District Report Card

2025-2026 School District of Mellen

Historical District Report Cards

Rating	Score	Stars
Significantly Exceeds Expectations	83-100	*****
Exceeds Expectations	73-82.9	****
Meets Expectations	63-72.9	***
Meets Few Expectations	53-62.9	**
Fails to Meet Expectation	0-52.9	*

2019-2020

Due to COVID-19, a score will not be available.

2018-2019



2017-2018



2016-2017



2015-2016



2020-2021 Mellen Report Card

Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

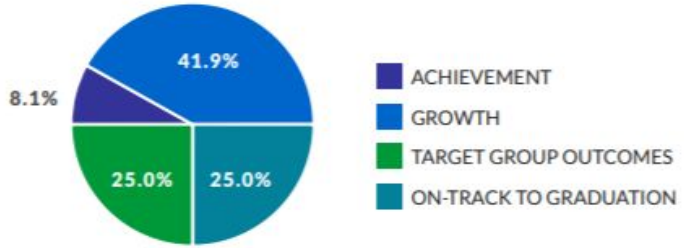
Overall Score

62.0

Meets Expectations

★★★

PRIORITY AREA WEIGHTS



2021-2022 Mellen Report Card

Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

Overall Score

61.6

Meets Expectations

★★★

PRIORITY AREA WEIGHTS



2022-2023
Mellen Report Card

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	70	82.9
Meets Expectations – ★★★☆☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9

Score Summary

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see https://dpi.wi.gov/accountability/resources.

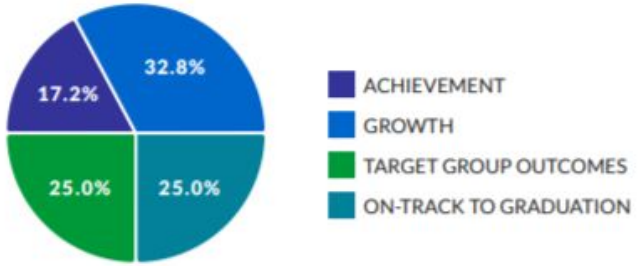
Overall Score

55.7

Meets Few Expectations

★★

PRIORITY AREA WEIGHTS



2023-2024
Mellen Report Card

Accountability Rating Category	*Accountability Score Range*	
	Minimum	*Maximum*
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	70	82.9
Meets Expectations – ★★★☆☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9

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.

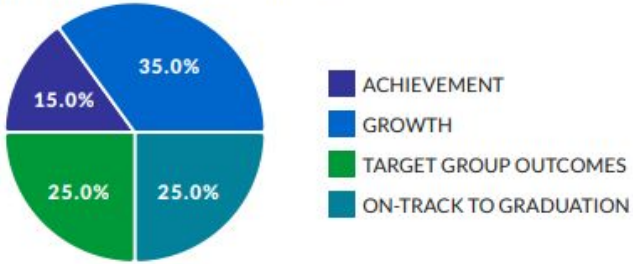
Overall Score

59.1

Meets Expectations

★★★

PRIORITY AREA WEIGHTS



2024-2025
Mellen Report Card

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations (5 stars)	84.0	100
Exceeds Expectations (4 stars)	71.0	83.9
Meets Expectations (3 stars)	60.0	70.9
Meets Few Expectations (2 stars)	49.0	59.9
Fails to Meet Expectations (1 star)	0	48.9

Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see https://dpi.wi.gov/accountability/resources.

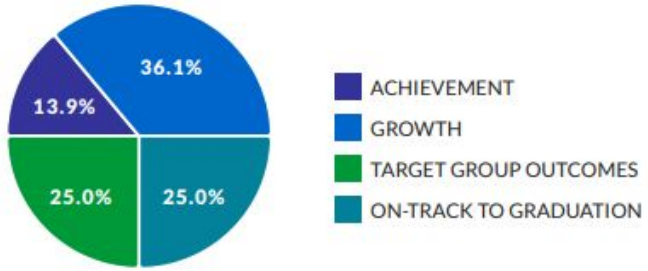
Overall Score

64.3

Meets Expectations

★★★

PRIORITY AREA WEIGHTS



2025-2026
Mellen Report Card

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations (5 stars)	84.0	100
Exceeds Expectations (4 stars)	71.0	83.9
Meets Expectations (3 stars)	60.0	70.9
Meets Few Expectations (2 stars)	49.0	59.9
Fails to Meet Expectations (1 star)	0	48.9

