



OVERVIEW

School Details

Grades : 6-12

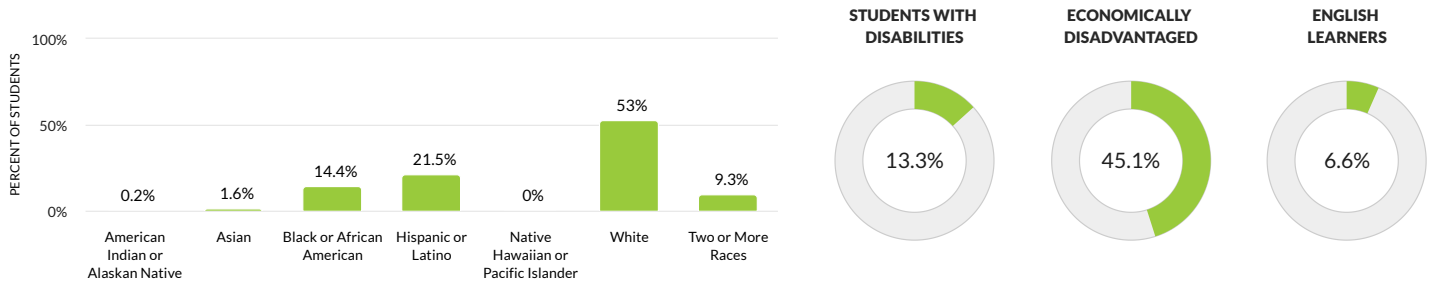
Enrollment : 557

Percent open enrollment : 0.2%

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

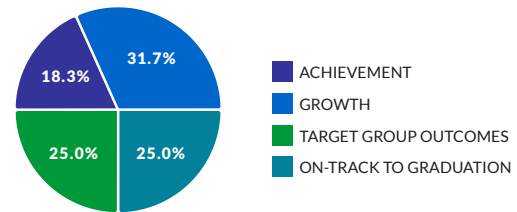
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

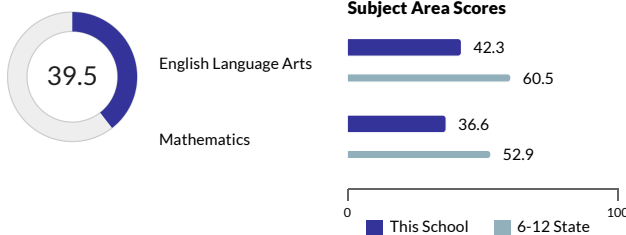


PRIORITY AREA WEIGHTS

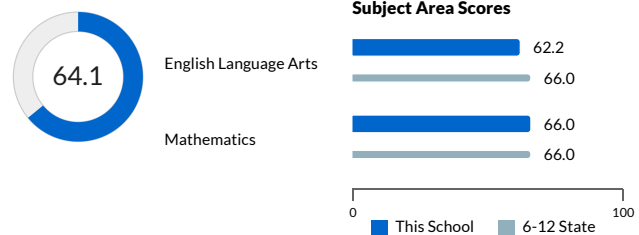


Priority Area Scores

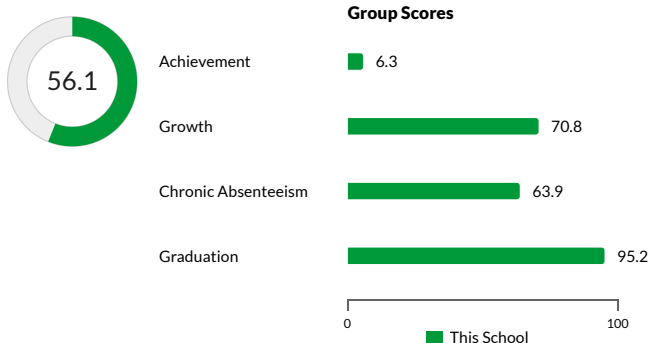
ACHIEVEMENT



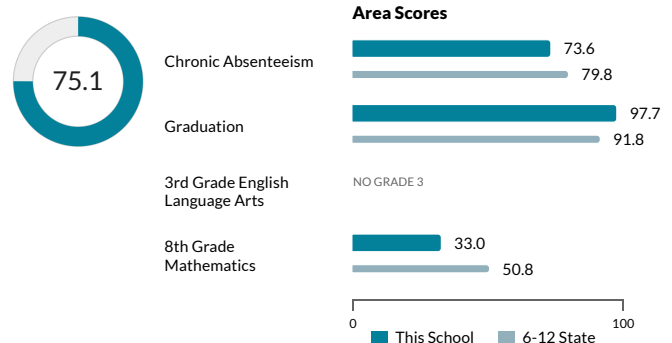
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

