



OVERVIEW

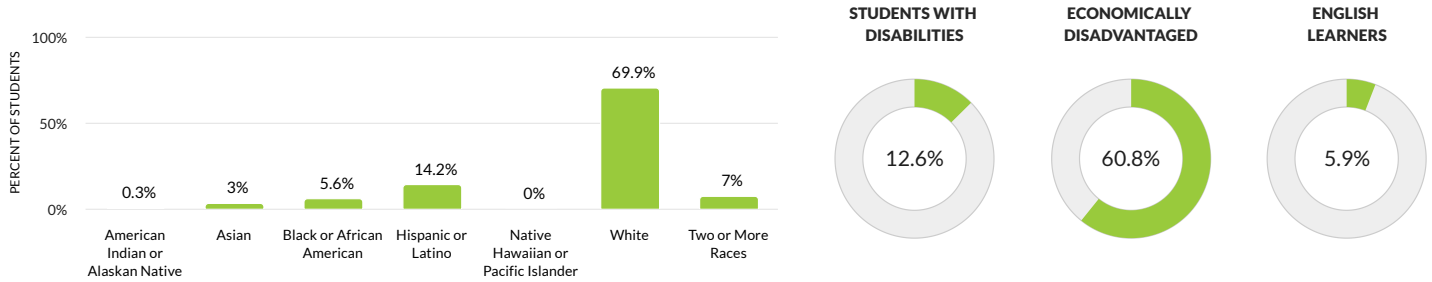
School Details

Grades : 9-12
Enrollment : 1,291
Percent open enrollment : 5.2%

The School District of Janesville works with families and the community to inspire and empower every student to reach their highest potential. Data-driven decisions guide instruction and enhance achievement to support all areas of student growth. We create learning environments where student engagement and attendance are valued, learning gaps are bridged, and students are inspired to succeed.

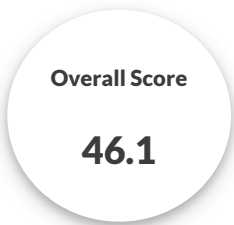
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



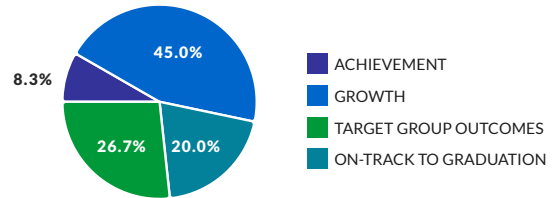
Score Summary

! 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>.



