



Inquiry Code: M6L7Y3

OVERVIEW

School Details

Grades : 9-12

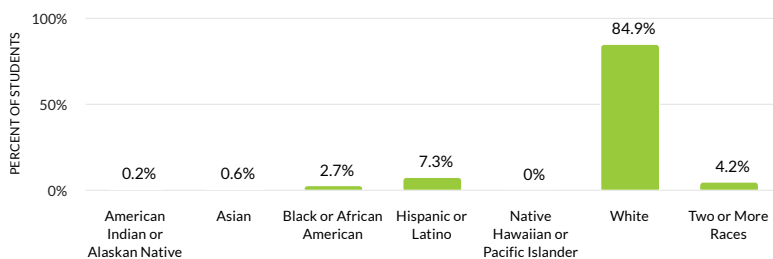
Enrollment : 518

Percent open enrollment : 3.9%

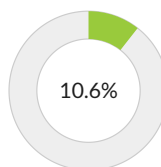
The Evansville Community School District's mission is all learners thriving, contributing and belonging. The achievement documented on this report card is a result of the Board of Education's and staff's commitment to student learning, engagement and belonging; family and community partnerships; professional growth and leadership development; and operational efficiency and effectiveness.

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

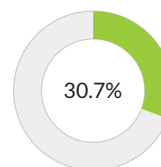
Student Groups



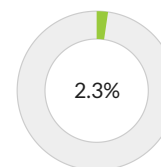
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



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>.

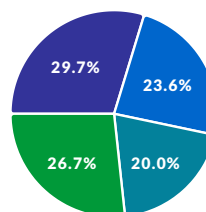
Overall Score

67.9

Meets Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

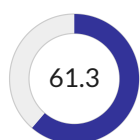
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

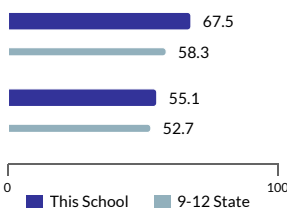
ACHIEVEMENT



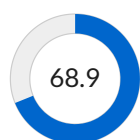
English Language Arts

Mathematics

Subject Area Scores



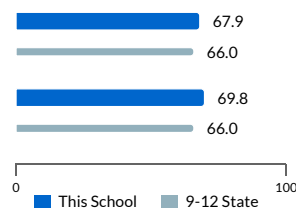
GROWTH



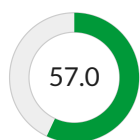
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



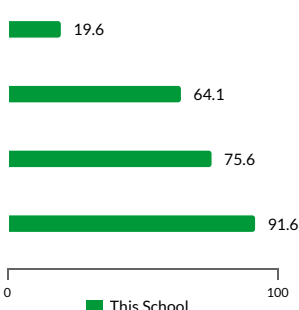
Achievement

Growth

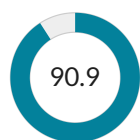
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



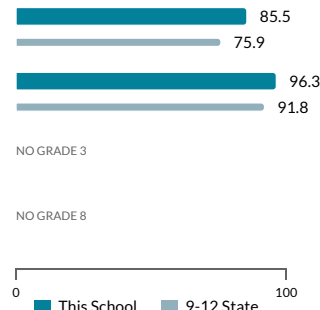
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

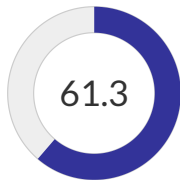




ACHIEVEMENT

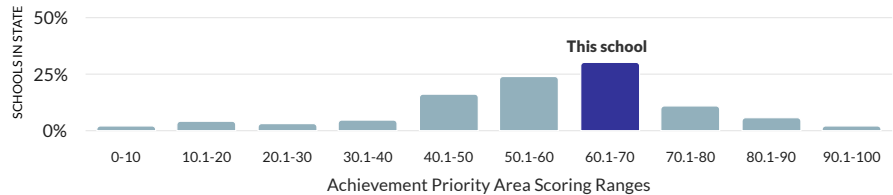
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 67.5
Mathematics Score: 55.1

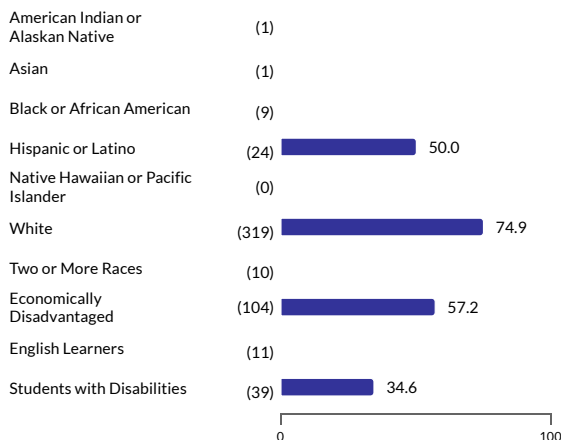
■ This school's score was the same or higher than 56.8% of 9-12 schools in the state.



