



OVERVIEW

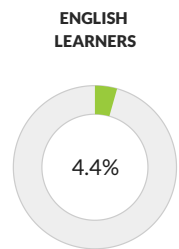
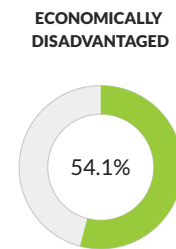
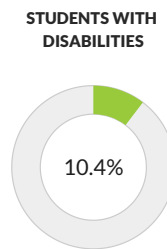
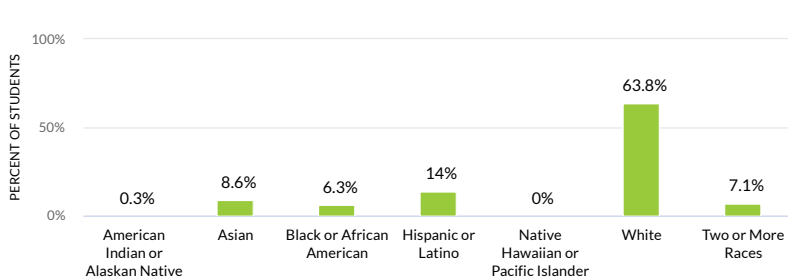
School Details

Grades : KG-12
Enrollment : 734
Percent open enrollment : 8.9%

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.

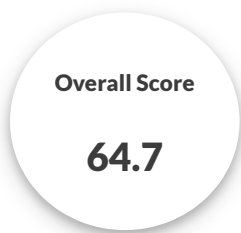
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



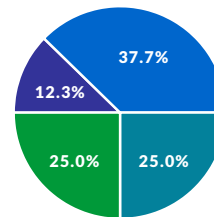
Score Summary

! 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 Expectations
★★★★

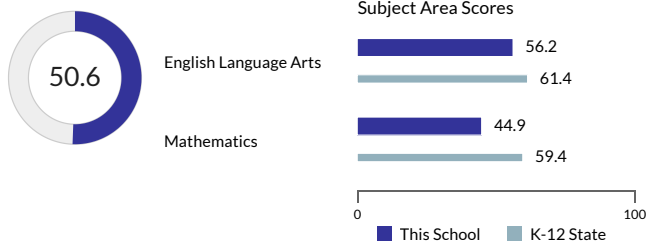
PRIORITY AREA WEIGHTS



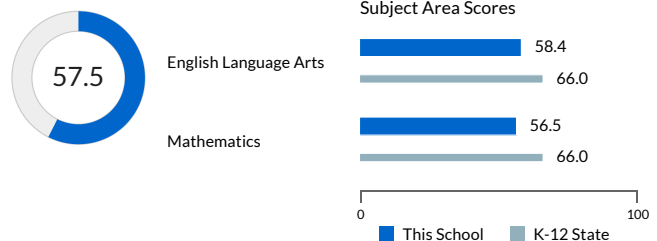
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

