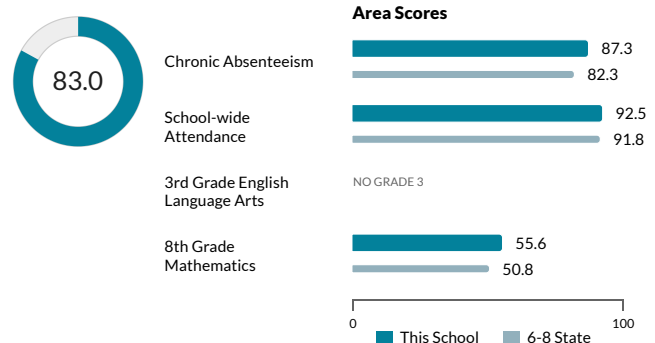
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

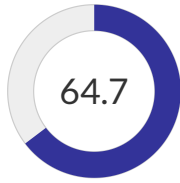




ACHIEVEMENT

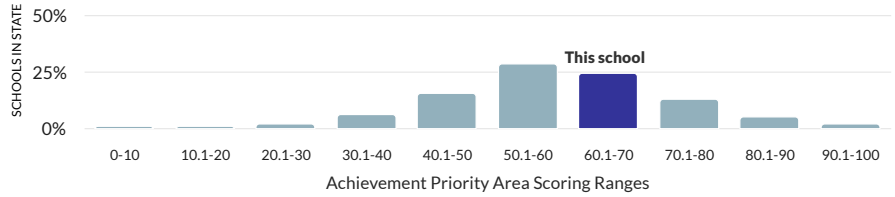
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 67.1
Mathematics Score: 62.3

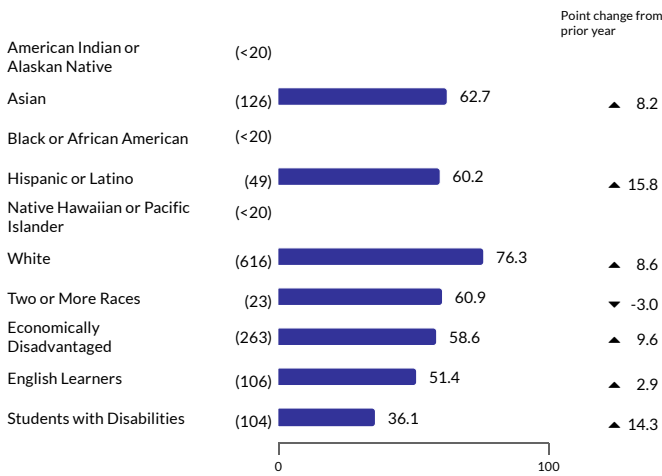
This school's score was the same or higher than 68.4% of 6-8 schools in the state.



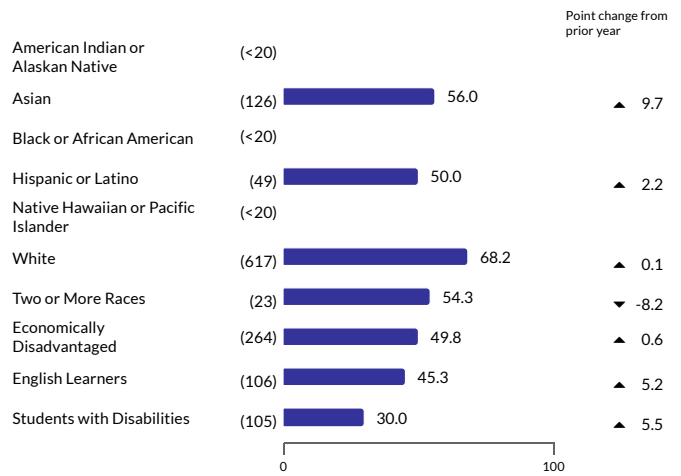
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



