

Education Report 2025

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 - Peter Jokinen
Clerk - Liz Young
Member - Jean Hahn-Thomas
Member - Blake Pierce
Member - Amber Erickson

Superintendent - Sheri Kopka
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



2025-2026 Roadmap Goals

Goal 1: By the end of the 25-26 school year, we will have at least 50% of our students in grades K-11 advanced or proficient on the Reading STAR test.

Goal 2: By the end of the 25-26 school year, we will have at least 40% of our students in grades 1-11 advanced or proficient on the Math STAR test.

Goal 3: By the end of the 25-26 school year, all staff will implement universal expectations for all students with accountability.

FALL STAR DATA Reading

STAR READING

GRADE	FALL		WINTER		SPRING	
K*	11/16	69%				
1*	13/15	87%				
2	7/18	39%				
3	7/14	50%				
4	9/18	50%				
5	6/18	33%				
6	10/15	67%				
7	10/20	50%				
8	9/21	43%				
9	6/10	60%				
10	12/16	75%				
11	7/22	32%				
ALL	107/203	53%				

*STAR Early Literacy

FALL STAR DATA Math

STAR MATH

GRADE	FALL		WINTER		SPRING	
K	–	–	–	–	–	–
1	3/15	20%				
2	8/18	44%				
3	8/14	57%				
4	8/18	44%				
5	10/18	56%				
6	10/17	59%				
7	12/19	63%				
8	10/21	48%				
9	6/9	67%				
10	11/16	69%				
11	9/22	41%				
ALL	95/187	51%				

FALL
Aimsweb Data
Act 20
Grades PK-3

	FALL			
Grade	# of Students Screened	# of Students at Benchmark	# of Students in Class	% at Benchmark
K	17	13	17	76.47%
1	15	10	15	66.67%
2	18	6	18	33.33%
3	14	8	14	57.14%
TOTALS	64	37	64	57.81%

School/Community Partnerships

Mellen Home & School Association

2nd
Wednesday of
the month at
5:00pm



Supporting our Families

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

Connecting with the Community

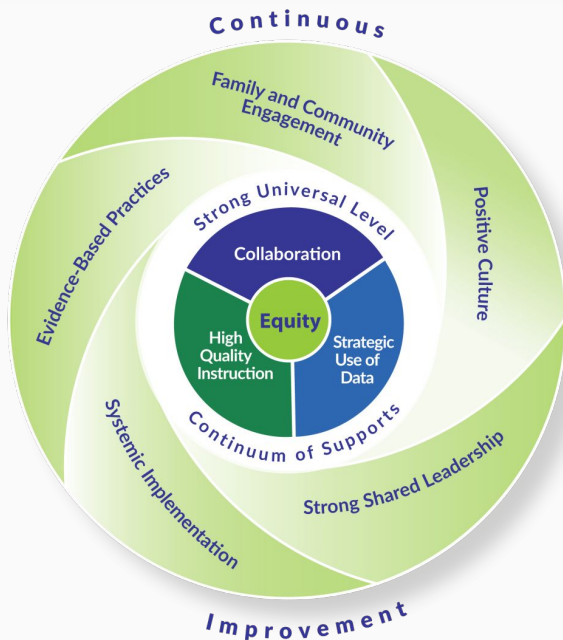
- Digger Weekly - digital
- District Website
- District Facebook page
- District Instagram page

Happenings at School



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-Level 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 2025-2026?

- Due to not having an in person Science teacher, students in grades 9 and 10 are receiving instruction through NWECS with Dr. Julie Ray out of Winter. Mr. Cihlar is teaching 8th grade science and Mr. LaRose is teaching a high school elective.
- We hired 3 new teachers this year: Mrs. Erin Wiskus - Kindergarten; Ms. Patti Conley - HS English; and Mr. Jason Cihlar - MS/HS Math and 8th gr. Science
- Students in middle school will have a quarter of health with Mr. Moreland.
- Digger Time for MS and HS students was moved to the start of the day.

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 Youth Apprenticeship: **20! (Last year it was 9.)**

Students currently enrolled in ECCP and SCN classes: **15**

Students who applied for ECCP and SCN classes for spring semester: **24**

All Juniors will take the ACT on March 10.

School District of Mellen Snapshot

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 2025-2026

New Teachers:

Kindergarten, HS English, MS/HS Math

Teacher/Counselor Retention Rate

90%

19/21 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.

Above & Beyond Teacher Qualifications

- 12 teachers have their Master's Degree
- 1 teacher is National Board Certified
- 3 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 beyond the license needed to teach what they teach...