Score Summary

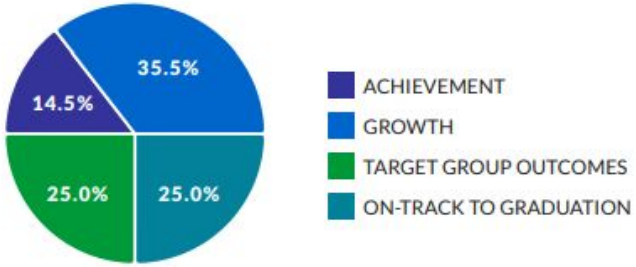
Overall Score

64.1

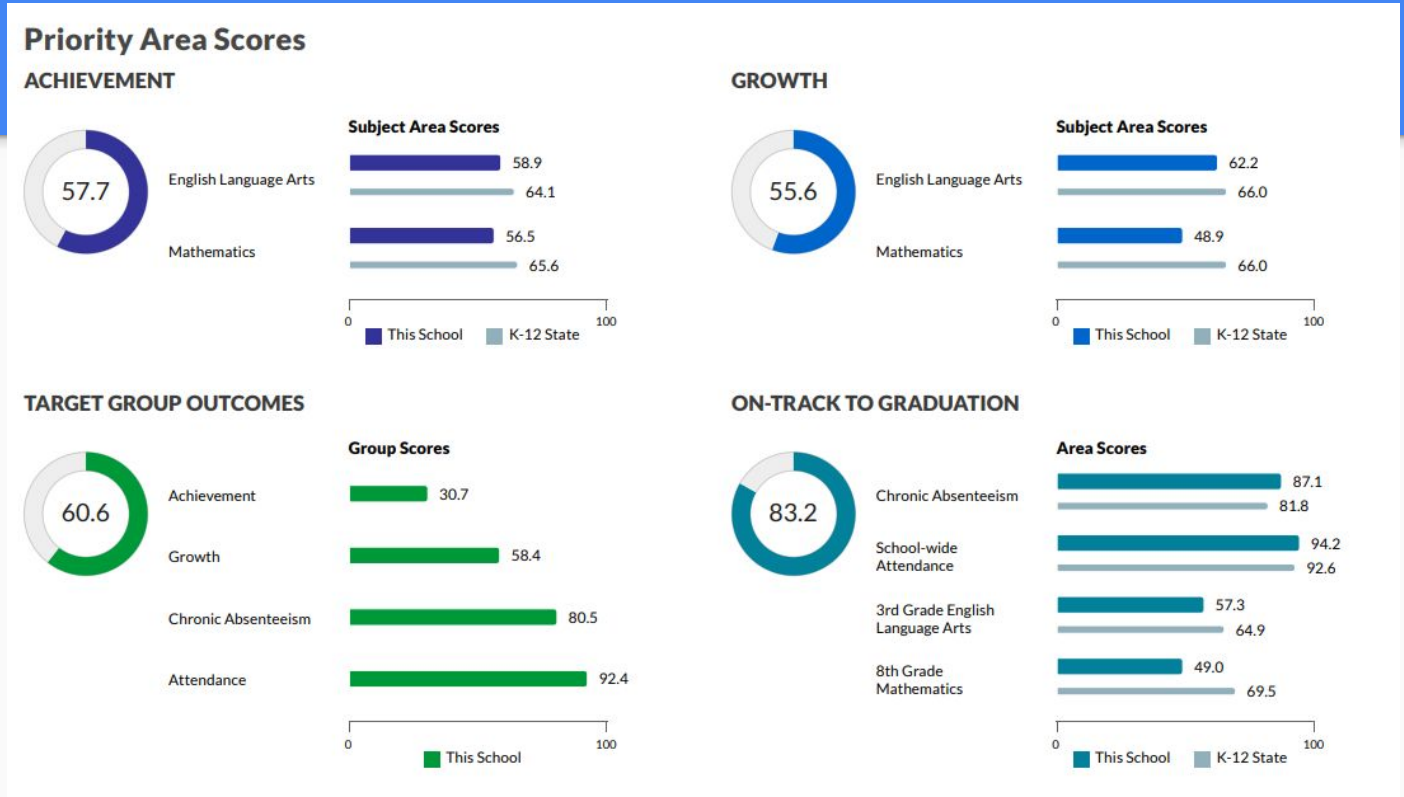
Meets Expectations

★★★

PRIORITY AREA WEIGHTS



2025-2026 Mellen Report Card

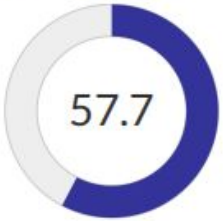


ACHIEVEMENT - State Testing

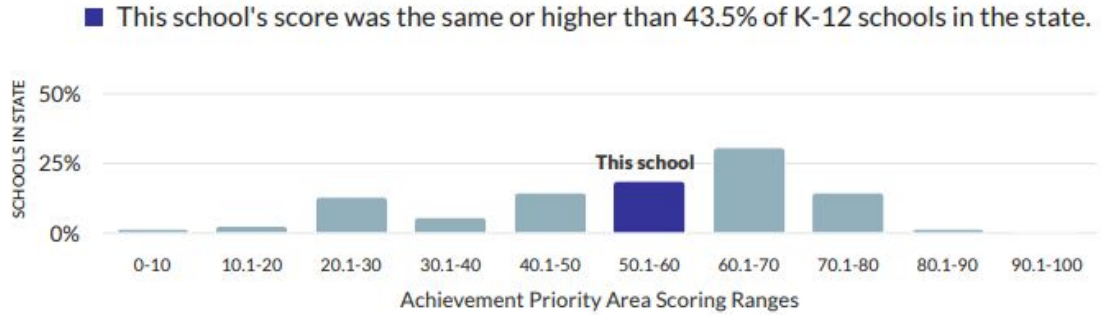
ACHIEVEMENT

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: 58.9
Mathematics Score: 56.5

