



OVERVIEW

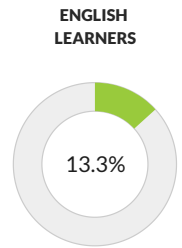
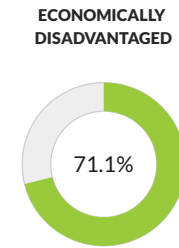
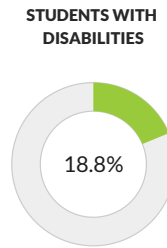
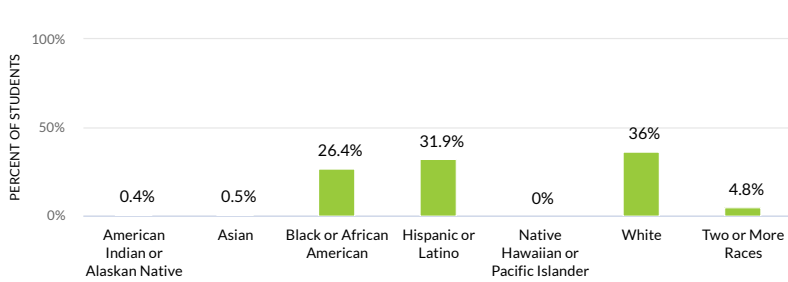
School Details

Grades : 9-12
Enrollment : 1,365
Percent open enrollment : 0%

The Academies of Racine at Horlick High School prepare students for college and the workforce through pathways that provide real-world experiences and connect high school coursework to college and career opportunities after graduation. Students earn college credits and industry certifications. Horlick also offers rigorous Advanced Placement courses, fine arts and other electives.

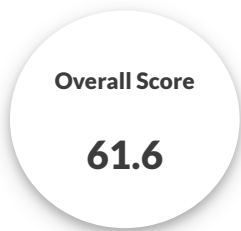
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



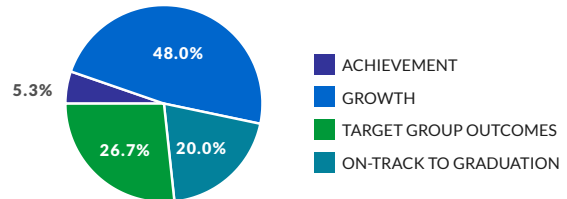
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