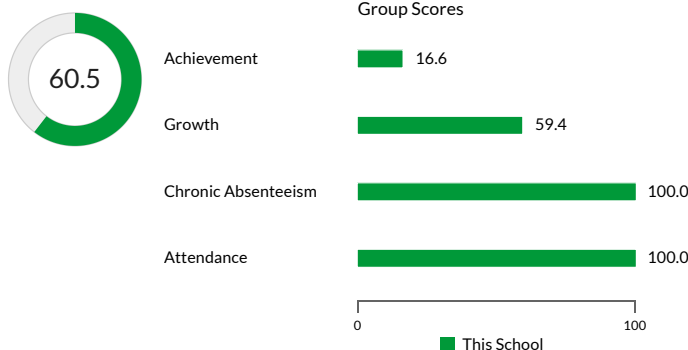
ACHIEVEMENT



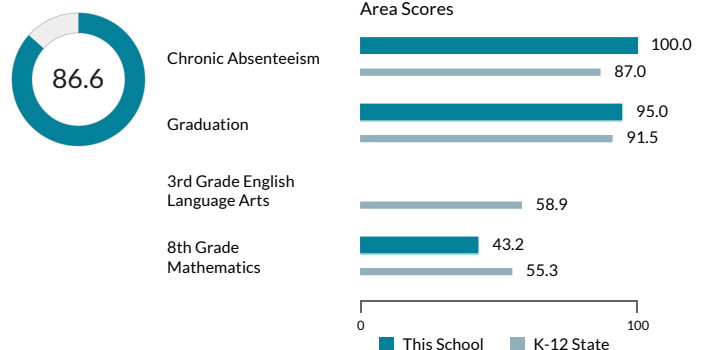
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

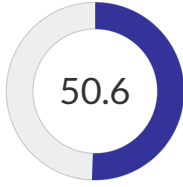




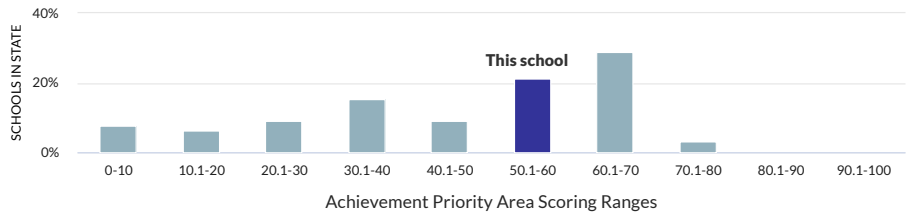
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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 48.5% of K-12 schools in the state.



English Language Arts Score: 56.2

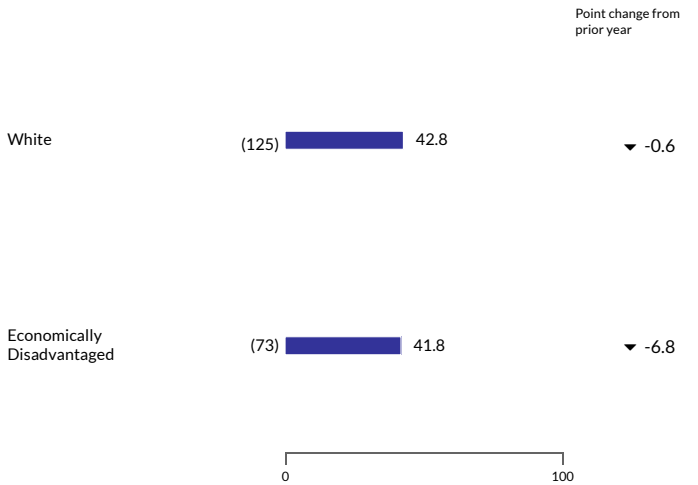
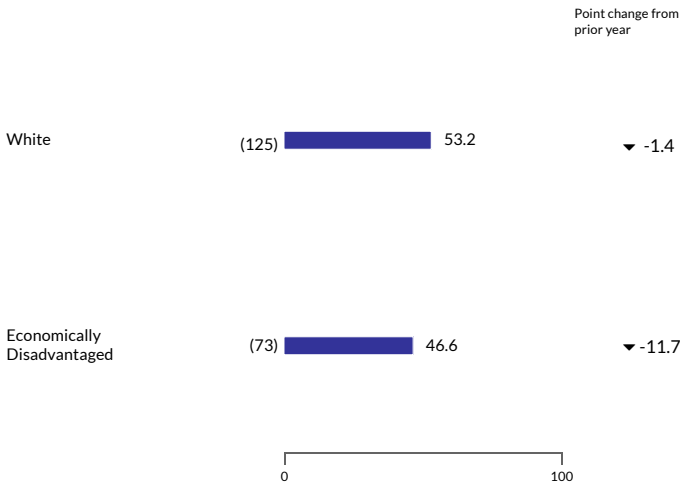
Mathematics Score: 44.9