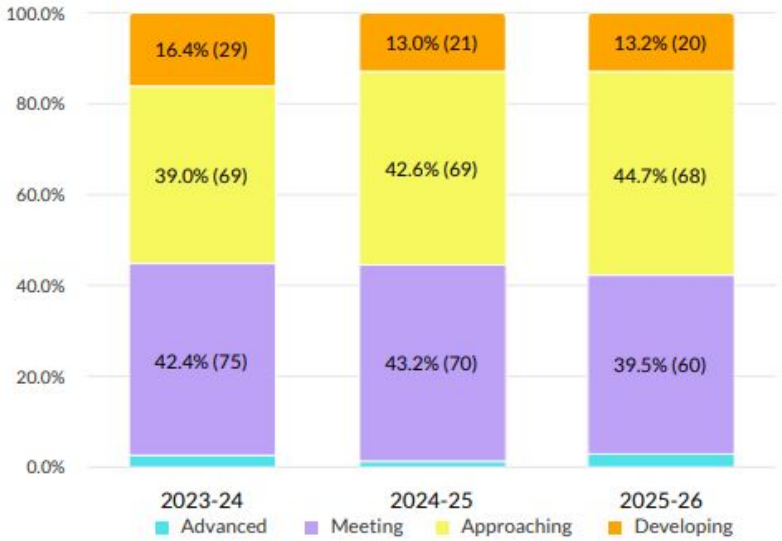


Overall State Testing Performance

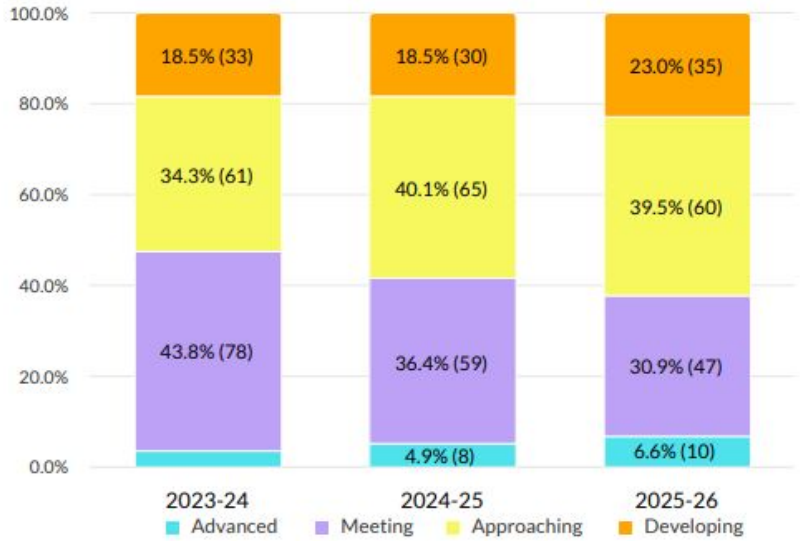
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS

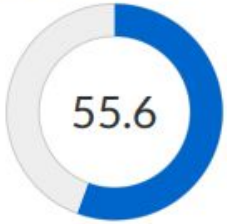


Growth

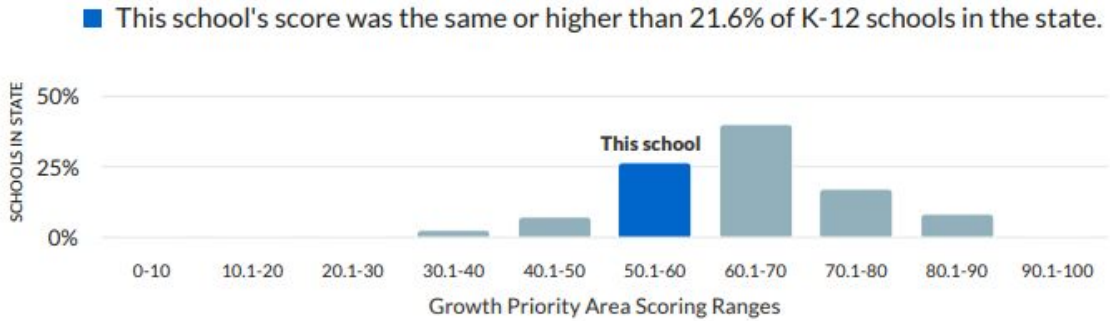
GROWTH

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

Priority Area Score



English Language Arts Score: 62.2
Mathematics Score: 48.9

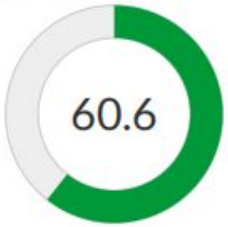


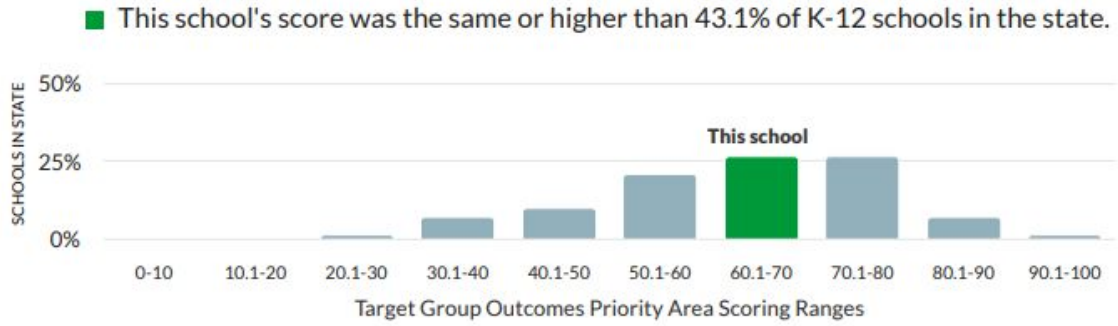
Target Group Outcomes

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



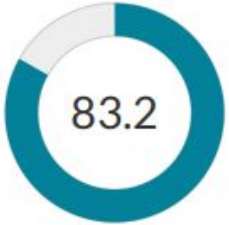


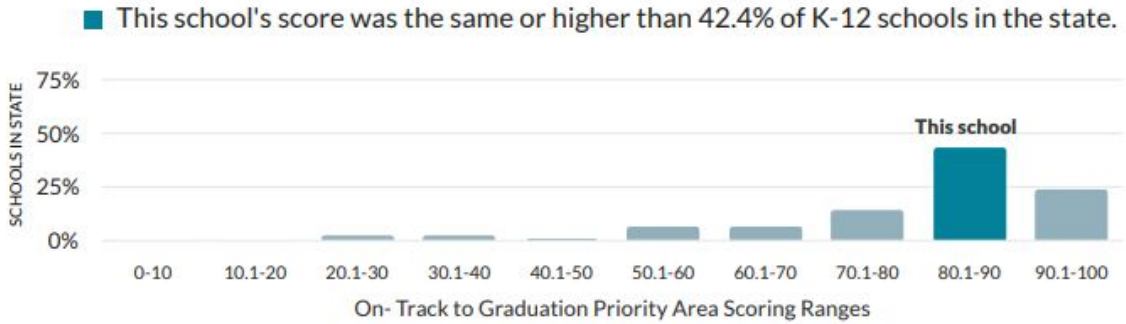
On Track to Graduation

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.