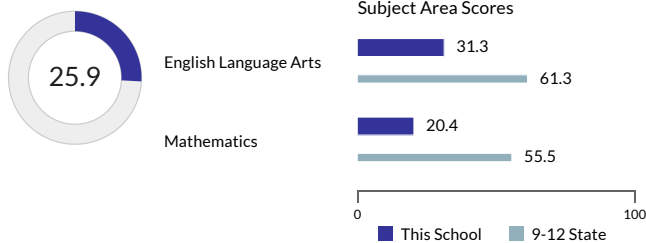
Meets Expectations
★★★★

PRIORITY AREA WEIGHTS

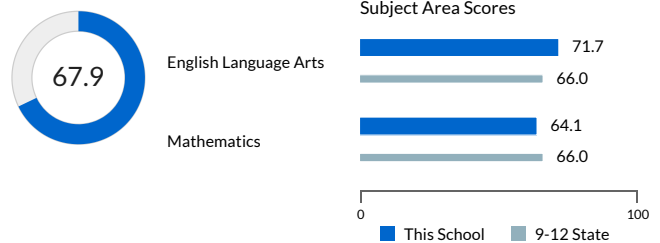


Priority Area Scores

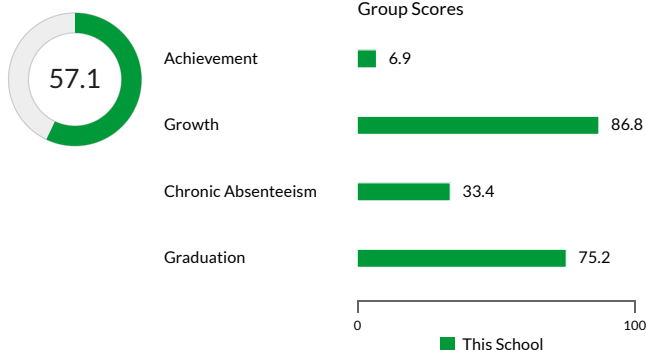
ACHIEVEMENT



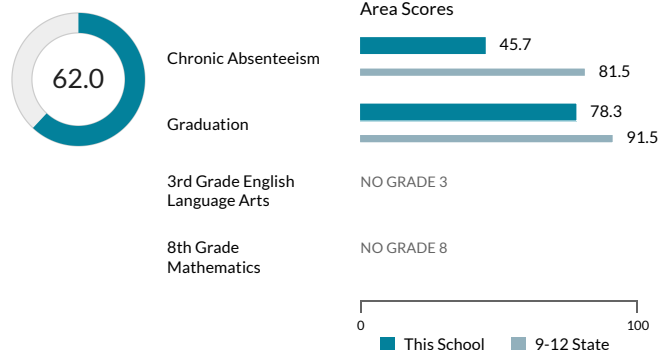
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

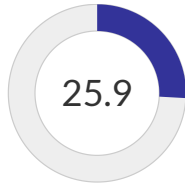




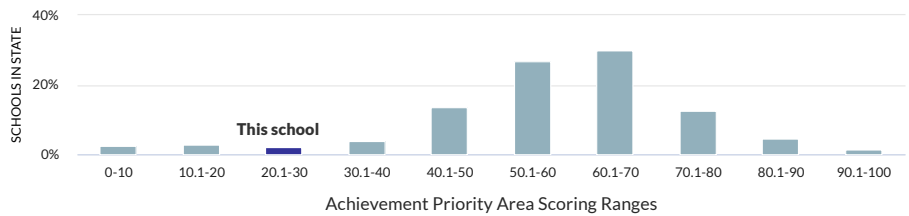
ACHIEVEMENT

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

Priority Area Score



■ This school's score was the same or higher than 7.1% of 9-12 schools in the state.



