



OVERVIEW

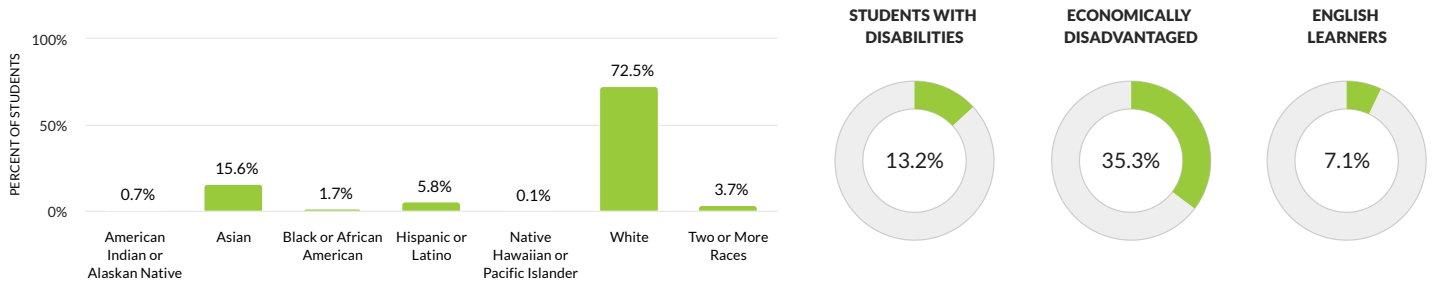
District Details

Grades : K4-12
Enrollment : 6,000
Percent open enrollment : 7.4%

D.C. Everest offers a dynamic representation of student achievement beyond traditional standardized test scores to ensure all students are college, career and lifelong-learner ready. Examples may be found here: <https://www.dce.k12.wi.us/domain/1405> <https://www.dce.k12.wi.us/domain/1425> <https://www.dce.k12.wi.us/site/Default.aspx?PageID=653> <https://www.dce.k12.wi.us/site/Default.aspx?PageID=2631>

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

Student Groups



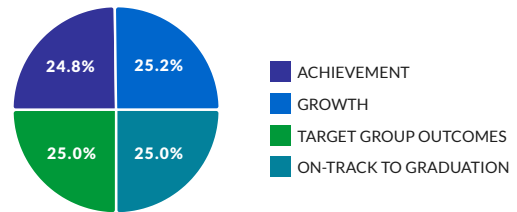
Score Summary

! 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>.



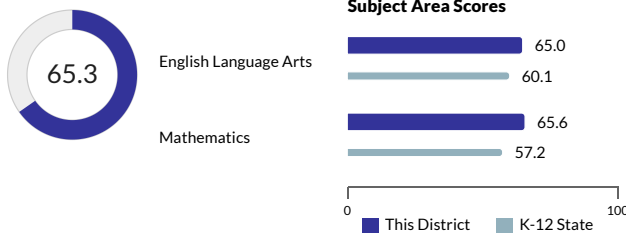
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

