



OVERVIEW

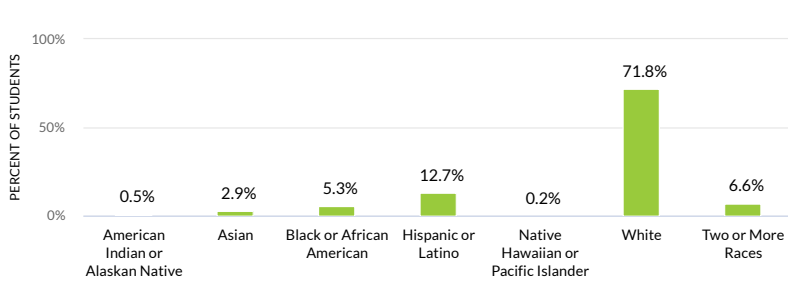
School Details

Grades : 9-12
Enrollment : 944
Percent open enrollment : 4.4%

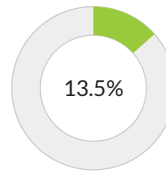
The School District of Janesville's guiding 'Promises' address key elements impacting student and school success. Our educators work to improve student achievement and support all areas of student development. We believe students must be engaged in their learning, empowered to pursue their interests to graduate with the skills, knowledge and character necessary for college, career, and life.

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

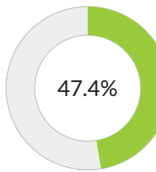
Student Groups



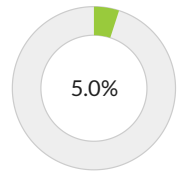
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

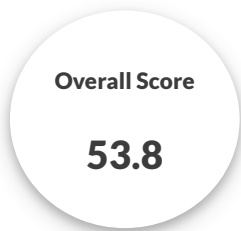


ENGLISH LEARNERS



Score Summary

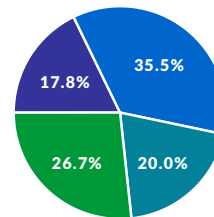
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations



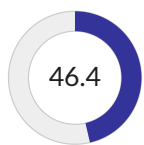
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

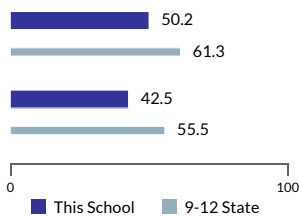
Priority Area Scores

ACHIEVEMENT

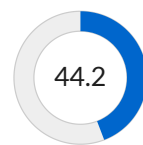


English Language Arts
Mathematics

Subject Area Scores

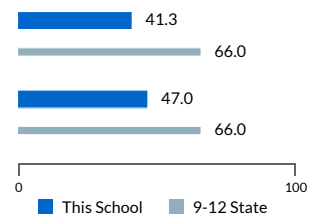


GROWTH

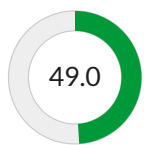


English Language Arts
Mathematics

Subject Area Scores

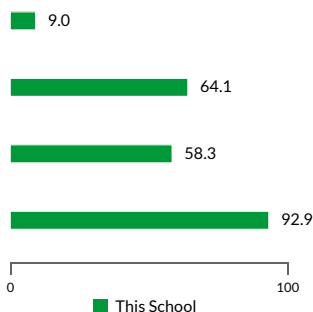


TARGET GROUP OUTCOMES

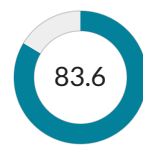


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

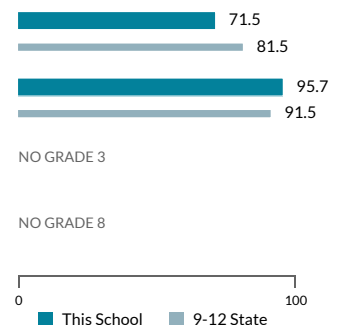


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

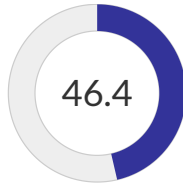




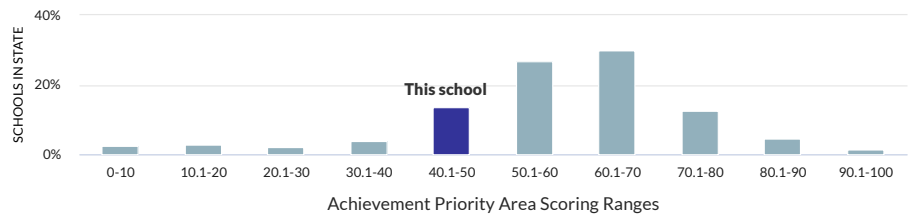
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



■ This school's score was the same or higher than 19.1% of 9-12 schools in the state.