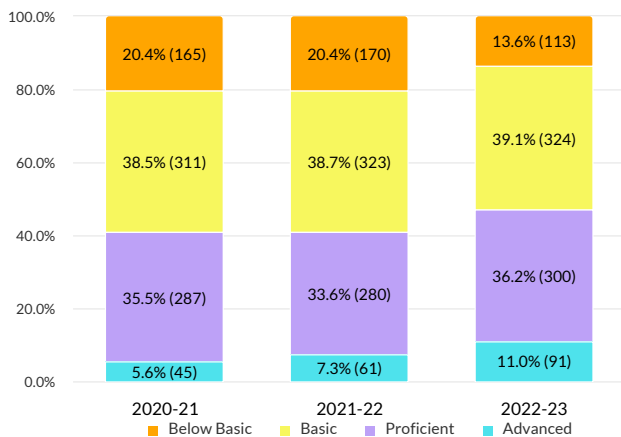
MATHEMATICS



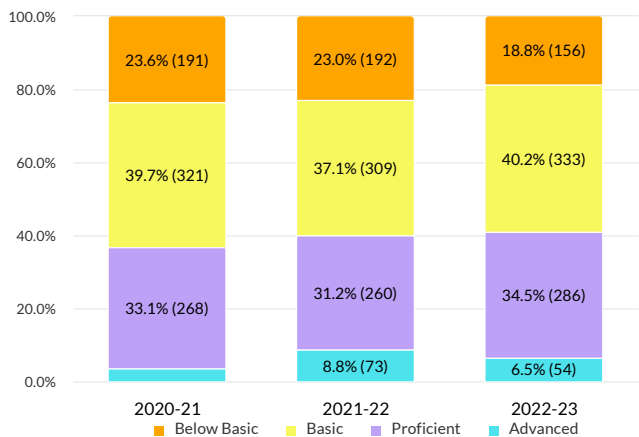
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.4%	89.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.5%	90.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,480	8.0%	30.7%	36.2%	25.1%	183,057	7.2%	29.0%	35.8%	28.0%	180,604	8.7%	30.4%	34.8%	26.1%
All Students	808	5.6%	35.5%	38.5%	20.4%	834	7.3%	33.6%	38.7%	20.4%	828	11.0%	36.2%	39.1%	13.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	116	2.6%	31.0%	48.3%	18.1%	121	0.8%	26.4%	53.7%	19.0%	126	3.2%	34.9%	46.0%	15.9%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	54	1.9%	18.5%	40.7%	38.9%	45	2.2%	17.8%	46.7%	33.3%	49	2.0%	36.7%	40.8%	20.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	589	6.5%	39.2%	35.5%	18.8%	609	8.9%	36.6%	35.5%	19.0%	616	13.6%	37.3%	37.0%	12.0%
Two or More Races	30	6.7%	20.0%	53.3%	20.0%	36	8.3%	36.1%	30.6%	25.0%	23	4.3%	30.4%	47.8%	17.4%
Economically Disadvantaged	307	2.0%	25.1%	43.0%	30.0%	298	1.3%	25.2%	43.6%	29.9%	263	4.2%	28.5%	47.5%	19.8%
English Learners	72	0.0%	11.1%	50.0%	38.9%	101	0.0%	19.8%	57.4%	22.8%	106	0.9%	23.6%	52.8%	22.6%
Students with Disabilities	75	0.0%	9.3%	25.3%	65.3%	94	0.0%	9.6%	24.5%	66.0%	104	4.8%	11.5%	34.6%	49.0%

