



## OVERVIEW

### School Details

Grades : 6-12

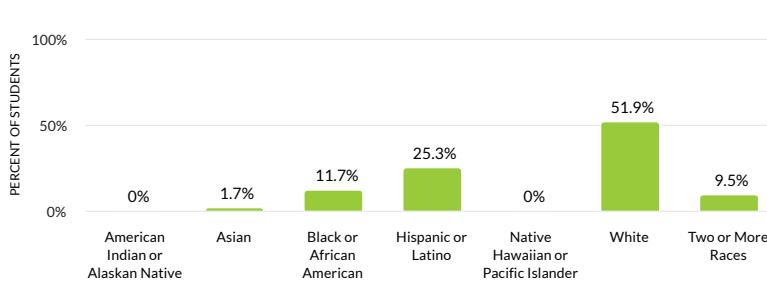
Enrollment : 538

Percent open enrollment : 0.2%

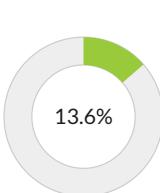
The Racine Engineering Arts and Leadership School (R.E.A.L.) is an early college pocket academy within the Academies of Racine. All high school students participate in dual credit pathway classes through the Gateway Technical College's SC Johnson iMET Center where students study electrical engineering,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

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

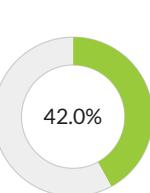
### Student Groups



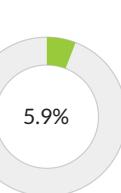
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

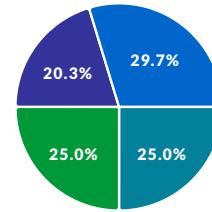
Overall Score

**66.5**

Meets Expectations

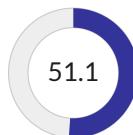
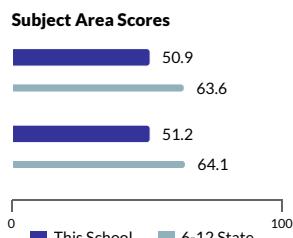


### PRIORITY AREA WEIGHTS

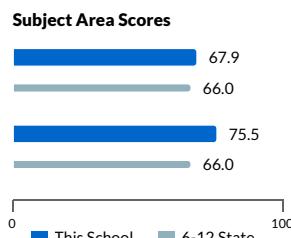


### Priority Area Scores

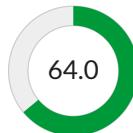
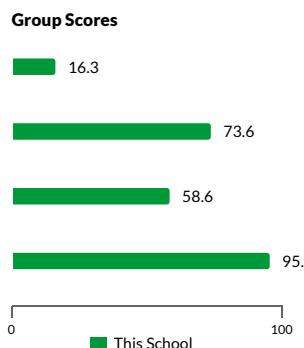
#### ACHIEVEMENT

English Language Arts  
Mathematics

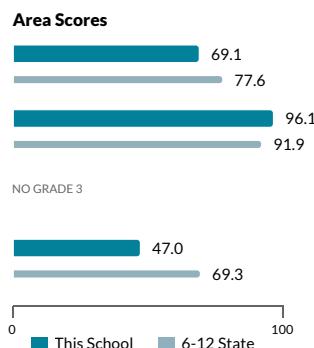
#### GROWTH

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

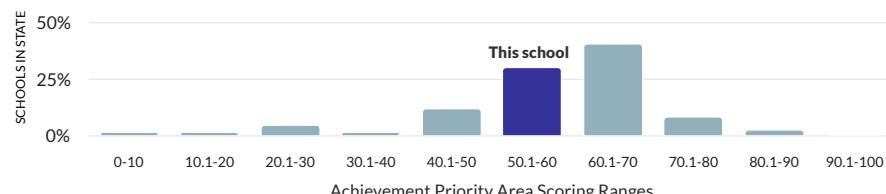
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 50.9  
**Mathematics Score:** 51.2

