



OVERVIEW

District Details

Grades : K4-12

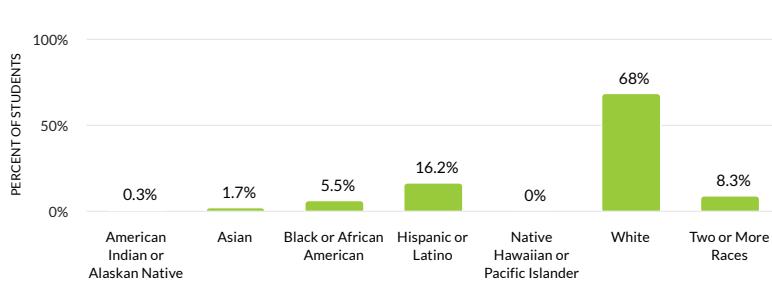
Enrollment : 9,404

Percent open enrollment : 6.1%

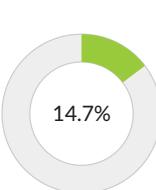
The School District of Janesville works with families and the community to inspire and empower every student to reach their highest potential. Data-driven decisions guide instruction and enhance achievement to support all areas of student growth. We create learning environments where student engagement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

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

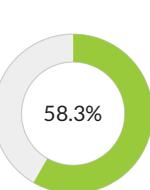
Student Groups



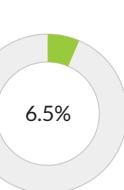
STUDENTS WITH DISABILITIES



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>.

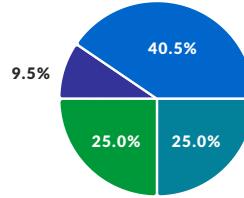
Overall Score

55.7

Meets Few Expectations

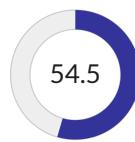


PRIORITY AREA WEIGHTS



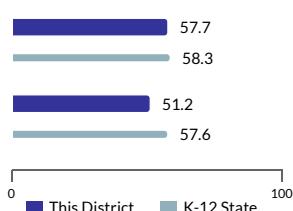
Priority Area Scores

ACHIEVEMENT

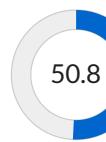


English Language Arts

Subject Area Scores



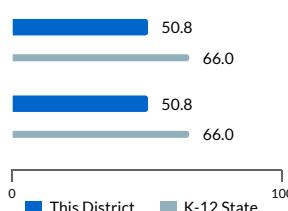
GROWTH



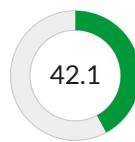
English Language Arts

Mathematics

Subject Area Scores

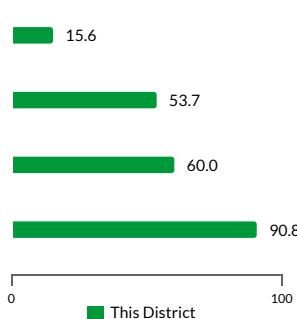


TARGET GROUP OUTCOMES



Achievement

Group Scores



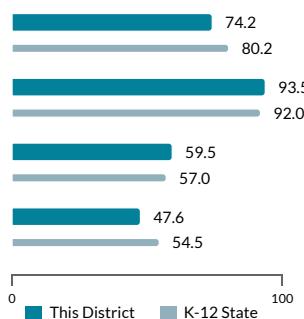
ON-TRACK TO GRADUATION



Chronic Absenteeism

Graduation

Area Scores





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.

This district contains one or more schools reported as detention facilities as indicated in Wis. Stat. 115.385(1g)(f) with at least 50% of students enrolled for less than an entire school term. As a result, the following schools are excluded from this district report card: Youth Services Center.