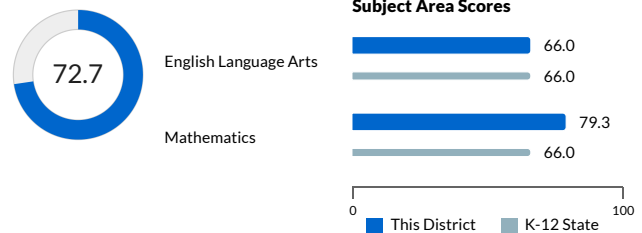


Priority Area Scores

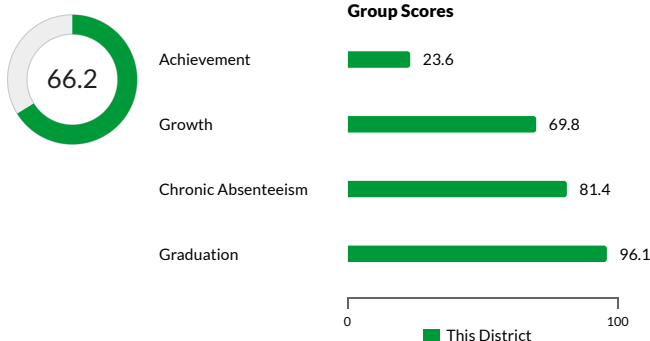
ACHIEVEMENT



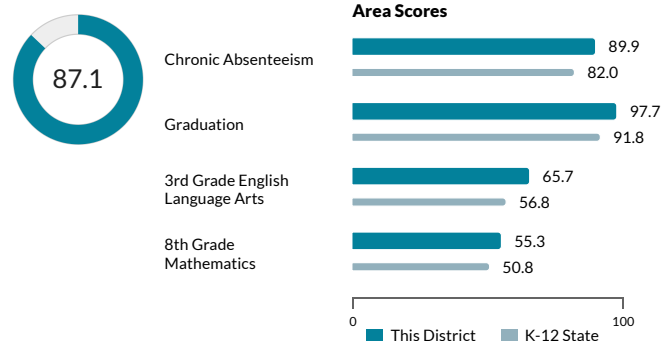
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	8.3%
Exceeds Expectations	7	58.3%
Meets Expectations	3	25.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	1	8.3%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

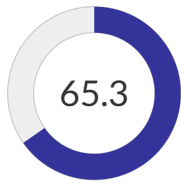
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	60.6	72.9	84.9	100.0
Achievement	56.3	70.0	91.9	100.0
Growth	41.3	66.2	88.8	100.0
Target Group Outcomes	44.4	65.0	76.7	100.0
On-Track to Graduation	83.0	89.3	93.9	100.0



ACHIEVEMENT

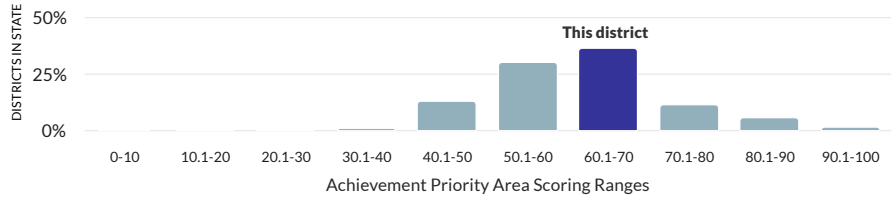
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 65.0
Mathematics Score: 65.6

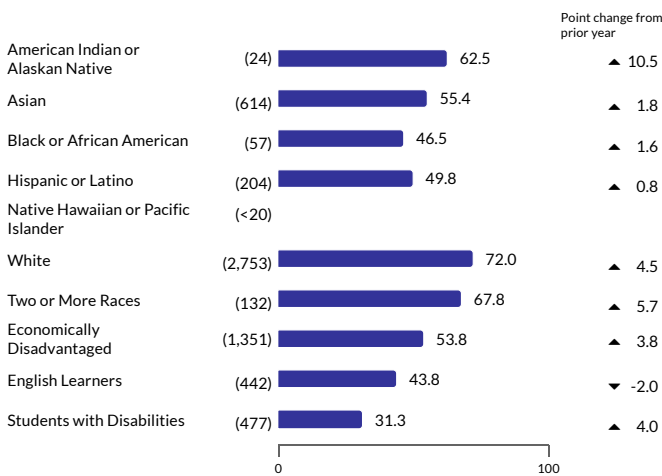
This district's score was the same or higher than 66.8% of districts in the state.



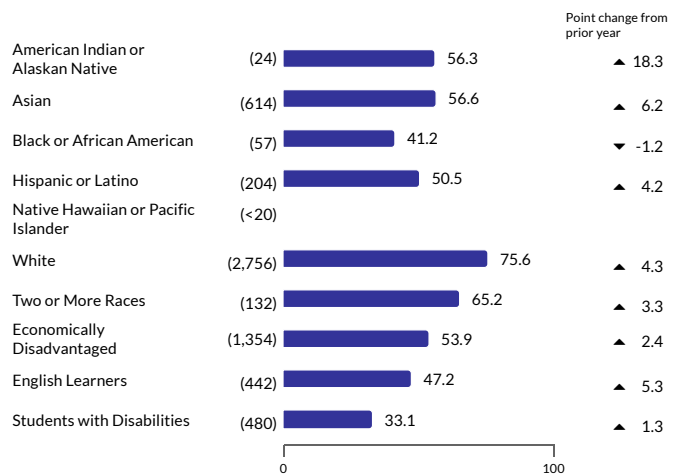
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



