OVERVIEW

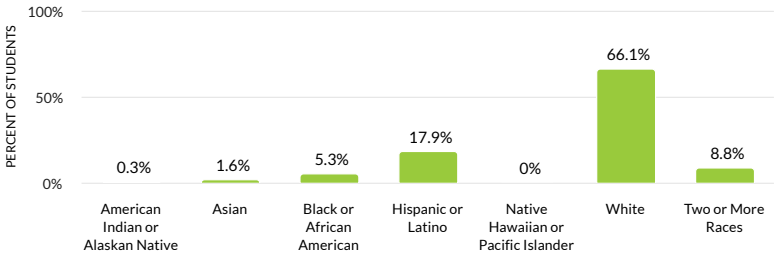
District Details

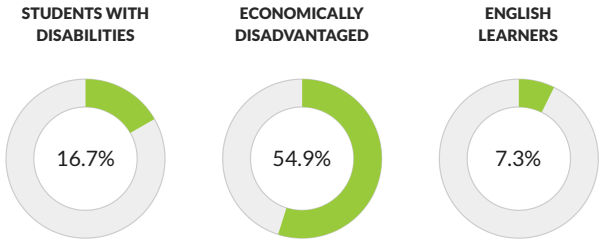
Grades : K4-12
Enrollment : 9,109
Percent open enrollment : 6.6%

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





Score Summary

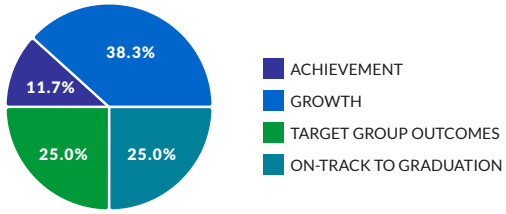
Overall Score

67.1

Meets Expectations

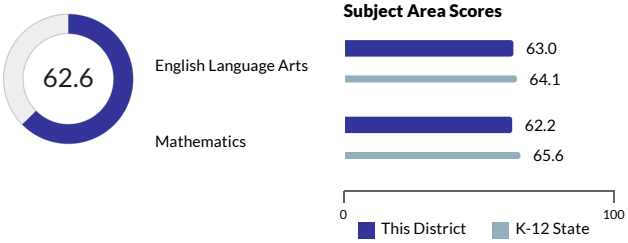
★★★

PRIORITY AREA WEIGHTS

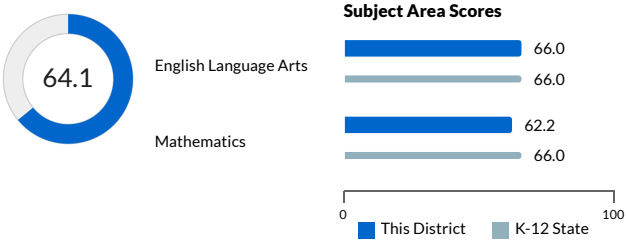


Priority Area Scores

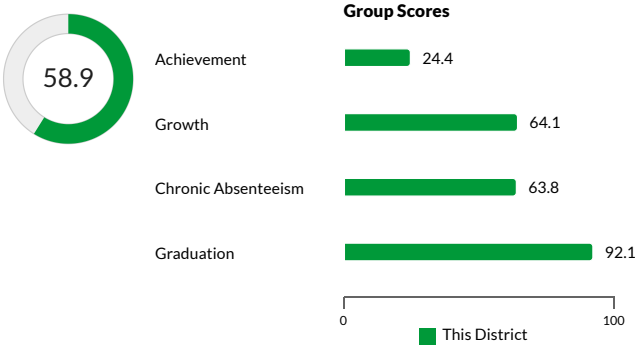
ACHIEVEMENT



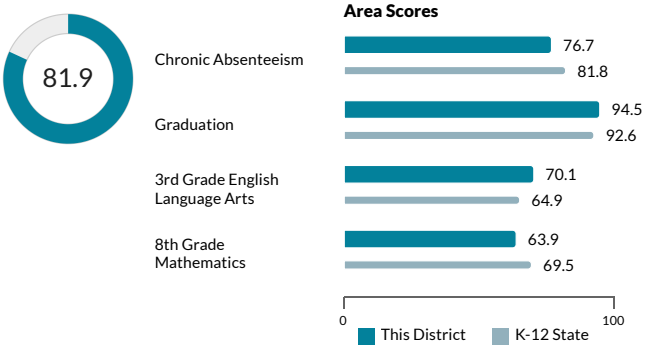
GROWTH



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.

