OVERVIEW

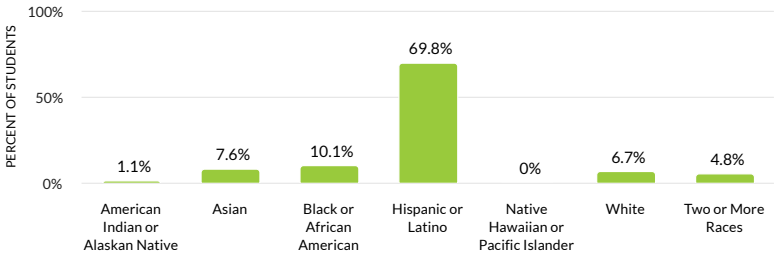
School Details

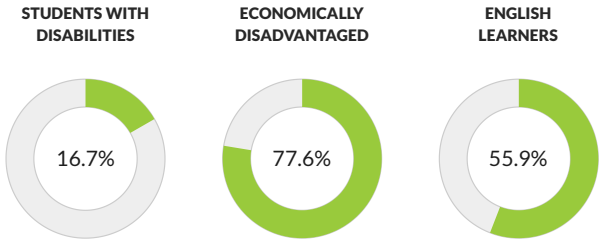
Grades : K4-5
Enrollment : 526
Percent open enrollment : 0.4%

Danz Elementary is the second largest elementary school serving a neighborhood on the east side of Green Bay. We believe in a strong engagement philosophy and create an environment where all students can achieve success. We are a culturally diverse and inclusive Title I school serving to the needs of all of our students.

