



## OVERVIEW

### School Details

Grades : 9-12

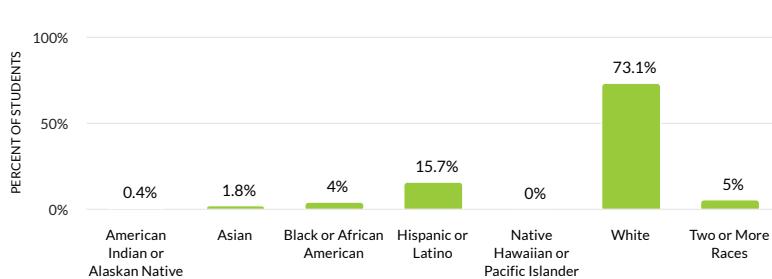
Enrollment : 1,467

Percent open enrollment : 10.4%

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.*

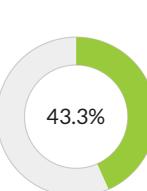
### Student Groups



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>.

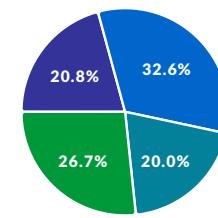
Overall Score

**53.6**

Meets Few Expectations

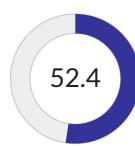


PRIORITY AREA WEIGHTS



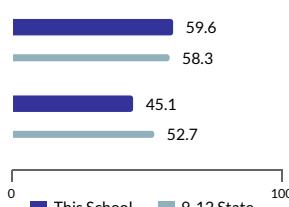
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

Subject Area Scores

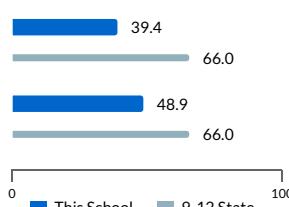


#### GROWTH

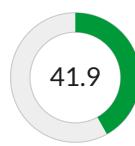


English Language Arts

Subject Area Scores

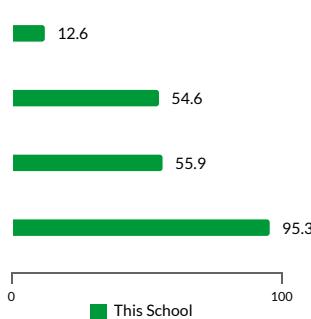


#### TARGET GROUP OUTCOMES



Achievement

Group Scores

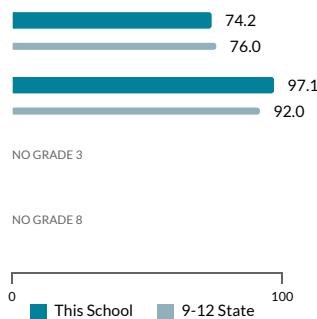


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

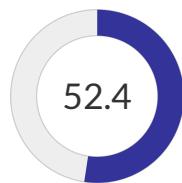




## ACHIEVEMENT

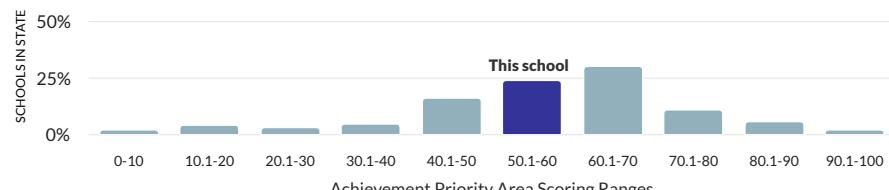
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 59.6  
**Mathematics Score:** 45.1

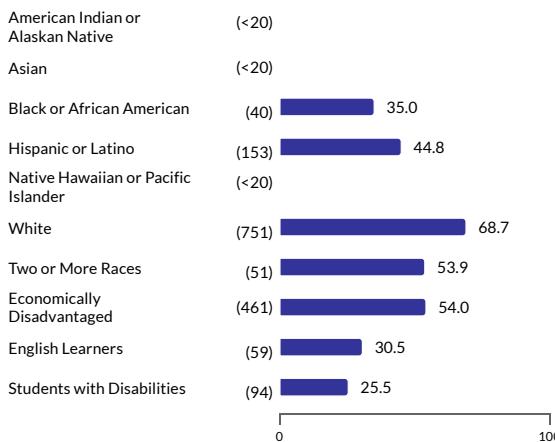
■ This school's score was the same or higher than 31.6% of 9-12 schools in the state.