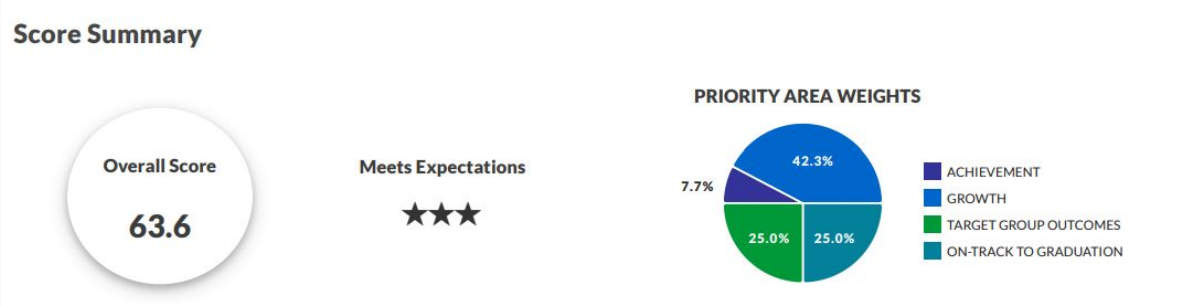
Priority Area Score



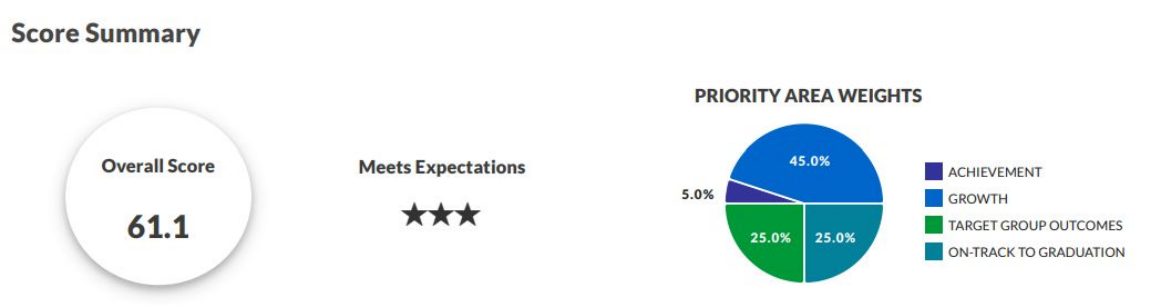


Comparison to Districts around us

Ashland



Bayfield



Comparison to Districts around us

Butternut