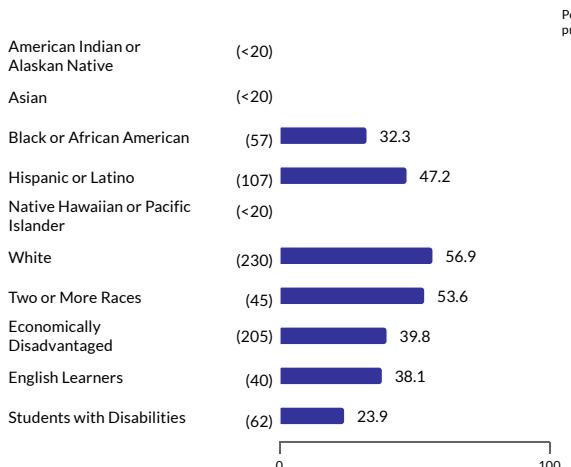
■ This school's score was the same or higher than 21.8% of 6-12 schools in the state.



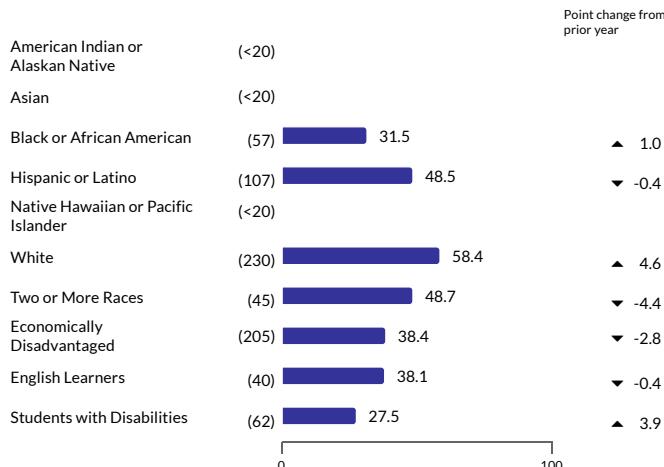
## Student Group Achievement, 2024-25 (for information only)

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

### ENGLISH LANGUAGE ARTS



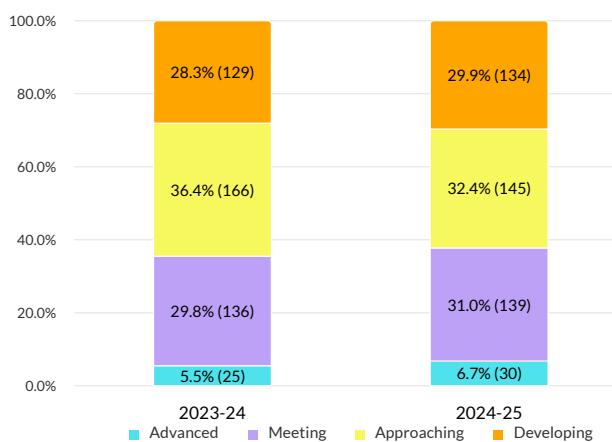
### MATHEMATICS



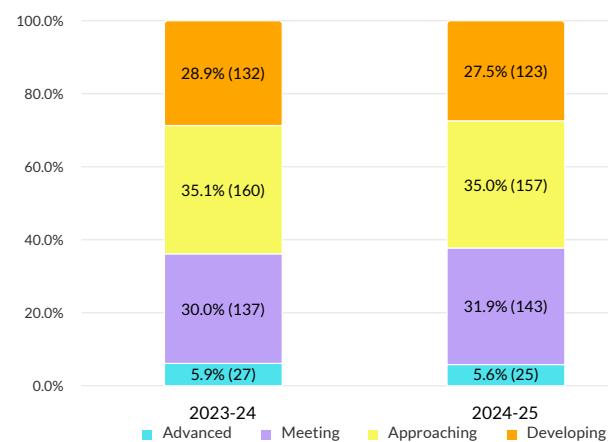
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

### Test Participation Rates, 2024-25

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
99.8%	98.3%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
99.8%	98.3%

### Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-12 State	366,107	11.0%	38.0%	31.8%	19.2%	363,254	12.2%	38.2%	30.3%	19.2%
All Students	456	5.5%	29.8%	36.4%	28.3%	448	6.7%	31.0%	32.4%	29.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	47	2.1%	14.9%	36.2%	46.8%	57	0.0%	17.5%	36.8%	45.6%
Hispanic or Latino	107	2.8%	29.0%	43.9%	24.3%	107	6.5%	25.2%	35.5%	32.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	251	6.4%	32.7%	34.7%	26.3%	230	9.1%	34.3%	31.3%	25.2%
Two or More Races	43	9.3%	30.2%	32.6%	27.9%	45	4.4%	40.0%	26.7%	28.9%
Economically Disadvantaged	205	2.0%	23.4%	36.6%	38.0%	205	2.9%	21.5%	37.1%	38.5%
English Learners	42	0.0%	14.3%	52.4%	33.3%	40	0.0%	27.5%	30.0%	42.5%
Students with Disabilities	65	1.5%	9.2%	23.1%	66.2%	62	1.6%	11.3%	25.8%	61.3%

#### MATHEMATICS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-12 State	366,440	15.3%	34.3%	27.8%	22.6%	363,612	15.9%	34.8%	27.0%	22.2%
All Students	456	5.9%	30.0%	35.1%	28.9%	448	5.6%	31.9%	35.0%	27.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	47	2.1%	12.8%	36.2%	48.9%	57	1.8%	12.3%	40.4%	45.6%
Hispanic or Latino	107	5.6%	26.2%	40.2%	28.0%	107	8.4%	23.4%	36.4%	31.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	251	7.2%	33.1%	32.7%	27.1%	230	6.1%	40.9%	30.9%	22.2%
Two or More Races	43	2.3%	37.2%	37.2%	23.3%	45	2.2%	31.1%	40.0%	26.7%
Economically Disadvantaged	205	2.0%	24.4%	37.6%	36.1%	205	2.9%	20.5%	36.1%	40.5%
English Learners	42	0.0%	21.4%	42.9%	35.7%	40	2.5%	22.5%	32.5%	42.5%
Students with Disabilities	65	1.5%	9.2%	29.2%	60.0%	62	3.2%	11.3%	29.0%	56.5%



## GROWTH

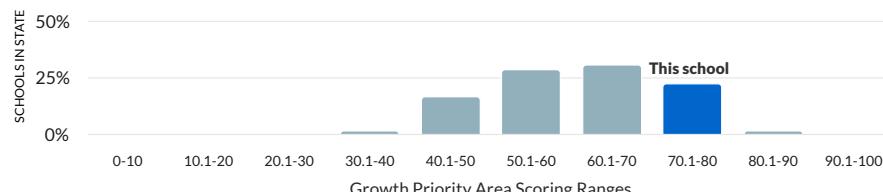
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 67.9  
**Mathematics Score:** 75.5

