OVERVIEW

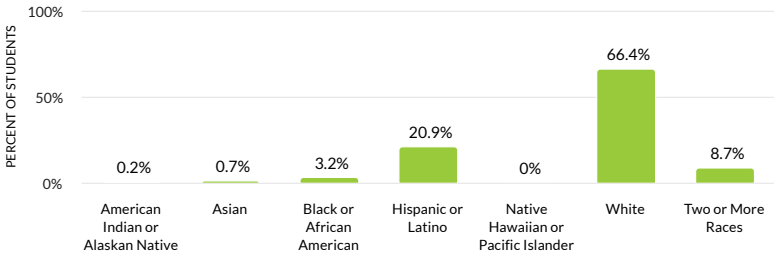
School Details

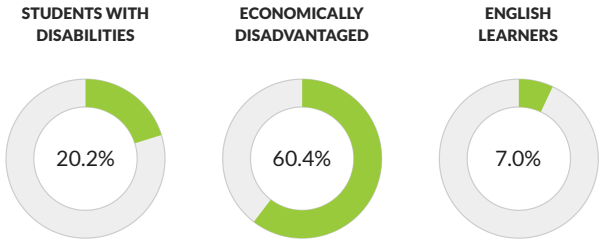
Grades : 6-8
Enrollment : 598
Percent open enrollment : 3.8%