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

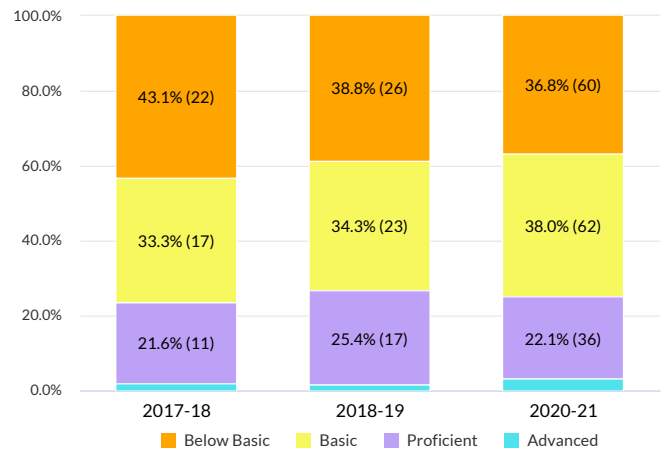
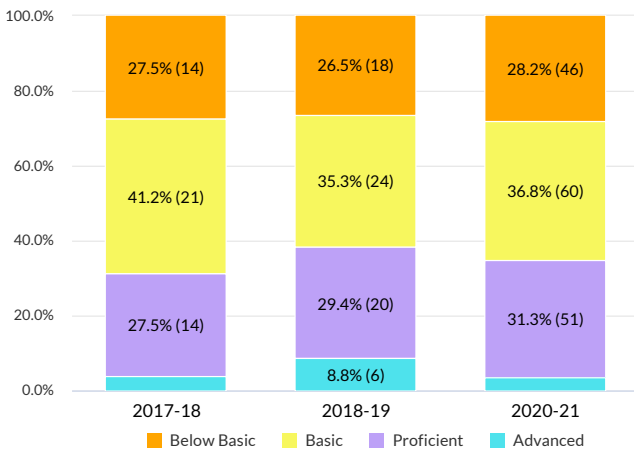


Performance Levels by Year

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: 69.8%
Lowest-participating group: Hispanic or Latino: 58.1%

MATHEMATICS

All students: 69.8%
Lowest-participating group: Hispanic or Latino: 58.1%

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: K-12 State | 573,785 | 8.6% | 33.7% | 34.0% | 23.7% | 572,416 | 8.0% | 32.7% | 34.1% | 25.3% | 493,160 | 6.9% | 31.5% | 35.2% | 26.5% |
| All Students | 51 | 3.9% | 27.5% | 41.2% | 27.5% | 68 | 8.8% | 29.4% | 35.3% | 26.5% | 163 | 3.7% | 31.3% | 36.8% | 28.2% |
| Asian | 0 | NA | NA | NA | NA | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Black or African American | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Hispanic or Latino | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| White | 43 | 4.7% | 23.3% | 41.9% | 30.2% | 54 | 5.6% | 29.6% | 33.3% | 31.5% | 125 | 4.0% | 29.6% | 35.2% | 31.2% |
| Two or More Races | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Economically Disadvantaged | 23 | 4.3% | 8.7% | 65.2% | 21.7% | 36 | 5.6% | 30.6% | 38.9% | 25.0% | 73 | 0.0% | 30.1% | 32.9% | 37.0% |
| English Learners | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | < 20 | * | * | * | * |
| Students with Disabilities | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |

MATHEMATICS

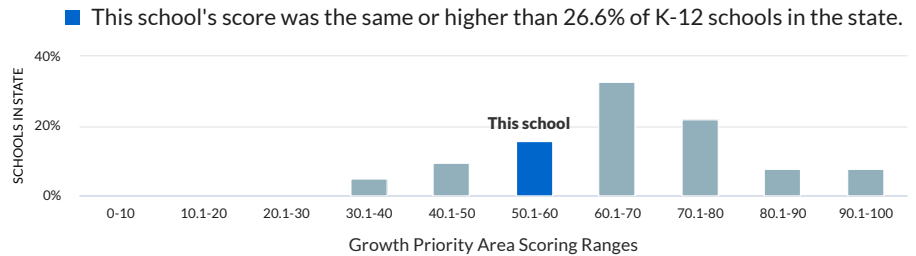
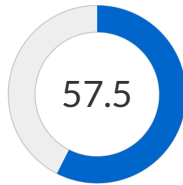
| | 2017-18 | | | | | 2018-19 | | | | | 2020-21 | | | | |
|----------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
| | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: K-12 State | 574,706 | 9.2% | 32.6% | 31.2% | 27.0% | 573,211 | 9.4% | 31.6% | 30.8% | 28.2% | 493,047 | 7.0% | 29.4% | 31.6% | 32.0% |
| All Students | 51 | 2.0% | 21.6% | 33.3% | 43.1% | 67 | 1.5% | 25.4% | 34.3% | 38.8% | 163 | 3.1% | 22.1% | 38.0% | 36.8% |
| Asian | 0 | NA | NA | NA | NA | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Black or African American | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Hispanic or Latino | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| White | 43 | 2.3% | 16.3% | 37.2% | 44.2% | 53 | 1.9% | 22.6% | 35.8% | 39.6% | 125 | 2.4% | 21.6% | 35.2% | 40.8% |
| Two or More Races | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |
| Economically Disadvantaged | 23 | 0.0% | 26.1% | 30.4% | 43.5% | 35 | 0.0% | 31.4% | 34.3% | 34.3% | 73 | 1.4% | 19.2% | 41.1% | 38.4% |
| English Learners | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | < 20 | * | * | * | * |
| Students with Disabilities | < 20 | * | * | * | * | < 20 | * | * | * | * | < 20 | * | * | * | * |