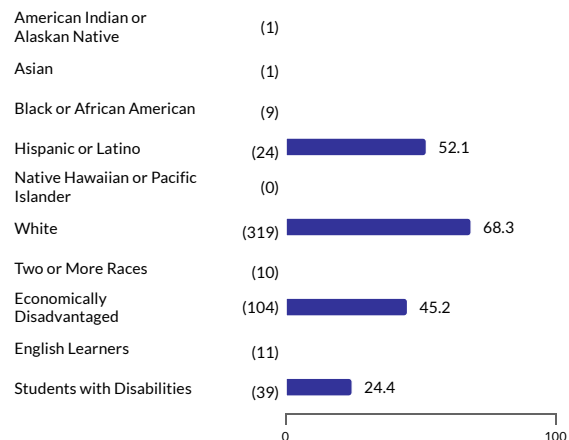
Student Group Achievement, 2023-24 (for information only)

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



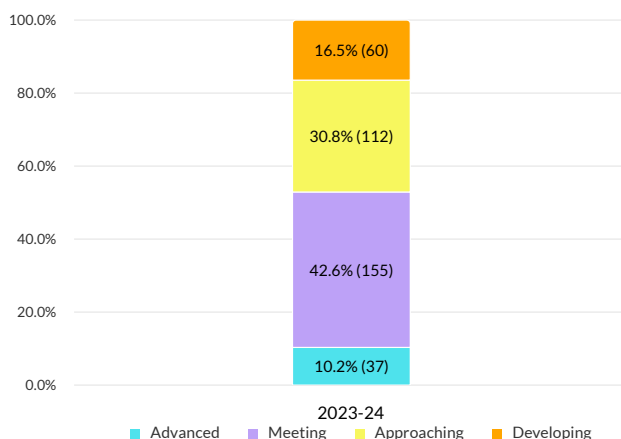
MATHEMATICS



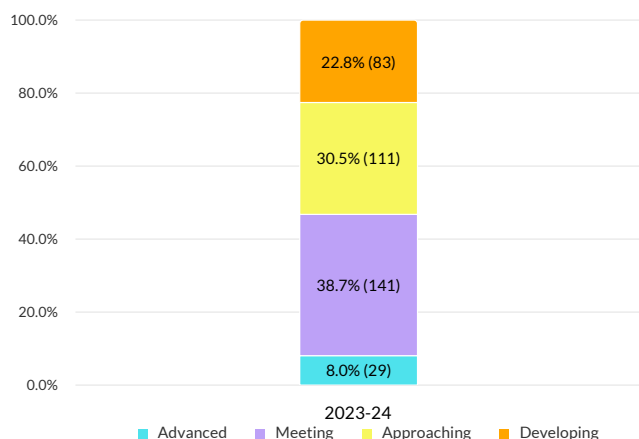
Performance Levels by Year

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: Hispanic or Latino
97.9%	89.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.2%	91.3%

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	387	8.5%	35.7%	35.7%	20.2%	361	10.8%	34.3%	38.0%	16.9%	364	10.2%	42.6%	30.8%	16.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	100.0%	0.0%	0.0%	0.0%
Asian	3	66.7%	33.3%	0.0%	0.0%	3	33.3%	0.0%	33.3%	33.3%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	10	10.0%	10.0%	40.0%	40.0%	9	11.1%	0.0%	33.3%	55.6%	9	0.0%	33.3%	55.6%	11.1%
Hispanic or Latino	27	3.7%	18.5%	55.6%	22.2%	22	9.1%	31.8%	27.3%	31.8%	24	4.2%	25.0%	37.5%	33.3%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	336	8.0%	37.5%	35.1%	19.3%	311	10.6%	36.3%	38.6%	14.5%	319	10.0%	44.5%	30.7%	14.7%
Two or More Races	11	18.2%	45.5%	9.1%	27.3%	16	12.5%	25.0%	43.8%	18.8%	10	30.0%	30.0%	0.0%	40.0%
Economically Disadvantaged	107	1.9%	23.4%	36.4%	38.3%	98	2.0%	28.6%	36.7%	32.7%	104	2.9%	35.6%	34.6%	26.9%
English Learners	8	0.0%	0.0%	37.5%	62.5%	8	0.0%	12.5%	37.5%	50.0%	11	0.0%	9.1%	45.5%	45.5%
Students with Disabilities	31	0.0%	9.7%	32.3%	58.1%	35	2.9%	8.6%	25.7%	62.9%	39	5.1%	17.9%	17.9%	59.0%