- CPR trained
- CPI trained (Crisis Prevention Institution - Crisis Intervention)
- ALICE trainer
- Coaching license
- Instructional Coaching training
- Electrician license
- Mentor Training
- Responsive Classroom and Developmental Designs training
- Restorative Practices training
- Neurosequential Model in Education training
- UW-Milwaukee faculty member
- ERE trained (Early Reading Empowerment)

Why have you chosen to be a part of the Mellen team?

Community, small town

I went to the Mellen School and want to help provide a quality education for our children to help them be successful in life.

Mellen has a different feeling than most schools. It feels like a family--students and staff.

The students are awesome at Mellen. I have taught in a few schools and Mellen students stand out above and beyond other students in the ones I have taught. I also have enjoyed coaching basketball. I have coached for 34 years and it's been a spectacular experience to be a part of the Mellen athletic program. I consider it an honor to teach and coach in the Mellen District.

I enjoy our small school, knowing students by name. Knowing families on a personal level allows us to gain valuable insight into what motivates their child(ren) and how they learn best. I live in the district, making it easy to commute. Our students are generally well-behaved, which better allows us to do our jobs!

To try to give back to this area of the state (family ties/heritage).

Mellen is where I live and where my children go to school. I have worked at other districts and Mellen has been the best one to work at as far as colleagues, students and expectations for students.

Why have you chosen to be a part of the Mellen team?

Grew up here and my kids went here. It's a nice place to work.

Even as a student in a neighboring district some 30 years ago, I always appreciated what the Mellen school and community at large stood for. All these years later, I still feel that way and am glad to be a small part of it.

The community is supportive in all student learning, supportive of the teachers and we are not just a number--it's all very personable.

I really like the small school setting and the smaller class sizes.

I came here for the opportunity that was offered to me.

Mellen was willing to help me get experience in my field of teaching.

I came because I was looking for a job. I've stayed all of these years because the students, staff and community are my family. They have been here for me for the many highs and lows of my life. Their support is unmeasurable.

Because it's a great community that I want to be a part of.

I chose Mellen as it is close to home and I love the small school setting. Mellen has a great team who work hard and have the best interest of the students!

Why have you chosen to be a part of the Mellen team?

Love Mellen, always have!!!!!!!

The great kids we have

As a resident of the Mellen community since 2014, and having previously coached and substitute taught in the district, as well as being involved with the volleyball program since 2006 it was an easy choice when a job opened up in this district. I was excited to join a great school, and community to continue my career.

I was a student here and have great memories from elementary and high school and some of those teachers from the past inspired me to go into education.

I have been in Mellen since 2002. I did my student teaching here and have loved it ever since. Moreover, I love the people I work with. We also have great kids in Mellen. Go Diggers.

I came to Mellen because of the location of the town, and you needed help.

I prefer smaller schools so we can work more directly with staff, students, and parents. The area is beautiful, with lot of outdoor activities available.

Enrollment and Staffing 2025-2026

Certified Staff	Support Staff	Office Staff	Custodial Staff	Kitchen Staff	IT
23	7	5	2	3	1