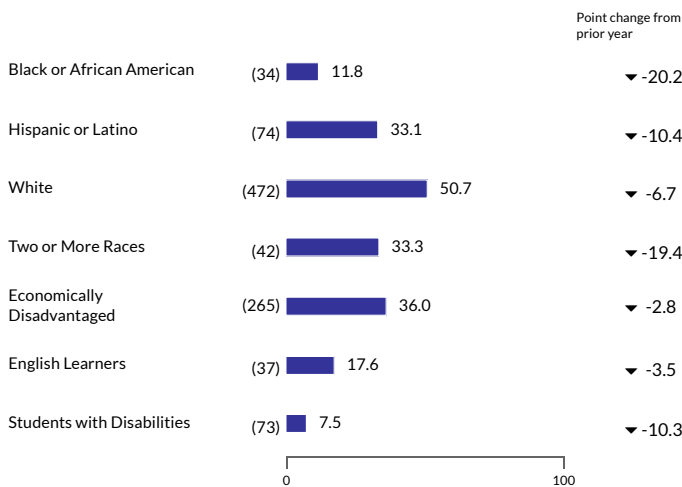
English Language Arts Score: 50.2

Mathematics Score: 42.5

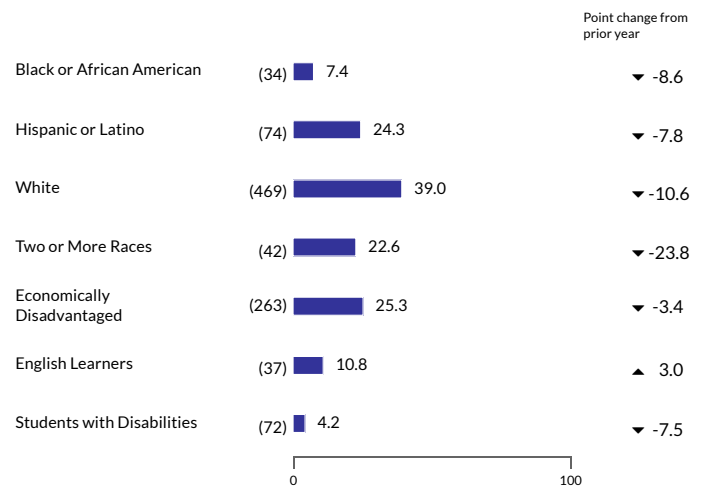
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



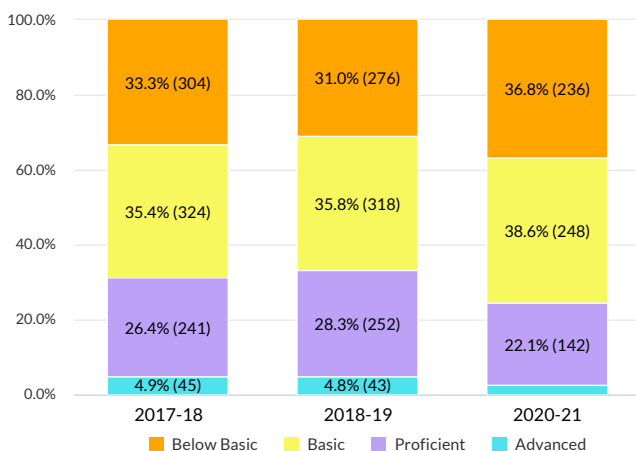
MATHEMATICS



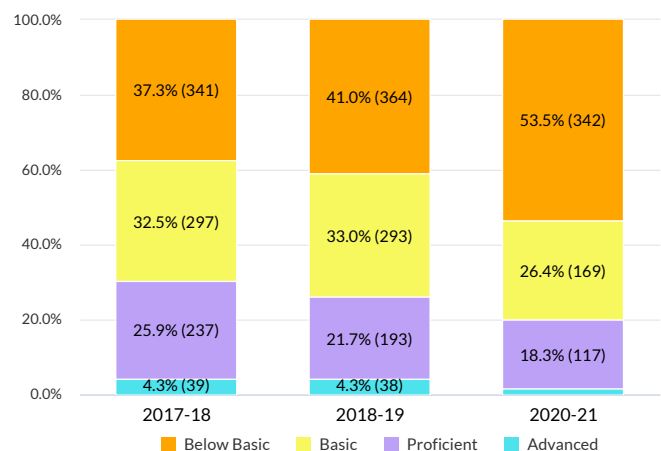
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students: 93.4%
Lowest-participating group: Students with Disabilities: 83.7%

