



OVERVIEW

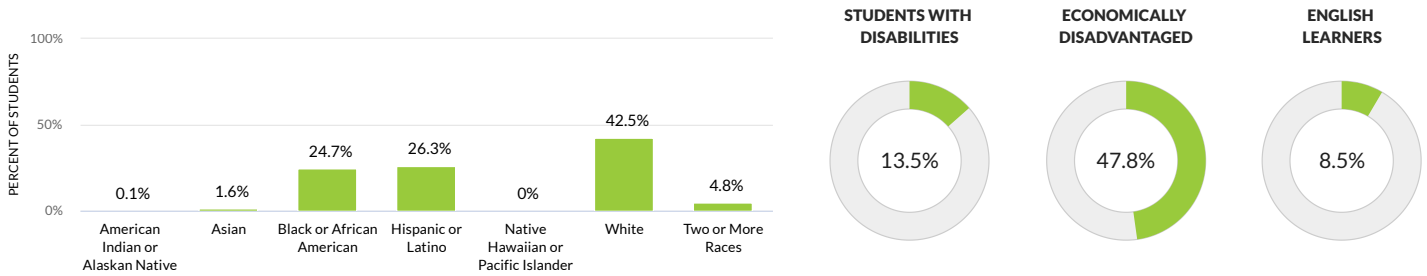
School Details

Grades : 9-12
Enrollment : 1,840
Percent open enrollment : 0.2%

The Academies of Racine at Case 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. Case also offers rigorous International Baccalaureate courses, fine arts and other electives.

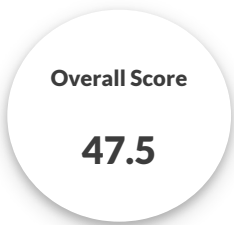
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

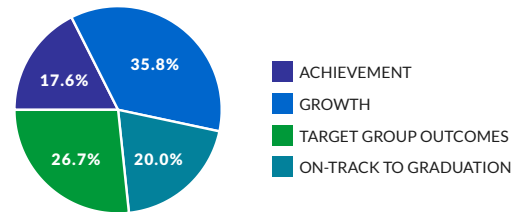
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Fails to Meet Expectations

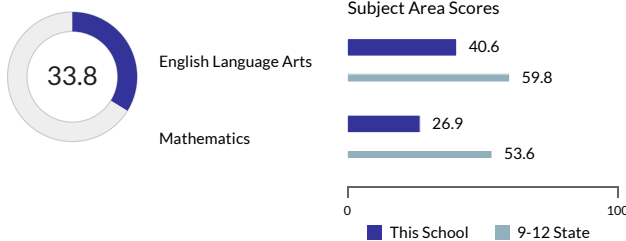


PRIORITY AREA WEIGHTS

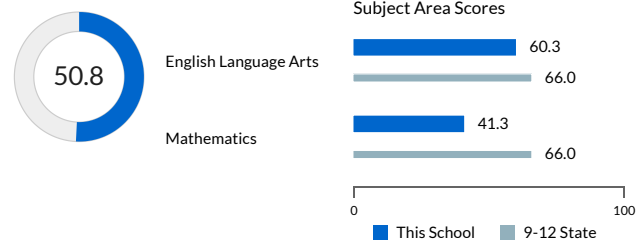


Priority Area Scores

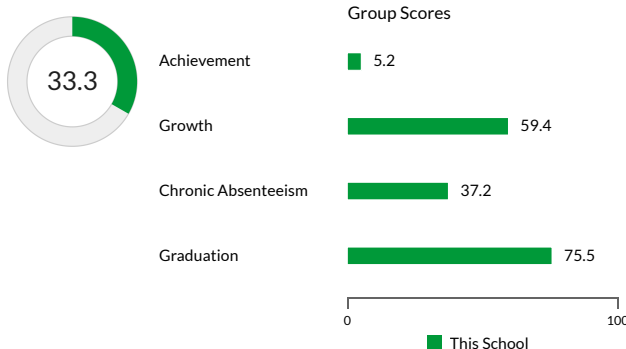
ACHIEVEMENT



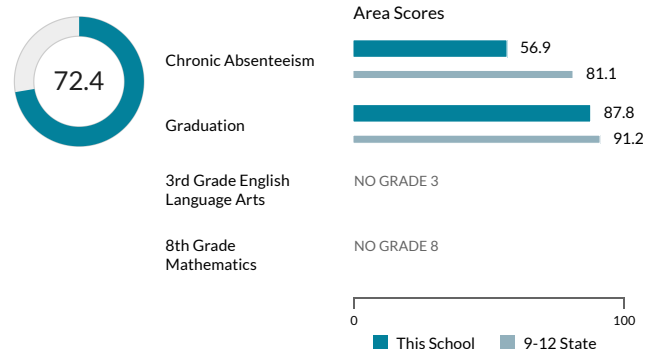
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