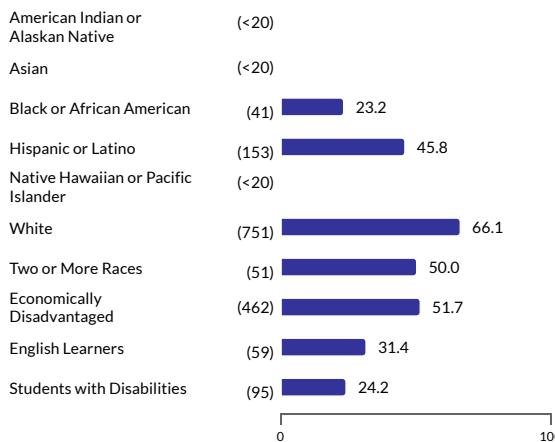
### Student Group Achievement, 2023-24 (for information only)

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



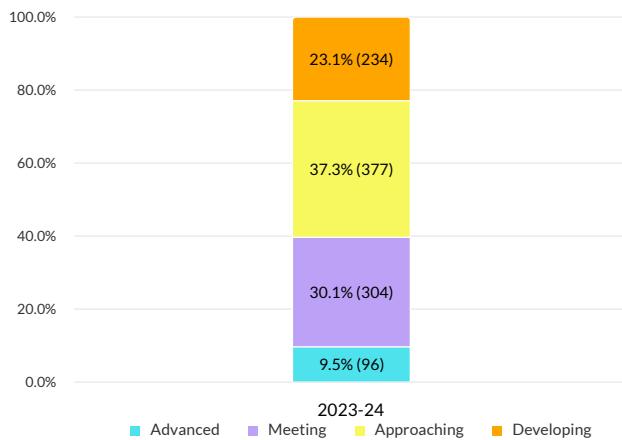
#### MATHEMATICS



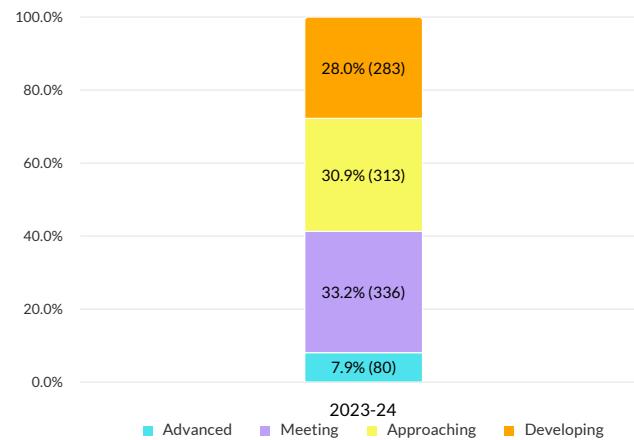
### Performance Levels by Year

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: Black or African American 88.9%
97.4%	

