

# Education Report 2024

School District of Mellen



# School District of Mellen

## Home of the Granite Diggers



### Mission Statement

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.



### Board of Education

President - Cody Peters

Vice President - Scott Hultman

Treasurer - Terry Peters

Clerk - Liz Young

Member - Jean Hahn-Thomas

Member - Peter Jokinen

Member - Amber Erickson

Superintendent - Rhonda Elmhorst-Friemoth

Principal - Heidi Stricker

How do we  
create an  
educational  
experience  
where all  
students will  
succeed?

- Meeting the needs of all learners
- Academic Achievement
- Preparing for the Future
- Sustaining Excellence
- Fiscal Responsibility



# 100 Day Roadmap

**Goal 1: By the end of the 24-25 school year, we will have at least 50% of our students in grades K-10 advanced or proficient on the Reading STAR test.**

**Goal 2: By the end of the 24-25 school year, we will have at least 40% of our students in grades 1-7 advanced or proficient on the Math STAR test.**

**Goal 3: By the end of the 24-25 school year, all staff will implement universal expectations for all students with accountability.**

# FALL STAR DATA Reading

<b>GRADE</b>	<b>FALL</b>	
K*	11/12	92%
1*	11/18	61%
2	7/16	44%
3	6/20	30%
4	5/20	25%
5	9/19	47%
6	5/22	23%
7	4/20	20%
8	6/10	60%
9	11/15	73%
10	9/22	41%
K-5	49/105	46.7%
6-10	35/89	39.3%
ALL	84/194	43.3%

# FALL STAR DATA

## Math

<b>GRADE</b>	<b>FALL</b>	
K	–	–
1	6/18	33%
2	6/16	38%
3	3/20	15%
4	10/20	50%
5	7/20	35%
6	9/22	41%
7	8/20	40%
8	1/10	10%
9	5/14	36%
10	11/23	48%
1st-7th	49/136	36%
ALL	66/183	36%

# School/Community Partnerships



## Mellen Home & School Association

2nd  
Wednesday of  
the month at  
5:30pm

## Supporting our Families

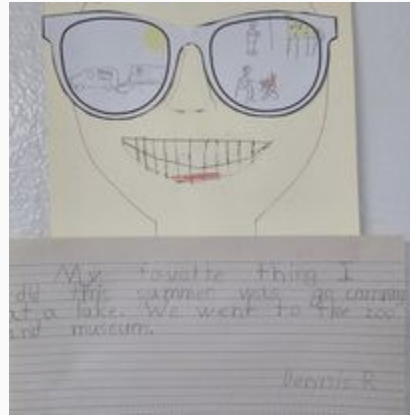
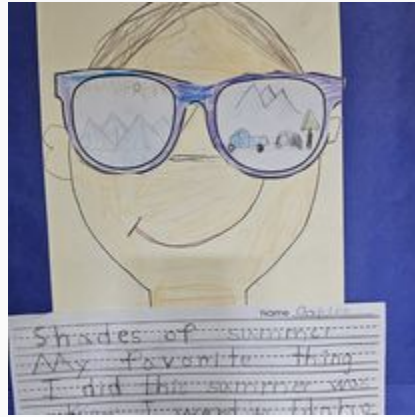
- Before/After School Program
- Open Gym
- Weight Room

## Connecting with the Community

- Digger Weekly - digital
- District Website
- District Facebook page
- District Instagram page



# Fall 2024





# Meeting the Needs of ALL Learners

There is no more important work than preparing our children for the future. In response, Mellen School District has developed a program built on students' interests, challenges them to grow and become independent, confidently advocating for themselves.



## Equitable Multi-Levelled Systems of Support

An equitable, multi-level system of support is the practice of systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention in order to nurture each student's success. Multilevel systems of support include:

- Academic Extension
- Academic Intervention
- Behavioral Intervention

## What's new in 2024-2025?

- Due to not having an in person Math teacher, students in grades 8-12 are receiving math instruction through online platforms (primarily Educere).
- Math classes for grades 6 and 7 were increased from 45 minutes to 60 minutes.
- We hired a new music teacher, Mr. Tyler Burk. He comes to us from southern WI.
- During High School Digger Time, students in grades 9-11 are doing ACT test prep on Mondays. All high schoolers are participating in a Digital Citizenship program.
- Middle school students have a structured Rtl time rather than an unstructured study hall time.

# Statement on Diversity, Inclusion and Equity

The Mellen School District honors the uniqueness of each individual and embraces diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for a global society.

The best education occurs in a school comprised of students, teachers, and families drawn from a diverse socioeconomic backgrounds, cultures, races, religions, and sexual orientations.

