

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☒ K-12 ☐ Other
☒ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Melissa Nigh

Official School Name: Mellen High School

School Mailing Address:
P.O. Box 500
420 S. Main St.
Mellen, WI 54546-0500

County: Ashland State School Code Number*: 0060

Telephone: (715) 274-3601 Fax: (715) 274-3715

Web site/URL: www.mellen.k12.wi.us E-mail: mnigh@mellen.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jim Schuchardt

District Name: School District of Mellen Tel: (715) 274-3601

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Becky McKay

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 12880

Average State Per Pupil Expenditure: 11413

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

9 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	6	14	7	14	12	26
K	15	15	30	8	12	9	21
1	12	7	19	9	9	5	14
2	11	8	19	10	15	7	22
3	13	11	24	11	11	4	15
4	14	5	19	12	13	13	26
5	9	10	19	Other	0	0	0
6	7	8	15				
TOTAL STUDENTS IN THE APPLYING SCHOOL							283

6. Racial/ethnic composition of the school:

5 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	303
(5)	Total transferred students in row (3) divided by total students in row (4).	0.073
(6)	Amount in row (5) multiplied by 100.	7.261

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 145

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>2</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>42</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	92%	89%	92%	91%
Daily teacher attendance	91%	93%	95%	90%	91%
Teacher turnover rate	5%	4%	6%	2%	5%
Student dropout rate	0%	0%	1%	0%	1%

Please provide all explanations below.

It is difficult to determine why the student attendance rate fell below 95% in 4 of the 5 years. However, looking at excuses logged for absences it is apparent that students were missing school for family obligations, working at home, illness, and appointments. In the past students were not always held accountable for attending school . Due to the poverty level of our families many families need their children at home to assist with chores and other family situations.

The teacher attendance rate was low the last several years in part due to low morale and poor school climate. Data also shows that teachers had family commitments and appointments that caused them to be gone. We also had many teachers absent due to meetings for our Rural School Alliance and implementation of our Charter School.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	21	
Enrolled in a 4-year college or university	43	%
Enrolled in a community college	24	%
Enrolled in vocational training	19	%
Found employment	9	%
Military service	0	%
Other (travel, staying home, etc.)	5	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Mellen School district is located in Northern Wisconsin in the heart of the Chequamegon Forest. Nearly 800 community residents are within walking distance of the historic three story brick and stone structure which shaped their formative years; from generation to generation the Mellen Public School has been the one touchstone common to all. It is the community's strength, its pride and its lifeblood.

The district's mission is to provide opportunities for all PreK-12 students to acquire the knowledge, skills, and abilities to become productive members of our society. The district is preparing students who pass through the halls to succeed in the wider world beyond. Whether a young man or woman aspires to attend a university, to seek technical training, or simply put foundational skills to work immediately upon graduation, the school has a curriculum suited to the purpose. Alumni hail from the ranks of medicine, industry, business, publishing, armed forces, government, and law. Many more manage to build fruitful lives assiduously serving the greater society in which they are a part. We also strive to inspire and encourage students to understand and live by the principles of socially acceptable behavior, moral integrity, and civic responsibility. At Mellen we expect our students and staff to adhere to the values of readiness, respect, responsibility, and safety. Working together on establishing these values in ourselves and our students has enabled us to become a highly successful school.

In our high school 50% of the population receives free and reduced lunch. At the elementary and middle school level we are at a 52% free and reduced lunch rate. Our Charter school comes in at 49%. As you can see, we are in an area of the state where poverty is highly evident. The community is supported by three lumber mills, all of which have been facing difficult financial challenges at this time. Many of our parents have lost their jobs or have been reduced in time. Our students continue to battle adversity while working hard to achieve great success. Our parents never seem to give up on their children and their education despite having to deal with their own challenges. This difficult situation also leads to financial struggles within the school district itself. Due to budget constraints the staff must, and do eagerly, take on additional duties in order to reach all of our students on an academic and social basis.