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

Student Groups





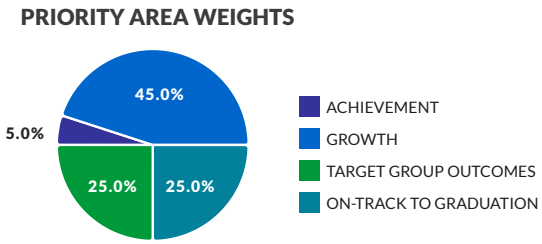
Score Summary

Overall Score

56.9

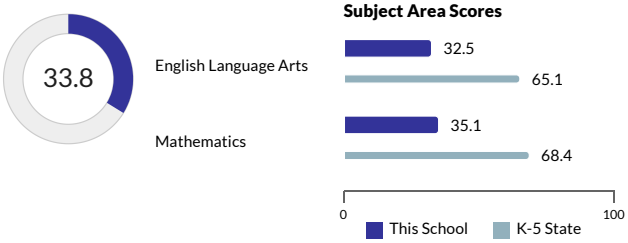
Meets Few Expectations

★★

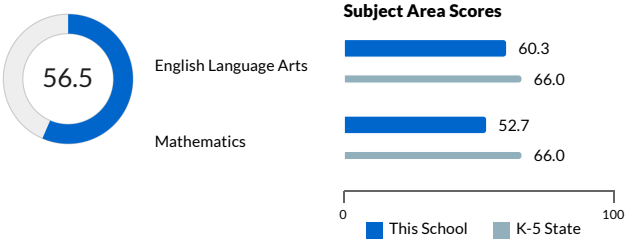


Priority Area Scores

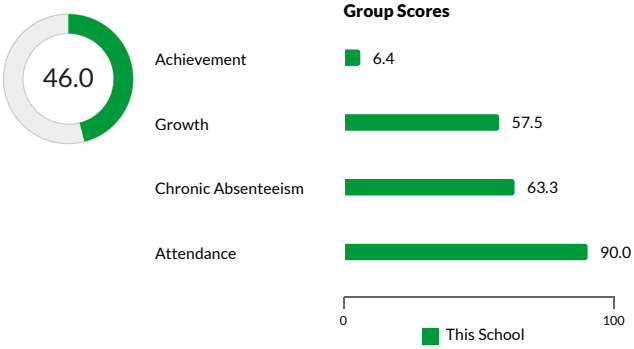
ACHIEVEMENT



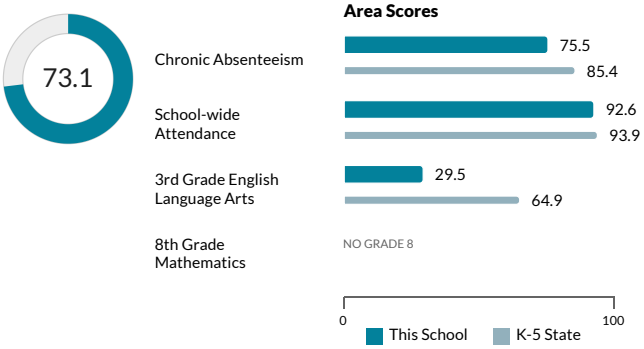
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



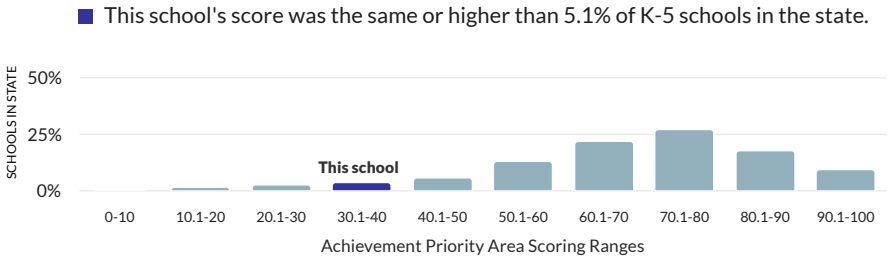
ACHIEVEMENT

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



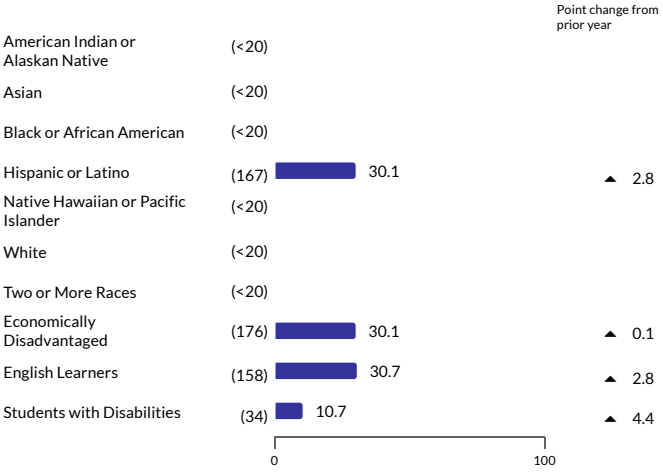
English Language Arts Score: 32.5
Mathematics Score: 35.1



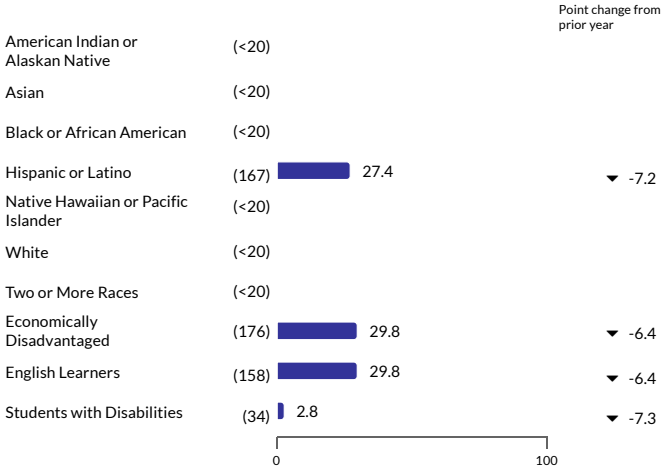
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