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	2	10.0%
Exceeds Expectations	8	40.0%
Meets Expectations	8	40.0%
Meets Few Expectations	2	10.0%
Fails to Meet Expectations	0	0.0%

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

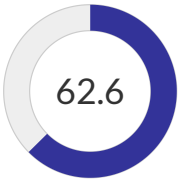
This table does not include alternate accountability schools.

Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	50.5	71.1	89.7	100.0
Achievement	19.9	65.0	89.4	100.0
Growth	46.1	68.2	94.5	100.0
Target Group Outcomes	37.9	65.0	96.5	100.0
On-Track to Graduation	71.7	83.2	90.8	100.0

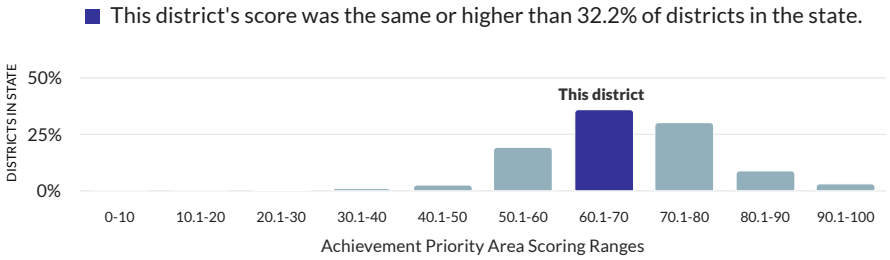
ACHIEVEMENT

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



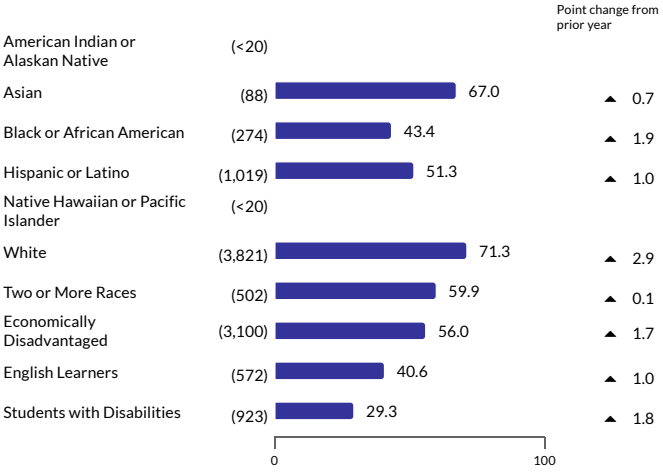
English Language Arts Score: 63.0
Mathematics Score: 62.2



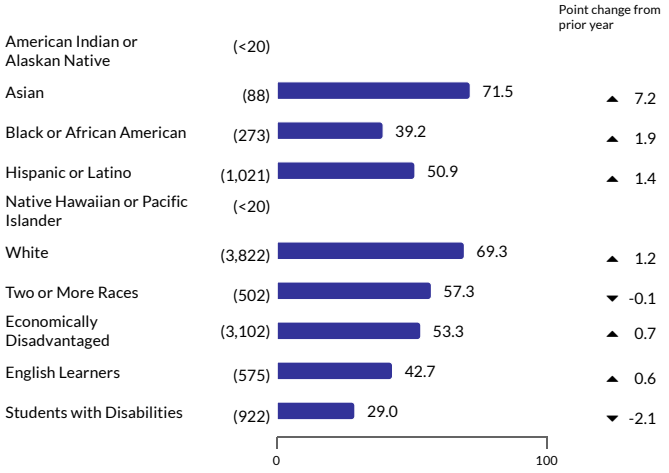
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