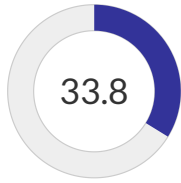




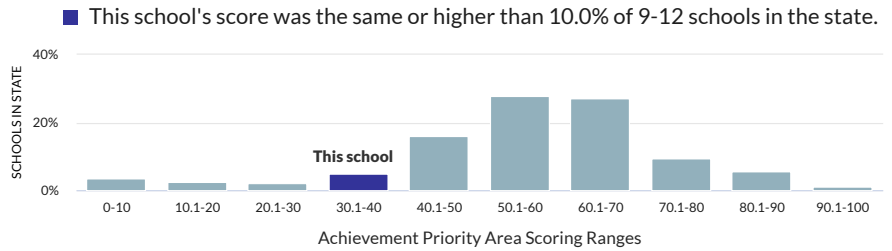
ACHIEVEMENT

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



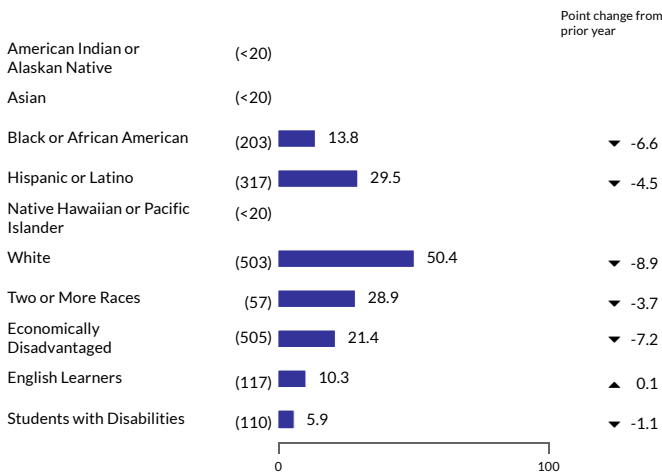
English Language Arts Score: 40.6
Mathematics Score: 26.9



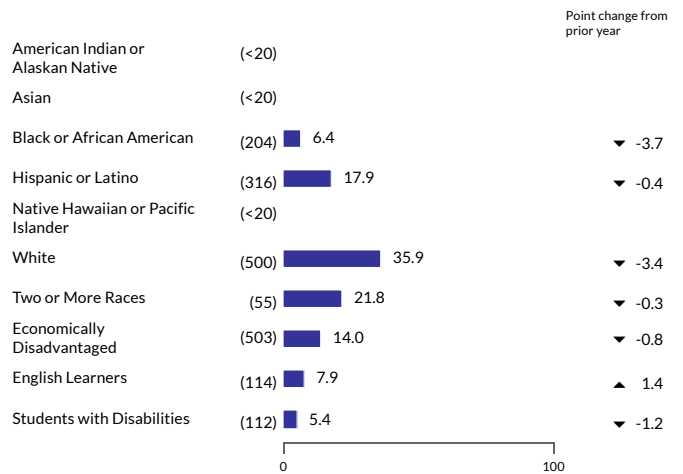
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