MATHEMATICS

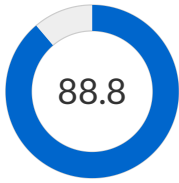
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,357	4.8%	28.3%	33.1%	33.8%	183,365	5.3%	28.6%	30.6%	35.5%	181,027	5.9%	29.7%	31.1%	33.3%
All Students	809	3.6%	33.1%	39.7%	23.6%	834	8.8%	31.2%	37.1%	23.0%	829	6.5%	34.5%	40.2%	18.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	116	2.6%	21.6%	50.0%	25.9%	121	2.5%	18.2%	48.8%	30.6%	126	0.8%	27.0%	55.6%	16.7%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	54	0.0%	16.7%	37.0%	46.3%	45	4.4%	22.2%	37.8%	35.6%	49	4.1%	24.5%	38.8%	32.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	590	4.1%	38.3%	37.8%	19.8%	609	10.3%	35.0%	35.3%	19.4%	617	7.9%	37.8%	37.0%	17.3%
Two or More Races	30	6.7%	13.3%	46.7%	33.3%	36	8.3%	36.1%	27.8%	27.8%	23	4.3%	26.1%	43.5%	26.1%
Economically Disadvantaged	308	2.6%	19.2%	40.3%	38.0%	298	3.7%	24.2%	38.9%	33.2%	264	0.8%	25.4%	46.6%	27.3%
English Learners	72	0.0%	6.9%	51.4%	41.7%	101	1.0%	13.9%	49.5%	35.6%	106	0.0%	17.0%	56.6%	26.4%
Students with Disabilities	76	1.3%	7.9%	18.4%	72.4%	94	1.1%	10.6%	24.5%	63.8%	105	2.9%	7.6%	36.2%	53.3%



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.

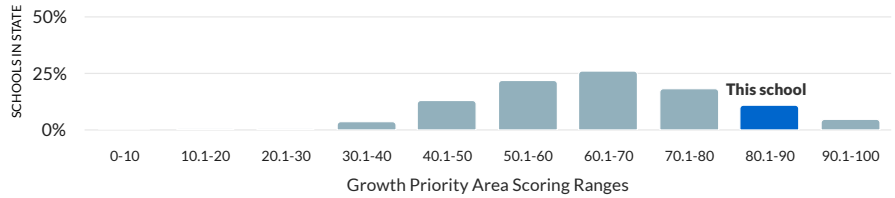
Priority Area Score



English Language Arts Score: 83.1

Mathematics Score: 94.5

This school's score was the same or higher than 94.2% 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

All Students	(792)	3.9
American Indian or Alaskan Native	(<20)	
Asian	(121)	3.8
Black or African American	(<20)	
Hispanic or Latino	(46)	3.7
Native Hawaiian or Pacific Islander	(<20)	
White	(591)	3.9
Two or More Races	(22)	4.0
Economically Disadvantaged	(247)	3.7
Not Economically Disadvantaged	(545)	3.9
English Learners	(102)	3.5
English Proficient	(690)	3.9
Students with Disabilities	(85)	3.1
Students without Disabilities	(707)	3.9
Proficient Last Year	(322)	4.1
Not Proficient Last Year	(470)	3.6

MATHEMATICS

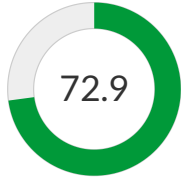
All Students	(793)	4.5
American Indian or Alaskan Native	(<20)	
Asian	(121)	4.4
Black or African American	(<20)	
Hispanic or Latino	(46)	4.2
Native Hawaiian or Pacific Islander	(<20)	
White	(592)	4.6
Two or More Races	(22)	4.7
Economically Disadvantaged	(248)	4.5
Not Economically Disadvantaged	(545)	4.5
English Learners	(102)	4.2
English Proficient	(691)	4.6
Students with Disabilities	(86)	4.1
Students without Disabilities	(707)	4.6
Proficient Last Year	(296)	4.7
Not Proficient Last Year	(497)	4.3



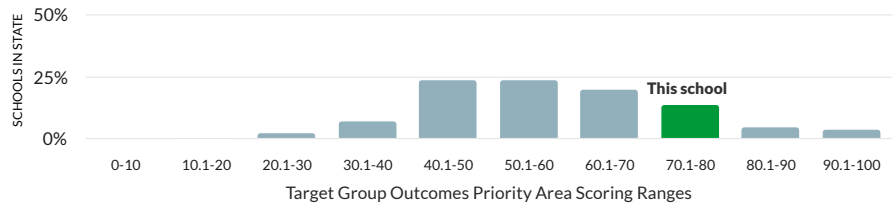
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 83.1% of 6-8 schools in the state.



