



OVERVIEW

School Details

Grades : 6-12

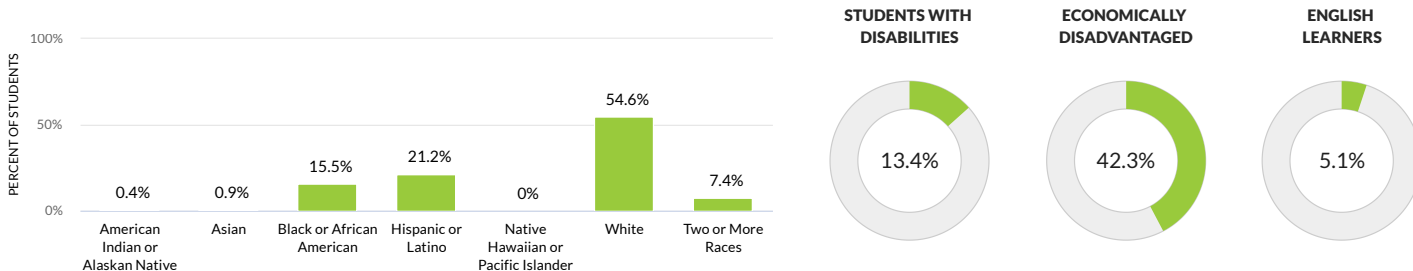
Enrollment : 529

Percent open enrollment : 0%

The Racine Engineering Arts and Leadership School (R.E.A.L.) is an early college pocket academy within the Academies of Racine. All high school students participate in dual credit pathway classes through the Gateway Technical College's SC Johnson iMET Center where students study electrical engineering, advanced manufacturing/robotics or computer numeric control.

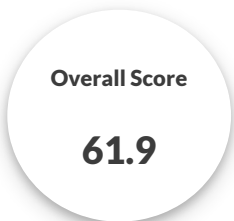
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

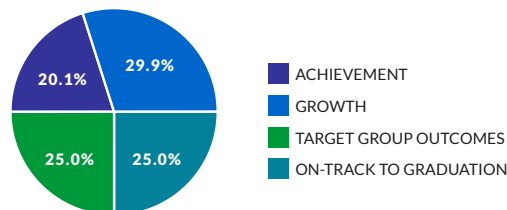
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

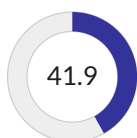


PRIORITY AREA WEIGHTS

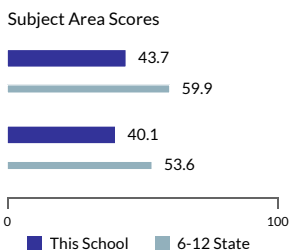


Priority Area Scores

ACHIEVEMENT



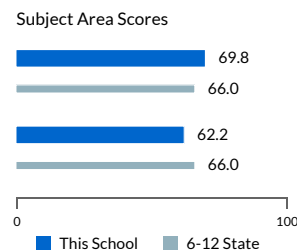
English Language Arts
Mathematics



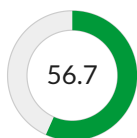
GROWTH



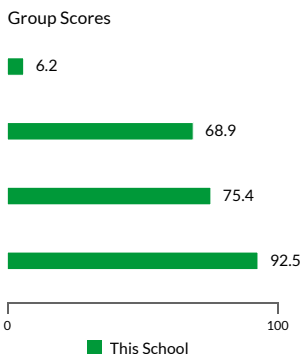
English Language Arts
Mathematics



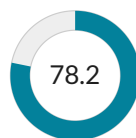
TARGET GROUP OUTCOMES



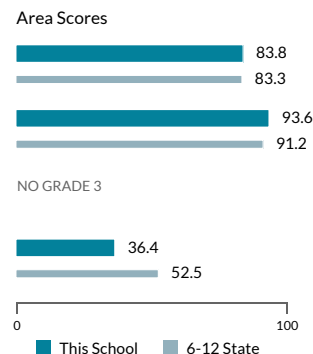
Achievement
Growth
Chronic Absenteeism
Graduation



ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

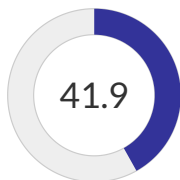




ACHIEVEMENT

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.