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	0	0.0%
Exceeds Expectations	8	40.0%
Meets Expectations	4	20.0%
Meets Few Expectations	6	30.0%
Fails to Meet Expectations	2	10.0%

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	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

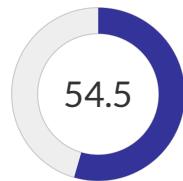
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	45.0	64.1	82.8	100.0
Achievement	10.2	58.1	84.9	100.0
Growth	38.5	61.3	90.7	100.0
Target Group Outcomes	31.7	54.4	78.4	100.0
On-Track to Graduation	65.7	80.3	88.4	100.0



ACHIEVEMENT

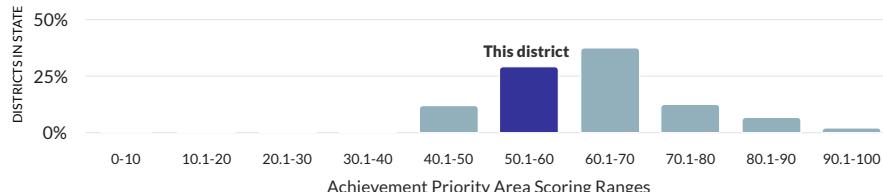
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 57.7
Mathematics Score: 51.2

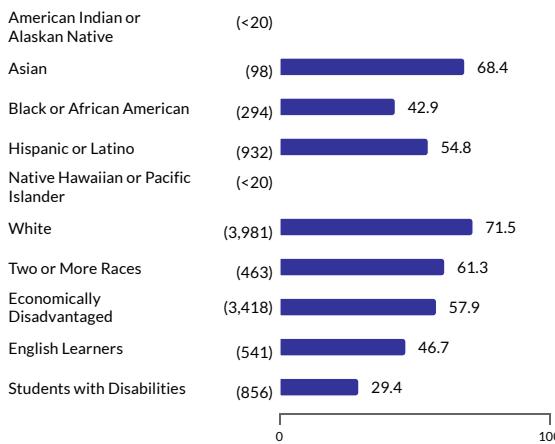
This district's score was the same or higher than 23.4% of districts in the state.



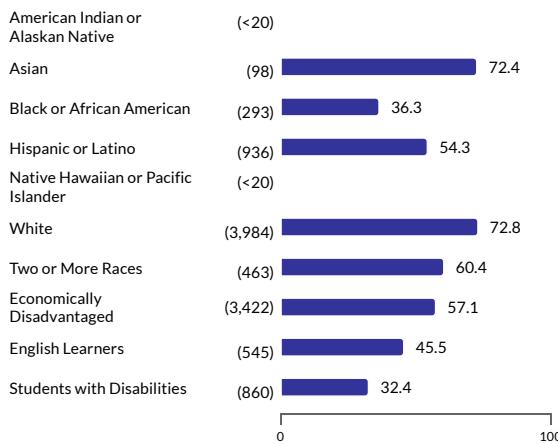
Student Group Achievement, 2023-24 (for information only)