Mellen High School has received the New Wisconsin Promise School of Recognition award two years in a row for meeting and exceeding annual yearly progress on the Wisconsin Knowledge and Concepts Exam. The school was also selected by the US News and World Report to receive a bronze award for outstanding standardized test performance and high proficiency rates of all students, including the most disadvantaged.

Our elementary and middle schools have also received the New Wisconsin Promise School of Recognition award. These accolades come to us because of the strengths of the elementary and middle school reading and math programs. All of our Title staff have a 316 license which is not common in most small public schools. We stay up to date with best practices and always strive to be sure every student succeeds.

Our school is unique in that, despite the everyday roadblocks our students and community experience, we stand tall and proud of our many outstanding accomplishments. We are a prime example of a district which rises to the challenges brought on by the adversities it faces.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Wisconsin requires all 10th grade students to participate in the Wisconsin Knowledge and Concepts Exam. There are benchmarks provided that districts must meet in order to make adequate yearly progress (AYP). AYP is determined by the number of students meeting a proficient or advanced standing on the test. If those benchmark percentages are not met, the district may be identified as a school in need of improvement.

Five years of test data in the area of reading shows that our high school students have made significant gains and that we exceed the AYP benchmarks. In 2003-04 the standard benchmark was 61% and Mellen scored 63.16%. In 2004-05 through 2006-07 the benchmark was 67.5%. Mellen exceeded that in each of the three years with 80%, 78.95%, and 78.57% respectively. In 2007-08 100% of the Mellen students scored 100% proficient and advanced while the AYP benchmark was at 74%. The rise in test scores during the 2007-08 school year may be justified in the make-up of the 10th grade class, curriculum changes, individualized help, and other programs implemented in the district.

Our district also shows significant math gains as well. In 2003-04 school year the AYP benchmarks for the state were 37%. Mellen 10th graders scored a 68.42%. In 2004 through 2006 the benchmark was at 47.5% while Mellen students scored 60%, 68.42%, and 71.43% respectively. In the 2007-08 school year the benchmark jumped to 58% and Mellen's score jumped to 100% of the students scoring proficient and advanced.

We can attribute these improvements to adopting a new math curriculum, individualized help, the 10th grade students, and adopting new teaching strategies. The information gained at a yearly data retreat also factors in to our success. Additional information about our state testing can be found at www.dpi.wi.gov. Go to the WINSS link to learn more about Mellen High School.

2. **Using Assessment Results:**

Each year the Mellen School collects, scans and analyzes data relating to its strengths, weaknesses, potential opportunities and threats (SWOT), using assessment, disciplinary and attendance data sources as well as other internal and external environmental factors to assist in understanding what academic areas need to be optimized or, in some cases, improved. We use the data to compare cohort groups and classroom performance with test scores. We look at each question that has more wrong answers than right answers to come up with possible reasons why (ex. vocabulary, background, process). Using this information we create goals and objectives for the next school year. We also evaluate the prior year's goals to determine if they were met. The committee comes up with goals and objectives, developing strategies for each objective to help increase scores. Action steps identify what will be done, who will be responsible for carrying it out, what resources will be needed, and the timeline in which to accomplish it. The goals, objectives and strategies are incorporated into an action plan template which is shared with administration, staff, school board, and community members.

3. **Communicating Assessment Results:**

The Mellen School District is required to put together a School Performance Report each year. This report is provided to parents in paper format available in the district office and on our web site. This report includes information about WKCE testing, ACT testing, graduation rates and requirements, and many other topics of interest to our community. We advertise in the local paper and school newsletter that this report is available.

When yearly WKCE test data is received the district puts together a letter to parents explaining the results and how to interpret them accurately. Parents are provided an opportunity to meet with the principal, guidance counselor, or teachers to review and discuss the results if they wish.