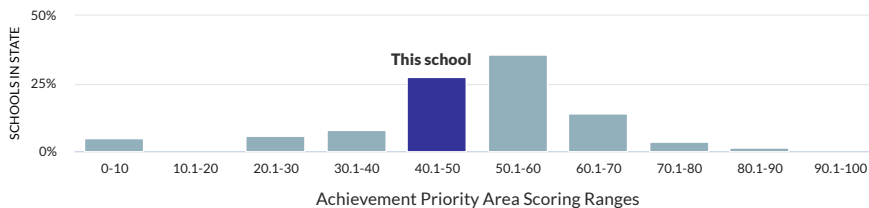
Priority Area Score



English Language Arts Score: 43.7

Mathematics Score: 40.1

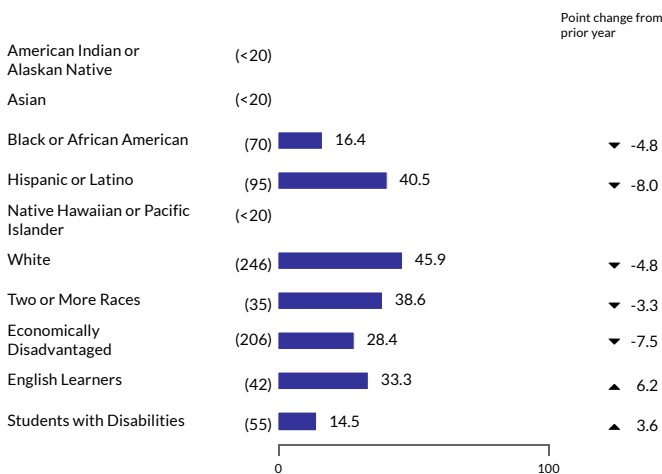
This school's score was the same or higher than 24.1% of 6-12 schools in the state.



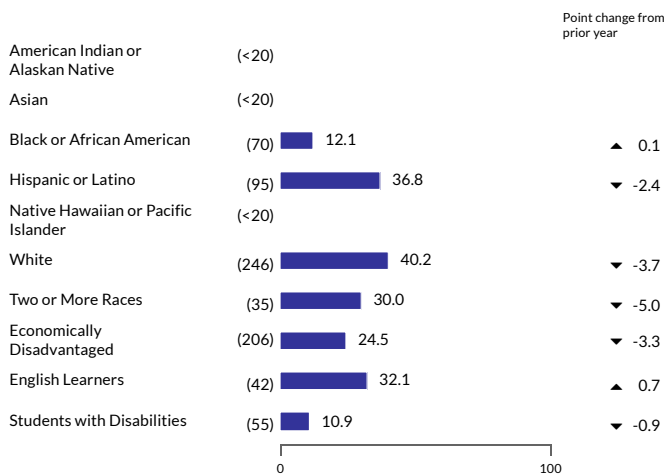
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



