



## OVERVIEW

### School Details

Grades : 10-12

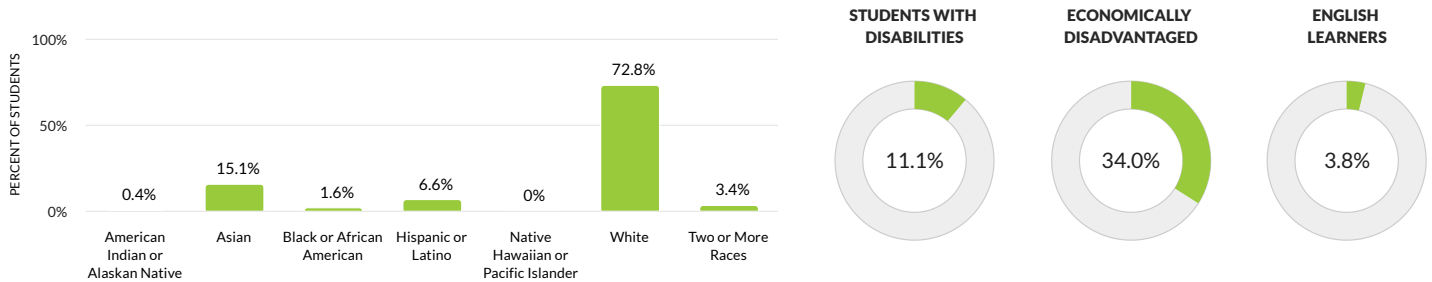
Enrollment : 1,364

Percent open enrollment : 7%

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/academics/portrait-of-a-graduate>

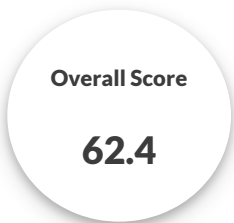
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

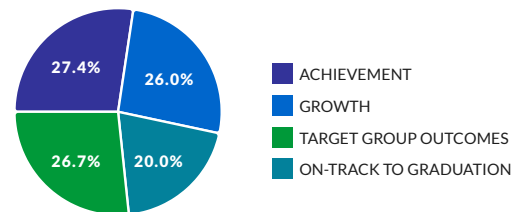
**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

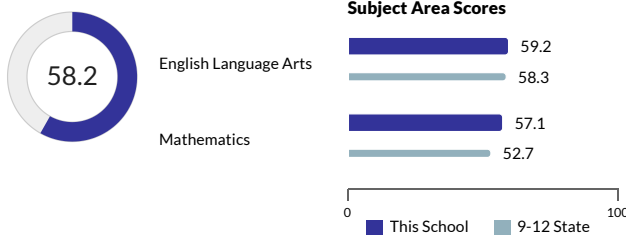


#### PRIORITY AREA WEIGHTS

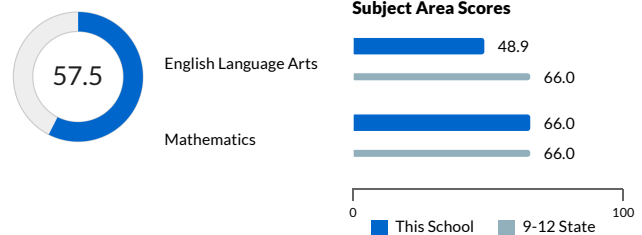


### Priority Area Scores

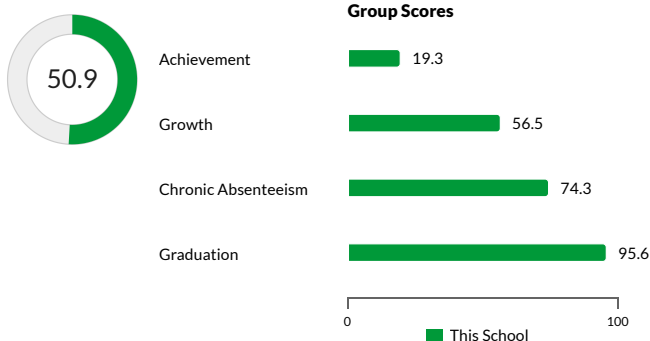
#### ACHIEVEMENT



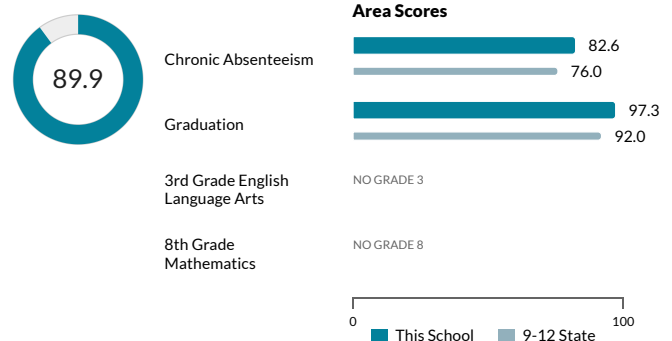
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