A diverse school alone is not enough. We seek to build on this commitment by striving to create a truly inclusive school: one where all students are welcomed and supported.

The Mellen School District is committed to providing every student an equal opportunity to participate and thrive in the academic, extra-curricular and co-curricular programs.

The Mellen School District believes that excellence for all students can be achieved by:

- Assuring that all Mellen School District staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.
- We implement programs and practices that allows equitable access and enable all students to thrive academically, athletically, physically, socially, and emotionally.
- Providing all Mellen students with access to resources, opportunities, support, and interventions that maximize academic success and promotes social emotional growth.
- Identifying and removing barriers in our current policies, procedures, systems, or practices that limit opportunities for students.
- We teach and practice responsibility towards and engagement in our school, our community and the world.
- Ensuring every individual in the Mellen School District community is in a respectful environment, where hate speech is not tolerated and all forms of diversity are accepted.

Fall 2024



# Educational Outcome Goals and Expectations

## Academic Skills and Knowledge, Vocational Skills, Citizenship, and Personal Development



- Basic skills including the ability to read, write, speak, listen, spell, and perform basic arithmetical calculations.
- Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
- A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, and natural sciences.
- The skills and attitudes that will further lifelong intellectual activity and learning.
- Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.
- An understanding of the basic workings of all levels of government.
- A commitment to the basic values of our government.
- The skills to participate in political life.
- An understanding of the functions of organizations in society.
- An understanding of the range and nature of available occupations and the required skills and abilities.
- Preparation to compete for entry-level jobs not requiring postsecondary school education.
- Preparation to enter job-specific vocational training programs.
- Positive work attitudes and habits.
- Knowledge of the role and importance of biological and physical resources.
- Knowledge of State, National, and World History.
- An appreciation and understanding of different value systems and cultures.
- An understanding of human relations with regard to American Indians, Black Americans, and Hispanics.
- The skills needed to cope with social change.
- Knowledge of the human body and the means to maintain lifelong health.
- An appreciation of artistic and creative expression and the capacity for self-expression.
- Knowledge of morality and the individual's responsibility as a social being.
- Knowledge of the prevention of the prevention of accidents and promotion of safety on public highways.
- The skills needed to make sound decisions.
- Knowledge of the conditions, which may cause, and the signs of suicidal tendencies.
- Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students.



# Preparing Students for Their Futures

## Academic and Career Planning is:

- a student driven vision of personal future goals
- based on deep understanding and reflection of strengths and interests
- connecting goals to college and career exploration and planning
- supported by meaningful adult relationships
- making informed choices for post-secondary transitions to adulthood



## MELLEN ACP PLAN

xello



Build Self-Knowledge



Explore Options



Create a Plan



Learn & Reassess

## The ACP Model is **KNOW-EXPLORE-PLAN-GO**

- **KNOW- *Who am I?***
  - Self-awareness activities
  - Individual reflection and goal-setting
- **EXPLORE- *What do I want to do?***
  - Career awareness assessment
  - Career research
- **PLAN- *How do I get there?***
  - Connecting middle and high school instructional activities with opportunities to explore or learn more about a particular field of interest.
  - Work-based learning opportunities
  - Extra-curricular and community-based learning experiences
  - Postsecondary training options
  - Financial plan to cover cost of postsecondary training
- **GO- *Do IT!***
  - Update regularly
  - Adapt/Modify Intentional Sequence of Courses
  - Adapt/Modify Personal Goals
  - Adapt/Modify Postsecondary/Career Goals
  - ACP Conferencing with families

# Preparing Students for Their Futures

## **Education for Employment**

Education for employment includes a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders. The long-range plan shall include the following:

- An analysis of local, regional, and state labor market needs and the educational/training requirements for occupations that will fill those needs.
- A process to engage parents.
- Inform parents in each school year about what academic and career planning services their child receives.
- Provide parents with multiple opportunities to participate in their child's academic and career planning.
- Update parents throughout the school year on the progress of their child's academic and career planning.

- Career Planning Services
- Counseling Services
- Early College Credit Program and Start College Now
- Post Secondary School Visits
- Local Post Secondary Admission Officer visits
- Military visits
- Dual Credit and Transcribed Courses
- Work Based Learning Program & Youth Apprenticeship
- [High School Course Catalog](#)



# Preparing for Post Secondary...

Students currently enrolled in Work Based Learning: **2**

Students currently enrolled in Youth Apprenticeship: **8**

Students currently enrolled in ECCP and SCN classes: **12**

Students who applied for ECCP and SCN classes for spring semester: **21**

All Juniors will take the ACT on March 11.