MATHEMATICS

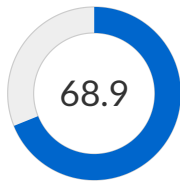
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,163	10.8%	36.1%	29.3%	23.8%
All Students	388	11.3%	25.8%	31.7%	31.2%	362	9.1%	24.9%	30.1%	35.9%	364	8.0%	38.7%	30.5%	22.8%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%
Asian	3	33.3%	0.0%	33.3%	33.3%	3	0.0%	33.3%	33.3%	33.3%	1	0.0%	0.0%	0.0%	100.0%
Black or African American	10	0.0%	10.0%	10.0%	80.0%	9	11.1%	11.1%	11.1%	66.7%	9	0.0%	22.2%	22.2%	55.6%
Hispanic or Latino	27	3.7%	14.8%	29.6%	51.9%	23	13.0%	13.0%	17.4%	56.5%	24	8.3%	25.0%	29.2%	37.5%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	336	12.2%	27.7%	32.7%	27.4%	311	8.7%	27.0%	30.9%	33.4%	319	8.2%	40.4%	31.3%	20.1%
Two or More Races	12	8.3%	16.7%	25.0%	50.0%	16	12.5%	6.3%	43.8%	37.5%	10	10.0%	30.0%	20.0%	40.0%
Economically Disadvantaged	108	5.6%	12.0%	27.8%	54.6%	98	5.1%	13.3%	25.5%	56.1%	104	3.8%	22.1%	34.6%	39.4%
English Learners	8	0.0%	0.0%	25.0%	75.0%	8	0.0%	12.5%	0.0%	87.5%	11	0.0%	9.1%	36.4%	54.5%
Students with Disabilities	32	3.1%	9.4%	9.4%	78.1%	36	2.8%	5.6%	8.3%	83.3%	39	2.6%	7.7%	25.6%	64.1%



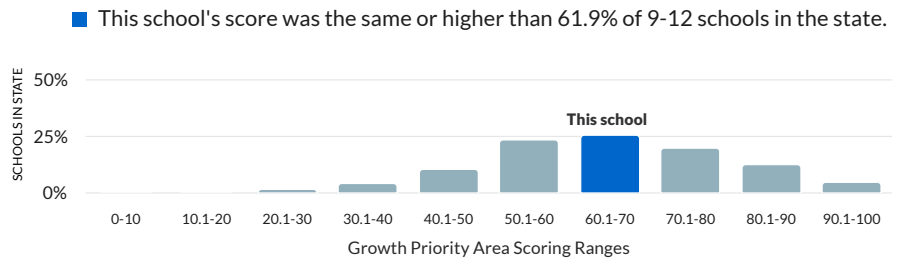
GROWTH

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 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



