



OVERVIEW

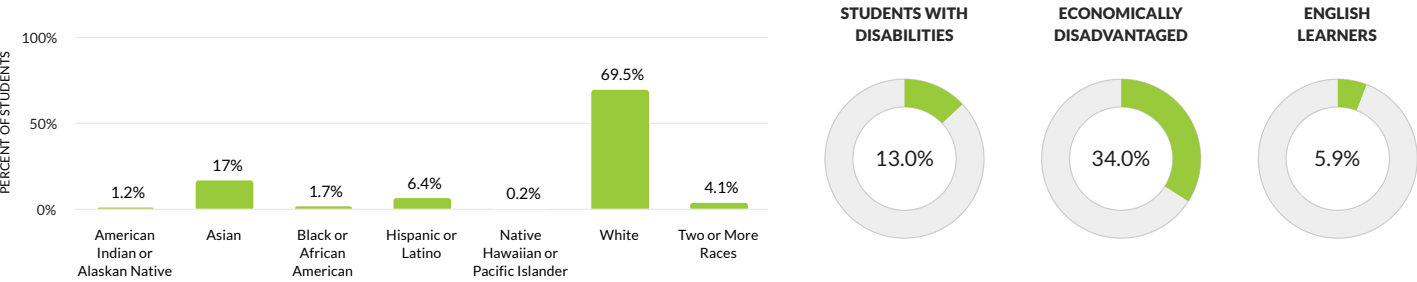
School Details

Grades : 8-9
Enrollment : 848
Percent open enrollment : 5.2%

The D.C. Everest Area School District 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 dynamic exploratory/elective program aligns with academic and career planning leading to opportunities for all students to participate in community/work-based experiences.

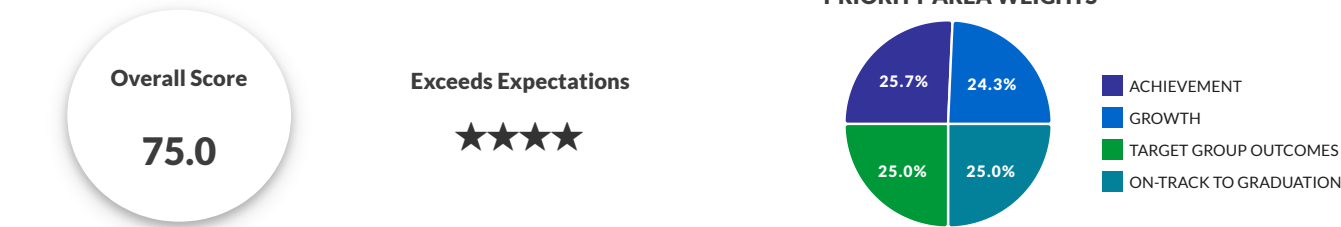
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



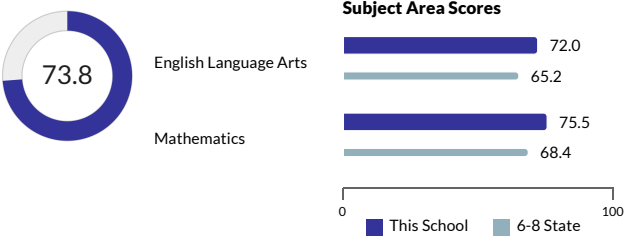
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