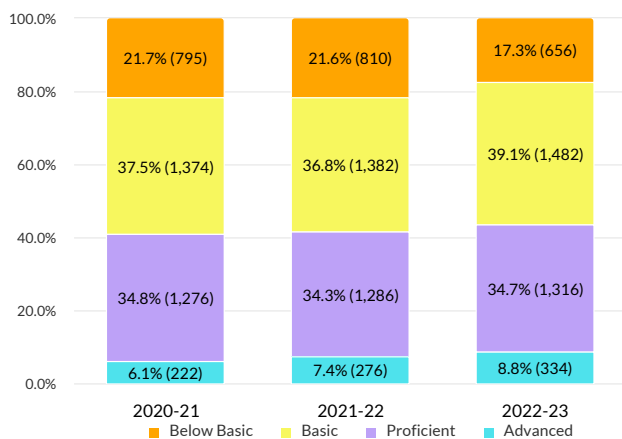
MATHEMATICS



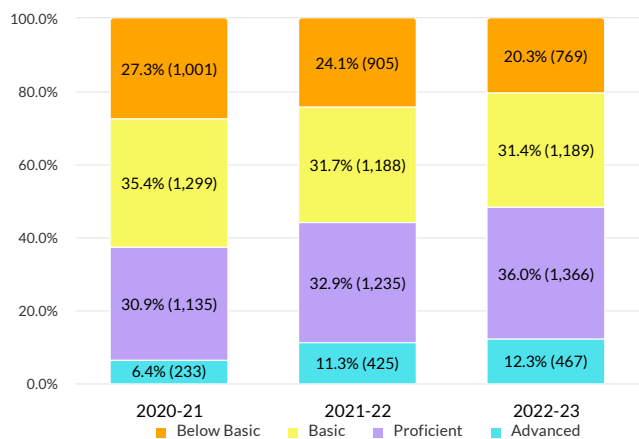
Performance Levels by Year

These graphs show district-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
97.9%	92.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.9%	93.3%

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: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	3,667	6.1%	34.8%	37.5%	21.7%	3,754	7.4%	34.3%	36.8%	21.6%	3,788	8.8%	34.7%	39.1%	17.3%
American Indian or Alaskan Native	22	0.0%	22.7%	59.1%	18.2%	25	0.0%	32.0%	40.0%	28.0%	24	4.2%	33.3%	45.8%	16.7%
Asian	542	2.0%	23.6%	46.3%	28.0%	573	3.1%	24.8%	48.2%	23.9%	614	2.4%	27.4%	48.7%	21.5%
Black or African American	62	3.2%	17.7%	43.5%	35.5%	59	5.1%	18.6%	37.3%	39.0%	57	3.5%	19.3%	43.9%	33.3%
Hispanic or Latino	184	1.1%	26.1%	41.8%	31.0%	203	2.5%	22.2%	46.3%	29.1%	204	3.9%	23.0%	41.7%	31.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,735	7.3%	38.4%	35.0%	19.3%	2,750	8.7%	37.5%	33.9%	19.9%	2,753	10.8%	37.6%	36.6%	15.0%
Two or More Races	118	4.2%	28.8%	41.5%	25.4%	140	7.9%	32.9%	35.0%	24.3%	132	9.1%	34.1%	40.2%	16.7%
Economically Disadvantaged	1,273	2.0%	23.6%	42.3%	32.1%	1,424	2.3%	25.8%	41.6%	30.3%	1,351	3.6%	26.4%	44.0%	26.0%
English Learners	412	0.7%	17.2%	46.1%	35.9%	437	0.9%	18.5%	51.7%	28.8%	442	1.1%	16.5%	51.1%	31.2%
Students with Disabilities	415	1.0%	14.0%	26.5%	58.6%	450	1.3%	12.2%	26.2%	60.2%	477	1.7%	12.4%	32.9%	53.0%