MATHEMATICS

All students: 93.1%
Lowest-participating group: Students with Disabilities: 82.7%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	914	4.9%	26.4%	35.4%	33.3%	889	4.8%	28.3%	35.8%	31.0%	642	2.5%	22.1%	38.6%	36.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	45	4.4%	11.1%	28.9%	55.6%	50	2.0%	16.0%	26.0%	56.0%	34	0.0%	0.0%	23.5%	76.5%
Hispanic or Latino	113	0.9%	16.8%	42.5%	39.8%	123	3.3%	21.1%	35.0%	40.7%	74	1.4%	14.9%	32.4%	51.4%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	695	5.8%	29.2%	34.4%	30.6%	639	5.2%	31.5%	36.3%	27.1%	472	3.0%	26.1%	40.5%	30.5%
Two or More Races	44	2.3%	29.5%	34.1%	34.1%	56	7.1%	25.0%	33.9%	33.9%	42	2.4%	11.9%	35.7%	50.0%
Economically Disadvantaged	436	2.8%	17.7%	35.6%	44.0%	405	1.7%	17.5%	37.3%	43.5%	265	1.9%	14.0%	38.5%	45.7%
English Learners	56	0.0%	7.1%	39.3%	53.6%	64	0.0%	1.6%	39.1%	59.4%	37	0.0%	2.7%	29.7%	67.6%
Students with Disabilities	116	0.9%	7.8%	20.7%	70.7%	115	0.9%	8.7%	15.7%	74.8%	73	0.0%	1.4%	12.3%	86.3%

MATHEMATICS

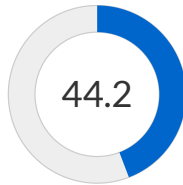
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	914	4.3%	25.9%	32.5%	37.3%	888	4.3%	21.7%	33.0%	41.0%	639	1.7%	18.3%	26.4%	53.5%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	46	0.0%	6.5%	23.9%	69.6%	50	0.0%	4.0%	24.0%	72.0%	34	0.0%	0.0%	14.7%	85.3%
Hispanic or Latino	113	1.8%	18.6%	38.9%	40.7%	123	1.6%	17.1%	25.2%	56.1%	74	0.0%	14.9%	18.9%	66.2%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	694	4.9%	28.7%	32.4%	34.0%	639	5.5%	23.8%	35.2%	35.5%	469	2.3%	21.7%	27.5%	48.4%
Two or More Races	44	4.5%	27.3%	22.7%	45.5%	55	0.0%	27.3%	38.2%	34.5%	42	0.0%	7.1%	31.0%	61.9%
Economically Disadvantaged	437	1.6%	16.0%	33.4%	49.0%	404	1.2%	11.6%	30.4%	56.7%	263	1.1%	11.4%	24.3%	63.1%
English Learners	56	1.8%	7.1%	30.4%	60.7%	64	0.0%	1.6%	12.5%	85.9%	37	0.0%	2.7%	16.2%	81.1%
Students with Disabilities	118	0.0%	4.2%	22.0%	73.7%	115	0.0%	3.5%	16.5%	80.0%	72	0.0%	1.4%	5.6%	93.1%



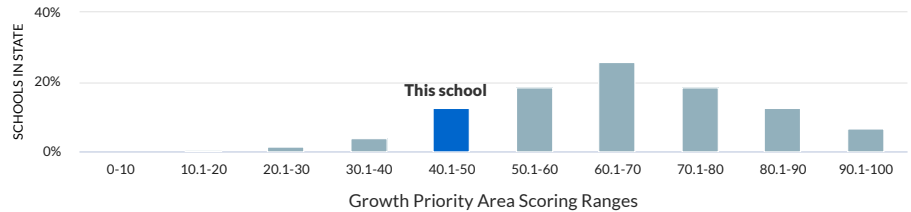
GROWTH

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



■ This school's score was the same or higher than 9.2% of 9-12 schools in the state.



