

OVERVIEW

School Details

Grades : 9-12

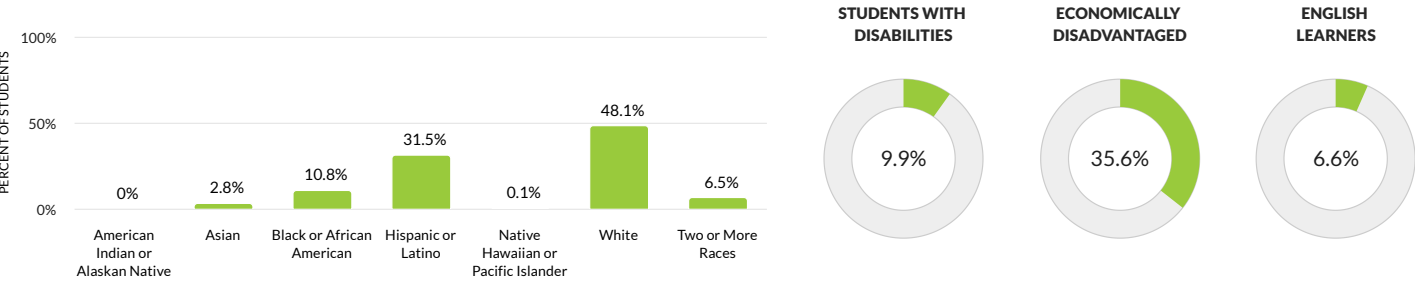
Enrollment : 2,001

Percent open enrollment : 1.2%

Indian Trail High School & Academy is a place where all students achieve academic growth, career readiness, and social responsibility through rigorous academics, diverse learning experiences and positive relationships. Our school is home to our General Studies Program and four magnet academies (Communications, Business, Medical Science, and Military) that explore learning through different lenses.

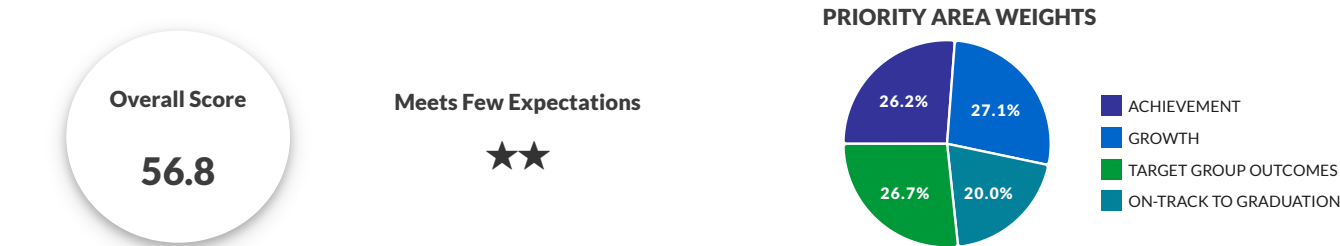
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



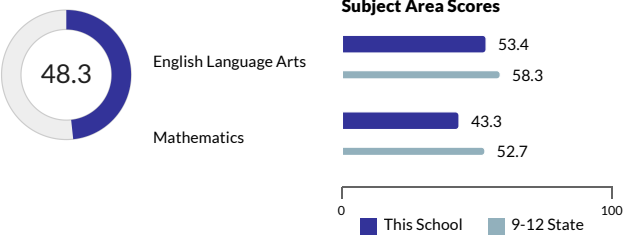
Score Summary

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>.