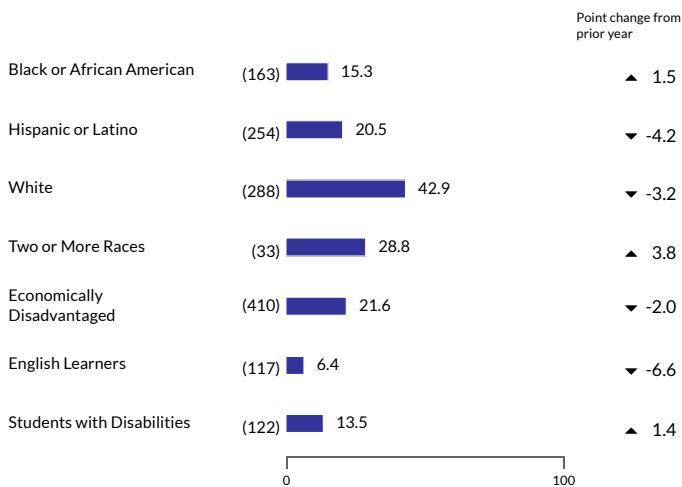
English Language Arts Score: 31.3

Mathematics Score: 20.4

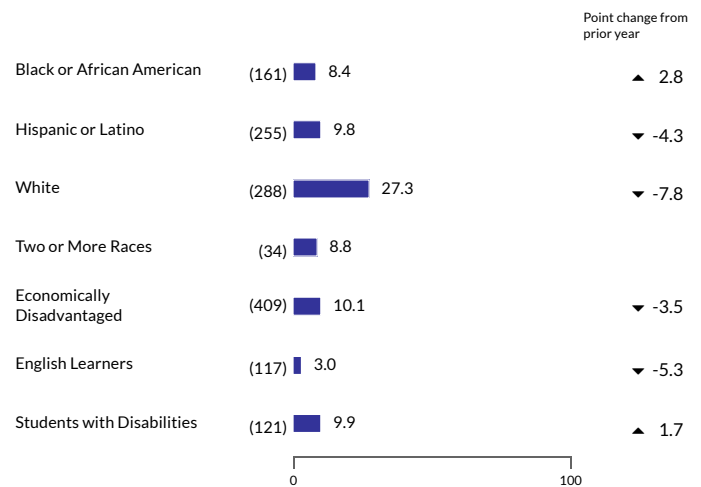
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



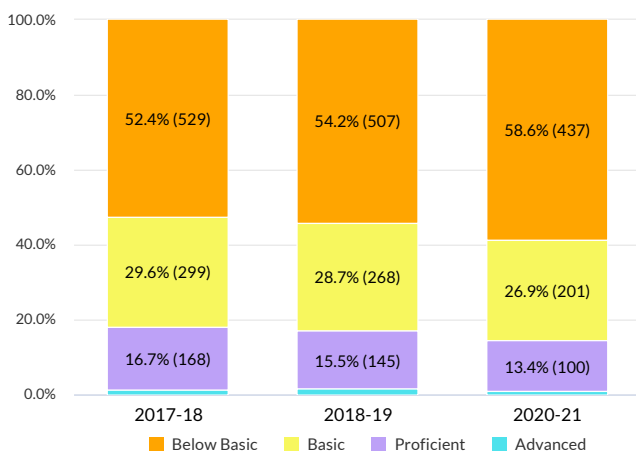
MATHEMATICS



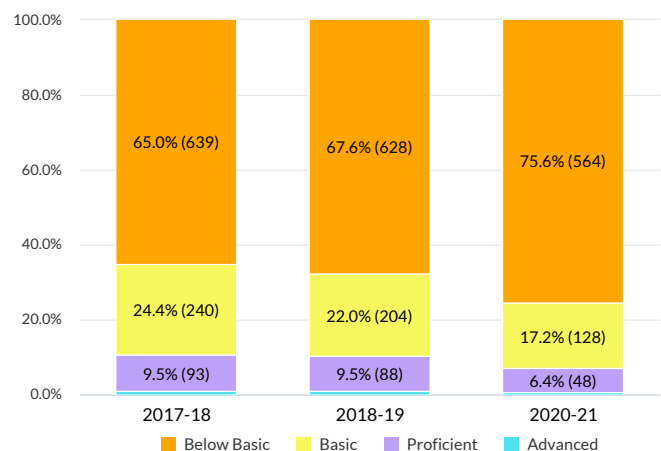
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 73.0%
Lowest-participating group: Black or African American: 61.8%

MATHEMATICS

All students: 73.1%
Lowest-participating group: Black or African American: 61.0%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	1,009	1.3%	16.7%	29.6%	52.4%	935	1.6%	15.5%	28.7%	54.2%	746	1.1%	13.4%	26.9%	58.6%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	211	0.0%	3.3%	23.2%	73.5%	192	0.0%	6.3%	15.1%	78.6%	163	0.0%	6.7%	17.2%	76.1%
Hispanic or Latino	316	0.0%	11.1%	28.8%	60.1%	294	0.3%	10.2%	27.9%	61.6%	254	0.0%	6.7%	27.6%	65.7%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	444	2.9%	27.5%	33.3%	36.3%	421	3.1%	24.2%	34.4%	38.2%	288	2.8%	23.3%	30.9%	43.1%
Two or More Races	28	0.0%	7.1%	25.0%	67.9%	22	0.0%	4.5%	40.9%	54.5%	33	0.0%	15.2%	27.3%	57.6%
Economically Disadvantaged	611	0.5%	10.6%	26.4%	62.5%	577	0.9%	9.0%	26.5%	63.6%	410	1.0%	9.0%	22.2%	67.8%
English Learners	168	0.0%	6.5%	23.2%	70.2%	146	0.0%	1.4%	23.3%	75.3%	117	0.0%	0.0%	12.8%	87.2%
Students with Disabilities	162	0.0%	4.9%	7.4%	87.7%	149	0.0%	6.0%	12.1%	81.9%	122	0.0%	6.6%	13.9%	79.5%