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





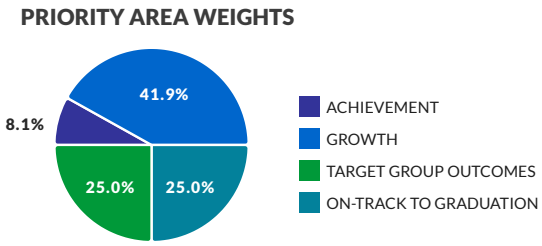
Score Summary

Overall Score

66.8

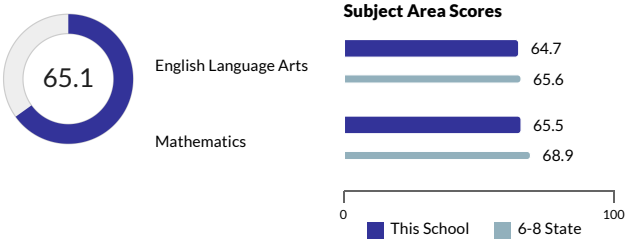
Meets Expectations

★★★

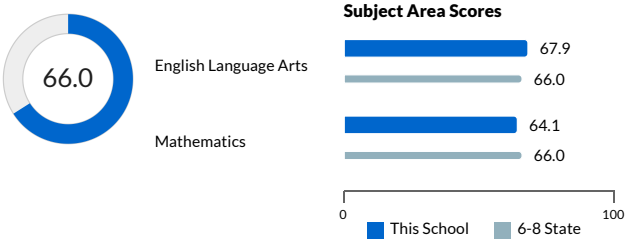


Priority Area Scores

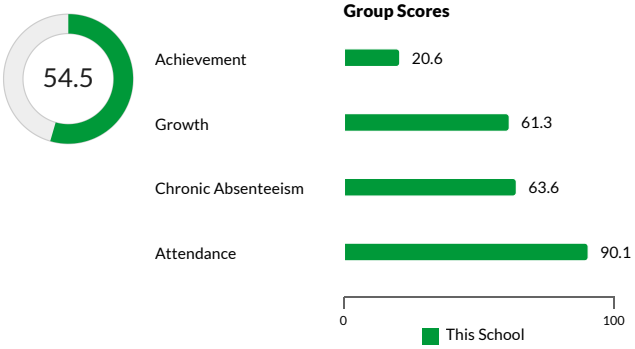
ACHIEVEMENT



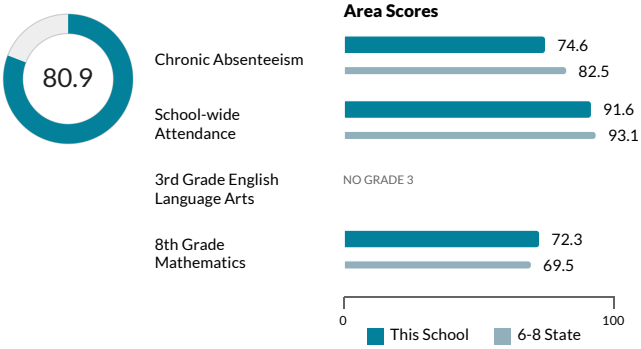
GROWTH



TARGET GROUP OUTCOMES



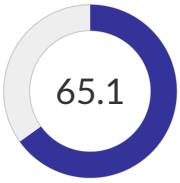
ON-TRACK TO GRADUATION



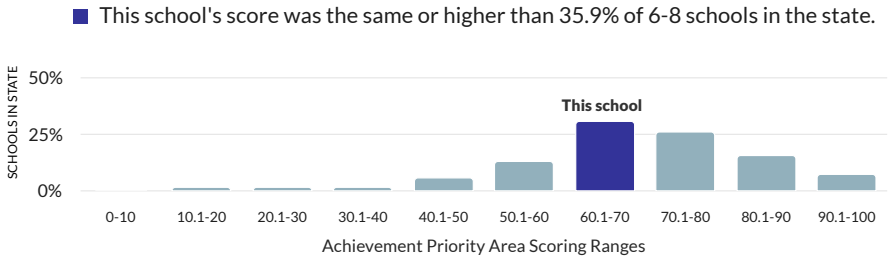
ACHIEVEMENT

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



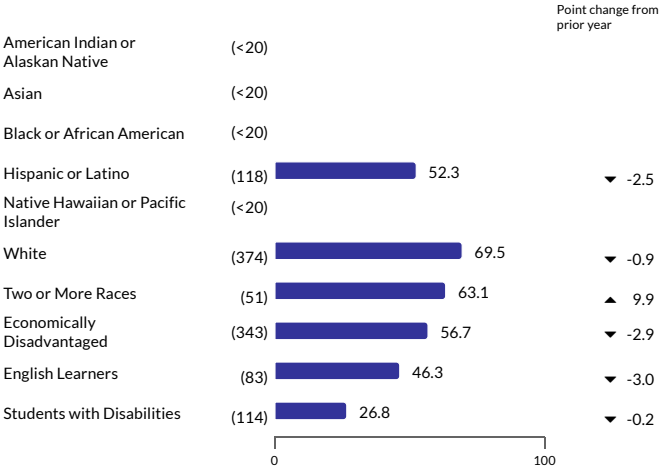
English Language Arts Score: 64.7
Mathematics Score: 65.5



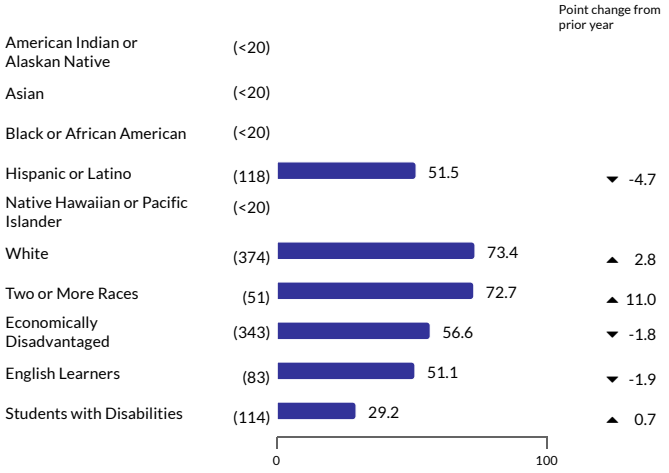
Student Group Achievement, 2025-26 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