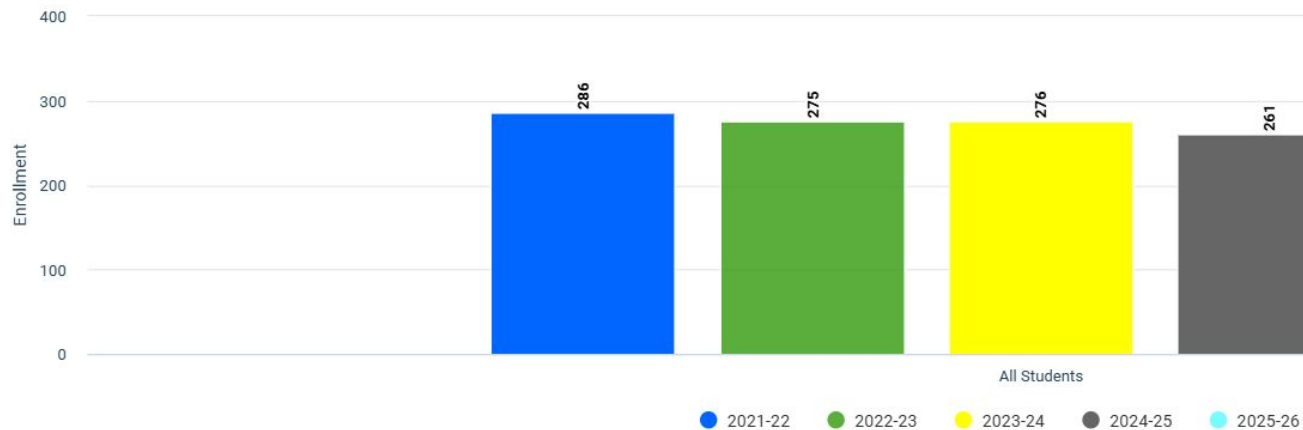
Total Enrollment
241

*as of 10/14/25

PK	17
K	17
1	14
2	18
3	14
4	18
5	18
6	17
7	20
8	21
9	10
10	16
11	23
12	18

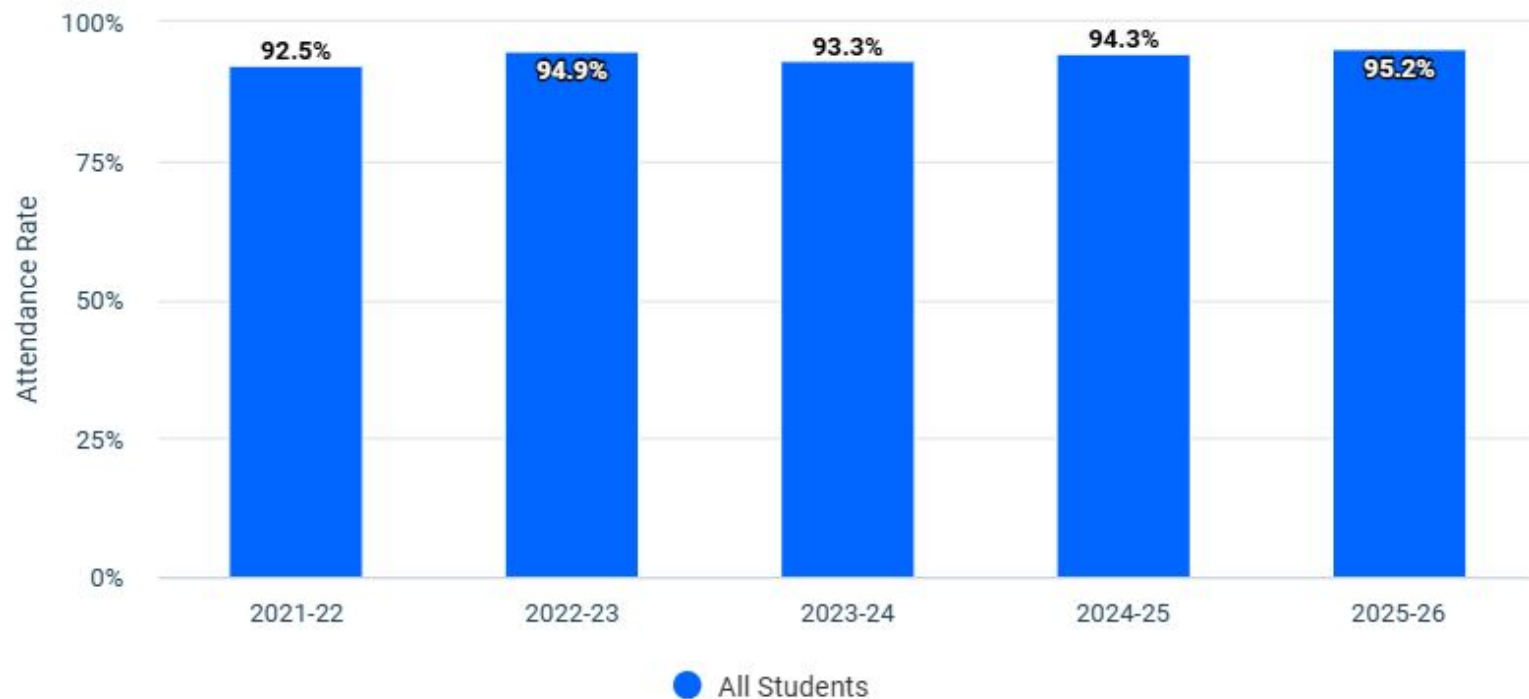
Enrollment trends

Any Enrollment by Year and [All Students]