MATHEMATICS

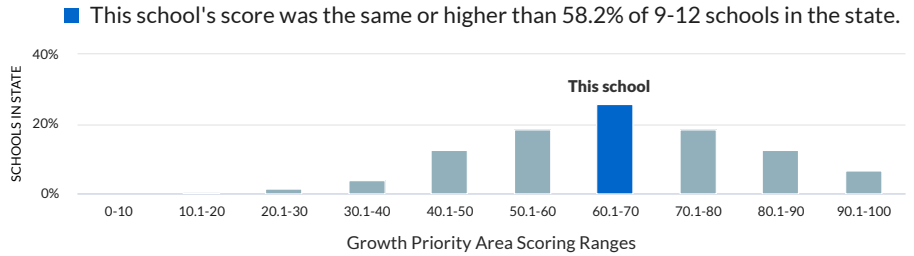
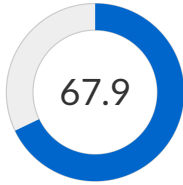
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	983	1.1%	9.5%	24.4%	65.0%	929	1.0%	9.5%	22.0%	67.6%	746	0.8%	6.4%	17.2%	75.6%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	203	0.0%	1.5%	12.8%	85.7%	195	0.0%	1.0%	9.2%	89.7%	161	0.0%	3.1%	10.6%	86.3%
Hispanic or Latino	310	0.3%	3.9%	21.6%	74.2%	287	0.3%	3.8%	19.5%	76.3%	255	0.0%	2.7%	14.1%	83.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
White	432	2.3%	17.6%	31.5%	48.6%	420	1.9%	17.9%	28.8%	51.4%	288	2.1%	12.2%	24.0%	61.8%
Two or More Races	28	0.0%	3.6%	32.1%	64.3%	< 20	*	*	*	*	34	0.0%	2.9%	11.8%	85.3%
Economically Disadvantaged	590	0.7%	4.6%	20.0%	74.7%	569	0.0%	4.7%	17.8%	77.5%	409	0.7%	3.4%	11.2%	84.6%
English Learners	168	0.0%	3.0%	14.3%	82.7%	144	0.0%	0.7%	15.3%	84.0%	117	0.0%	0.0%	6.0%	94.0%
Students with Disabilities	153	0.0%	2.6%	11.1%	86.3%	153	0.0%	2.6%	11.1%	86.3%	121	0.0%	5.0%	9.9%	85.1%