# Services and Programs

## **Social and Emotional Learning**

A student's social and emotional health is of critical importance to his or her well-being. Social and emotional learning enhances students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. Our school counselor provides direct support to students and families. Our Behavior Interventionist provides social skills lessons to elementary and middle school students. We believe that through attending to the social and emotional health of all students, students will grow in all facets of their lives.

## **Special Education**

We are committed to providing high-quality learning experiences for each student in our school. Our vision is that students with disabilities are provided the most inclusive learning environment so that they become independent, confident self-advocates who turn present successes into positive post-secondary outcomes.

## **Middle School Rotation Classes**

We offer classes at the middle school level in various subject areas for students to discover and nurture their gifts and talents. Prior to entering high school, they have the opportunity to explore the different areas to know what they might be interested in taking.



## **Fine Arts**

A comprehensive PreK-12 art and music program is an integral part of our academic program. Through art and music, students grow in their skills and in their ability to think critically and creatively about the world around them.

## **Athletics**

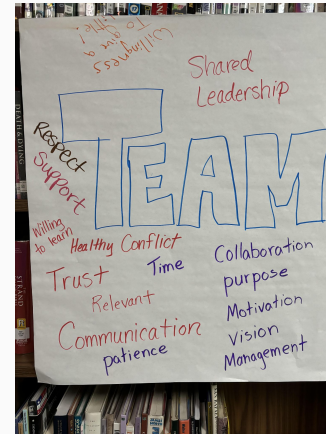
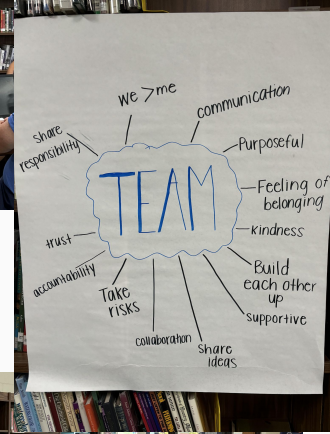
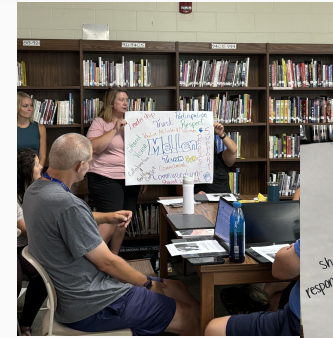
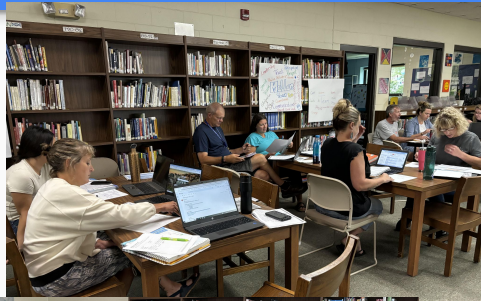
Through sport, we strive to enrich students' educational experiences and promote academic achievement and a growth mindset. We use athletics as a tool to reinforce social responsibility, teach sportsmanship and fair play. We see our student-athletes grow in their friendships and leadership, while developing habits for healthy lifestyles.

## **Co-Curricular**

A child's education must build the confidence, passion and forward-thinking that will fuel their future achievements. That's why we offer a comprehensive program that extends beyond the classroom with a variety of opportunities for students to explore and enrich their unique talents, interests and strengths.

# School District of Mellen Snapshot

# We have awesome staff!



# Sustaining Excellence

## Professional Learning and Continuous Improvement

We are committed to creating a coherent and intentionally designed continuum of education across lessons, courses, subject areas and grade levels. Ongoing professional development ensures the continuous improvement and alignment of education systems and practices among educators, specialists and staff.

## For 2024-2025

Hired a new Music Teacher

Hired a Distance Learning Adult Supervisor to supervise the online math classes

## Teacher Retention Rate

95%

21/22 teachers returned

## Passionate Educators

Our employees don't just create an environment in which students learn, they ignite each student's potential. Our commitment to student success is inseparable from our commitment to diversity and equity. We embrace growth mindset and understand there is no limit to learning. We connect with our students on a personal level, understanding who they are and what drives them to succeed. We value the diversity of the people in our school community and their ideas.

