



OVERVIEW

School Details

Grades : 9-12

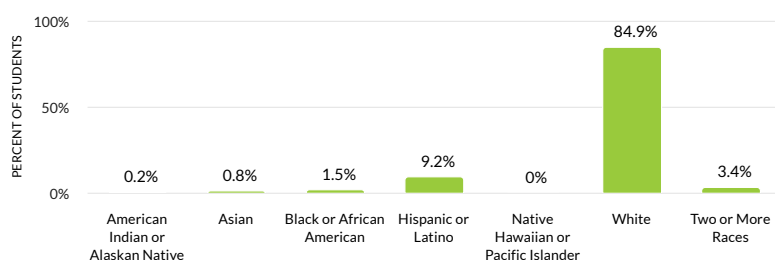
Enrollment : 1,364

Percent open enrollment : 4%

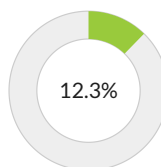
Hartford Union High School engages and supports all learners to discover their passions, achieve high academic goals, and contribute to a global society. We do this by providing a multitude of academically challenging and relevant learning experiences. We value our partnerships with various stakeholders to provide students unique opportunities to personalize their learning.

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

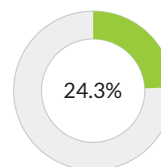
Student Groups



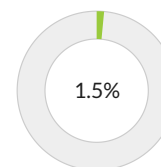
STUDENTS WITH DISABILITIES



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>.

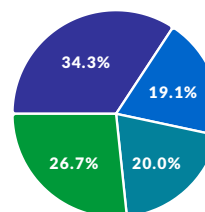
Overall Score

61.9

Meets Expectations



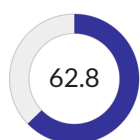
PRIORITY AREA WEIGHTS



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

Priority Area Scores

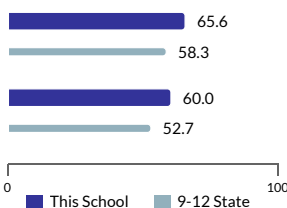
ACHIEVEMENT



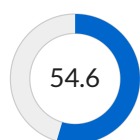
English Language Arts

Mathematics

Subject Area Scores



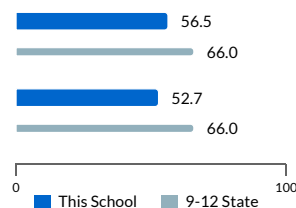
GROWTH



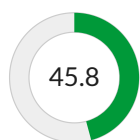
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



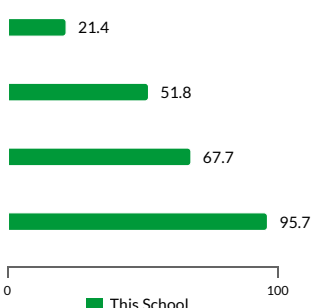
Achievement

Growth

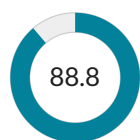
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



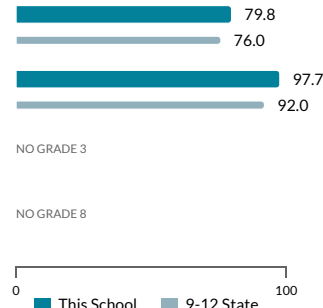
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

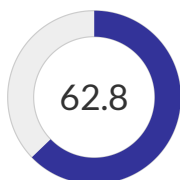




ACHIEVEMENT

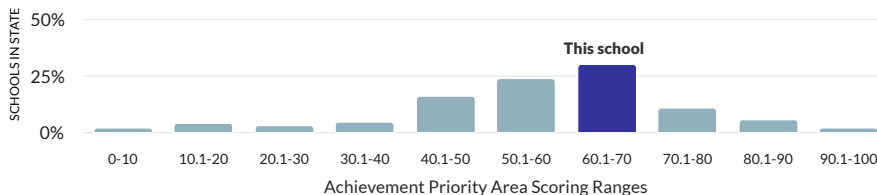
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 65.6
Mathematics Score: 60.0