#### MATHEMATICS

All students	Lowest-participating group: Black or African American 91.1%
97.5%	

### 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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	1,105	6.7%	31.1%	34.9%	27.2%	1,056	7.6%	30.0%	39.2%	23.2%	1,011	9.5%	30.1%	37.3%	23.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	13.0%	39.1%	17.4%	30.4%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	37	2.7%	5.4%	27.0%	64.9%	31	0.0%	12.9%	48.4%	38.7%	40	2.5%	12.5%	37.5%	47.5%
Hispanic or Latino	149	0.7%	22.8%	34.2%	42.3%	166	1.8%	16.9%	44.6%	36.7%	153	1.3%	19.6%	46.4%	32.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	838	7.9%	34.8%	35.7%	21.6%	784	9.3%	33.5%	37.4%	19.8%	751	11.6%	33.6%	35.6%	19.3%
Two or More Races	52	5.8%	13.5%	34.6%	46.2%	55	3.6%	27.3%	43.6%	25.5%	51	7.8%	23.5%	37.3%	31.4%
Economically Disadvantaged	376	2.1%	17.8%	35.1%	44.9%	414	3.6%	21.0%	43.2%	32.1%	461	6.9%	23.4%	40.3%	29.3%
English Learners	66	1.5%	7.6%	30.3%	60.6%	69	0.0%	4.3%	47.8%	47.8%	59	0.0%	8.5%	44.1%	47.5%
Students with Disabilities	86	0.0%	7.0%	12.8%	80.2%	86	1.2%	10.5%	31.4%	57.0%	94	1.1%	5.3%	37.2%	56.4%

#### MATHEMATICS

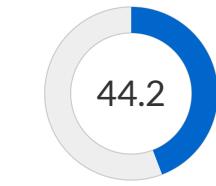
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,106	8.4%	18.4%	28.8%	44.4%	1,057	6.5%	20.0%	29.9%	43.6%	1,012	7.9%	33.2%	30.9%	28.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	21.7%	17.4%	17.4%	43.5%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	38	0.0%	5.3%	15.8%	78.9%	32	0.0%	0.0%	31.3%	68.8%	41	0.0%	7.3%	31.7%	61.0%
Hispanic or Latino	149	2.0%	10.1%	22.8%	65.1%	166	1.8%	9.6%	28.9%	59.6%	153	3.3%	22.2%	37.3%	37.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	838	9.8%	21.2%	30.7%	38.3%	784	7.9%	23.7%	29.1%	39.3%	751	8.8%	38.3%	29.2%	23.7%
Two or More Races	52	5.8%	9.6%	28.8%	55.8%	55	3.6%	5.5%	43.6%	47.3%	51	9.8%	15.7%	39.2%	35.3%
Economically Disadvantaged	377	2.9%	9.8%	22.0%	65.3%	415	2.4%	13.7%	26.7%	57.1%	462	5.8%	26.0%	34.0%	34.2%
English Learners	66	0.0%	3.0%	18.2%	78.8%	69	0.0%	2.9%	27.5%	69.6%	59	3.4%	10.2%	32.2%	54.2%
Students with Disabilities	86	1.2%	1.2%	15.1%	82.6%	87	0.0%	8.0%	19.5%	72.4%	95	1.1%	8.4%	28.4%	62.1%



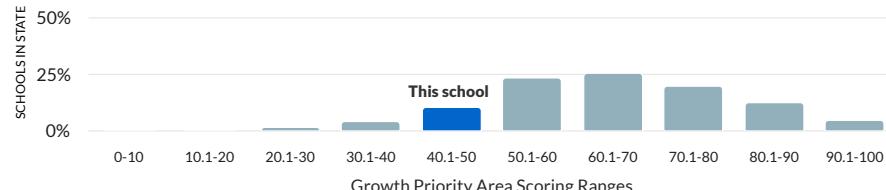
## GROWTH

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 8.8% of 9-12 schools in the state.