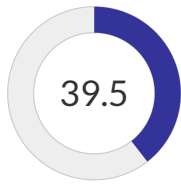




ACHIEVEMENT

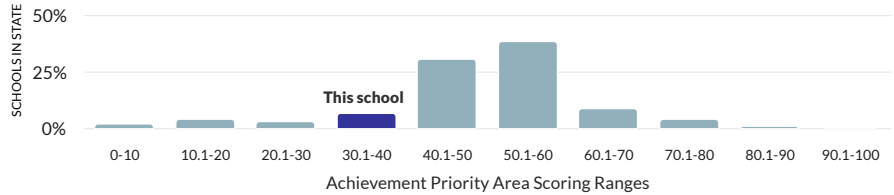
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 42.3
Mathematics Score: 36.6

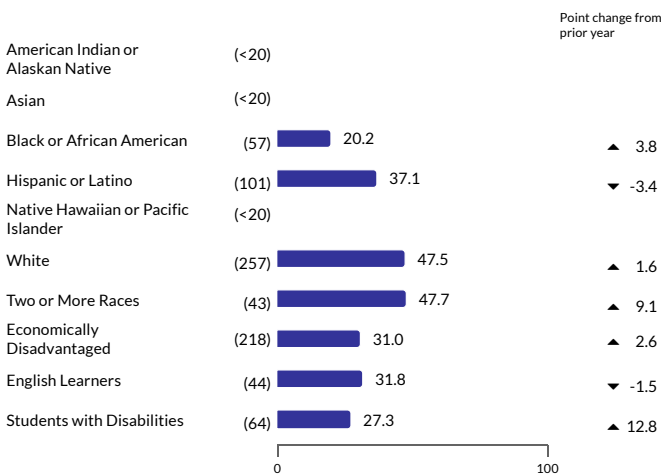
This school's score was the same or higher than 16.5% of 6-12 schools in the state.



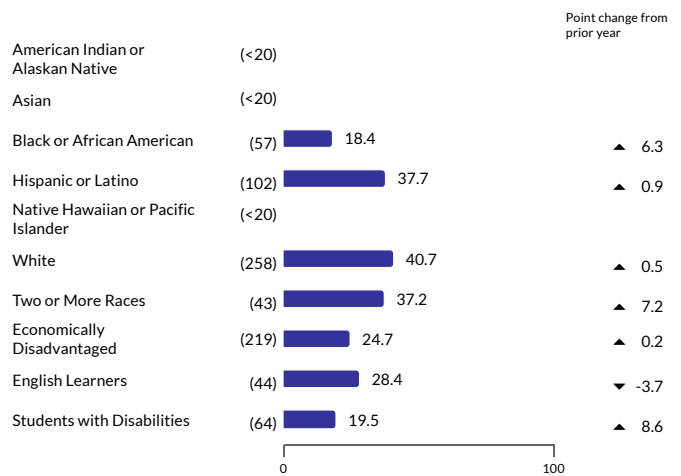
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