# Enrollment and Staffing 2024-2025

Certified Staff	Support Staff	Office Staff	Custodial Staff	Kitchen Staff	IT
22.5	7	5	2	3	1

Total Enrollment
249

\*as of 10/10/24

PK	13
K	12
1	18
2	16
3	19
4	20
5	20
6	21
7	20
8	12
9	15
10	23
11	21
12	19

# Student to Teacher Ratio

1 PK-12 School Counselor (1:250)  
1 PK-12 Special Ed Director (1:250)

	<b>Elementary (PK-5)</b>	<b>Middle School (6-8)</b>	<b>High School (9-12)</b>	<b>Overall (PK-12)</b>
<b>Students</b>	118	53	78	249
<b>Teachers</b>	8.5*	4**	6***	21
<b>Ratio</b>	1:13.9	1:13.25	1:13	1:11:9

\*: 6 FTE, 4 at .25 FTE, 2 at .75 FTE

\*\* : 2 FTE and 10 with a period or two

\*\*\*: 1 FTE and 9 with various hours

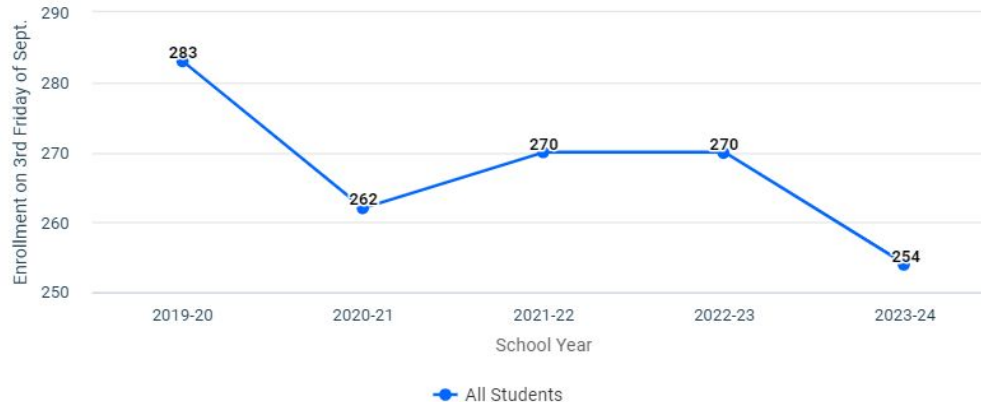


# Enrollment trends (Sept. 3rd Friday count)

Enrollment Count by [All Students] (Trends)



This graph shows the 5 year trend in student enrollment on the 3rd Friday of September for the selected group. Enrollment is a headcount of students receiving primary educational services from a district in a school year. The Certified enrollment is not available until several months after the 3rd Friday of September.



# Above & Beyond Teacher Qualifications

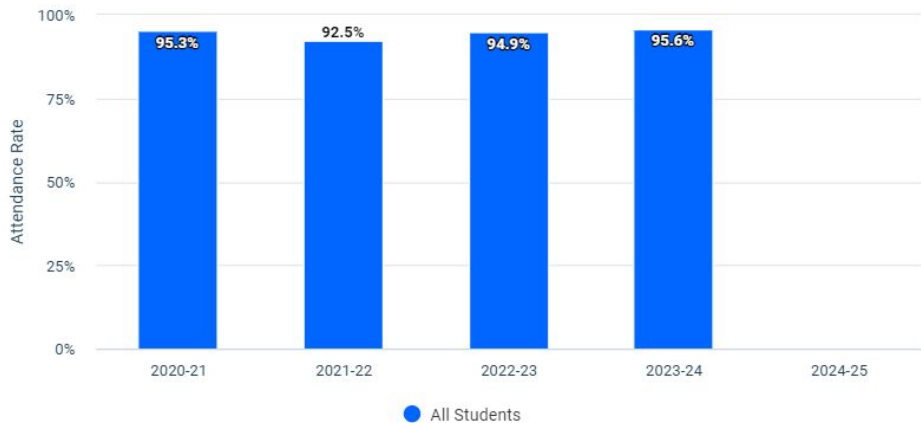
- 13 teachers have their Master's Degree
- 1 teacher is National Board Certified
- 2 teachers have their Reading Teacher License (316) and one is working on obtaining it.
- 2 teachers have their Principal License
- 1 teacher has a Special Education Director license