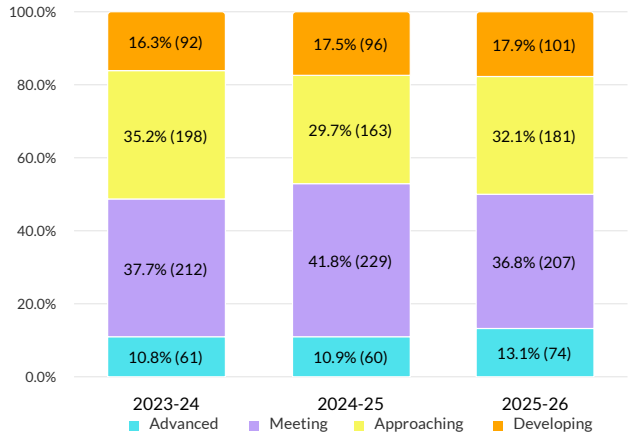
MATHEMATICS



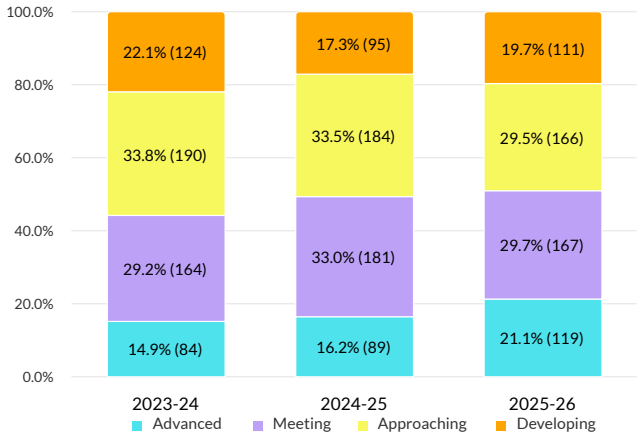
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.3%	97.5%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.3%	97.5%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,378	11.5%	39.7%	30.2%	18.5%	177,820	12.3%	40.5%	29.0%	18.2%	177,924	12.8%	41.2%	28.0%	18.1%
All Students	563	10.8%	37.7%	35.2%	16.3%	548	10.9%	41.8%	29.7%	17.5%	563	13.1%	36.8%	32.1%	17.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	27	11.1%	25.9%	44.4%	18.5%	23	4.3%	39.1%	34.8%	21.7%	<20	*	*	*	*
Hispanic or Latino	109	2.8%	39.4%	37.6%	20.2%	119	7.6%	32.8%	34.5%	25.2%	118	4.2%	33.1%	38.1%	24.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	374	13.9%	37.7%	33.7%	14.7%	356	13.8%	44.7%	27.0%	14.6%	374	16.3%	38.2%	30.2%	15.2%
Two or More Races	43	4.7%	34.9%	39.5%	20.9%	42	0.0%	40.5%	38.1%	21.4%	51	13.7%	35.3%	29.4%	21.6%
Economically Disadvantaged	354	5.9%	35.0%	39.3%	19.8%	335	8.4%	38.5%	31.3%	21.8%	343	8.5%	33.5%	34.4%	23.6%
English Learners	78	1.3%	38.5%	37.2%	23.1%	86	1.2%	36.0%	34.9%	27.9%	83	3.6%	28.9%	34.9%	32.5%
Students with Disabilities	98	0.0%	8.2%	36.7%	55.1%	90	1.1%	8.9%	38.9%	51.1%	114	2.6%	7.9%	36.0%	53.5%

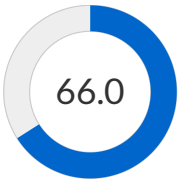
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,288	20.1%	32.4%	26.3%	21.3%	177,761	21.6%	31.0%	27.6%	19.7%	177,939	22.8%	30.1%	27.5%	19.5%
All Students	562	14.9%	29.2%	33.8%	22.1%	549	16.2%	33.0%	33.5%	17.3%	563	21.1%	29.7%	29.5%	19.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	26	11.5%	11.5%	38.5%	38.5%	23	4.3%	30.4%	39.1%	26.1%	<20	*	*	*	*
Hispanic or Latino	109	10.1%	24.8%	43.1%	22.0%	120	8.3%	32.5%	35.8%	23.3%	118	9.3%	28.8%	29.7%	32.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	374	16.8%	30.7%	32.1%	20.3%	356	19.9%	32.6%	33.1%	14.3%	374	24.3%	30.7%	29.9%	15.0%
Two or More Races	43	9.3%	34.9%	25.6%	30.2%	42	11.9%	38.1%	26.2%	23.8%	51	29.4%	21.6%	31.4%	17.6%
Economically Disadvantaged	353	9.3%	27.2%	36.0%	27.5%	336	11.3%	30.7%	35.4%	22.6%	343	12.2%	28.0%	33.8%	25.9%
English Learners	78	7.7%	25.6%	44.9%	21.8%	86	4.7%	29.1%	46.5%	19.8%	83	9.6%	28.9%	27.7%	33.7%
Students with Disabilities	98	1.0%	10.2%	27.6%	61.2%	90	2.2%	12.2%	32.2%	53.3%	114	2.6%	11.4%	34.2%	51.8%

