



OVERVIEW

School Details

Grades : 9-12

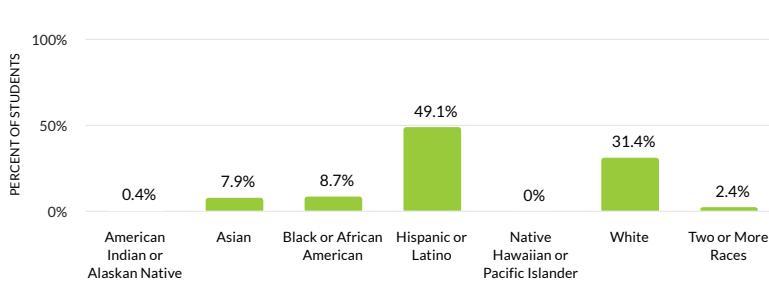
Enrollment : 1,349

Percent open enrollment : 8.2%

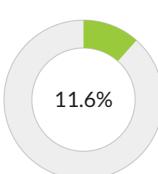
Reagan High School is a nationally recognized International Baccalaureate World School offering a comprehensive IB curriculum as well as a variety of extracurricular activities. This college preparatory school's core program is based on pre-university study. It is the only high school in Wisconsin authorized to host all three IB programs and is the only four-year full IB high school in Milwaukee.

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

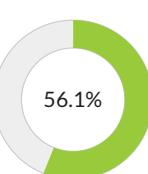
Student Groups



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>.

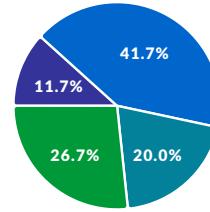
Overall Score

84.9

Significantly Exceeds Expectations



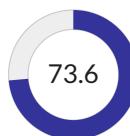
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

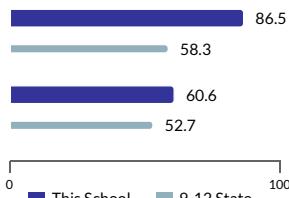
Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

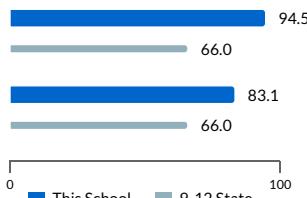


GROWTH



English Language Arts

Subject Area Scores

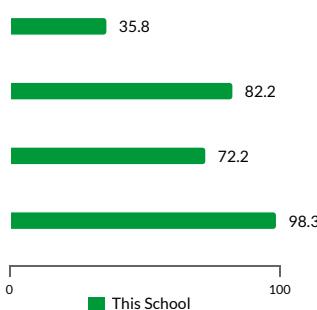


TARGET GROUP OUTCOMES



Achievement

Group Scores

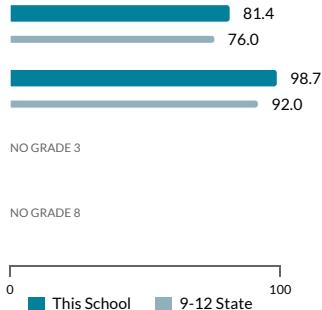


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

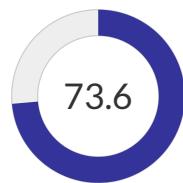




ACHIEVEMENT

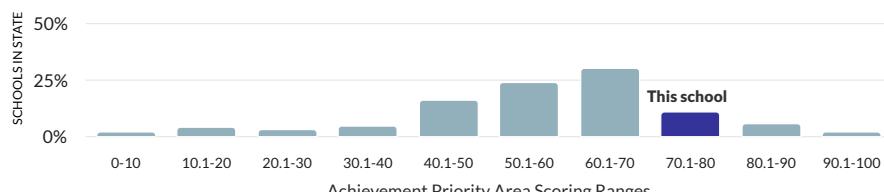
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 86.5
Mathematics Score: 60.6