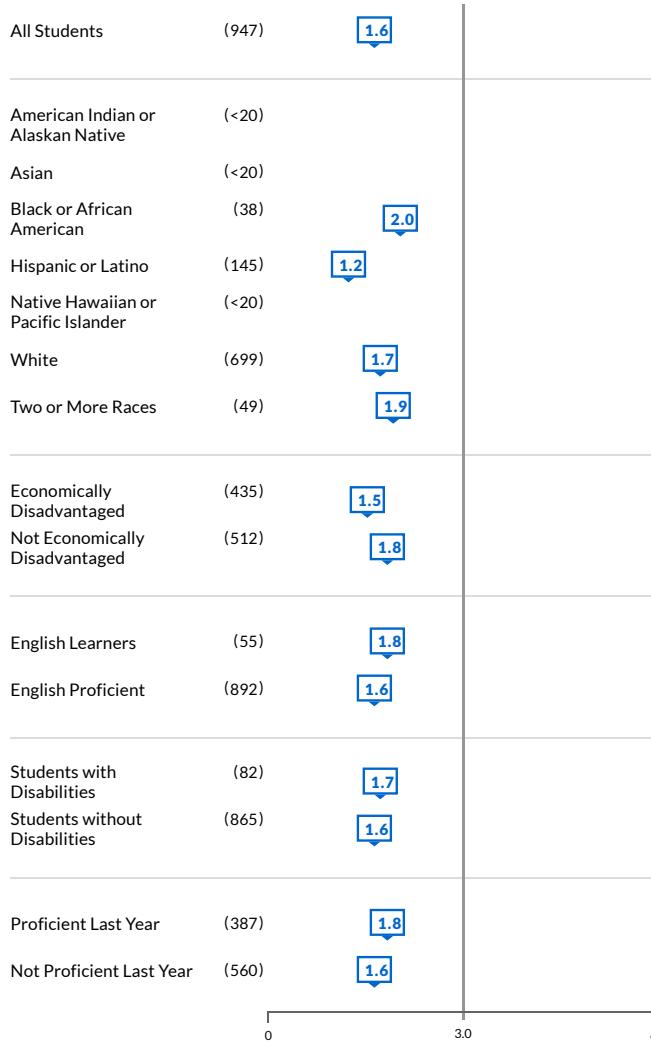
English Language Arts Score: 39.4

Mathematics Score: 48.9

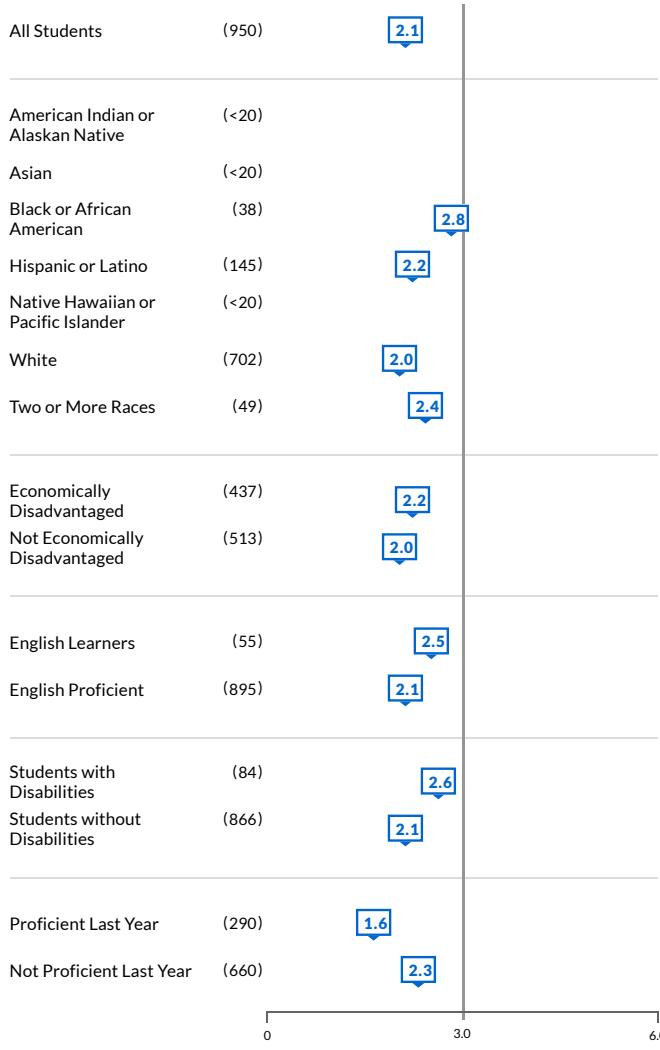
### Student Group Value-Added (for information only)

