



# Mellen Technology Charter School, Inc.

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## 2010-2011 Annual Report June 30, 2011



*A not-for-profit, non-member, Wisconsin corporation recognized as tax exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code.*

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## **Introduction**

The Mellen Technology Charter School (MTCS) was formed in January 2008 following extensive planning by Administration and Staff, led by CESA 12 as part of the strategic plan of the Rural Community Schools Alliance (RCSA).

The first meeting at which the Board (Council) was formed, was held on January 10, 2008.

At the annual meeting an annual report of the corporation's activities and its plans for the future is presented.

This report documents the performance of the second full school-year of operation of the Mellen Technology Charter School, and suggests future work toward stated goals.

## **Management Organization**

The Mellen Technology Charter School (MTCS) is a non-member, 501 c 3, Wisconsin Corporation. The purposes of the corporation are exclusively for educational purposes, and in furtherance of such purposes will operate a charter school to prepare students to meet the technological challenges and changes in the future by providing a high performance, technologically enriched environment in cooperation with the Mellen School District.

It is an Instrumentality Charter School, in which by definition, the charter school staff are employees of the Mellen School District. Further it is a member of the Rural School Community Alliance, which includes schools in Mercer, Chequamegon, Butternut, and Winter in addition to the Mellen school.

The Governance Council is authorized to manage the affairs of MTCS. The Governance Council is comprised of no less than five residents of the Mellen School District. The Council formulates all the operation policies of the corporation and coordinates its activities through the Administrator of the Mellen School District or designated alternate, and a Charter School Coordinator.

A Charter School Advisor, employed by the District, collaborates with the Council, the Coordinator, the faculty, other RCSA schools, and Charter School students in recommending, developing, directing, and evaluating curriculum, project themes, learning plans, grading policy, distance

learning offerings, handbooks, marketing materials, data management systems, and other duties as requested by the Council.

## **Current Council Members, Officers, and Terms**

Term ending June 30, 2011 –  
Gerri Wrege

Term ending June 30, 2012  
Kevin Quinn  
Thomas O. Jokinen

Term ending June 30, 2013  
Jean Thomas

### **Officers**

President pro tem: Thomas O. Jokinen  
Vice President : Gerri Wrege  
Secretary: Kevin Quinn  
Treasurer: Jean Thomas

### **Charter School Advisor**

Lori Diesburg

### **Coordinator**

Melissa Nigh

Report from the President:

The 2010-2011 school year was a year to remember. All schools will remember Governor Scott Walker's talks about budget restraints. The MTCS did very well during these times. MTCS met its goal of educating a maximum of 15 students. We have also noticed that underclassmen are already thinking about their futures.

MTCS provides opportunities for students to pursue careers outside of the high school setting. These students are confident in themselves as they continue to gain an education in their chosen fields.

MTCS will focus on working with more Mellen School staff and hope for continued mentorship as the community becomes more knowledgeable about the charter school.

The MTCS will continue to explore funding possibilities.

I want to thank both the Mellen School board and the Charter School Board members for helping MTCS continue to provide quality and affordable education for the students of the Mellen School District.

Sincerely,

Thomas Jokinen  
MTCS President

## **2010-2011 MTCS End-of-the-Year Report**

This year at the Mellen Technology Charter School the students were very active in community service efforts. For instance, they helped the Mellen Food Shelf a number of times to gather food and organize it for them. They also helped Cans-for-Kids pick up cans from the ground after a windstorm passed through blowing the cans everywhere; while also helping clean up other areas as well. Earlier this year, we spent an entire day raking leaves from yards for community members requesting help. In return, some people donated money to the school, which totaled approximately \$100. The Mellen School District also benefited from our students because they were willing to help out anytime anyone needed assistance, which included moving logs for the school garden, changing the school information sign on a weekly basis, picking up trash from the yard, raking, cleaning windows, gathering the recycling, cleaning up the school forest, and so on.