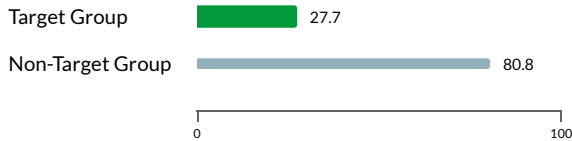
Component Scores

ACHIEVEMENT

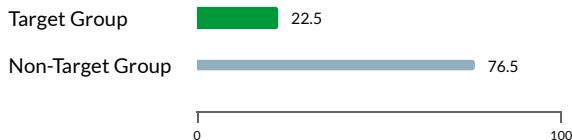
Score: 25.1

Average points-based proficiency rates.

English Language Arts



Mathematics

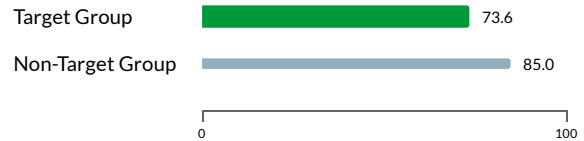


GROWTH

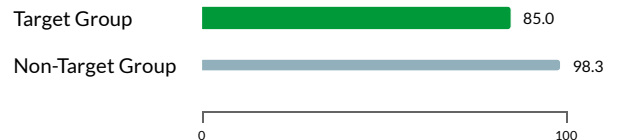
Score: 79.3

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

English Language Arts



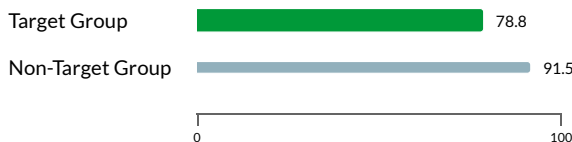
Mathematics



CHRONIC ABSENTEEISM

Score: 78.8

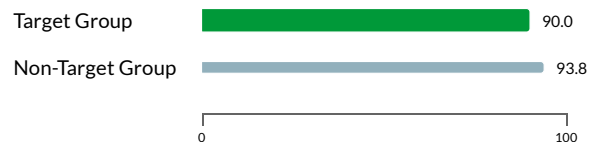
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.0

This score is the overall attendance rate for the Target Group in 2021-22.

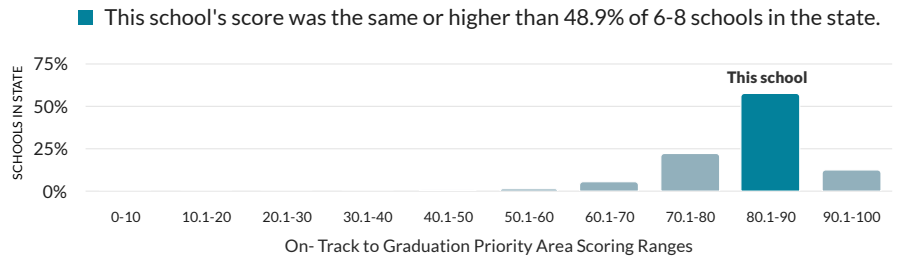
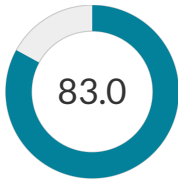