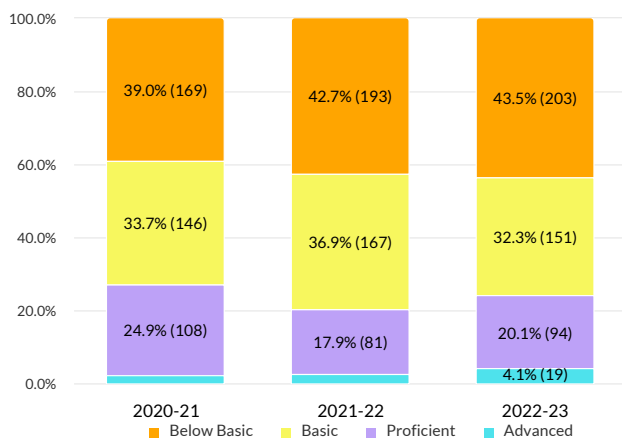
MATHEMATICS



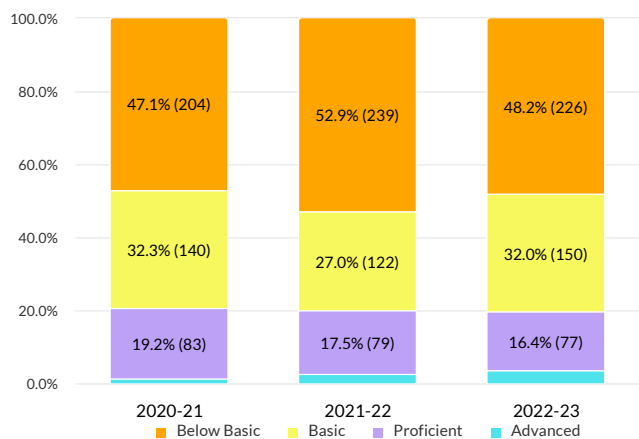
Performance Levels by Year

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, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
98.5%	97.1%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
98.9%	97.7%

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

	2020-21					2021-22					2022-23				
	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	334,595	7.4%	31.5%	35.3%	25.8%	366,713	7.4%	30.1%	34.1%	28.4%	367,237	9.0%	31.6%	34.7%	24.6%
All Students	433	2.3%	24.9%	33.7%	39.0%	452	2.4%	17.9%	36.9%	42.7%	467	4.1%	20.1%	32.3%	43.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	73	0.0%	6.8%	28.8%	64.4%	70	0.0%	0.0%	32.9%	67.1%	57	0.0%	3.5%	33.3%	63.2%
Hispanic or Latino	98	1.0%	33.7%	26.5%	38.8%	95	2.1%	17.9%	38.9%	41.1%	101	3.0%	21.8%	21.8%	53.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	222	4.1%	27.5%	34.2%	34.2%	246	3.7%	22.4%	36.2%	37.8%	257	5.1%	22.2%	35.4%	37.4%
Two or More Races	31	0.0%	9.7%	64.5%	25.8%	35	0.0%	14.3%	48.6%	37.1%	43	4.7%	20.9%	39.5%	34.9%
Economically Disadvantaged	167	0.6%	21.6%	26.9%	50.9%	206	0.5%	11.2%	33.0%	55.3%	218	1.4%	13.3%	31.2%	54.1%
English Learners	35	0.0%	11.4%	31.4%	57.1%	42	2.4%	16.7%	26.2%	54.8%	44	2.3%	13.6%	29.5%	54.5%
Students with Disabilities	55	0.0%	5.5%	10.9%	83.6%	55	1.8%	5.5%	12.7%	80.0%	64	1.6%	10.9%	28.1%	59.4%

MATHEMATICS

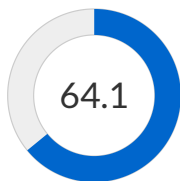
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	334,646	5.5%	28.0%	31.4%	35.0%	367,347	8.1%	25.9%	28.5%	37.6%	368,133	7.7%	27.0%	30.9%	34.4%
All Students	433	1.4%	19.2%	32.3%	47.1%	452	2.7%	17.5%	27.0%	52.9%	469	3.4%	16.4%	32.0%	48.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	75	0.0%	4.0%	16.0%	80.0%	70	0.0%	2.9%	18.6%	78.6%	57	0.0%	3.5%	29.8%	66.7%
Hispanic or Latino	97	1.0%	18.6%	38.1%	42.3%	95	2.1%	18.9%	29.5%	49.5%	102	4.9%	14.7%	31.4%	49.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	222	1.4%	23.9%	36.0%	38.7%	246	2.8%	21.1%	29.7%	46.3%	258	2.7%	21.3%	30.6%	45.3%
Two or More Races	30	3.3%	20.0%	20.0%	56.7%	35	5.7%	11.4%	20.0%	62.9%	43	4.7%	9.3%	41.9%	44.2%
Economically Disadvantaged	167	0.6%	14.4%	25.1%	59.9%	206	1.5%	11.7%	21.4%	65.5%	219	1.8%	10.0%	23.7%	64.4%
English Learners	35	0.0%	11.4%	40.0%	48.6%	42	2.4%	16.7%	23.8%	57.1%	44	2.3%	9.1%	31.8%	56.8%
Students with Disabilities	55	3.6%	1.8%	9.1%	85.5%	55	1.8%	0.0%	16.4%	81.8%	64	1.6%	7.8%	18.8%	71.9%



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.