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



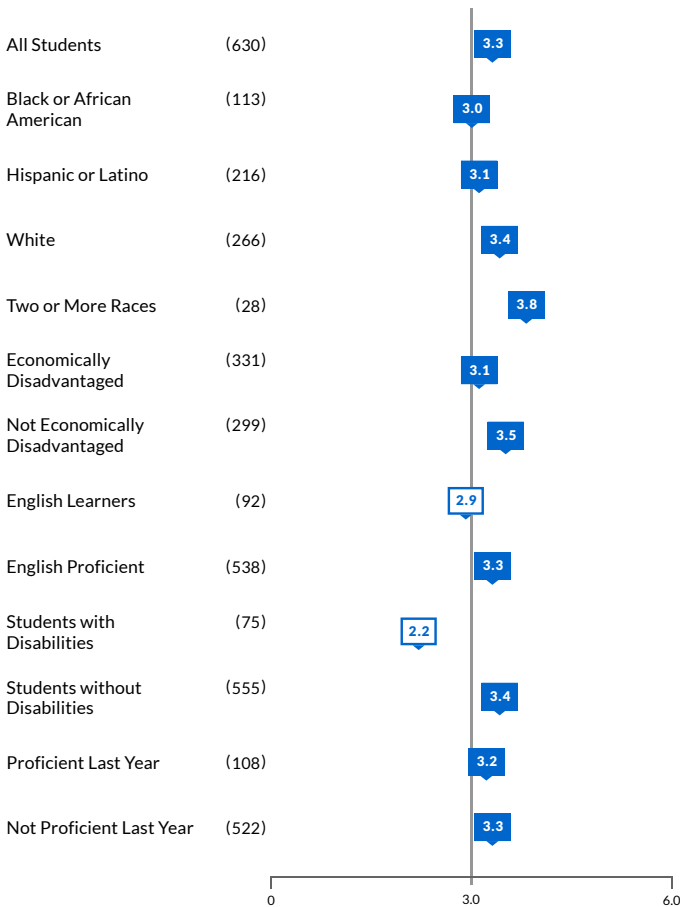
English Language Arts Score: 71.7

Mathematics Score: 64.1

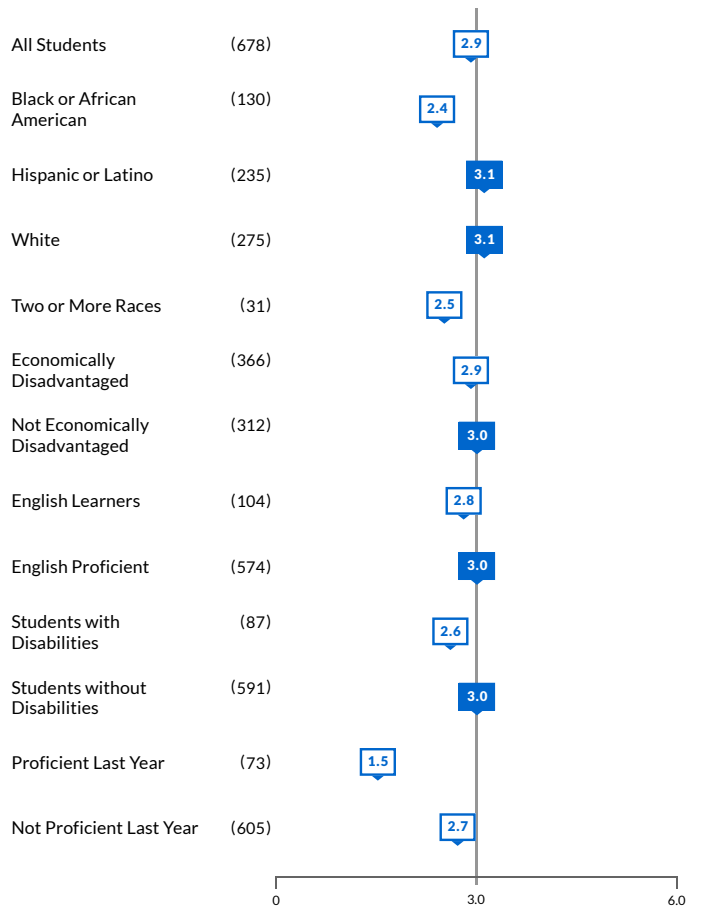
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