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



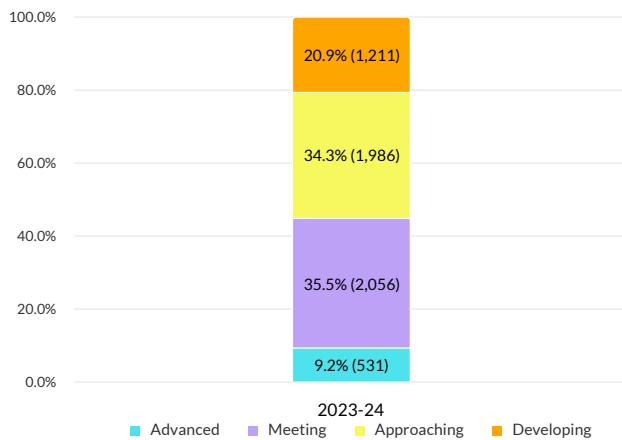
MATHEMATICS



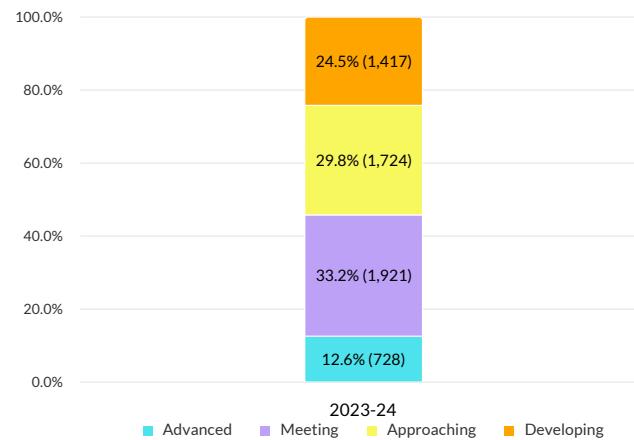
Performance Levels by Year

These graphs show district-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: Students with Disabilities
98.3%	95.5%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.4%	95.9%

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: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	5,782	5.5%	30.9%	36.8%	26.7%	5,778	7.3%	29.2%	37.2%	26.3%	5,784	9.2%	35.5%	34.3%	20.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	117	6.8%	30.8%	38.5%	23.9%	105	8.6%	24.8%	46.7%	20.0%	98	5.1%	45.9%	29.6%	19.4%
Black or African American	278	1.4%	12.2%	31.3%	55.0%	289	1.4%	14.5%	34.6%	49.5%	294	2.0%	21.4%	36.7%	39.8%
Hispanic or Latino	842	1.9%	25.7%	39.1%	33.4%	870	3.8%	22.9%	40.2%	33.1%	932	4.3%	28.9%	39.1%	27.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,099	6.8%	34.3%	36.0%	22.9%	4,034	8.8%	32.1%	36.4%	22.7%	3,981	11.1%	38.4%	32.8%	17.6%
Two or More Races	427	2.1%	21.8%	43.3%	32.8%	465	4.5%	26.0%	38.1%	31.4%	463	7.8%	31.1%	37.1%	24.0%
Economically Disadvantaged	2,962	2.4%	23.5%	39.0%	35.2%	3,180	3.8%	23.8%	38.7%	33.7%	3,418	5.7%	30.5%	37.7%	26.2%
English Learners	583	1.7%	20.6%	42.4%	35.3%	554	2.9%	18.6%	40.8%	37.7%	541	0.9%	25.5%	39.6%	34.0%
Students with Disabilities	754	0.5%	9.7%	26.7%	63.1%	819	1.0%	9.3%	27.5%	62.3%	856	1.3%	10.4%	34.1%	54.2%

MATHEMATICS

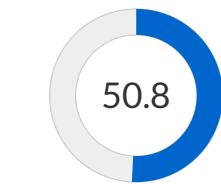
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	5,792	6.8%	24.7%	32.0%	36.5%	5,798	7.0%	24.8%	31.3%	36.9%	5,790	12.6%	33.2%	29.8%	24.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	117	11.1%	23.1%	30.8%	35.0%	105	9.5%	25.7%	35.2%	29.5%	98	19.4%	28.6%	29.6%	22.4%
Black or African American	280	1.8%	9.6%	21.8%	66.8%	289	1.0%	9.0%	25.6%	64.4%	293	4.1%	16.4%	27.6%	51.9%
Hispanic or Latino	848	2.8%	20.4%	32.5%	44.2%	885	2.9%	18.3%	32.2%	46.6%	936	5.8%	28.3%	34.7%	31.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,102	8.2%	27.5%	32.7%	31.6%	4,039	8.3%	28.3%	31.3%	32.0%	3,984	15.0%	36.0%	28.6%	20.4%
Two or More Races	426	3.3%	16.9%	32.4%	47.4%	465	6.2%	16.6%	31.8%	45.4%	463	9.7%	30.0%	31.5%	28.7%
Economically Disadvantaged	2,969	3.2%	18.7%	32.5%	45.7%	3,199	3.8%	19.4%	31.4%	45.4%	3,422	8.0%	29.0%	32.1%	30.8%
English Learners	587	2.2%	16.5%	37.5%	43.8%	569	1.8%	16.0%	34.1%	48.2%	545	4.0%	20.6%	37.8%	37.6%
Students with Disabilities	755	1.1%	10.6%	20.7%	67.7%	821	2.2%	8.0%	24.1%	65.7%	860	3.8%	12.6%	28.1%	55.5%