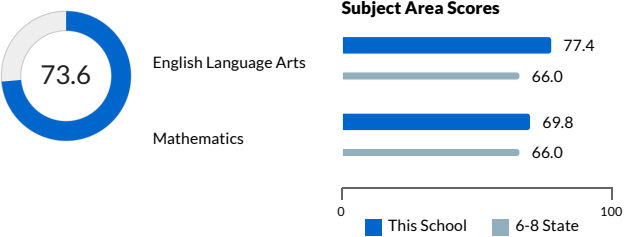


Priority Area Scores

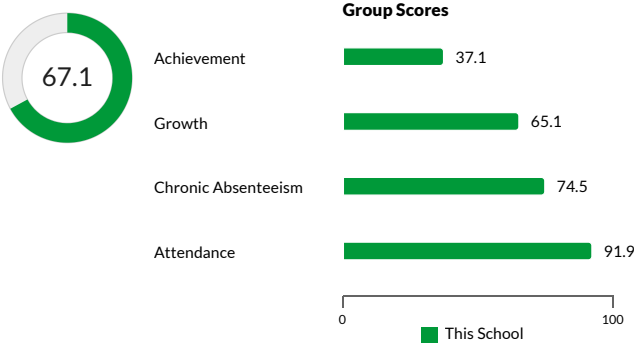
ACHIEVEMENT



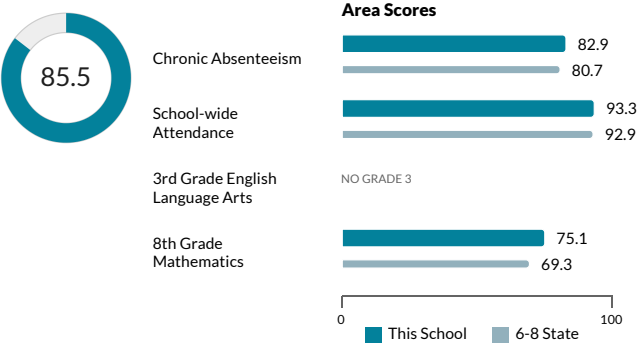
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

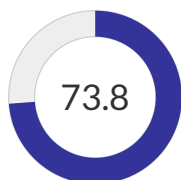




ACHIEVEMENT

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.

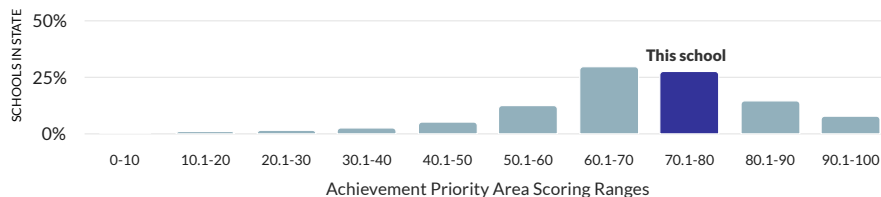
Priority Area Score



English Language Arts Score: 72.0

Mathematics Score: 75.5

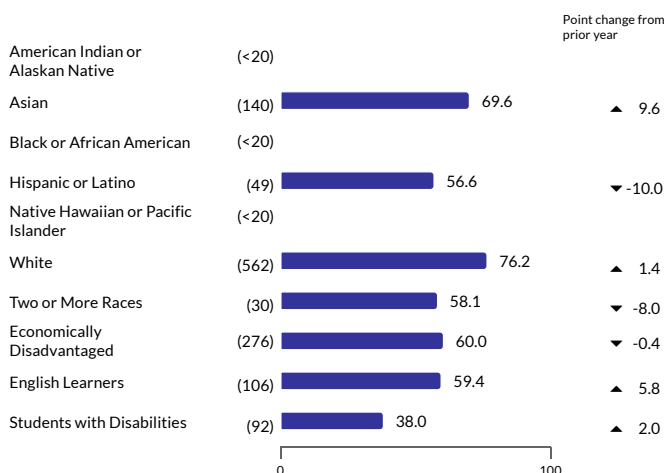
■ This school's score was the same or higher than 60.4% of 6-8 schools in the state.



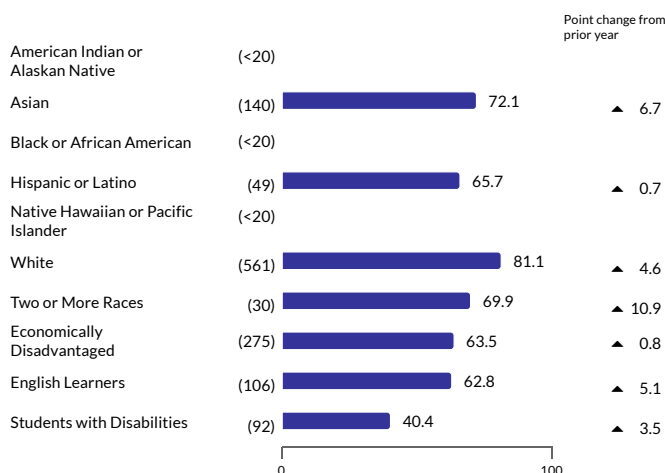
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