Attendance

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

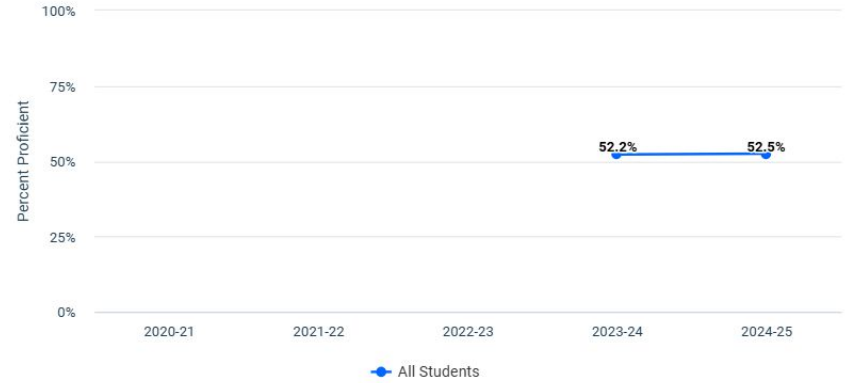


Forward Exam Trends - ELA grades 3-8

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



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

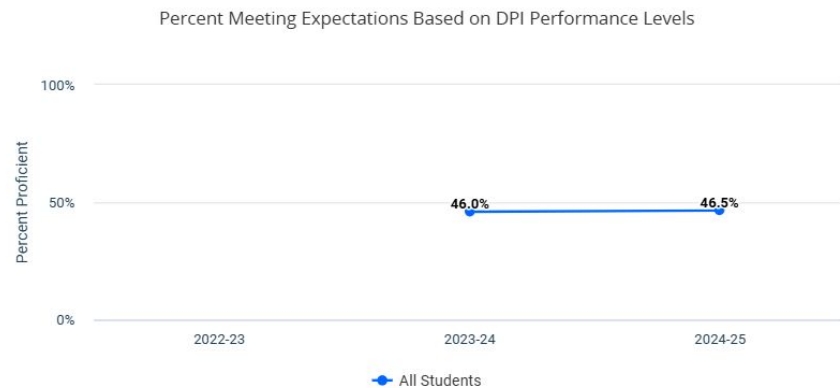


PreACT (9th & 10th) ELA

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



PreACT Secure and DLM Percent Meeting Expectations in by [All Students] and Year [Statewide]

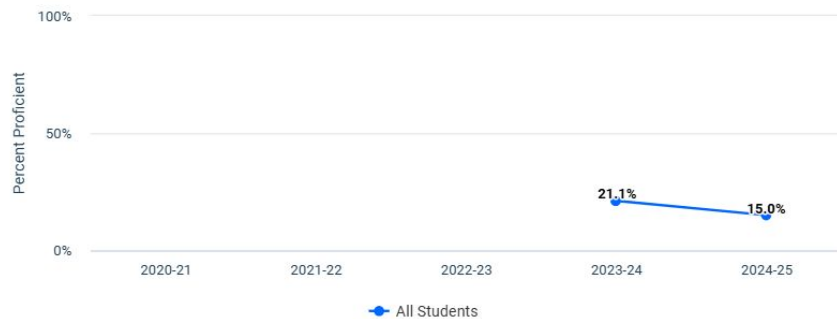


ACT (11th) ELA

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



Percent Meeting Expectations Based on DPI Performance Levels



Statewide ACT and DLM Percent Meeting Expectations in ELA by [All Students] and Year [Statewide]