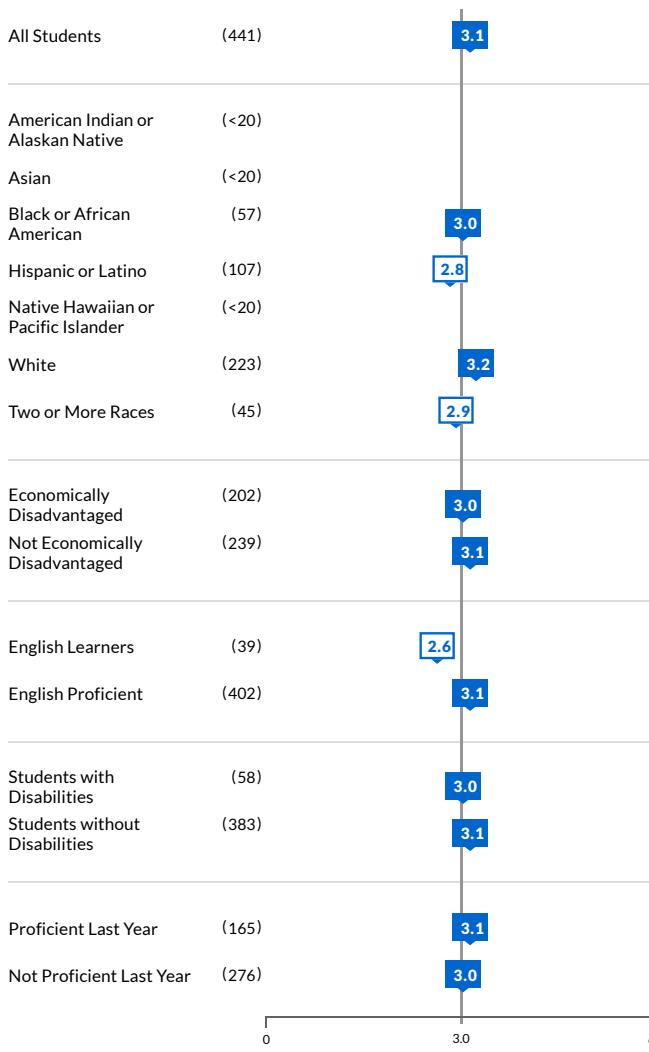
■ This school's score was the same or higher than 82.4% of 6-12 schools in the state.



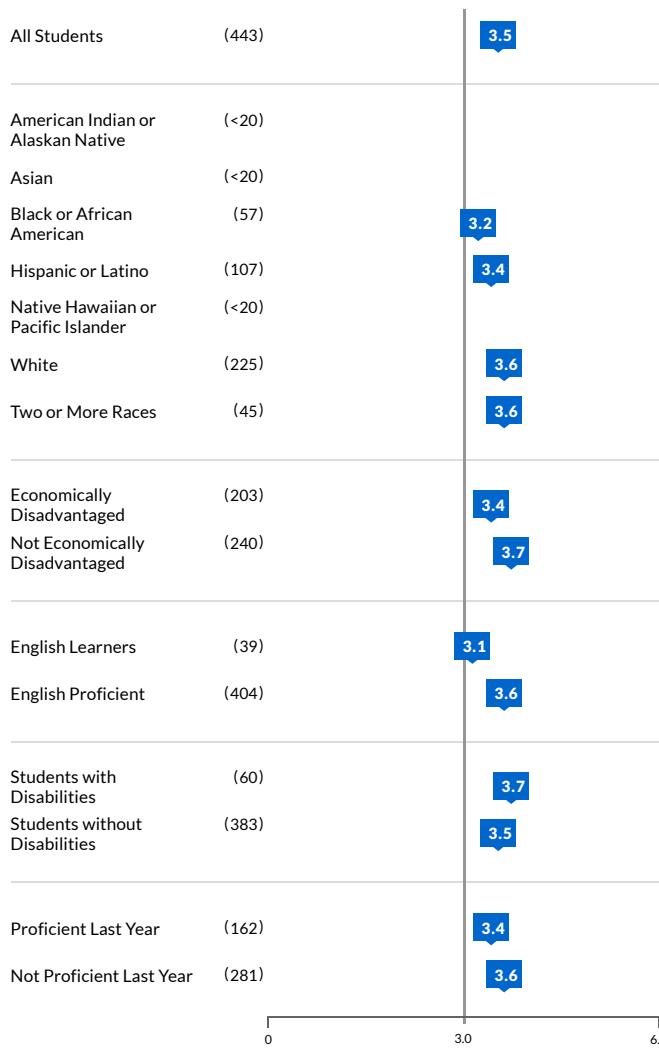
### Student Group Value-Added (for information only)

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





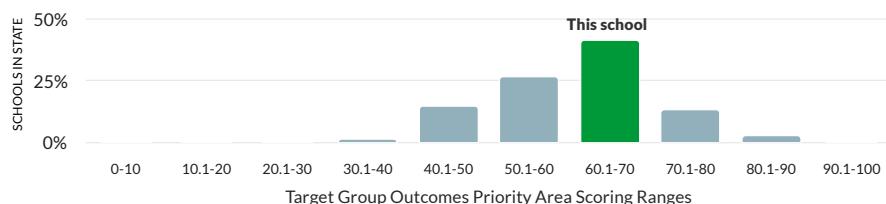
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 58.7% of 6-12 schools in the state.