## Other Teacher Qualifications

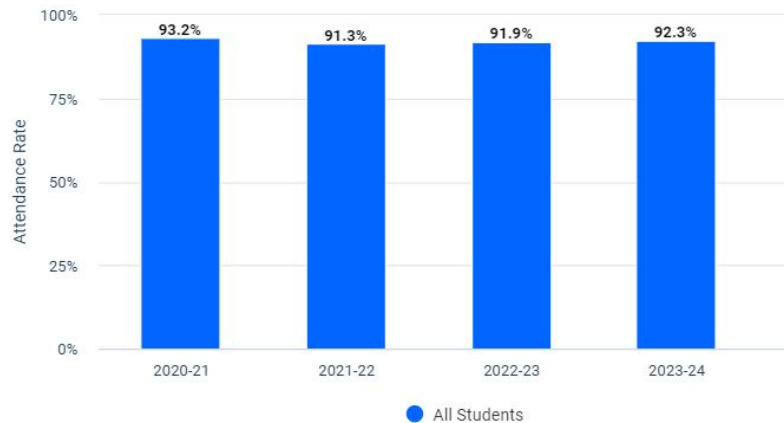
- Various professional development courses: Responsive Classroom, LETRS training
- Alternative Education Degree
- Arizona license in Early Elementary
- K-12 Physical Education, Masters In Special Education
- Cross-categorical special education license and biology/broadfield science license
- Currently working on my Reading Teacher and Reading Specialist licenses.
- WSI (water safety instructor) certified.
- CPI certified, Mentor
- Early Childhood Special Education Degree
- Electrician License

# Attendance

Attendance Rate by [All Students] and Year [Selected Schools]



Attendance Rate by [All Students] and Year [Statewide]



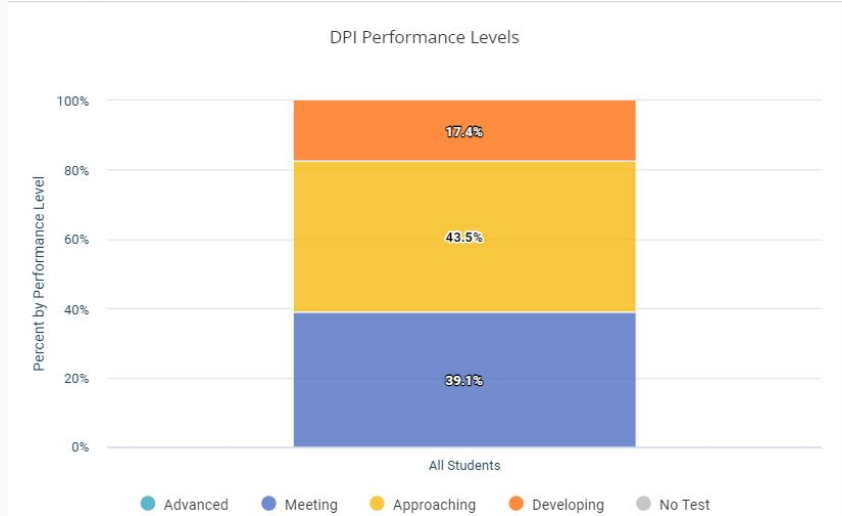
# Forward Exam Trends - ELA grades 3-8

Forward and DLM Percent Meeting Expectations in ELA by [All Students] and Year [Selected Schools]

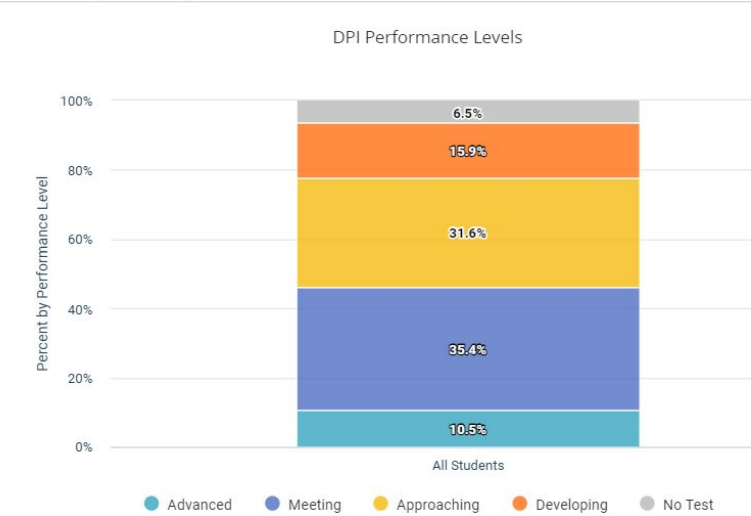


# PreACT (9th & 10th) ELA

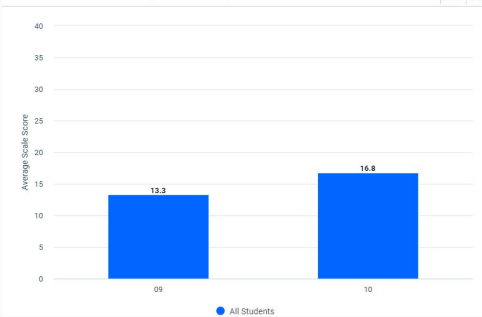
2023-24 PreACT Secure and DLM Percent Meeting DPI Performance Levels in ELA by [All Students] [Selected Schools]