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



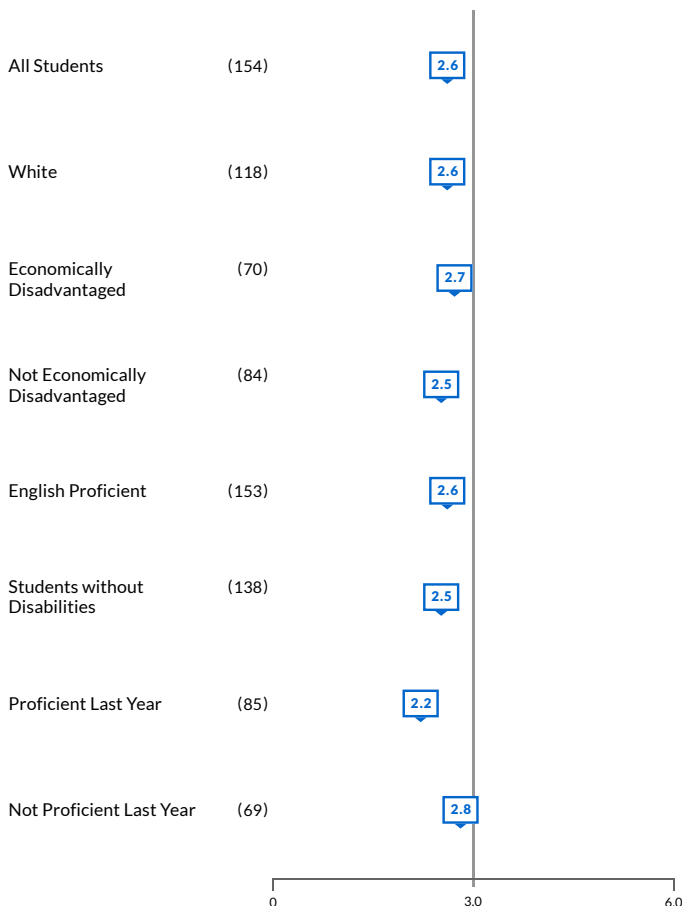
English Language Arts Score: 58.4

Mathematics Score: 56.5

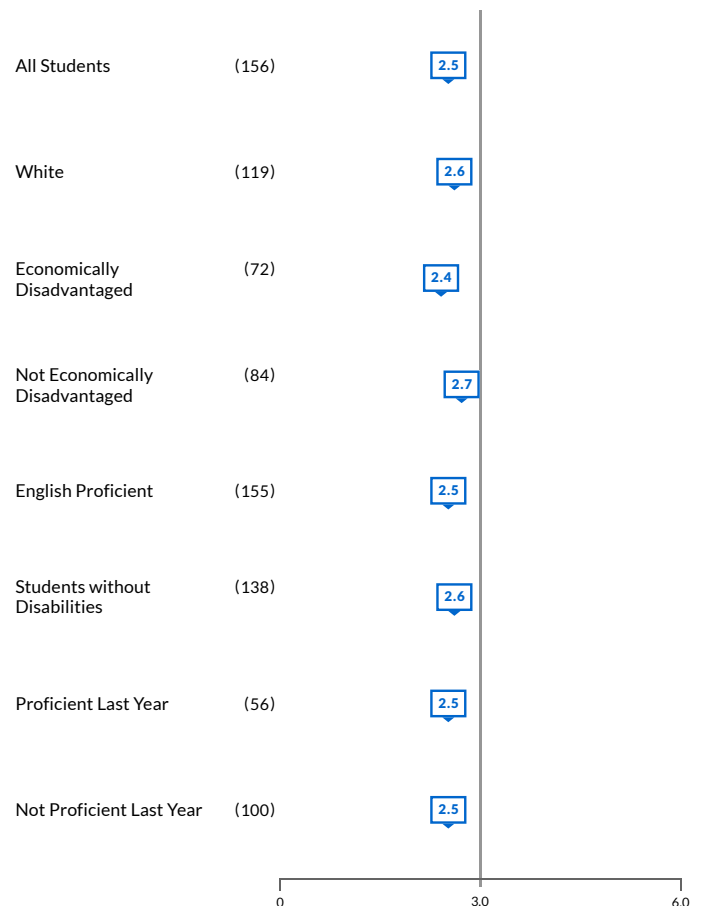
Student Group Value-Added (for information only)

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

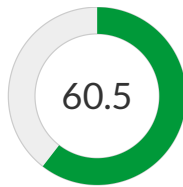




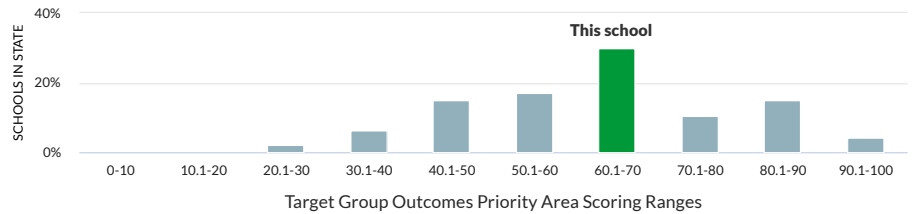
TARGET GROUP OUTCOMES

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



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



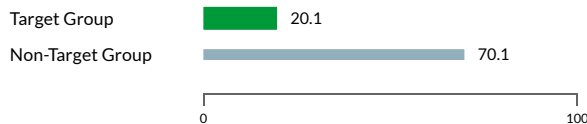
Component Scores

ACHIEVEMENT

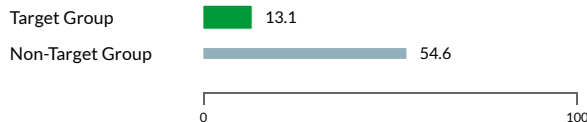
Score: 16.6

Average points-based proficiency rates.