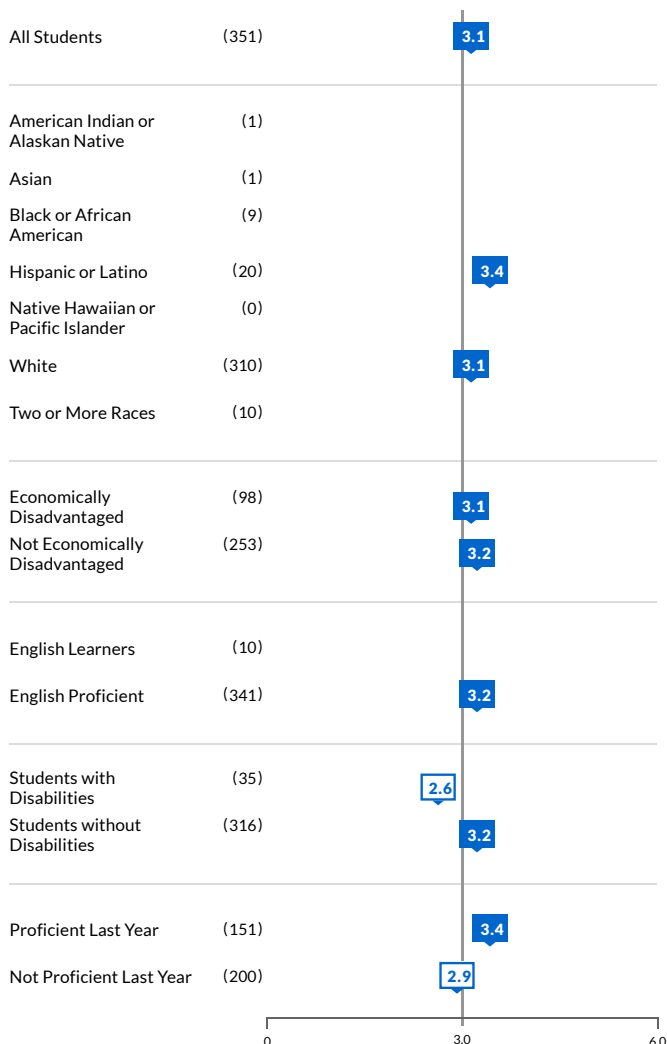
English Language Arts Score: 67.9
Mathematics Score: 69.8



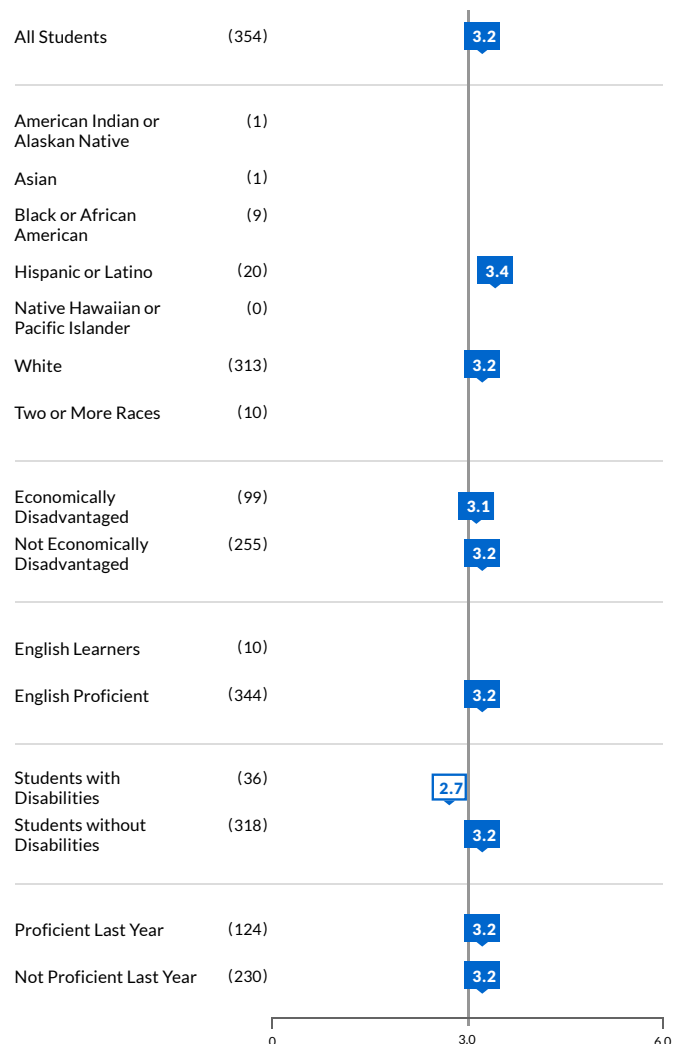
Student Group Value-Added (for information only)

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

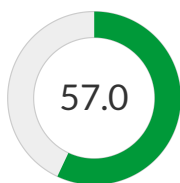




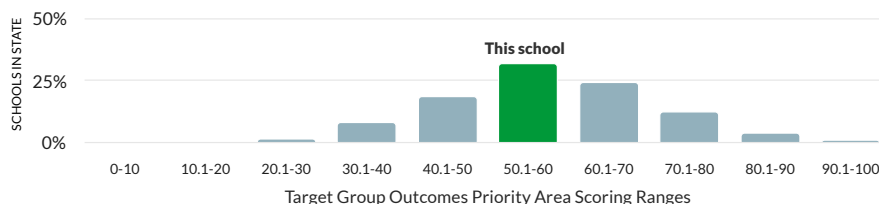
TARGET GROUP OUTCOMES

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 48.6% of 9-12 schools in the state.