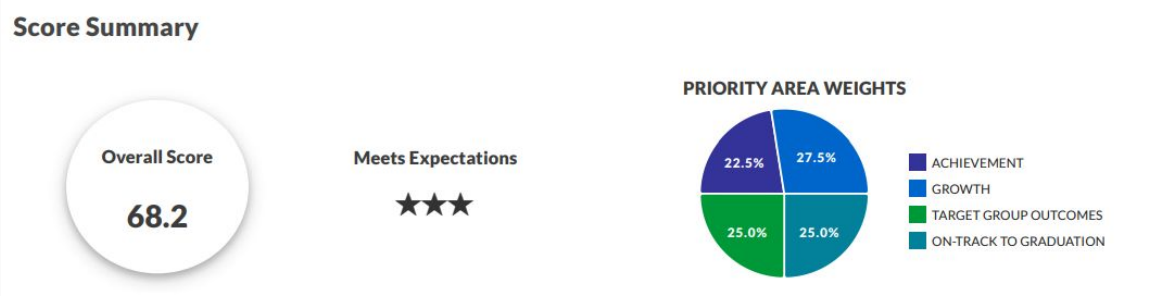


Chequamegon

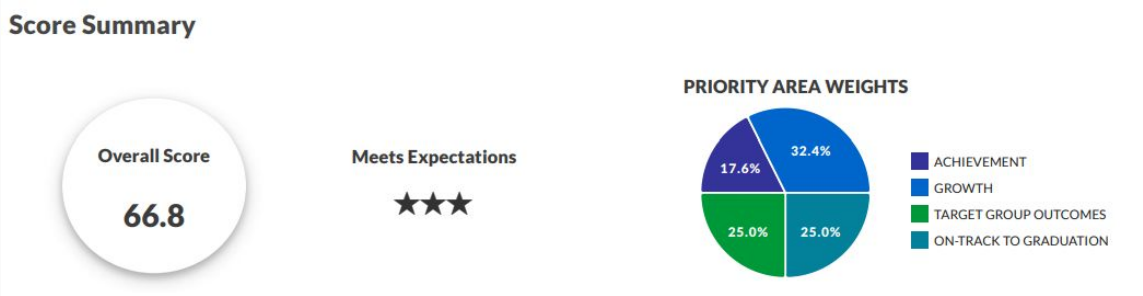


Comparison to Districts around us

Drummond

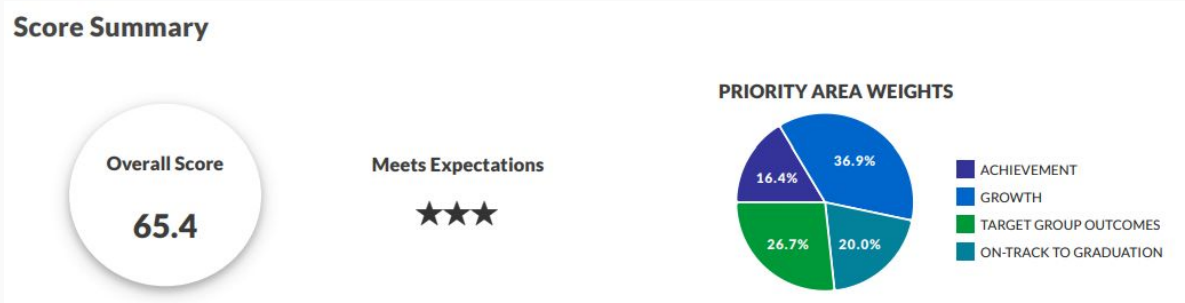


Hurley

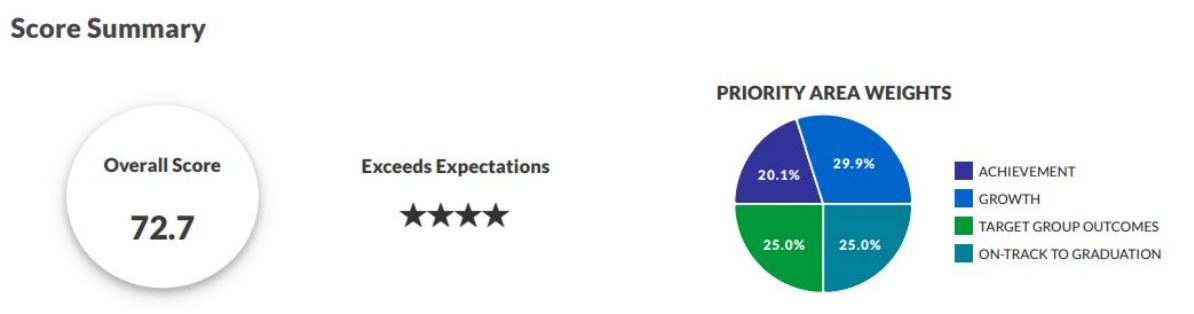