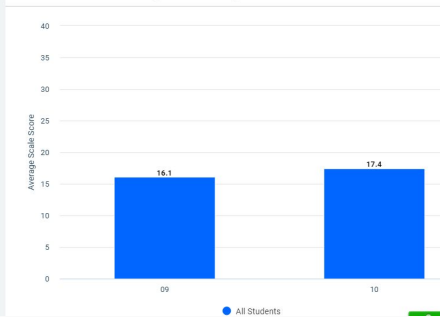
2023-24 PreACT Secure and DLM Percent Meeting DPI Performance Levels in ELA by [All Students] [Statewide]



2023-24 PreACT Secure Average Score in ELA by [All Students] [Selected Schools]

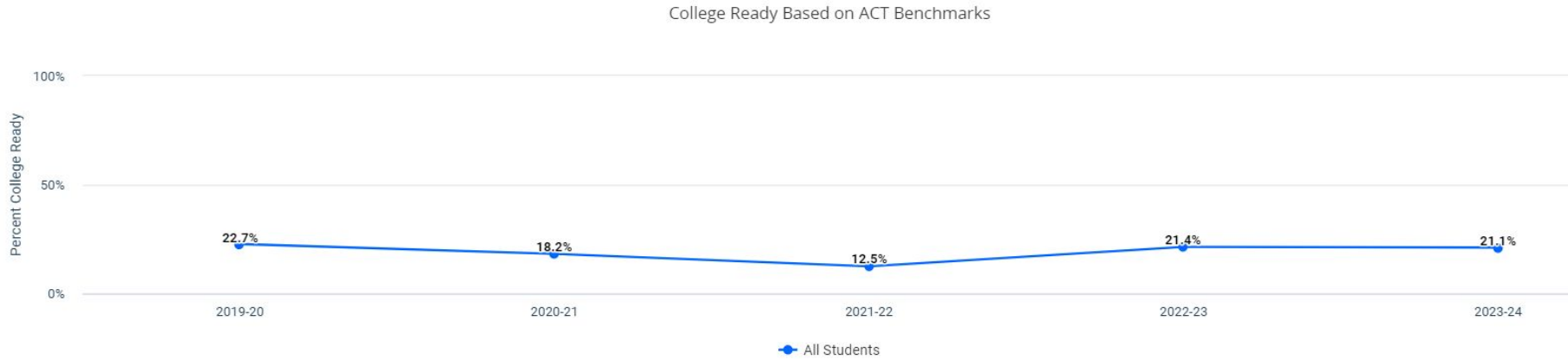


2023-24 PreACT Secure Average Score in ELA by [All Students] [Statewide]