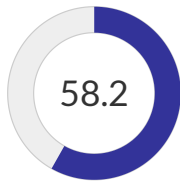




## ACHIEVEMENT

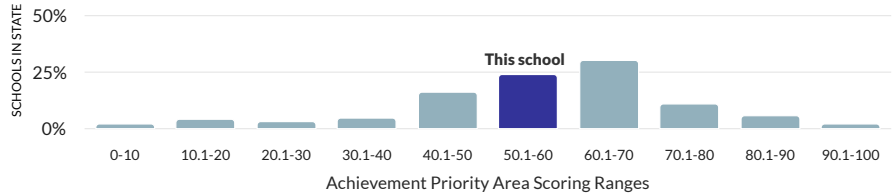
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 59.2  
Mathematics Score: 57.1

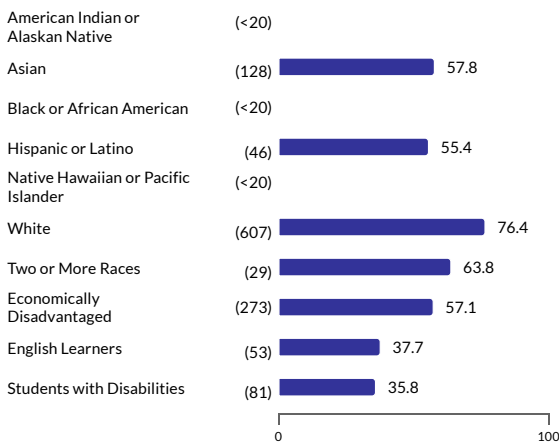
This school's score was the same or higher than 46.8% of 9-12 schools in the state.



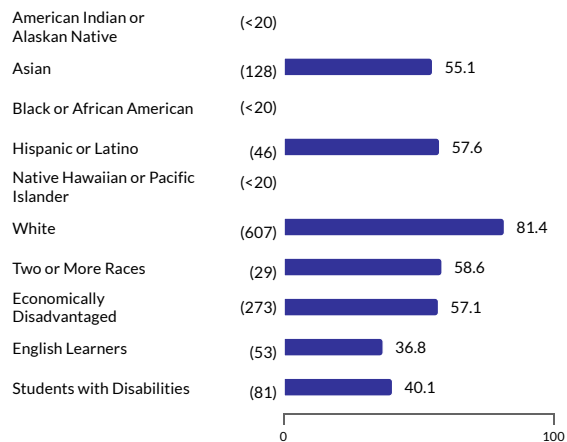
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