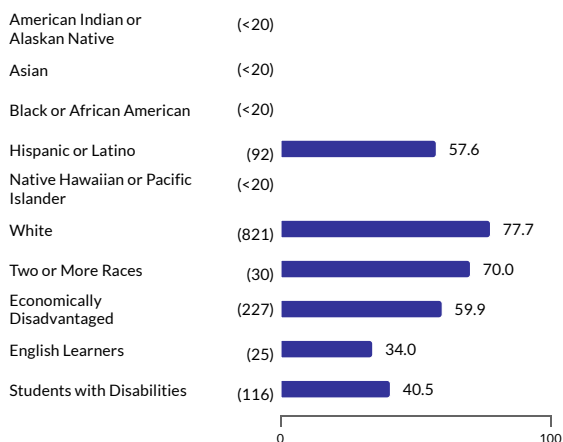
■ This school's score was the same or higher than 62.0% of 9-12 schools in the state.



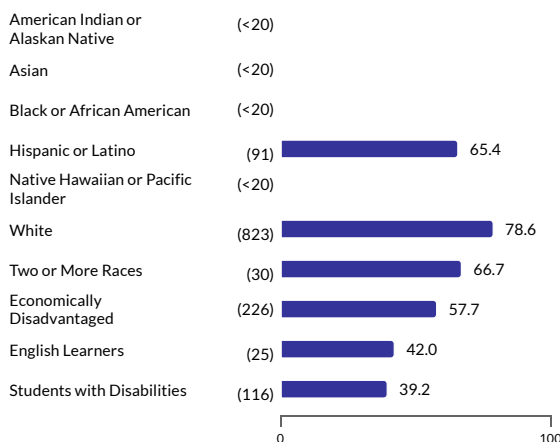
Student Group Achievement, 2023-24 (for information only)

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



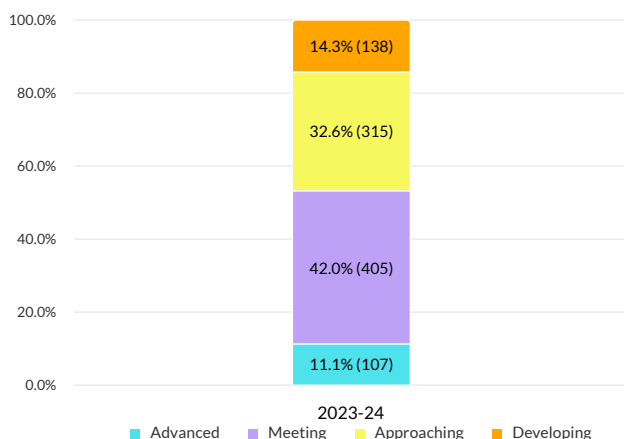
MATHEMATICS



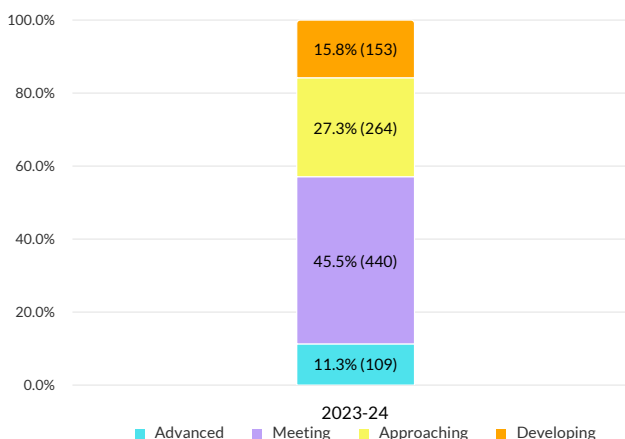
Performance Levels by Year

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:
97.8%	English Learners
	93.3%