GROWTH

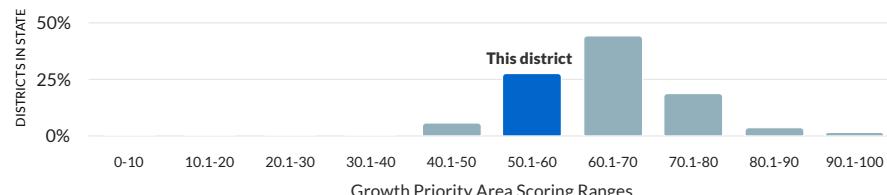
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 50.8
Mathematics Score: 50.8

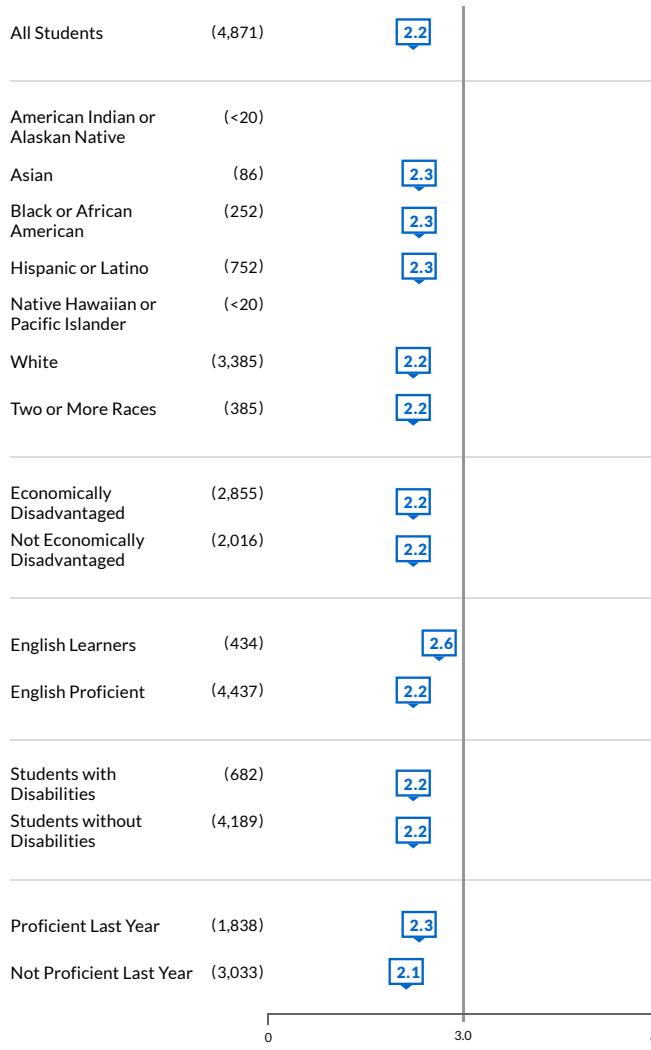
■ This district's score was the same or higher than 6.8% of districts in the state.