MATHEMATICS

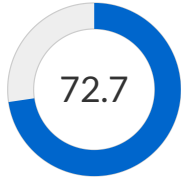
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	3,668	6.4%	30.9%	35.4%	27.3%	3,753	11.3%	32.9%	31.7%	24.1%	3,791	12.3%	36.0%	31.4%	20.3%
American Indian or Alaskan Native	22	4.5%	9.1%	40.9%	45.5%	25	4.0%	12.0%	40.0%	44.0%	24	4.2%	29.2%	41.7%	25.0%
Asian	541	1.8%	16.5%	40.5%	41.2%	573	5.4%	23.6%	37.5%	33.5%	614	3.4%	29.6%	43.6%	23.3%
Black or African American	62	0.0%	14.5%	32.3%	53.2%	59	3.4%	16.9%	40.7%	39.0%	57	7.0%	10.5%	40.4%	42.1%
Hispanic or Latino	183	1.6%	15.8%	42.6%	39.9%	204	4.4%	21.6%	36.3%	37.7%	204	6.9%	19.1%	42.2%	31.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,737	7.8%	35.6%	33.9%	22.6%	2,749	13.2%	36.4%	30.1%	20.3%	2,756	14.9%	39.6%	27.4%	18.1%
Two or More Races	119	3.4%	25.2%	36.1%	35.3%	139	12.2%	30.2%	26.6%	30.9%	132	12.1%	29.5%	34.8%	23.5%
Economically Disadvantaged	1,275	2.8%	19.7%	38.7%	38.7%	1,424	6.0%	25.7%	33.4%	34.8%	1,354	5.8%	27.0%	36.6%	30.7%
English Learners	411	0.7%	11.4%	40.4%	47.4%	437	2.7%	18.3%	38.9%	40.0%	442	1.6%	21.7%	46.2%	30.5%
Students with Disabilities	417	1.9%	13.2%	22.5%	62.4%	449	2.7%	15.4%	24.9%	57.0%	480	3.3%	12.7%	30.8%	53.1%



GROWTH

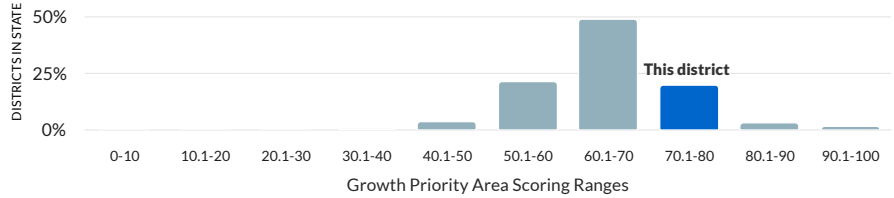
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 66.0
Mathematics Score: 79.3

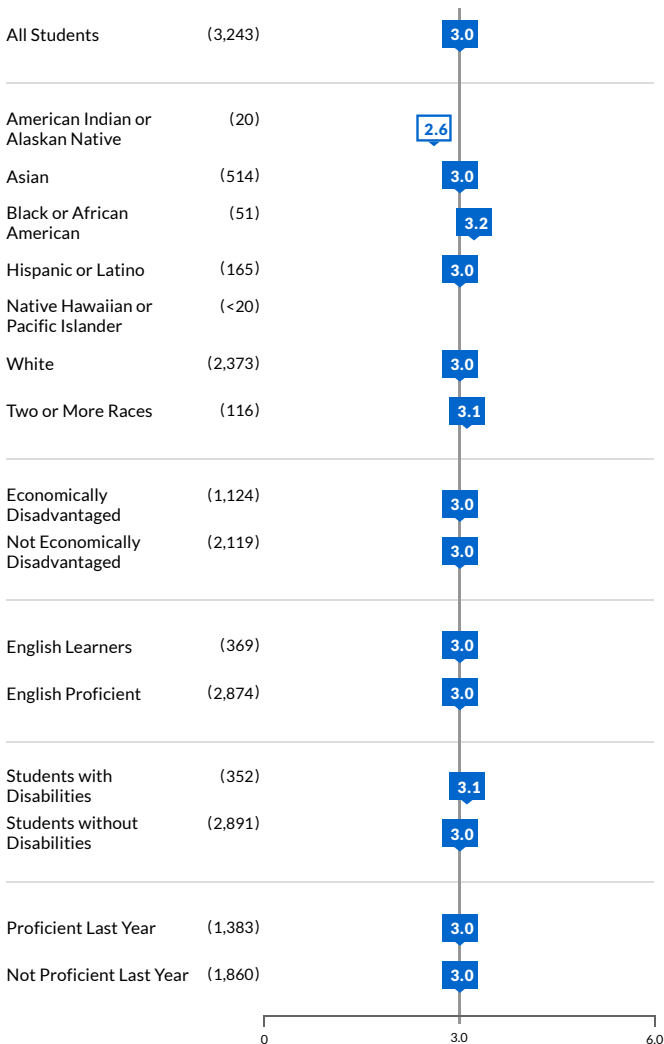
■ This district's score was the same or higher than 83.7% of districts in the state.