MATHEMATICS

All students	Lowest-participating group:
98.1%	Economically Disadvantaged
	95.6%

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				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
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	914	8.1%	35.0%	33.5%	23.4%	952	8.9%	38.8%	36.6%	15.8%	965	11.1%	42.0%	32.6%	14.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	81	4.9%	25.9%	30.9%	38.3%	76	5.3%	28.9%	39.5%	26.3%	92	4.3%	30.4%	41.3%	23.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	791	8.0%	36.8%	33.9%	21.4%	825	9.3%	40.5%	35.3%	14.9%	821	12.3%	43.8%	30.8%	13.0%
Two or More Races	26	15.4%	19.2%	30.8%	34.6%	32	12.5%	25.0%	53.1%	9.4%	30	3.3%	46.7%	36.7%	13.3%
Economically Disadvantaged	208	4.8%	26.9%	30.3%	38.0%	209	4.3%	29.2%	40.7%	25.8%	227	6.6%	31.7%	36.6%	25.1%
English Learners	21	0.0%	23.8%	19.0%	57.1%	24	0.0%	8.3%	54.2%	37.5%	25	0.0%	8.0%	52.0%	40.0%
Students with Disabilities	88	3.4%	8.0%	29.5%	59.1%	104	5.8%	13.5%	43.3%	37.5%	116	4.3%	15.5%	37.1%	43.1%

MATHEMATICS

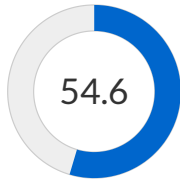
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	916	10.4%	25.8%	32.1%	31.8%	953	11.2%	27.2%	34.8%	26.8%	966	11.3%	45.5%	27.3%	15.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	81	3.7%	13.6%	28.4%	54.3%	76	9.2%	19.7%	30.3%	40.8%	91	6.6%	39.6%	31.9%	22.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	792	11.1%	27.3%	33.2%	28.4%	826	11.5%	28.2%	35.8%	24.5%	823	12.3%	46.8%	26.7%	14.2%
Two or More Races	26	11.5%	15.4%	19.2%	53.8%	32	15.6%	18.8%	28.1%	37.5%	30	6.7%	46.7%	20.0%	26.7%
Economically Disadvantaged	208	5.8%	17.3%	27.9%	49.0%	209	4.3%	17.2%	33.0%	45.5%	226	4.9%	32.3%	36.3%	26.5%
English Learners	21	0.0%	9.5%	14.3%	76.2%	24	0.0%	8.3%	29.2%	62.5%	25	0.0%	20.0%	44.0%	36.0%
Students with Disabilities	88	0.0%	4.5%	19.3%	76.1%	104	3.8%	9.6%	23.1%	63.5%	116	2.6%	19.0%	32.8%	45.7%



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.

