



OVERVIEW

School Details

Grades : 9-12

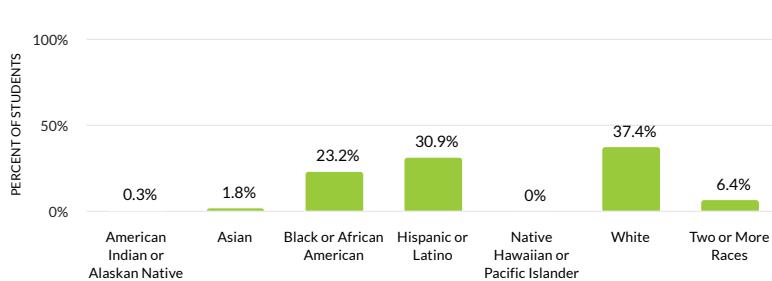
Enrollment : 1,845

Percent open enrollment : 0.4%

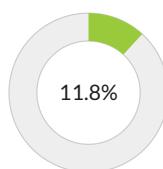
The Academies of Racine at Case High School prepare students for college and the workforce through pathways that provide real-world experiences and connect high school coursework to college and career opportunities after graduation. Students earn college credits and industry certifications. Case also 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.

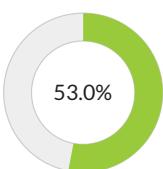
Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

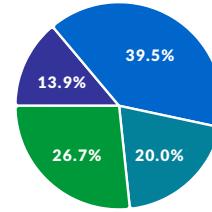
Overall Score

58.3

Meets Expectations



PRIORITY AREA WEIGHTS



Priority Area Scores

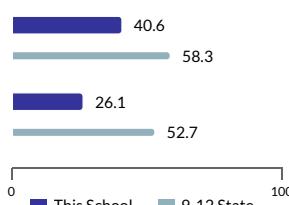
ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores



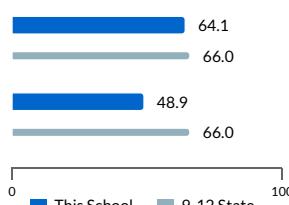
GROWTH



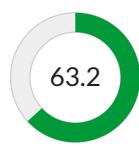
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



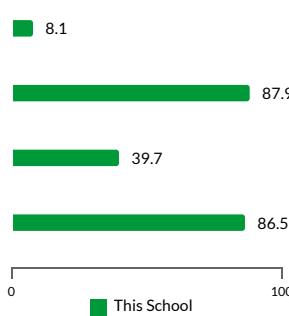
Achievement

Growth

Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



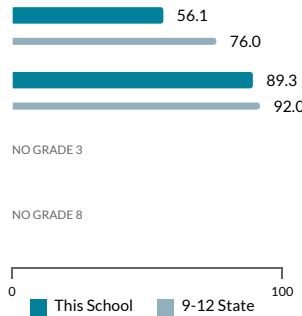
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





ACHIEVEMENT

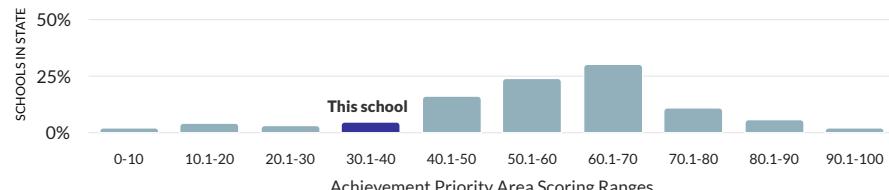
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 40.6
Mathematics Score: 26.1

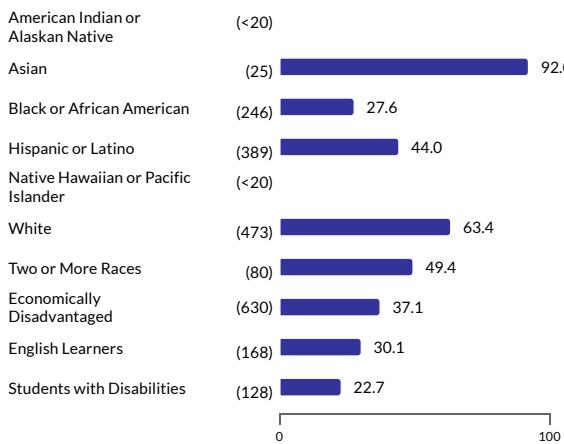
■ This school's score was the same or higher than 10.0% of 9-12 schools in the state.