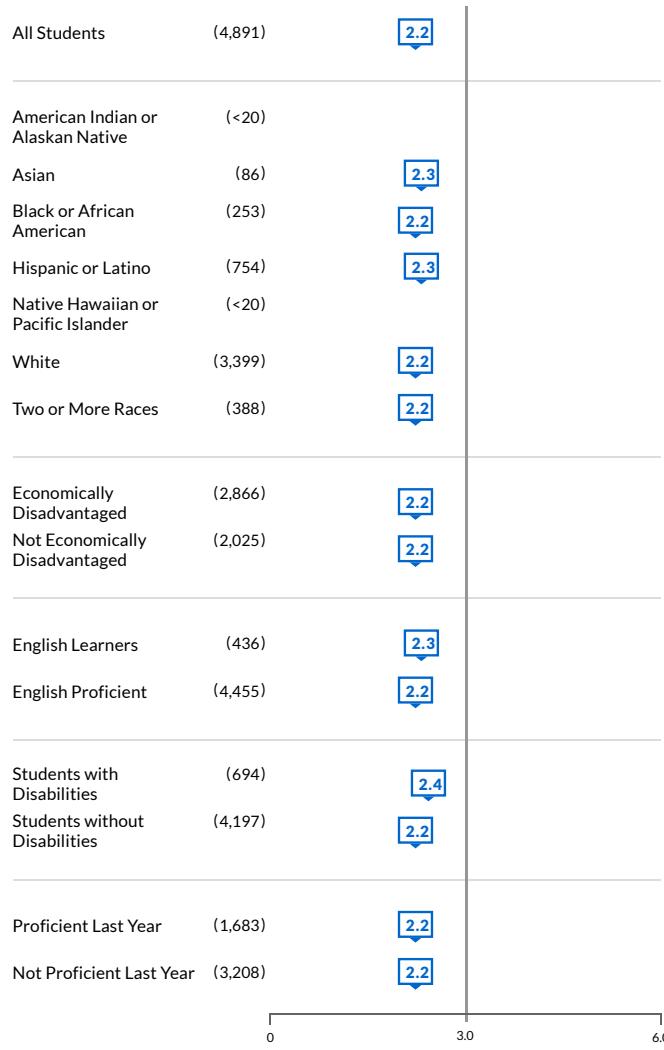
Student Group Value-Added (for information only)

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

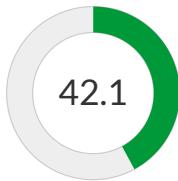




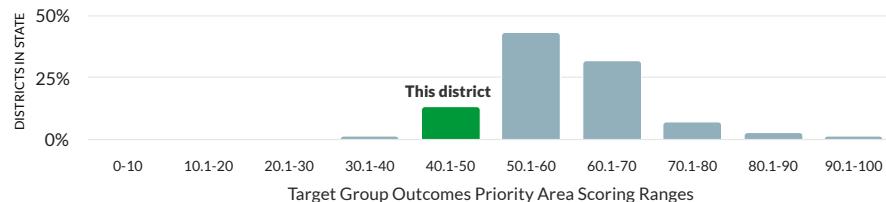
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping 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



■ This district's score was the same or higher than 2.4% of districts in the state.

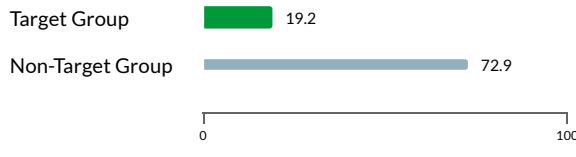


Component Scores

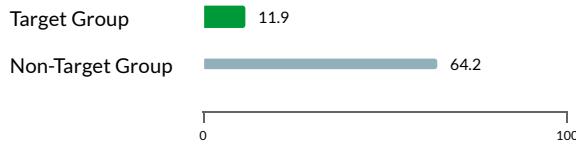
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