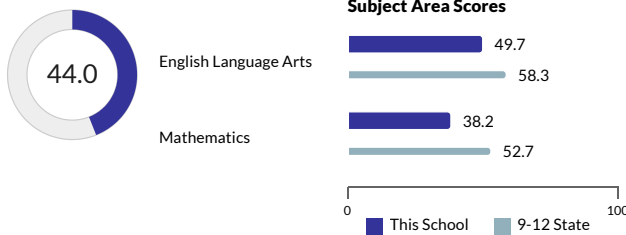
Fails to Meet Expectations
★

PRIORITY AREA WEIGHTS

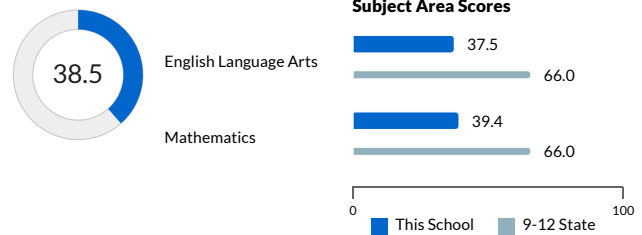


Priority Area Scores

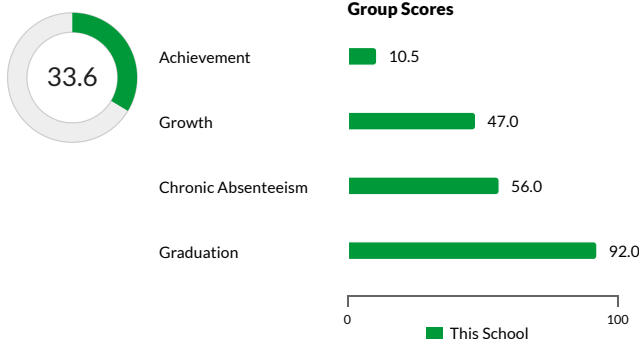
ACHIEVEMENT



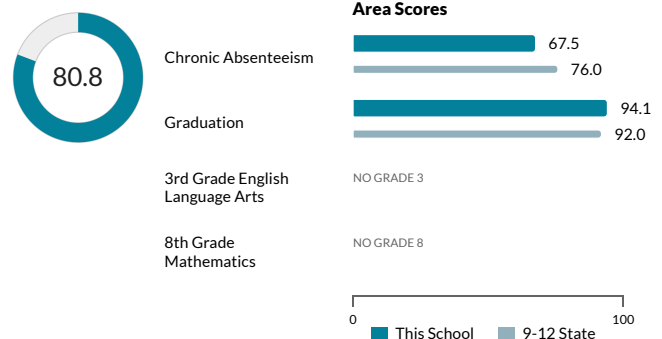
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

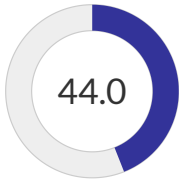




ACHIEVEMENT

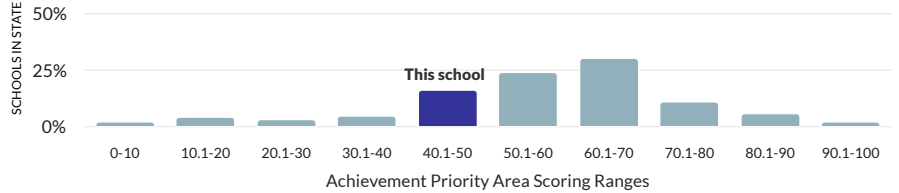
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 49.7
Mathematics Score: 38.2

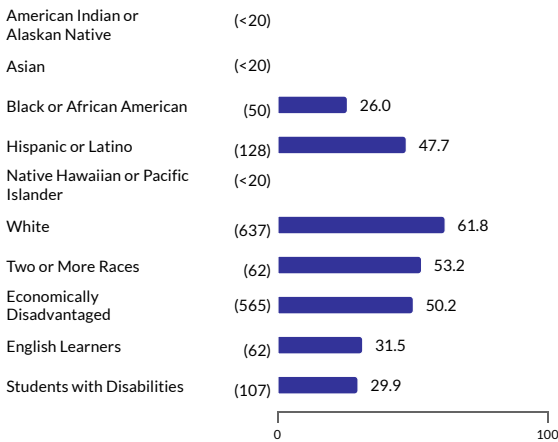
This school's score was the same or higher than 17.3% of 9-12 schools in the state.



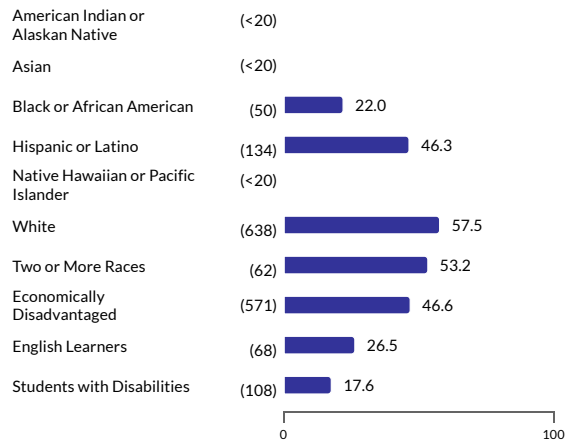
Student Group Achievement, 2023-24 (for information only)

