



OVERVIEW

District Details

Grades : K4-12

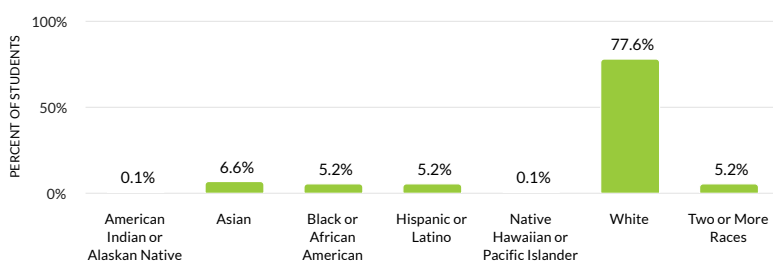
Enrollment : 3,835

Percent open enrollment : 2%

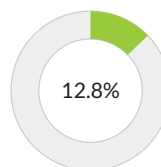
The Germantown School District embraces the belief that every student is empowered and inspired to succeed. The district has four elementary schools, one middle school, and one high school. The Germantown School District resides in Washington County and is located within the CESA 1 region.

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

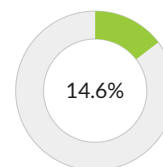
Student Groups



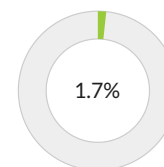
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

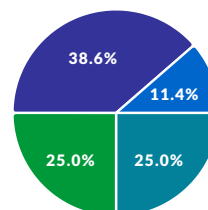
Overall Score

81.6

Exceeds Expectations



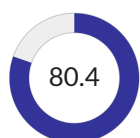
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

Priority Area Scores

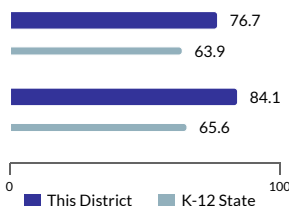
ACHIEVEMENT



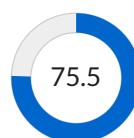
English Language Arts

Mathematics

Subject Area Scores



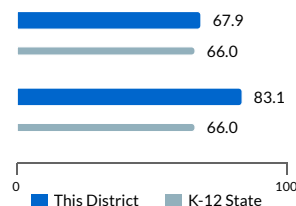
GROWTH



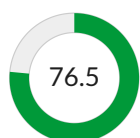
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



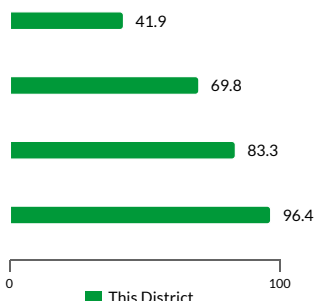
Achievement

Growth

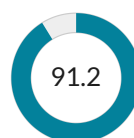
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



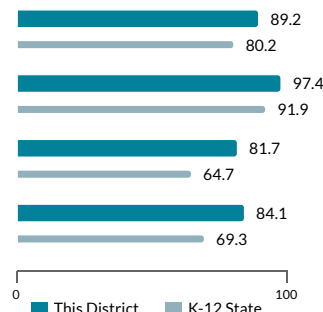
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

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.

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	4	66.7%
Exceeds Expectations	2	33.3%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
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.

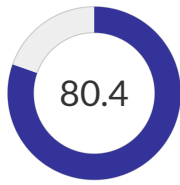
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	75.2	85.0	90.2	100.0
Achievement	78.1	82.6	87.2	100.0
Growth	52.7	83.2	100.0	100.0
Target Group Outcomes	62.8	83.4	100.0	100.0
On-Track to Graduation	89.4	91.1	92.7	100.0