# ACT (11th) ELA

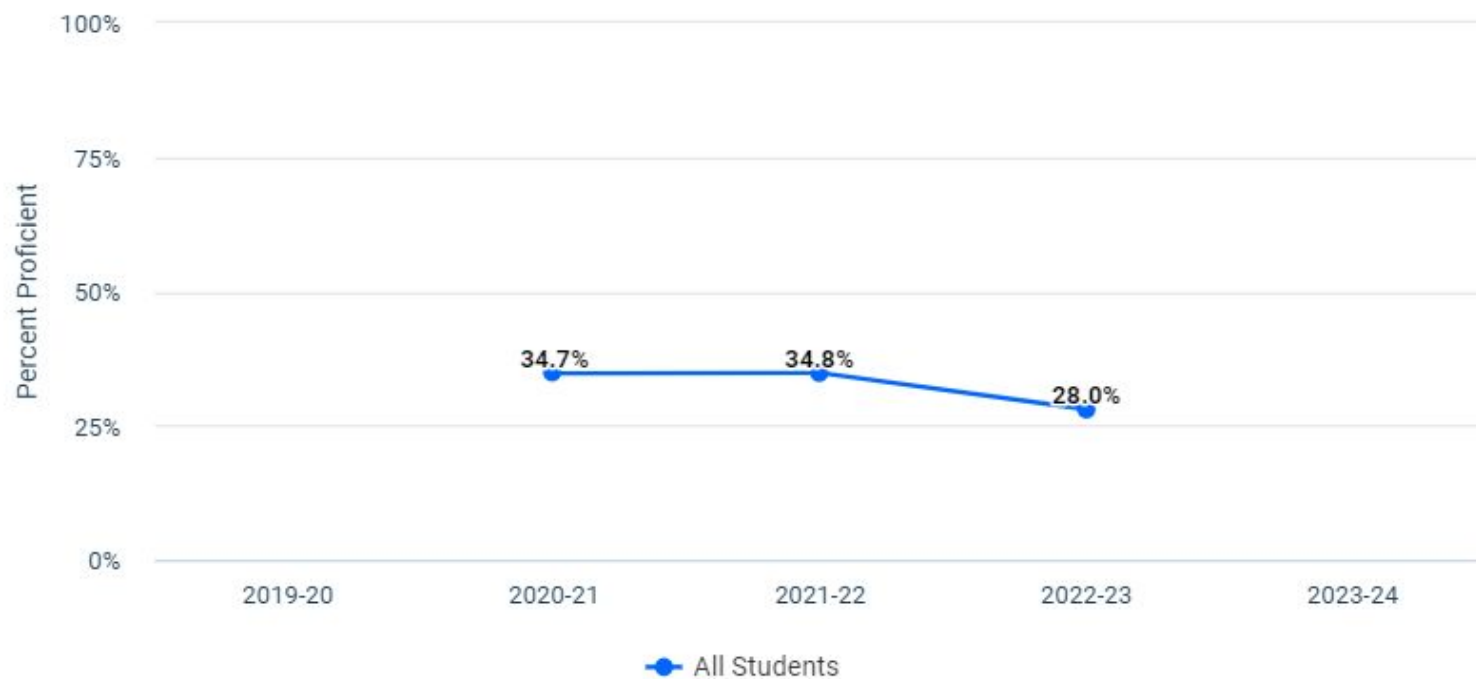
ACT Percent Meeting ACT Benchmarks in ELA by [All Students] and Year [Selected Schools]





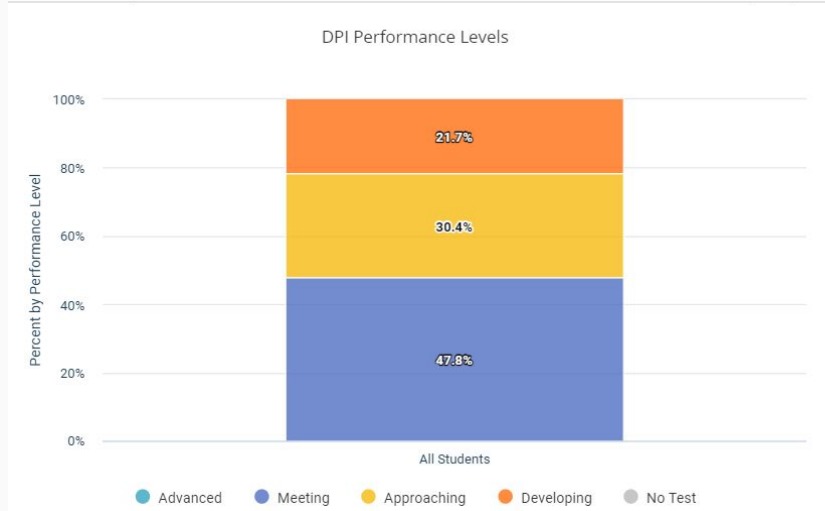
# Forward Exam Trends Math Grades 3-8

Forward and DLM Percent Meeting Expectations in Mathematics by [All Students] and Year [Selected Schools]

