



## OVERVIEW

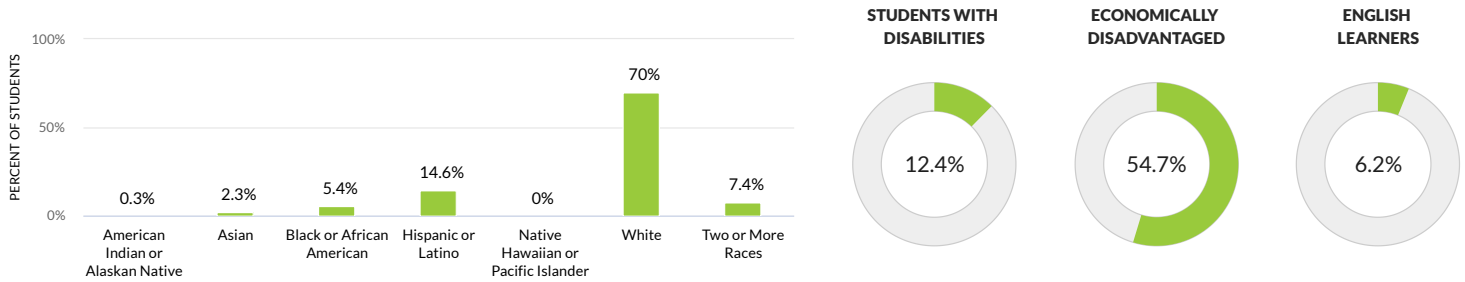
### District Details

Grades : K4-12  
Enrollment : 9,574  
Percent open enrollment : 5.9%

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.

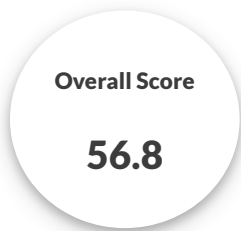
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