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



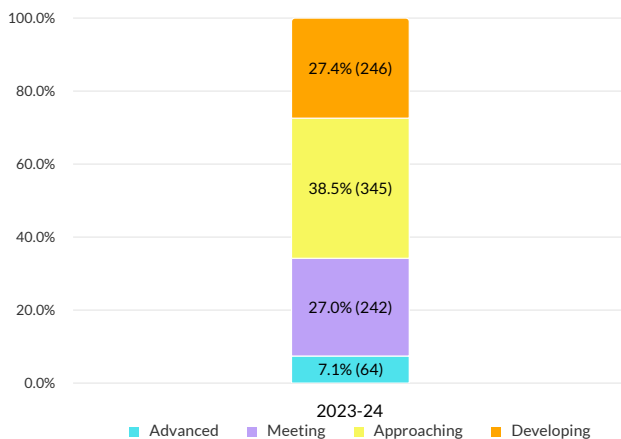
MATHEMATICS



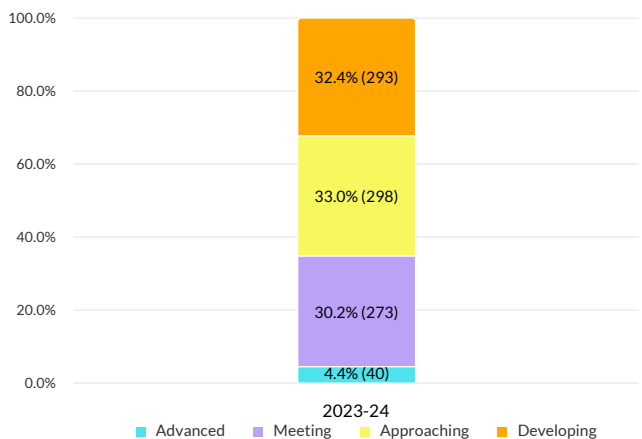
Performance Levels by Year

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: English Learners
95.9%	89.5%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
96.7%	91.5%

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	826	3.8%	26.2%	35.2%	34.9%	839	6.7%	24.0%	36.6%	32.8%	897	7.1%	27.0%	38.5%	27.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	0.0%	13.0%	60.9%	26.1%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	40	0.0%	10.0%	25.0%	65.0%	42	2.4%	19.0%	19.0%	59.5%	50	2.0%	6.0%	34.0%	58.0%
Hispanic or Latino	109	1.8%	20.2%	31.2%	46.8%	97	6.2%	16.5%	42.3%	35.1%	128	3.9%	18.0%	47.7%	30.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	596	4.7%	29.4%	35.9%	30.0%	615	7.8%	25.4%	36.7%	30.1%	637	8.6%	31.1%	35.5%	24.8%
Two or More Races	55	1.8%	20.0%	30.9%	47.3%	64	1.6%	31.3%	32.8%	34.4%	62	1.6%	25.8%	50.0%	22.6%
Economically Disadvantaged	392	1.5%	20.2%	36.2%	42.1%	432	3.5%	18.1%	38.2%	40.3%	565	5.1%	21.9%	41.1%	31.9%
English Learners	61	0.0%	8.2%	36.1%	55.7%	61	0.0%	4.9%	47.5%	47.5%	62	0.0%	3.2%	56.5%	40.3%
Students with Disabilities	78	0.0%	7.7%	11.5%	80.8%	91	1.1%	5.5%	25.3%	68.1%	107	2.8%	7.5%	36.4%	53.3%