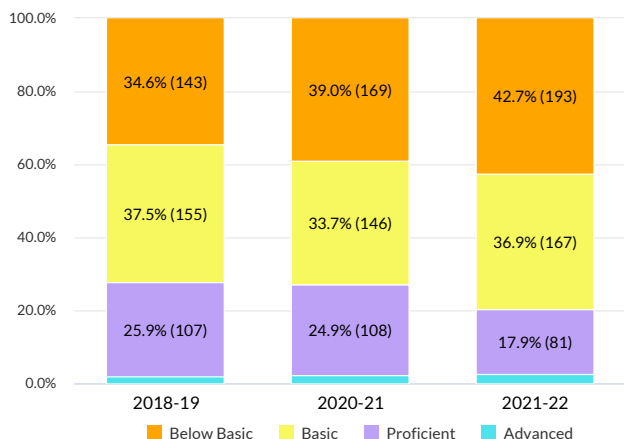
MATHEMATICS



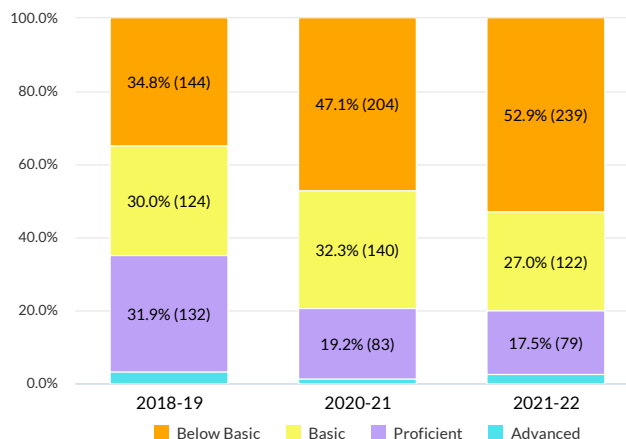
Performance Levels by Year

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: Economically Disadvantaged
99.8%	99.5%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
99.8%	99.5%

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: 6-12 State	383,387	8.6%	32.2%	33.7%	25.5%	334,613	7.4%	31.5%	35.3%	25.8%	366,765	7.4%	30.1%	34.1%	28.4%
All Students	413	1.9%	25.9%	37.5%	34.6%	433	2.3%	24.9%	33.7%	39.0%	452	2.4%	17.9%	36.9%	42.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	61	1.6%	6.6%	34.4%	57.4%	73	0.0%	6.8%	28.8%	64.4%	70	0.0%	0.0%	32.9%	67.1%
Hispanic or Latino	91	0.0%	24.2%	38.5%	37.4%	98	1.0%	33.7%	26.5%	38.8%	95	2.1%	17.9%	38.9%	41.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	227	2.2%	31.3%	38.8%	27.8%	222	4.1%	27.5%	34.2%	34.2%	246	3.7%	22.4%	36.2%	37.8%
Two or More Races	23	4.3%	21.7%	30.4%	43.5%	31	0.0%	9.7%	64.5%	25.8%	35	0.0%	14.3%	48.6%	37.1%
Economically Disadvantaged	161	0.6%	18.0%	36.6%	44.7%	167	0.6%	21.6%	26.9%	50.9%	206	0.5%	11.2%	33.0%	55.3%
English Learners	41	0.0%	14.6%	31.7%	53.7%	35	0.0%	11.4%	31.4%	57.1%	42	2.4%	16.7%	26.2%	54.8%
Students with Disabilities	44	0.0%	13.6%	22.7%	63.6%	55	0.0%	5.5%	10.9%	83.6%	55	1.8%	5.5%	12.7%	80.0%

MATHEMATICS

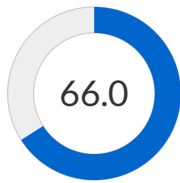
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,890	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%	367,393	8.1%	25.9%	28.5%	37.6%
All Students	414	3.4%	31.9%	30.0%	34.8%	433	1.4%	19.2%	32.3%	47.1%	452	2.7%	17.5%	27.0%	52.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	61	0.0%	6.6%	29.5%	63.9%	75	0.0%	4.0%	16.0%	80.0%	70	0.0%	2.9%	18.6%	78.6%
Hispanic or Latino	91	2.2%	36.3%	31.9%	29.7%	97	1.0%	18.6%	38.1%	42.3%	95	2.1%	18.9%	29.5%	49.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	228	4.4%	37.7%	28.5%	29.4%	222	1.4%	23.9%	36.0%	38.7%	246	2.8%	21.1%	29.7%	46.3%
Two or More Races	23	0.0%	30.4%	30.4%	39.1%	30	3.3%	20.0%	20.0%	56.7%	35	5.7%	11.4%	20.0%	62.9%
Economically Disadvantaged	162	3.1%	23.5%	30.9%	42.6%	167	0.6%	14.4%	25.1%	59.9%	206	1.5%	11.7%	21.4%	65.5%
English Learners	41	2.4%	24.4%	31.7%	41.5%	35	0.0%	11.4%	40.0%	48.6%	42	2.4%	16.7%	23.8%	57.1%
Students with Disabilities	44	4.5%	6.8%	20.5%	68.2%	55	3.6%	1.8%	9.1%	85.5%	55	1.8%	0.0%	16.4%	81.8%