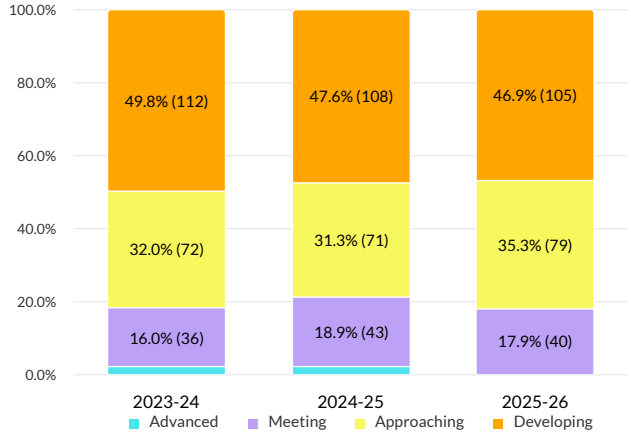
MATHEMATICS



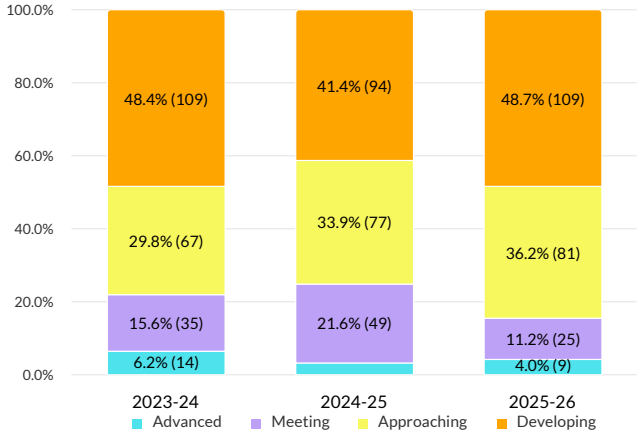
Performance Levels by Year

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, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.6%	97.1%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.6%	97.1%

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					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,140	11.6%	40.4%	30.2%	17.8%	175,716	12.0%	38.7%	30.8%	18.5%	174,935	12.9%	39.0%	30.5%	17.7%
All Students	225	2.2%	16.0%	32.0%	49.8%	227	2.2%	18.9%	31.3%	47.6%	224	0.0%	17.9%	35.3%	46.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	0.0%	25.0%	40.0%	35.0%	22	0.0%	27.3%	45.5%	27.3%	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	158	1.3%	9.5%	32.9%	56.3%	158	0.6%	13.3%	32.3%	53.8%	167	0.0%	16.8%	33.5%	49.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	22	4.5%	50.0%	18.2%	27.3%	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	184	1.6%	14.7%	33.2%	50.5%	178	0.6%	16.9%	31.5%	51.1%	176	0.0%	16.5%	34.1%	49.4%
English Learners	156	0.0%	9.6%	33.3%	57.1%	151	0.0%	13.2%	35.8%	51.0%	158	0.0%	18.4%	31.6%	50.0%
Students with Disabilities	39	2.6%	2.6%	2.6%	92.3%	36	2.8%	2.8%	0.0%	94.4%	34	0.0%	2.9%	17.6%	79.4%

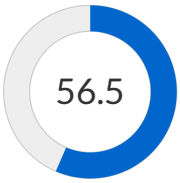
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,039	19.1%	35.1%	26.4%	19.4%	175,658	19.9%	32.7%	28.5%	19.0%	174,848	19.8%	31.8%	29.4%	19.0%
All Students	225	6.2%	15.6%	29.8%	48.4%	227	3.1%	21.6%	33.9%	41.4%	224	4.0%	11.2%	36.2%	48.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	10.0%	25.0%	45.0%	20.0%	22	4.5%	18.2%	50.0%	27.3%	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	158	3.2%	11.4%	31.6%	53.8%	158	2.5%	18.4%	32.9%	46.2%	167	2.4%	8.4%	37.1%	52.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	22	31.8%	22.7%	13.6%	31.8%	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	184	4.3%	14.1%	31.5%	50.0%	178	2.2%	18.0%	38.2%	41.6%	176	3.4%	9.1%	38.1%	49.4%
English Learners	156	1.9%	12.8%	33.3%	51.9%	151	2.0%	20.5%	33.8%	43.7%	158	1.9%	12.0%	36.7%	49.4%
Students with Disabilities	39	2.6%	2.6%	10.3%	84.6%	36	0.0%	5.6%	11.1%	83.3%	34	0.0%	0.0%	5.9%	94.1%