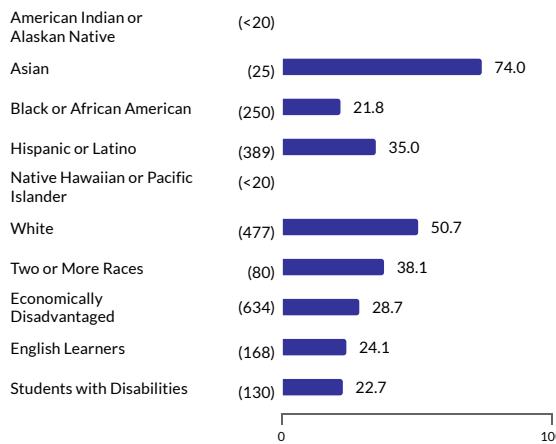
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



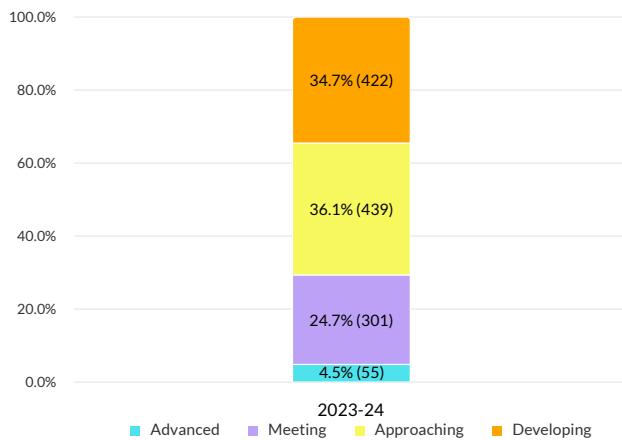
MATHEMATICS



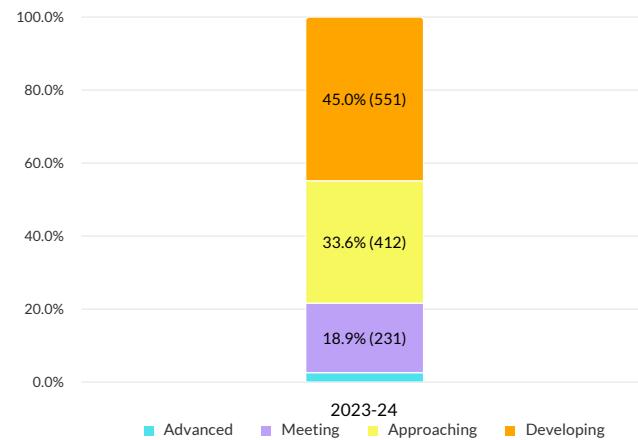
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
92.6%	83.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
93.2%	84.9%

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,100	2.6%	19.6%	25.5%	52.2%	1,237	4.2%	18.9%	33.7%	43.2%	1,217	4.5%	24.7%	36.1%	34.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	22	13.6%	22.7%	36.4%	27.3%	25	24.0%	44.0%	24.0%	8.0%
Black or African American	203	0.5%	4.9%	16.3%	78.3%	279	0.7%	6.5%	25.8%	67.0%	246	1.2%	11.4%	28.9%	58.5%
Hispanic or Latino	317	1.9%	12.9%	27.4%	57.7%	368	2.2%	15.8%	35.3%	46.7%	389	2.3%	18.5%	44.0%	35.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	503	3.8%	30.8%	27.8%	37.6%	489	7.2%	28.4%	36.4%	28.0%	473	7.0%	35.7%	34.5%	22.8%
Two or More Races	57	3.5%	10.5%	26.3%	59.6%	77	5.2%	18.2%	36.4%	40.3%	80	5.0%	26.3%	31.3%	37.5%
Economically Disadvantaged	505	1.8%	9.1%	19.2%	69.9%	651	1.1%	11.7%	31.3%	55.9%	630	2.2%	14.6%	38.4%	44.8%
English Learners	117	0.0%	0.9%	18.8%	80.3%	154	0.6%	3.2%	31.8%	64.3%	168	0.0%	8.3%	43.5%	48.2%
Students with Disabilities	110	0.0%	2.7%	6.4%	90.9%	134	0.7%	0.0%	24.6%	74.6%	128	0.0%	5.5%	34.4%	60.2%