Information from the data retreat committee is also provided to the community through the newspaper, school board meeting presentation and by teacher advisors during the parent-teacher conference at the beginning of each year. The conference provides parents the opportunity to ask questions in regards to their child's performance and discuss current year goals for the child as well.

The elementary school also does progress monitoring three times during the year. Teachers then use the results to collaborate with each other on interventions that will work with the students who are struggling. Collaboration time is scheduled in several times a year during the school day. These interventions allow us offer students additional services and possibly prevent special education services down the road. Progress monitoring test results are shared with parents at parent/teacher conferences.

4. Sharing Success:

We are fortunate to be a part of an outstanding regional educational service group, Cooperative Educational Service Agency #12 (CESA12) in which school administrators from across the area meet to share ideas, concerns, and successes. We are also a part of a five-school Rural Community School Alliance. The purpose of this alliance is to collaborate and share resources and ideas to make each of the five schools educationally stronger and budget-wise more efficient. This rural schools alliance is made up of administrators, teachers and parents strategically planning to improve the education of their students, while offering course selection opportunities that compare with larger metropolitan districts. The two organizations discussed above would be excellent places to provide inservice and additional information on the key criteria that Mellen has used to become a successful high school.

We are very proud of our accomplishments at Mellen High School and we share them with our local and neighboring communities through print. Weekly articles can be found regularly in two or three area newspapers. This is an excellent communication tool for us and a great way to share our successes.

Another way we could share our experience as a Blue Ribbon winner would be to present a booth at the State School Board Convention or at a state principal's convention. Sharing our keys to success with others would bring great pride to our school and community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Mellen has been working towards setting even higher standards for our students. We are doing this by offering more transcribed college credit courses, advanced courses, new courses, and strengthening our curriculum in courses that need a make-over. Our students Prek-12 receive top-notch instruction with best practices being demonstrated. They are provided one on one help whenever needed and our goal is that no student falls through the crack.

Mellen's math curriculum ranges from basic algebra to pre-calculus. Each student in the math program is expected to perform at their highest level as an individual. Due to this expectation, students are encouraged to pursue the next course level as they advance through their high school career. The curriculum is taught with the guidance of the Wisconsin State Mathematics Standards and benchmarks developed by high school math teachers in our CESA division. These standards and benchmarks are addressed via a number of instructional strategies including, audio and visual instruction, followed by a number of in class activities to stimulate students who learn through movement and discovery. We encourage cooperative work efforts so that students begin to understand what it means to work as a team, but still be able to maintain accountability for oneself.

The Language Arts curriculum is divided into three tracks: IEP influenced track, general education track, and college prep. The curriculum is linked directly to the state standards, and benchmarks are set for each class. Instruction is delivered through traditional methods and collaborative learning. There is an emphasis on technology for instruction, research, and production. Some students use laptops and are able to access Badger link (a virtual library) at their fingertips.

The science curriculum not only focuses on state standards, but also on community partnerships that provide for authentic learning projects. Our students work with Lake Superior fisheries biologists, school forest management with the Rod and Gun Club, the Wisconsin Department of Natural Resources, the Bad River Watershed Association, among others. Podcasts of the students' adventures are posted on the school website to promote further interest in science. The curriculum is predominantly inquiry-based science, highlighted by an all-school science fair, which is judged by local and regional science, engineering, medical and business partners.

The social studies curriculum is based on the state standards and benchmarks. Current events are addressed weekly in the classes so that students can stay in-tune with what is going on in their world. A variety of teaching strategies are used including group collaboration, questioning strategies, projects, use of technology, and student led learning. The students are held to high academic standards and are greatly challenged.

Our students earn foreign language credit via distance learning using daily ITV classes which integrate online course components. We have significant student numbers in Introductory Spanish and Spanish 1 and 2. The teacher offers small and large group instruction along with innovative teaching strategies. Wisconsin standards are followed.