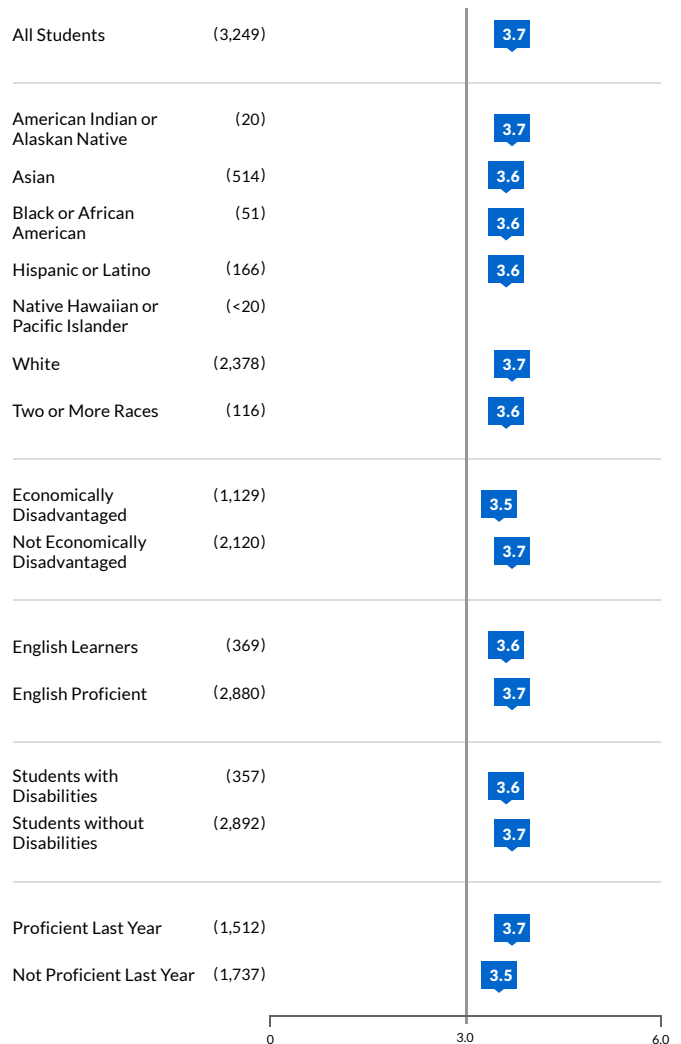
Student Group Value-Added (for information only)

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

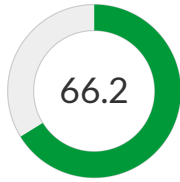




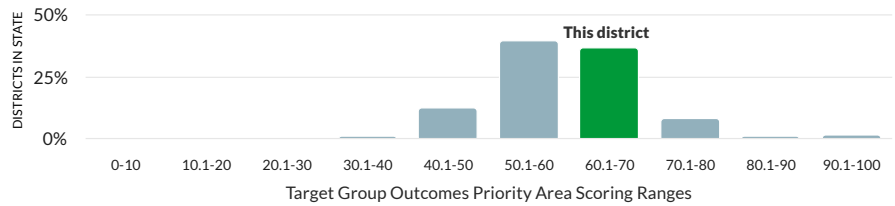
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts 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 district's score was the same or higher than 80.5% of districts in the state.



