



OVERVIEW

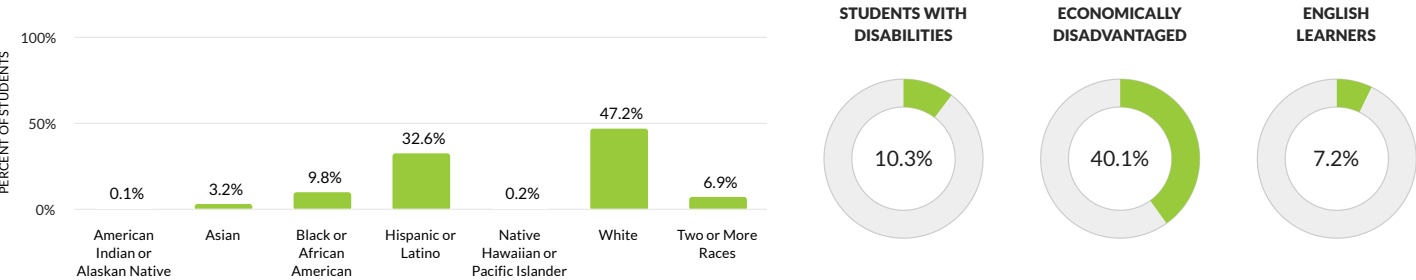
School Details

Grades : 9-12
Enrollment : 1,902
Percent open enrollment : 1.1%

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.

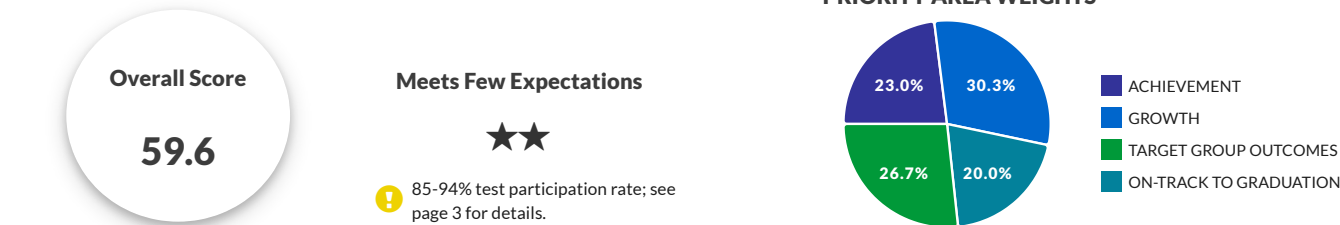
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI

Student Groups



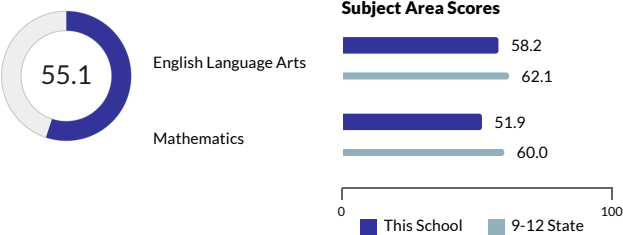
Score Summary

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>.