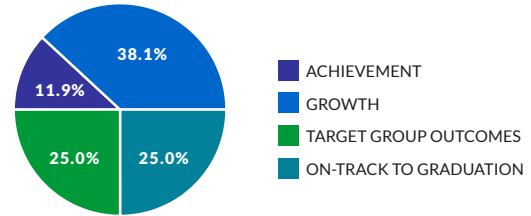
### Score Summary

**!** 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>.



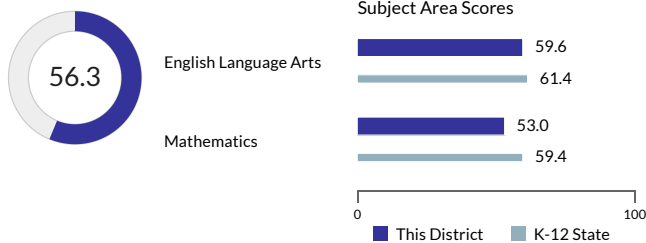
**Meets Few Expectations**  
★★

#### PRIORITY AREA WEIGHTS

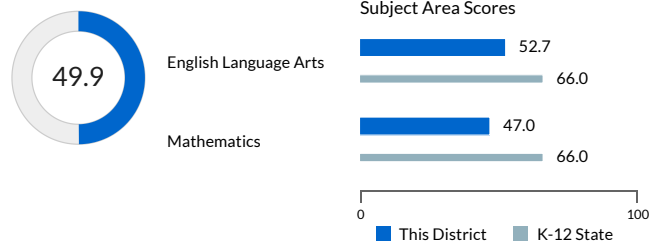


### Priority Area Scores

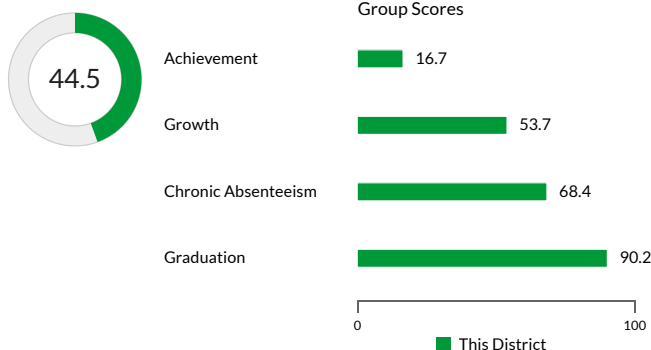
#### ACHIEVEMENT



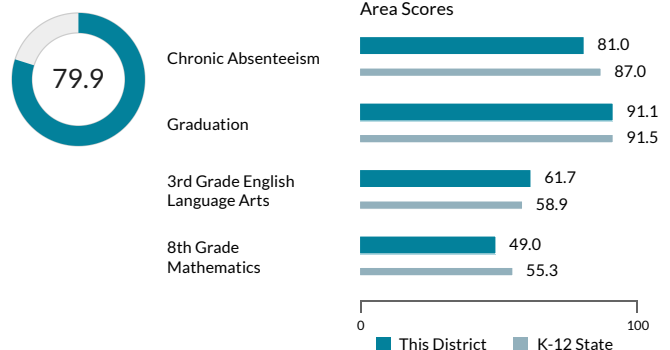
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	4.5%
Exceeds Expectations	3	13.6%
Meets Expectations	9	40.9%
Meets Few Expectations	6	27.3%
Fails to Meet Expectations	1	4.5%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	2	9.1%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

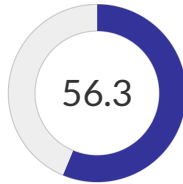
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	44.3	62.3	83.1	100.0
Achievement	7.8	57.0	85.6	100.0
Growth	25.2	55.4	82.2	100.0
Target Group Outcomes	32.5	53.7	78.9	100.0
On-Track to Graduation	67.3	83.0	92.0	100.0



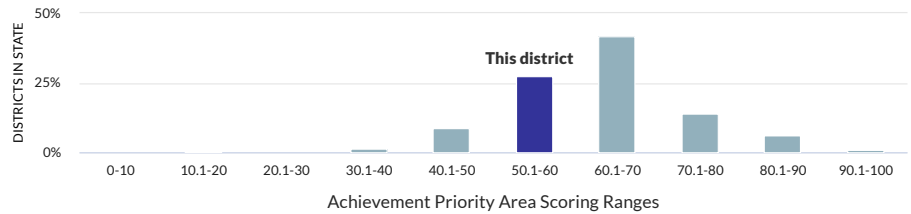
## ACHIEVEMENT

This priority area summarizes how this district'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 district's score was the same or higher than 25.3% of districts in the state.