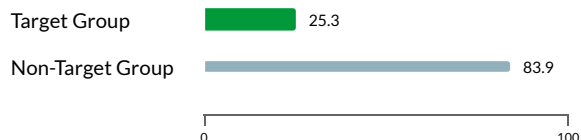
Component Scores

ACHIEVEMENT

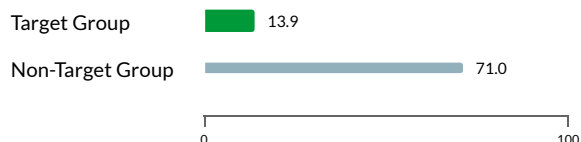
Score: 19.6

Average points-based proficiency rates.

English Language Arts



Mathematics

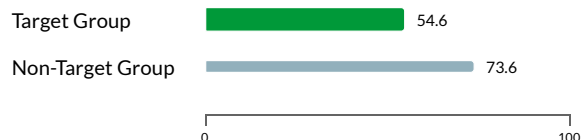


GROWTH

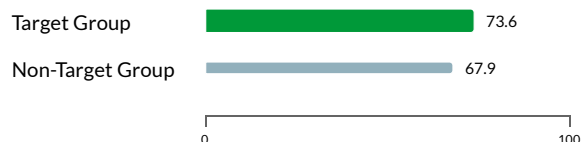
Score: 64.1

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

English Language Arts



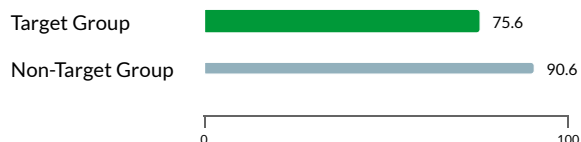
Mathematics



CHRONIC ABSENTEEISM

Score: 75.6

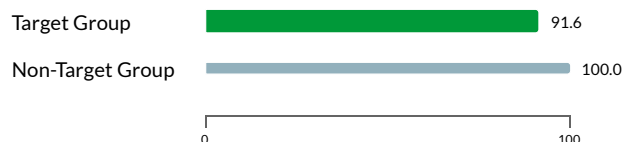
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.6

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

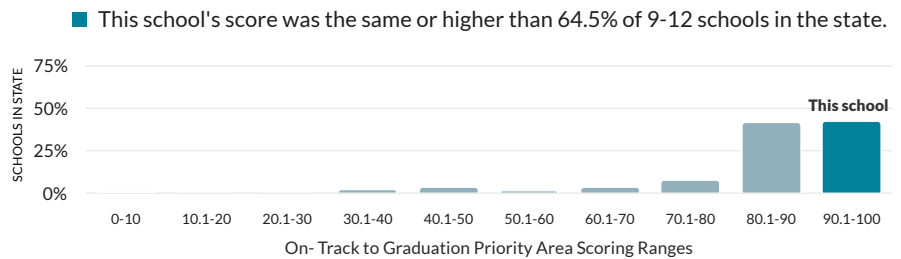
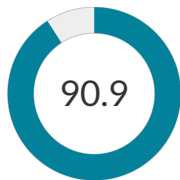




ON-TRACK TO GRADUATION

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

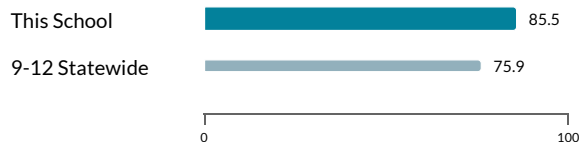


Component Scores

CHRONIC ABSENTEEISM

Score: 85.5

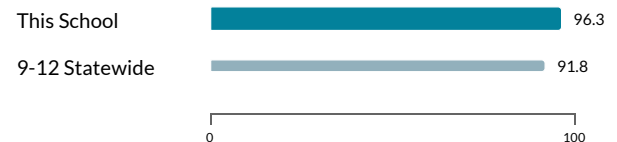
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.3