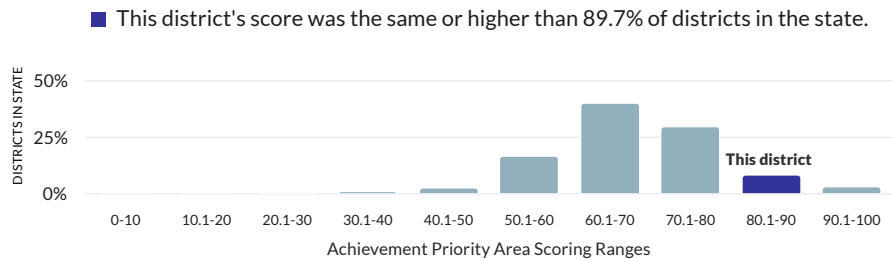
ACHIEVEMENT

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



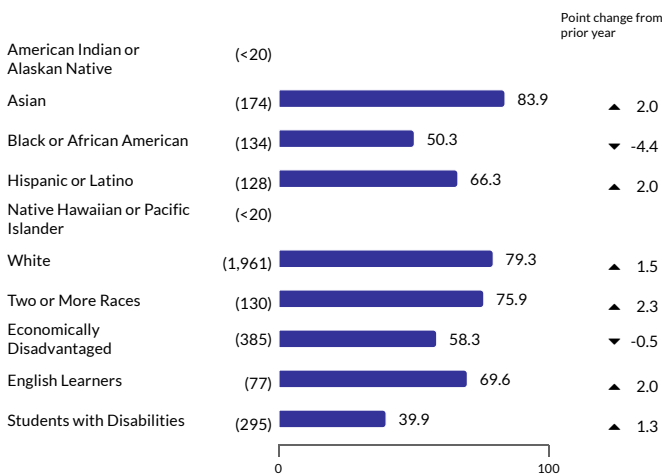
English Language Arts Score: 76.7
Mathematics Score: 84.1



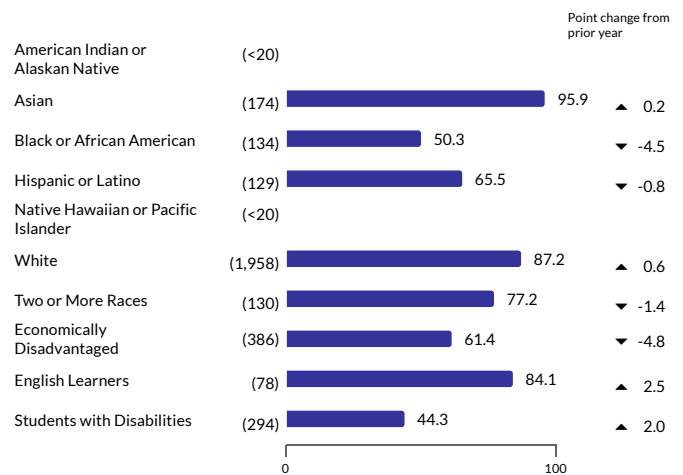
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



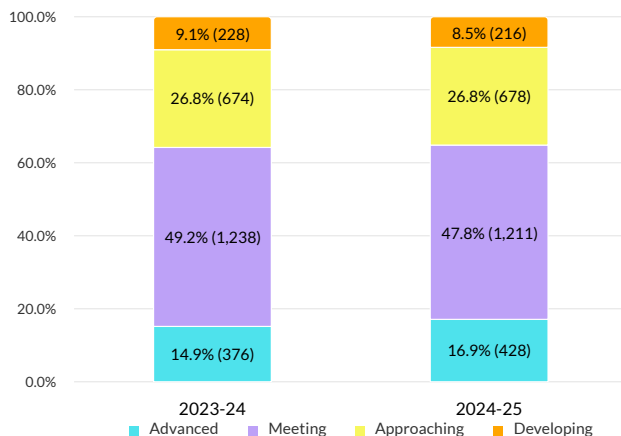
MATHEMATICS



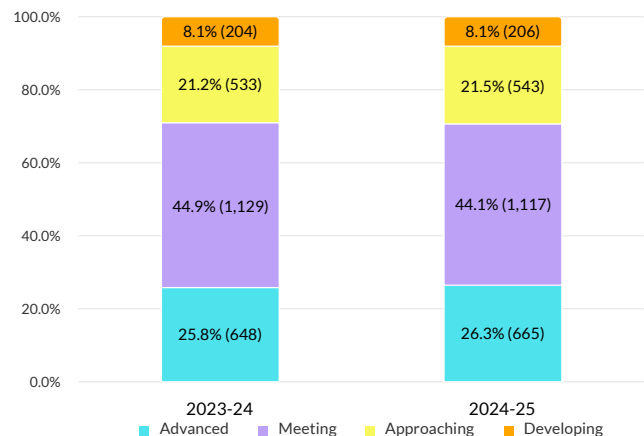
Performance Levels by Year

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, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
99.1%	95.7%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
99.0%	96.4%