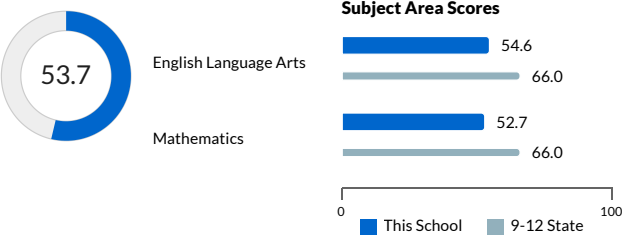


Priority Area Scores

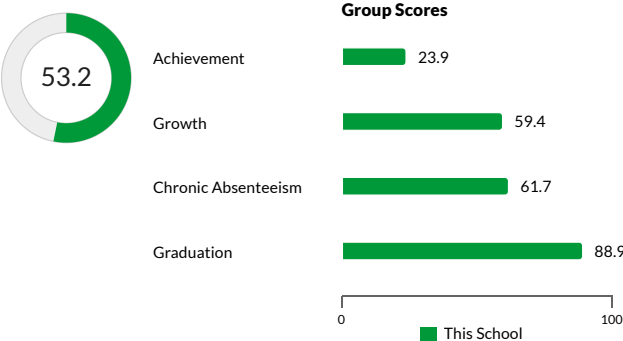
ACHIEVEMENT



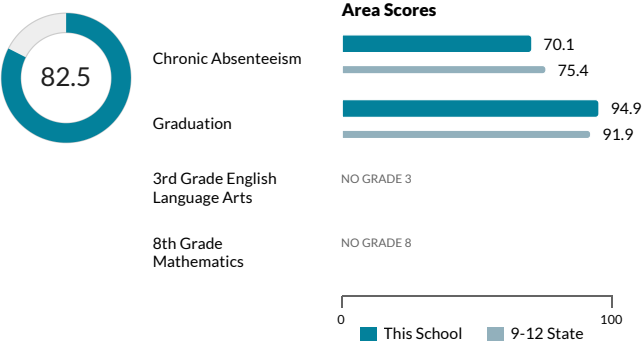
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

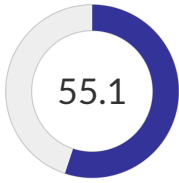




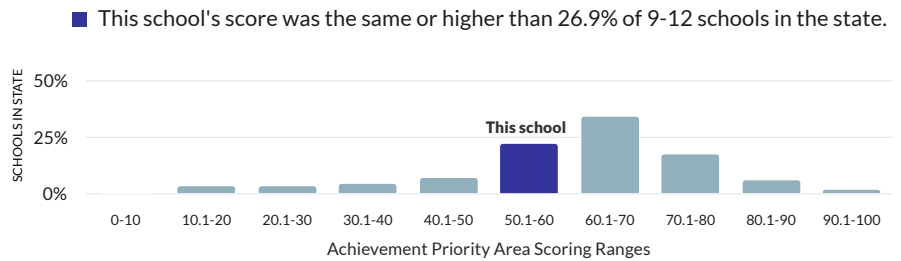
ACHIEVEMENT

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



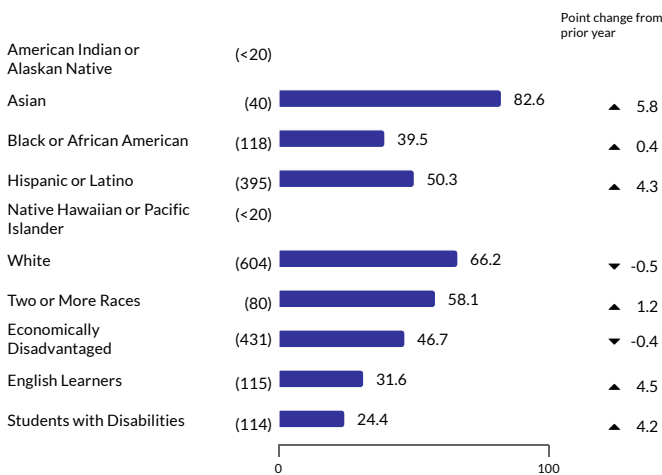
English Language Arts Score: 58.2
Mathematics Score: 51.9



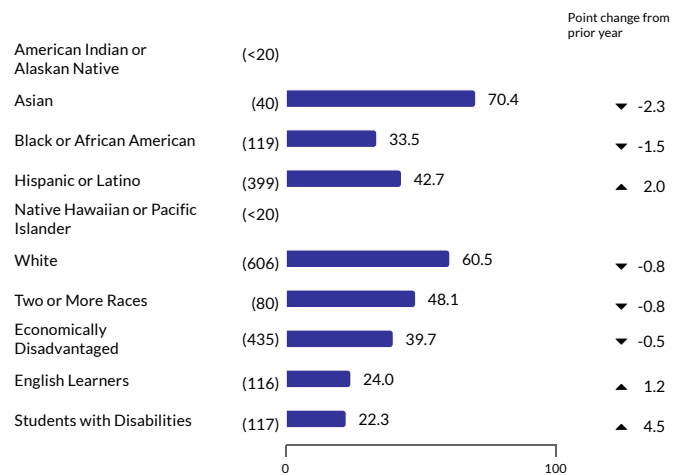
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