In addition to community service, the students kept busy academically. In Project-Based Learning, there were 5 students enrolled in PBL Language Arts, 2 taking PBL PE, 3 completing a PBL Elective, and 4 Senior Projects. The projects that stand out from the year are the senior projects where everyone researched a career they were interested in and created a portfolio filled with pertinent information, and created a Power Point for their presentation--All of the seniors passed with a 3.0 or better, which is what is required for graduation. Another project during the year was one done on the logging industry where a few students worked with the DNR, a managed forestland owner, and a logger. They witnessed the whole logging process from start to finish, along with learning the laws of managed forestland ownership. As a part of this project, they also toured a local lumber mill to watch the trees from the forest be turned into lumber. Their end product was a poster, a pamphlet, and a Power Point presentation. One other project that comes to mind is a Big Brother project where, starting at semester, a Charter School senior became a mentor/big brother to a second grade boy who was having some behavioral issues. He took him to the gym and outside to help him wear off some energy. He also kept a journal of the experience, which resulted in creating a Glogster for the final product.

The charter school is great for our community because now its members know whom to call if they need help, as we are always striving to give back to the community in some way, whether it is through service or projects. The charter school also has an impact on the school district in the same manner, which helps the everyday operation of the school run more smoothly. In addition, the Charter students benefit themselves by learning how to be responsible citizens, willing to lend a helping hand to anyone who needs it. Furthermore, there are many positive benefits to be had by the charter students because they have access to a wide variety of opportunities, like time to explore careers, taking college courses, graduating early to pursue a career goal, etc. The Charter school is also, in many ways, a home away from home for many of the students as it provides a safe and secure learning environment where everyone is accepted no matter who they are. I have personally witnessed students from complete opposite spectrums back each other and help one another, whether it be on projects or other homework or everyday social issues.

Overall, we had a good year. We started off with 15 students, losing one senior at semester due to a move out of the district, and another to other unfortunate circumstances. Four charter students graduated, and two of those received the MTCS Student of Excellence Award given for consistent hard work, leadership, and dedication while always striving for success, and going above and beyond the expectations of MTCS. Next year we will be losing one other student because of a move back to California. However, we have two new sophomore students for next year, which puts our grand total to ten students in Charter, with hopes to pull in more at semester. It seems lately that more and more people in the area are starting to talk more and ask questions about the charter school, so I predict that we will see growth in the years to come.

Lori Diesburg  
MTCS Advisor

From the Vice-President:

This past school year has proved to be, what I feel, the best year of the Charter School yet. Improvements have been shown in more students being interested and involved, more thorough and well done projects, and in better community relations through more service hours.

Those seniors graduating in May 2011 from MTCS have already proven themselves to be ready for the outside world as shown in their preparation of projects. I felt it is also to the benefit of the Charter School that a couple students had to redo projects to bring them up to standards, thus showing that students must meet all standards required for completion.

Although there is always room for improvement, MTCS is well on its way to proving to the community that it is with high standards and well worth any student's time and effort to be involved. It is with high hopes that enough funding will be found to continue with the Charter School. Having been elected to the District Board and having had much involvement with the Charter since its inception, Jeff Ehrhardt will prove to be a welcome addition for future success.

It is hoped that more regular staff will be involved in making the Charter a success. New ideas and mentors for project based learning are forthcoming and with high hopes for an even better 2011-2012 school year. I can honestly say this is an exciting time and place to be involved in monitoring this educational process of the Mellen Technology Charter School.

Gerri Wrege, Vice-President

From the Secretary

As a member of the Council I have had the opportunity to see the progress that the Charter school continues to make. It is heartening to observe the hard work of the staff and the students and the resulting academic achievement. I also applaud the students work outside the classroom. They have made great strides in becoming active members of the community.

As I look to the future I am especially interested in how the Charter School continues to take advantage of technology. This past year a Kindle (electronic reader) was purchased with funds raised by the students. On Amazon, E-Books outsell “traditional” books and it will be interesting to track how students incorporate E-Books into project based learning.