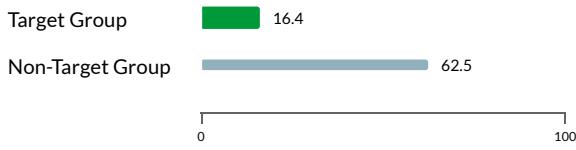


### Component Scores

#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

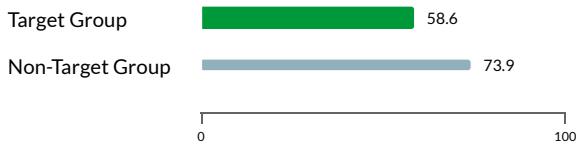


##### Mathematics



#### 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.

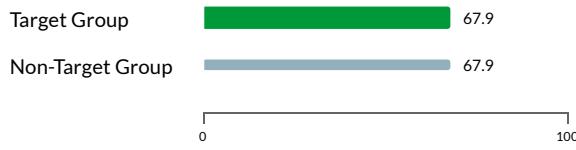


#### GROWTH

Score: 73.6

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

##### English Language Arts



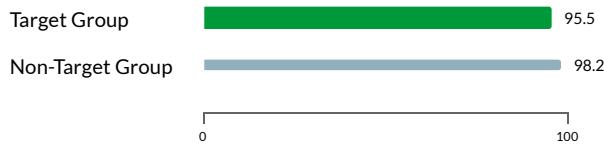
##### Mathematics



#### GRADUATION

Score: 95.5

Average of 2023-24's 4- and 7-year cohort rates.

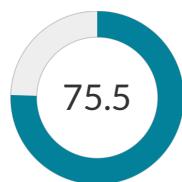




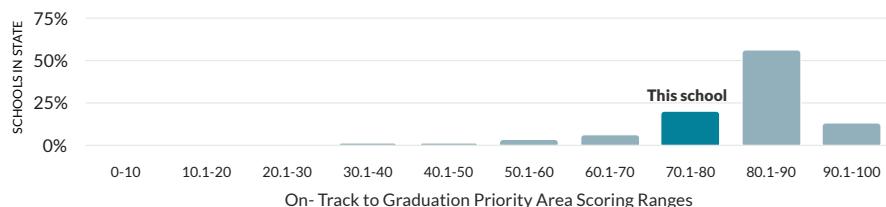
## ON-TRACK TO GRADUATION

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 19.5% of 6-12 schools in the state.

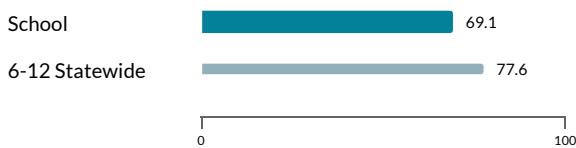


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 69.1

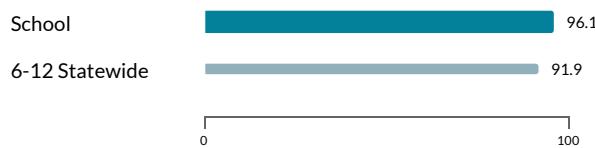
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 96.1

Average of 2023-24's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

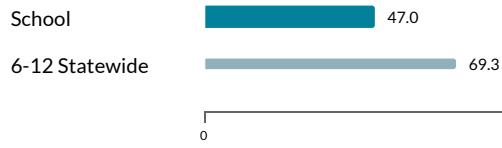
Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 47.0

Multi-year average points-based proficiency rates.