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	264,157	19.6%	266,597	26.7%	266,457	24.9%
All Students	526	6.5%	544	15.1%	508	19.5%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	3	0.0%	4	0.0%	4	0.0%
Black or African American	9	22.2%	13	0.0%	13	23.1%
Hispanic or Latino	38	10.5%	40	27.5%	36	41.7%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	462	5.0%	471	14.4%	435	17.5%
Two or More Races	14	35.7%	16	18.8%	20	25.0%
Economically Disadvantaged	133	14.3%	142	28.2%	143	35.7%
English Learners	13	15.4%	11	36.4%	12	41.7%
Students with Disabilities	75	16.0%	59	30.5%	52	40.4%

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	68,144	61,386	90.1%	66,868	62,535	93.5%
All Students	131	128	97.7%	136	129	94.9%
American Indian or Alaskan Native	0	0	NA	0	0	NA
Asian	1	1	100.0%	1	1	100.0%
Black or African American	3	3	100.0%	2	2	100.0%
Hispanic or Latino	13	13	100.0%	6	5	83.3%
Native Hawaiian or Pacific Islander	0	0	NA	0	0	NA
White	113	110	97.3%	124	119	96.0%
Two or More Races	1	1	100.0%	3	2	66.7%
Economically Disadvantaged	36	35	97.2%	32	29	90.6%
English Learners	5	5	100.0%	3	2	66.7%
Students with Disabilities	15	12	80.0%	21	18	85.7%



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.

Participation by Type of Postsecondary Preparation

320 (63.0%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
29.7%	21.1%

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

DUAL ENROLLMENT

School	State
59.1%	25.7%

300 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
5.7%	4.7%

29 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
9.3%	8.5%

47 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	508	266,572	29.7%	21.1%	59.1%	25.7%	5.7%	4.7%	9.3%	8.5%
American Indian or Alaskan Native	0	2,718	NA	7.0%	NA	18.0%	NA	1.7%	NA	5.0%
Asian	4	10,315	50.0%	33.6%	50.0%	26.7%	0.0%	3.8%	0.0%	5.7%
Black or African American	13	24,952	15.4%	13.7%	53.8%	8.7%	7.7%	1.3%	15.4%	2.7%
Hispanic or Latino	36	37,679	30.6%	17.6%	63.9%	18.9%	2.8%	3.4%	2.8%	5.0%
Native Hawaiian or Pacific Islander	0	216	NA	17.1%	NA	21.8%	NA	2.3%	NA	4.2%
White	435	179,179	29.9%	22.5%	58.6%	29.9%	6.2%	5.7%	10.1%	10.4%
Two or More Races	20	11,450	30.0%	18.9%	65.0%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	143	101,307	16.1%	12.2%	47.6%	19.0%	3.5%	3.1%	5.6%	6.2%
English Learners	12	19,129	8.3%	13.9%	50.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	52	33,770	1.9%	4.4%	34.6%	14.9%	0.0%	2.3%	5.8%	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.

Participation by Type of Arts Course

285 (56.1%) students successfully completed any Arts Course.

ART & DESIGN

School	State
40.9%	29.2%

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

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
24.6%	19.2%

125 students successfully completed at least one music course.

THEATER

School	State
2.4%	2.2%

12 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	508	266,572	40.9%	29.2%	0.0%	0.5%	24.6%	19.2%	2.4%	2.2%
American Indian or Alaskan Native	0	2,718	NA	33.1%	NA	0.2%	NA	15.0%	NA	1.1%
Asian	4	10,315	50.0%	30.4%	0.0%	0.4%	75.0%	19.9%	0.0%	1.6%
Black or African American	13	24,952	53.8%	28.5%	0.0%	0.7%	30.8%	11.7%	0.0%	2.8%
Hispanic or Latino	36	37,679	50.0%	29.1%	0.0%	0.3%	27.8%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	0	216	NA	32.9%	NA	1.4%	NA	23.6%	NA	4.2%
White	435	179,179	40.9%	29.2%	0.0%	0.5%	23.7%	21.7%	2.8%	2.2%
Two or More Races	20	11,450	15.0%	28.8%	0.0%	0.5%	25.0%	17.8%	0.0%	2.6%
Economically Disadvantaged	143	101,307	42.7%	30.0%	0.0%	0.4%	18.2%	15.5%	4.2%	2.1%
English Learners	12	19,129	50.0%	30.9%	0.0%	0.4%	8.3%	11.8%	0.0%	1.6%
Students with Disabilities	52	33,770	55.8%	30.9%	0.0%	0.5%	23.1%	14.3%	5.8%	2.4%