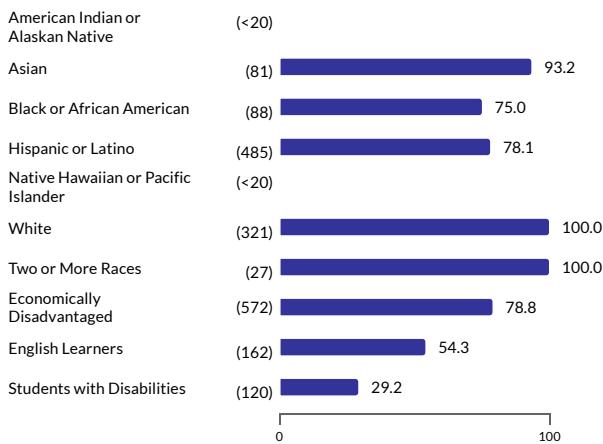
■ This school's score was the same or higher than 86.6% of 9-12 schools in the state.



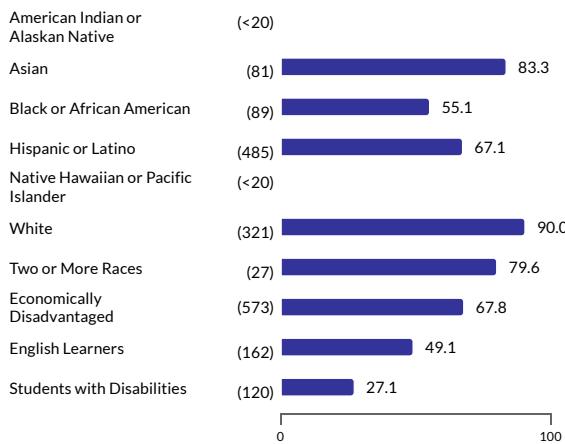
Student Group Achievement, 2023-24 (for information only)

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



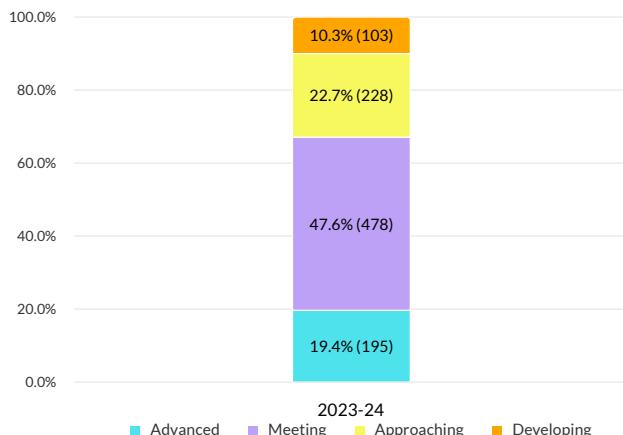
MATHEMATICS



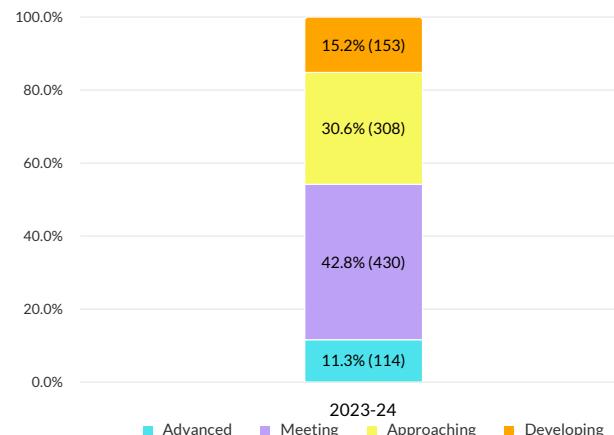
Performance Levels by Year

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
98.6%	96.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.7%	96.0%