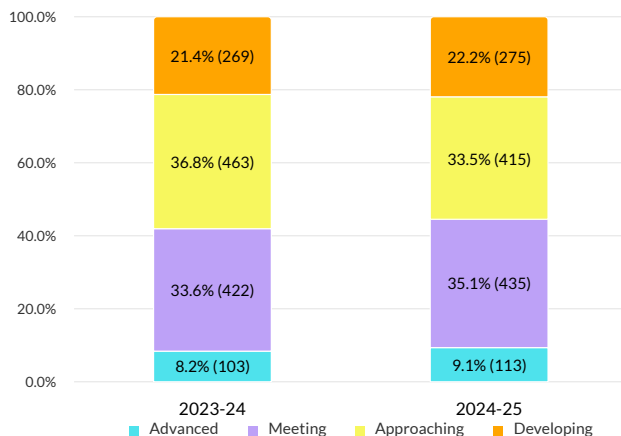
MATHEMATICS



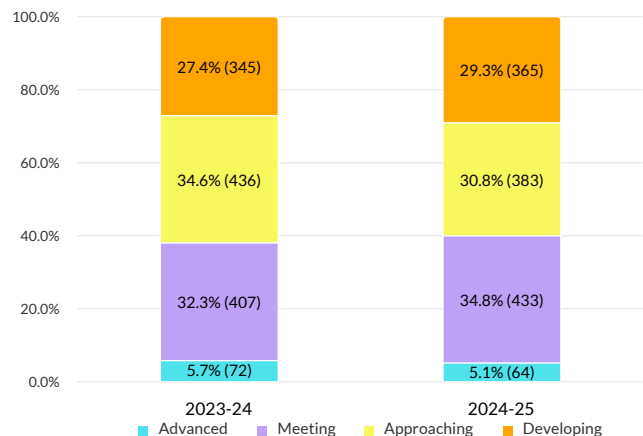
Performance Levels by Year

These graphs show 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, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
91.6%	84.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
92.6%	86.5%

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				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	187,664	10.6%	36.3%	33.2%	19.9%	185,349	12.1%	36.0%	31.7%	20.2%
All Students	1,257	8.2%	33.6%	36.8%	21.4%	1,238	9.1%	35.1%	33.5%	22.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	43	18.6%	44.2%	27.9%	9.3%	40	27.5%	32.5%	37.5%	2.5%
Black or African American	118	0.8%	21.2%	42.4%	35.6%	118	2.5%	20.3%	39.8%	37.3%
Hispanic or Latino	392	2.6%	27.6%	40.3%	29.6%	395	4.6%	30.9%	37.2%	27.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	617	12.3%	38.6%	35.3%	13.8%	604	11.6%	41.2%	31.0%	16.2%
Two or More Races	84	9.5%	34.5%	29.8%	26.2%	80	13.8%	32.5%	23.8%	30.0%
Economically Disadvantaged	445	4.9%	24.9%	40.7%	29.4%	431	4.4%	26.2%	38.7%	30.6%
English Learners	124	0.0%	8.9%	42.7%	48.4%	115	0.0%	14.8%	40.9%	44.3%
Students with Disabilities	100	2.0%	3.0%	33.0%	62.0%	114	0.0%	7.9%	38.6%	53.5%

MATHEMATICS

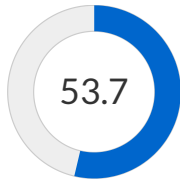
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	188,163	10.8%	36.1%	29.3%	23.8%	185,847	10.4%	38.5%	26.5%	24.6%
All Students	1,260	5.7%	32.3%	34.6%	27.4%	1,245	5.1%	34.8%	30.8%	29.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	43	16.3%	48.8%	16.3%	18.6%	40	17.5%	37.5%	30.0%	15.0%
Black or African American	119	0.8%	20.2%	35.3%	43.7%	119	1.7%	21.0%	27.7%	49.6%
Hispanic or Latino	392	1.8%	23.2%	39.3%	35.7%	399	2.5%	26.6%	34.8%	36.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	617	8.3%	39.5%	33.4%	18.8%	606	7.1%	43.1%	28.1%	21.8%
Two or More Races	86	7.0%	29.1%	30.2%	33.7%	80	2.5%	32.5%	35.0%	30.0%
Economically Disadvantaged	447	2.9%	23.0%	34.9%	39.1%	435	1.4%	25.1%	34.3%	39.3%
English Learners	124	0.8%	3.2%	41.9%	54.0%	116	0.0%	10.3%	32.8%	56.9%
Students with Disabilities	101	0.0%	5.9%	27.7%	66.3%	117	0.0%	10.3%	29.1%	60.7%



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.