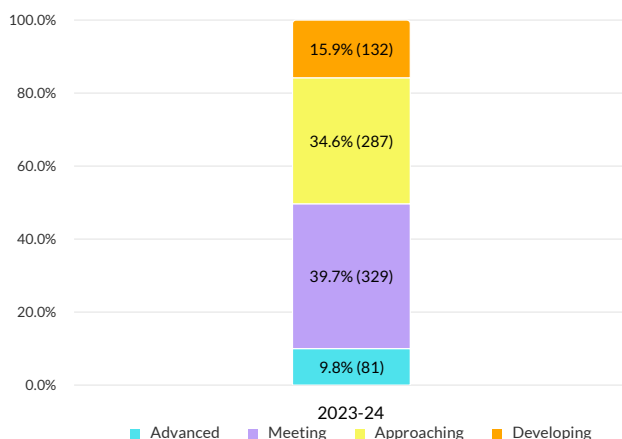
### MATHEMATICS



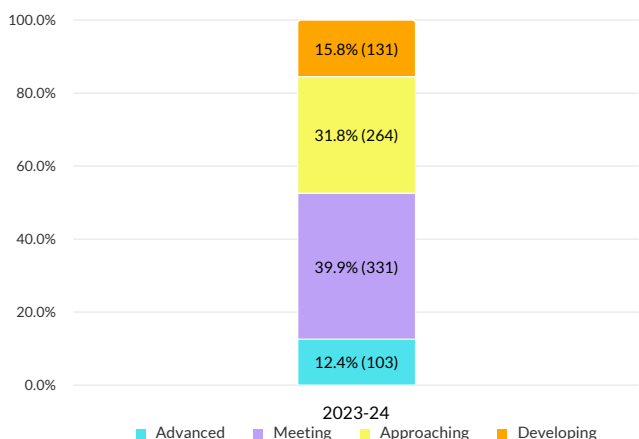
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
92.9%	79.8%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
92.9%	79.8%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	751	5.7%	29.4%	35.0%	29.8%	835	7.8%	33.4%	38.2%	20.6%	829	9.8%	39.7%	34.6%	15.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	118	7.6%	22.9%	39.0%	30.5%	134	2.2%	27.6%	47.8%	22.4%	128	3.1%	22.7%	60.9%	13.3%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	42	0.0%	7.1%	42.9%	50.0%	51	5.9%	17.6%	29.4%	47.1%	46	6.5%	32.6%	26.1%	34.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	559	5.7%	32.9%	33.5%	27.9%	598	9.0%	36.5%	36.0%	18.6%	607	11.4%	44.5%	29.7%	14.5%
Two or More Races	<20	*	*	*	*	29	13.8%	34.5%	41.4%	10.3%	29	6.9%	34.5%	37.9%	20.7%
Economically Disadvantaged	265	3.0%	19.2%	37.7%	40.0%	289	3.1%	26.3%	41.5%	29.1%	273	5.1%	27.5%	44.0%	23.4%
English Learners	41	0.0%	4.9%	31.7%	63.4%	52	0.0%	3.8%	40.4%	55.8%	53	0.0%	7.5%	60.4%	32.1%
Students with Disabilities	66	1.5%	9.1%	18.2%	71.2%	73	0.0%	13.7%	32.9%	53.4%	81	1.2%	17.3%	33.3%	48.1%

#### MATHEMATICS

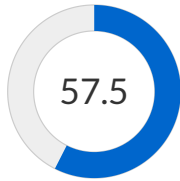
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	751	9.7%	23.7%	27.6%	39.0%	835	9.3%	29.5%	29.2%	32.0%	829	12.4%	39.9%	31.8%	15.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	118	8.5%	17.8%	23.7%	50.0%	134	3.0%	18.7%	38.8%	39.6%	128	2.3%	28.9%	45.3%	23.4%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	43	0.0%	18.6%	20.9%	60.5%	51	9.8%	7.8%	29.4%	52.9%	46	4.3%	32.6%	37.0%	26.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	558	10.6%	25.6%	29.0%	34.8%	598	10.9%	34.6%	27.3%	27.3%	607	15.5%	44.3%	27.7%	12.5%
Two or More Races	<20	*	*	*	*	29	6.9%	27.6%	27.6%	37.9%	29	6.9%	27.6%	41.4%	24.1%
Economically Disadvantaged	266	5.6%	15.8%	23.3%	55.3%	289	5.5%	18.3%	28.0%	48.1%	273	5.9%	28.6%	39.6%	26.0%
English Learners	41	0.0%	2.4%	17.1%	80.5%	52	0.0%	5.8%	25.0%	69.2%	53	0.0%	9.4%	54.7%	35.8%
Students with Disabilities	66	1.5%	10.6%	19.7%	68.2%	73	2.7%	11.0%	26.0%	60.3%	81	2.5%	17.3%	38.3%	42.0%