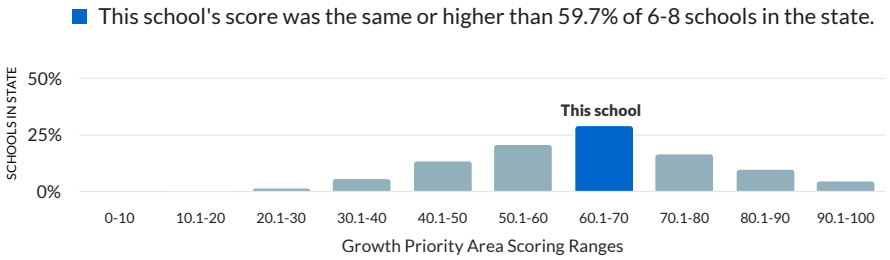
GROWTH

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



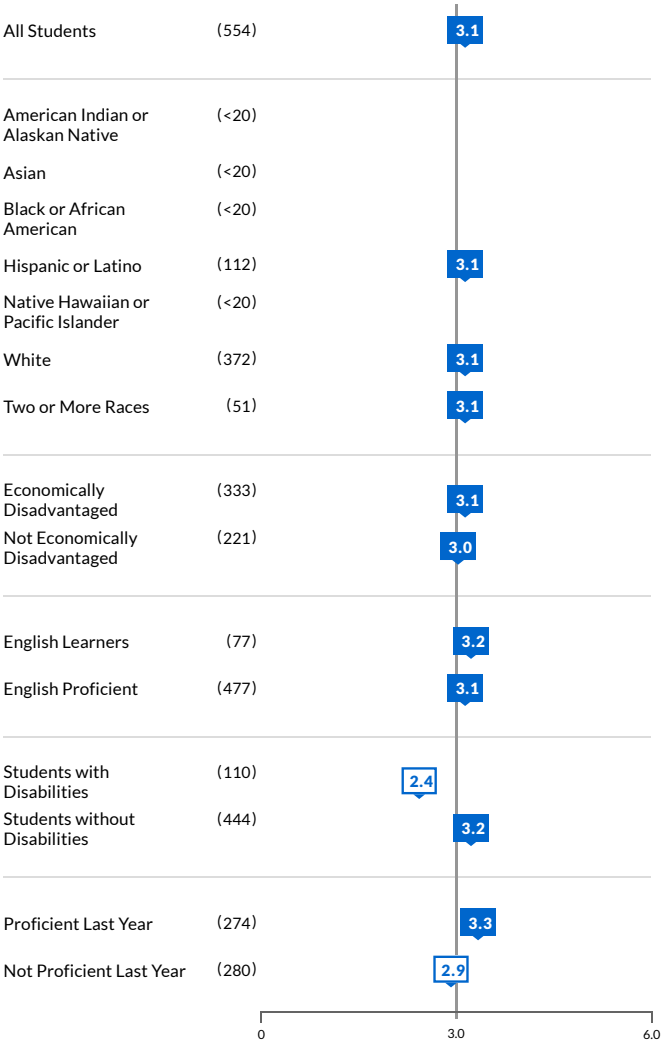
English Language Arts Score: 67.9
Mathematics Score: 64.1