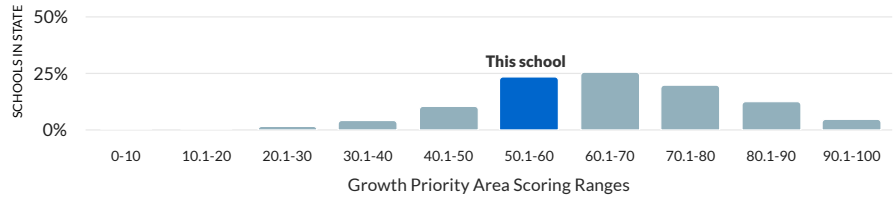
Priority Area Score



English Language Arts Score: 56.5

Mathematics Score: 52.7

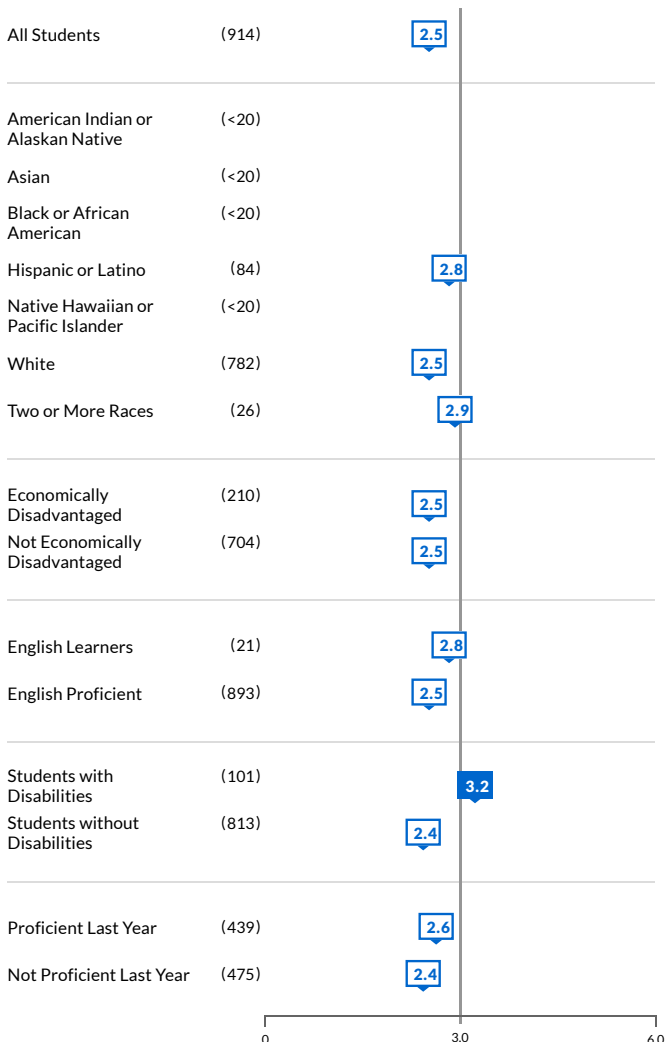
■ This school's score was the same or higher than 26.9% of 9-12 schools in the state.



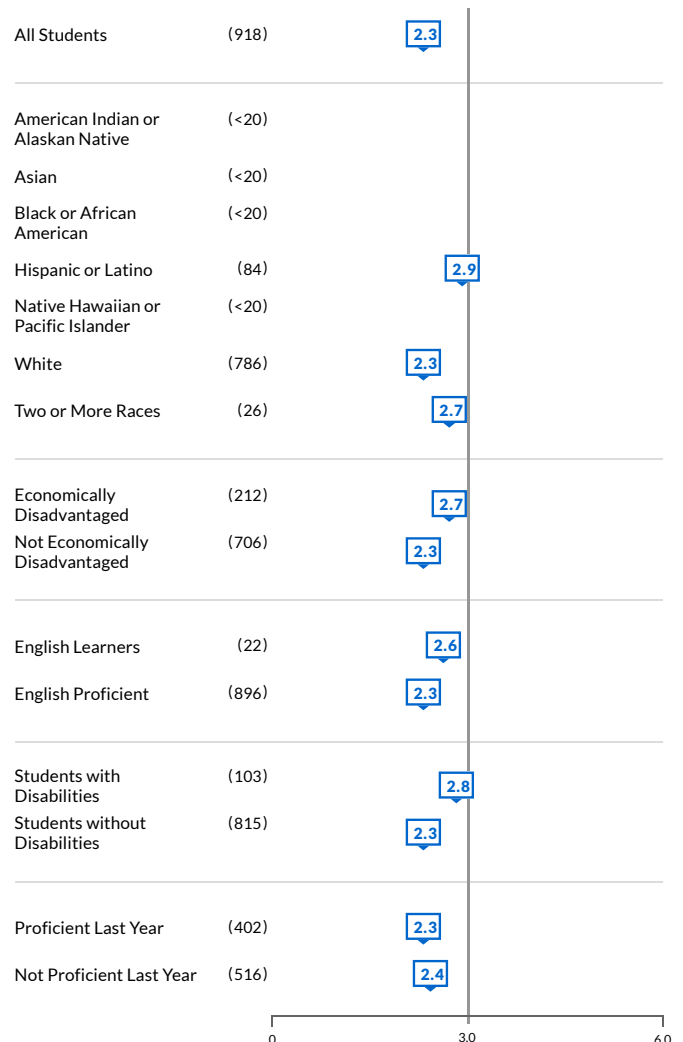
Student Group Value-Added (for information only)