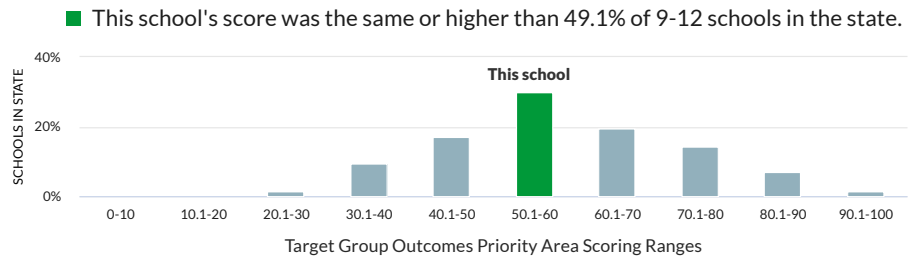
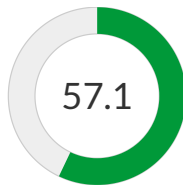




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. 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



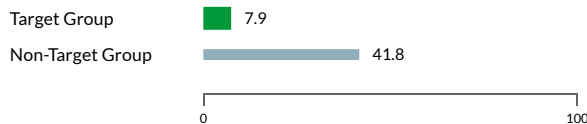
Component Scores

ACHIEVEMENT

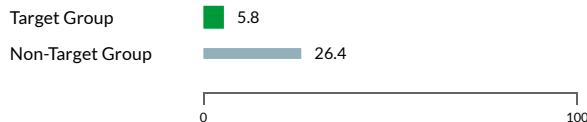
Score: 6.9

Average points-based proficiency rates.

English Language Arts



Mathematics

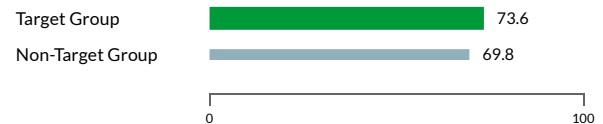


GROWTH

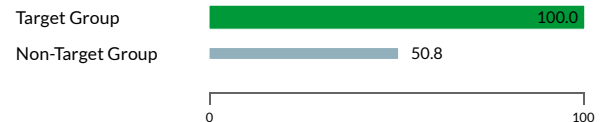
Score: 86.8

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

English Language Arts



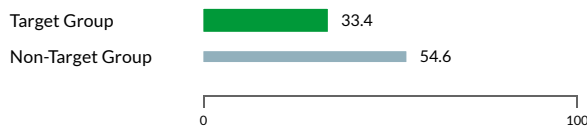
Mathematics



CHRONIC ABSENTEEISM

Score: 33.4

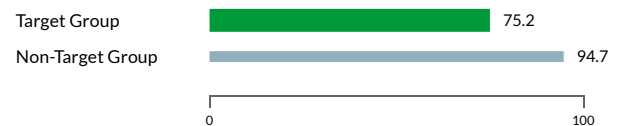
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 75.2

Average of 2019-20's 4- and 7-year cohort rates.

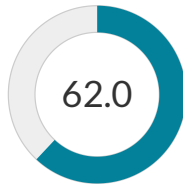




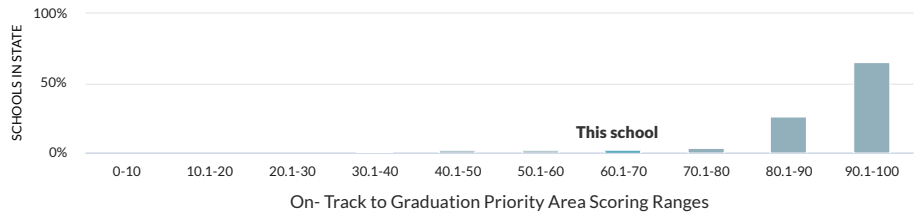
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 4.0% of 9-12 schools in the state.