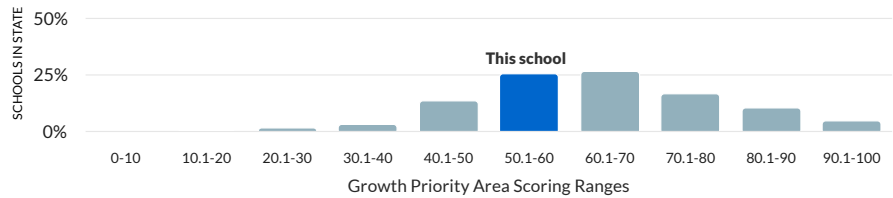
Priority Area Score



English Language Arts Score: 54.6

Mathematics Score: 52.7

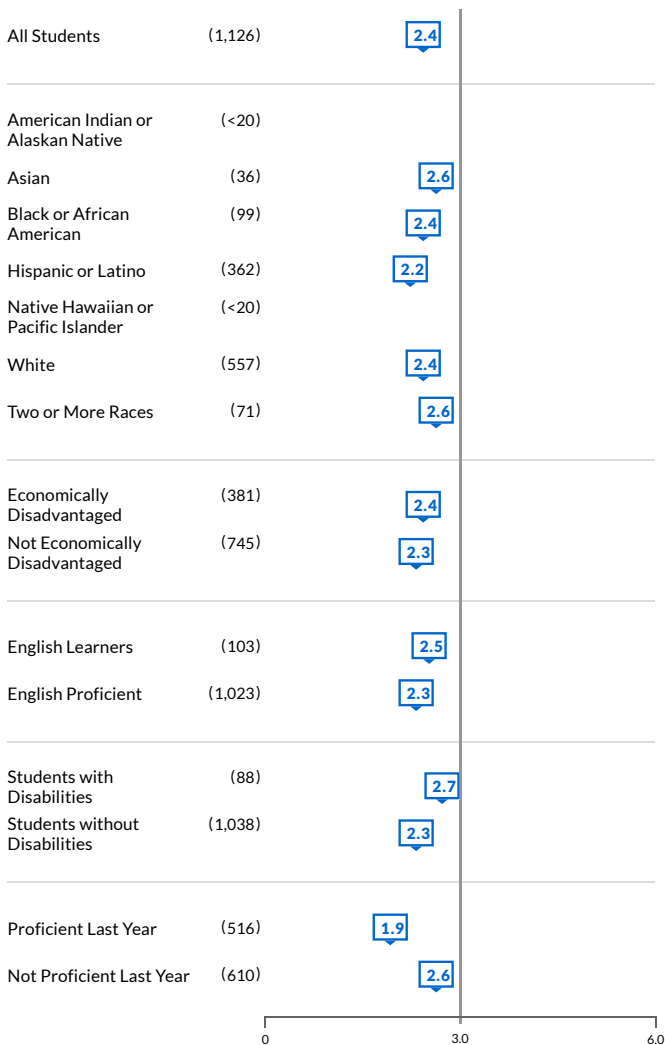
■ This school's score was the same or higher than 28.2% of 9-12 schools in the state.