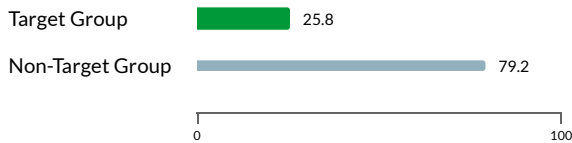
Component Scores

ACHIEVEMENT

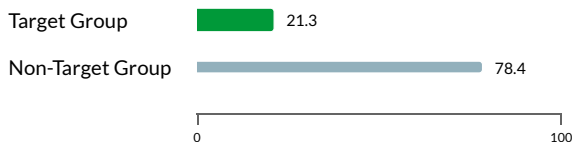
Score: 23.6

Average points-based proficiency rates.

English Language Arts



Mathematics

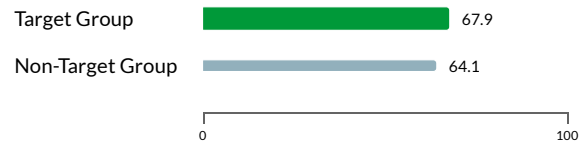


GROWTH

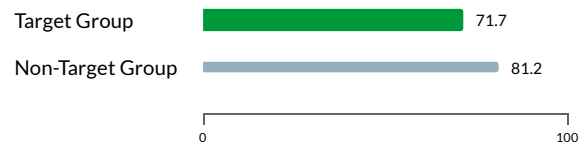
Score: 69.8

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

English Language Arts



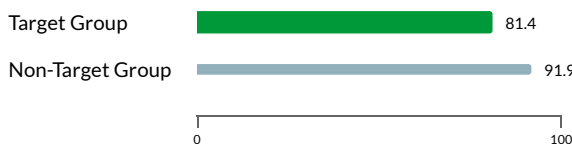
Mathematics



CHRONIC ABSENTEEISM

Score: 81.4

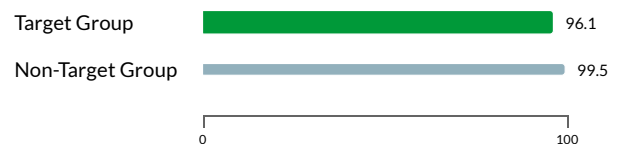
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.1

Average of 2021-22's 4- and 7-year cohort rates.

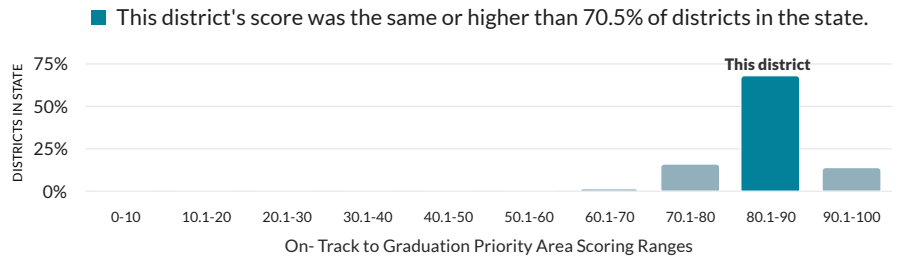
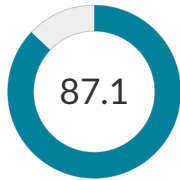




ON-TRACK TO GRADUATION

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

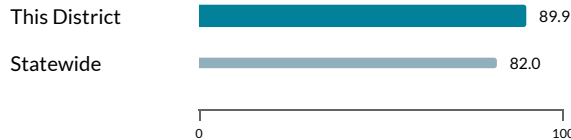


Component Scores

CHRONIC ABSENTEEISM

Score: 89.9

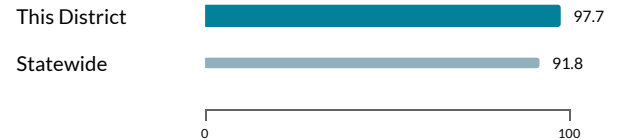
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.7