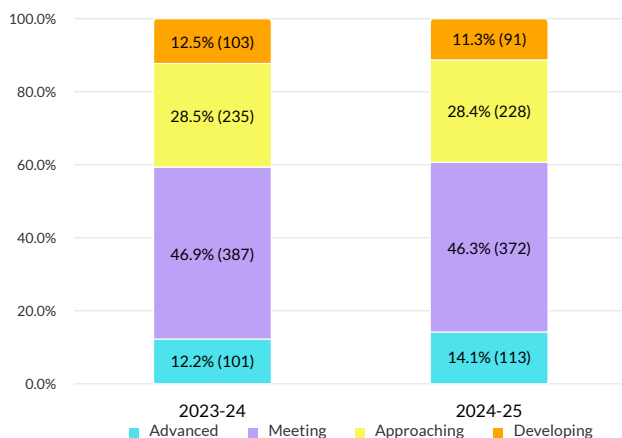
MATHEMATICS



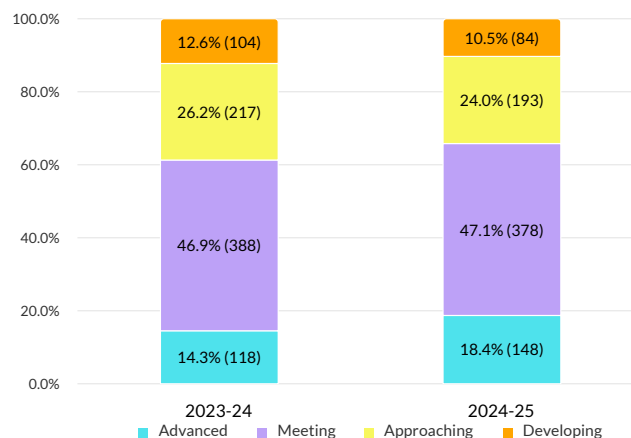
Performance Levels by Year

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, 2024-25

ENGLISH LANGUAGE ARTS				MATHEMATICS			
All students	Lowest-participating group: Students with Disabilities			All students	Lowest-participating group: Students with Disabilities		
97.8%	89.5%			97.7%	89.5%		

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				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,443	11.5%	39.7%	30.2%	18.5%	177,905	12.3%	40.5%	29.0%	18.2%
All Students	826	12.2%	46.9%	28.5%	12.5%	804	14.1%	46.3%	28.4%	11.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	140	5.0%	40.7%	37.9%	16.4%	140	4.3%	56.4%	30.0%	9.3%
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	55	1.8%	61.8%	20.0%	16.4%	49	2.0%	36.7%	46.9%	14.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	585	15.6%	47.9%	25.3%	11.3%	562	18.5%	44.8%	25.6%	11.0%
Two or More Races	25	8.0%	36.0%	52.0%	4.0%	30	0.0%	43.3%	43.3%	13.3%
Economically Disadvantaged	310	5.8%	41.0%	35.8%	17.4%	276	5.4%	42.4%	33.3%	18.8%
English Learners	120	2.5%	36.7%	39.2%	21.7%	106	1.9%	46.2%	34.9%	17.0%
Students with Disabilities	102	3.9%	17.6%	33.3%	45.1%	92	1.1%	20.7%	40.2%	38.0%

MATHEMATICS

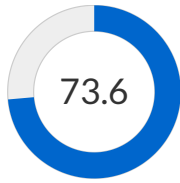
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,277	20.1%	32.4%	26.2%	21.3%	177,765	21.6%	31.0%	27.6%	19.7%
All Students	827	14.3%	46.9%	26.2%	12.6%	803	18.4%	47.1%	24.0%	10.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	140	6.4%	45.7%	35.7%	12.1%	140	11.4%	52.1%	22.9%	13.6%
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	55	1.8%	50.9%	38.2%	9.1%	49	8.2%	42.9%	36.7%	12.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	586	18.3%	47.8%	21.0%	13.0%	561	22.3%	46.7%	21.6%	9.4%
Two or More Races	25	0.0%	40.0%	52.0%	8.0%	30	6.7%	46.7%	43.3%	3.3%
Economically Disadvantaged	310	6.5%	43.2%	34.5%	15.8%	275	8.0%	43.3%	31.6%	17.1%
English Learners	120	5.0%	37.5%	39.2%	18.3%	106	7.5%	42.5%	33.0%	17.0%
Students with Disabilities	102	4.9%	17.6%	32.4%	45.1%	92	2.2%	27.2%	29.3%	41.3%



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.