GROWTH

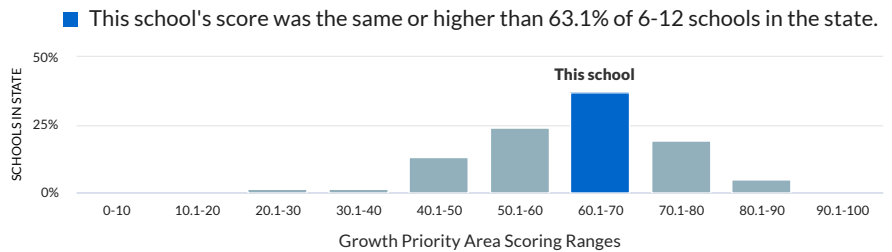
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 69.8

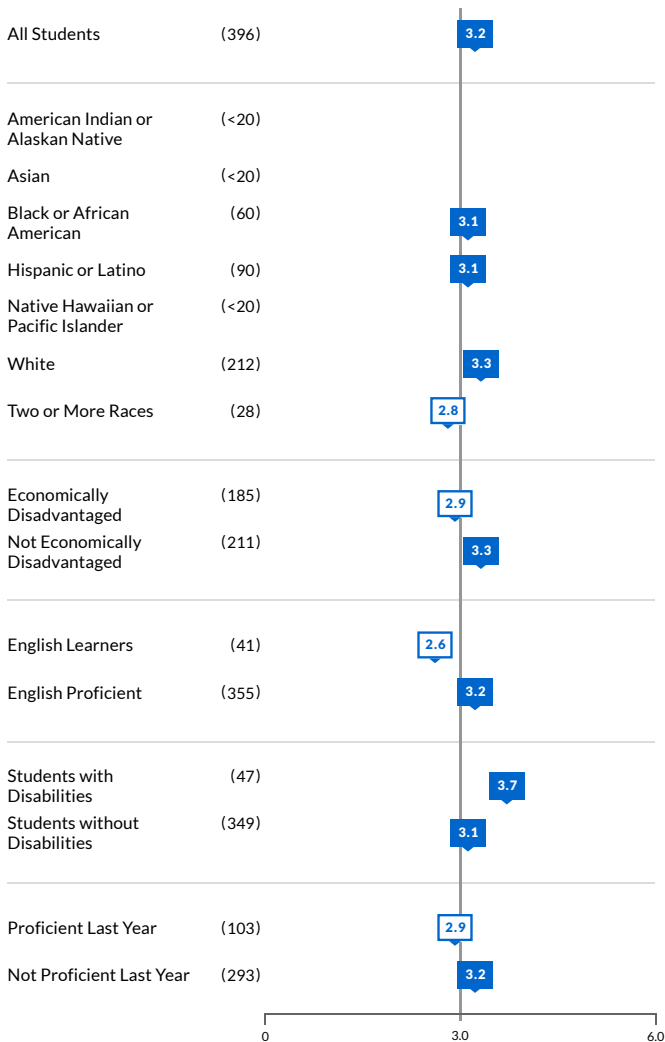
Mathematics Score: 62.2



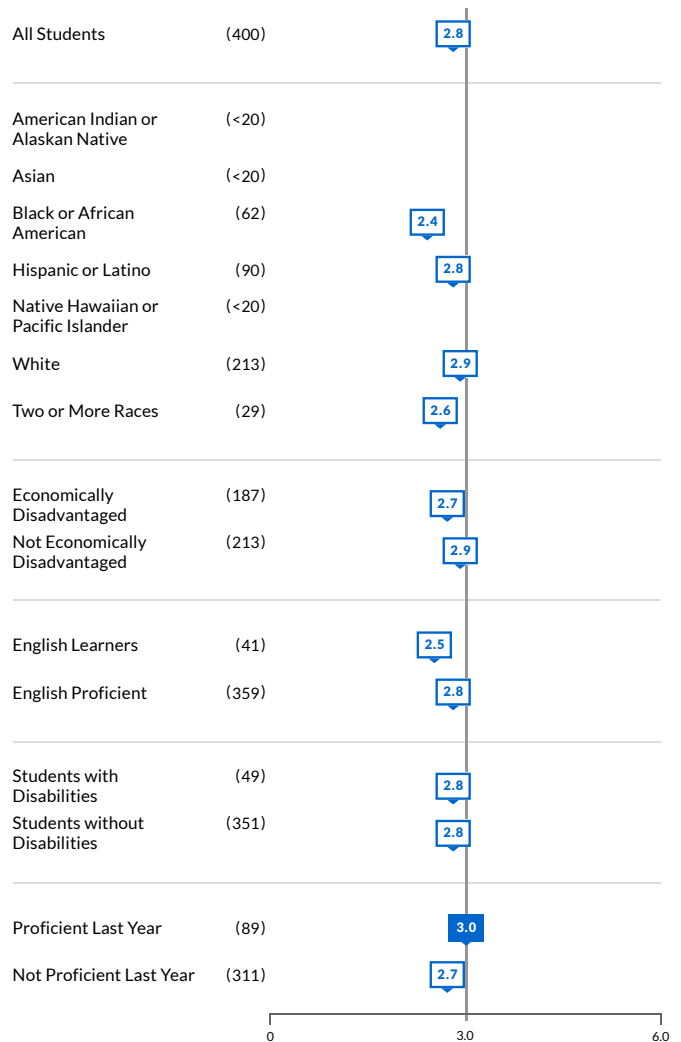
Student Group Value-Added (for information only)

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

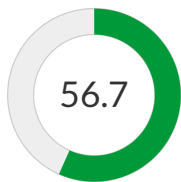




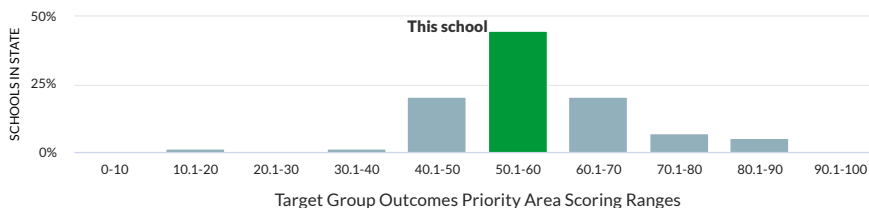
TARGET GROUP OUTCOMES

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 56.8% of 6-12 schools in the state.



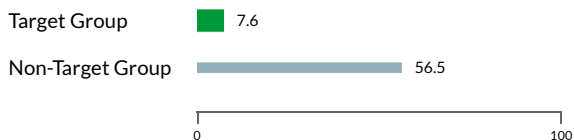