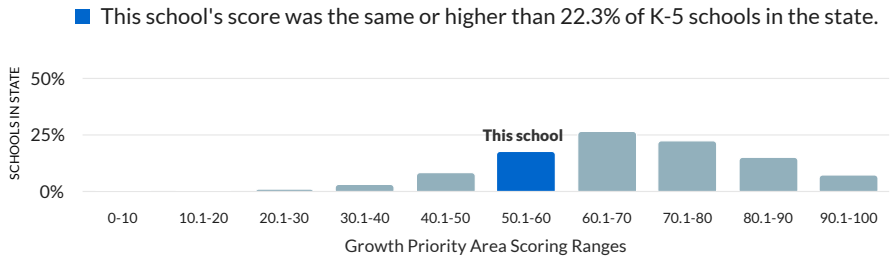
GROWTH

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



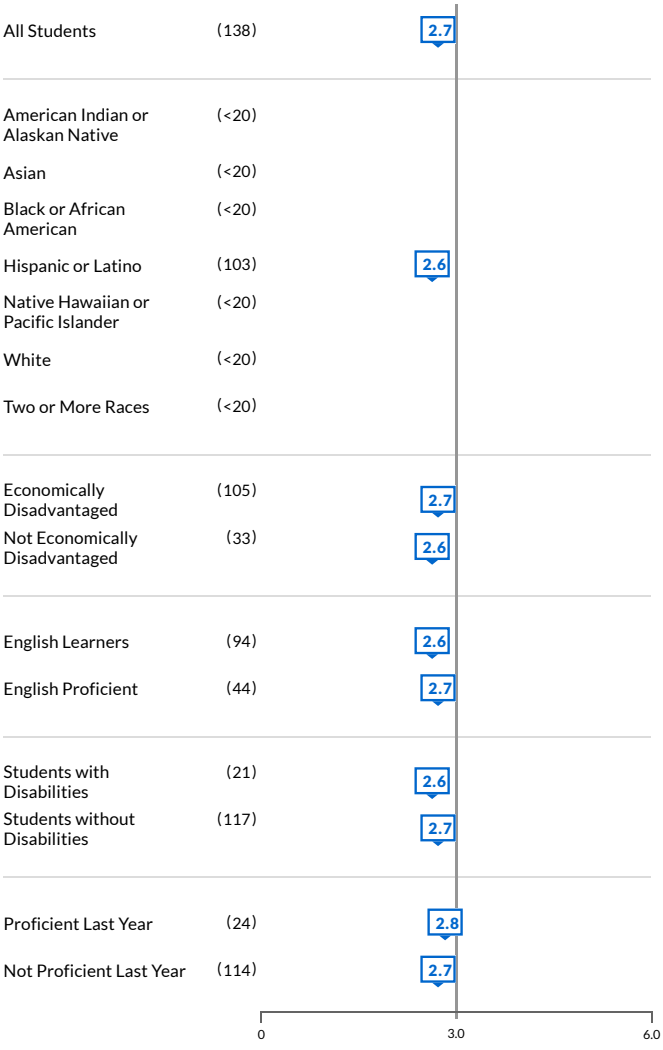
English Language Arts Score: 60.3
Mathematics Score: 52.7