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

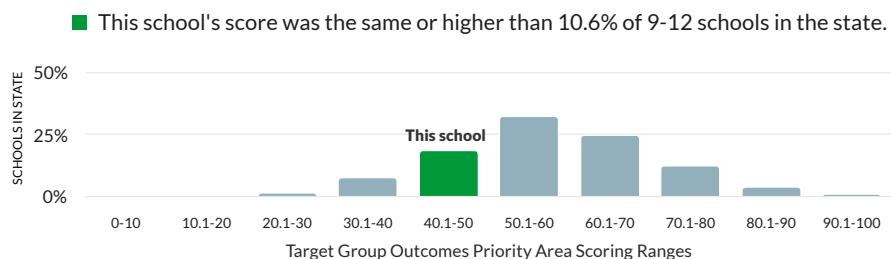
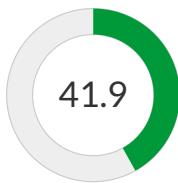




## TARGET GROUP OUTCOMES

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



### Component Scores

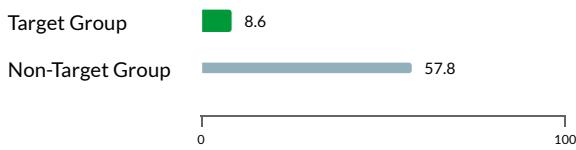
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

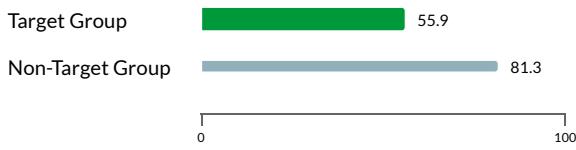


##### Mathematics



#### CHRONIC ABSENTEEISM

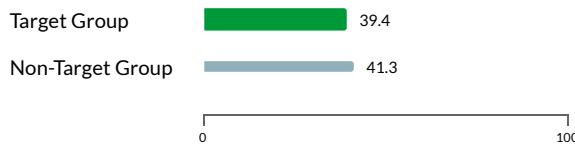
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



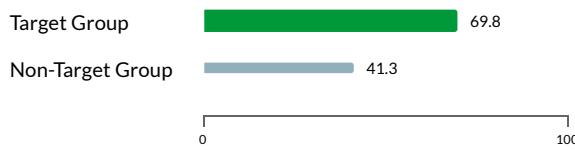
#### GROWTH

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

##### English Language Arts

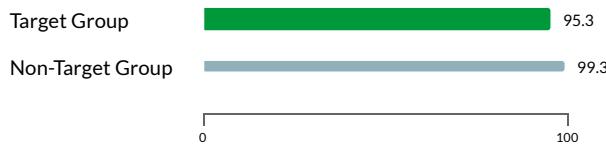


##### Mathematics



#### GRADUATION

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

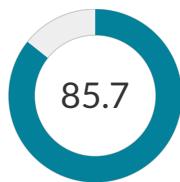




## ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 30.2% of 9-12 schools in the state.



### Component Scores

#### CHRONIC ABSENTEEISM

Score: 74.2

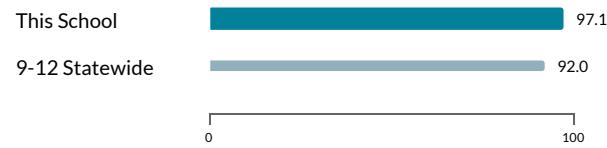
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.1