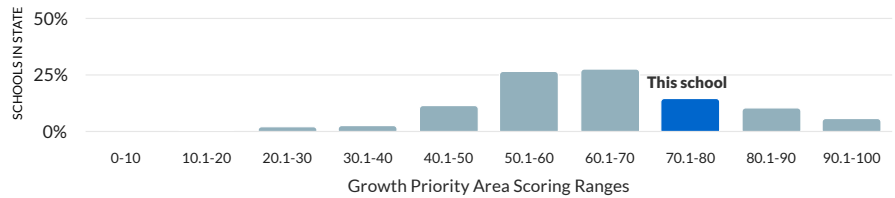
Priority Area Score



English Language Arts Score: 77.4

Mathematics Score: 69.8

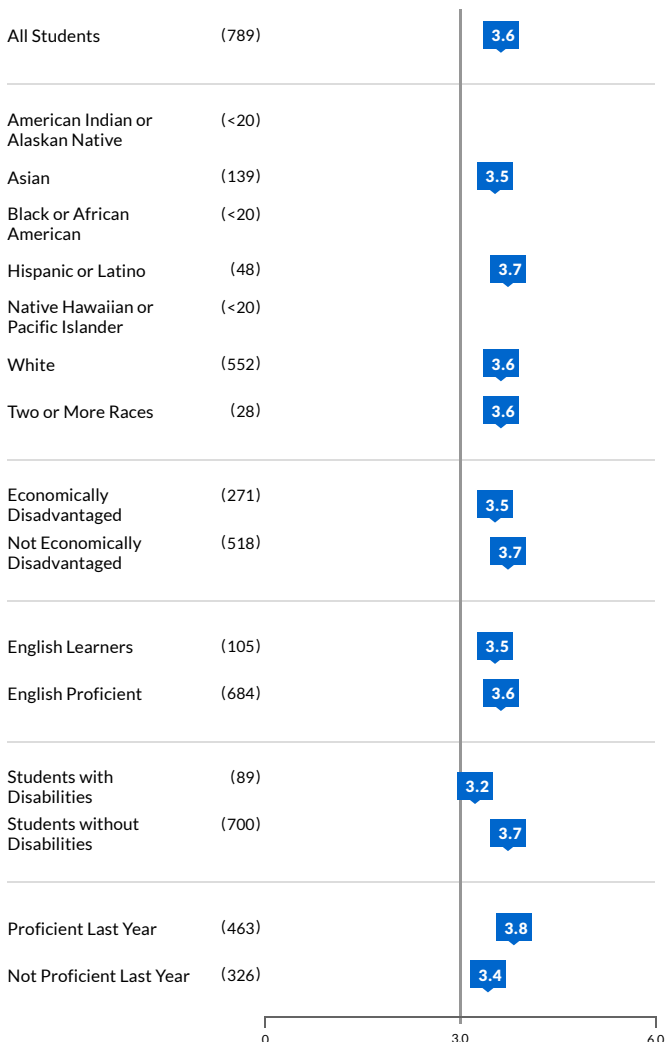
■ This school's score was the same or higher than 78.0% of 6-8 schools in the state.