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

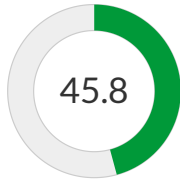




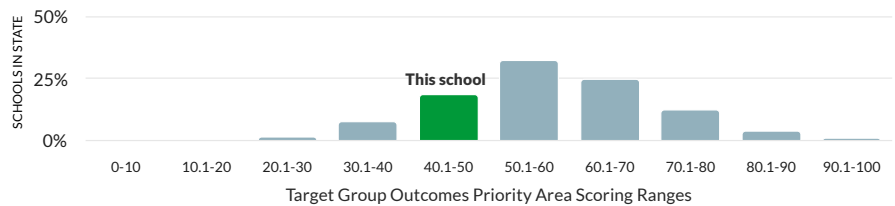
TARGET GROUP OUTCOMES

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



■ This school's score was the same or higher than 17.7% of 9-12 schools in the state.



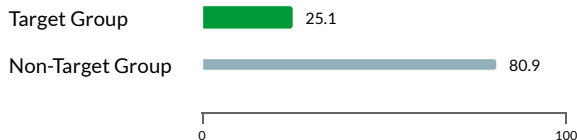
Component Scores

ACHIEVEMENT

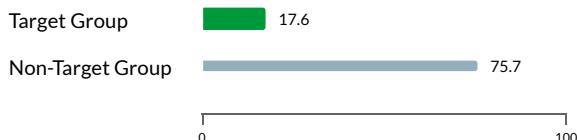
Score: 21.4

Average points-based proficiency rates.

English Language Arts



Mathematics

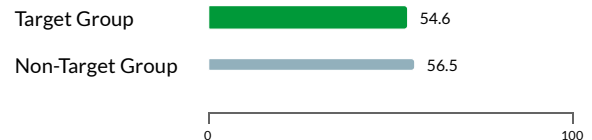


GROWTH

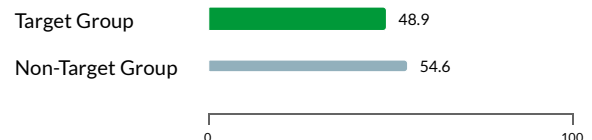
Score: 51.8

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

English Language Arts



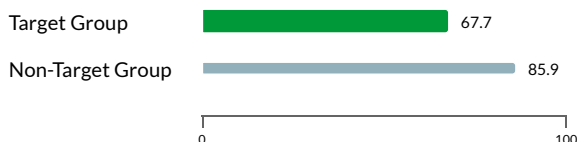
Mathematics



CHRONIC ABSENTEEISM

Score: 67.7

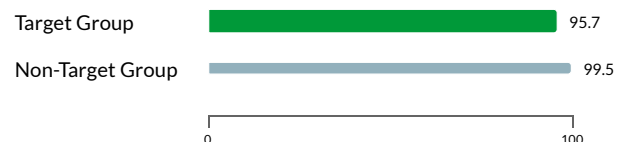
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.7

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

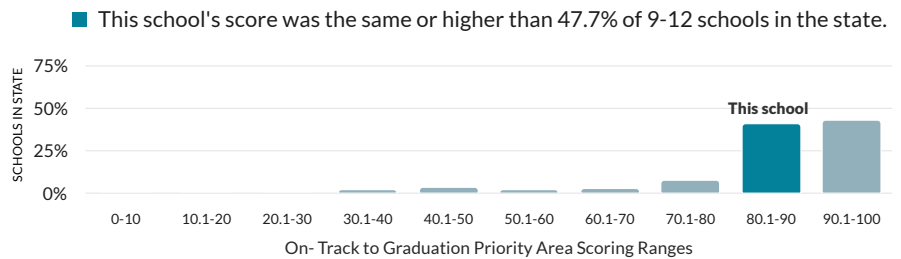
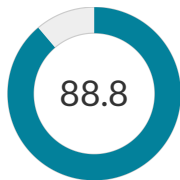