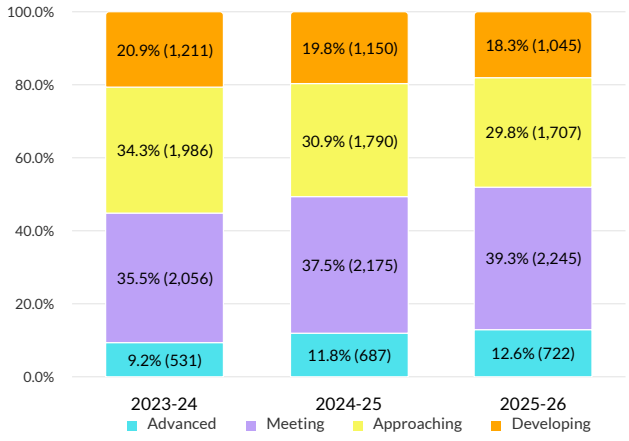
MATHEMATICS



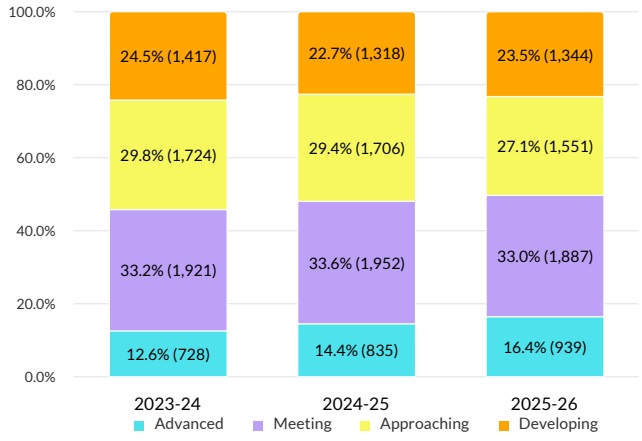
Performance Levels by Year

These graphs show district-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 district's performance.

Test Participation Rates, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
98.2%	95.4%

MATHEMATICS

All students	Lowest-participating group: Black or African American
98.2%	95.1%

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: K-12 State	541,184	11.2%	38.8%	31.3%	18.8%	538,886	12.1%	38.4%	30.5%	19.0%	534,954	12.3%	38.7%	30.2%	18.8%
All Students	5,784	9.2%	35.5%	34.3%	20.9%	5,802	11.8%	37.5%	30.9%	19.8%	5,719	12.6%	39.3%	29.8%	18.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	98	5.1%	45.9%	29.6%	19.4%	91	12.1%	38.5%	35.2%	14.3%	88	8.0%	45.5%	35.2%	11.4%
Black or African American	294	2.0%	21.4%	36.7%	39.8%	293	2.4%	22.9%	39.9%	34.8%	274	4.4%	22.3%	39.4%	33.9%
Hispanic or Latino	932	4.3%	28.9%	39.1%	27.8%	993	6.2%	29.6%	34.7%	29.4%	1,019	6.6%	29.5%	36.0%	27.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,981	11.1%	38.4%	32.8%	17.6%	3,914	14.2%	41.0%	28.6%	16.3%	3,821	15.2%	43.4%	27.2%	14.2%
Two or More Races	463	7.8%	31.1%	37.1%	24.0%	492	10.2%	34.1%	35.0%	20.7%	502	10.6%	35.5%	31.5%	22.5%
Economically Disadvantaged	3,418	5.7%	30.5%	37.7%	26.2%	3,211	7.6%	32.0%	34.4%	25.9%	3,100	7.7%	34.3%	33.7%	24.4%
English Learners	541	0.9%	25.5%	39.6%	34.0%	571	1.8%	23.3%	36.6%	38.4%	572	2.8%	22.6%	37.1%	37.6%
Students with Disabilities	856	1.3%	10.4%	34.1%	54.2%	907	1.8%	10.8%	34.3%	53.1%	923	2.6%	12.4%	32.7%	52.3%