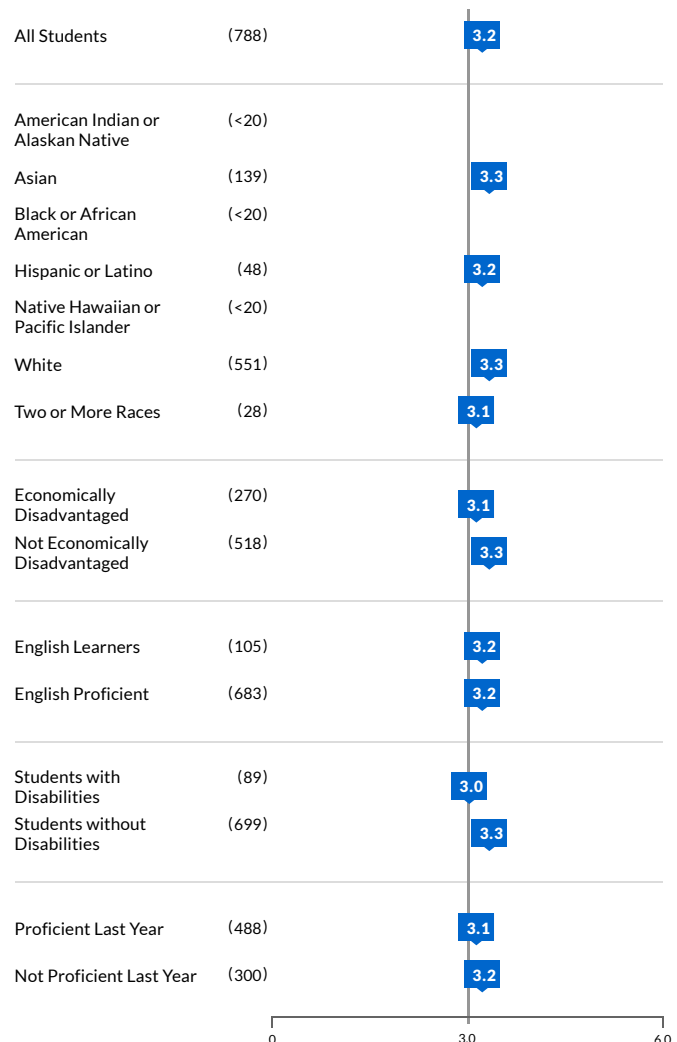
Student Group Value-Added (for information only)

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



MATHEMATICS

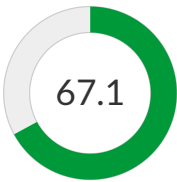




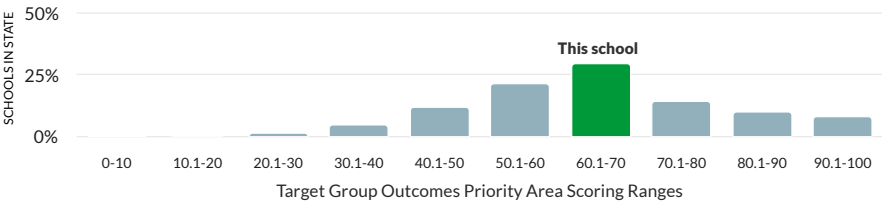
TARGET GROUP OUTCOMES

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



This school's score was the same or higher than 59.4% of 6-8 schools in the state.



Component Scores

ACHIEVEMENT

Score: 37.1

Average points-based proficiency rates.

English Language Arts

Target Group

35.1

Non-Target Group

84.5

0100

Mathematics

Target Group

39.0

Non-Target Group

88.2

0100

GROWTH

Score: 65.1

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

English Language Arts

Target Group

69.8

Non-Target Group

79.3

0100

Mathematics

Target Group

60.3

Non-Target Group

73.6

0100

CHRONIC ABSENTEEISM

Score: 74.5

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.

Target Group

74.5

Non-Target Group

87.3

0100

ATTENDANCE

Score: 91.9

This score is the overall attendance rate for the target group in 2023-24.

Target Group

91.9

Non-Target Group

94.3

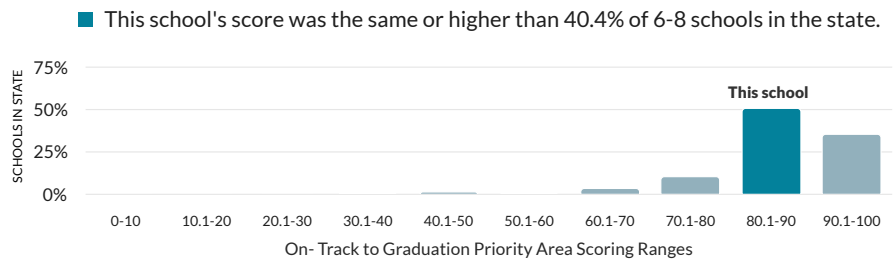
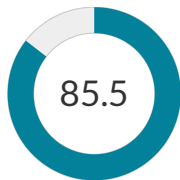
0100