MATHEMATICS

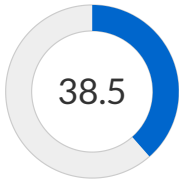
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	828	4.0%	15.8%	30.1%	50.1%	843	3.6%	15.3%	33.2%	47.9%	904	4.4%	30.2%	33.0%	32.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	0.0%	8.7%	30.4%	60.9%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	41	2.4%	2.4%	9.8%	85.4%	42	0.0%	2.4%	26.2%	71.4%	50	0.0%	8.0%	28.0%	64.0%
Hispanic or Latino	109	1.8%	18.3%	25.7%	54.1%	99	2.0%	12.1%	33.3%	52.5%	134	1.5%	23.9%	40.3%	34.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	597	4.7%	17.4%	33.2%	44.7%	617	4.2%	17.0%	35.3%	43.4%	638	5.8%	32.6%	32.4%	29.2%
Two or More Races	55	3.6%	5.5%	20.0%	70.9%	64	3.1%	12.5%	23.4%	60.9%	62	1.6%	37.1%	27.4%	33.9%
Economically Disadvantaged	394	2.3%	11.9%	25.1%	60.7%	435	2.1%	10.6%	32.2%	55.2%	571	2.3%	26.6%	33.1%	38.0%
English Learners	60	0.0%	3.3%	35.0%	61.7%	63	0.0%	1.6%	30.2%	68.3%	68	0.0%	5.9%	41.2%	52.9%
Students with Disabilities	79	1.3%	2.5%	7.6%	88.6%	92	1.1%	4.3%	23.9%	70.7%	108	0.9%	2.8%	26.9%	69.4%



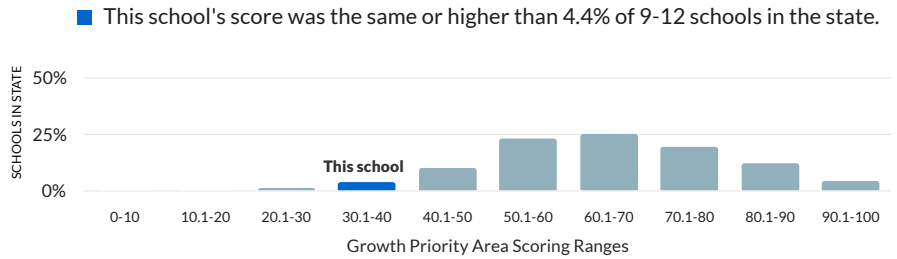
GROWTH

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: 37.5
Mathematics Score: 39.4



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

All Students	(837)	1.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(46)	2.0
Hispanic or Latino	(118)	2.0
Native Hawaiian or Pacific Islander	(<20)	
White	(594)	1.4
Two or More Races	(60)	1.3
Economically Disadvantaged	(537)	1.5
Not Economically Disadvantaged	(300)	1.5
English Learners	(54)	2.4
English Proficient	(783)	1.5
Students with Disabilities	(90)	2.5
Students without Disabilities	(747)	1.4
Proficient Last Year	(273)	1.4
Not Proficient Last Year	(564)	1.6

MATHEMATICS

All Students	(843)	1.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(46)	2.0
Hispanic or Latino	(119)	2.0
Native Hawaiian or Pacific Islander	(<20)	
White	(598)	1.5
Two or More Races	(61)	1.8
Economically Disadvantaged	(540)	1.5
Not Economically Disadvantaged	(303)	1.7
English Learners	(55)	1.5
English Proficient	(788)	1.6
Students with Disabilities	(93)	2.1
Students without Disabilities	(750)	1.5
Proficient Last Year	(176)	1.5
Not Proficient Last Year	(667)	1.6



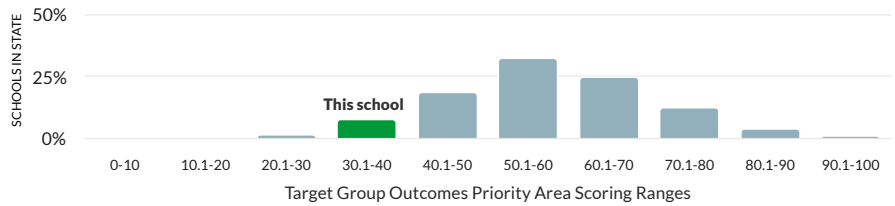
TARGET GROUP OUTCOMES

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 3.9% of 9-12 schools in the state.