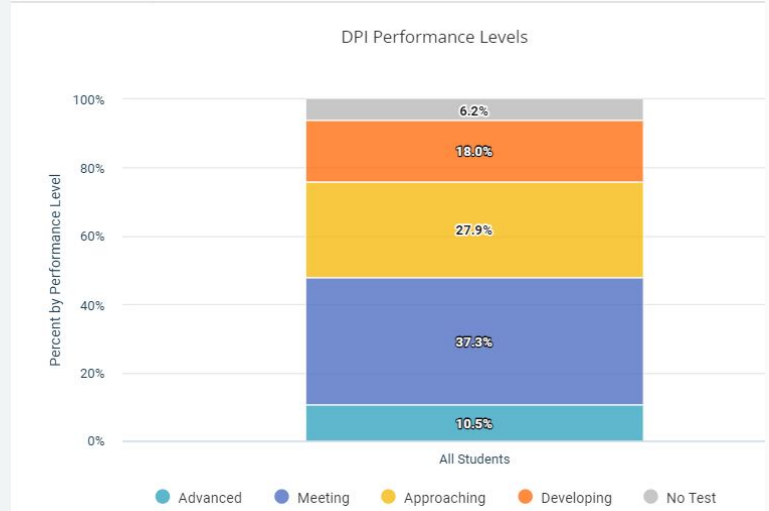


# PreACT (9th & 10th) Math

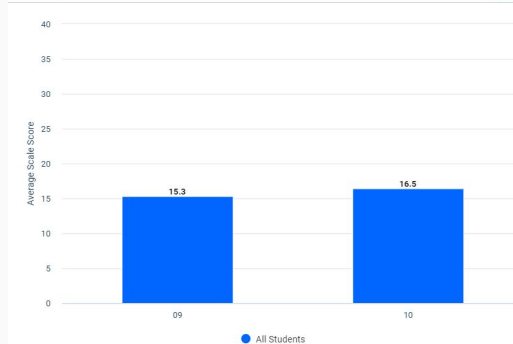
2023-24 PreACT Secure and DLM Percent Meeting DPI Performance Levels in Mathematics by [All Students] [Selected Schools]



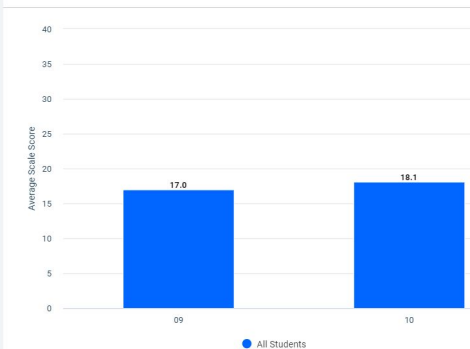
2023-24 PreACT Secure and DLM Percent Meeting DPI Performance Levels in Mathematics by [All Students] [Statewide]



2023-24 PreACT Secure Average Score in Mathematics by [All Students] [Selected Schools]

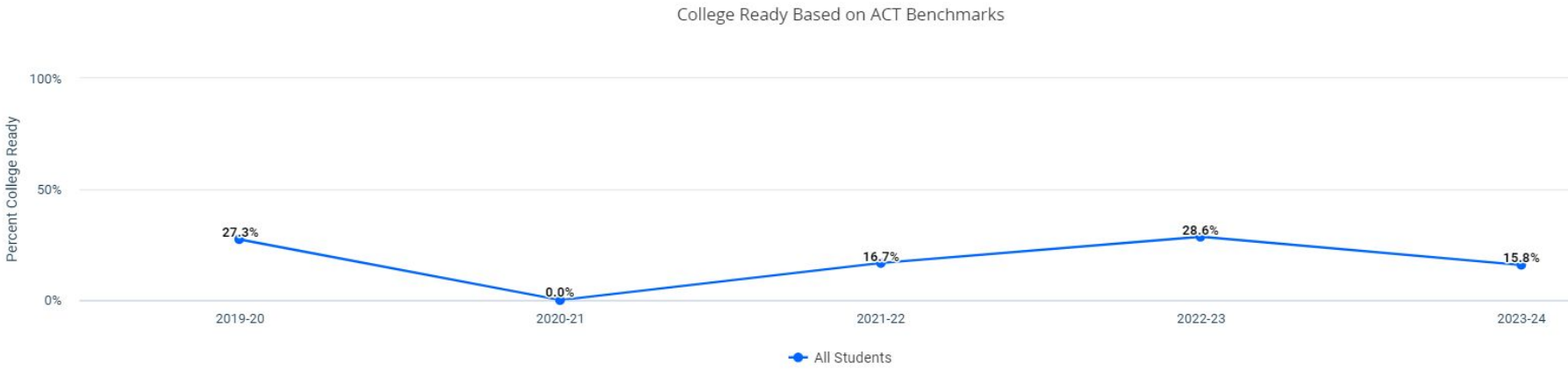


2023-24 PreACT Secure Average Score in Mathematics by [All Students] [Statewide]



# ACT (11th) Math

ACT Percent Meeting ACT Benchmarks in Mathematics by [All Students] and Year [Selected Schools]



# ACT Average Composite Scores Trend

## ACT Composite Score Average

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
18.6	17.8	19	18.2	16.9	18.7	17.5	17.1	17.9	16.9

NOTE: The latest scoring data (2023) shows that the **average composite score on the ACT® Test is 19.5.**

The average composite score for Wisconsin is 19.

Source: <https://www.ontocollege.com/average-act-test-score/>

"**Excellence in education** is when we do  
**everything that we can** to make sure  
*they become everything that they can.*

-Carol Ann Tomlinson