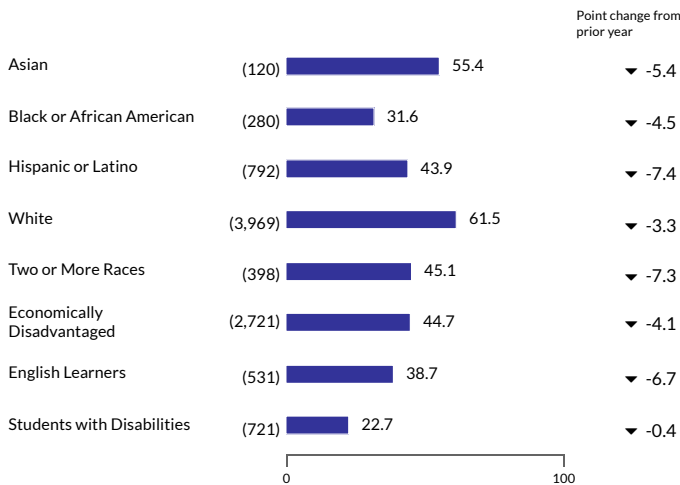
English Language Arts Score: 59.6

Mathematics Score: 53.0

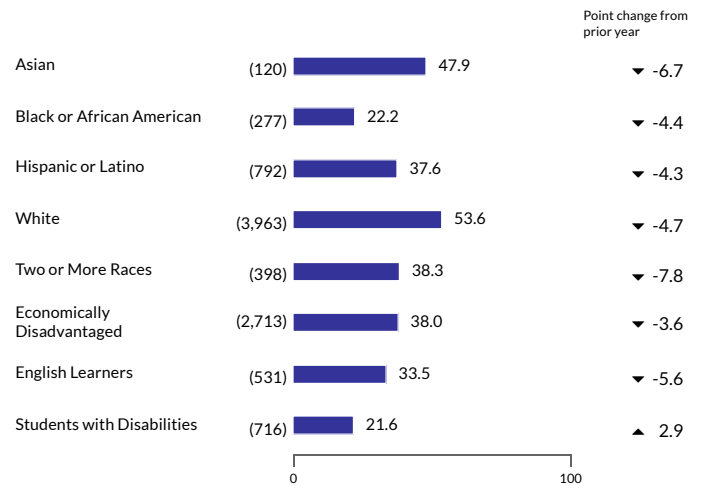
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



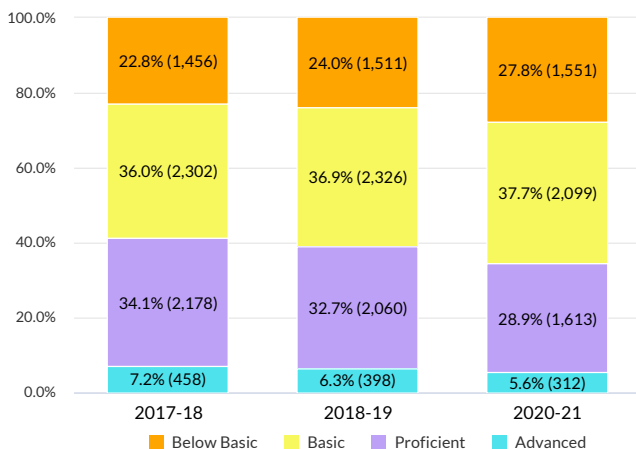
#### MATHEMATICS



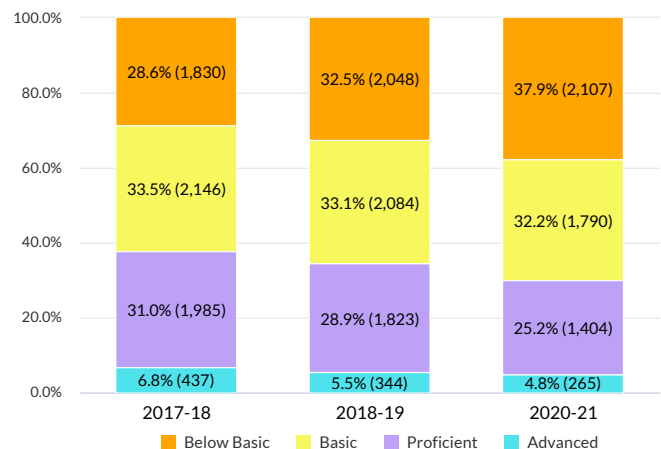
### Performance Levels by Year

These graphs show district-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	93.6%	Lowest-participating group: Black or African American	91.0%
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#### MATHEMATICS

All students	93.4%	Lowest-participating group: Black or African American	90.3%
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### 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	6,394	7.2%	34.1%	36.0%	22.8%	6,295	6.3%	32.7%	36.9%	24.0%	5,575	5.6%	28.9%	37.7%	27.8%
American Indian or Alaskan Native	24	0.0%	29.2%	41.7%	29.2%	22	0.0%	31.8%	40.9%	27.3%	< 20	*	*	*	*
Asian	122	10.7%	32.0%	32.8%	24.6%	130	8.5%	27.7%	40.8%	23.1%	120	6.7%	25.8%	39.2%	28.3%
Black or African American	325	2.2%	18.2%	30.2%	49.5%	321	1.2%	17.1%	34.3%	47.4%	280	1.8%	13.2%	31.4%	53.6%
Hispanic or Latino	813	3.1%	27.2%	40.3%	29.4%	836	4.4%	23.8%	41.6%	30.1%	792	1.8%	21.1%	40.3%	36.9%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	4,742	8.4%	36.7%	35.3%	19.6%	4,609	7.2%	36.2%	35.7%	20.9%	3,969	6.9%	32.2%	37.7%	23.1%
Two or More Races	363	4.1%	29.5%	41.6%	24.8%	372	4.0%	24.7%	43.3%	28.0%	398	2.5%	23.6%	35.4%	38.4%
Economically Disadvantaged	3,250	3.6%	26.6%	38.4%	31.4%	3,140	3.3%	24.1%	39.6%	33.1%	2,721	2.8%	21.4%	38.4%	37.4%
English Learners	597	3.2%	25.5%	38.0%	33.3%	571	3.2%	19.4%	42.6%	34.9%	531	1.3%	16.8%	39.9%	42.0%
Students with Disabilities	784	0.8%	9.8%	26.4%	63.0%	785	0.3%	9.4%	26.6%	63.7%	721	0.8%	8.6%	25.8%	64.8%