## 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.

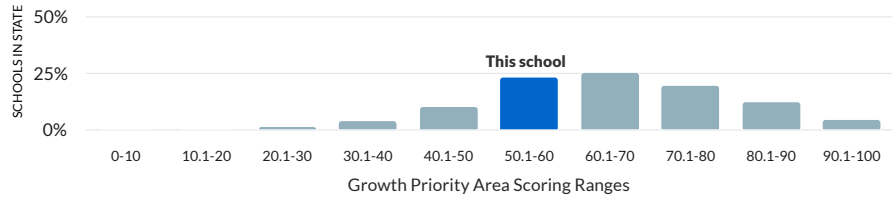
### Priority Area Score



English Language Arts Score: 48.9

Mathematics Score: 66.0

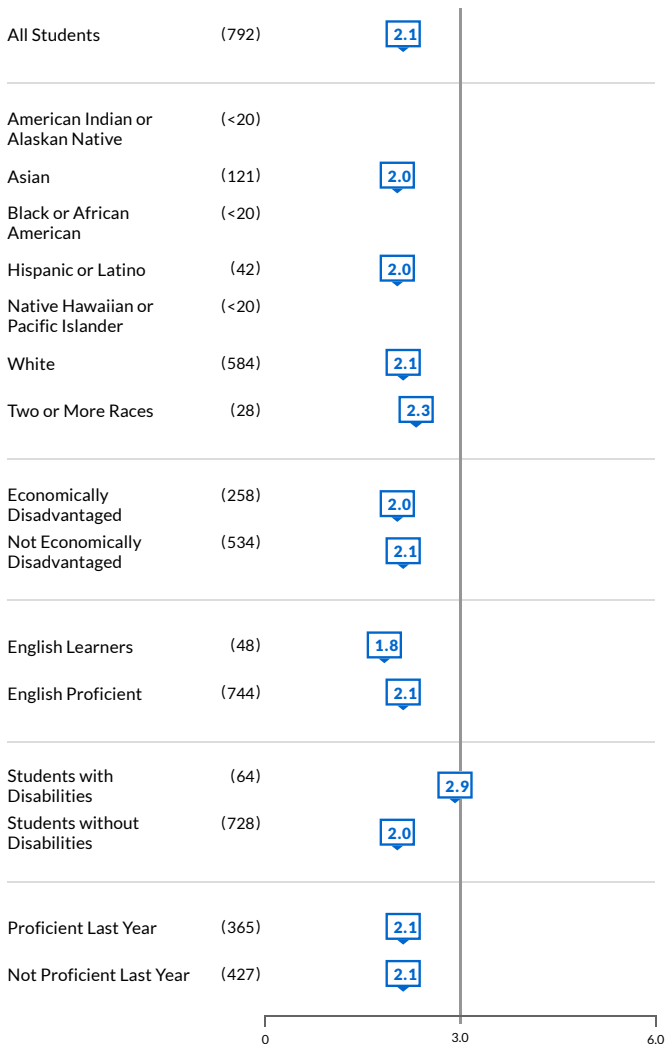
This school's score was the same or higher than 33.9% of 9-12 schools in the state.



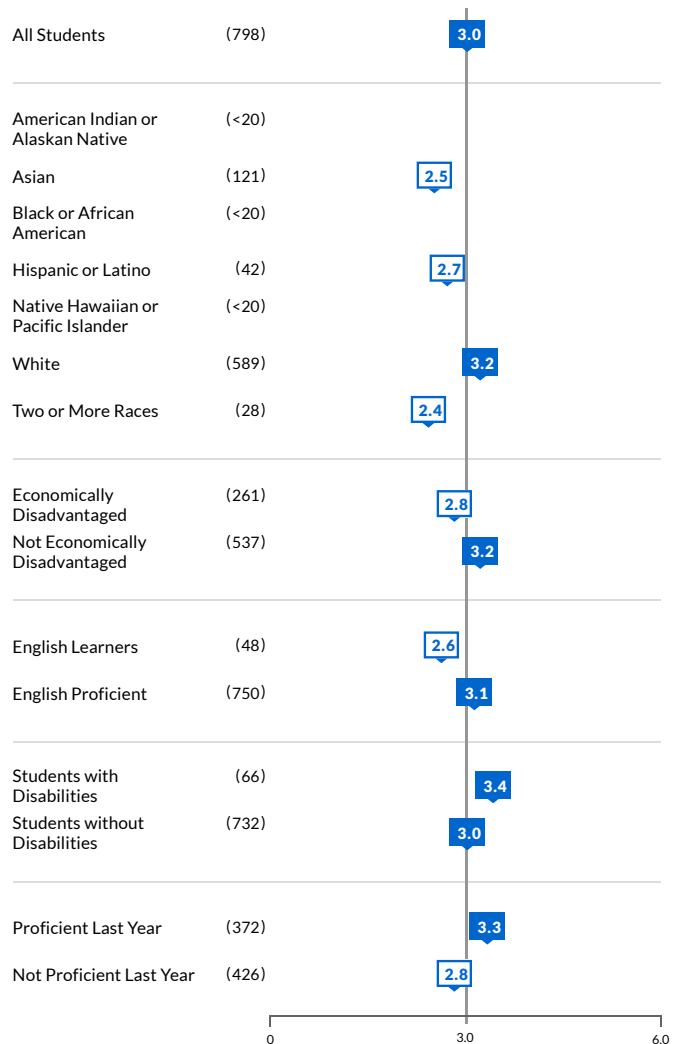
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