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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	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	971	13.8%	48.1%	26.9%	11.2%	994	20.1%	44.8%	26.7%	8.5%	1,004	19.4%	47.6%	22.7%	10.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	72	15.3%	52.8%	29.2%	2.8%	72	13.9%	51.4%	30.6%	4.2%	81	18.5%	54.3%	22.2%	4.9%
Black or African American	81	6.2%	34.6%	27.2%	32.1%	88	12.5%	37.5%	35.2%	14.8%	88	9.1%	47.7%	27.3%	15.9%
Hispanic or Latino	485	5.4%	50.1%	32.6%	12.0%	501	11.6%	45.7%	33.1%	9.6%	485	10.9%	47.2%	29.1%	12.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	313	28.4%	47.3%	18.5%	5.8%	308	35.4%	44.8%	14.0%	5.8%	321	32.7%	47.7%	13.1%	6.5%
Two or More Races	<20	*	*	*	*	22	50.0%	31.8%	13.6%	4.5%	27	44.4%	37.0%	11.1%	7.4%
Economically Disadvantaged	477	7.5%	44.0%	31.4%	17.0%	507	13.4%	43.4%	31.8%	11.4%	572	12.4%	46.9%	26.6%	14.2%
English Learners	111	2.7%	22.5%	53.2%	21.6%	143	2.8%	28.0%	49.0%	20.3%	162	3.7%	27.2%	43.2%	25.9%
Students with Disabilities	90	0.0%	10.0%	24.4%	65.6%	102	2.9%	5.9%	43.1%	48.0%	120	0.8%	13.3%	29.2%	56.7%

MATHEMATICS

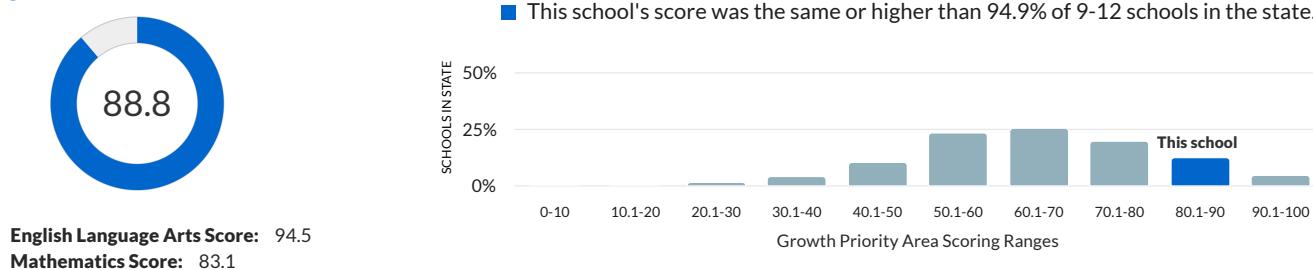
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	965	10.5%	28.9%	33.0%	27.7%	994	7.2%	29.3%	37.0%	26.5%	1,005	11.3%	42.8%	30.6%	15.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	72	16.7%	30.6%	25.0%	27.8%	72	8.3%	33.3%	23.6%	34.7%	81	14.8%	48.1%	25.9%	11.1%
Black or African American	81	1.2%	14.8%	34.6%	49.4%	88	1.1%	12.5%	51.1%	35.2%	89	2.2%	31.5%	40.4%	25.8%
Hispanic or Latino	481	4.8%	26.2%	38.3%	30.8%	501	3.0%	24.4%	43.1%	29.5%	485	5.4%	41.2%	35.7%	17.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	312	20.2%	36.2%	26.6%	17.0%	308	15.3%	39.6%	27.9%	17.2%	321	21.8%	46.4%	21.8%	10.0%
Two or More Races	<20	*	*	*	*	22	13.6%	45.5%	18.2%	22.7%	27	11.1%	48.1%	29.6%	11.1%
Economically Disadvantaged	470	6.4%	23.8%	35.3%	34.5%	507	3.6%	27.4%	36.9%	32.1%	573	7.3%	40.0%	33.7%	19.0%
English Learners	110	1.8%	17.3%	36.4%	44.5%	143	0.0%	11.9%	38.5%	49.7%	162	1.2%	25.9%	42.6%	30.2%
Students with Disabilities	89	1.1%	2.2%	6.7%	89.9%	102	1.0%	2.0%	20.6%	76.5%	120	0.0%	10.0%	34.2%	55.8%



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.