#### MATHEMATICS

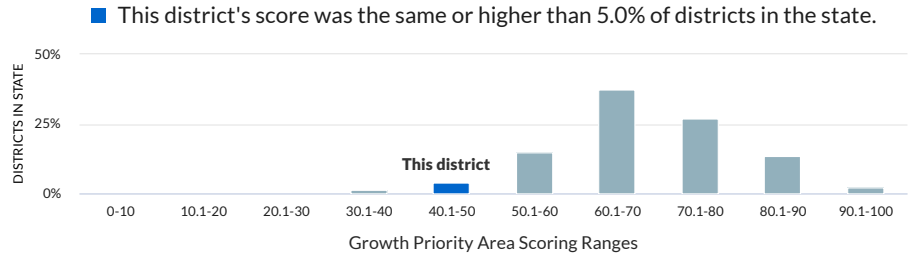
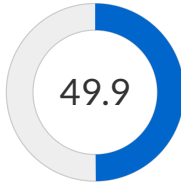
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	6,398	6.8%	31.0%	33.5%	28.6%	6,299	5.5%	28.9%	33.1%	32.5%	5,566	4.8%	25.2%	32.2%	37.9%
American Indian or Alaskan Native	24	4.2%	25.0%	45.8%	25.0%	22	0.0%	31.8%	36.4%	31.8%	< 20	*	*	*	*
Asian	122	9.0%	33.6%	33.6%	23.8%	130	4.6%	28.5%	38.5%	28.5%	120	7.5%	20.0%	33.3%	39.2%
Black or African American	328	1.2%	13.4%	27.4%	57.9%	320	1.3%	10.6%	28.1%	60.0%	277	1.4%	9.7%	20.6%	68.2%
Hispanic or Latino	814	2.8%	23.0%	38.5%	35.7%	841	2.7%	21.6%	32.2%	43.4%	792	2.4%	18.2%	31.6%	47.9%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	4,741	8.1%	33.8%	32.9%	25.1%	4,609	6.6%	31.6%	33.6%	28.2%	3,963	5.6%	28.7%	33.0%	32.7%
Two or More Races	364	3.3%	28.0%	36.0%	32.7%	372	1.6%	28.0%	31.5%	39.0%	398	2.8%	17.8%	32.7%	46.7%
Economically Disadvantaged	3,257	3.8%	23.2%	35.1%	37.9%	3,142	2.5%	21.3%	33.1%	43.1%	2,713	2.5%	18.3%	31.9%	47.3%
English Learners	599	3.3%	20.9%	39.4%	36.4%	578	2.6%	18.5%	33.4%	45.5%	531	2.1%	14.3%	32.2%	51.4%
Students with Disabilities	791	0.9%	8.5%	24.4%	66.2%	785	0.5%	6.8%	22.3%	70.4%	716	2.1%	7.5%	21.8%	68.6%