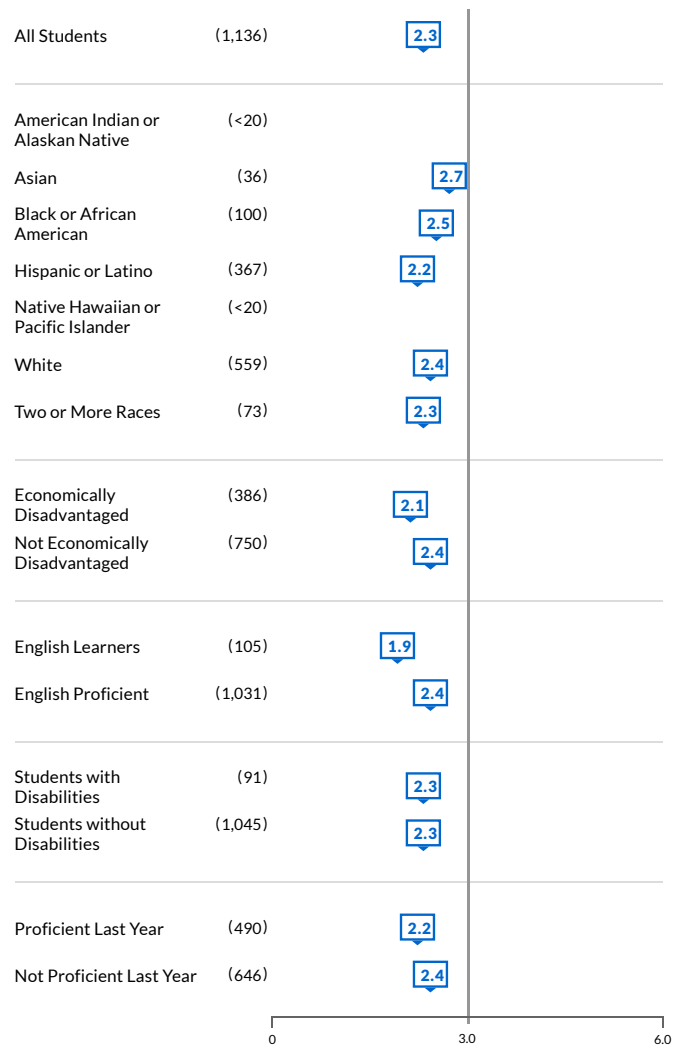
Student Group Value-Added (for information only)

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





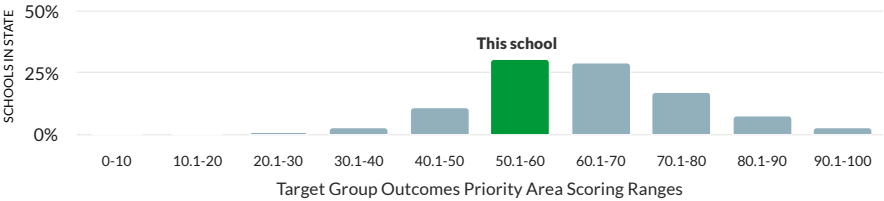
TARGET GROUP OUTCOMES

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 school's score was the same or higher than 21.6% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: 23.9

Average points-based proficiency rates.

English Language Arts

Target Group 24.7

Non-Target Group 71.9

Mathematics

Target Group 23.0

Non-Target Group 67.8

GROWTH

Score: 59.4

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

English Language Arts

Target Group 64.1

Non-Target Group 50.8

Mathematics

Target Group 54.6

Non-Target Group 52.7

CHRONIC ABSENTEEISM

Score: 61.7

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.

Target Group 61.7

Non-Target Group 79.0

GRADUATION

Score: 88.9

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

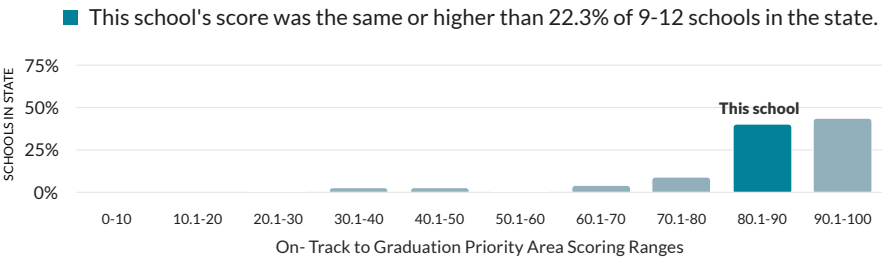
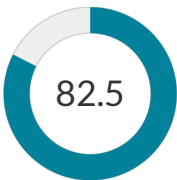
Target Group 88.9

Non-Target Group 98.6

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.

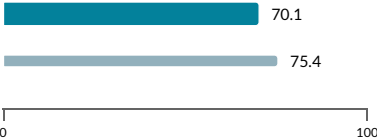
Priority Area Score



Component Scores

CHRONIC ABSENTEEISM Score: 70.1

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.

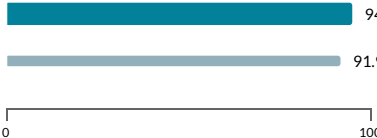


A horizontal bar chart comparing the school's score to the 9-12 statewide average. The x-axis ranges from 0 to 100. The school's score is 70.1 (teal bar) and the 9-12 statewide average is 75.4 (grey bar).

Category	Score
School	70.1
9-12 Statewide	75.4

GRADUATION Score: 94.9

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



A horizontal bar chart comparing the school's score to the 9-12 statewide average. The x-axis ranges from 0 to 100. The school's score is 94.9 (teal bar) and the 9-12 statewide average is 91.9 (grey bar).