Instrumental instruction in grades 5-12 is delivered in large group rehearsals and in small group and individual lessons. All instruction is focused on improving one or more of the seven basic characteristics of music: tone, intonation, balance, articulation, technique, rhythm, and expression. Elementary students receive instruction following the state guidelines. Students learn to sing with good tone, and movement is also incorporated into their music education experience.

Our visual arts department has expanded greatly this past year. The curriculum is linked to the standards and the students are given the opportunity to experience all forms of art. Famous artists are studied by students at all

levels in our district. Students are encouraged to be creative and develop their own form of art. Just recently three of our art students have been recipients of awards for their creativity and design.

Mellen strives to make changes each and every year in our curriculum, delivery and teaching strategies so that we can continue to provide the best foundation possible for our students.

2a. (Elementary Schools) Reading:

The K-6th grade classes are currently using various approaches to teach reading in order to meet the needs of all students. The 2006 Houghton Mifflin Reading basal is one of the tools used. It is research based and offers effective standards-based instruction in the five key areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It also offers support through teaching suggestions and materials that meet the needs of students below level, at level, and above level. In addition to the basal, we have a resource room that has tubs of leveled books with multiple copies of the same titles to use with small groups for guided reading, literature circles, Title 1, and Special Education students. These are shared by all teachers working with K-6 students. Research tells us that students make more gains in reading when reading at their instructional level. We also use the Accelerated Reader (AR) program to encourage student reading. Individual classes and the LMC have AR books. The AR quizzes are used to monitor comprehension. We universally test all students three times per year. The K-1st graders are given the DIBELS Benchmark Assessment and take the STAR Early Literacy computer test. The 2-6 graders take the STAR reading computer test. These assessments are one way we monitor growth and document reading levels. Some teachers also use running records for assessment. Students below grade level are given additional interventions within the classrooms, Title 1, and/or Special Education depending on the individual's response to intervention plans. For example, Early Reading Empowerment, which is based on Reading Recovery, is one individual intervention program we use with 1st graders to help them succeed. This program can also be used with small groups within 1st and 2nd.

The 7th and 8th grades are literature based.

2b. (Secondary Schools) English:

The Language Arts curriculum mirrors our state standards. Our students use technology to compose and store assignments, conduct research in traditional and innovative ways, write essays for a variety of specific purposes, make speeches, hone grammar skills and read to differentiate between genres, expand vocabulary, and enrich general comprehension. Though time is set aside for reading each week, encouraging students to read can be a challenge. Some feign indifference to mask their inability to keep up with increasingly sophisticated prose. Apart from following IEP's (Individual Education Plans) for students with identifiable disabilities, the department has strategies in place to encourage slow readers. For instance, small groups of students select age appropriate books to read together, assuming roles to facilitate frequent discussion. One week a student may be the discussion director, the following week the illustrator, or perhaps the wordsmith, bringing to light curious bits of syntax. A slow reader more easily enters the conversation when reading in concert with others. Also students log summations of a day's reading, finding it helpful to use graphic organizers. Quarterly book reports are required. Finally, secondary students write stories of their own to read to grade school students. Stories need to have a discernable, uplifting moral, be grammatically correct, and contain colorful illustrations, appealing to a very young audience. When ready, student authors write a letter to a preferred grade school teacher requesting permission to come and read. (The letter itself is an assignment and must be in proper form.) Students always get a prompt, positive reply from the teachers. Many stories have proven to be remarkably good. While secondary students in aggregate have demonstrated a reading proficiency in numbers sufficient to warrant repeated accolades from the Wisconsin Department of Public Instruction, Mellen's mission to instill good reading habits in its students never waivers.

