EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

CARMEN HIGH SCHOOL OF SCIENCE & TECHNOLOGY SOUTHEAST CAMPUS

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT

785

DUAL ENROLLMENT PARTICIPATION

27%

SOCIOECONOMIC STATUS BREAKDOWN

Economically Disadvantaged

86.7%

Not Econ. Disadv.

11.3%

RACIAL/ETHNIC BREAKDOWN

Hispanic/Latinx

91%

Black/African American

4.5%

DUAL ENROLLMENT PARTICIPATION WITHIN GROUPS

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

Overall rate of participation in dual enrollment is strong, given that these opportunities will be primarily taken by juniors and seniors. Additionally, participation is about equal across different subgroups within the school in relation to SES and race/ethnicity.

THE PROJECT

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AUDUBON TECHNOLOGY AND COMMUNICATION HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 385
DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 16.4%
Economically Disadvantaged 83.6%

RACIAL/ETHNIC BREAKDOWN

Asian 1.8%
White 15.3%
Black/African American 13.2%
Hispanic/Latinx 63.8%

ANALYSIS

There is no participation in dual enrollment, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

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ANALYSIS
There is no participation in dual enrollment, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

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RIVERSIDE HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 1,323

DUAL ENROLLMENT PARTICIPATION 1%

Not Econ. Disadvan. 24.9%

SOCIOECONOMIC STATUS BREAKDOWN

Economically Disadvantaged 75.1%

RACIAL/ETHNIC BREAKDOWN

Black/African American 61.5%

Hispanic/Latinx 23.2%

Asian 11%

White 2.2%

Economically Disadvantaged 75.1%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

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SOUTH DIVISION HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 840
DUAL ENROLLMENT PARTICIPATION 12.3%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadvan. 18%
Economically Disadvantaged 82%

RACIAL/ETHNIC BREAKDOWN

Hispanic/Latinx 54.3%
Black/African American 24.3%
Asian 18.4%
White 2.1%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

15%
10%
5%
0%

ANALYSIS

While there is room for growth in dual enrollment participation, there is a sizable part of the school population that are taking these classes. These rates are a bit lower for Black students, but relatively equal to overall rate for Latinx students and those qualifying as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
SCHOOL BY THE NUMBERS

**Overall Enrollment**

- **Not Econ. Disadv.**: 21.7%
- **Economically Disadvantaged**: 78.3%

**Racial/Ethnic Breakdown**

- **Black/African American**: 53.1%
- **Hispanic/Latinx**: 20.7%
- **White**: 11%
- **Asian**: 12.5%
- **Not Econ. Disadv.**: 21.7%
- **Economically Disadvantaged**: 78.3%

**Dual Enrollment Participation**

- **Overall Participation**: 993
- **Black Students**: 15%
- **Latinx Students**: 10%
- **Economically Disadvantaged**: 5%

**Analysis**

While there is room for growth in dual enrollment participation, there is a sizable part of the school population that are taking these classes. These rates are are relatively equal to overall rate for Black and Latinx students, but a bit lower for those qualifying as economically disadvantaged.

**The Project**

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SCHOOL BY THE NUMBERS

EQUITY IN MKE:
BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

REAGAN HIGH SCHOOL

OVERALL ENROLLMENT 1,344
DUAL ENROLLMENT PARTICIPATION 6.1%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 51.3%
Economically Disadvantaged 48.7%

RACIAL/ETHNIC BREAKDOWN

White 33%
Asian 7.7%
Black/African American 7.7%
Hispanic/Latinx 49.3%

DUAL ENROLLMENT PARTICIPATION
- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

While some students participate in dual enrollment, there is still considerable opportunity for expanding access among Latinx students and those who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

BRADLEY TECH HIGH SCHOOL

SCHOOL BY THE NUMBERS

Overall Enrollment 1,035
Dual Enrollment Participation 0.9%

Socioeconomic Status Breakdown

- Economically Disadvantaged: 82.8%
- Hispanic/Latinx: 15.3%
- White: 3%
- Asian: 3.8%
- Black/African American: 74.9%
- Not Econ. Disadv.: 17.2%

Racial/Ethnic Breakdown

- Hispanic/Latinx: 15.3%
- Black/African American: 74.9%
- White: 3%
- Asian: 3.8%
- Not Econ. Disadv.: 17.2%

Dual Enrollment Participation

- Overall Participation: 1.5%
- Black Students: 1%
- Latinx Students: 0.5%
- Economically Disadvantaged: 0%

Analysis

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects.

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EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

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RUFUS KING HIGH SCHOOL

SCHOOL BY THE NUMBERS

Overall Enrollment: 1,334
Dual Enrollment Participation: 1.3%

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv.: 34.3%
- Economically Disadvantaged: 65.7%

RACIAL/ETHNIC BREAKDOWN

- Black/African American: 53.9%
- Hispanic/Latinx: 16.9%
- White: 13.9%
- Asian: 11.6%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

Participation in dual enrollment is minimal, though based on the low numbers of students participating, it is relatively even across groups.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

ALLIANCE SCHOOL OF MILWAUKEE

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT

- Overall Participation: 148
- DUAL ENROLLMENT PARTICIPATION: 1.3%

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv.: 12.2%
- Economically Disadvantaged: 87.8%

RACIAL/ETHNIC BREAKDOWN

- Black/African American: 61.6%
- Hispanic/Latinx: 15.5%
- White: 12.8%
- Two or More: 10.1%
- Economically Disadvantaged: 87.8%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

Participation in dual enrollment is minimal, though it is higher in the Latinx student population. The school is small, but there is room for growth and expansion of equitable opportunity.