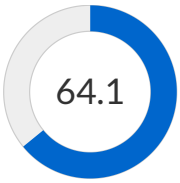
MATHEMATICS

	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: K-12 State	541,491	16.5%	34.5%	27.4%	21.6%	539,267	17.2%	34.2%	27.5%	21.2%	535,177	18.4%	32.8%	26.1%	22.6%
All Students	5,790	12.6%	33.2%	29.8%	24.5%	5,811	14.4%	33.6%	29.4%	22.7%	5,721	16.4%	33.0%	27.1%	23.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	98	19.4%	28.6%	29.6%	22.4%	91	16.5%	31.9%	30.8%	20.9%	88	18.2%	38.6%	28.4%	14.8%
Black or African American	293	4.1%	16.4%	27.6%	51.9%	294	3.7%	19.0%	34.0%	43.2%	273	2.9%	27.1%	24.5%	45.4%
Hispanic or Latino	936	5.8%	28.3%	34.7%	31.2%	999	7.6%	26.6%	34.5%	31.2%	1,021	8.9%	27.8%	31.3%	31.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,984	15.0%	36.0%	28.6%	20.4%	3,916	17.2%	36.9%	27.1%	18.7%	3,822	19.7%	35.2%	25.7%	19.4%
Two or More Races	463	9.7%	30.0%	31.5%	28.7%	492	11.8%	29.7%	33.7%	24.8%	502	13.7%	28.3%	30.5%	27.5%
Economically Disadvantaged	3,422	8.0%	29.0%	32.1%	30.8%	3,219	9.6%	28.1%	32.7%	29.6%	3,102	11.1%	27.7%	30.5%	30.7%
English Learners	545	4.0%	20.6%	37.8%	37.6%	578	4.7%	20.6%	38.8%	36.0%	575	5.6%	22.8%	33.2%	38.4%
Students with Disabilities	860	3.8%	12.6%	28.1%	55.5%	908	4.8%	12.8%	29.4%	53.0%	922	4.4%	12.3%	26.8%	56.5%

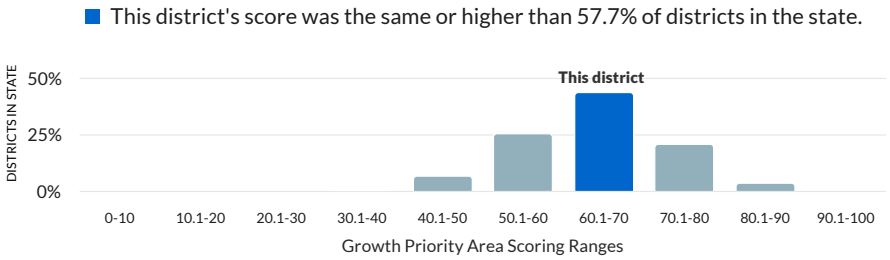
GROWTH

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



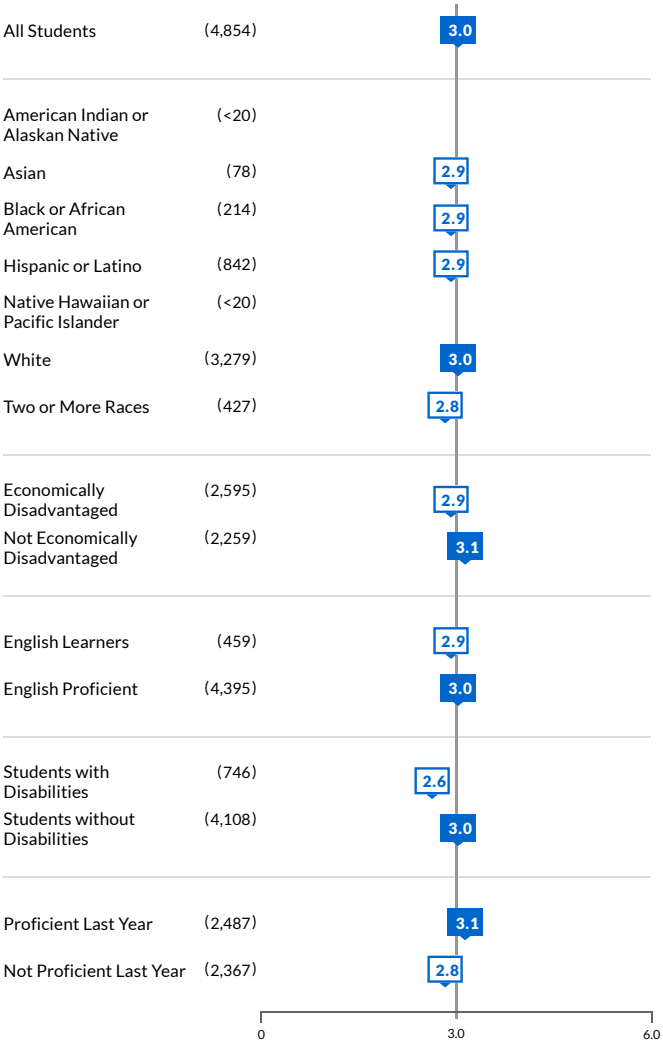
English Language Arts Score: 66.0
Mathematics Score: 62.2