Component Scores

ACHIEVEMENT

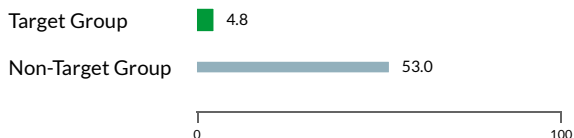
Score: 6.2

Average points-based proficiency rates.

English Language Arts



Mathematics

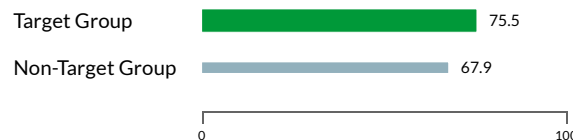


GROWTH

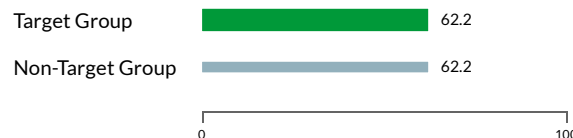
Score: 68.9

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

English Language Arts



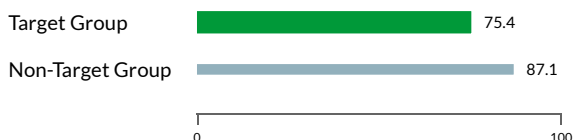
Mathematics



CHRONIC ABSENTEEISM

Score: 75.4

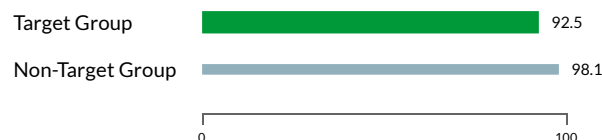
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.5