English Language Arts



Mathematics

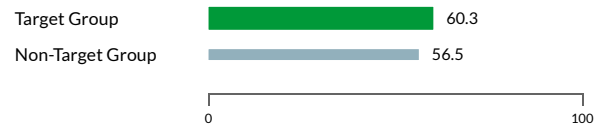


GROWTH

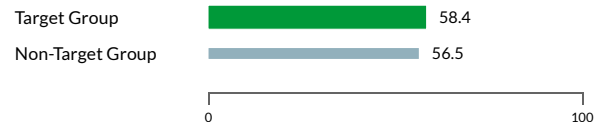
Score: 59.4

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

English Language Arts



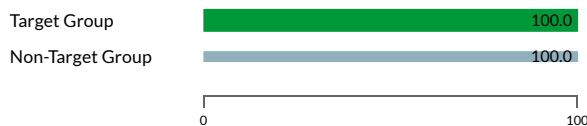
Mathematics



CHRONIC ABSENTEEISM

Score: 100.0

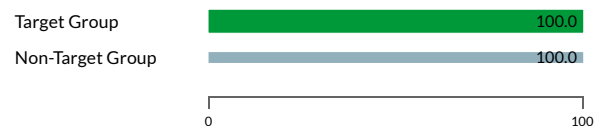
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



ATTENDANCE

Score: 100.0

This score is the overall attendance rate for the Target Group in 2019-20.

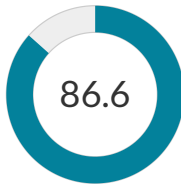




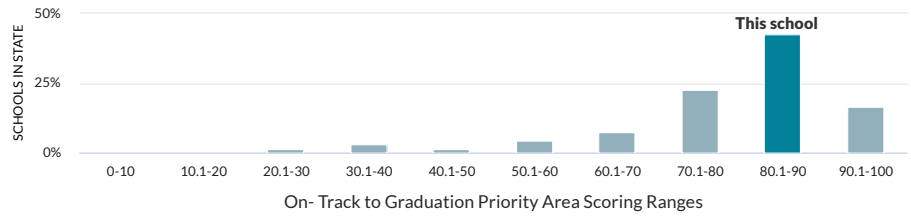
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 69.7% of K-12 schools in the state.

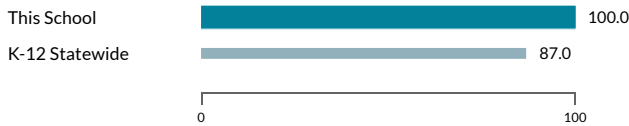


Component Scores

CHRONIC ABSENTEEISM

Score: 100.0

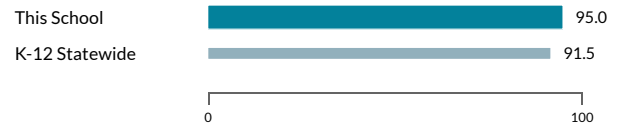
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.0

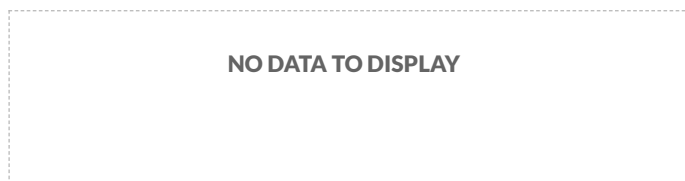
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

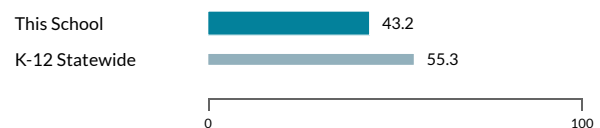
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 43.2