THE PROJECT

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BAY VIEW HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 904

DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 17.7%

Economically Disadvantaged 82.3%

RACIAL/ETHNIC BREAKDOWN

Asian 4%

White 11.6%

Black/African American 44.2%

Hispanic/Latinx 33.8%

ANALYSIS

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
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**MARSHALL HIGH SCHOOL**

**SCHOOL BY THE NUMBERS**

<table>
<thead>
<tr>
<th>OVERALL ENROLLMENT</th>
<th>1,010</th>
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<tbody>
<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>0.1%</td>
</tr>
</tbody>
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**SOCIOECONOMIC STATUS BREAKDOWN**

- Not Econ. Disadv.: 17.8%
- Economically Disadvantaged: 82.2%

**RACIAL/ETHNIC BREAKDOWN**

- Hispanic/Latinx: 3.8%
- Black/African American: 90%

**ANALYSIS**

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

**THE PROJECT**

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

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VINCENT HIGH SCHOOL

SCHOOL BY THE NUMBERS

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<tr>
<th>OVERALL ENROLLMENT</th>
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<tbody>
<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>0%</td>
</tr>
</tbody>
</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 6.3%
- Economically Disadvantaged 93.7%

RACIAL/ETHNIC BREAKDOWN

- Hispanic/Latino 4.3%
- Black/African American 86.7%

ANALYSIS

There is no participation in dual enrollment, and so there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

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DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

SHALOM HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 725
DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 7.5%
Economically Disadvantaged 92.5%

RACIAL/ETHNIC BREAKDOWN

White 3.3%
Black/African American 90.2%

ANALYSIS

There is no participation in dual enrollment, and so there is opportunity for expanding opportunity as the school serves primarily Black students who qualify as economically disadvantaged.

THE PROJECT

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DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

ASSATA HIGH

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 95
DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 9.5%
Economically Disadvantaged 90.5%

RACIAL/ETHNIC BREAKDOWN

Two or More 3.2%
Black/African American 93.8%

ANALYSIS

There is no participation in dual enrollment, and so there is opportunity for expanding opportunity as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

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BANNER PREPARATORY SCHOOL

SCHOOL BY THE NUMBERS

<table>
<thead>
<tr>
<th>OVERALL ENROLLMENT</th>
<th>32</th>
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<tbody>
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<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>0%</td>
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</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Economically Disadvantaged: 6.2%
- Economically Disadvantaged: 93.8%

RACIAL/ETHNIC BREAKDOWN

- Black/African American: 100%

ANALYSIS

There is no participation in dual enrollment. It is a small school, but there is opportunity for expanding opportunity as the school serves Black students who qualify as economically disadvantaged.

THE PROJECT

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HAMILTON HIGH SCHOOL

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 1,360
DUAL ENROLLMENT PARTICIPATION 8.3%

SOCIOECONOMIC STATUS BREAKDOWN

Economically Disadvantaged 77.1%
Not Econ. Disadv. 22.9%

RACIAL/ETHNIC BREAKDOWN

Black/African American 31.3%
White 12.3%
Hispanic/Latinx 42%
Asian 9.8%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation
- Black Students
- Latinx Students
- Economically Disadvantaged

ANALYSIS

Overall rate of participation in dual enrollment is low but not insignificant. There is room to expand equitable opportunities give the student composition.

THE PROJECT

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NORTH DIVISION HIGH SCHOOL

SCHOOL BY THE NUMBERS

<table>
<thead>
<tr>
<th>OVERALL ENROLLMENT</th>
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<tbody>
<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 10.2%
- Economically Disadvantaged 89.8%

RACIAL/ETHNIC BREAKDOWN

- Hispanic/Latinx 3.7%
- Black/African American 93.6%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation: 2.1%
- Black Students: 0.2%
- Latinx Students: 0.1%
- Economically Disadvantaged: 0.5%

ANALYSIS

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
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CARMEN HIGH SCHOOL OF SCIENCE AND TECHNOLOGY SOUTH CAMPUS

SCHOOL BY THE NUMBERS

<table>
<thead>
<tr>
<th>Overall Enrollment</th>
<th>Dual Enrollment Participation</th>
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<tbody>
<tr>
<td></td>
<td>378</td>
</tr>
<tr>
<td></td>
<td>27%</td>
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</tbody>
</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadvantaged: 4.8%
- Economically Disadvantaged: 95.2%

RACIAL/ETHNIC BREAKDOWN

- Black/African American: 2.1%
- Hispanic/Latinx: 96.5%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation: 27%
- Black Students: 30%
- Latinx Students: 20%
- Economically Disadvantaged: 10%

ANALYSIS

Overall rate of participation in dual enrollment is strong, given that these opportunities will be primarily taken by juniors and seniors. The school is primarily Latinx students who qualify as economically disadvantaged, and these students are accessing the dual enrollment opportunities.