## 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 district 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



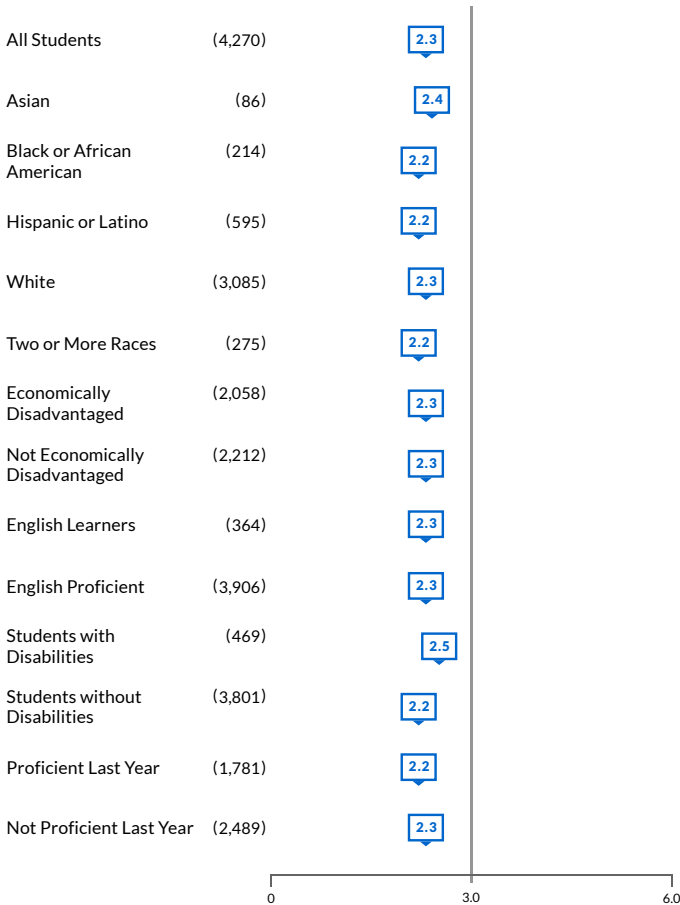
English Language Arts Score: 52.7

Mathematics Score: 47.0

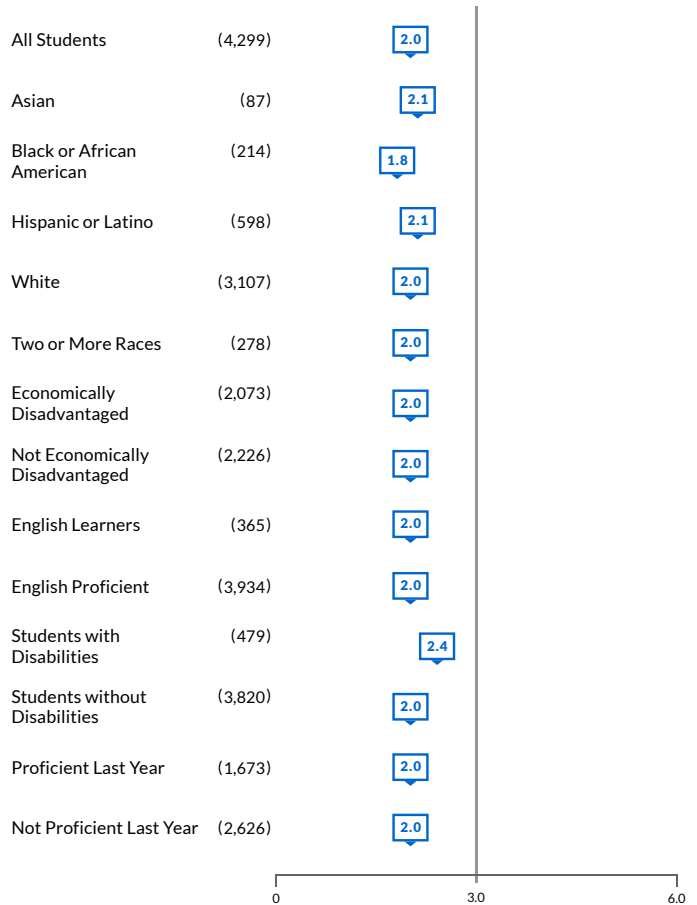
### Student Group Value-Added (for information only)