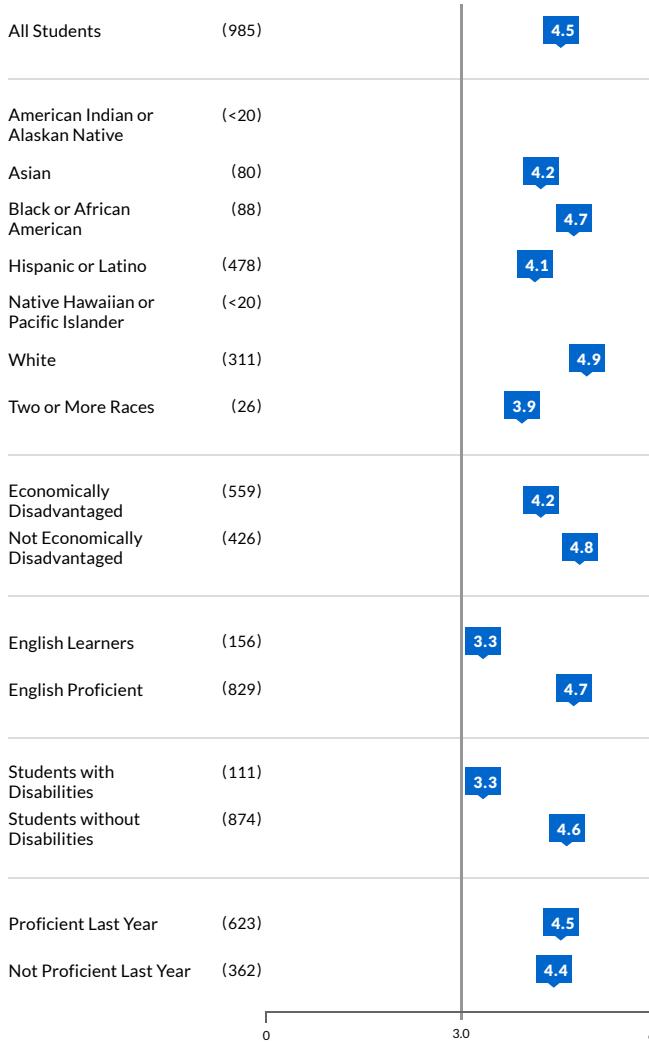
Priority Area Score



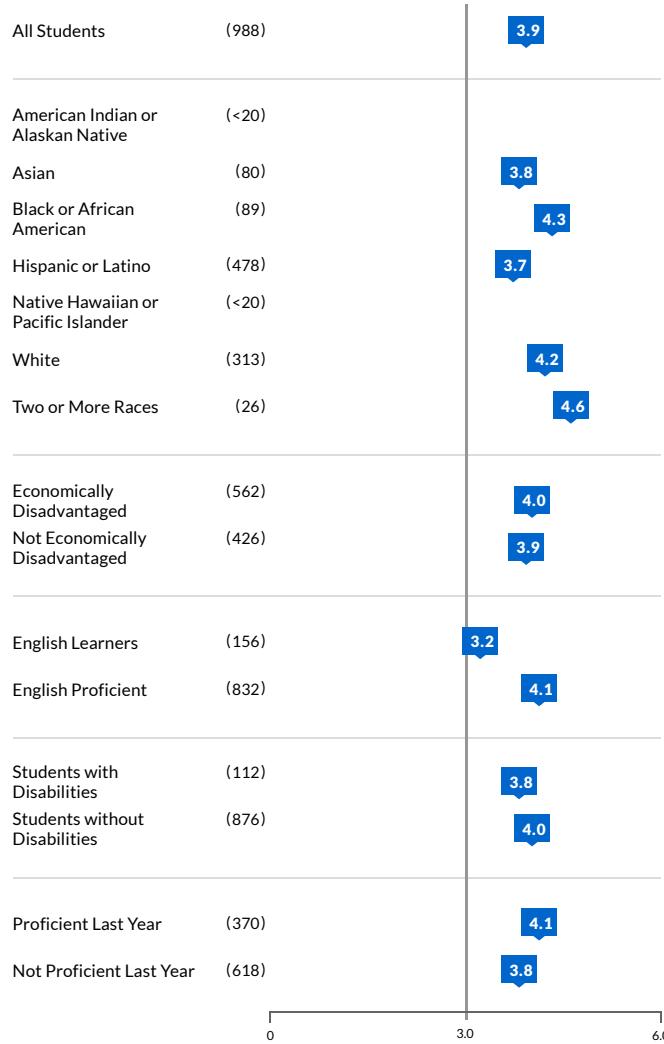
Student Group Value-Added (for information only)