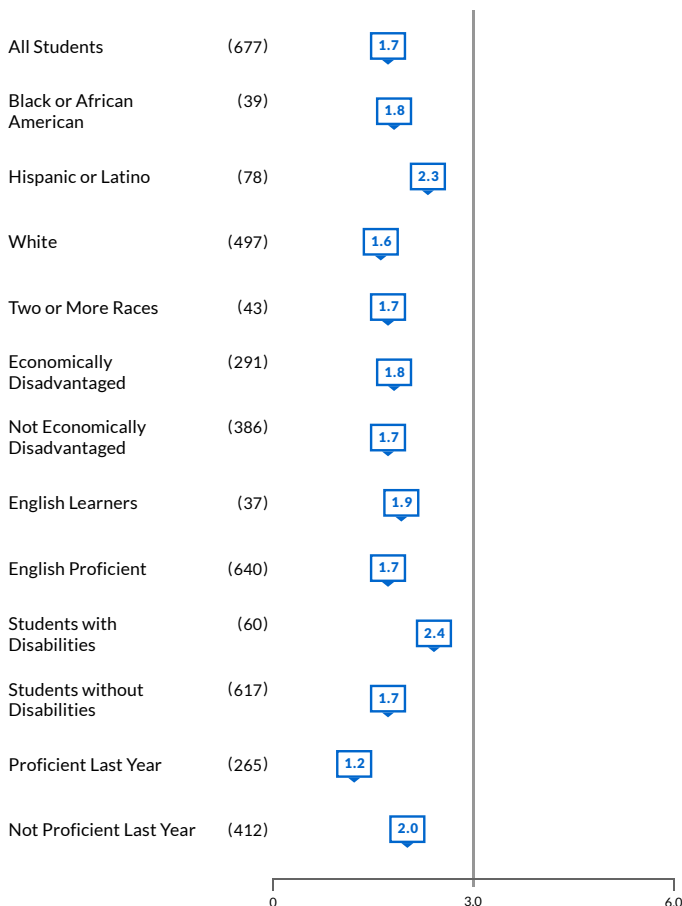
English Language Arts Score: 41.3

Mathematics Score: 47.0

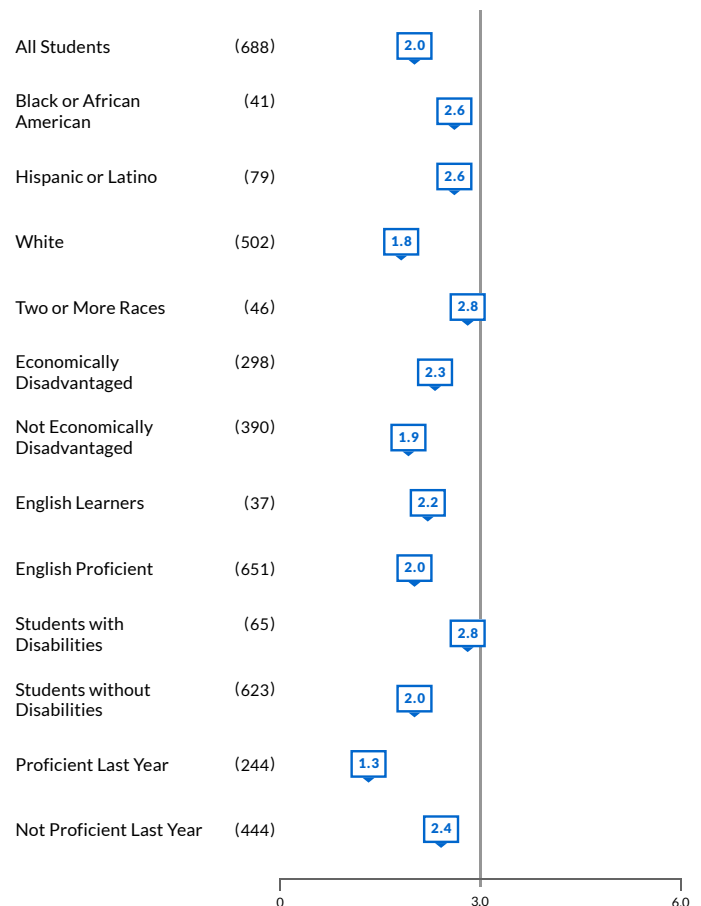
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