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

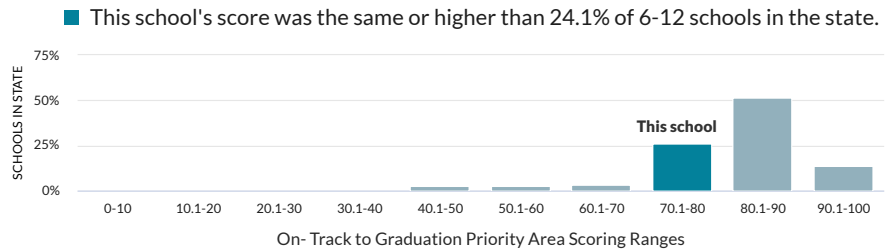
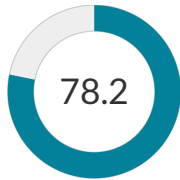




ON-TRACK TO GRADUATION

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

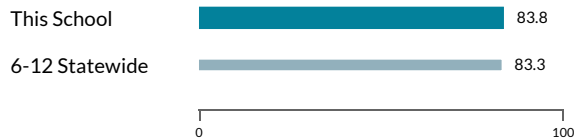


Component Scores

CHRONIC ABSENTEEISM

Score: 83.8

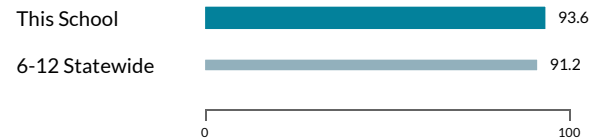
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.6

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

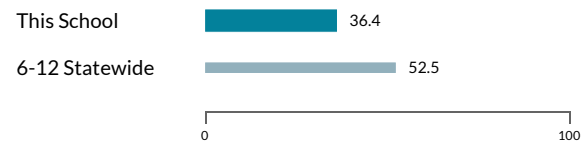
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 36.4

Multi-year 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	459,967	15.9%	461,058	15.3%	456,150	18.4%
All Students	465	12.9%	500	12.2%	540	21.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	72	25.0%	72	16.7%	86	31.4%
Hispanic or Latino	100	5.0%	112	12.5%	116	19.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	255	11.4%	274	10.9%	293	17.4%
Two or More Races	25	28.0%	29	13.8%	35	28.6%
Economically Disadvantaged	183	20.8%	215	18.6%	118	28.0%
English Learners	43	2.3%	47	8.5%	37	13.5%
Students with Disabilities	53	15.1%	52	15.4%	68	25.0%

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: 6-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	47	44	93.6%	46	43	93.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	34	31	91.2%	30	28	93.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



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
1.1%	19.9%

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

DUAL ENROLLMENT

School	State
32.6%	18.6%

86 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

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. 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	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	40	25,104	0.0%	12.2%	42.5%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	57	34,372	0.0%	15.8%	36.8%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	149	181,931	2.0%	21.7%	28.2%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	49	96,593	0.0%	10.8%	32.7%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	33	34,324	0.0%	3.6%	33.3%	9.6%	0.0%	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

School	State
52.7%	23.0%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
15.5%	18.3%

41 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a 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	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	40	25,104	52.5%	18.7%	0.0%	0.4%	5.0%	8.9%	0.0%	2.5%
Hispanic or Latino	57	34,372	56.1%	21.3%	0.0%	0.2%	17.5%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	149	181,931	52.3%	24.2%	0.0%	0.3%	14.8%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	49	96,593	51.0%	21.8%	0.0%	0.2%	12.2%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	33	34,324	45.5%	23.4%	0.0%	0.2%	6.1%	12.0%	0.0%	1.5%

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November 2022

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