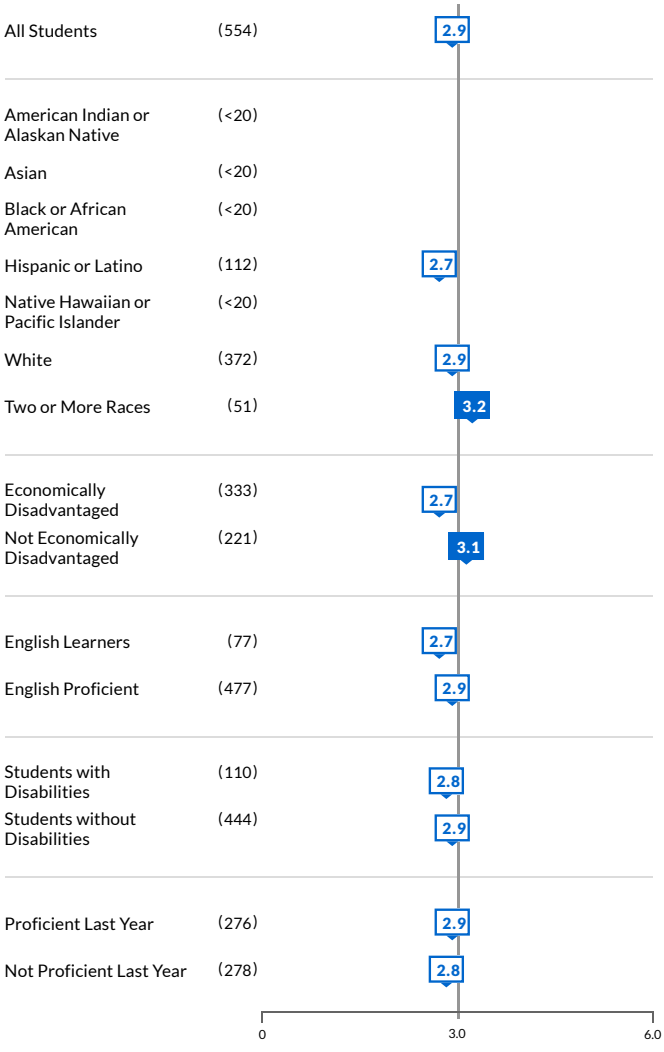
Student Group Value-Added (for information only)

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



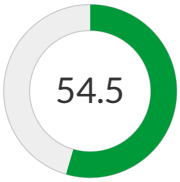
MATHEMATICS

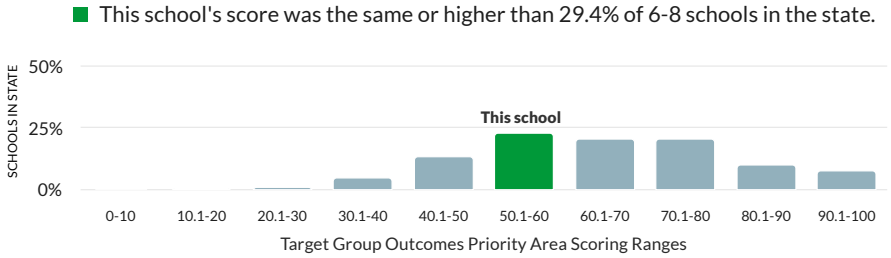


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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





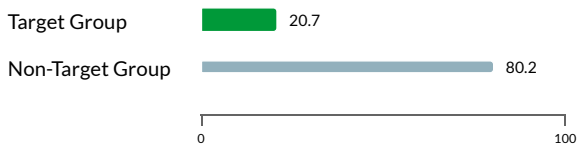
Component Scores

ACHIEVEMENT

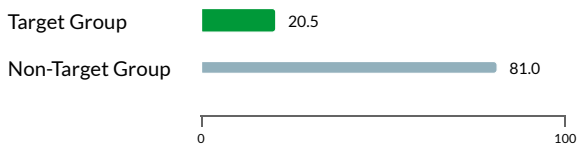
Score: 20.6

Average points-based proficiency rates.