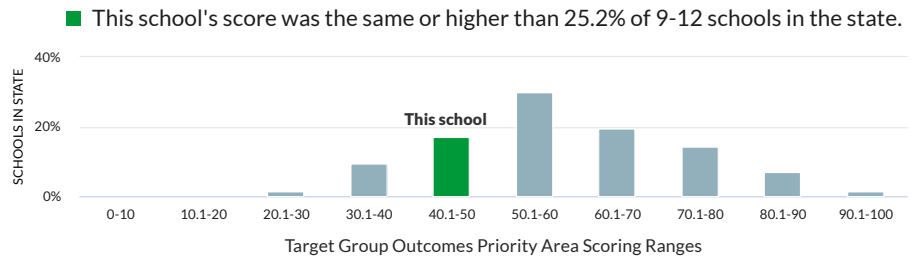
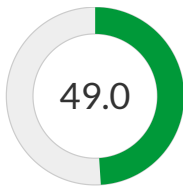




TARGET GROUP OUTCOMES

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



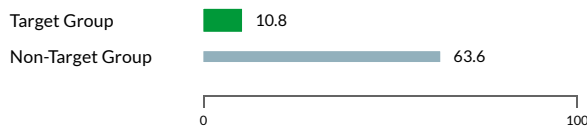
Component Scores

ACHIEVEMENT

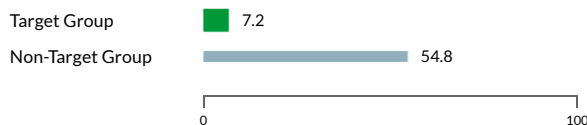
Score: 9.0

Average points-based proficiency rates.

English Language Arts



Mathematics

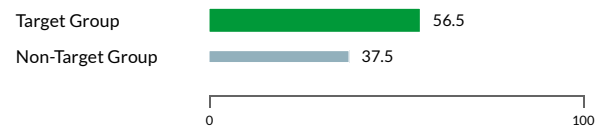


GROWTH

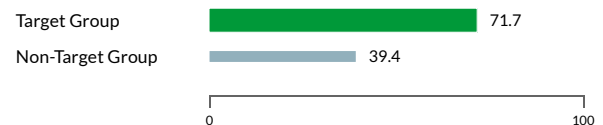
Score: 64.1

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

English Language Arts



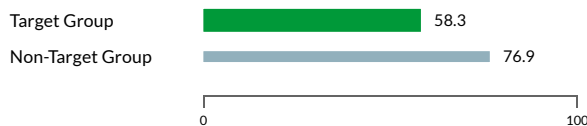
Mathematics



CHRONIC ABSENTEEISM

Score: 58.3

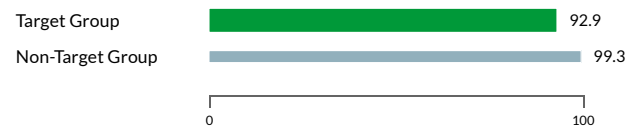
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 92.9

Average of 2019-20's 4- and 7-year cohort rates.

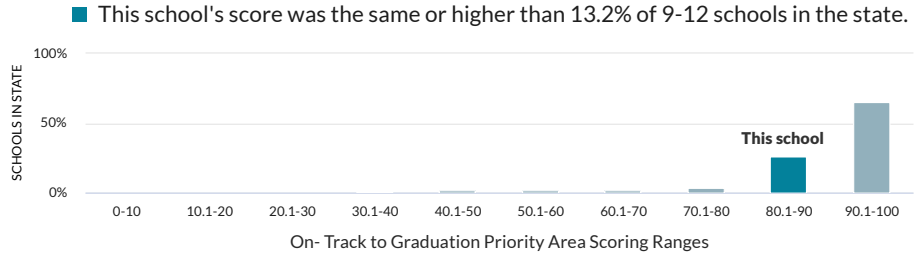
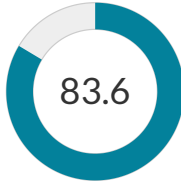