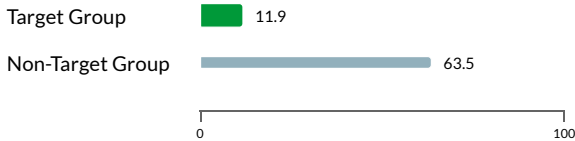
Component Scores

ACHIEVEMENT

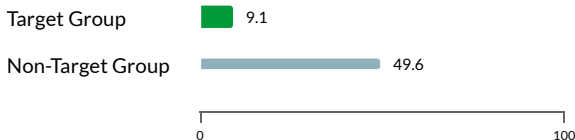
Score: 10.5

Average points-based proficiency rates.

English Language Arts



Mathematics

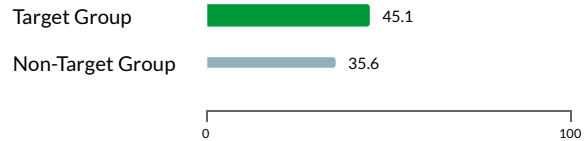


GROWTH

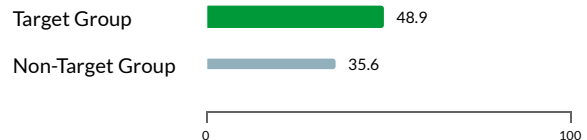
Score: 47.0

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

English Language Arts



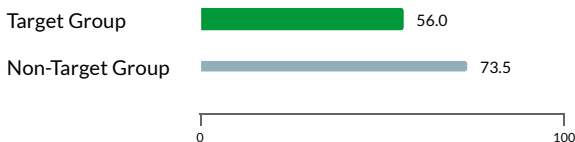
Mathematics



CHRONIC ABSENTEEISM

Score: 56.0

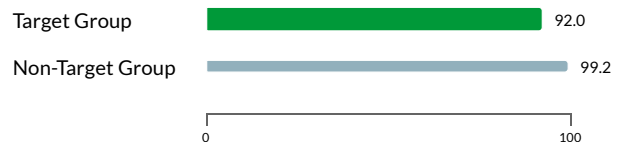
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.0

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

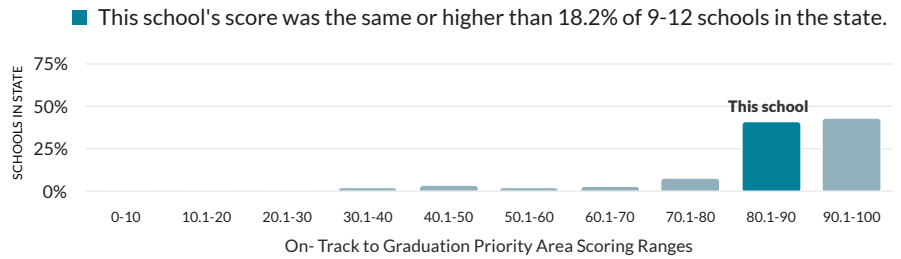
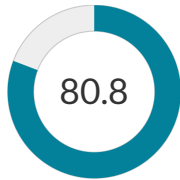




ON-TRACK TO GRADUATION

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

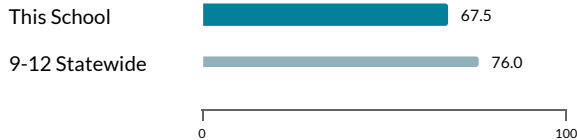


Component Scores

CHRONIC ABSENTEEISM

Score: 67.5

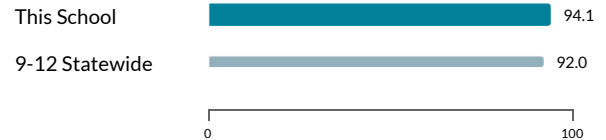
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.1