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

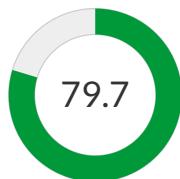




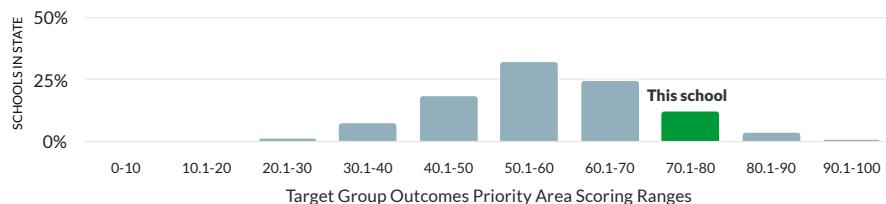
TARGET GROUP OUTCOMES

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 95.8% of 9-12 schools in the state.

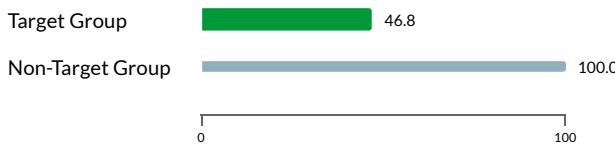


Component Scores

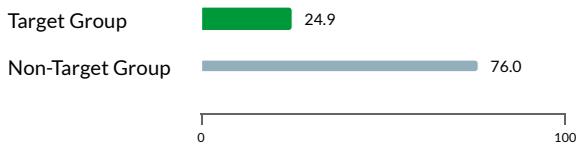
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts



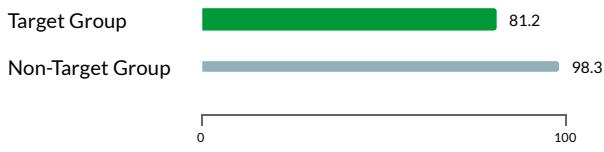
Mathematics



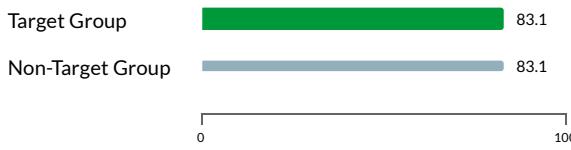
GROWTH

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

English Language Arts

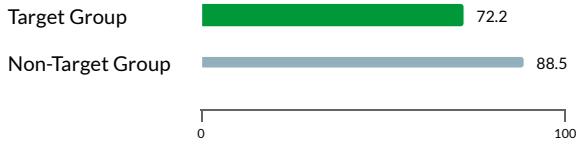


Mathematics



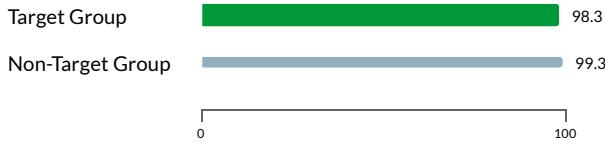
CHRONIC ABSENTEEISM

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.



GRADUATION

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

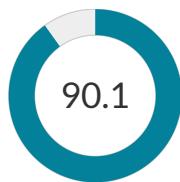




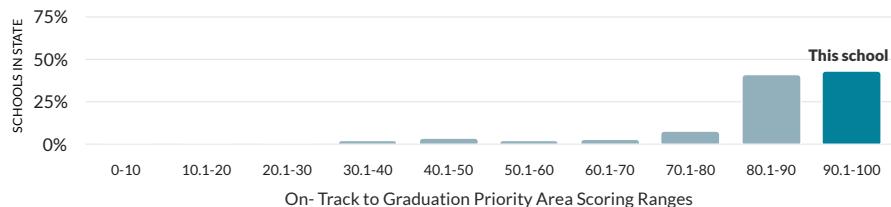
ON-TRACK TO GRADUATION

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 58.0% of 9-12 schools in the state.