THE PROJECT

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GRANDVIEW HIGH SCHOOL

SCHOOL BY THE NUMBERS

<table>
<thead>
<tr>
<th>Overall Enrollment</th>
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<tbody>
<tr>
<td>Dual Enrollment Participation</td>
<td>0%</td>
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</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv.: 10%
- Economically Disadvantaged: 90%

RACIAL/ETHNIC BREAKDOWN

- White: 8.6%
- Black/African American: 12.3%
- Hispanic/Latinx: 74.1%

ANALYSIS

There is no participation in dual enrollment, and so there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

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DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

JAMES MADISON ACADEMIC CAMPUS

SCHOOL BY THE NUMBERS

<table>
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<tr>
<th>OVERALL ENROLLMENT</th>
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<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>10%</td>
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</tbody>
</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 14.4%
- Economically Disadvantaged 85.6%

RACIAL/ETHNIC BREAKDOWN

- White Asian: 1.4% 4%
- Black/African American: 89.1%
- Asian: 4%
- White: 1.4%

DUAL ENROLLMENT PARTICIPATION

- Overall Participation: 10%
- Black Students: 7.5%
- Latinx Students: 5%
- Economically Disadvantaged: 2.5%
- Not Econ. Disadv.: 0%

ANALYSIS

Overall rate of participation in dual enrollment is relatively robust, but the opportunities are not being accessed by Black and Latinx students, with economically disadvantaged students not comprising any of these participants.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

GREEN TREE PREPARATORY ACADEMY

SCHOOL BY THE NUMBERS

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<th>OVERALL ENROLLMENT</th>
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<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
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</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 12.7%
- Economically Disadvantaged 87.3%

RACIAL/ETHNIC BREAKDOWN

- White 3.6%
- Hispanic/Latinx 5.2%
- Asian 5%
- Black/African American 81.1%

ANALYSIS

There is no participation in dual enrollment, and so there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects. For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

WASHINGTON HIGH SCHOOL OF INFORMATION TECHNOLOGY

SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 500

DUAL ENROLLMENT PARTICIPATION 0.2%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 15.8%

Economically Disadvantaged 84.2%

RACIAL/ETHNIC BREAKDOWN

Hispanic/Latinx 3.4%

Black/African American 90.2%

ANALYSIS

Participation in dual enrollment is minimal, and there is opportunity for expanding access as the school serves primarily Black and Latino/a students who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects.

For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).
SCHOOL BY THE NUMBERS

NOVA SCHOOL

OVERALL ENROLLMENT: 112
DUAL ENROLLMENT PARTICIPATION: 0%

SOCIOECONOMIC STATUS BREAKDOWN

- Economically Disadvantaged: 88.4%
- Not Econ. Disadv.: 11.6%

RACIAL/ETHNIC BREAKDOWN

- Black/African American: 88.7%
- Hispanic/Latinx: 7.9%
- White: 1.8%

ANALYSIS

There is no participation in dual enrollment. It is a small school, but there is opportunity for expanding access as the school serves primarily Black and Latinx students who qualify as economically disadvantaged.

THE PROJECT

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EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

TRANSITION HIGH SCHOOL

SCHOOL BY THE NUMBERS

<table>
<thead>
<tr>
<th>OVERALL ENROLLMENT</th>
<th>101</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUAL ENROLLMENT PARTICIPATION</td>
<td>0%</td>
</tr>
</tbody>
</table>

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 13.9%
- Economically Disadvantaged 86.1%

RACIAL/ETHNIC BREAKDOWN

- Hispanic/Latinx 4%
- Black/African American 94%

ANALYSIS

There is no participation in dual enrollment. It is a small school, but there is opportunity for expanding access as the school serves primarily Black and Latinx students who qualify as economically disadvantaged.

THE PROJECT

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SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 23
DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

Not Econ. Disadv. 13%
Economically Disadvantaged 87%

RACIAL/ETHNIC BREAKDOWN

Hispanic/Latinx 52.3%
Asian 4.3%
Black/African American 39.1%

ANALYSIS

There is no participation in dual enrollment. It is a small school, but there is opportunity for expanding access as the school serves primarily Latinx and Black students who qualify as economically disadvantaged.

THE PROJECT

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SCHOOL BY THE NUMBERS

OVERALL ENROLLMENT 11
DUAL ENROLLMENT PARTICIPATION 0%

SOCIOECONOMIC STATUS BREAKDOWN

- Not Econ. Disadv. 28.6%
- Economically Disadvantaged 71.4%

RACIAL/ETHNIC BREAKDOWN

- Hispanic/Latinx 16.2%
- White 3.6%
- Black/African American 79.3%

ANALYSIS

There is no participation in dual enrollment. It is a small school, but there is opportunity for expanding access as the school serves primarily Black and Latinx students who qualify as economically disadvantaged.

THE PROJECT

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects.

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