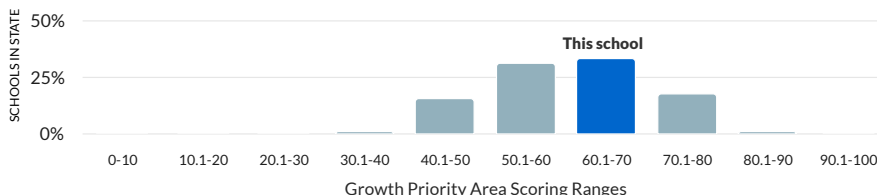
Priority Area Score



English Language Arts Score: 62.2

Mathematics Score: 66.0

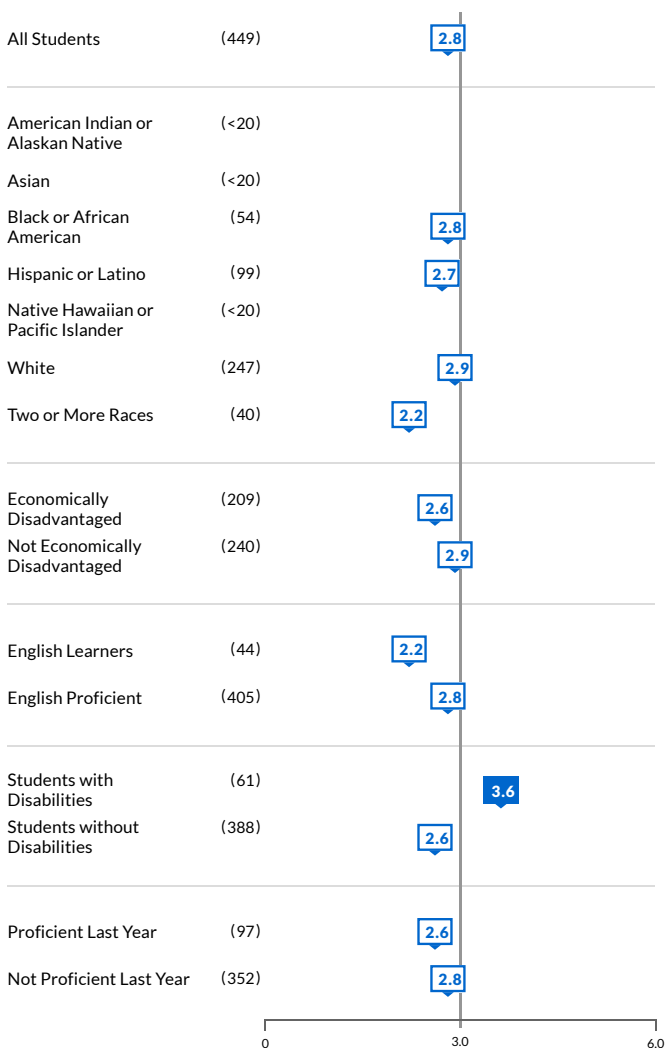
This school's score was the same or higher than 62.2% of 6-12 schools in the state.



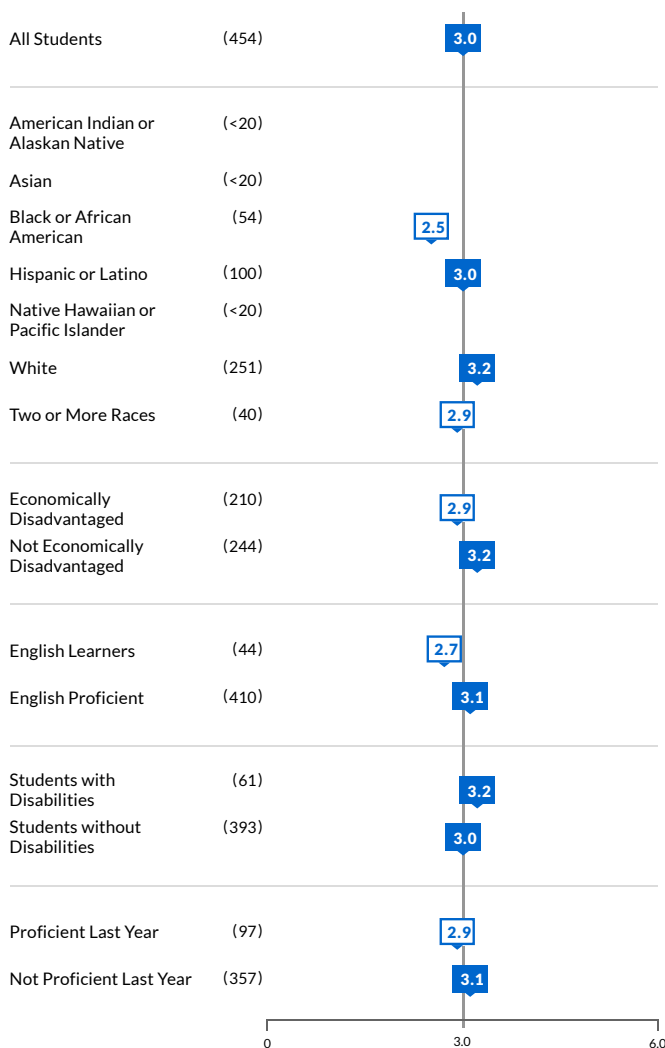
Student Group Value-Added (for information only)