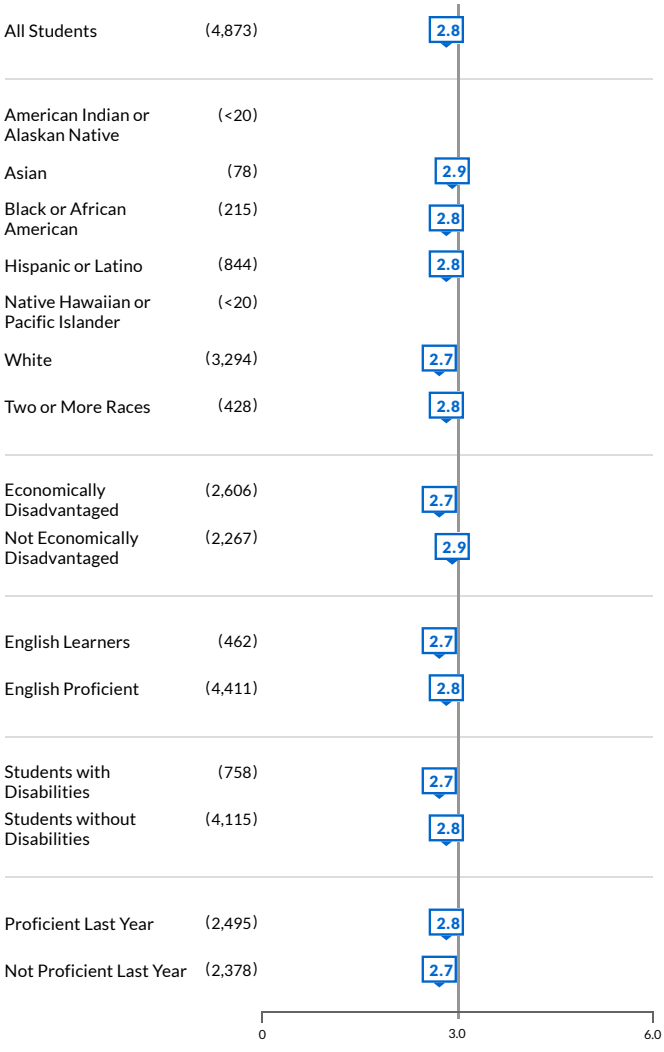
Student Group Value-Added (for information only)

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



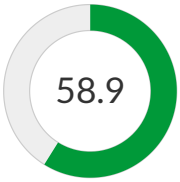
MATHEMATICS

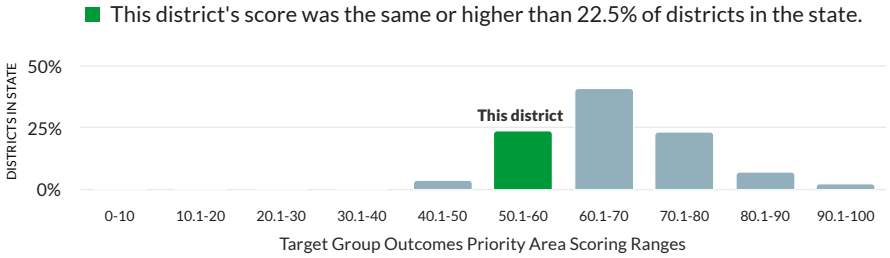


TARGET GROUP OUTCOMES

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





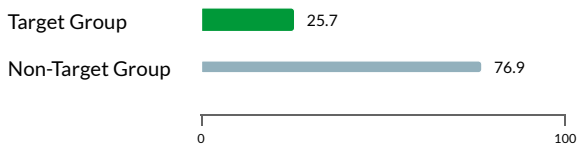
Component Scores

ACHIEVEMENT

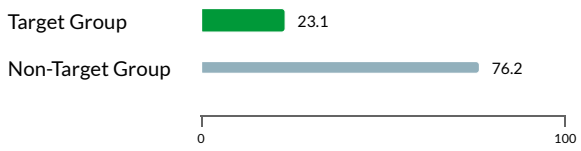
Score: 24.4

Average points-based proficiency rates.