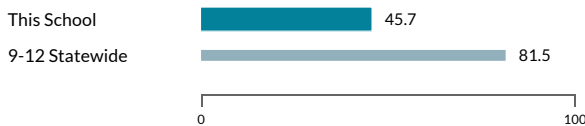


Component Scores

CHRONIC ABSENTEEISM

Score: 45.7

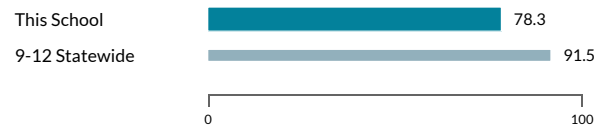
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 78.3

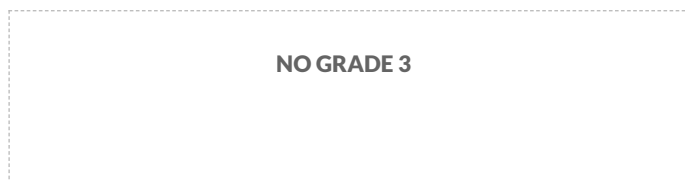
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

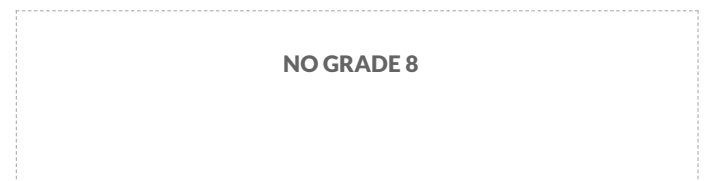
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,594	38.8%	1,476	66.1%	1,382	55.6%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	374	52.7%	342	77.2%	332	71.4%
Hispanic or Latino	514	44.4%	467	70.0%	454	58.1%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	649	26.0%	612	56.7%	542	44.8%
Two or More Races	42	54.8%	40	77.5%	40	50.0%
Economically Disadvantaged	1,005	48.8%	931	73.3%	894	64.9%
English Learners	266	43.2%	217	71.9%	216	59.7%
Students with Disabilities	253	49.0%	236	72.5%	232	69.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	400	312	78.0%	404	317	78.5%
American Indian or Alaskan Native	0	NA	NA	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	80	49	61.3%	77	55	71.4%
Hispanic or Latino	121	92	76.0%	121	83	68.6%
White	189	166	87.8%	194	169	87.1%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	220	144	65.5%	218	155	71.1%
English Learners	60	43	71.7%	68	50	73.5%
Students with Disabilities	59	35	59.3%	34	23	67.6%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

ADVANCED COURSES

School	State
16.9%	19.2%

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

DUAL ENROLLMENT

School	State
0.0%	17.8%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	2.4%

No 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. All groups present in the school are shown. 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
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	< 20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	382	24,232	8.1%	11.5%	0.0%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	492	31,812	10.4%	14.7%	0.0%	14.1%	0.0%	0.9%	0.0%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	588	188,332	28.7%	20.8%	0.0%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	48	9,226	12.5%	16.1%	0.0%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	996	97,617	9.4%	11.0%	0.0%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	235	13,412	3.0%	8.7%	0.0%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	267	34,473	0.4%	2.9%	0.0%	10.2%	0.0%	0.5%	0.0%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
42.8%	24.7%	0.0%	0.3%	13.2%	21.3%	10.6%	1.9%

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

No students successfully completed a dance course.

202 students successfully completed at least one music course.

161 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. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	382	24,232	34.3%	27.9%	0.0%	0.5%	6.3%	13.8%	12.8%	4.1%
Hispanic or Latino	492	31,812	46.7%	26.2%	0.0%	0.3%	10.8%	15.5%	10.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	588	188,332	44.6%	23.9%	0.0%	0.3%	20.1%	23.4%	9.4%	1.7%
Two or More Races	48	9,226	41.7%	23.9%	0.0%	0.4%	8.3%	19.8%	12.5%	1.9%
Economically Disadvantaged	996	97,617	42.2%	26.9%	0.0%	0.3%	9.7%	17.4%	10.9%	2.3%
English Learners	235	13,412	47.7%	29.0%	0.0%	0.2%	6.0%	13.0%	7.7%	1.4%
Students with Disabilities	267	34,473	39.0%	25.4%	0.0%	0.3%	6.0%	14.3%	9.0%	1.9%

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