Category	Score
School	94.9
9-12 Statewide	91.9

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

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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	266,739	26.7%	266,656	24.8%	267,050	23.1%
All Students	1,944	33.4%	1,925	29.8%	1,950	27.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	64	14.1%	61	8.2%	59	6.8%
Black or African American	210	42.9%	208	35.1%	209	35.9%
Hispanic or Latino	608	40.6%	626	36.9%	602	34.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	954	28.7%	924	24.4%	947	23.0%
Two or More Races	104	28.8%	104	38.5%	129	24.8%
Economically Disadvantaged	878	46.6%	828	42.4%	736	40.9%
English Learners	227	43.2%	231	40.3%	176	37.5%
Students with Disabilities	175	41.7%	196	43.9%	200	46.0%

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: 9-12 State	68,207	61,990	90.9%	67,154	62,374	92.9%
All Students	479	448	93.5%	498	479	96.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	49	44	89.8%	50	48	96.0%
Hispanic or Latino	144	129	89.6%	141	129	91.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	245	238	97.1%	272	268	98.5%
Two or More Races	27	24	88.9%	22	21	95.5%
Economically Disadvantaged	166	145	87.3%	148	136	91.9%
English Learners	34	27	79.4%	21	17	81.0%
Students with Disabilities	50	40	80.0%	49	47	95.9%



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 school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

911 (46.7%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
27.6%	20.3%

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

DUAL ENROLLMENT

School	State
26.7%	26.6%

521 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.9%	5.5%

17 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
7.1%	8.0%

139 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	1,950	267,180	27.6%	20.3%	26.7%	26.6%	0.9%	5.5%	7.1%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	59	10,651	54.2%	29.4%	25.4%	28.4%	1.7%	4.4%	8.5%	5.5%
Black or African American	209	25,323	13.4%	6.0%	23.0%	8.9%	1.0%	2.1%	5.7%	3.0%
Hispanic or Latino	602	39,067	19.3%	14.4%	27.1%	20.1%	0.3%	4.1%	6.1%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	947	177,152	34.5%	23.4%	28.1%	30.9%	1.3%	6.5%	8.6%	9.6%
Two or More Races	129	12,051	25.6%	17.9%	20.9%	22.2%	0.0%	4.3%	3.1%	5.6%
Economically Disadvantaged	736	108,778	14.9%	10.1%	24.3%	19.9%	0.8%	3.7%	5.6%	6.0%
English Learners	176	20,427	9.1%	10.3%	27.3%	18.0%	0.0%	2.9%	4.5%	4.1%
Students with Disabilities	200	33,744	2.0%	3.0%	22.0%	16.1%	0.0%	2.9%	3.0%	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 school enrolled fewer than 20 students.

Participation by Type of Arts Course

861 (44.2%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
20.1%	27.0%	0.1%	0.4%	25.5%	18.3%	5.1%	1.8%
391 students successfully completed at least one art & design course.		1 students successfully completed at least one dance course.		497 students successfully completed at least one music course.		99 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	1,950	267,180	20.1%	27.0%	0.1%	0.4%	25.5%	18.3%	5.1%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	59	10,651	11.9%	27.2%	0.0%	0.3%	23.7%	17.0%	6.8%	1.2%
Black or African American	209	25,323	25.8%	17.5%	0.0%	0.4%	23.0%	6.4%	6.7%	1.5%
Hispanic or Latino	602	39,067	19.9%	25.8%	0.0%	0.3%	17.4%	11.9%	4.0%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	947	177,152	18.2%	28.4%	0.1%	0.4%	32.0%	21.6%	5.7%	1.9%
Two or More Races	129	12,051	28.7%	29.0%	0.0%	0.5%	20.2%	17.7%	2.3%	2.0%
Economically Disadvantaged	736	108,778	22.4%	26.3%	0.0%	0.3%	18.3%	13.7%	4.5%	1.6%
English Learners	176	20,427	20.5%	27.0%	0.0%	0.3%	7.4%	9.4%	4.0%	1.1%
Students with Disabilities	200	33,744	24.5%	28.2%	0.0%	0.3%	12.5%	13.4%	6.5%	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.

School: 0.8	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.

School: 0.0	Statewide: 0.6
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