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				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,249	11.2%	38.8%	31.3%	18.8%	538,976	12.1%	38.4%	30.5%	19.0%
All Students	2,516	14.9%	49.2%	26.8%	9.1%	2,533	16.9%	47.8%	26.8%	8.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	159	22.0%	47.8%	22.0%	8.2%	174	22.4%	50.6%	19.5%	7.5%
Black or African American	128	7.8%	31.3%	36.7%	24.2%	134	7.5%	25.4%	39.6%	27.6%
Hispanic or Latino	132	8.3%	43.9%	31.1%	16.7%	128	7.8%	44.5%	35.9%	11.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	1,969	15.3%	51.1%	26.1%	7.5%	1,961	17.5%	49.5%	26.1%	6.9%
Two or More Races	122	13.9%	46.7%	29.5%	9.8%	130	18.5%	44.6%	25.4%	11.5%
Economically Disadvantaged	407	7.6%	36.4%	36.1%	19.9%	385	7.0%	37.4%	34.5%	21.0%
English Learners	76	6.6%	47.4%	36.8%	9.2%	77	10.4%	49.4%	26.0%	14.3%
Students with Disabilities	281	2.5%	21.7%	35.2%	40.6%	295	2.4%	22.0%	38.0%	37.6%

MATHEMATICS

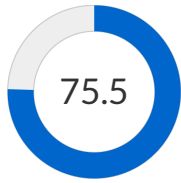
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,482	16.5%	34.6%	27.4%	21.6%	539,276	17.2%	34.1%	27.5%	21.1%
All Students	2,514	25.8%	44.9%	21.2%	8.1%	2,531	26.3%	44.1%	21.5%	8.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	158	40.5%	40.5%	12.0%	7.0%	174	37.9%	43.7%	13.8%	4.6%
Black or African American	127	10.2%	24.4%	43.3%	22.0%	134	5.2%	27.6%	41.8%	25.4%
Hispanic or Latino	132	9.8%	43.9%	31.1%	15.2%	129	13.2%	38.0%	31.0%	17.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	1,969	27.0%	46.7%	19.5%	6.8%	1,958	27.8%	46.1%	19.8%	6.3%
Two or More Races	122	20.5%	43.4%	27.9%	8.2%	130	23.8%	37.7%	26.2%	12.3%
Economically Disadvantaged	406	13.1%	39.9%	29.3%	17.7%	386	10.6%	36.0%	33.4%	19.9%
English Learners	76	27.6%	38.2%	23.7%	10.5%	78	28.2%	39.7%	24.4%	7.7%
Students with Disabilities	280	7.5%	20.4%	31.4%	40.7%	294	7.5%	21.4%	33.7%	37.4%



GROWTH

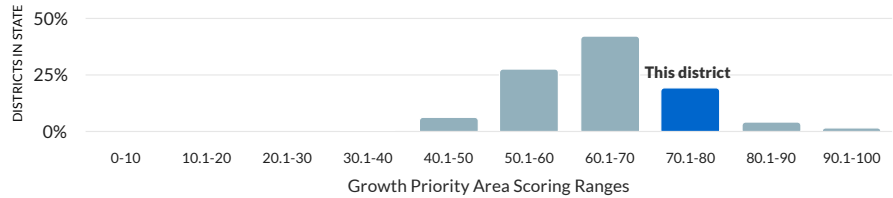
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 67.9
Mathematics Score: 83.1

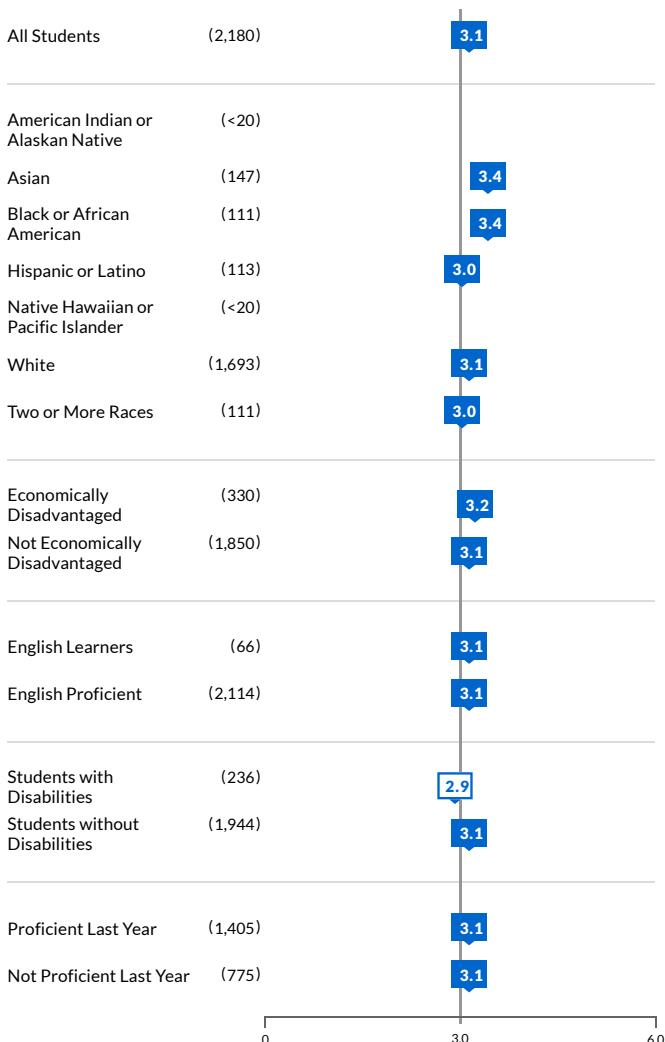
■ This district's score was the same or higher than 90.0% of districts in the state.



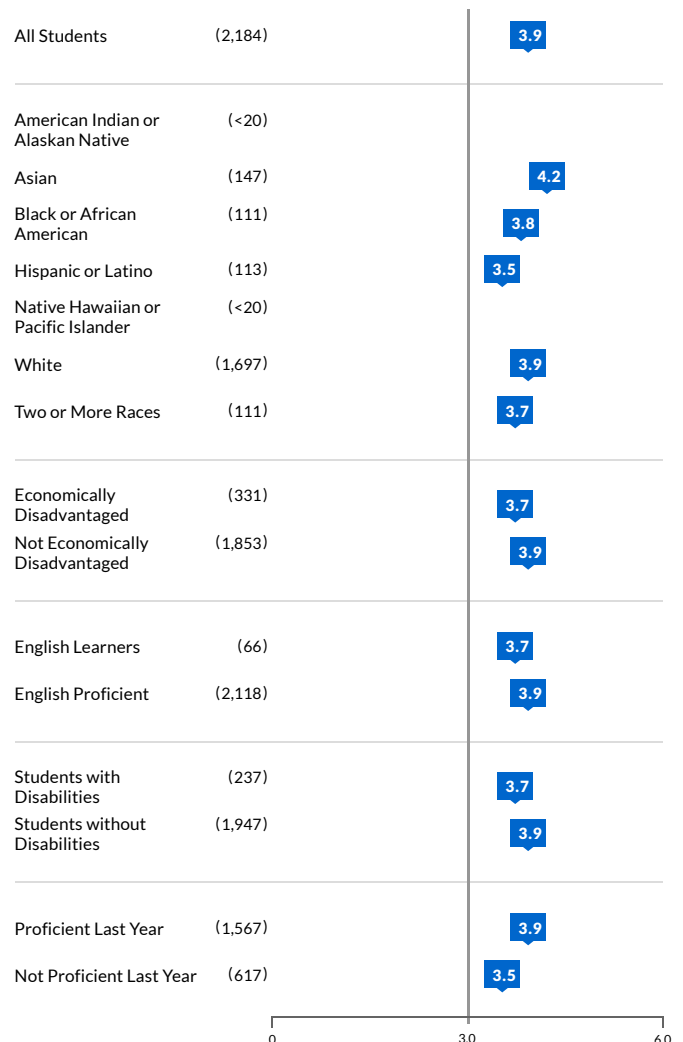
Student Group Value-Added (for information only)

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

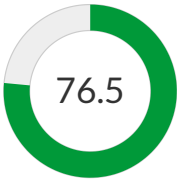




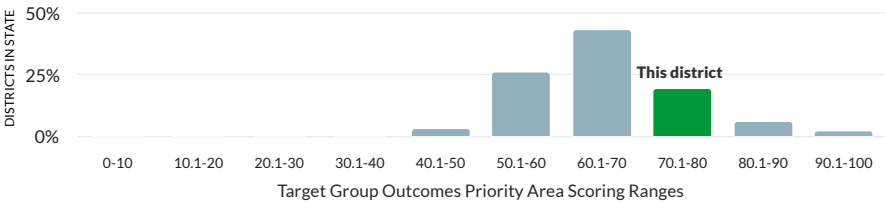
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. 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



This district's score was the same or higher than 90.4% of districts in the state.



Component Scores

ACHIEVEMENT

Score: 41.9

Average points-based proficiency rates.

English Language Arts

Target Group 40.6

Non-Target Group 88.7

Mathematics

Target Group 43.1

Non-Target Group 99.7

GROWTH

Score: 69.8

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

English Language Arts

Target Group 67.9

Non-Target Group 67.9

Mathematics

Target Group 71.7

Non-Target Group 86.9

CHRONIC ABSENTEEISM

Score: 83.3

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.

Target Group 83.3

Non-Target Group 91.6

GRADUATION

Score: 96.4

Average of 2023-24's 4- and 7-year cohort rates.

Target Group 96.4

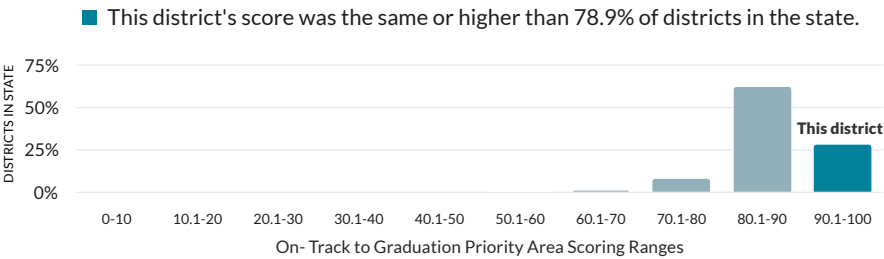
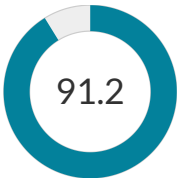
Non-Target Group 99.3



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: 89.2

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.

District: 89.2

Statewide: 80.2

GRADUATION Score: 97.4

Average of 2023-24's 4- and 7-year cohort rates.

District: 97.4

Statewide: 91.9

3RD GRADE ENGLISH LANGUAGE ARTS Score: 81.7

Multi-year average points-based proficiency rates.

District: 81.7

Statewide: 64.7

8TH GRADE MATHEMATICS Score: 84.1

Multi-year average points-based proficiency rates.

District: 84.1

Statewide: 69.3

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: 63.5%

Statewide: 50.3%



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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	811,685	22.8%	809,284	19.7%	806,682	17.9%
All Students	3,750	15.9%	3,672	10.8%	3,644	7.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	223	12.6%	231	13.0%	233	8.2%
Black or African American	191	33.0%	182	23.6%	185	17.8%
Hispanic or Latino	179	25.1%	179	18.4%	176	15.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	2,964	14.3%	2,896	9.3%	2,860	5.8%
Two or More Races	183	18.6%	175	12.0%	183	10.4%
Economically Disadvantaged	647	27.7%	652	20.2%	625	17.4%
English Learners	100	16.0%	110	12.7%	106	7.5%
Students with Disabilities	459	21.4%	442	14.0%	430	10.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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	68,207	61,990	90.9%	67,154	62,374	92.9%
All Students	324	312	96.3%	338	333	98.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	22	22	100.0%	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	24	23	95.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	257	251	97.7%	279	276	98.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	61	54	88.5%	49	47	95.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	36	27	75.0%	25	25	100.0%



POSTSECONDARY PREPARATION, 2023-24

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

618 (48.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

District	State
30.5%	20.3%

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

DUAL ENROLLMENT

District	State
24.9%	26.6%

319 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
3.9%	5.5%

50 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
6.5%	8.0%

83 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	1,280	267,180	30.5%	20.3%	24.9%	26.6%	3.9%	5.5%	6.5%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	79	10,651	55.7%	29.4%	34.2%	28.4%	5.1%	4.4%	6.3%	5.5%
Black or African American	69	25,323	14.5%	6.0%	10.1%	8.9%	4.3%	2.1%	8.7%	3.0%
Hispanic or Latino	45	39,067	15.6%	14.4%	28.9%	20.1%	0.0%	4.1%	4.4%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	1,031	177,152	30.8%	23.4%	25.0%	30.9%	4.0%	6.5%	6.6%	9.6%
Two or More Races	55	12,051	21.8%	17.9%	25.5%	22.2%	3.6%	4.3%	3.6%	5.6%
Economically Disadvantaged	220	108,778	17.3%	10.1%	23.6%	19.9%	4.5%	3.7%	9.1%	6.0%
English Learners	22	20,427	31.8%	10.3%	45.5%	18.0%	4.5%	2.9%	9.1%	4.1%
Students with Disabilities	134	33,744	3.7%	3.0%	14.2%	16.1%	3.0%	2.9%	3.7%	6.1%



ARTS COURSE INFORMATION, 2023-24

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

570 (44.5%) students successfully completed any Arts Course.

ART & DESIGN

District	State
31.2%	27.0%

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

DANCE

District	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

District	State
17.5%	18.3%

224 students successfully completed at least one music course.

THEATER

District	State
0.0%	1.8%

No students successfully completed a 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	1,280	267,180	31.2%	27.0%	0.0%	0.4%	17.5%	18.3%	0.0%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	79	10,651	38.0%	27.2%	0.0%	0.3%	17.7%	17.0%	0.0%	1.2%
Black or African American	69	25,323	31.9%	17.5%	0.0%	0.4%	14.5%	6.4%	0.0%	1.5%
Hispanic or Latino	45	39,067	35.6%	25.8%	0.0%	0.3%	20.0%	11.9%	0.0%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	1,031	177,152	29.8%	28.4%	0.0%	0.4%	17.5%	21.6%	0.0%	1.9%
Two or More Races	55	12,051	41.8%	29.0%	0.0%	0.5%	18.2%	17.7%	0.0%	2.0%
Economically Disadvantaged	220	108,778	36.4%	26.3%	0.0%	0.3%	14.5%	13.7%	0.0%	1.6%
English Learners	22	20,427	36.4%	27.0%	0.0%	0.3%	4.5%	9.4%	0.0%	1.1%
Students with Disabilities	134	33,744	32.1%	28.2%	0.0%	0.3%	20.1%	13.4%	0.0%	1.9%



CERTAIN STATE & LOCAL LAW VIOLATIONS, 2024-25

The incident rate data presented in this section is new for 2024–25, provided for informational purposes only, and intended solely to fulfill new 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 2024-25 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 new for 2024–25, provided for informational purposes only, and intended solely to fulfill new 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: 1.1	Statewide: 1.3
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Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: 0.5	Statewide: 0.6
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