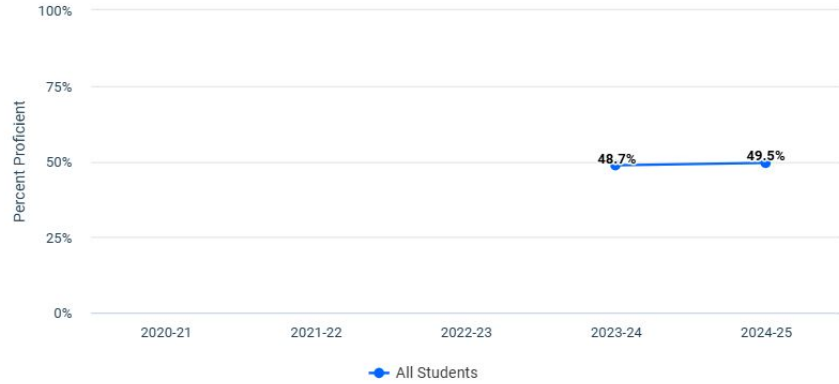


Percent Meeting Expectations Based on DPI Performance Levels

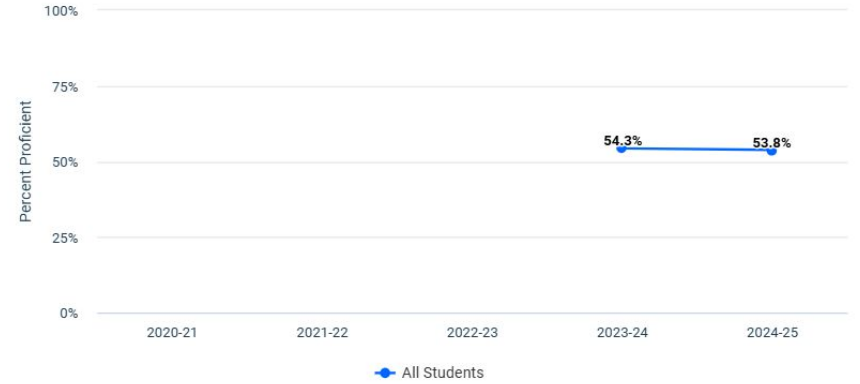


Forward Exam Trends Math Grades 3-8

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



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

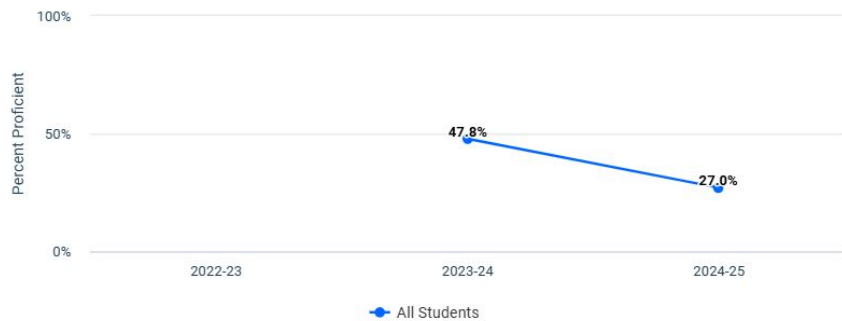


PreACT (9th & 10th) Math

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



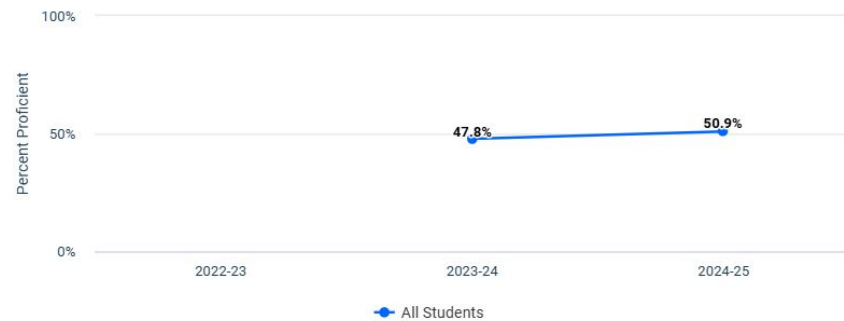
Percent Meeting Expectations Based on DPI Performance Levels



PreACT Secure and DLM Percent Meeting Expectations in by [All Students] and Year [Statewide]



Percent Meeting Expectations Based on DPI Performance Levels

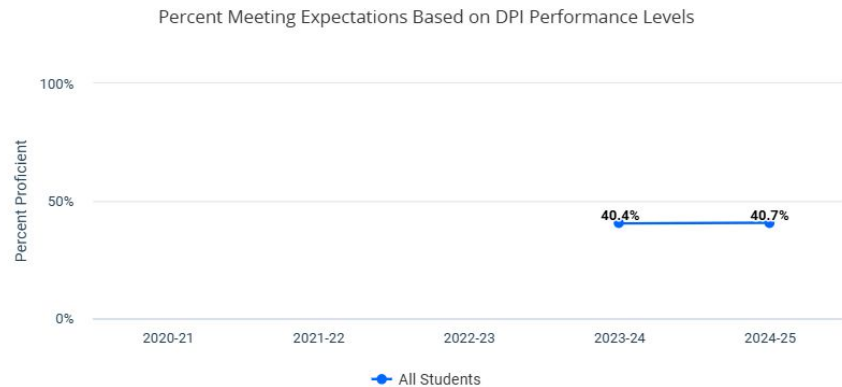


ACT (11th) Math

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



Statewide ACT and DLM Percent Meeting Expectations in Mathematics by [All Students] and Year [Statewide]



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	2024-2025
18.6	17.8	19	18.2	16.9	18.7	17.5	17.1	17.9	16.9	16.9

NOTE: The national average ACT composite score for the high school class of 2024 was 19.4, which is slightly lower than the 19.5 average for the class of 2023. This figure represents the average score of all students in the graduating class who took the exam, according to ACT research.

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.

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.

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.

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

-Carol Ann Tomlinson