English Language Arts



Mathematics

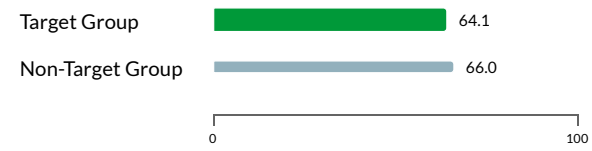


GROWTH

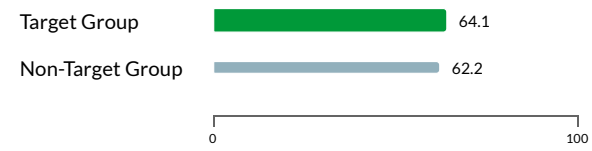
Score: 64.1

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

English Language Arts



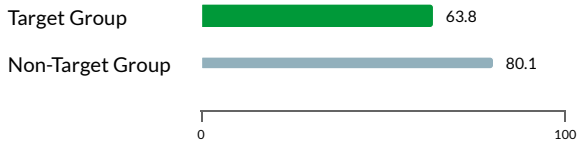
Mathematics



CHRONIC ABSENTEEISM

Score: 63.8

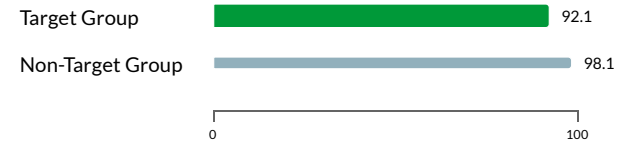
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.1

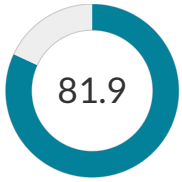
Average of 2024-25's 4- and 7-year cohort rates.

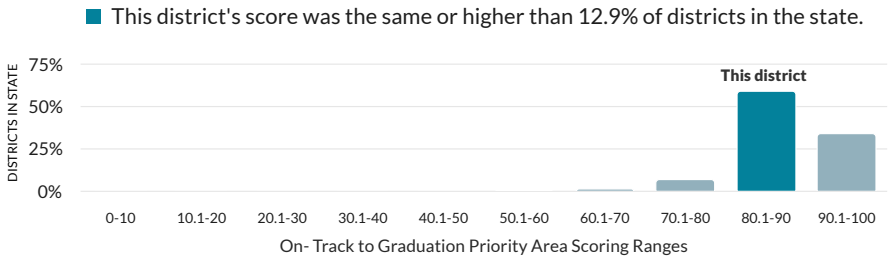


ON-TRACK TO GRADUATION

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



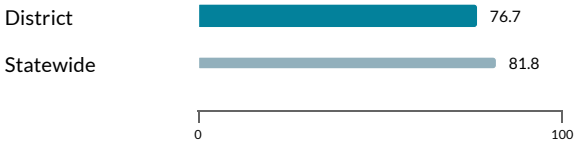


Component Scores

CHRONIC ABSENTEEISM

Score: 76.7

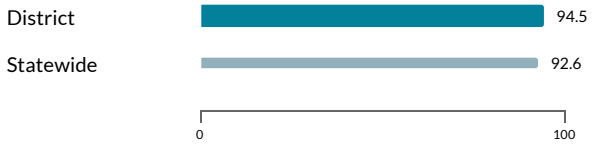
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.5

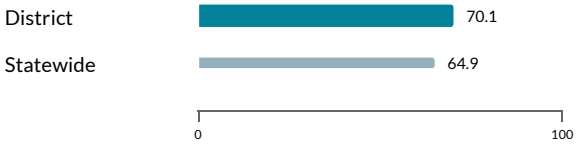
Average of 2024-25's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.1

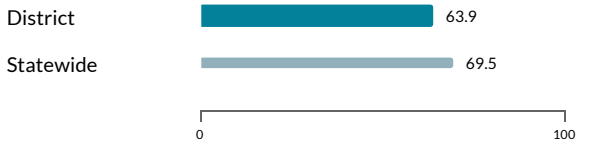
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 63.9

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.