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

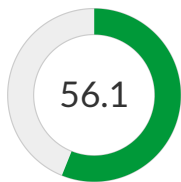




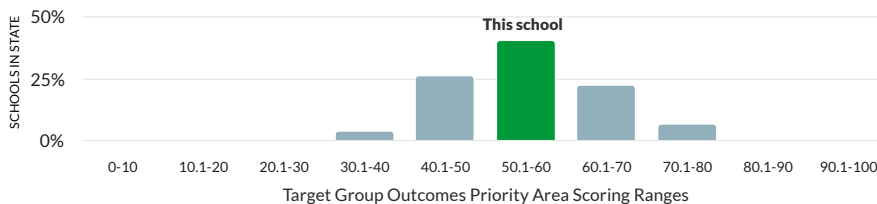
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 55.3% of 6-12 schools in the state.



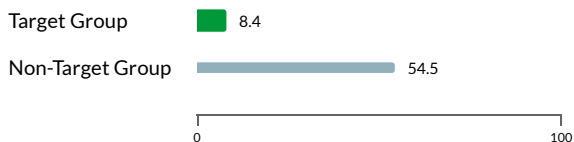
Component Scores

ACHIEVEMENT

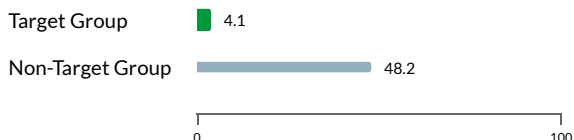
Score: 6.3

Average points-based proficiency rates.

English Language Arts



Mathematics

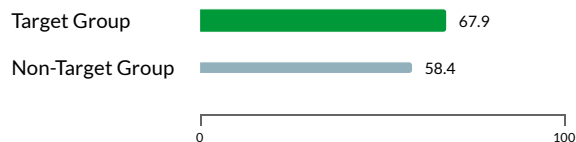


GROWTH

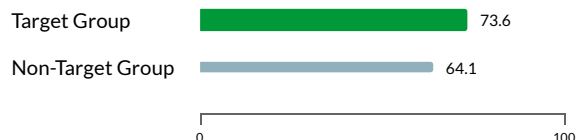
Score: 70.8

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

English Language Arts



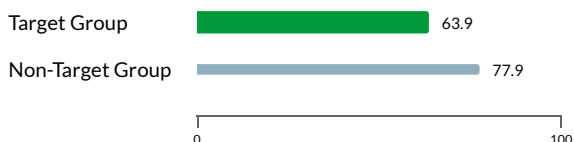
Mathematics



CHRONIC ABSENTEEISM

Score: 63.9

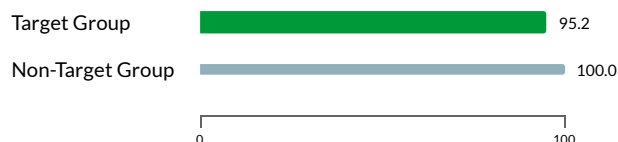
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.2

Average of 2021-22's 4- and 7-year cohort rates.

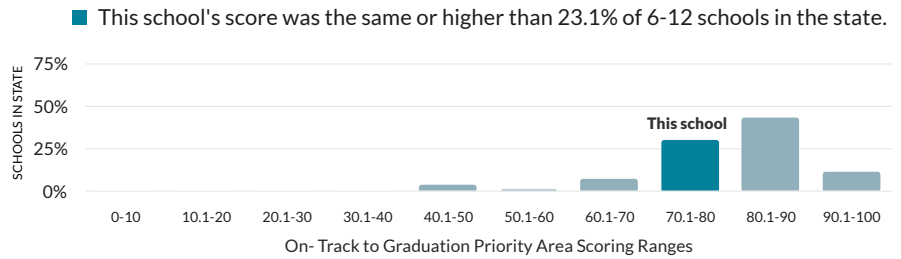
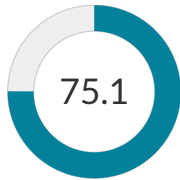