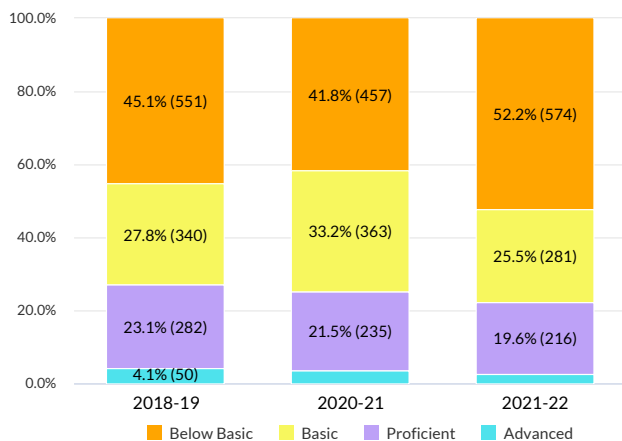
MATHEMATICS



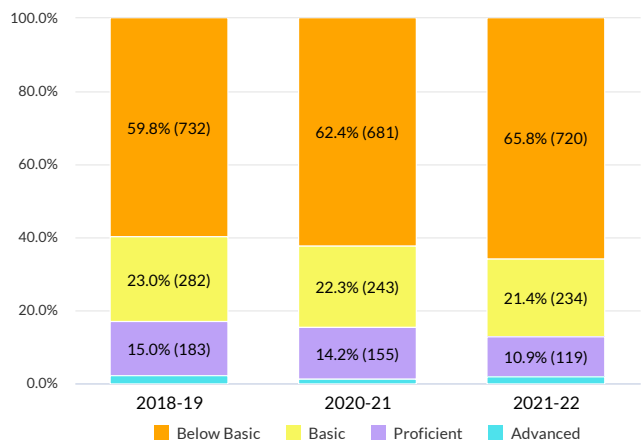
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
81.7%	64.4%

MATHEMATICS

All students	Lowest-participating group: Black or African American
81.3%	65.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	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	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	1,223	4.1%	23.1%	27.8%	45.1%	1,094	3.6%	21.5%	33.2%	41.8%	1,100	2.6%	19.6%	25.5%	52.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	17.4%	43.5%	8.7%	30.4%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	293	0.7%	11.6%	21.2%	66.6%	233	0.9%	6.9%	24.5%	67.8%	203	0.5%	4.9%	16.3%	78.3%
Hispanic or Latino	302	1.3%	16.6%	24.2%	57.9%	290	1.0%	14.5%	35.9%	48.6%	317	1.9%	12.9%	27.4%	57.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	569	6.7%	32.0%	33.9%	27.4%	511	5.5%	33.1%	36.0%	25.4%	503	3.8%	30.8%	27.8%	37.6%
Two or More Races	34	5.9%	14.7%	26.5%	52.9%	43	4.7%	11.6%	27.9%	55.8%	57	3.5%	10.5%	26.3%	59.6%
Economically Disadvantaged	638	1.7%	12.1%	25.4%	60.8%	429	2.3%	10.3%	29.6%	57.8%	505	1.8%	9.1%	19.2%	69.9%
English Learners	130	0.0%	3.1%	18.5%	78.5%	108	0.0%	0.9%	18.5%	80.6%	117	0.0%	0.9%	18.8%	80.3%
Students with Disabilities	158	1.3%	5.7%	13.3%	79.7%	129	0.0%	0.8%	12.4%	86.8%	110	0.0%	2.7%	6.4%	90.9%

MATHEMATICS

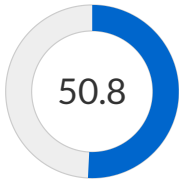
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	1,224	2.2%	15.0%	23.0%	59.8%	1,092	1.2%	14.2%	22.3%	62.4%	1,094	1.9%	10.9%	21.4%	65.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	13.0%	43.5%	8.7%	34.8%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	294	0.3%	4.4%	13.6%	81.6%	232	0.0%	4.3%	11.6%	84.1%	204	0.0%	2.0%	8.8%	89.2%
Hispanic or Latino	302	0.3%	7.6%	22.5%	69.5%	289	0.3%	6.6%	22.5%	70.6%	316	0.9%	6.0%	20.9%	72.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	569	3.7%	23.4%	29.0%	43.9%	511	1.8%	23.1%	27.2%	47.9%	500	3.0%	18.0%	26.8%	52.2%
Two or More Races	34	2.9%	11.8%	20.6%	64.7%	43	2.3%	9.3%	18.6%	69.8%	55	3.6%	7.3%	18.2%	70.9%
Economically Disadvantaged	637	0.3%	7.5%	18.2%	73.9%	428	0.0%	6.5%	16.6%	76.9%	503	0.6%	5.8%	14.7%	78.9%
English Learners	130	0.0%	4.6%	10.8%	84.6%	108	0.0%	1.9%	9.3%	88.9%	114	0.0%	0.0%	15.8%	84.2%
Students with Disabilities	158	0.0%	1.9%	15.8%	82.3%	128	0.0%	4.7%	3.9%	91.4%	112	0.9%	0.9%	6.3%	92.0%