Comparison to Districts around us

Mercer

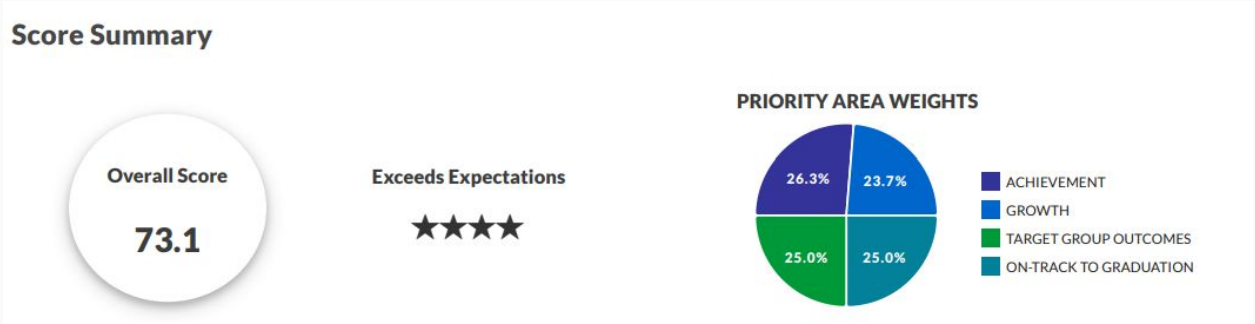


Solon Springs

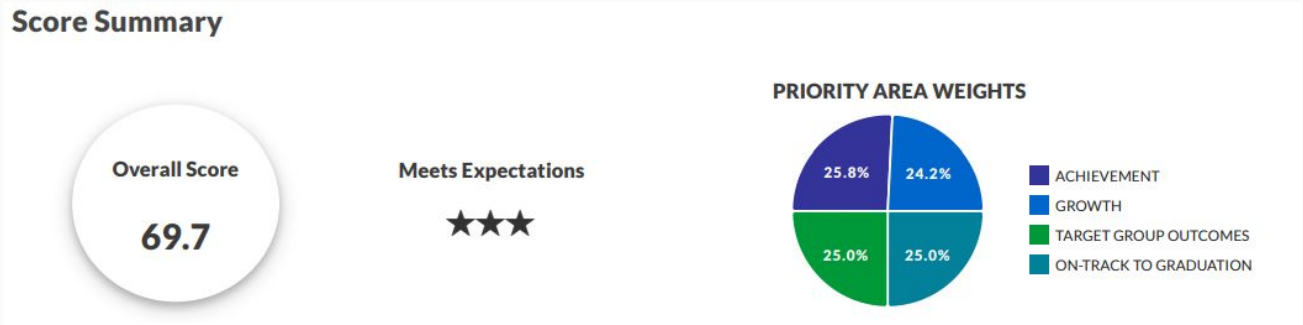


Comparison to Districts around us

South Shore



Washburn



How are we working to improve?