ON-TRACK TO GRADUATION

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

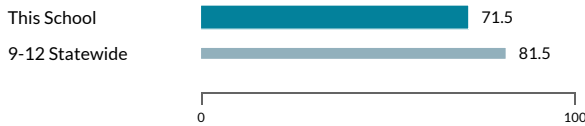


Component Scores

CHRONIC ABSENTEEISM

Score: 71.5

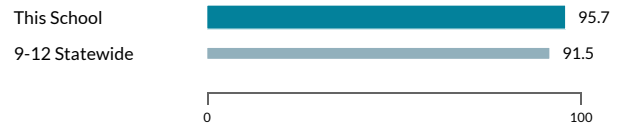
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.7

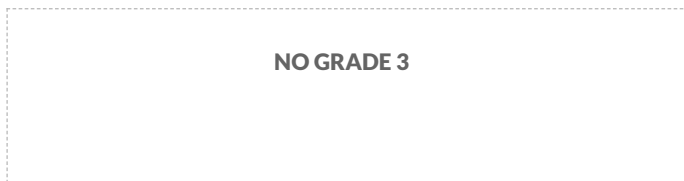
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

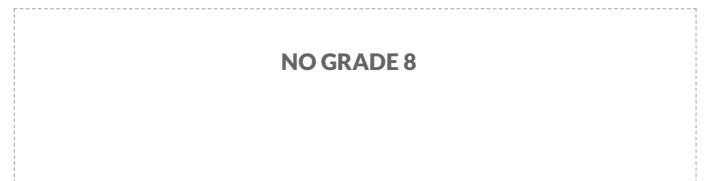
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,222	30.2%	1,152	28.6%	1,098	27.1%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	20	45.0%	24	25.0%
Black or African American	67	44.8%	73	50.7%	68	35.3%
Hispanic or Latino	149	33.6%	147	29.9%	148	30.4%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	926	28.1%	843	26.2%	790	25.7%
Two or More Races	60	31.7%	65	29.2%	62	30.6%
Economically Disadvantaged	572	41.8%	516	45.2%	456	35.7%
English Learners	67	40.3%	70	35.7%	69	31.9%
Students with Disabilities	158	37.3%	153	37.9%	131	34.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	311	291	93.6%	335	327	97.6%
Asian	< 20	*	*	< 20	*	*
Black or African American	20	18	90.0%	< 20	*	*
Hispanic or Latino	38	35	92.1%	39	38	97.4%
White	233	219	94.0%	258	252	97.7%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	135	124	91.9%	140	136	97.1%
English Learners	< 20	*	*	23	22	95.7%
Students with Disabilities	40	31	77.5%	35	35	100.0%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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
20.3%	19.2%

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

DUAL ENROLLMENT

School	State
3.0%	17.8%

36 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	2.4%

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. All groups present in the school are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	26	10,028	7.7%	27.3%	0.0%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	78	24,232	9.0%	11.5%	2.6%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	166	31,812	14.5%	14.7%	3.6%	14.1%	0.0%	0.9%	0.0%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	864	188,332	23.0%	20.8%	3.2%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	76	9,226	19.7%	16.1%	0.0%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	537	97,617	10.1%	11.0%	1.9%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	73	13,412	2.7%	8.7%	0.0%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	153	34,473	3.3%	2.9%	2.0%	10.2%	0.0%	0.5%	0.0%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

School	State
26.7%	24.7%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
28.5%	21.3%

347 students successfully completed at least one music course.

THEATER

School	State
1.8%	1.9%

22 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. All groups present in the school are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	26	10,028	34.6%	25.8%	0.0%	0.3%	11.5%	21.8%	3.8%	1.5%
Black or African American	78	24,232	25.6%	27.9%	0.0%	0.5%	25.6%	13.8%	2.6%	4.1%
Hispanic or Latino	166	31,812	25.9%	26.2%	0.0%	0.3%	17.5%	15.5%	3.6%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	864	188,332	26.7%	23.9%	0.0%	0.3%	31.4%	23.4%	1.3%	1.7%
Two or More Races	76	9,226	26.3%	23.9%	0.0%	0.4%	28.9%	19.8%	2.6%	1.9%
Economically Disadvantaged	537	97,617	25.5%	26.9%	0.0%	0.3%	22.3%	17.4%	2.0%	2.3%
English Learners	73	13,412	26.0%	29.0%	0.0%	0.2%	6.8%	13.0%	1.4%	1.4%
Students with Disabilities	153	34,473	30.7%	25.4%	0.0%	0.3%	17.0%	14.3%	5.2%	1.9%