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

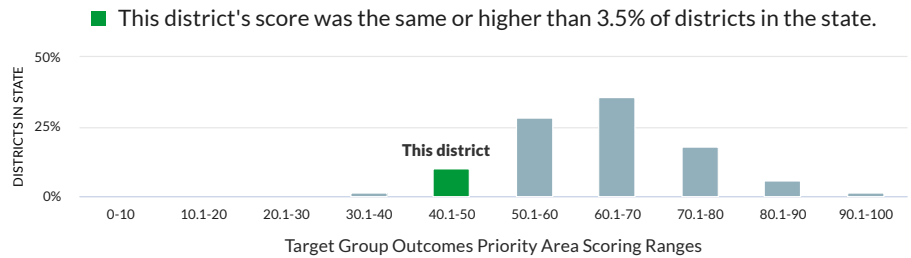
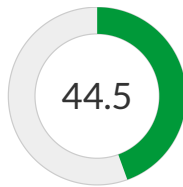




## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping districts 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



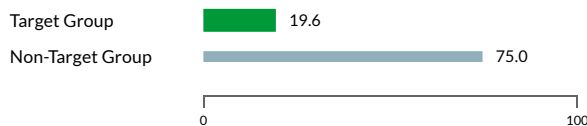
## Component Scores

### ACHIEVEMENT

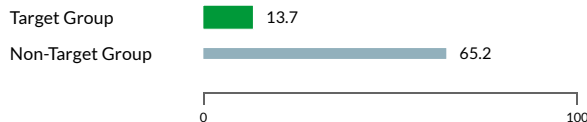
Score: 16.7

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

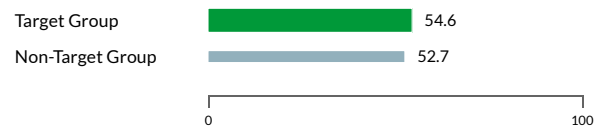


### GROWTH

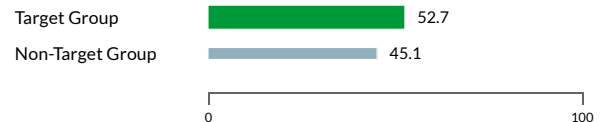
Score: 53.7

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

#### English Language Arts



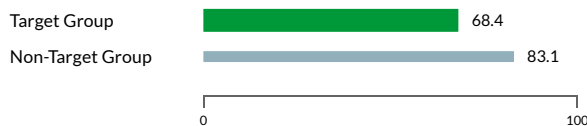
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 68.4

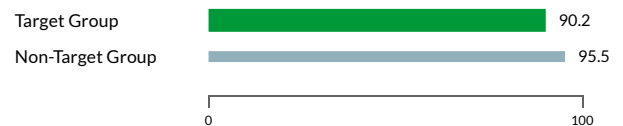
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### GRADUATION

Score: 90.2

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

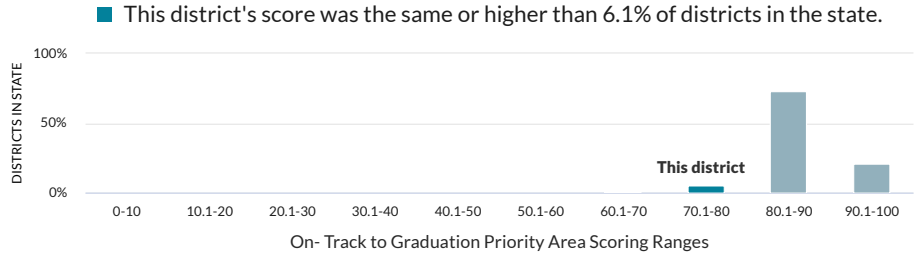
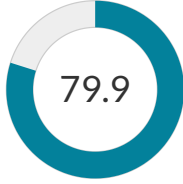




## ON-TRACK TO GRADUATION

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

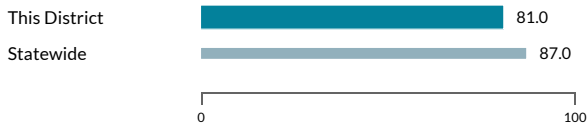


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 81.0

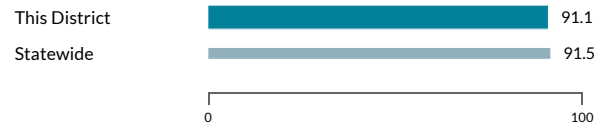
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 91.1