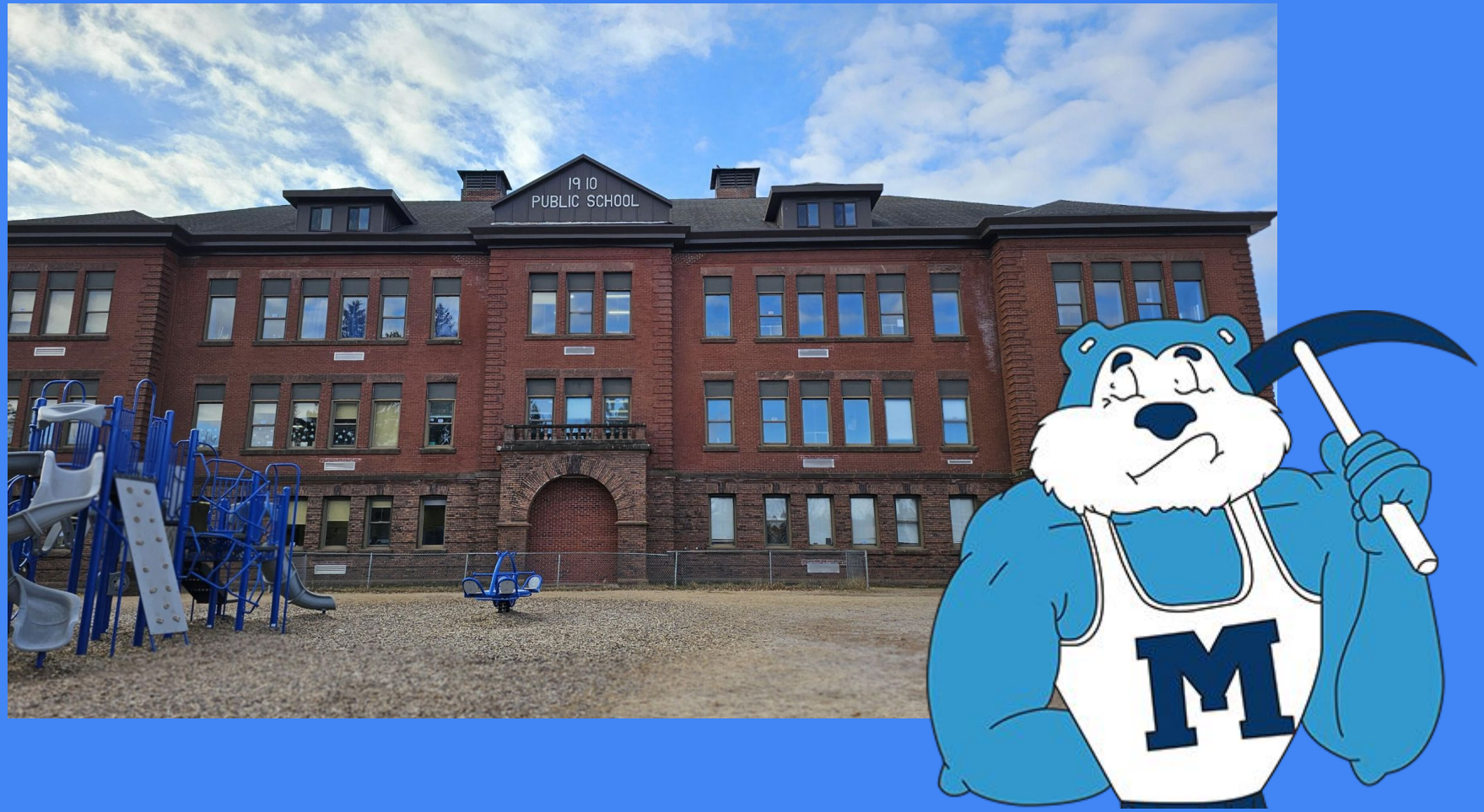
- Title 1 Reading Interventions
- Title 1 Resource: Sound Partners, Literacy Footprints, LLI, and RISE
- Math Interventions
- Math Resource: Bridges
- RtI Intervention programs
- MS & HS Digger Time/Advisory focused on ACP, Reading, SEL skills

- Fifth year with ELA materials K-10
- Fourth year with Math materials K-10
- Continued focus on using Questions and Discussion strategies
- Teacher Clarity Unit Planning work
- Implementation of ACT 20 per DPI

How are we working to improve?

- Literacy work with Reading Specialist, Melissa Fiamoncini
- Instructional Coaching for teachers with Tricia Lund

- 100 Day Roadmaps
- Staff Leadership Team
- Committee Work
- Structured PLT meetings focused on district goals and strategies


1910
PUBLIC SCHOOL
M