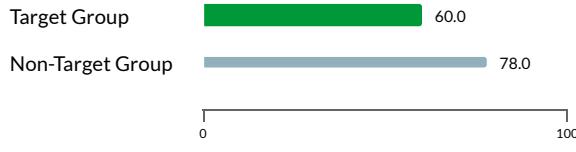


Mathematics



CHRONIC ABSENTEEISM

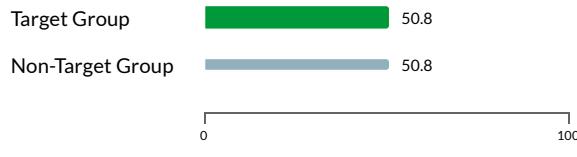
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



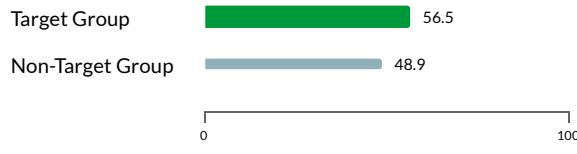
GROWTH

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

English Language Arts

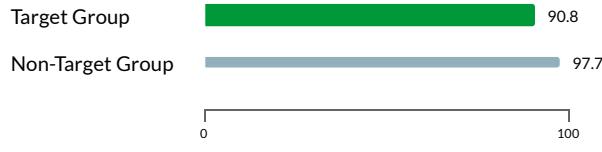


Mathematics



GRADUATION

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

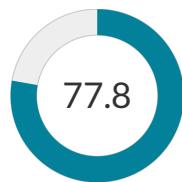




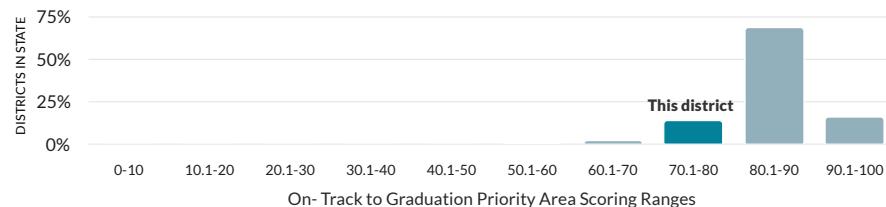
ON-TRACK TO GRADUATION

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 district's score was the same or higher than 10.3% of districts in the state.

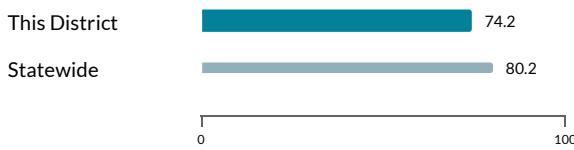


Component Scores

CHRONIC ABSENTEEISM

Score: 74.2

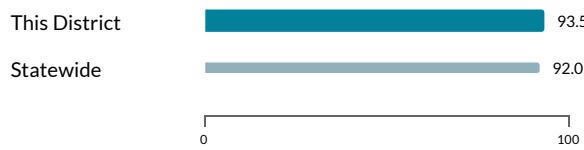
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.5

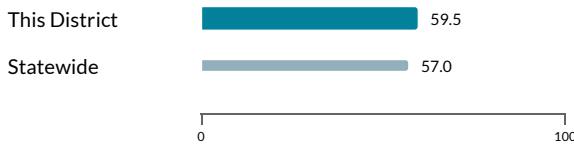
Average of 2022-23's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 59.5

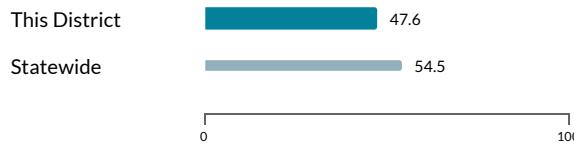
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 47.6

Multi-year 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	8,659	24.6%	8,708	26.4%	8,711	26.2%
American Indian or Alaskan Native	<20	*	25	36.0%	28	25.0%
Asian	206	18.0%	186	26.3%	193	20.2%
Black or African American	464	54.5%	463	48.8%	492	47.2%
Hispanic or Latino	1,289	32.7%	1,333	32.9%	1,336	31.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	6,036	19.7%	6,013	22.2%	5,953	22.3%
Two or More Races	642	34.7%	684	35.2%	706	35.3%
Economically Disadvantaged	4,415	36.0%	4,681	35.5%	4,945	35.1%
English Learners	781	31.5%	836	30.5%	824	28.2%
Students with Disabilities	1,213	32.7%	1,247	31.8%	1,297	32.5%