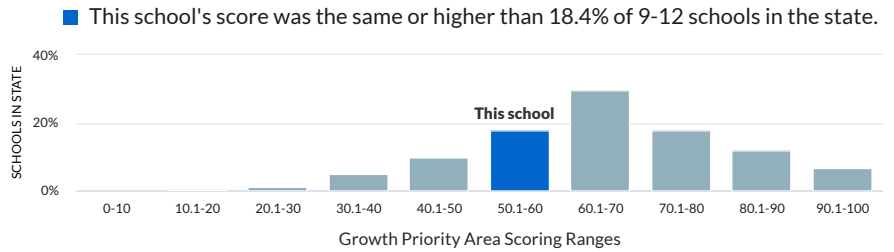
GROWTH

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



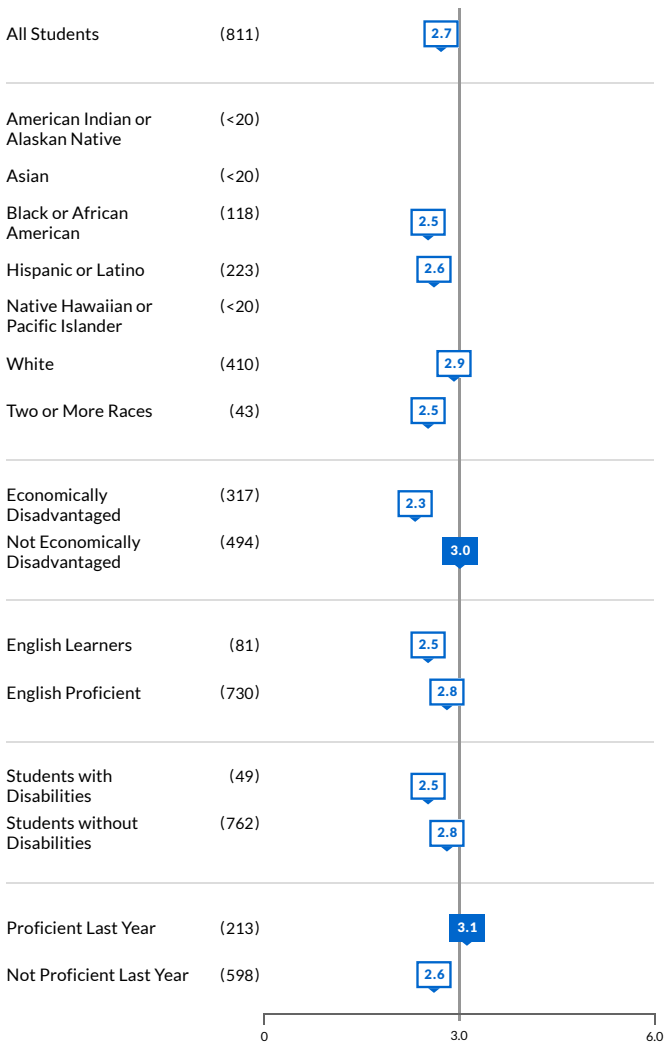
English Language Arts Score: 60.3
Mathematics Score: 41.3



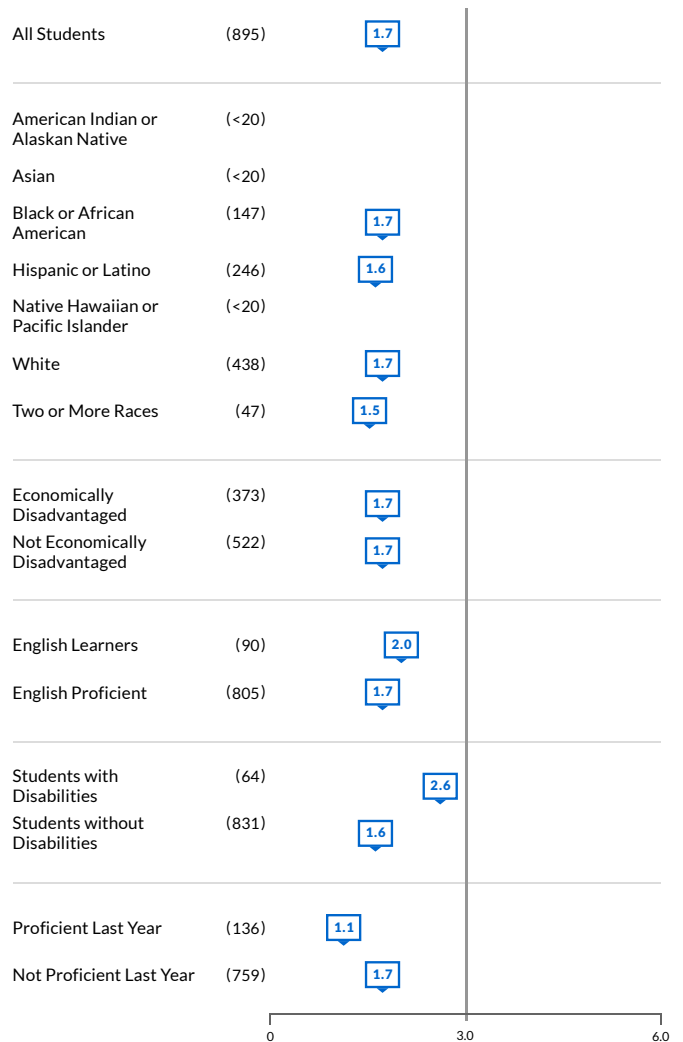
Student Group Value-Added (for information only)