English Language Arts



Mathematics

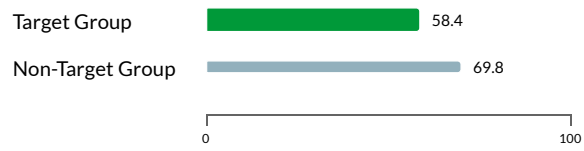


GROWTH

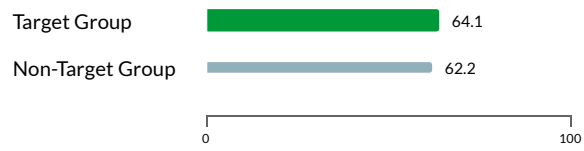
Score: 61.3

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

English Language Arts



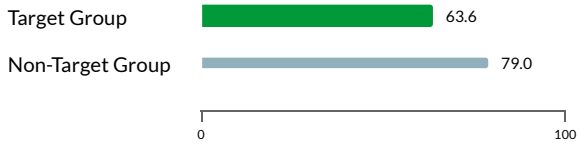
Mathematics



CHRONIC ABSENTEEISM

Score: 63.6

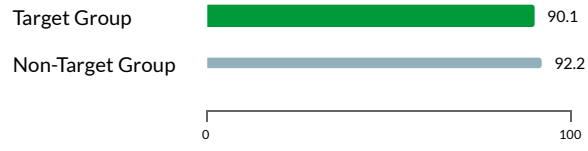
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.1

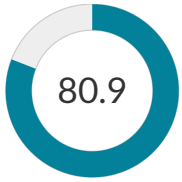
This score is the overall attendance rate for the target group in 2024-25.

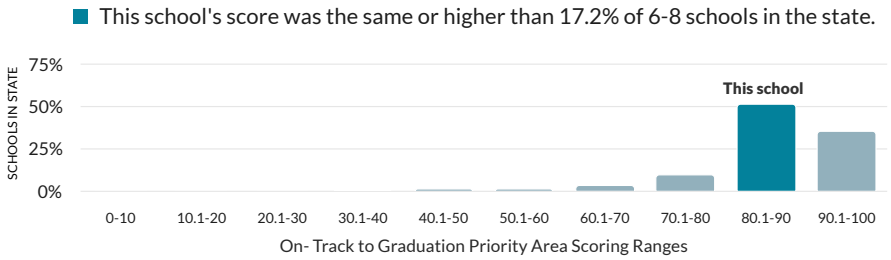


ON-TRACK TO GRADUATION

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



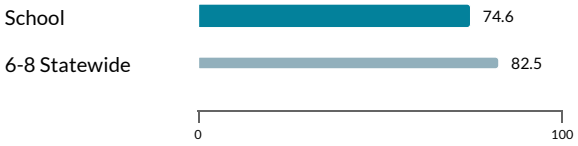


Component Scores

CHRONIC ABSENTEEISM

Score: 74.6

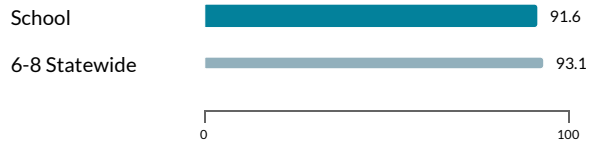
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.6

This score is the overall attendance rate for the school in 2024-25.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

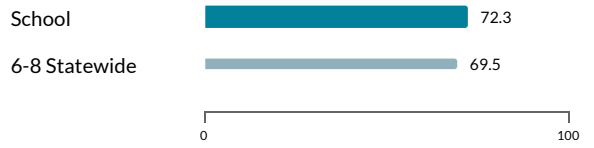
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 72.3

Multi-year average points-based proficiency rates.



3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	187,113	19.0%	185,414	17.3%	184,384	16.8%
All Students	603	27.0%	589	25.5%	574	24.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	28	28.6%	25	36.0%
Hispanic or Latino	120	33.3%	116	25.9%	127	22.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	416	24.5%	388	25.8%	368	24.5%
Two or More Races	38	28.9%	47	21.3%	45	24.4%
Economically Disadvantaged	378	34.9%	375	31.2%	354	31.4%
English Learners	90	30.0%	83	19.3%	90	16.7%
Students with Disabilities	99	41.4%	96	38.5%	99	40.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

November 2026

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