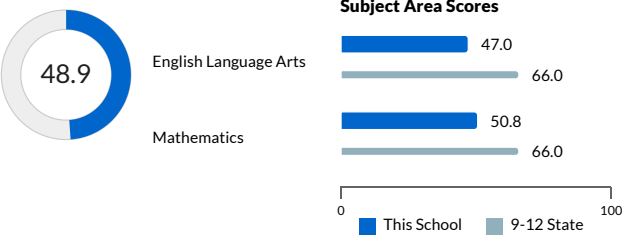


Priority Area Scores

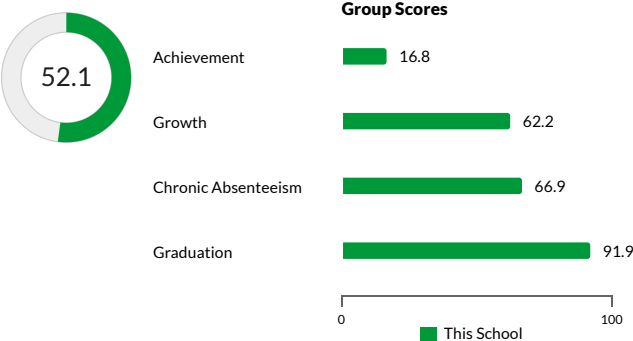
ACHIEVEMENT



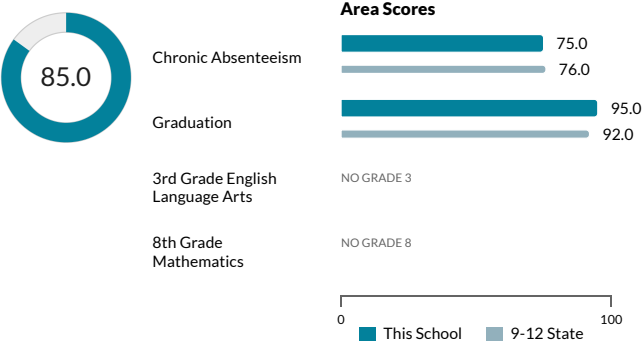
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

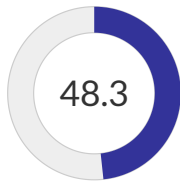




ACHIEVEMENT

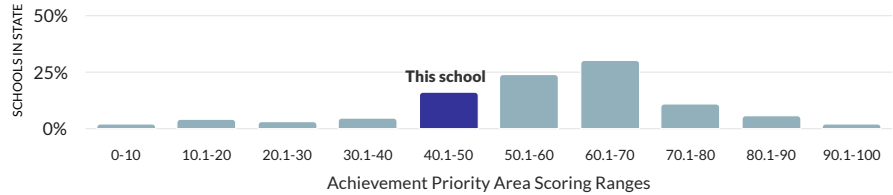
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 53.4
Mathematics Score: 43.3

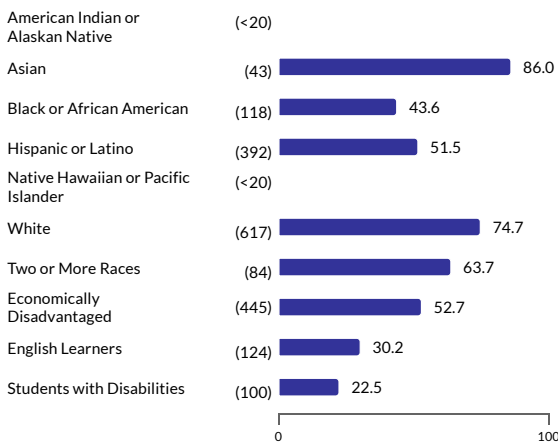
■ This school's score was the same or higher than 24.5% of 9-12 schools in the state.



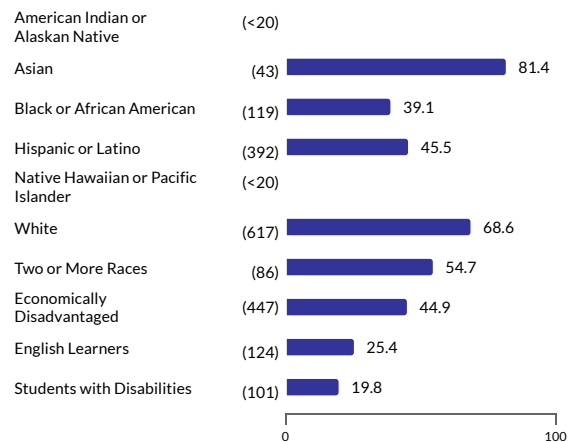
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