MATHEMATICS

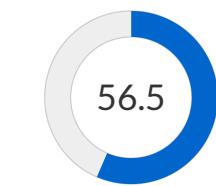
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,094	1.9%	10.9%	21.4%	65.8%	1,248	1.3%	12.2%	25.2%	61.3%	1,225	2.5%	18.9%	33.6%	45.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	22	9.1%	18.2%	22.7%	50.0%	25	12.0%	40.0%	32.0%	16.0%
Black or African American	204	0.0%	2.0%	8.8%	89.2%	288	0.3%	2.1%	18.8%	78.8%	250	0.8%	6.0%	29.2%	64.0%
Hispanic or Latino	316	0.9%	6.0%	20.9%	72.2%	370	0.3%	7.8%	22.4%	69.5%	389	1.3%	14.4%	37.3%	47.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	500	3.0%	18.0%	26.8%	52.2%	489	1.8%	22.1%	29.9%	46.2%	477	3.8%	28.5%	33.1%	34.6%
Two or More Races	55	3.6%	7.3%	18.2%	70.9%	77	3.9%	6.5%	35.1%	54.5%	80	3.8%	15.0%	35.0%	46.3%
Economically Disadvantaged	503	0.6%	5.8%	14.7%	78.9%	660	0.6%	5.6%	22.3%	71.5%	634	1.1%	10.3%	33.6%	55.0%
English Learners	114	0.0%	0.0%	15.8%	84.2%	154	0.0%	2.6%	13.6%	83.8%	168	0.0%	4.8%	38.7%	56.5%
Students with Disabilities	112	0.9%	0.9%	6.3%	92.0%	138	0.0%	1.4%	15.9%	82.6%	130	0.0%	8.5%	28.5%	63.1%



GROWTH

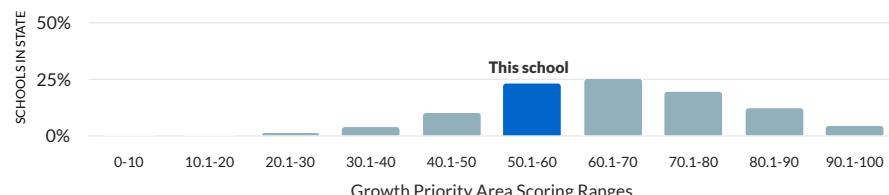
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 64.1
Mathematics Score: 48.9