My primary goal for the 2011 – 2012 school year is to work with my fellow Council members to do all that we can to build on and improve communication with the local community and the Mellen School district personnel – teachers, support staff, administrators, and school board. I strongly believe that clear and open communication is a key component of successful organizations.

Kevin Quinn – Secretary

**YEAR END FINANCIAL REPORT  
2010-2011**

<b>LINE ITEM</b>	<b>WUFAR CODE</b>	<b>BUDGETED</b>	<b>EXPENSED</b>	<b>BALANCE</b>
<i>GRANT APPLICATIONS</i>	<i>110-220200</i>	<i>\$2,000.00</i>	<i>\$0.00</i>	<i>\$2,000.00</i>
<i>INSTRUCTION</i>	<i>110-232100</i>	<i>\$90,000.00</i>	<i>\$90,000.00</i>	<i>(\$1.00)</i>
<i>ADMINISTRATION</i>	<i>110-241000</i>	<i>\$15,000.00</i>	<i>\$15,000.00</i>	<i>(\$5,004.00)</i>
<i>FISCAL MANAGEMENT</i>	<i>110-252000</i>	<i>\$4,000.00</i>	<i>\$4,000.00</i>	<i>(\$1,340.00)</i>
<i>COMPUTER MAIN</i>	<i>110-269000</i>	<i>\$1,000.00</i>	<i>\$1,000.00</i>	<i>(\$344.00)</i>
<i>PURCHASED SERVICES</i>	<i>300-232100</i>	<i>\$29,500.00</i>	<i>\$880.00</i>	<i>\$26,107.62</i>
<i>NON-CAPITAL OBJECTS</i>	<i>400-232100</i>	<i>\$4,000.00</i>	<i>\$10.00</i>	<i>\$4,000.00</i>
<i>CAPITAL OBJECTS</i>	<i>500-232100</i>	<i>\$10,000.00</i>	<i>\$0.00</i>	<i>\$10,000.00</i>
<b>TOTAL</b>		<b>\$155,500.00</b>	<b>\$110,890.00</b>	<b>\$44,610.00</b>
<i>CHARTER REVENUE*-ACTIVITY</i>	<i>60-814052</i>	<i>\$267.00</i>	<i>\$108.51</i>	<i>\$158.49</i>
<i>* DONATIONS RECEIVED/PROCEEDS OF SALES/MISC EXPENSES</i>				

**CHARTER BUDGET**

Charter currently doesn't have a budget in dollars through a grant or donation. We currently have an in-kind budget in place. This in-kind budget makes up the \$155,500 budget shown above. An in-kind budget definition is as follows:

Payment made in the form of goods and services, rather than cash. Payments in-kind are often made in the form of a concession or special privileges, e.g.: employee discounts or paid holidays for suppliers.

The only expenses other than payroll are those for Lori Diesburg's travel/meals for various workshops and a file fee of \$10.00 for Charter's Annual Report.

At the close of the 2010-2011 school year, the Charter Fundraiser Account has a balance of \$158.49.

We're hopeful that Charter may have physical funds available to them in the form of grants, donations, etc. for the 2011-2012 school year.

## **Goals 2011-2012**

- 1. Seek grants, donations, and continue fund raisers.**
- 2. Update handbook as needed for Charter School.**
- 3. Continue staff training.**
- 4. Possibly include more staff if enrollment warrants.**
- 5. Maintain full quota of Council members.**
- 6. Plan and complete hands-on activities such as educational field trips.**
- 7. Continue contact with other charters in consortium and with CESA.**
- 8. Continue to keep accurate records of Charter business.**
- 9. Continue to coordinate with District School Board.**
- 10. Continue contact with State Charter Schools by state Charter news.**
- 11. Increase enrollment to 15.**
- 12. Obtain mentors for students from the community.**
- 13. Advocate for aide to Charter program.**
- 14. Continue fiscally responsible budgeting.**

**Adequate Yearly Progress Review  
Summary**

Use your browser back button to return to previous page.