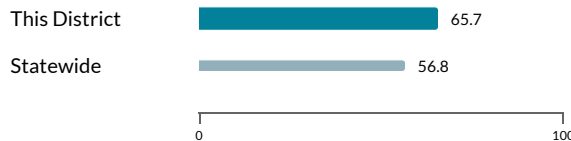
Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.7

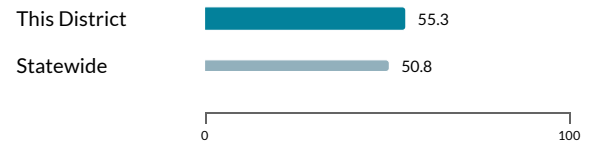
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 55.3

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: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	5,508	9.5%	5,586	7.6%	5,588	12.5%
American Indian or Alaskan Native	26	15.4%	28	14.3%	34	23.5%
Asian	794	6.3%	817	10.8%	838	7.4%
Black or African American	84	11.9%	94	11.7%	91	23.1%
Hispanic or Latino	253	16.6%	286	14.3%	322	23.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	4,182	9.5%	4,176	6.2%	4,086	12.2%
Two or More Races	164	14.0%	180	13.3%	210	15.7%
Economically Disadvantaged	1,849	14.3%	1,976	14.1%	2,143	18.0%
English Learners	577	5.9%	557	14.2%	582	8.4%
Students with Disabilities	652	15.2%	670	11.3%	709	19.7%

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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	455	437	96.0%	415	413	99.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	56	55	98.2%	52	52	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	21	17	81.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	358	348	97.2%	327	327	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	142	130	91.5%	116	114	98.3%
English Learners	<20	*	*	26	25	96.2%
Students with Disabilities	40	33	82.5%	42	42	100.0%



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 district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
28.1%	20.1%

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

DUAL ENROLLMENT

District	State
31.6%	23.2%

557 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
2.0%	3.9%

36 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
5.7%	8.5%

101 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	242	10,138	19.4%	31.6%	29.8%	22.2%	3.7%	3.4%	5.8%	5.7%
Black or African American	31	25,007	25.8%	12.9%	22.6%	7.6%	0.0%	1.0%	3.2%	2.2%
Hispanic or Latino	99	35,817	12.1%	16.1%	21.2%	16.0%	1.0%	3.0%	5.1%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	1,326	182,130	31.3%	21.6%	33.3%	27.2%	2.0%	4.7%	5.7%	10.4%
Two or More Races	56	10,657	23.2%	17.7%	25.0%	17.8%	0.0%	2.6%	5.4%	6.1%
Economically Disadvantaged	636	102,069	14.0%	11.2%	24.4%	16.1%	1.7%	2.5%	6.0%	7.0%
English Learners	111	16,932	3.6%	11.4%	13.5%	13.8%	1.8%	2.1%	3.6%	4.1%
Students with Disabilities	190	34,245	2.6%	3.8%	18.4%	12.5%	1.1%	2.0%	5.8%	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 district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
14.4%	27.2%	0.9%	0.4%	17.2%	19.1%	0.0%	1.8%
253 students successfully completed at least one art & design course.		15 students successfully completed at least one dance course.		304 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 district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	242	10,138	25.6%	28.4%	4.1%	0.4%	13.2%	19.5%	0.0%	1.3%
Black or African American	31	25,007	6.5%	25.3%	0.0%	0.5%	16.1%	11.7%	0.0%	2.5%
Hispanic or Latino	99	35,817	17.2%	27.1%	0.0%	0.4%	15.2%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	1,326	182,130	11.9%	27.3%	0.4%	0.4%	18.3%	21.5%	0.0%	1.7%
Two or More Races	56	10,657	19.6%	28.2%	0.0%	0.6%	17.9%	17.7%	0.0%	2.2%
Economically Disadvantaged	636	102,069	16.8%	27.6%	1.9%	0.4%	13.1%	15.1%	0.0%	1.8%
English Learners	111	16,932	28.8%	29.3%	2.7%	0.5%	9.0%	11.7%	0.0%	1.7%
Students with Disabilities	190	34,245	12.6%	28.6%	0.5%	0.4%	8.4%	14.3%	0.0%	2.0%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2023

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.