3. Additional Curriculum Area:

A portion of our mission is to provide our students the tools necessary to become productive members of the 21st century society. One of our science curriculum goals is to create independent thinkers with the skills, motivation, and knowledge necessary to analyze their world, make well informed decisions, and accomplish whatever goals they set for themselves. A strong grasp of background scientific information is always important, but more and more emphasis is now being placed on adaptability, ingenuity, and mental dexterity. Our next generation of learners need to have the ability to problem-solve and apply the knowledge they have gained. For this reason we are exploring, implementing, and using innovative techniques designed to bring out a wider array of student aptitudes. Our science teachers incorporate a great deal of hands-on learning and investigation of scientific phenomena. They work with area professionals to involve students in real-world projects, such as monitoring water quality of the Bad River and Lake Superior with DNR fisheries' biologists, they monitor the bear population with researchers from UW Stevens Point and the Ashland School District. Our teachers manage our school forest with the assistance of DNR foresters, water management specialists, and forestry education specialists. Our science students serve as mentors for younger students by performing fun demonstrations in their classrooms or leading outings in the school forest. The students regularly conduct experiments. Some are inquiry-based while others are more directed. All students have an opportunity to share their investigations in the district and regional science fair. Students in the physical sciences engineer projects such as mouse-trap cars, water bottle rockets, cartesean divers and thermoses, catapults, hydrogen rockets, and skyscrapers and they test their designs in friendly competition. These activities are leading us in the direction of having a classroom look more like a workshop and less like a lecture hall. This supports our district's mission of preparing our students for the 21st century.

4. Instructional Methods:

Our PreK-12 staff enjoyed an inservice in the beginning of the year on how to differentiate instruction for our students. We have implemented differentiation by offering inquiry-based activities, student-directed activities and choices. Students with high abilities investigate problems that require higher level thinking and problem solving, while lower ability students investigate more simplified questions while still using the scientific method of investigation. Students present their work in many classes which allows them to benefit from each other regardless of ability.

This is most prominent in our science department where our students benefit greatly from Project Based Learning. Introduced this year, Project Based Learning provides students the opportunity to choose, within limits, how they want to learn, making their learning more relevant and meaningful. It has allowed our students to grow as learners and become more responsible for the curriculum. The school has seen a decrease in the number of course failures as a result.

Administration supports teachers attending differentiated workshops so that they can stay up to date on best practices in the education community.

Our teachers are always willing to make accommodations on homework, tests, and quizzes so that students believe they can succeed. Using various teaching strategies enables our staff to reach all of our students so that we truly do not leave anyone behind.

5. Professional Development:

Our district is very excited about a new initiative involving a group of 10 area school districts, which will perform comprehensive curriculum evaluations in all content areas and set common benchmarks based on state standards. Presently, the teachers are familiar with and teach to the standards, but need to work on accurate benchmarks for those standards. After developing those benchmarks we will be able to add them into a

computer program with the lesson plan and standards. This will be a great asset to our district as we continually work to keep our curriculum aligned.

Our staff is encouraged to attend inservices, workshops and seminars so that they can learn best practices and become more effective educators. Many staff attend inservices through our local CESA12 as well as regional, state and sometimes national conferences. They are constantly looking to improve their teaching and use methods that reflect best practices.

We are currently in year two of our REACH grant which is aimed at improving our math skills and scores. We have developed progress monitoring systems to track our students and plan interventions when appropriate in our PreK-12 building.

6. School Leadership:

Mellen High School currently has a new part-time District Administrator and a new full time principal who are narrowing in on student achievement. The school leadership has done several things to ensure that Mellen is constantly looking to improve student achievement.

The Mellen leadership is currently revisiting all of the school district's policies. Completing this venture will allow the district to be sure that the policies mirror the high standards we are setting for our students in relationship to curriculum and preparation for post graduation.

Mellen's principal is focusing on developing relationships with staff, students, and parents in order to foster higher achievement. She is directly involved with the students and staff on a daily basis both in and out of classrooms observing teaching methods, teacher-student interaction, and curriculum being taught. She also builds relationships with students by being visible throughout the day and attending their extra-curricular activities. The principal works to build relationships with staff by getting to know them and showing interest in them personally and professionally. As a new principal, she is also working to establish strong relationships with parents in the district. This is especially important when a student is achieving below the level he or she is capable.