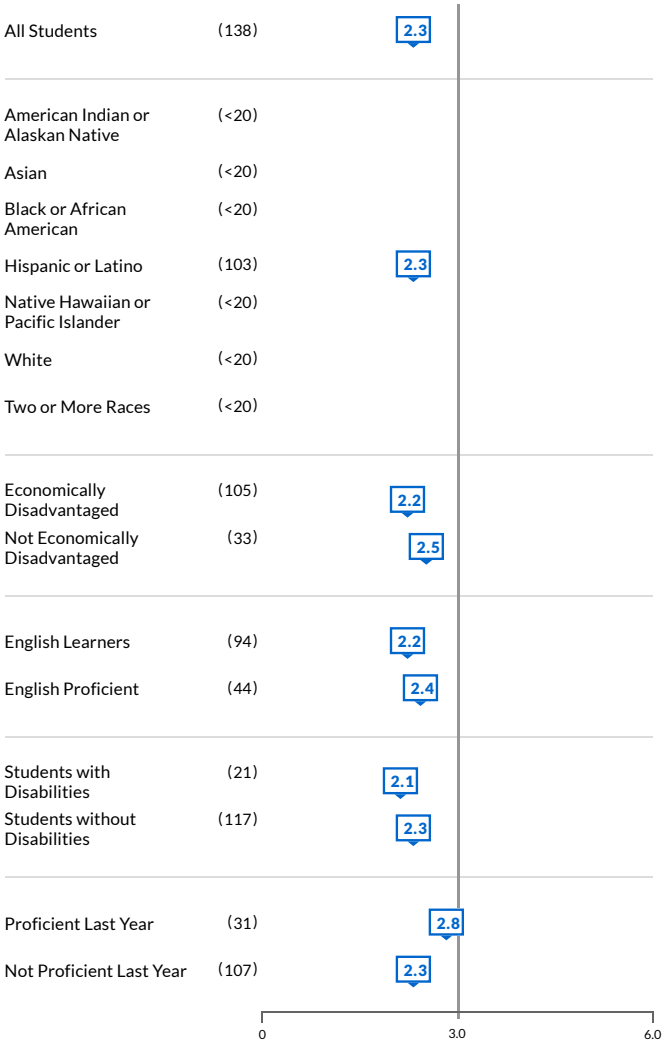
Student Group Value-Added (for information only)

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



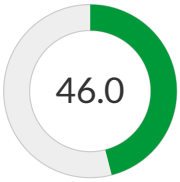
MATHEMATICS

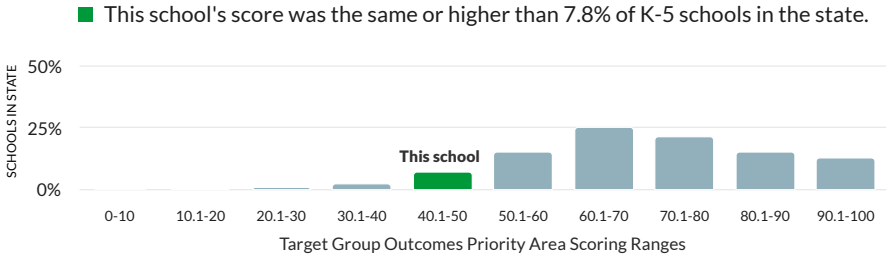


TARGET GROUP OUTCOMES

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





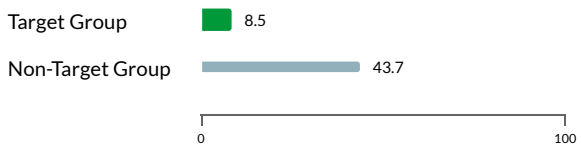
Component Scores

ACHIEVEMENT

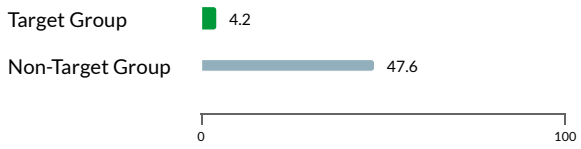
Score: 6.4

Average points-based proficiency rates.