ON-TRACK TO GRADUATION

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

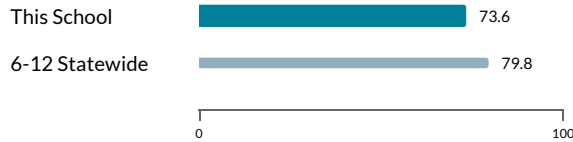


Component Scores

CHRONIC ABSENTEEISM

Score: 73.6

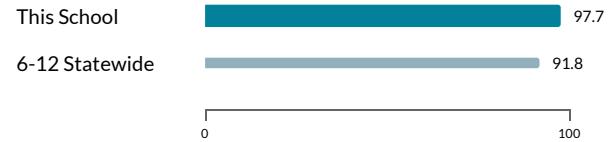
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.7

Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

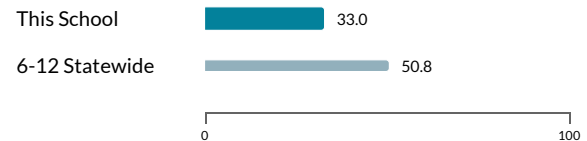
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 33.0

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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	461,062	15.3%	456,161	18.3%	456,566	24.9%
All Students	500	12.2%	540	21.1%	517	40.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	72	16.7%	86	31.4%	77	48.1%
Hispanic or Latino	112	12.5%	116	19.0%	110	40.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	274	10.9%	293	17.4%	285	36.8%
Two or More Races	29	13.8%	35	28.6%	37	45.9%
Economically Disadvantaged	215	18.6%	118	28.0%	236	51.3%
English Learners	47	8.5%	37	13.5%	44	38.6%
Students with Disabilities	52	15.4%	68	25.0%	64	56.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	49	47	95.9%	38	38	100.0%
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	30	28	93.3%	22	22	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	21	20	95.2%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2021-22

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

ADVANCED COURSES

School	State
6.3%	20.1%

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

DUAL ENROLLMENT

School	State
37.8%	23.2%

102 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
43.7%	3.9%

118 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	8.5%

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	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	<20	10,138	*	31.6%	*	22.2%	*	3.4%	*	5.7%
Black or African American	39	25,007	5.1%	12.9%	43.6%	7.6%	41.0%	1.0%	0.0%	2.2%
Hispanic or Latino	64	35,817	12.5%	16.1%	42.2%	16.0%	43.8%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	147	182,130	4.8%	21.6%	36.1%	27.2%	42.2%	4.7%	0.0%	10.4%
Two or More Races	<20	10,657	*	17.7%	*	17.8%	*	2.6%	*	6.1%
Economically Disadvantaged	117	102,069	6.8%	11.2%	39.3%	16.1%	49.6%	2.5%	0.0%	7.0%
English Learners	<20	16,932	*	11.4%	*	13.8%	*	2.1%	*	4.1%
Students with Disabilities	35	34,245	0.0%	3.8%	40.0%	12.5%	40.0%	2.0%	0.0%	7.2%



ARTS COURSE INFORMATION, 2021-22

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

ART & DESIGN

School	State
51.9%	27.2%

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

DANCE

School	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

School	State
11.1%	19.1%

30 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.8%

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	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	<20	10,138	*	28.4%	*	0.4%	*	19.5%	*	1.3%
Black or African American	39	25,007	61.5%	25.3%	0.0%	0.5%	0.0%	11.7%	0.0%	2.5%
Hispanic or Latino	64	35,817	48.4%	27.1%	0.0%	0.4%	9.4%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	147	182,130	51.0%	27.3%	0.0%	0.4%	11.6%	21.5%	0.0%	1.7%
Two or More Races	<20	10,657	*	28.2%	*	0.6%	*	17.7%	*	2.2%
Economically Disadvantaged	117	102,069	48.7%	27.6%	0.0%	0.4%	8.5%	15.1%	0.0%	1.8%
English Learners	<20	16,932	*	29.3%	*	0.5%	*	11.7%	*	1.7%
Students with Disabilities	35	34,245	40.0%	28.6%	0.0%	0.4%	0.0%	14.3%	0.0%	2.0%

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



WISCONSIN DEPARTMENT OF
Public Instruction

November 2023

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