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





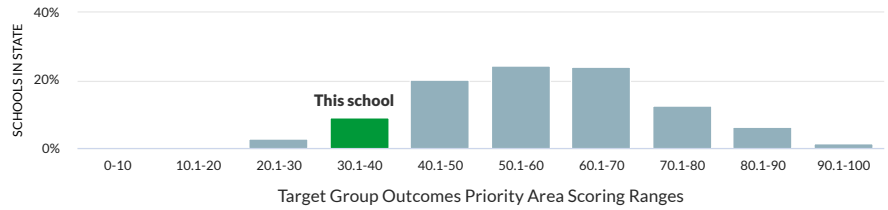
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 4.6% of 9-12 schools in the state.



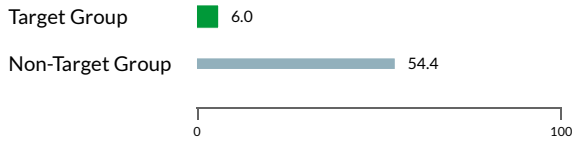
Component Scores

ACHIEVEMENT

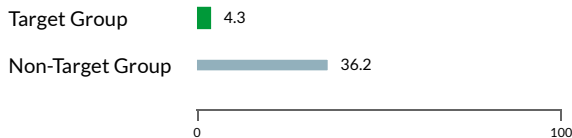
Score: 5.2

Average points-based proficiency rates.

English Language Arts



Mathematics

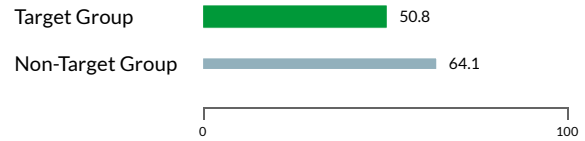


GROWTH

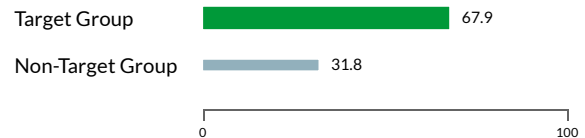
Score: 59.4

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

English Language Arts



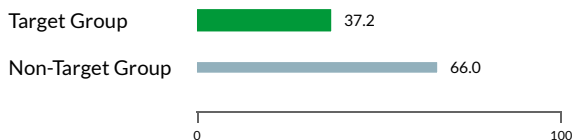
Mathematics



CHRONIC ABSENTEEISM

Score: 37.2

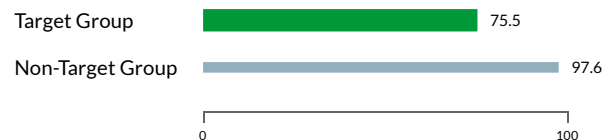
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 75.5

Average of 2020-21's 4- and 7-year cohort rates.

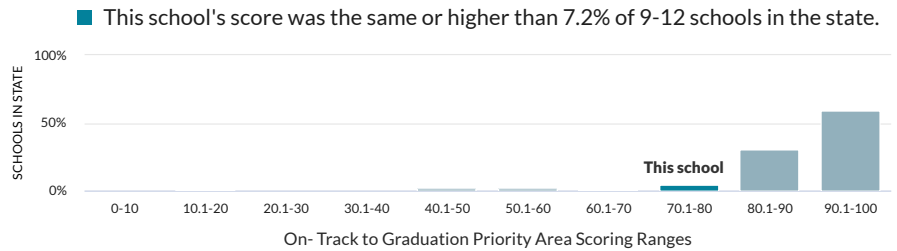
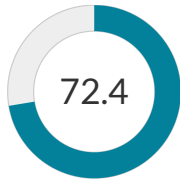