**District: Mellen School District  
Mellen Technology Charter School**

**Tested Grade(s): 10  
Enrollment: 15**

Objective	2008-09		2009-10		2010-11	
	AYP	Status	AYP	Status	AYP	Status
<b>Test Participation</b>	N/A	Satisfactory	N/A	Satisfactory	Yes	Satisfactory
<b>Other Academic Indicator</b>	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
<b>Reading</b>	Yes	Satisfactory	Yes	Satisfactory	No	Satisfactory
<b>Mathematics</b>	Yes	Satisfactory	Yes	Satisfactory	No	Satisfactory
<i>Met Adequate Yearly Progress?</i>	Yes		Yes		No	
<b>Improvement Status:</b>	Satisfactory		Satisfactory		<b>Satisfactory</b>	
						<b>Not Title I</b>

**2010-11 AYP Objectives by Subgroup**

Objective	All Students	American Indian/Alaskan Native	Asian/Pacific Islander	Black, Not of Hispanic Origin	Hispanic	White	English Language Learners	Students with Disabilities	Economic Disadvantage	Met AYP
<b>Test Participation</b>										<b>Yes</b>
<b>Other Academic Indicator<sup>1</sup></b>	Yes									<b>Yes</b>
<b>Reading</b>	District									<b>No</b>
<b>Mathematics</b>	District									<b>No</b>

**NOTE:** The blanks above indicate there were too few students enrolled in the subgroup (less than 40) for reliable evaluation of **Adequate Yearly Progress**.

<sup>1</sup>**Other Academic Indicator:** Graduation or Attendance are required to be used for AYP in each disaggregated subgroup beginning with SY 2011-12.

**Key:**

***Met Adequate Yearly Progress:***

Summarizes the overall attainment of the AYP objectives. Beginning with 2002-03, all four objectives must be met (indicated above by a "Yes" or an "Improved" level for each objective - Test Participation, Other Academic Indicator, Reading, and Mathematics). A "No" indicates that AYP was not met. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin.

**Improvement Status:**

Overall annual improvement status is displayed for the most recent three years. The selected *AYP Review* produces the school or district improvement status that is in effect for the *following* school year.

**N/A:** Not Applicable.

The first two objectives, *Test Participation* and *Other Academic Indicator* (attendance or graduation) were first required in 2002-03. N/A also appears when the group size is very small.

**Yes:** Met the *Adequate Yearly Progress* objective

**No:** Did NOT meet the *Adequate Yearly Progress* objective

**Level 1, 2, 3, 4, or 5: Identified for Improvement**

Did NOT meet the *Adequate Yearly Progress* objectives. The school is subject to state requirements and additional Title I sanctions (if applicable) assigned to that level.\*

**Level 1, 2, 3, 4, or 5 Improved: Identified for Improvement**

Met the *Adequate Yearly Progress* objectives year tested, but the school is subject to state requirements and additional Title I sanctions (if applicable) assigned to that level.\*

**Satisfactory:**

The school or district has **not** missed AYP in the same area for two consecutive years. An overall status of **Satisfactory** does not require improvement under state or federal accountability requirements.

**Title I:**

Schoolwide: A school with a Title I Schoolwide Program.

TAS: A Targeted Assistance School that directs Title I services to specific students.

**Not Title I:**

A school that does not receive Title I funds.

**Notes:**

\*Schools are assigned an Accountability Level equal to the highest level of the four *Adequate Yearly Progress* objectives.

For an explanation of the *Adequate Yearly Progress Review* see: [dpi.wi.gov/oea/acct/ayp.html](http://dpi.wi.gov/oea/acct/ayp.html).

State Requirements and Title I sanctions are outlined in *Wisconsin Public Schools - Levels of Accountability* at: [dpi.wi.gov/oea/doc/sifilevels.doc](http://dpi.wi.gov/oea/doc/sifilevels.doc).