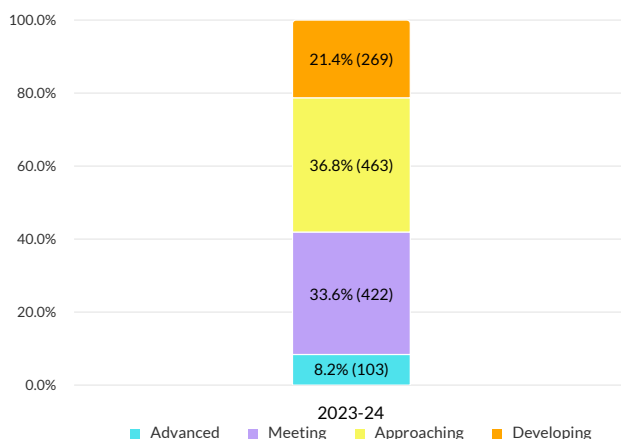
MATHEMATICS



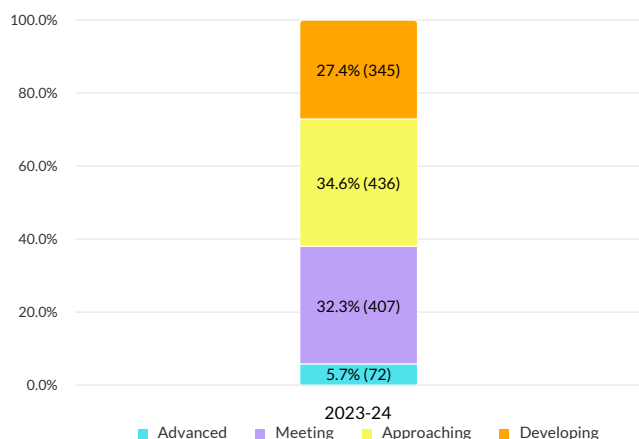
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
88.0%	75.2%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
88.2%	75.9%

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				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,256	4.5%	26.2%	30.0%	39.3%	1,268	7.5%	29.5%	36.8%	26.2%	1,257	8.2%	33.6%	36.8%	21.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	41	9.8%	43.9%	26.8%	19.5%	43	20.9%	46.5%	18.6%	14.0%	43	18.6%	44.2%	27.9%	9.3%
Black or African American	117	0.9%	12.8%	35.0%	51.3%	123	3.3%	13.8%	41.5%	41.5%	118	0.8%	21.2%	42.4%	35.6%
Hispanic or Latino	400	1.3%	16.8%	28.5%	53.5%	395	2.8%	19.7%	40.8%	36.7%	392	2.6%	27.6%	40.3%	29.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	631	6.8%	33.3%	30.4%	29.5%	641	9.8%	37.4%	35.4%	17.3%	617	12.3%	38.6%	35.3%	13.8%
Two or More Races	65	6.2%	29.2%	27.7%	36.9%	65	12.3%	29.2%	29.2%	29.2%	84	9.5%	34.5%	29.8%	26.2%
Economically Disadvantaged	561	1.8%	15.7%	28.9%	53.7%	515	3.3%	16.3%	40.4%	40.0%	445	4.9%	24.9%	40.7%	29.4%
English Learners	160	0.0%	3.8%	23.1%	73.1%	139	0.0%	6.5%	40.3%	53.2%	124	0.0%	8.9%	42.7%	48.4%
Students with Disabilities	86	0.0%	4.7%	10.5%	84.9%	104	1.0%	10.6%	26.9%	61.5%	100	2.0%	3.0%	33.0%	62.0%

MATHEMATICS

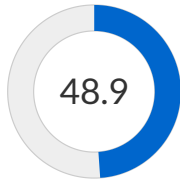
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,158	4.3%	20.9%	27.4%	47.4%	1,272	4.7%	19.7%	34.7%	40.9%	1,260	5.7%	32.3%	34.6%	27.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	38	13.2%	28.9%	26.3%	31.6%	43	16.3%	32.6%	30.2%	20.9%	43	16.3%	48.8%	16.3%	18.6%
Black or African American	109	0.9%	6.4%	25.7%	67.0%	124	0.8%	6.5%	30.6%	62.1%	119	0.8%	20.2%	35.3%	43.7%
Hispanic or Latino	376	1.6%	14.6%	22.3%	61.4%	397	1.0%	11.3%	37.0%	50.6%	392	1.8%	23.2%	39.3%	35.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	571	6.0%	26.6%	31.7%	35.7%	642	6.5%	26.8%	34.9%	31.8%	617	8.3%	39.5%	33.4%	18.8%
Two or More Races	61	6.6%	27.9%	21.3%	44.3%	65	9.2%	18.5%	27.7%	44.6%	86	7.0%	29.1%	30.2%	33.7%
Economically Disadvantaged	523	2.1%	10.9%	22.0%	65.0%	518	1.5%	10.0%	33.0%	55.4%	447	2.9%	23.0%	34.9%	39.1%
English Learners	157	0.0%	5.1%	18.5%	76.4%	140	0.0%	2.9%	32.9%	64.3%	124	0.8%	3.2%	41.9%	54.0%
Students with Disabilities	83	0.0%	1.2%	8.4%	90.4%	107	0.0%	4.7%	19.6%	75.7%	101	0.0%	5.9%	27.7%	66.3%



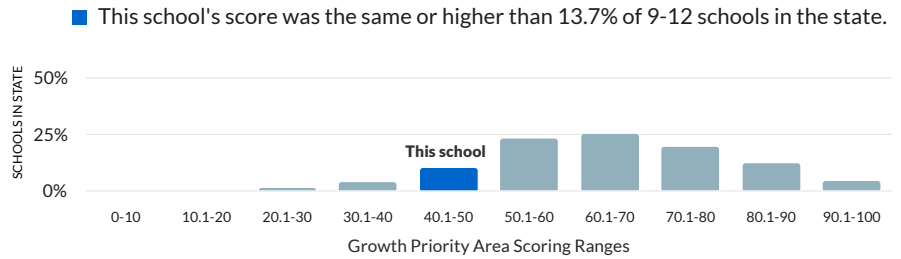
GROWTH

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: 47.0
Mathematics Score: 50.8



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

All Students	(1,147)	2.0
American Indian or Alaskan Native	(<20)	
Asian	(40)	2.2
Black or African American	(102)	2.3
Hispanic or Latino	(359)	1.9
Native Hawaiian or Pacific Islander	(<20)	
White	(569)	2.0
Two or More Races	(74)	2.2
Economically Disadvantaged	(393)	2.2
Not Economically Disadvantaged	(754)	1.9
English Learners	(110)	1.7
English Proficient	(1,037)	2.0
Students with Disabilities	(74)	2.1
Students without Disabilities	(1,073)	2.0
Proficient Last Year	(438)	1.6
Not Proficient Last Year	(709)	2.2

MATHEMATICS

All Students	(1,156)	2.2
American Indian or Alaskan Native	(<20)	
Asian	(40)	2.2
Black or African American	(104)	2.3
Hispanic or Latino	(360)	2.0
Native Hawaiian or Pacific Islander	(<20)	
White	(572)	2.2
Two or More Races	(77)	1.9
Economically Disadvantaged	(397)	2.1
Not Economically Disadvantaged	(759)	2.2
English Learners	(111)	1.7
English Proficient	(1,045)	2.2
Students with Disabilities	(79)	2.5
Students without Disabilities	(1,077)	2.1
Proficient Last Year	(316)	1.7
Not Proficient Last Year	(840)	2.4



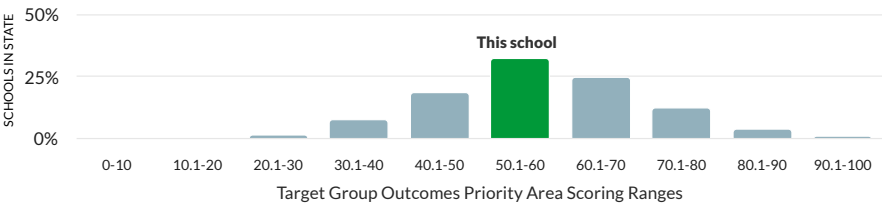
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



This school's score was the same or higher than 33.4% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT Score: 16.8

Average points-based proficiency rates.

English Language Arts

Target Group 21.1

Non-Target Group 70.1

Mathematics

Target Group 12.5

Non-Target Group 58.2

GROWTH Score: 62.2

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

English Language Arts

Target Group 60.3

Non-Target Group 43.2

Mathematics

Target Group 64.1

Non-Target Group 45.1

CHRONIC ABSENTEEISM Score: 66.9

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 66.9

Non-Target Group 84.0

GRADUATION Score: 91.9

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

Target Group 91.9

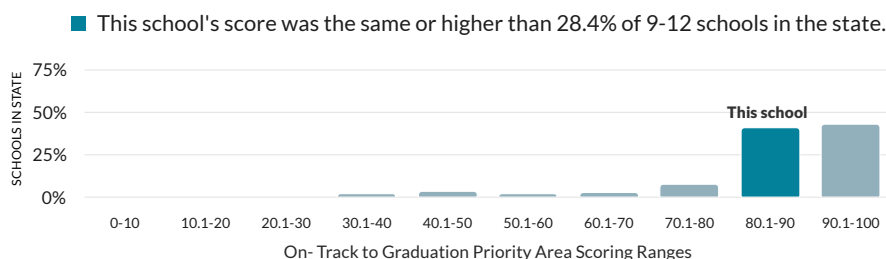
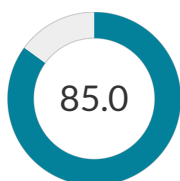
Non-Target Group 98.4



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

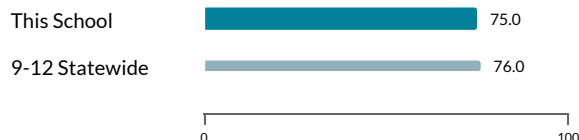


Component Scores

CHRONIC ABSENTEEISM

Score: 75.0

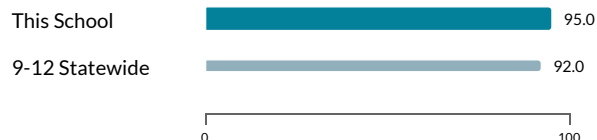
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.0

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	2,012	8.0%	1,944	33.4%	1,925	29.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	56	1.8%	64	14.1%	61	8.2%
Black or African American	239	14.2%	210	42.9%	208	35.1%
Hispanic or Latino	584	8.9%	608	40.6%	626	36.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,032	5.6%	954	28.7%	924	24.4%
Two or More Races	96	14.6%	104	28.8%	104	38.5%
Economically Disadvantaged	657	15.5%	878	46.6%	828	42.4%
English Learners	158	10.8%	227	43.2%	231	40.3%
Students with Disabilities	201	14.4%	175	41.7%	196	43.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	449	406	90.4%	507	502	99.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	49	43	87.8%	54	53	98.1%
Hispanic or Latino	157	132	84.1%	138	135	97.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	205	196	95.6%	272	271	99.6%
Two or More Races	22	20	90.9%	25	25	100.0%
Economically Disadvantaged	184	156	84.8%	177	174	98.3%
English Learners	60	49	81.7%	37	35	94.6%
Students with Disabilities	42	35	83.3%	47	45	95.7%



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

916 (47.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
25.7%	21.1%

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

DUAL ENROLLMENT

School	State
30.2%	25.7%

582 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
1.1%	4.7%

21 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
5.6%	8.5%

107 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
All Students	1,925	266,777	25.7%	21.1%	30.2%	25.7%	1.1%	4.7%	5.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	61	10,367	52.5%	33.4%	32.8%	26.6%	0.0%	3.7%	8.2%	5.6%
Black or African American	208	24,969	13.0%	13.7%	24.5%	8.7%	0.0%	1.3%	5.3%	2.7%
Hispanic or Latino	626	37,682	17.7%	17.6%	27.8%	18.9%	0.5%	3.4%	3.2%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	924	179,306	32.1%	22.5%	33.0%	29.9%	1.7%	5.7%	7.1%	10.4%
Two or More Races	104	11,456	26.9%	18.9%	30.8%	21.0%	1.9%	3.4%	4.8%	5.8%
Economically Disadvantaged	828	104,283	12.1%	12.3%	27.2%	18.5%	0.5%	3.0%	4.0%	6.1%
English Learners	231	19,116	7.4%	13.9%	25.5%	17.0%	0.0%	2.5%	1.7%	3.6%
Students with Disabilities	196	33,777	2.6%	4.4%	24.0%	15.0%	0.0%	2.3%	1.5%	6.5%

ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

885 (46.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
20.3%	29.1%	0.0%	0.5%	25.7%	19.2%	7.5%	2.2%
390 students successfully completed at least one art & design course.		No students successfully completed a dance course.		495 students successfully completed at least one music course.		144 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	1,925	266,777	20.3%	29.1%	0.0%	0.5%	25.7%	19.2%	7.5%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	61	10,367	13.1%	30.3%	0.0%	0.4%	26.2%	19.9%	0.0%	1.6%
Black or African American	208	24,969	17.8%	28.5%	0.0%	0.7%	19.7%	11.7%	9.6%	2.8%
Hispanic or Latino	626	37,682	23.0%	29.1%	0.0%	0.3%	19.6%	13.3%	5.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	924	179,306	19.3%	29.1%	0.0%	0.5%	31.1%	21.7%	8.4%	2.2%
Two or More Races	104	11,456	22.1%	28.8%	0.0%	0.5%	26.0%	17.8%	9.6%	2.6%
Economically Disadvantaged	828	104,283	21.7%	29.9%	0.0%	0.4%	18.6%	15.4%	8.3%	2.1%
English Learners	231	19,116	20.8%	30.9%	0.0%	0.4%	13.0%	11.8%	3.9%	1.6%
Students with Disabilities	196	33,777	23.5%	30.9%	0.0%	0.5%	12.2%	14.4%	15.3%	2.4%

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