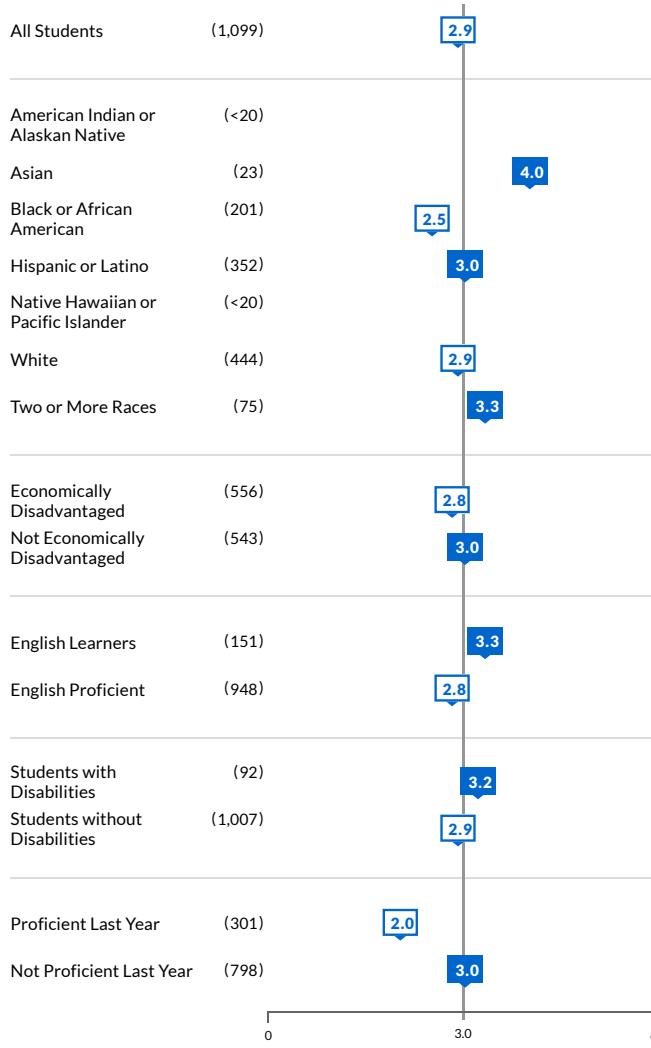
■ This school's score was the same or higher than 31.8% of 9-12 schools in the state.



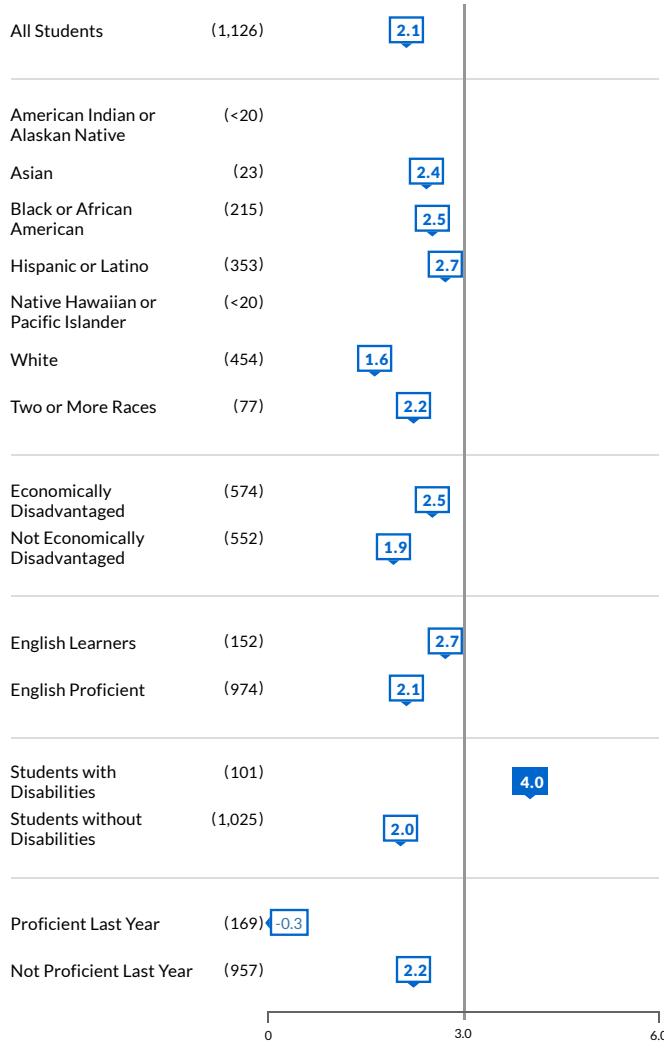
Student Group Value-Added (for information only)

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

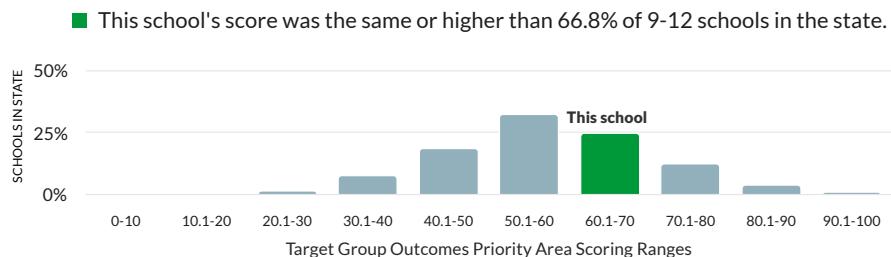




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. 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