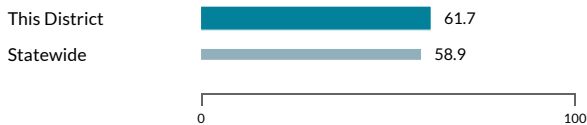
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 61.7

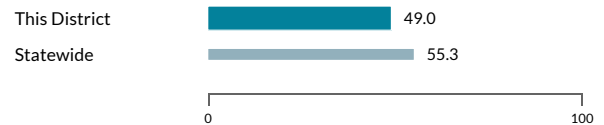
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 49.0

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	9,323	18.2%	9,136	19.0%	8,928	19.6%
American Indian or Alaskan Native	35	14.3%	31	22.6%	24	20.8%
Asian	193	16.1%	217	12.9%	204	13.7%
Black or African American	517	34.0%	502	37.8%	477	34.2%
Hispanic or Latino	1,207	18.5%	1,210	21.2%	1,272	22.1%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	6,773	16.5%	6,570	16.6%	6,341	17.8%
Two or More Races	592	23.8%	602	26.9%	606	23.6%
Economically Disadvantaged	4,889	24.5%	4,670	26.8%	4,650	26.5%
English Learners	889	14.7%	855	17.9%	859	18.4%
Students with Disabilities	1,153	25.9%	1,188	27.4%	1,179	28.7%

### 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	835	743	89.0%	870	810	93.1%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	42	42	100.0%	41	40	97.6%
Black or African American	39	28	71.8%	44	38	86.4%
Hispanic or Latino	94	77	81.9%	87	76	87.4%
White	619	558	90.1%	657	620	94.4%
Two or More Races	38	35	92.1%	40	35	87.5%
Economically Disadvantaged	337	272	80.7%	310	270	87.1%
English Learners	67	57	85.1%	74	70	94.6%
Students with Disabilities	101	73	72.3%	94	78	83.0%





## 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 district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>21.4%</b>	<b>19.2%</b>

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

#### DUAL ENROLLMENT

District	State
<b>4.3%</b>	<b>17.8%</b>

138 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>1.4%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>0.1%</b>	<b>2.4%</b>

3 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	100	10,028	26.0%	27.3%	8.0%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	175	24,232	5.7%	11.5%	2.3%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	438	31,812	15.8%	14.7%	3.4%	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	2,316	188,332	23.9%	20.8%	4.5%	19.7%	0.0%	1.6%	0.1%	2.8%
Two or More Races	166	9,226	16.9%	16.1%	3.0%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	1,364	97,617	10.0%	11.0%	3.1%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	210	13,412	8.6%	8.7%	3.3%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	377	34,473	2.7%	2.9%	2.7%	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 district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>29.0%</b>	<b>24.7%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>22.7%</b>	<b>21.3%</b>	<b>1.2%</b>	<b>1.9%</b>
932 students successfully completed at least one art & design course.		No students successfully completed a dance course.		729 students successfully completed at least one music course.		40 students successfully completed at least one theater course.	

### Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	100	10,028	44.0%	25.8%	0.0%	0.3%	19.0%	21.8%	1.0%	1.5%
Black or African American	175	24,232	27.4%	27.9%	0.0%	0.5%	17.1%	13.8%	1.1%	4.1%
Hispanic or Latino	438	31,812	27.4%	26.2%	0.0%	0.3%	16.4%	15.5%	1.8%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	2,316	188,332	28.9%	23.9%	0.0%	0.3%	24.6%	23.4%	1.0%	1.7%
Two or More Races	166	9,226	28.3%	23.9%	0.0%	0.4%	21.1%	19.8%	3.0%	1.9%
Economically Disadvantaged	1,364	97,617	26.8%	26.9%	0.0%	0.3%	17.2%	17.4%	1.4%	2.3%
English Learners	210	13,412	31.9%	29.0%	0.0%	0.2%	9.0%	13.0%	1.0%	1.4%
Students with Disabilities	377	34,473	26.0%	25.4%	0.0%	0.3%	14.1%	14.3%	3.2%	1.9%

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WISCONSIN DEPARTMENT OF  
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