### 3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3



## 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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	456,876	24.9%	453,775	22.4%	452,419	20.7%
All Students	517	40.0%	529	28.0%	516	27.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	77	48.1%	74	41.9%	56	33.9%
Hispanic or Latino	110	40.9%	118	27.1%	115	27.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	285	36.8%	279	25.1%	288	25.0%
Two or More Races	37	45.9%	47	29.8%	46	30.4%
Economically Disadvantaged	236	51.3%	250	37.2%	222	40.1%
English Learners	44	38.6%	48	25.0%	44	29.5%
Students with Disabilities	64	56.2%	70	34.3%	64	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 2023-24. 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	68,207	61,990	90.9%	67,154	62,374	92.9%
All Students	56	54	96.4%	46	44	95.7%
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	33	32	97.0%	33	31	93.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



## POSTSECONDARY PREPARATION, 2023-24

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required 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

185 (66.1%) 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
5.7%	20.3%	60.0%	26.6%	41.8%	5.5%	0.0%	8.0%
16 students successfully completed at least one Advanced Placement or International Baccalaureate course.		168 students successfully completed at least one dual enrollment course.		117 students earned at least one industry-recognized credential.		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
All Students	280	267,180	5.7%	20.3%	60.0%	26.6%	41.8%	5.5%	0.0%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	<20	10,651	*	29.4%	*	28.4%	*	4.4%	*	5.5%
Black or African American	32	25,323	0.0%	6.0%	56.3%	8.9%	37.5%	2.1%	0.0%	3.0%
Hispanic or Latino	60	39,067	3.3%	14.4%	66.7%	20.1%	50.0%	4.1%	0.0%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	158	177,152	6.3%	23.4%	60.1%	30.9%	39.9%	6.5%	0.0%	9.6%
Two or More Races	23	12,051	4.3%	17.9%	60.9%	22.2%	47.8%	4.3%	0.0%	5.6%
Economically Disadvantaged	111	108,778	0.9%	10.1%	60.4%	19.9%	46.8%	3.7%	0.0%	6.0%
English Learners	<20	20,427	*	10.3%	*	18.0%	*	2.9%	*	4.1%
Students with Disabilities	30	33,744	0.0%	3.0%	53.3%	16.1%	40.0%	2.9%	0.0%	6.1%



## ARTS COURSE INFORMATION, 2023-24

Under Wis. Stat. § 115.385(1)(d)6., report cards are required 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

192 (68.6%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>57.1%</b>	<b>27.0%</b>	<b>0.0%</b>	<b>0.4%</b>	<b>15.4%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.8%</b>
160 students successfully completed at least one art & design course.		No students successfully completed a dance course.		43 students successfully completed at least one music course.		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
All Students	280	267,180	57.1%	27.0%	0.0%	0.4%	15.4%	18.3%	0.0%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	<20	10,651	*	27.2%	*	0.3%	*	17.0%	*	1.2%
Black or African American	32	25,323	59.4%	17.5%	0.0%	0.4%	12.5%	6.4%	0.0%	1.5%
Hispanic or Latino	60	39,067	65.0%	25.8%	0.0%	0.3%	10.0%	11.9%	0.0%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	158	177,152	53.8%	28.4%	0.0%	0.4%	16.5%	21.6%	0.0%	1.9%
Two or More Races	23	12,051	56.5%	29.0%	0.0%	0.5%	17.4%	17.7%	0.0%	2.0%
Economically Disadvantaged	111	108,778	53.2%	26.3%	0.0%	0.3%	17.1%	13.7%	0.0%	1.6%
English Learners	<20	20,427	*	27.0%	*	0.3%	*	9.4%	*	1.1%
Students with Disabilities	30	33,744	76.7%	28.2%	0.0%	0.3%	10.0%	13.4%	0.0%	1.9%



## CERTAIN STATE & LOCAL LAW VIOLATIONS, 2024-25

The incident rate data presented in this section is new for 2024–25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2024-25 report card resources page: <https://dpi.wi.gov/accountability/resources>.

**Important Notes:** A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

### Incident Rates

**Caution:** Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is new for 2024–25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.4

Statewide: 1.3

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.4

Statewide: 0.6

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November 2025



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