ON-TRACK TO GRADUATION

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

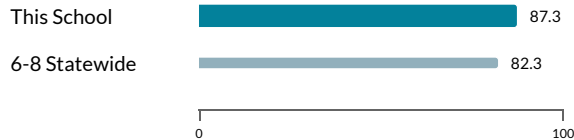


Component Scores

CHRONIC ABSENTEEISM

Score: 87.3

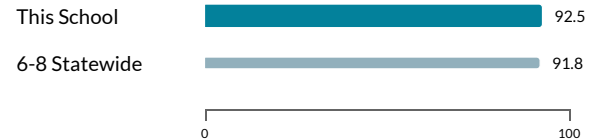
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.5

This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

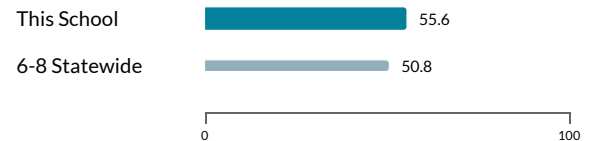
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 55.6

Multi-year average points-based proficiency rates.





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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	196,299	11.9%	191,976	16.6%	189,972	22.5%
All Students	830	11.0%	859	7.7%	857	18.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	121	5.0%	118	3.4%	121	12.4%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	47	19.1%	60	25.0%	46	30.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	625	11.5%	626	6.7%	630	17.3%
Two or More Races	21	14.3%	32	9.4%	37	24.3%
Economically Disadvantaged	287	18.1%	333	14.1%	309	26.2%
English Learners	78	9.0%	72	8.3%	101	15.8%
Students with Disabilities	90	12.2%	84	14.3%	96	32.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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



POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards 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

ADVANCED COURSES

School	State
11.2%	20.1%

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

DUAL ENROLLMENT

School	State
0.0%	23.2%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	3.9%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	8.5%

No 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
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	57	10,138	0.0%	31.6%	0.0%	22.2%	0.0%	3.4%	0.0%	5.7%
Black or African American	<20	25,007	*	12.9%	*	7.6%	*	1.0%	*	2.2%
Hispanic or Latino	26	35,817	7.7%	16.1%	0.0%	16.0%	0.0%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	314	182,130	13.7%	21.6%	0.0%	27.2%	0.0%	4.7%	0.0%	10.4%
Two or More Races	24	10,657	12.5%	17.7%	0.0%	17.8%	0.0%	2.6%	0.0%	6.1%
Economically Disadvantaged	170	102,069	2.4%	11.2%	0.0%	16.1%	0.0%	2.5%	0.0%	7.0%
English Learners	45	16,932	0.0%	11.4%	0.0%	13.8%	0.0%	2.1%	0.0%	4.1%
Students with Disabilities	43	34,245	0.0%	3.8%	0.0%	12.5%	0.0%	2.0%	0.0%	7.2%



ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards 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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
27.9%	27.2%	0.0%	0.4%	22.7%	19.1%	0.0%	1.8%
122 students successfully completed at least one art & design course.		No students successfully completed a dance course.		99 students successfully completed at least one music course.		No students successfully completed a 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
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	57	10,138	43.9%	28.4%	0.0%	0.4%	15.8%	19.5%	0.0%	1.3%
Black or African American	<20	25,007	*	25.3%	*	0.5%	*	11.7%	*	2.5%
Hispanic or Latino	26	35,817	30.8%	27.1%	0.0%	0.4%	19.2%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	314	182,130	25.2%	27.3%	0.0%	0.4%	25.2%	21.5%	0.0%	1.7%
Two or More Races	24	10,657	29.2%	28.2%	0.0%	0.6%	16.7%	17.7%	0.0%	2.2%
Economically Disadvantaged	170	102,069	31.8%	27.6%	0.0%	0.4%	18.2%	15.1%	0.0%	1.8%
English Learners	45	16,932	42.2%	29.3%	0.0%	0.5%	11.1%	11.7%	0.0%	1.7%
Students with Disabilities	43	34,245	25.6%	28.6%	0.0%	0.4%	16.3%	14.3%	0.0%	2.0%