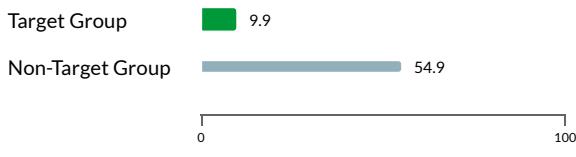


Component Scores

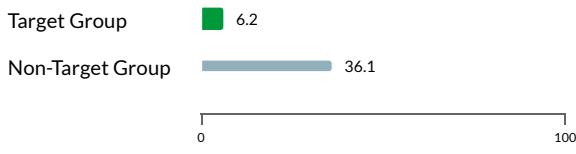
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

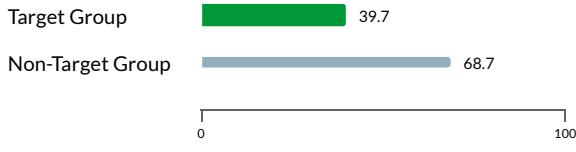


Mathematics



CHRONIC ABSENTEEISM

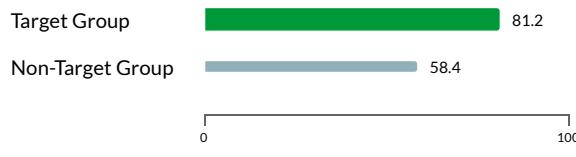
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



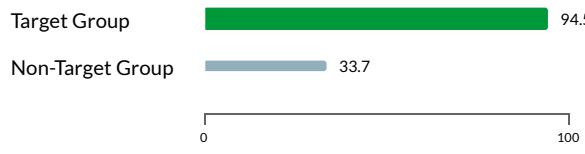
GROWTH

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

English Language Arts

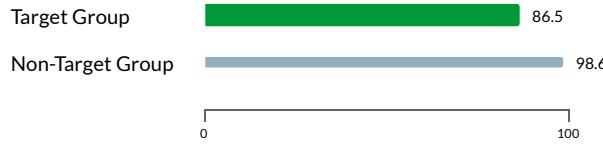


Mathematics



GRADUATION

Average of 2022-23's 4- and 7-year cohort rates.

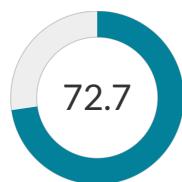




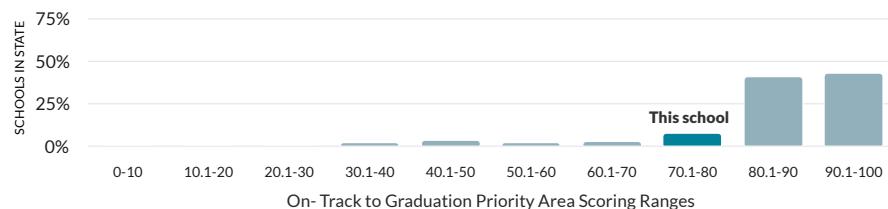
ON-TRACK TO GRADUATION

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 10.5% of 9-12 schools in the state.

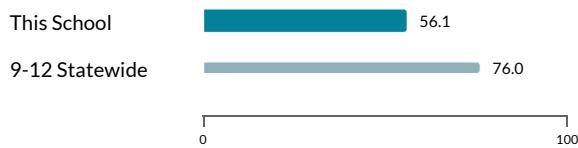


Component Scores

CHRONIC ABSENTEEISM

Score: 56.1

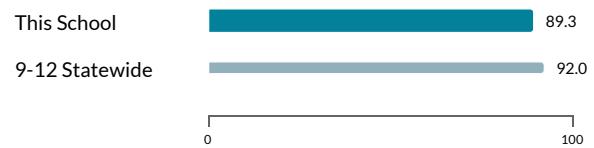
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.3

Average of 2022-23'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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,698	33.6%	1,688	51.1%	1,749	44.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	26	15.4%	31	22.6%	31	25.8%
Black or African American	389	52.7%	392	70.7%	405	63.0%
Hispanic or Latino	448	39.1%	453	52.5%	510	45.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	769	20.3%	725	40.6%	700	32.4%
Two or More Races	65	46.2%	85	54.1%	99	54.5%
Economically Disadvantaged	445	51.0%	816	66.5%	925	60.1%
English Learners	165	41.8%	169	56.2%	203	47.3%
Students with Disabilities	204	53.9%	215	67.0%	209	65.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	421	370	87.9%	436	395	90.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	80	59	73.8%	100	82	82.0%
Hispanic or Latino	120	102	85.0%	120	108	90.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	199	189	95.0%	199	188	94.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	186	149	80.1%	219	183	83.6%
English Learners	42	31	73.8%	47	41	87.2%
Students with Disabilities	46	31	67.4%	47	36	76.6%



POSTSECONDARY PREPARATION, 2022-23

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

1,093 (62.5%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
18.2%	21.1%	54.3%	25.7%	18.9%	4.7%	5.9%	8.5%
319 students successfully completed at least one Advanced Placement or International Baccalaureate course.		950 students successfully completed at least one dual enrollment course.		331 students earned at least one industry-recognized credential.		104 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	1,749	266,777	18.2%	21.1%	54.3%	25.7%	18.9%	4.7%	5.9%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	31	10,367	32.3%	33.4%	71.0%	26.6%	32.3%	3.7%	3.2%	5.6%
Black or African American	405	24,969	6.2%	13.7%	35.8%	8.7%	6.4%	1.3%	2.2%	2.7%
Hispanic or Latino	510	37,682	17.5%	17.6%	58.0%	18.9%	20.0%	3.4%	6.1%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	700	179,306	26.1%	22.5%	61.3%	29.9%	25.4%	5.7%	8.6%	10.4%
Two or More Races	99	11,456	12.1%	18.9%	58.6%	21.0%	15.2%	3.4%	3.0%	5.8%
Economically Disadvantaged	925	104,283	9.6%	12.3%	47.2%	18.5%	13.1%	3.0%	3.8%	6.1%
English Learners	203	19,116	7.4%	13.9%	52.2%	17.0%	14.3%	2.5%	3.9%	3.6%
Students with Disabilities	209	33,777	0.0%	4.4%	33.0%	15.0%	4.3%	2.3%	2.9%	6.5%



ARTS COURSE INFORMATION, 2022-23

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

1,040 (59.5%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
46.5%	29.1%	0.0%	0.5%	11.6%	19.2%	8.2%	2.2%
813 students successfully completed at least one art & design course.		No students successfully completed a dance course.		203 students successfully completed at least one music course.		144 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	1,749	266,777	46.5%	29.1%	0.0%	0.5%	11.6%	19.2%	8.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	31	10,367	41.9%	30.3%	0.0%	0.4%	12.9%	19.9%	6.5%	1.6%
Black or African American	405	24,969	40.7%	28.5%	0.0%	0.7%	9.6%	11.7%	10.1%	2.8%
Hispanic or Latino	510	37,682	50.2%	29.1%	0.0%	0.3%	9.8%	13.3%	5.1%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	700	179,306	48.7%	29.1%	0.0%	0.5%	14.7%	21.7%	9.3%	2.2%
Two or More Races	99	11,456	36.4%	28.8%	0.0%	0.5%	7.1%	17.8%	9.1%	2.6%
Economically Disadvantaged	925	104,283	43.1%	29.9%	0.0%	0.4%	8.6%	15.4%	7.7%	2.1%
English Learners	203	19,116	51.7%	30.9%	0.0%	0.4%	7.4%	11.8%	4.4%	1.6%
Students with Disabilities	209	33,777	45.0%	30.9%	0.0%	0.5%	2.9%	14.4%	5.7%	2.4%

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