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	1,199	14.9%	1,445	29.2%	1,453	29.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	27	7.4%	44	20.5%	51	13.7%
Black or African American	43	65.1%	53	67.9%	51	60.8%
Hispanic or Latino	171	18.7%	204	34.8%	215	39.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	902	10.9%	1,075	25.8%	1,059	25.2%
Two or More Races	50	36.0%	62	40.3%	70	44.3%
Economically Disadvantaged	390	32.1%	499	46.9%	534	47.8%
English Learners	62	24.2%	99	35.4%	112	41.1%
Students with Disabilities	115	34.8%	135	41.5%	132	43.2%

### 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	362	350	96.7%	407	397	97.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	36	35	97.2%	39	39	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	46	45	97.8%	45	40	88.9%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	259	251	96.9%	296	292	98.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	91	81	89.0%	133	127	95.5%
English Learners	39	37	94.9%	52	49	94.2%
Students with Disabilities	25	18	72.0%	37	37	100.0%



## 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

881 (60.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>24.3%</b>	<b>21.1%</b>	<b>53.3%</b>	<b>25.7%</b>	<b>1.8%</b>	<b>4.7%</b>	<b>3.1%</b>	<b>8.5%</b>
353 students successfully completed at least one Advanced Placement or International Baccalaureate course.		775 students successfully completed at least one dual enrollment course.		26 students earned at least one industry-recognized credential.		45 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	1,453	266,777	24.3%	21.1%	53.3%	25.7%	1.8%	4.7%	3.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	51	10,367	70.6%	33.4%	64.7%	26.6%	0.0%	3.7%	2.0%	5.6%
Black or African American	51	24,969	0.0%	13.7%	33.3%	8.7%	2.0%	1.3%	2.0%	2.7%
Hispanic or Latino	215	37,682	18.1%	17.6%	52.6%	18.9%	1.4%	3.4%	0.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,059	179,306	25.3%	22.5%	53.5%	29.9%	2.1%	5.7%	3.8%	10.4%
Two or More Races	70	11,456	12.9%	18.9%	58.6%	21.0%	0.0%	3.4%	1.4%	5.8%
Economically Disadvantaged	534	104,283	10.7%	12.3%	45.1%	18.5%	1.1%	3.0%	1.5%	6.1%
English Learners	112	19,116	33.0%	13.9%	49.1%	17.0%	1.8%	2.5%	0.9%	3.6%
Students with Disabilities	132	33,777	3.0%	4.4%	27.3%	15.0%	1.5%	2.3%	0.0%	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

760 (52.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>40.1%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>22.0%</b>	<b>19.2%</b>	<b>1.2%</b>	<b>2.2%</b>
583 students successfully completed at least one art & design course.		No students successfully completed a dance course.		320 students successfully completed at least one music course.		17 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	1,453	266,777	40.1%	29.1%	0.0%	0.5%	22.0%	19.2%	1.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	51	10,367	37.3%	30.3%	0.0%	0.4%	9.8%	19.9%	0.0%	1.6%
Black or African American	51	24,969	39.2%	28.5%	0.0%	0.7%	7.8%	11.7%	0.0%	2.8%
Hispanic or Latino	215	37,682	40.9%	29.1%	0.0%	0.3%	22.8%	13.3%	0.9%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,059	179,306	40.0%	29.1%	0.0%	0.5%	23.2%	21.7%	1.3%	2.2%
Two or More Races	70	11,456	40.0%	28.8%	0.0%	0.5%	20.0%	17.8%	1.4%	2.6%
Economically Disadvantaged	534	104,283	39.3%	29.9%	0.0%	0.4%	18.9%	15.4%	1.3%	2.1%
English Learners	112	19,116	37.5%	30.9%	0.0%	0.4%	13.4%	11.8%	0.0%	1.6%
Students with Disabilities	132	33,777	37.1%	30.9%	0.0%	0.5%	12.9%	14.4%	0.8%	2.4%

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