ON-TRACK TO GRADUATION

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

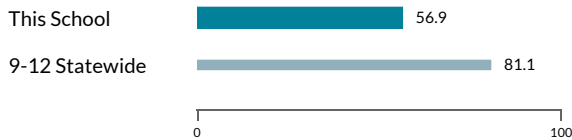


Component Scores

CHRONIC ABSENTEEISM

Score: 56.9

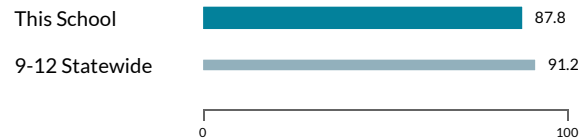
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.8

Average of 2020-21'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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,716	56.0%	1,689	44.0%	1,698	33.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	31	38.7%	29	20.7%	26	15.4%
Black or African American	436	65.8%	389	54.5%	389	52.7%
Hispanic or Latino	419	63.0%	428	49.1%	448	39.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	770	46.4%	789	36.4%	769	20.3%
Two or More Races	56	66.1%	53	54.7%	65	46.2%
Economically Disadvantaged	916	69.7%	852	58.3%	445	51.0%
English Learners	170	65.3%	166	52.4%	165	41.8%
Students with Disabilities	253	68.4%	226	60.2%	204	53.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	381	321	84.3%	450	408	90.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	82	56	68.3%	107	89	83.2%
Hispanic or Latino	88	75	85.2%	109	94	86.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	191	175	91.6%	203	194	95.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	139	98	70.5%	217	187	86.2%
English Learners	32	28	87.5%	67	56	83.6%
Students with Disabilities	43	24	55.8%	43	30	69.8%



POSTSECONDARY PREPARATION, 2020-21

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. 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
22.0%	19.9%

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

DUAL ENROLLMENT

School	State
50.6%	18.6%

860 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
7.5%	2.8%

128 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
2.5%	3.4%

43 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
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	26	9,945	57.7%	28.6%	69.2%	16.9%	0.0%	2.2%	7.7%	1.9%
Black or African American	389	25,104	8.0%	12.2%	39.1%	6.2%	1.8%	0.6%	1.3%	0.9%
Hispanic or Latino	448	34,372	16.7%	15.8%	42.4%	13.4%	8.5%	1.9%	2.2%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	769	181,931	31.1%	21.7%	61.1%	21.7%	10.5%	3.4%	3.1%	4.2%
Two or More Races	65	9,829	18.5%	15.9%	44.6%	13.7%	3.1%	1.8%	1.5%	1.9%
Economically Disadvantaged	445	96,593	10.1%	10.8%	35.7%	12.0%	8.3%	2.1%	2.0%	2.6%
English Learners	165	14,562	4.8%	9.7%	36.4%	12.0%	5.5%	1.3%	2.4%	1.3%
Students with Disabilities	204	34,324	0.5%	3.6%	27.9%	9.6%	1.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

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. 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
37.0%	23.0%	0.0%	0.3%	14.6%	18.3%	5.1%	1.6%
628 students successfully completed at least one art & design course.		No students successfully completed a dance course.		248 students successfully completed at least one music course.		86 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
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	26	9,945	23.1%	20.6%	0.0%	0.3%	15.4%	16.3%	0.0%	0.9%
Black or African American	389	25,104	27.0%	18.7%	0.0%	0.4%	11.8%	8.9%	4.6%	2.5%
Hispanic or Latino	448	34,372	37.9%	21.3%	0.0%	0.2%	12.3%	12.1%	4.2%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	769	181,931	42.1%	24.2%	0.0%	0.3%	17.3%	21.0%	6.1%	1.5%
Two or More Races	65	9,829	35.4%	21.5%	0.0%	0.2%	15.4%	16.5%	3.1%	1.6%
Economically Disadvantaged	445	96,593	30.1%	21.8%	0.0%	0.2%	9.0%	13.6%	3.8%	1.5%
English Learners	165	14,562	27.9%	21.6%	0.0%	0.2%	6.1%	9.4%	3.0%	1.1%
Students with Disabilities	204	34,324	27.9%	23.4%	0.0%	0.2%	5.4%	12.0%	2.9%	1.5%

Wisconsin Department of Public Instruction
 Office of Educational Accountability
 125 S. Webster Street
 Madison, WI 53703
dpi.wi.gov



November 2022

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