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: K-12 State | 833,321 | 12.8% | 831,563 | 13.1% | 826,692 | 13.1% |
| All Students | 115 | 0.0% | 123 | 0.0% | 89 | 0.0% |
| Asian | 0 | NA | < 20 | * | < 20 | * |
| Black or African American | < 20 | * | < 20 | * | < 20 | * |
| Hispanic or Latino | < 20 | * | < 20 | * | < 20 | * |
| White | 94 | 0.0% | 100 | 0.0% | 74 | 0.0% |
| Two or More Races | < 20 | * | < 20 | * | < 20 | * |
| Economically Disadvantaged | 54 | 0.0% | 67 | 0.0% | 47 | 0.0% |
| English Learners | < 20 | * | 0 | NA | < 20 | * |
| Students with Disabilities | < 20 | * | < 20 | * | < 20 | * |

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: K-12 State | 66,987 | 60,500 | 90.3% | 65,509 | 60,787 | 92.8% |
| All Students | 41 | 40 | 97.6% | 39 | 36 | 92.3% |
| American Indian or Alaskan Native | < 20 | * | * | 0 | NA | NA |
| Asian | < 20 | * | * | < 20 | * | * |
| Black or African American | < 20 | * | * | 0 | NA | NA |
| Hispanic or Latino | < 20 | * | * | 0 | NA | NA |
| White | 36 | 35 | 97.2% | 37 | 34 | 91.9% |
| Two or More Races | < 20 | * | * | < 20 | * | * |
| Economically Disadvantaged | 20 | 20 | 100.0% | < 20 | * | * |
| Students with Disabilities | < 20 | * | * | < 20 | * | * |



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 |
| 3.8% | 19.2% |

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

DUAL ENROLLMENT

| | |
|-------------|--------------|
| School | State |
| 0.9% | 17.8% |

1 student 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 | < 20 | 10,028 | * | 27.3% | * | 17.9% | * | 1.1% | * | 1.4% |
| Black or African American | < 20 | 24,232 | * | 11.5% | * | 9.9% | * | 0.3% | * | 0.8% |
| Hispanic or Latino | < 20 | 31,812 | * | 14.7% | * | 14.1% | * | 0.9% | * | 1.4% |
| White | 88 | 188,332 | 3.4% | 20.8% | 1.1% | 19.7% | 0.0% | 1.6% | 0.0% | 2.8% |
| Two or More Races | < 20 | 9,226 | * | 16.1% | * | 13.3% | * | 1.1% | * | 1.4% |
| Economically Disadvantaged | 55 | 97,617 | 0.0% | 11.0% | 0.0% | 13.7% | 0.0% | 0.8% | 0.0% | 1.7% |
| Students with Disabilities | < 20 | 34,473 | * | 2.9% | * | 10.2% | * | 0.5% | * | 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 | | DANCE | | MUSIC | | THEATER | |
|--------------|--------------|-------------|-------------|-------------|--------------|-------------|-------------|
| School | State | School | State | School | State | School | State |
| 11.3% | 24.7% | 0.0% | 0.3% | 2.8% | 21.3% | 0.0% | 1.9% |

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

No students successfully completed a dance course.

3 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. 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 | < 20 | 10,028 | * | 25.8% | * | 0.3% | * | 21.8% | * | 1.5% |
| Black or African American | < 20 | 24,232 | * | 27.9% | * | 0.5% | * | 13.8% | * | 4.1% |
| Hispanic or Latino | < 20 | 31,812 | * | 26.2% | * | 0.3% | * | 15.5% | * | 1.8% |
| White | 88 | 188,332 | 11.4% | 23.9% | 0.0% | 0.3% | 2.3% | 23.4% | 0.0% | 1.7% |
| Two or More Races | < 20 | 9,226 | * | 23.9% | * | 0.4% | * | 19.8% | * | 1.9% |
| Economically Disadvantaged | 55 | 97,617 | 7.3% | 26.9% | 0.0% | 0.3% | 5.5% | 17.4% | 0.0% | 2.3% |
| Students with Disabilities | < 20 | 34,473 | * | 25.4% | * | 0.3% | * | 14.3% | * | 1.9% |

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

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