ON-TRACK TO GRADUATION

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

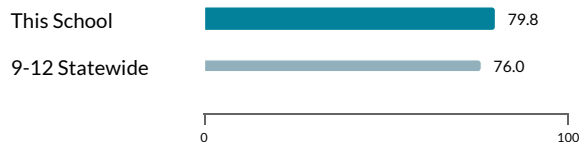


Component Scores

CHRONIC ABSENTEEISM

Score: 79.8

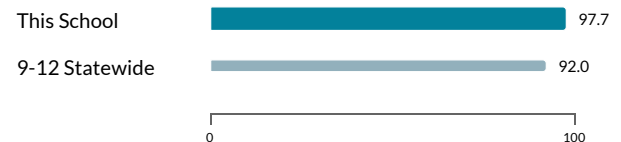
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.7

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	1,280	16.2%	1,296	26.0%	1,219	17.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	116	31.9%	111	43.2%	104	27.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,096	13.5%	1,108	23.4%	1,045	16.6%
Two or More Races	41	29.3%	46	41.3%	44	25.0%
Economically Disadvantaged	324	38.6%	329	47.4%	264	35.6%
English Learners	31	32.3%	31	45.2%	33	27.3%
Students with Disabilities	150	40.7%	136	39.7%	133	28.6%

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	310	303	97.7%	307	300	97.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	32	32	100.0%	20	19	95.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	261	255	97.7%	269	266	98.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	64	64	100.0%	61	56	91.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	35	29	82.9%	39	37	94.9%



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

580 (47.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
17.0%	21.1%

207 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
29.3%	25.7%

357 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
5.9%	4.7%

72 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
8.9%	8.5%

109 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	1,219	266,777	17.0%	21.1%	29.3%	25.7%	5.9%	4.7%	8.9%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	104	37,682	13.5%	17.6%	35.6%	18.9%	1.9%	3.4%	10.6%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,045	179,306	17.4%	22.5%	28.6%	29.9%	6.7%	5.7%	9.0%	10.4%
Two or More Races	44	11,456	11.4%	18.9%	31.8%	21.0%	0.0%	3.4%	6.8%	5.8%
Economically Disadvantaged	264	104,283	12.1%	12.3%	24.6%	18.5%	3.4%	3.0%	7.6%	6.1%
English Learners	33	19,116	9.1%	13.9%	27.3%	17.0%	0.0%	2.5%	12.1%	3.6%
Students with Disabilities	133	33,777	2.3%	4.4%	22.6%	15.0%	1.5%	2.3%	3.8%	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

517 (42.4%) students successfully completed any Arts Course.

ART & DESIGN

School	State
25.3%	29.1%

309 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
20.8%	19.2%

254 students successfully completed at least one music course.

THEATER

School	State
1.1%	2.2%

14 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	1,219	266,777	25.3%	29.1%	0.0%	0.5%	20.8%	19.2%	1.1%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	104	37,682	41.3%	29.1%	0.0%	0.3%	20.2%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,045	179,306	23.5%	29.1%	0.0%	0.5%	20.7%	21.7%	1.2%	2.2%
Two or More Races	44	11,456	27.3%	28.8%	0.0%	0.5%	20.5%	17.8%	2.3%	2.6%
Economically Disadvantaged	264	104,283	35.2%	29.9%	0.0%	0.4%	19.3%	15.4%	1.5%	2.1%
English Learners	33	19,116	45.5%	30.9%	0.0%	0.4%	15.2%	11.8%	0.0%	1.6%
Students with Disabilities	133	33,777	31.6%	30.9%	0.0%	0.5%	14.3%	14.4%	1.5%	2.4%

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.