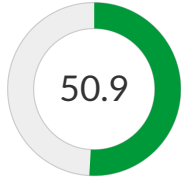




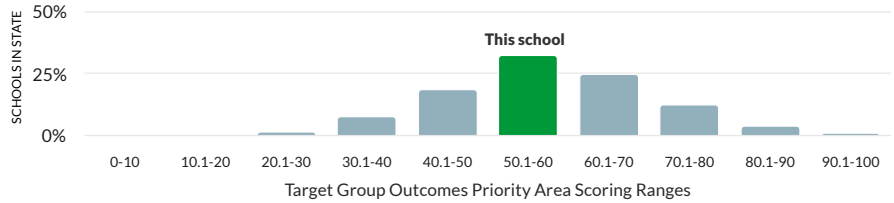
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping 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 29.7% of 9-12 schools in the state.



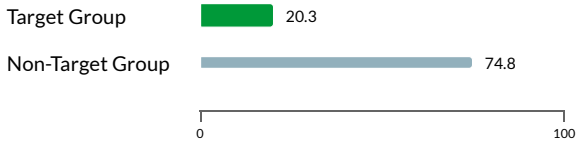
## Component Scores

### ACHIEVEMENT

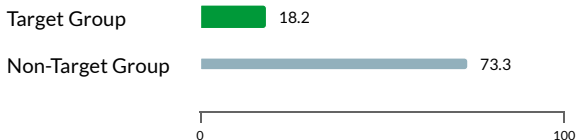
Score: 19.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

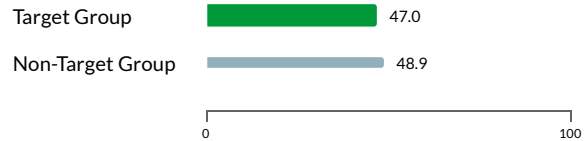


### GROWTH

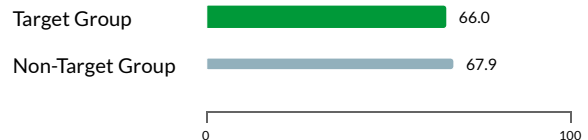
Score: 56.5

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

#### English Language Arts



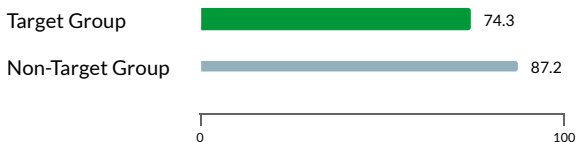
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 74.3

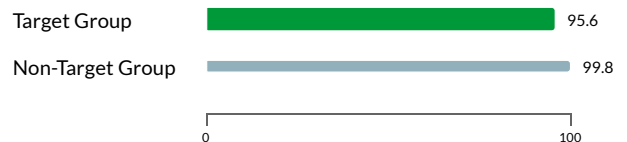
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 95.6

Average of 2022-23's 4- and 7-year cohort rates.

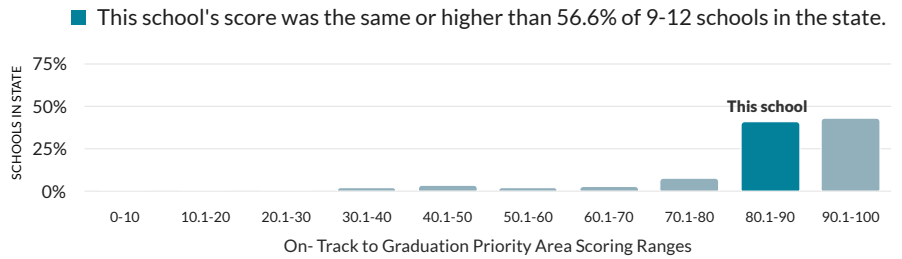
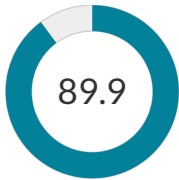