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

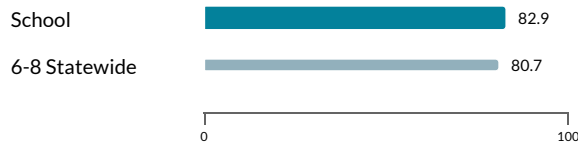


Component Scores

CHRONIC ABSENTEEISM

Score: 82.9

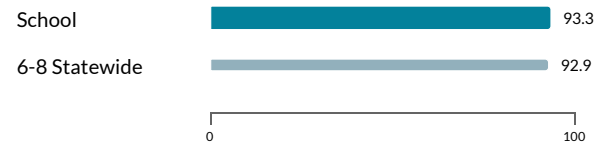
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.3

This score is the overall attendance rate for the school in 2023-24.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

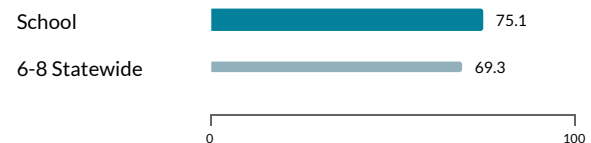
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 75.1

Multi-year average points-based proficiency rates.



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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	190,135	22.5%	187,110	19.0%	185,364	17.3%
All Students	857	18.0%	862	18.1%	849	15.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	121	12.4%	128	9.4%	141	7.1%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	46	30.4%	55	34.5%	58	36.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	630	17.3%	638	17.7%	600	15.3%
Two or More Races	37	24.3%	25	32.0%	29	27.6%
Economically Disadvantaged	309	26.2%	289	29.4%	277	24.9%
English Learners	101	15.8%	108	13.0%	122	12.3%
Students with Disabilities	96	32.3%	118	28.8%	102	21.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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, 2023-24

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

47 (10.8%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
10.8%	20.3%	0.0%	26.6%	0.0%	5.5%	0.0%	8.0%
47 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		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
All Students	434	267,180	10.8%	20.3%	0.0%	26.6%	0.0%	5.5%	0.0%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	64	10,651	6.3%	29.4%	0.0%	28.4%	0.0%	4.4%	0.0%	5.5%
Black or African American	<20	25,323	*	6.0%	*	8.9%	*	2.1%	*	3.0%
Hispanic or Latino	27	39,067	7.4%	14.4%	0.0%	20.1%	0.0%	4.1%	0.0%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	320	177,152	12.8%	23.4%	0.0%	30.9%	0.0%	6.5%	0.0%	9.6%
Two or More Races	<20	12,051	*	17.9%	*	22.2%	*	4.3%	*	5.6%
Economically Disadvantaged	135	108,778	3.7%	10.1%	0.0%	19.9%	0.0%	3.7%	0.0%	6.0%
English Learners	49	20,427	6.1%	10.3%	0.0%	18.0%	0.0%	2.9%	0.0%	4.1%
Students with Disabilities	58	33,744	0.0%	3.0%	0.0%	16.1%	0.0%	2.9%	0.0%	6.1%

ARTS COURSE INFORMATION, 2023-24

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

210 (48.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
34.6%	27.0%	0.0%	0.4%	18.7%	18.3%	0.0%	1.8%
150 students successfully completed at least one art & design course.		No students successfully completed a dance course.		81 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
All Students	434	267,180	34.6%	27.0%	0.0%	0.4%	18.7%	18.3%	0.0%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	64	10,651	35.9%	27.2%	0.0%	0.3%	26.6%	17.0%	0.0%	1.2%
Black or African American	<20	25,323	*	17.5%	*	0.4%	*	6.4%	*	1.5%
Hispanic or Latino	27	39,067	59.3%	25.8%	0.0%	0.3%	14.8%	11.9%	0.0%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	320	177,152	32.5%	28.4%	0.0%	0.4%	17.5%	21.6%	0.0%	1.9%
Two or More Races	<20	12,051	*	29.0%	*	0.5%	*	17.7%	*	2.0%
Economically Disadvantaged	135	108,778	36.3%	26.3%	0.0%	0.3%	18.5%	13.7%	0.0%	1.6%
English Learners	49	20,427	34.7%	27.0%	0.0%	0.3%	28.6%	9.4%	0.0%	1.1%
Students with Disabilities	58	33,744	22.4%	28.2%	0.0%	0.3%	5.2%	13.4%	0.0%	1.9%