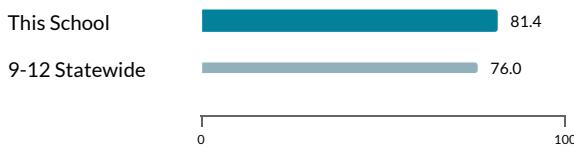


Component Scores

CHRONIC ABSENTEEISM

Score: 81.4

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: 98.7

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

This School

98.7

9-12 Statewide

92.0



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	1,362	9.6%	1,318	24.7%	1,313	19.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	95	4.2%	102	19.6%	97	15.5%
Black or African American	106	18.9%	96	37.5%	104	26.0%
Hispanic or Latino	712	10.4%	655	27.6%	666	21.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	412	7.0%	433	18.5%	413	16.9%
Two or More Races	26	11.5%	25	20.0%	27	14.8%
Economically Disadvantaged	621	11.6%	616	29.4%	644	24.1%
English Learners	95	12.6%	131	22.9%	167	17.4%
Students with Disabilities	155	24.5%	134	46.3%	131	36.6%

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	311	307	98.7%	300	296	98.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	22	22	100.0%	<20	*	*
Black or African American	<20	*	*	20	20	100.0%
Hispanic or Latino	164	161	98.2%	162	159	98.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	99	98	99.0%	95	94	98.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	129	126	97.7%	137	135	98.5%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	26	25	96.2%	32	31	96.9%



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

1,272 (96.9%) 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
95.5%	21.1%	7.8%	25.7%	0.2%	4.7%	3.0%	8.5%
1,254 students successfully completed at least one Advanced Placement or International Baccalaureate course.		102 students successfully completed at least one dual enrollment course.		3 students earned at least one industry-recognized credential.		40 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	1,313	266,777	95.5%	21.1%	7.8%	25.7%	0.2%	4.7%	3.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	97	10,367	97.9%	33.4%	14.4%	26.6%	0.0%	3.7%	2.1%	5.6%
Black or African American	104	24,969	98.1%	13.7%	4.8%	8.7%	0.0%	1.3%	3.8%	2.7%
Hispanic or Latino	666	37,682	95.5%	17.6%	7.2%	18.9%	0.2%	3.4%	3.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	413	179,306	94.2%	22.5%	8.0%	29.9%	0.2%	5.7%	2.4%	10.4%
Two or More Races	27	11,456	96.3%	18.9%	7.4%	21.0%	3.7%	3.4%	7.4%	5.8%
Economically Disadvantaged	644	104,283	96.6%	12.3%	7.1%	18.5%	0.3%	3.0%	3.4%	6.1%
English Learners	167	19,116	98.2%	13.9%	3.0%	17.0%	0.0%	2.5%	0.6%	3.6%
Students with Disabilities	131	33,777	94.7%	4.4%	3.1%	15.0%	0.0%	2.3%	0.8%	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

898 (68.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
6.7%	29.1%	0.1%	0.5%	1.0%	19.2%	1.0%	2.2%
88 students successfully completed at least one art & design course.		1 students successfully completed at least one dance course.		13 students successfully completed at least one music course.		13 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	1,313	266,777	6.7%	29.1%	0.1%	0.5%	1.0%	19.2%	1.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	97	10,367	6.2%	30.3%	0.0%	0.4%	1.0%	19.9%	0.0%	1.6%
Black or African American	104	24,969	4.8%	28.5%	0.0%	0.7%	1.0%	11.7%	1.9%	2.8%
Hispanic or Latino	666	37,682	6.5%	29.1%	0.2%	0.3%	0.9%	13.3%	0.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	413	179,306	7.7%	29.1%	0.0%	0.5%	1.2%	21.7%	1.5%	2.2%
Two or More Races	27	11,456	7.4%	28.8%	0.0%	0.5%	0.0%	17.8%	0.0%	2.6%
Economically Disadvantaged	644	104,283	5.3%	29.9%	0.0%	0.4%	0.8%	15.4%	0.3%	2.1%
English Learners	167	19,116	2.4%	30.9%	0.0%	0.4%	0.6%	11.8%	0.0%	1.6%
Students with Disabilities	131	33,777	3.1%	30.9%	0.0%	0.5%	0.8%	14.4%	0.0%	2.4%

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