## ON-TRACK TO GRADUATION

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

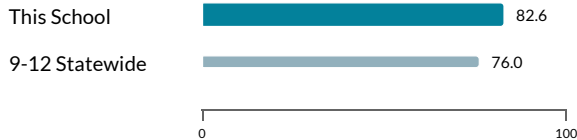


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 82.6

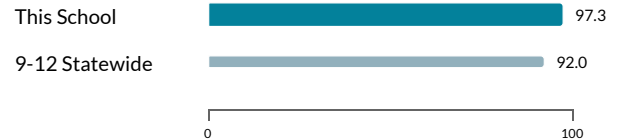
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.3

Average of 2022-23'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



## 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,268	8.7%	1,212	22.2%	1,262	19.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	171	4.7%	174	11.5%	193	11.4%
Black or African American	21	0.0%	<20	*	26	26.9%
Hispanic or Latino	48	8.3%	66	42.4%	77	35.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,000	9.7%	918	23.1%	920	19.9%
Two or More Races	23	4.3%	31	16.1%	37	16.2%
Economically Disadvantaged	373	15.0%	429	30.8%	434	27.2%
English Learners	65	3.1%	61	16.4%	74	20.3%
Students with Disabilities	136	11.8%	143	32.9%	143	28.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	406	390	96.1%	394	388	98.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	57	56	98.2%	53	53	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	316	303	95.9%	310	304	98.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	137	128	93.4%	104	100	96.2%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	57	47	82.5%	41	41	100.0%



## POSTSECONDARY PREPARATION, 2022-23

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

817 (64.7%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
35.6%	21.1%

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

#### DUAL ENROLLMENT

School	State
46.1%	25.7%

582 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
3.8%	4.7%

48 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
9.5%	8.5%

120 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	1,262	266,777	35.6%	21.1%	46.1%	25.7%	3.8%	4.7%	9.5%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	193	10,367	33.7%	33.4%	56.5%	26.6%	4.1%	3.7%	10.4%	5.6%
Black or African American	26	24,969	26.9%	13.7%	46.2%	8.7%	3.8%	1.3%	7.7%	2.7%
Hispanic or Latino	77	37,682	16.9%	17.6%	31.2%	18.9%	1.3%	3.4%	2.6%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	920	179,306	38.2%	22.5%	46.0%	29.9%	3.9%	5.7%	10.3%	10.4%
Two or More Races	37	11,456	32.4%	18.9%	24.3%	21.0%	5.4%	3.4%	2.7%	5.8%
Economically Disadvantaged	434	104,283	21.0%	12.3%	42.9%	18.5%	3.0%	3.0%	8.1%	6.1%
English Learners	74	19,116	9.5%	13.9%	40.5%	17.0%	0.0%	2.5%	5.4%	3.6%
Students with Disabilities	143	33,777	2.1%	4.4%	23.8%	15.0%	2.8%	2.3%	4.2%	6.5%





## ARTS COURSE INFORMATION, 2022-23

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

314 (24.9%) students successfully completed any Arts Course.

#### ART & DESIGN

School	State
<b>13.3%</b>	<b>29.1%</b>

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

#### DANCE

School	State
<b>0.0%</b>	<b>0.5%</b>

No students successfully completed a dance course.

#### MUSIC

School	State
<b>13.0%</b>	<b>19.2%</b>

164 students successfully completed at least one music course.

#### THEATER

School	State
<b>0.0%</b>	<b>2.2%</b>

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
All Students	1,262	266,777	13.3%	29.1%	0.0%	0.5%	13.0%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	193	10,367	19.7%	30.3%	0.0%	0.4%	5.7%	19.9%	0.0%	1.6%
Black or African American	26	24,969	11.5%	28.5%	0.0%	0.7%	19.2%	11.7%	0.0%	2.8%
Hispanic or Latino	77	37,682	19.5%	29.1%	0.0%	0.3%	16.9%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	920	179,306	11.3%	29.1%	0.0%	0.5%	13.9%	21.7%	0.0%	2.2%
Two or More Races	37	11,456	18.9%	28.8%	0.0%	0.5%	18.9%	17.8%	0.0%	2.6%
Economically Disadvantaged	434	104,283	16.6%	29.9%	0.0%	0.4%	7.6%	15.4%	0.0%	2.1%
English Learners	74	19,116	18.9%	30.9%	0.0%	0.4%	5.4%	11.8%	0.0%	1.6%
Students with Disabilities	143	33,777	14.7%	30.9%	0.0%	0.5%	4.2%	14.4%	0.0%	2.4%