English Language Arts



Mathematics

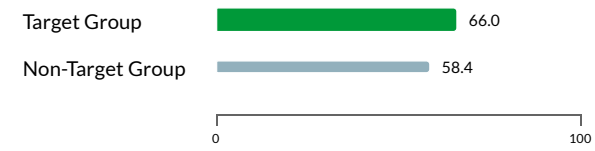


GROWTH

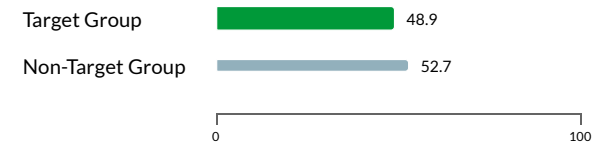
Score: 57.5

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

English Language Arts



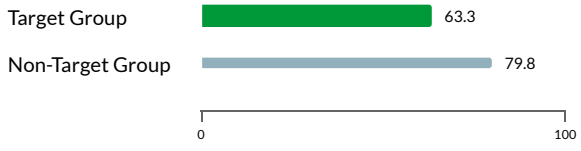
Mathematics



CHRONIC ABSENTEEISM

Score: 63.3

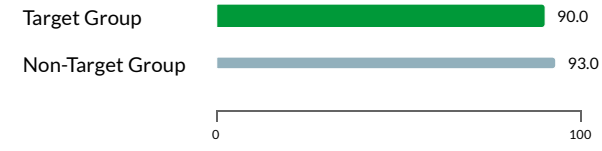
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.0

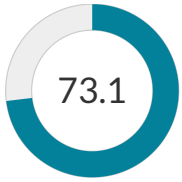
This score is the overall attendance rate for the target group in 2024-25.

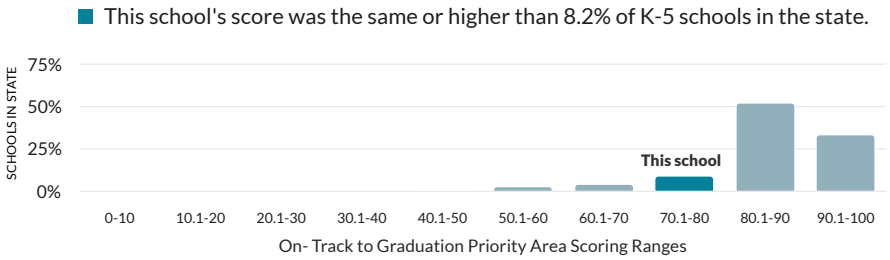


ON-TRACK TO GRADUATION

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



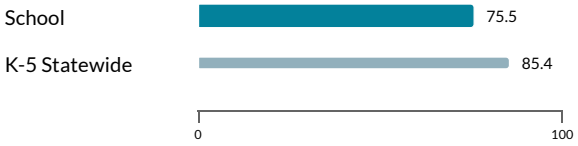


Component Scores

CHRONIC ABSENTEEISM

Score: 75.5

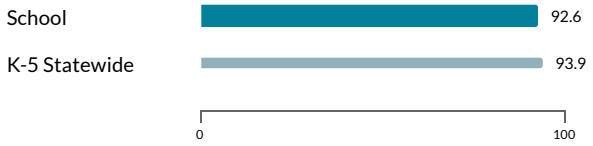
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.6

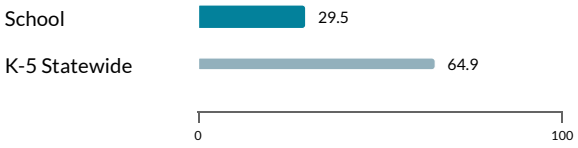
This score is the overall attendance rate for the school in 2024-25.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 29.5

Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

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.

School: 20.0%

Statewide: 50.6%

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	355,514	16.3%	354,365	14.3%	351,513	13.7%
All Students	476	29.0%	485	24.9%	468	21.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	34	14.7%	39	7.7%	43	4.7%
Black or African American	35	22.9%	34	29.4%	43	41.9%
Hispanic or Latino	346	31.8%	338	25.1%	313	19.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	43	16.3%	43	25.6%	36	33.3%
Two or More Races	<20	*	22	40.9%	24	20.8%
Economically Disadvantaged	388	32.2%	403	26.6%	367	23.7%
English Learners	327	26.6%	320	22.2%	304	16.8%
Students with Disabilities	79	34.2%	84	36.9%	72	30.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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 2026

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