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: K-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	812	763	94.0%	829	772	93.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	61	59	96.7%	42	42	100.0%
Black or African American	37	30	81.1%	38	33	86.8%
Hispanic or Latino	106	94	88.7%	93	82	88.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	563	538	95.6%	615	577	93.8%
Two or More Races	41	38	92.7%	38	35	92.1%
Economically Disadvantaged	346	306	88.4%	332	292	88.0%
English Learners	71	59	83.1%	67	60	89.6%
Students with Disabilities	85	68	80.0%	99	83	83.8%



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 district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

1,672 (55.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
18.0%	21.1%	49.1%	25.7%	5.3%	4.7%	2.5%	8.5%
545 students successfully completed at least one Advanced Placement or International Baccalaureate course.		1,484 students successfully completed at least one dual enrollment course.		160 students earned at least one industry-recognized credential.		75 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. 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
All Students	3,023	266,777	18.0%	21.1%	49.1%	25.7%	5.3%	4.7%	2.5%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	102	10,367	45.1%	33.4%	55.9%	26.6%	1.0%	3.7%	1.0%	5.6%
Black or African American	152	24,969	3.3%	13.7%	32.9%	8.7%	3.3%	1.3%	1.3%	2.7%
Hispanic or Latino	409	37,682	13.2%	17.6%	45.0%	18.9%	3.4%	3.4%	1.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	2,159	179,306	19.4%	22.5%	50.7%	29.9%	6.1%	5.7%	3.0%	10.4%
Two or More Races	189	11,456	9.5%	18.9%	48.7%	21.0%	4.8%	3.4%	1.6%	5.8%
Economically Disadvantaged	1,414	104,283	7.9%	12.3%	39.3%	18.5%	5.4%	3.0%	1.6%	6.1%
English Learners	223	19,116	19.7%	13.9%	43.0%	17.0%	2.7%	2.5%	0.4%	3.6%
Students with Disabilities	345	33,777	2.0%	4.4%	22.6%	15.0%	5.2%	2.3%	0.3%	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 district enrolled fewer than 20 students.

Participation by Type of Arts Course

1,404 (46.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
31.4%	29.1%	1.8%	0.5%	23.0%	19.2%	3.4%	2.2%
948 students successfully completed at least one art & design course.		54 students successfully completed at least one dance course.		694 students successfully completed at least one music course.		102 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. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
All Students	3,023	266,777	31.4%	29.1%	1.8%	0.5%	23.0%	19.2%	3.4%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	102	10,367	33.3%	30.3%	0.0%	0.4%	14.7%	19.9%	1.0%	1.6%
Black or African American	152	24,969	27.6%	28.5%	1.3%	0.7%	15.1%	11.7%	1.3%	2.8%
Hispanic or Latino	409	37,682	35.0%	29.1%	1.0%	0.3%	20.3%	13.3%	2.9%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	2,159	179,306	31.4%	29.1%	2.0%	0.5%	24.8%	21.7%	3.7%	2.2%
Two or More Races	189	11,456	24.3%	28.8%	2.1%	0.5%	18.5%	17.8%	4.2%	2.6%
Economically Disadvantaged	1,414	104,283	29.1%	29.9%	0.9%	0.4%	18.7%	15.4%	2.6%	2.1%
English Learners	223	19,116	37.7%	30.9%	0.0%	0.4%	11.2%	11.8%	0.9%	1.6%
Students with Disabilities	345	33,777	27.0%	30.9%	1.2%	0.5%	16.2%	14.4%	2.6%	2.4%

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