The district provides valuable resources and inservice time dedicated to exploring current best practices including differentiated instruction, and data analysis, interpretation and application. The principal has implemented expectations of immediate parent contact when a student is not performing to the best of his or her ability, resulting in increased student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	100	71	68	60	68
% Advanced	58	36	32	12	26
Number of students tested	12	28	19	25	19
Percent of total students tested	100	100	95	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			64		
% Advanced			36		
Number of students tested			11		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 10 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	100	79	80	80	63
% Advanced	75	43	42	44	47
Number of students tested	12	28	19	25	19
Percent of total students tested	100	100	95	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			82		
% Advanced			36		
Number of students tested			11		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	77	65	67	0	0
% Advanced	27	35	39	0	0
Number of students tested	22	17	18	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	1				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64		71		
% Advanced	9		43		
Number of students tested	11		14		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state did not require testing in grade 3 math during the 2003-04 and 2004-05 school years.

Subject: Reading

Grade: 3 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	86	76	94		
% Advanced	32	29	44		
Number of students tested	22	17	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82		93		
% Advanced	9		43		
Number of students tested	11	7	14		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require testing in grade 3 reading during the 2003-04 and 2004-05 school years.

Subject: Mathematics Grade: 4 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	67	83	64	54	39
% Advanced	28	28	11	8	0
Number of students tested	18	18	28	26	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			4		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		86	55		
% Advanced		36	9		
Number of students tested		14	11		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	83	78	75	81	46
% Advanced	33	50	29	27	31
Number of students tested	18	18	28	26	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			4		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		71	73		
% Advanced		50	36		
Number of students tested		14	11		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	81	88	57		
% Advanced	25	50	9		
Number of students tested	16	26	23		
Percent of total students tested	100	96	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	83	73	30		
% Advanced	33	18	0		
Number of students tested	12	11	10		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require math testing in grade 5 during the 2003-04 and 2004-05 school years.

Subject: Reading Grade: 5 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	100	85	83		
% Advanced	56	38	35		
Number of students tested	16	26	23		
Percent of total students tested	100	96	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	73	70		
% Advanced	58	45	20		
Number of students tested	12	11	10		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require testing in reading during the 2003-04 and 2004-05 school years.

Subject: Mathematics

Grade: 6 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	60	48	25		
% Advanced	28	4	8		
Number of students tested	25	23	12		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	36				
% Advanced	9				
Number of students tested	11				
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require 6th grade math testing during the 2003-04 and 2004-05 school years.

Subject: Reading

Grade: 6 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	72	78	92		
% Advanced	36	35	0		
Number of students tested	25	23	12		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	55				
% Advanced	18				
Number of students tested	11				
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Black					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require 6th grade reading testing during the 2003-04 and 2004-05 school years.

Subject: Mathematics

Grade: 7 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	73	62	92		
% Advanced	14	15	33		
Number of students tested	22	13	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			100		
% Advanced			54		
Number of students tested			13		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require testing in 7th grade math during the 2003-04 and 2004-05 school years.

Subject: Reading

Grade: 7 Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2008

Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	91	85	96		
% Advanced	50	7	33		
Number of students tested	22	13	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			92		
% Advanced			31		
Number of students tested			13		
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Wisconsin did not require testing in 7th grade reading during the 2003-04 and 2004-05 school years.

Subject: Mathematics Grade: 8 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	57	91	73	77	59
% Advanced	0	13	13	20	12
Number of students tested	14	23	15	30	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		91			
% Advanced		18			
Number of students tested		11			
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 8 Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2008 Publisher: CBT/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	71	91	100	87	70
% Advanced	21	43	60	40	29
Number of students tested	14	23	15	30	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		91			
% Advanced		36			
Number of students tested		11			
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: