



OVERVIEW

School Details

Grades : K3-8

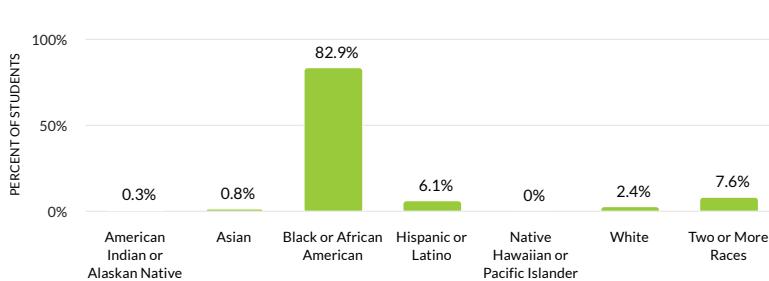
Enrollment : 380

Percent open enrollment : 0.5%

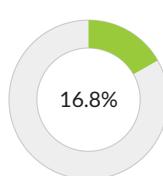
Hartford Avenue University School promotes a positive school and learning environment through the Positive Behavioral Interventions and Supports (PBIS) program. The school community challenges the students, parents, faculty, and staff to think about and perform at high levels of achievement and exhibit positive character values.

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

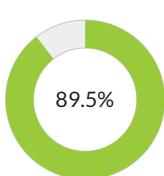
Student Groups



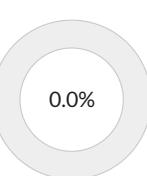
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS

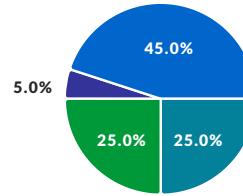


Score Summary



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>.

PRIORITY AREA WEIGHTS



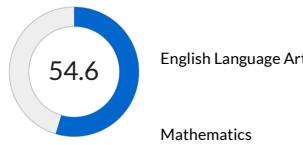
Overall Score

48.0

Meets Few Expectations



GROWTH



Subject Area Scores

English Language Arts

Mathematics



Priority Area Scores

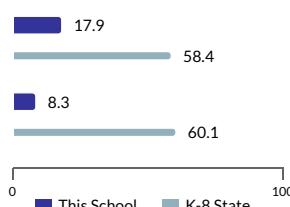
ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



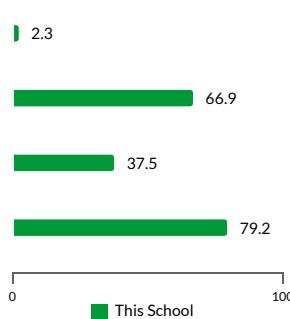
Achievement

Growth

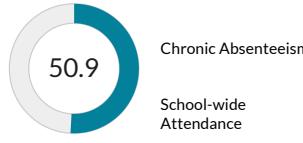
Chronic Absenteeism

Attendance

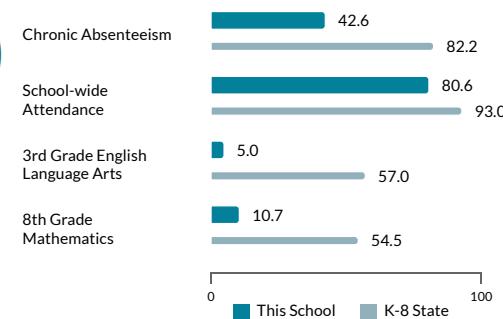
Group Scores



ON-TRACK TO GRADUATION



Area Scores





ACHIEVEMENT

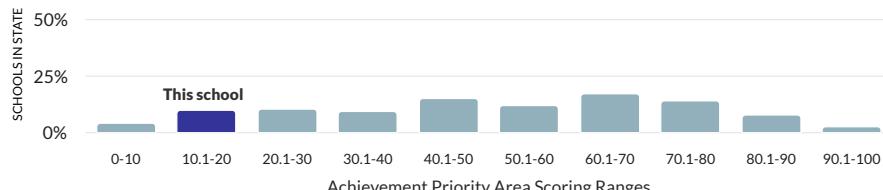
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 17.9
Mathematics Score: 8.3

■ This school's score was the same or higher than 6.0% of K-8 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

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(162)	22.2
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(180)	24.2
English Learners	(<20)	
Students with Disabilities	(39)	15.4

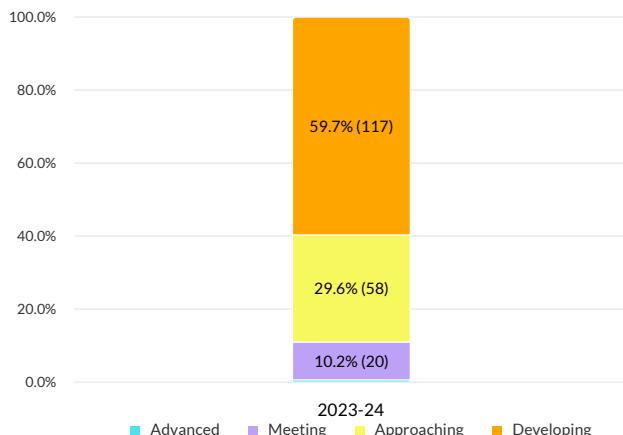
MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(161)	12.1
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(178)	14.6
English Learners	(<20)	
Students with Disabilities	(39)	6.4

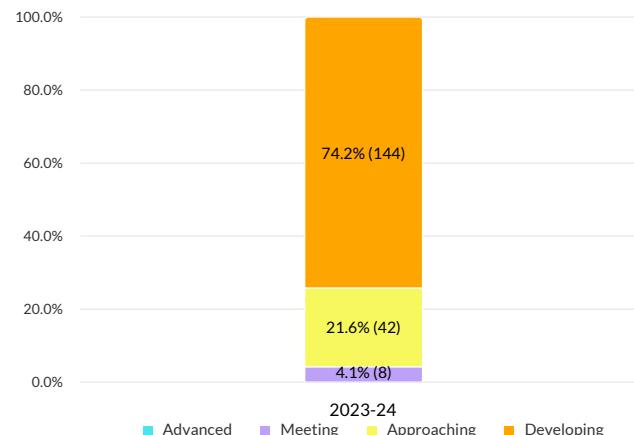
Performance Levels by Year

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: Economically Disadvantaged
94.1%	93.5%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
92.6%	90.5%

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: K-8 State	357,549	6.8%	30.6%	34.7%	27.9%	355,876	8.1%	31.3%	34.4%	26.1%	353,590	11.5%	40.0%	30.2%	18.2%
All Students	212	0.9%	5.2%	19.8%	74.1%	222	0.5%	6.8%	24.3%	68.5%	196	0.5%	10.2%	29.6%	59.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	180	0.0%	3.9%	18.3%	77.8%	195	0.0%	5.6%	22.6%	71.8%	162	0.0%	7.4%	29.6%	63.0%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	201	0.5%	4.0%	20.4%	75.1%	192	0.5%	5.7%	23.4%	70.3%	180	0.6%	9.4%	27.8%	62.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	41	0.0%	0.0%	4.9%	95.1%	44	0.0%	2.3%	15.9%	81.8%	39	0.0%	5.1%	20.5%	74.4%

MATHEMATICS

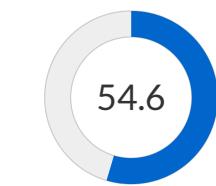
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: K-8 State	358,332	8.5%	30.8%	30.6%	30.1%	356,885	9.4%	31.6%	30.4%	28.6%	353,324	19.6%	33.7%	26.3%	20.3%
All Students	220	0.5%	0.9%	15.5%	83.2%	222	0.5%	0.0%	14.4%	85.1%	194	0.0%	4.1%	21.6%	74.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	187	0.0%	0.0%	13.9%	86.1%	195	0.0%	0.0%	12.8%	87.2%	161	0.0%	1.9%	20.5%	77.6%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	209	0.5%	1.0%	14.4%	84.2%	192	0.0%	0.0%	13.0%	87.0%	178	0.0%	3.9%	21.3%	74.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	42	0.0%	0.0%	4.8%	95.2%	44	0.0%	0.0%	4.5%	95.5%	39	0.0%	0.0%	12.8%	87.2%



GROWTH

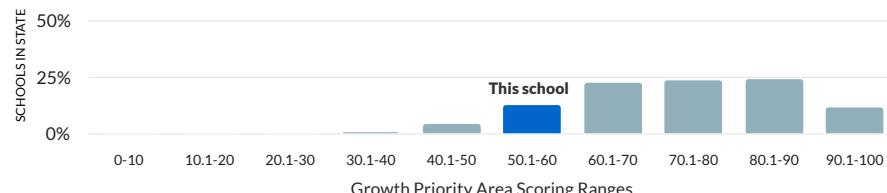
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 62.2
Mathematics Score: 47.0

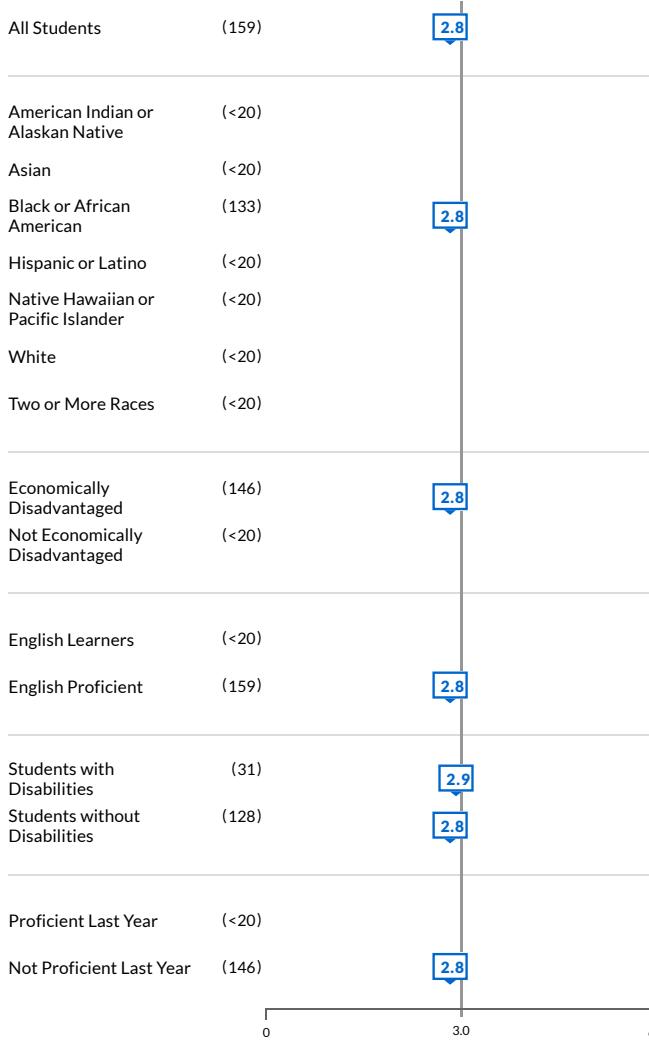
■ This school's score was the same or higher than 10.2% of K-8 schools in the state.



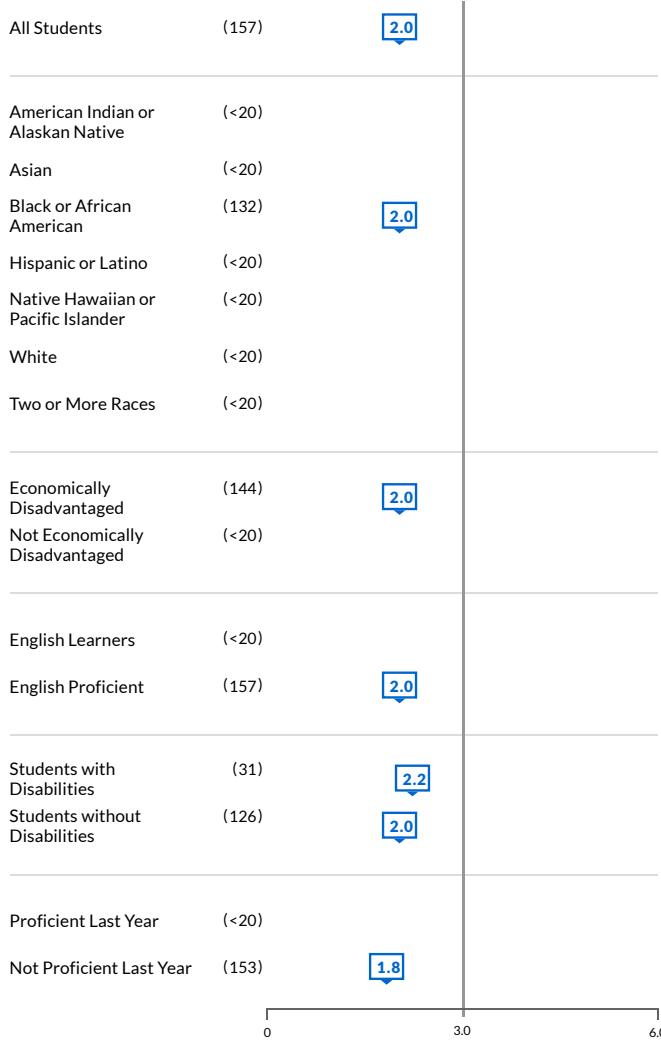
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





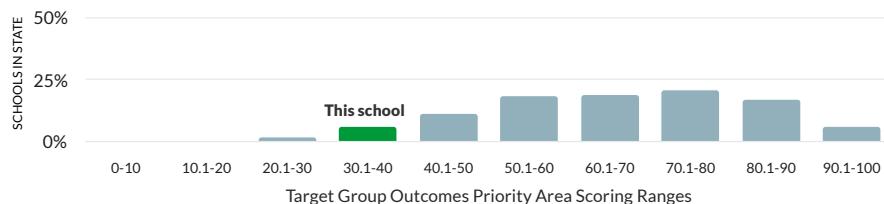
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This school's score was the same or higher than 8.1% of K-8 schools in the state.

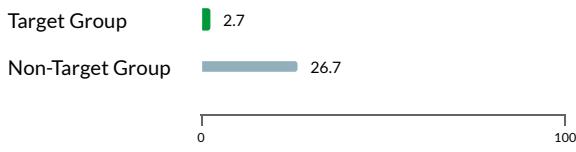


Component Scores

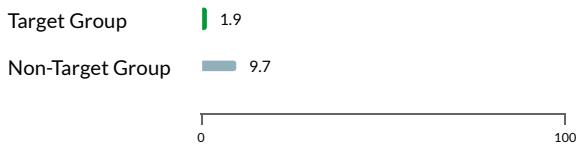
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

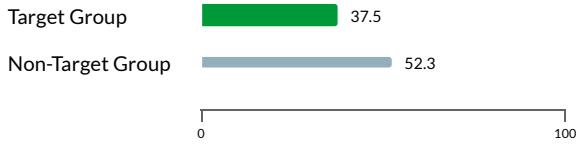


Mathematics



CHRONIC ABSENTEEISM

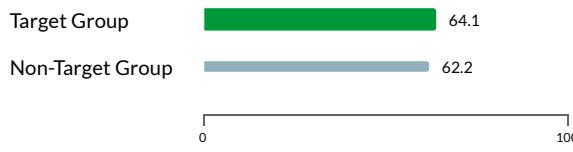
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



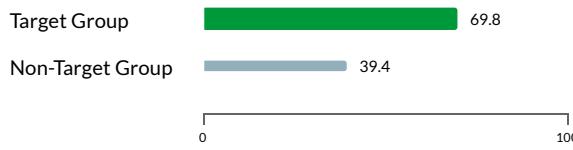
GROWTH

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

English Language Arts



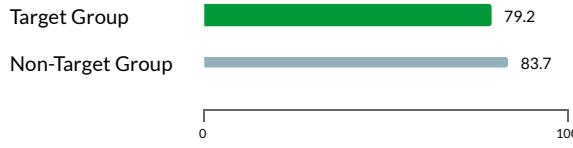
Mathematics



ATTENDANCE

Score: 79.2

This score is the overall attendance rate for the target group in 2022-23.

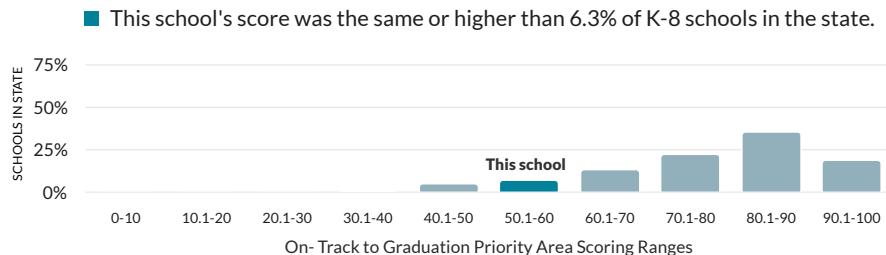




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 42.6

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

This School  42.6

K-8 Statewide  82.2



SCHOOL-WIDE ATTENDANCE

Score: 80.6

This score is the overall attendance rate for the school in 2022-23.

This School  80.6

K-8 Statewide  93.0



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 5.0

Multi-year average points-based proficiency rates.

This School  5.0

K-8 Statewide  57.0



8TH GRADE MATHEMATICS

Score: 10.7

Multi-year average points-based proficiency rates.

This School  10.7

K-8 Statewide  54.5





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: K-8 State	545,035	14.6%	544,944	21.0%	542,622	17.3%
All Students	440	34.1%	405	73.1%	367	61.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	386	34.7%	349	75.1%	316	61.7%
Hispanic or Latino	<20	*	23	65.2%	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	23	30.4%	22	54.5%	21	76.2%
Economically Disadvantaged	409	35.9%	387	74.2%	324	64.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	68	42.6%	71	78.9%	68	57.4%

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.

This school does not have a 12th grade

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

November 2024



The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.