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	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	899	22.1%	1,134	37.4%	1,142	33.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	22	27.3%	38	28.9%	39	30.8%
Black or African American	46	45.7%	65	60.0%	67	65.7%
Hispanic or Latino	116	33.6%	155	49.0%	142	33.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	651	17.4%	798	33.2%	810	30.2%
Two or More Races	60	31.7%	74	43.2%	81	45.7%
Economically Disadvantaged	360	33.6%	520	52.9%	599	48.6%
English Learners	50	42.0%	93	35.5%	93	28.0%
Students with Disabilities	124	34.7%	117	46.2%	142	46.5%

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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	231	219	94.8%	314	294	93.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	21	19	90.5%
Hispanic or Latino	35	28	80.0%	38	35	92.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	162	159	98.1%	235	221	94.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	100	92	92.0%	138	125	90.6%
English Learners	24	17	70.8%	<20	*	*
Students with Disabilities	23	21	91.3%	42	34	81.0%



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. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

679 (59.5%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
15.3%	21.1%

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

DUAL ENROLLMENT

School	State
53.2%	25.7%

608 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
11.4%	4.7%

130 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
2.0%	8.5%

23 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	1,142	266,777	15.3%	21.1%	53.2%	25.7%	11.4%	4.7%	2.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	39	10,367	25.6%	33.4%	59.0%	26.6%	2.6%	3.7%	0.0%	5.6%
Black or African American	67	24,969	3.0%	13.7%	40.3%	8.7%	6.0%	1.3%	0.0%	2.7%
Hispanic or Latino	142	37,682	9.9%	17.6%	43.0%	18.9%	7.7%	3.4%	1.4%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	810	179,306	17.0%	22.5%	55.8%	29.9%	13.0%	5.7%	2.3%	10.4%
Two or More Races	81	11,456	11.1%	18.9%	51.9%	21.0%	11.1%	3.4%	2.5%	5.8%
Economically Disadvantaged	599	104,283	7.7%	12.3%	45.1%	18.5%	11.5%	3.0%	1.7%	6.1%
English Learners	93	19,116	7.5%	13.9%	39.8%	17.0%	4.3%	2.5%	0.0%	3.6%
Students with Disabilities	142	33,777	1.4%	4.4%	24.6%	15.0%	9.9%	2.3%	0.7%	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. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

572 (50.1%) students successfully completed any Arts Course.

ART & DESIGN

School	State
28.8%	29.1%

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

DANCE

School	State
4.6%	0.5%

52 students successfully completed at least one dance course.

MUSIC

School	State
31.0%	19.2%

354 students successfully completed at least one music course.

THEATER

School	State
5.6%	2.2%

64 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	1,142	266,777	28.8%	29.1%	4.6%	0.5%	31.0%	19.2%	5.6%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	39	10,367	38.5%	30.3%	0.0%	0.4%	25.6%	19.9%	2.6%	1.6%
Black or African American	67	24,969	32.8%	28.5%	3.0%	0.7%	26.9%	11.7%	3.0%	2.8%
Hispanic or Latino	142	37,682	36.6%	29.1%	2.8%	0.3%	23.2%	13.3%	4.2%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	810	179,306	27.8%	29.1%	5.2%	0.5%	33.6%	21.7%	6.2%	2.2%
Two or More Races	81	11,456	17.3%	28.8%	4.9%	0.5%	25.9%	17.8%	6.2%	2.6%
Economically Disadvantaged	599	104,283	30.4%	29.9%	2.0%	0.4%	25.9%	15.4%	2.7%	2.1%
English Learners	93	19,116	45.2%	30.9%	0.0%	0.4%	10.8%	11.8%	1.1%	1.6%
Students with Disabilities	142	33,777	25.4%	30.9%	2.1%	0.5%	26.8%	14.4%	2.8%	2.4%