District: 56.5%

Statewide: 50.6%

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: K-12 State	809,296	19.7%	806,840	17.9%	801,172	17.5%
All Students	8,711	26.2%	8,625	22.5%	8,497	22.0%
American Indian or Alaskan Native	28	25.0%	27	11.1%	26	15.4%
Asian	193	20.2%	153	12.4%	145	15.9%
Black or African American	492	47.2%	459	40.1%	465	39.1%
Hispanic or Latino	1,336	31.7%	1,443	26.1%	1,480	26.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	5,953	22.3%	5,826	19.6%	5,657	18.9%
Two or More Races	706	35.3%	714	30.4%	722	26.9%
Economically Disadvantaged	4,945	35.1%	4,994	30.1%	4,717	29.6%
English Learners	824	28.2%	810	21.2%	837	23.8%
Students with Disabilities	1,297	32.5%	1,313	29.6%	1,369	30.2%

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.

	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	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	823	768	93.3%	794	760	95.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	27	27	100.0%	71	70	98.6%
Black or African American	41	34	82.9%	37	31	83.8%
Hispanic or Latino	120	110	91.7%	109	106	97.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	594	560	94.3%	532	512	96.2%
Two or More Races	39	35	89.7%	44	40	90.9%
Economically Disadvantaged	330	297	90.0%	317	291	91.8%
English Learners	55	51	92.7%	69	67	97.1%
Students with Disabilities	78	58	74.4%	84	78	92.9%

POSTSECONDARY PREPARATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required 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

992 (34.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

District	State
20.5%	22.9%

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

DUAL ENROLLMENT

District	State
7.5%	25.7%

218 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
9.4%	6.8%

273 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
2.8%	8.0%

80 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	2,905	265,396	20.5%	22.9%	7.5%	25.7%	9.4%	6.8%	2.8%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	59	10,768	30.5%	35.4%	6.8%	28.7%	6.8%	5.7%	1.7%	5.6%
Black or African American	146	25,309	5.5%	14.6%	3.4%	12.4%	6.2%	2.3%	2.7%	3.5%
Hispanic or Latino	449	39,875	18.7%	19.2%	5.6%	21.0%	10.7%	5.1%	1.3%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	2,046	174,129	22.4%	24.6%	8.5%	28.9%	9.4%	8.0%	3.1%	9.6%
Two or More Races	195	12,550	13.3%	21.0%	4.6%	21.8%	8.7%	5.2%	2.1%	6.3%
Economically Disadvantaged	1,334	104,318	12.1%	14.0%	4.5%	19.6%	9.4%	4.5%	1.6%	6.0%
English Learners	210	21,806	11.4%	14.5%	3.3%	19.2%	11.0%	3.9%	0.0%	4.3%
Students with Disabilities	341	33,681	0.9%	5.0%	3.5%	15.8%	7.6%	3.6%	1.5%	5.8%

ARTS COURSE INFORMATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)6., report cards are required 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

1,341 (46.2%) students successfully completed any Arts Course.

ART & DESIGN

District	State
30.8%	27.0%

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

DANCE

District	State
2.0%	0.3%

57 students successfully completed at least one dance course.

MUSIC

District	State
22.5%	18.7%

653 students successfully completed at least one music course.

THEATER

District	State
2.8%	1.7%

82 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	2,905	265,396	30.8%	27.0%	2.0%	0.3%	22.5%	18.7%	2.8%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	59	10,768	39.0%	29.7%	1.7%	0.2%	13.6%	19.6%	1.7%	2.6%
Black or African American	146	25,309	26.7%	26.5%	4.1%	0.7%	16.4%	11.8%	0.7%	1.7%
Hispanic or Latino	449	39,875	33.6%	28.1%	1.3%	0.3%	16.5%	13.8%	1.6%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	2,046	174,129	31.0%	26.7%	2.1%	0.3%	24.6%	20.9%	3.2%	1.6%
Two or More Races	195	12,550	23.6%	27.1%	1.0%	0.4%	21.0%	18.2%	3.6%	1.7%
Economically Disadvantaged	1,334	104,318	30.1%	27.9%	1.5%	0.3%	19.3%	15.4%	1.9%	1.7%
English Learners	210	21,806	42.4%	30.3%	1.0%	0.2%	10.0%	11.6%	0.5%	1.2%
Students with Disabilities	341	33,681	33.1%	29.7%	2.1%	0.2%	17.3%	14.7%	1.8%	1.8%

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

District: 2.3	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: 1.0	Statewide: 0.6

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